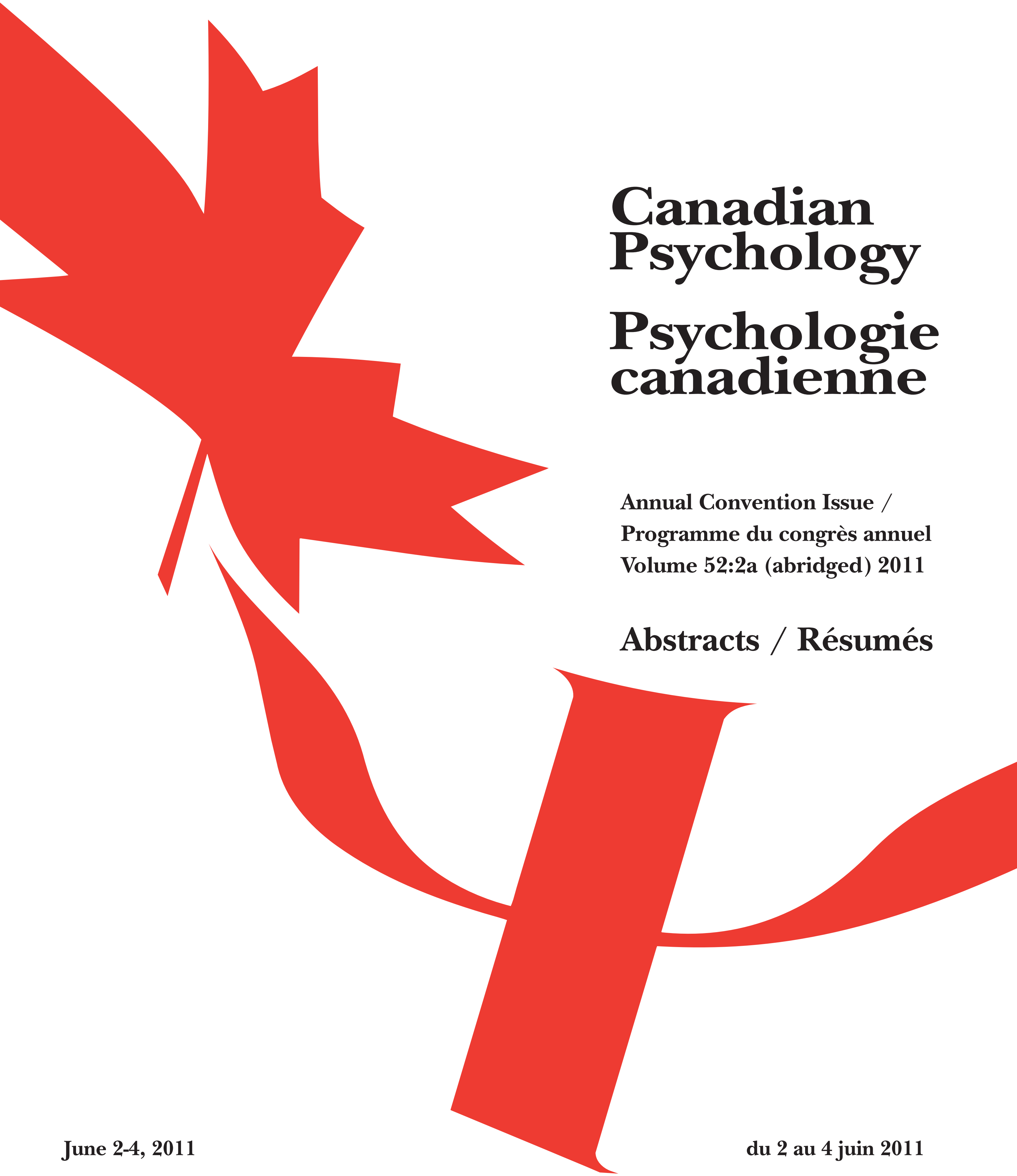


Canadian Psychology

Psychologie canadienne

Annual Convention Issue /
Programme du congrès annuel
Volume 52:2a (abridged) 2011

Abstracts / Résumés

June 2-4, 2011

du 2 au 4 juin 2011

Sheraton Centre Toronto Hotel
Toronto, Ontario

Canadian Psychology
Psychologie canadienne

Editor / Rédacteur en chef
John Hunsley, *University of Ottawa*

Associate Editor / Rédacteur en chef adjoint
Luc G. Pelletier, *Université d'Ottawa*

Book Review Editor / Responsable, comptes rendus de lecture
Adam Radomsky, *Concordia University*

Managing Editor / Directeur des services de rédaction
Raymond Léveillé, Canadian Psychological Association

Editorial Manuscript Coordinator / Coordonnatrice de l'évaluation des manuscrits
Megan Mabe-Stanberry, The American Psychological Association

Editorial Board / Comité de rédaction

Sylvie Belleville, *Université de Montréal*
Michel Boivin, *Université Laval*
Genevieve Bouchard, *Université de Moncton*
Thérèse Bouffard, *Université du Québec à Montréal*
Richard Clément, *Université d'Ottawa*
Anita Delongis, *University of British Columbia*
Alain Desrochers, *Université d'Ottawa*
Jerry Devins, *University Health Network, Toronto*
Michel Dugas, *Concordia University*
Cynthia Fekken, *Queens University*
Mary Gick, *Carleton University*
Joan Grusec, *University of Toronto*
Frédéric Guay, *Université Laval*
Thomas Hadjistavropoulos, *University of Regina*
Ed Helmes, *James Cook University, Townsville, Australia*
Theresa Kline, *University of Calgary*
Catherine Lee, *Université d'Ottawa*
Sonya Major, *Acadia University*
Eric Mash, *University of Calgary*
Jeannette McGlone, *Dalhousie University*
Geoff Nelson, *Wilfrid Laurier University*
Norm O'Rourke, *Simon Fraser University*
Kim Shapiro, *Bangor University*
Carole Sinclair, *The Hincks-Dellcrest Treatment Center, Toronto, Ontario, Canada*
Esther Strauss, *University of Victoria*
Robert Vallerand, *Université du Québec à Montréal*

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

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

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

Canadian Psychology is published quarterly (February, May, August, November) in one volume per year on behalf of the Canadian Psychological Association by the Educational Publishing Foundation of the American Psychological Association (APA), 750 First Street, NE, Washington, DC 20002-4242. Subscriptions are available on calendar year basis only (January through December). The 2011 rates are as follows: *Individual in Canada:* CDN$119 + GST/HST. *Nonmember individual:* US$116 Domestic, $143 Foreign, $154 Air Mail. *Institutional (in Canada):* CDN$289 + GST/HST. *Institutional (in US):* US$281 Domestic, $326 Foreign, $339 Air Mail. *APA Member*: $83. Write to EPF/APA Subscriptions Department, 750 First Street, NE, Washington, DC 20002-4242; subscriptions@apa.org. Printed in U.S.A.

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

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

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

Psychologie canadienne paraît quatre fois par année (février, mai, août, novembre) et est regroupée en un volume par année. La revue est publiée pour le compte de la Société canadienne de psychologie par l' Educational Publishing Foundation de l'American Psychological Association (APA), 750 First Street, NE, Washington, DC 20002-4242. Abonnements d'un an seulement (de janvier à décembre). Les tarifs de 2011 sont les suivants : *Particulier au Canada :* 119 $ + TPS / TVH. *Non-membre aux États-Unis :* 116 $ (local), 143 $ (étranger), 154 $ (par avion). *Institution au Canada :* 289 $ + TPS / TVH. *Institution aux États-Unis :* 281 $ US (local), 326 $ (étranger), 339 $ (par avion). *Membre de l'APA* : 83 $. Écrire au EPF/APA Subscriptions Department, 750 First Street, NE, Washington, DC 20002-4242; subscriptions@apa.org. Imprimé aux États-Unis.

Your search starts here

HealthCareersInSask.ca

Opportunities and information on health careers in Saskatchewan are only one click away at healthcareersinsask.ca, call 1-877-SK-HIRES (1-877-754-4737) or email: contactus@healthcareersinsask.ca

HealthCareersInSask.ca

Saskatchewan Ministry of Health

New Assessments from MHS

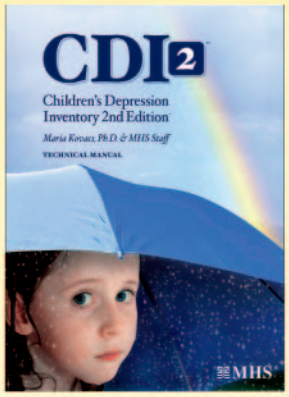
CDI 2™

Maria Kovacs, Ph.D.

The Children's Depression Inventory 2nd Edition™ (CDI 2™) is a comprehensive multi-rater assessment of depressive symptoms in youth aged 7 to 17 years. Based on the original CDI™, the CDI 2 retains many of the essential features of its predecessor and introduces a number of important refinements. The CDI 2 includes new items that focus on the core aspects of childhood depression, revised scales, and newly updated normative data.

To find out more, visit:

www.mhs.com/CDI2


CDI 2
Children's Depression Inventory 2nd Edition
Maria Kovacs, Ph.D. & MHS Staff
TECHNICAL MANUAL
MHS

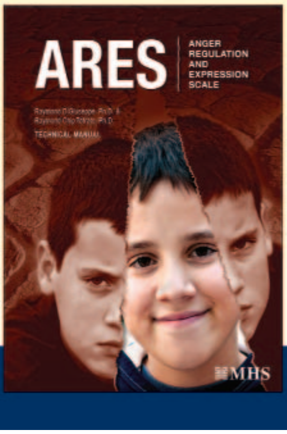
ARES™

Raymond DiGiuseppe, Ph.D. &
Raymond Chip Tafrate, Ph.D.

The Anger Regulation and Expression Scale (ARES™) is a comprehensive, self-report measure of angry thoughts, emotions, and behaviors in youth aged 10 to 17 years. Derived from the Anger Disorder Scale (ADS™), the ARES assesses tendencies towards inward and outward expressions of anger, along with the range and duration of anger experiences.

To find out more, visit:

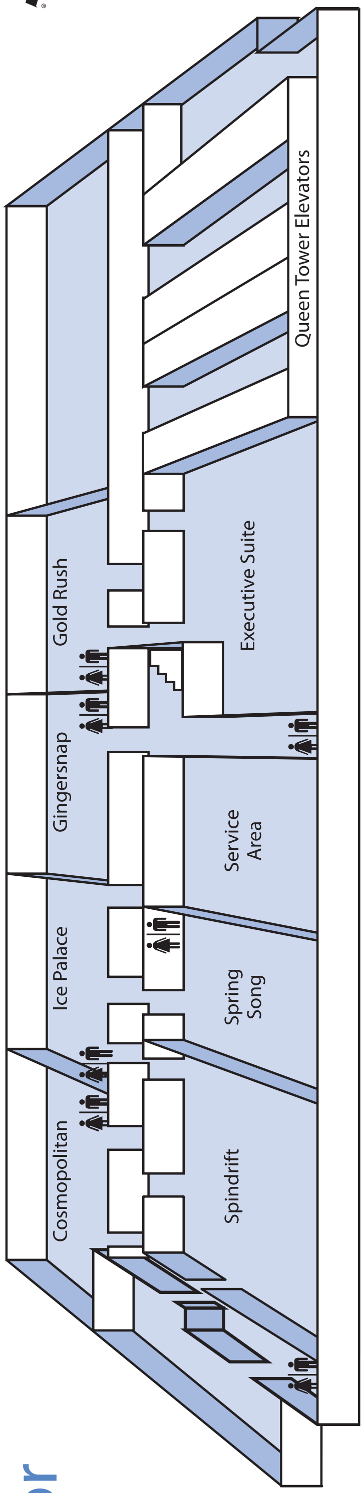
www.mhs.com/ARES


ARES
ANGER REGULATION AND EXPRESSION SCALE
Raymond DiGiuseppe, Ph.D. & Raymond Chip Tafrate, Ph.D.
TECHNICAL MANUAL
MHS

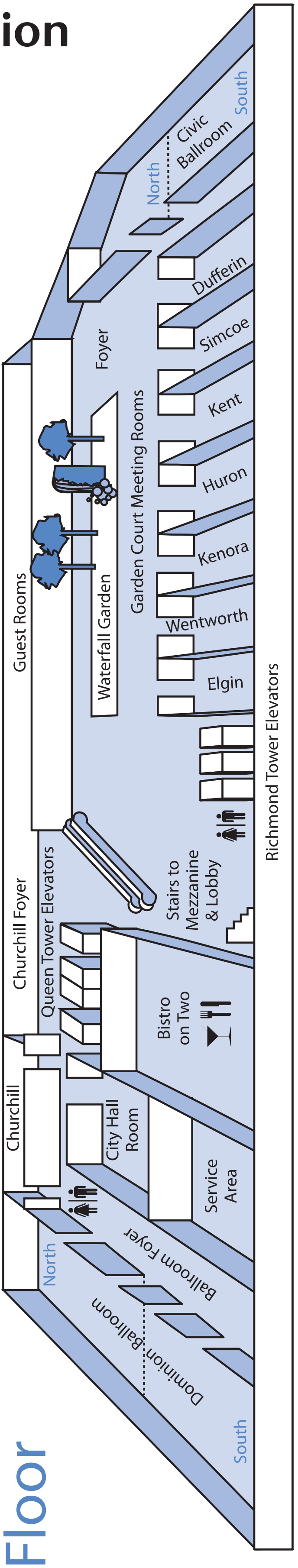
MHS TELEPHONE 1.877.690.9919
Website: www.mhs.com • Email: customerservice@mhs.com

72nd Annual Convention
72e Congrès annuel

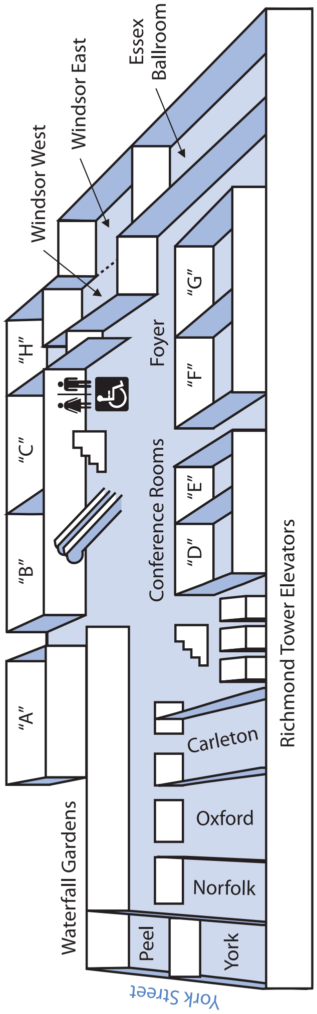
CANADIAN PSYCHOLOGICAL ASSOCIATION
SOCIÉTÉ CANADIENNE DE PSYCHOLOGIE


Queen Tower Elevators
Executive Suite
Gold Rush
Gingersnap
Service Area
Ice Palace
Spring Song
Cosmopolitan
Spindrift

4th Floor

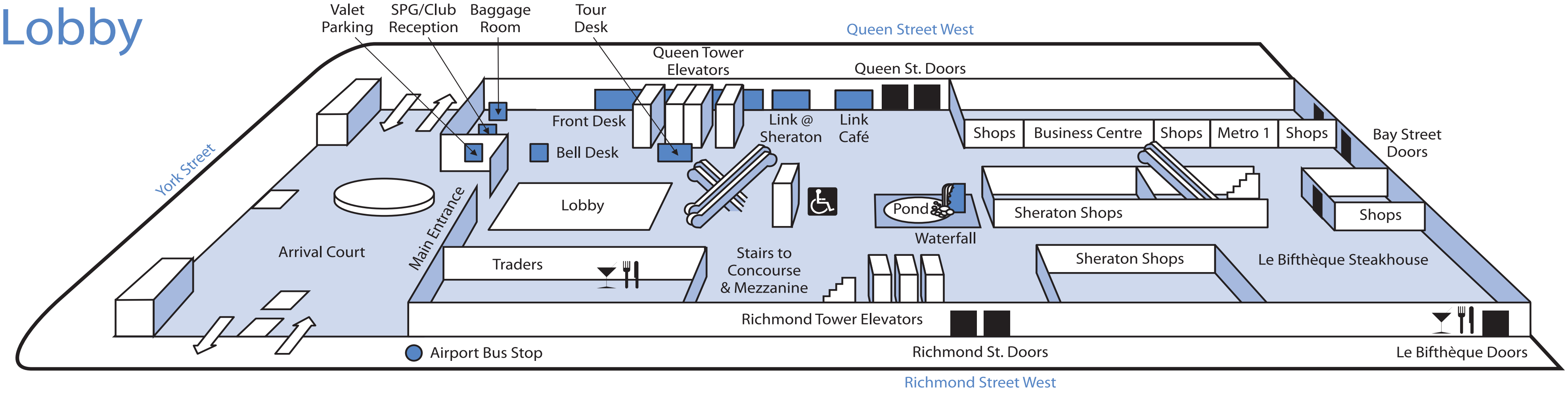

Civic Ballroom
North
South
Dufferin
Simcoe
Kent
Huron
Kenora
Wentworth
Elgin
Foyer
Garden Court Meeting Rooms
Waterfall Garden
Guest Rooms
Richmond Tower Elevators
Stairs to Mezzanine & Lobby
Churchill Foyer
Queen Tower Elevators
Bistro on Two
Churchill
City Hall Room
Service Area
Ballroom Foyer
Dominion Ballroom
North
South

2nd Floor

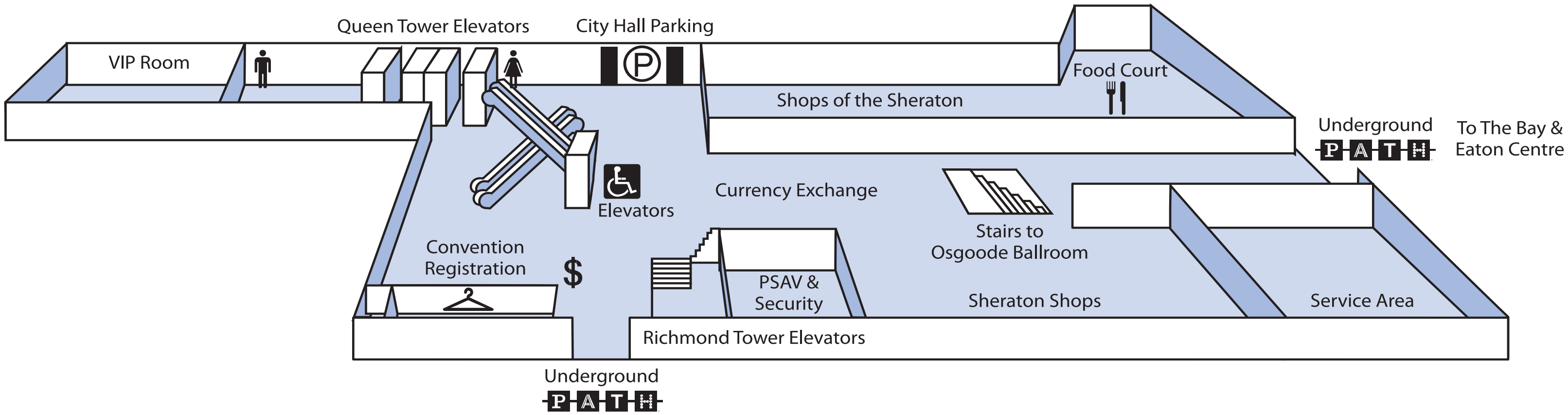

Windsor West
Windsor East
Essex Ballroom
"H"
"C"
"B"
"A"
"G"
"F"
"E"
"D"
Foyer
Conference Rooms
Waterfall Gardens
Carleton
Oxford
Norfolk
Peel
York
Richmond Tower Elevators
York Street

Mezzanine

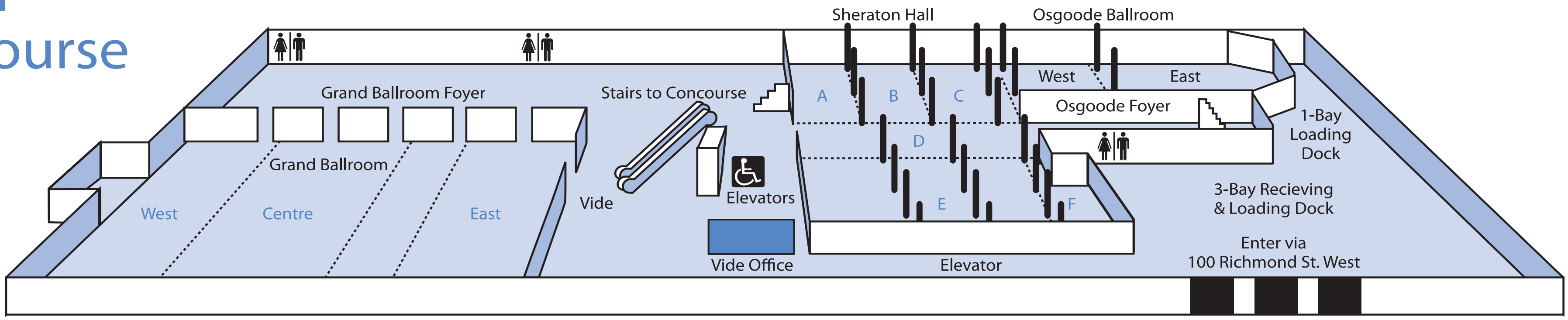
Lobby


Valet Parking
SPG/Club Reception
Baggage Room
Tour Desk
Queen Street West
Queen Tower Elevators
Queen St. Doors
Front Desk
Bell Desk
Link @ Sheraton
Link Café
Shops
Business Centre
Shops
Metro 1
Shops
Bay Street Doors
York Street
Lobby
Pond
Sheraton Shops
Shops
Arrival Court
Main Entrance
Waterfall
Traders
Stairs to Concourse & Mezzanine
Sheraton Shops
Le Bifthèque Steakhouse
Richmond Tower Elevators
Airport Bus Stop
Richmond St. Doors
Le Bifthèque Doors
Richmond Street West

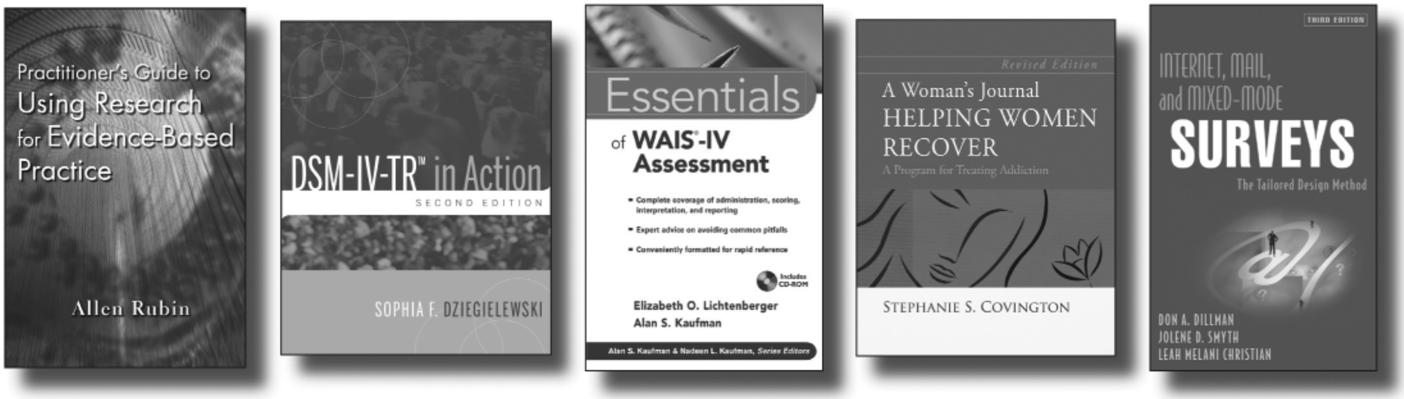
Concourse


Queen Tower Elevators
City Hall Parking
VIP Room
Food Court
Shops of the Sheraton
Underground PATH
To The Bay & Eaton Centre
Currency Exchange
Elevators
Stairs to Osgoode Ballroom
Convention Registration
$
PSAV & Security
Sheraton Shops
Service Area
Richmond Tower Elevators
Underground PATH

Lower Concourse


Sheraton Hall
Osgoode Ballroom
Grand Ballroom Foyer
Stairs to Concourse
A
B
C
West
East
Osgoode Foyer
D
1-Bay Loading Dock
Grand Ballroom
Elevators
3-Bay Recieving & Loading Dock
West
Centre
East
Vide
E
F
Enter via 100 Richmond St. West
Vide Office
Elevator

We've Got All the Books You Need!


Practitioner's Guide to Using Research for Evidence-Based Practice
Allen Rubin
DSM-IV-TR in Action
SECOND EDITION
SOPHIA F. DZIEGIELEWSKI
Essentials of WAIS-IV Assessment
Complete coverage of administration, scoring, interpretation, and reporting
Expert advice on avoiding common pitfalls
Conveniently formatted for rapid reference
Includes CD-ROM
Elizabeth O. Lichtenberger
Alan S. Kaufman
Alan S. Kaufman & Nadeen L. Kaufman, Series Editors
Revised Edition
A Woman's Journal
HELPING WOMEN RECOVER
A Program for Treating Addiction
STEPHANIE S. COVINGTON
THIRD EDITION
INTERNET, MAIL, and MIXED-MODE SURVEYS
The Tailored Design Method
DON A. DILLMAN
JOLENE D. SMYTH
LEAH MELANI CHRISTIAN

Visit the **Wiley** booth and get a **20%** special conference discount on our Psychology books. Offer ends **July 1st, 2011.**

To browse our new releases and bestsellers please visit **www.wiley.ca/psychology**.

WILEY
Publishers Since 1807

CANADIAN PSYCHOLOGICAL ASSOCIATION
SOCIÉTÉ CANADIENNE DE PSYCHOLOGIE
73rd Annual Convention
73e Congrès annuel
June 14-16 juin
2012
HALIFAX

Sleeping on the Job Required

Treatments That Work
Overcoming Insomnia

Dr. Colleen Carney is studying the links between depression and insomnia and her work could help save millions of dollars a year

If you're taking part in Dr. Colleen Carney's research, sleeping is part of the job description.

She's looking at the links between insomnia and depression, and how teaching someone how to get a good night's sleep can help treat that depression. In Ryerson's new Sleep and Depression Lab, an Ontario first, Colleen and her graduate students are using cognitive behavioural therapy, a non-medicinal treatment, to help patients get some shut-eye.

Down the road, it could mean patients will need fewer drugs and therapy sessions, saving the health system millions of dollars.

Colleen is well known for her work. After completing her PhD at Louisiana State University, she took a faculty position at Duke University. Colleen then decided to make her way to Ryerson because of the big names, new labs and cutting-edge research.

Even cooler was that she brought along $1-million in research funding from the National Institutes of Health, the premier medical research agency in the U.S.

Colleen is part of a psychology department that is entrenching Ryerson as the place to be for research and training. Leading researchers in fields from anxiety treatment to music cognition are making their mark at Ryerson.

So, if you're not feeling too tired, go to **www.ryerson.ca/marks** and hear what Colleen has to say about her work.

www.ryerson.ca

RYERSON
UNIVERSITY

Everyone Makes a Mark

AT-A-GLANCE: THURSDAY, JUNE 2 / COUP D'OEIL: JEUDI 2 JUIN

TIME	DOMINION BALLROOM SECOND FLOOR Exhibitor/Poster area	ESSEX BALLROOM Mezzanine Level 280 Theatre	YORK ROOM Mezzanine Level 65 Theatre	CITY HALL ROOM SECOND FLOOR 120 Theatre
8:00 AM	**16874 First Time Presenter's Breakfast (By Invitation Only)** Petit-déjeuner à l'intention des conférenciers qui présentent leur première communication (seulement sur invitation) CITY HALL ROOM - SECOND FLOOR (8:00 AM - 8:55 AM)			
8:30 AM				
9:00 AM	**16825 Welcoming Ceremony Honoring our Best / Hommage au mérite** OSGOODE BALLROOM LOWER CONCOURSE (9:00 AM - 9:55 AM)			
9:30 AM				
10:00 AM	**16801 CPA Presidential Address / Allocution Présidentielle** Prospective Memory Research and Findings: Faulty Brain; Flaky Person (Peter Graf) OSGOODE BALLROOM LOWER CONCOURSE (10:00 AM - 10:55 AM)			
10:30 AM				
11:00 AM	**16809** **Poster Session 'A' /** **Présentation par affichage** Brain and Behaviour Clinical Neuropsychology Perception Learning and Cognition Psychopharmacology Psychophysiology Rural and Northern Psychology Substance Abuse (11:00 AM - 12:55 PM)	**14478 Invited Speaker (CPA)** *Clinical Psychology* **SECTION PROGRAM** Exercise for Mood and Anxiety Disorders (Jasper Smits) (11:00 AM - 11:55 AM)	**14437 Invited Speaker (CPA)** *Extremism and Terrorism* **SECTION PROGRAM** The Making of Suicide Bombers: Personality and Social Factors (Ariel Merari) (11:00 AM - 12:55 AM)	NOT AVAILABLE
11:30 AM				
12:00 PM		**15426 WKSP** What do Psychology Practitioners' do for Canada's Mental Health? Focus on service provided to Children and Youth and Clients Diagnosed with CVD or Diabetes (Ashley Ronson, Karen Cohen) (12:00 PM - 1:25 PM)		**14806 GRADUATE FAIR/WKSP** *Student in Psychology* Should I .... Could I....Will?: A Student's Guide to Gaining Admission to Graduate School in Psychology and Succeeding in Graduate School (Rana Pishva, Missy Teatero) (12:00 PM - 1:55 PM)
12:30 PM				
1:00 PM	NOT AVAILABLE		**14753 SECTION BUSINESS MEETING** *Extremism and Terrorism* **SECTION PROGRAM** (Wagdy Loza) (1:00 PM - 1:55 PM)	
1:30 PM	**16810** **Poster Session 'B' /** **Présentation par affichage** Adult Developmental and Aging Developmental Psychology Family Psychology Psychology and Religion (1:30 PM - 3:25 PM)	NOT AVAILABLE		
2:00 PM		16852 **SYMP** Townhall Session Fifty Years of the Practice of Psychology: What's Changed and What Hasn't (John Conway, Richard Steffy, Samuel Mikail, Melissa Tiessen) (2:00 PM - 3:25 PM)	**14511 SECTION BUSINESS MEETING** *Students in Psychology* **SECTION PROGRAM** (Rana Pishva) (2:00 PM - 2:55 PM)	**14466 Joint CPA/CCPPP Internship Fair/WKSP** *Clinical Psychology* Presentation on Preparing For Your Predoctoral Internship (Sandra Clark, Rebecca Mills, Theresa Dever Fitzgerald) (2:00 PM - 4:25 PM)
2:30 PM				
3:00 PM			**14427 Keynote (Section)** *Students in Psychology* **SECTION PROGRAM** The Whole Nine Yards: The Ins and Outs of Research Success in Psychology (Thomas Hadjistavropoulos) (3:00 PM - 4:55 PM)	
3:30 PM	NOT AVAILABLE	**14469 Invited Speaker** (CPA) *Perception, Learning and Cognition* **SECTION PROGRAM** The Evolving Concept of Working Memory: Implications for Cognitive Aging (Fergus Craik) (3:30 PM - 4:25 PM)		
4:00 PM	**16811 Poster Session 'C' /** **Présentation par affichage** Criminal Justice Psychology (NACCJPC) Extremism and Terrorism Psychology and the Military Traumatic Stress (4:00 PM - 5:55 PM)			
4:30 PM		14662 **SYMP** *Clinical Psychology* Peer Support and Mental Health Services for Operational Stress Injuries (Juan Cargnello, Sylvain Verville, Michael Newcombe) (4:30 PM - 5:55 PM)		**14523 SYMP** *Clinical Psychology* The Clinical Applicability of Openness to Experience to the Phenomenology and Course of Axis I and II Disorders (Lena Quilty, Michael Chmielewski, Kathrin Herzhoff, Mahesh Menon) (4:30 PM - 5:55 PM)
5:00 PM			**16793 Reception** *Students in Psychology* **SECTION PROGRAM** Reception For Student Campus Representatives (Rana Pishva, Missy Teatero) (5:00 PM - 5:55 PM)	
5:30 PM				
6:00 PM	16827 Presidential Reception and CPA Foundation Silent Auction / Réception présidentielle et enchères silencieuses pour la fondation de la SCP OSGOODE BALLROOM LOWER CONCOURSE (6:00-8:00 PM)			

TIME	WENTWORTH ROOM Mezzanine Level 55 Theatre	KENORA ROOM SECOND FLOOR 59 Theatre	HURON ROOM SECOND FLOOR 59 Theatre	KENT ROOM SECOND FLOOR 59 Theatre	SIMCOE/DUFFERIN ROOM SECOND FLOOR 100 Theatre
8:00 AM	**16874 First Time Presenter's Breakfast (By Invitation Only)** Petit-déjeuner à l'intention des conférenciers qui présentent leur première communication (seulement sur invitation) CITY HALL ROOM - SECOND FLOOR (8:00 AM - 8:55 AM)				
8:30 AM					
9:00 AM	**16825 Welcoming Ceremony Honoring our Best / Hommage au mérite** OSGOODE BALLROOM LOWER CONCOURSE (9:00 AM - 9:55 AM)				
9:30 AM					
10:00 AM	**16801 CPA Presidential Address / Allocution Présidentielle** Prospective Memory Research and Findings: Faulty Brain; Flaky Person (Peter Graf) OSGOODE BALLROOM LOWER CONCOURSE (10:00 AM - 10:55 AM)				
10:30 AM					
11:00 AM	**16846 THEORY REVIEW SESSION 'A'** **Aboriginal Psychology** (16651 Teresa Beaulieu) **Adult Development and Aging** (15388 Brian Chartier) (11:00 AM - 12:00 PM)	**15115 Conversation Session** A Perfect Match or a Perfect Storm: Data from the Task Force on Internship and Training Issues in Ontario (MaryAnn Evans, Jane Ledingham, Adrienne Perry, Sharon Guger, Ian Nicholson, Dorothy Cotton, Katherine Buell, Catherine Yarrow, Ian Brown) (11:00 AM - 12:25 PM)	**16093 Keynote (Section)** History and Philosophy of Psychology SECTION PROGRAM What Historians and Philosophers of Psychology Can Learn from Other Minorities (Adrian Brock) (11:00 AM - 11:55 AM)	**16808 WKSP** Nuts and Bolts of Submitting a Proposal Preparing a Common CV and the ResearchNet Process (Lisa Votta-Bleeker) (11:00 AM - 12:25 PM)	**14432 WKSP** Industrial and Organizational Psychology Managing I/O psychology projects: Using project management tools and techniques to get the job done (Francois Chiocchio) (11:00 AM - 12:55 PM)
11:30 AM					
12:00 PM	NOT AVAILABLE		**15489 SYMP** *History and Philosophy of Psychology* The Future of Psychoanalysis (Angelina Baydala, Roger Frie, Scott Bishop, Art Caspary, Discussant, Ed Hersch) (12:00 PM - 1:25 PM)		
12:30 PM	**16829 Conversation** Accreditation Conversation Session (Patrick Baillie) (12:30 PM - 1:25 PM)	**14591 SECTION BUSINESS MEETING** *Social and Personality Psychology* **SECTION PROGRAM** (Jessica Cameron) (12:30 PM - 1:25 PM)		**16602 WKSP** *Clinical Psychology* The Role of "Mindful Eating" in a Group Treatment Model for Eating Disorders (Paraskevoulla Xinaris, Ozge Akcali) (12:30 PM - 1:25 PM)	
1:00 PM					**14641 SECTION BUSINESS MEETING** *Traumatic Stress* **SECTION PROGRAM** (Alain Brunet, Paul Frewen) (1:00 PM - 1:55 PM)
1:30 PM	**16833 THEORY REVIEW SESSION 'B'** **Clinical Psychology** (16122 Daniel Kopala-Sibley) **Counselling Psychology** (16523 Nina Josefowitz) (1:30 PM - 2:25 PM)	**14825 SECTION BUSINESS MEETING** *Health Psychology* **SECTION PROGRAM** (Tavis Campbell) (1:30 PM - 2:25 PM)	**16099 SYMP** *History and Philosophy of Psychology* Indigenous Psychologies: Historical and Theoretical Perspectives (Randal Tonks, Wade Pickren, Adrian Brock, John Berry) (1:30 PM - 2:55 PM)	**16522 SYMP** *Counselling Psychology* Relating Clients' In-Session Process to Outcome in the Treatment of Depression using CBT or EFT (Jeanne Watson, Aline Rodrigues, Beth Bernholtz, Evelyn McMullen) (1:30 PM - 2:55 PM)	
2:00 PM					**14637 Keynote (Section)** *Traumatic Stress* **SECTION PROGRAM** Case for a Dissociative Subtype of PTSD (Ruth Lanius) (2:00 PM - 2:55 PM)
2:30 PM	NOT AVAILABLE	**15135 SYMP** *Social and Personality Psychology* New Directions in Research on Apologies, Forgiveness and Reconciliation (Martin Day, Karina Schumann, Nathalie Gillen, Gregory Gunn) (2:30 PM - 3:55 PM)			
3:00 PM	**14543 Keynote (Section)** *Psychologists in Education* **SECTION PROGRAM** Flying “Under the Radar”: The Need to Build Resilience in Perfectionistic Children and Adolescents Who Suffer in Silence (Gordon Flett) (3:00 PM - 3:55 PM)		**16839 SYMP** *History and Philosophy of Psychology* Ethics (Judi Malone, Michelle Gagnon, George Buck) (3:00 PM - 4:25 PM)	NOT AVAILABLE	**14642 Reception** *Traumatic Stress* **SECTION PROGRAM** Traumatic Stress Section (Alain Brunet, Paul Frewen) (3:00 PM - 3:55 PM)
3:30 PM				**16777 SECTION BUSINESS MEETING** *Sexual Orientation and Gender Identity Issues* **SECTION PROGRAM** (Todd Morrison) (3:30 PM - 4:55 PM)	
4:00 PM	**14545 Reception** *Psychologists in Education* **SECTION PROGRAM** (Joseph Snyder) (4:00 PM - 4:55 PM)	**16798 INTEREST GROUP MEETING** *Psychophysiology* **PROGRAM** (4:00 PM - 4:55 PM)			**16849 THEORY REVIEW SESSION 'E'** **Industrial and Organizational Psychology** (14784 Charles Chen, 16654 John Meyer) **Teaching of Psychology** (14853 Charles Chen) (4:00 PM -5:25 PM)
4:30 PM			**14777 SYMP** *History and Philosophy of Psychology* What’s in a Name? Conceptual Analysis as a Methodological Imperative in Psychological Science (Kathleen Slaney, Michael Tissaw, Stuart Shanker) (4:30 PM - 5:55 PM)		
5:00 PM	**14544 SECTION BUSINESS MEETING** *Psychologists in Education* **SECTION PROGRAM** (Donald Saklofske) (5:00 PM - 5:55 PM)	**16776 SECTION BUSINESS MEETING** *Psychopharmacology* **SECTION PROGRAM** (David Nussbaum, Brian Bigelow, Amirali Sepehry) (5:00 PM - 5:55 PM)		**16851 Reception** *Sexual Orientation and Gender Identity Issues* **SECTION PROGRAM** (Todd Morrison) (5:00 PM - 5:55 PM)	
5:30 PM					NOT AVAILABLE
6:00 PM	16827 Presidential Reception and CPA Foundation Silent Auction / Réception présidentielle et enchères silencieuses pour la fondation de la SCP OSGOODE BALLROOM LOWER CONCOURSE (6:00-8:00 PM)				

AT-A-GLANCE: THURSDAY, JUNE 2 / COUP D'OEIL: JEUDI 2 JUIN

TIME	CIVIC BALLROOM SECOND FLOOR 400 Theatre	CONFERENCE ROOM B Mezzanine Level 90 Theatre	CONFERENCE ROOM C Mezzanine Level 80 Theatre	CONFERENCE ROOM D - E Mezzanine Level 80 Theatre	WINDSOR ROOM EAST Mezzanine Level 80 Theatre
8:00 AM		**16800 OPS** *NACCJPC Conference* Issues of Violence and Sexual Offending Risk (Guy Bourgon, Robert Baker, Liam Marshall) (8:00 AM - 8:55 AM)	**14918 SYMP** *NACCJPC Conference* Women Offenders in Canada and Recent Research Initiatives: Female Sex Offenders, Mental Health, & Therapeutic Alliance (Kelly Taylor, Dena Derkzen, Aileen Harris) (8:00 AM - 9:25 AM)	**16874 First Time Presenter's Breakfast / Petit-déjeuner à l'intention des conférenciers qui présentent leur première communication** CITY HALL ROOM - SECOND FLOOR (8:00 AM - 8:55 AM)	**15893 SYMP** *NACCJPC Conference* Offender Treatment of Specialized Populations around the World (Mark Olver, Carolyn Camman, Christina Jones, Danielle DeSorcy) (8:00 AM - 9:25 AM)
8:30 AM					
9:00 AM		**14758 Keynote (Section)** *NACCJPC Conference* **SECTION PROGRAM** Integrating Aging into our Understanding of Sex Offender Risk (Howard Barbaree) (9:00AM - 9:55AM)		**16825 Welcoming Ceremony Honoring our Best / Hommage au mérite** OSGOODE BALLROOM LOWER CONCOURSE	
9:30 AM					16615 OPS- NACCJPC Is there Measurable Improvement in Offender s Executive Cognitive Functioning after Moderate Intensity Correctional Rehabilitation Programming? (Erin Ross, Peter Hoaken) (9:30 AM - 9:55 AM)
10:00 AM	16824 **Plenary Session** *NACCJPC* Conference Opening Remarks (Jeremy Mills) (10:00 AM - 10:25 AM)			**16801 CPA Presidential Address / Allocution Présidentielle** OSGOODE BALLROOM LOWER CONCOURSE	
10:30 AM	**14492 Invited Speaker (CPA)** *NACCJPC Conference* **SECTION PROGRAM** The Neurobiology of Persistent Violent Offending (Sheilagh Hodgins) (10:30 AM - 11:55 AM)				
11:00 AM		**16508 WKSP** *Aboriginal Psychology* Indigenous Mental Health: Career and Education as Part of Overall Healing (Suzanne Stewart, Allison Reeves, Suvankar Mohanty, Jessica Syrette) (11:00 AM - 12:55 PM)	**15372 WKSP** *Psychologists in Education* The School-based Integrated Student Support Model: Reducing, Managing and Preventing Barriers to Learning (Debra Lean, Vincent Colucci) (11:00 AM - 12:55 PM)	**14842 SECTION BUSINESS MEETING** *Adult Development and Aging* **SECTION PROGRAM** (Philippe Cappeliez) (11:00 AM - 11:55 AM)	**14538 SYMP** *Traumatic Stress* Innovations in Clinical Assessment of Highly Traumatized Persons (Paul Frewen, Aaron Hallidiay, Jasmine Dean, Andrew Wrath, Julia MacKinley) (11:00 AM - 12:25 PM)
11:30 AM					
12:00 PM	**16855 Conversation Session** Under Warrant: A Review of the Implementation of the Correctional Service of Canada's "Mental Health Strategy" (John Service) (12:00 PM - 12:55 PM)			**16854 Awards** High School Science Awards Presentation (Peter Graf, Veronica Badali, Jenny MacDonald) (12:00 PM - 12:55 PM)	
12:30 PM					NOT AVAILABLE
1:00 PM	**14459 SYMP** *Women and Psychology* Constructing a Women's History of Canadian Psychology (Alexandra Rutherford, Kate Sheese, Laura Ball, Anastasia Korostoliev) (1:00 PM - 2:25 PM)	**15846 SYMP** *NACCJPC Conference* The Psychology of Criminal Conduct: The Legacy of Don Andrews (Adelle Forth, Stephen Wormith, Robert Hoge, Annie Yessine) (1:00 PM - 2:25 PM)	**15797 SYMP** *NACCJPC Conference* Dyanmic Risk Assessment: Examination of a 6-Wave Study with Outcome Data (Daryl Kroner, Robert Morgan, Jeremy Mills) (1:00 PM - 2:25 PM)	**15903 SYMP** *Industrial and Organizational Psychology* Positive Organizational Psychology: New Directions for Research and Practice (Alan Saks, Jacques Forest, E. Kevin Kelloway, Jamie Gruman, Marylène Gagné) (1:00 PM - 2:25 PM)	**15702 SYMP** *NACCJPC Conference* Implementation and Evaluation of Treatment Interventions at a Secure Treatment Unit for Mentally Ill Offenders (Liam Marshall, Jeff Robinson, Melanie Gates, Alison Davis) (1:00 PM - 2:25 PM)
1:30 PM					
2:00 PM					
2:30 PM	**14495 Plenary Session / NACCJPC Invited Speaker** *NACCJPC Conference* Crime & Punishment & Psychology: How to Spend a Fortune Making America Less Safe (Joel Dvoskin) (2:30 PM - 3:55 PM)	**15184 SYMP** *Extremism and Terrorism* Understanding Terrorism (Brian Bigelow, Steven Stein, David Nussbaum, Wagdy Loza) (2:30 PM - 3:55 PM)	**14862 SECTION BUSINESS MEETING** *Aboriginal Psychology* **SECTION PROGRAM** (Dana Seymour) (2:30 PM - 3:25 PM)	**15147 SYMP** *Military Psychology* Research in Military Psychology at Defence R&D Canada, Toronto (Angela Febbraro, Donna Pickering, Deniz Fikretoglu, Ritu Gill, Megan Thompson, Megan Thompson) (2:30 PM - 3:55 PM)	**16797 SECTION BUSINESS MEETING** *Community Psychology* **SECTION PROGRAM** (Cameron Norman) (2:30 PM - 3:25 PM)
3:00 PM					
3:30 PM			**14849 Keynote (Section)** *Aboriginal Psychology* **SECTION PROGRAM** Indigenous Mental Health: Exploring Integration with Western Psychology (Suzanne Stewart) (3:30 PM - 4:25 PM)		**15601 WKSP** *International and Cross-Cultural Psychology* Developing Cognitive Behavioral Treatment Resources in the Developing World: Group Treatment of Anxiety Disorders in Dar es Salaam, Tanzania. (Rehman Abdulrehman, Nadiah Sidik) (3:30 PM - 5:25 PM)
4:00 PM	**16877 OPS** *International and Cross-Cultural Psychology* International Community Action Research: Women and the Workplace (Randal Tonks, Monica Ghabrial, William Salmon) (4:00 PM - 4:55 PM)	**14850 Keynote (Section)** *Clinical Neuropsychology* *SECTION PROGRAM* Cognitive Rehabilitation in the Elderly (Gordon Winocur) (4:00 PM - 4:55 PM)		**16749 WKSP** *Developmental Psychology* 10 Things Every Psychologist Should Know When Working with Infants, Children, and other Vulnerable Populations (Danielle Labine, Rebecca Stein) (4:00 PM - 5:55 PM)	
4:30 PM			**14863 Reception** *Aboriginal Psychology* **SECTION PROGRAM** (Dana Seymour) (4:30 PM - 5:25 PM)		
5:00 PM	**16832 Award / CPA Distinguished Contributions to Psychology as a Profession Award** The Conceptual and Empirical Evolution of Pain Catastrophizing (Michael Sullivan) (5:00 PM - 5:55 PM)	**14827 Reception** *Clinical Neuropsychology* **SECTION PROGRAM** (R Longman) (5:00 PM - 5:55 PM)			
5:30 PM			NOT AVAILABLE		NOT AVAILABLE
6:00 PM	16827 Presidential Reception and CPA Foundation Silent Auction / Réception présidentielle et enchères silencieuses pour la fondation de la SCP OSGOODE BALLROOM LOWER CONCOURSE (6:00-8:00 PM)				

TIME	WINDSOR ROOM WEST Mezzanine Level 80 Theatre	CONFERENCE ROOM F Mezzanine Level 70 Theatre	CONFERENCE ROOM G Mezzanine Level 80 Theatre	CONFERENCE ROOM H Mezzanine Level	PEEL ROOM Mezzanine Level
8:00 AM	**15506 SYMP** *NACCJPC Conference* Mentally Disordered Offenders: Mental Health Screening, Profile and Correctional Outcomes of Offenders with Serious Mental Disorders, Concurrent Disorders and ADHD (Lynn Stewart, Geoff Wilton, Patricia MacPherson, Geoff Wilton, Amelia Usher) (8:00 AM - 9:25 AM)	**16874 First Time Presenter's Breakfast (By Invitation Only)** **Petit-déjeuner à l'intention des conférenciers qui présentent leur première communication (seulement sur invitation)** CITY HALL ROOM - SECOND FLOOR (8:00 AM - 8:55 AM)			
8:30 AM				**Round Table** *NACCJPC Conference* Psychologists Working with Criminal Justice and Corrections Policy: Don't Shoot the Messenger! (Chair: Sheila Brandt) (8:30AM - 9:55AM)	
9:00 AM		**16825 Welcoming Ceremony Honoring our Best / Hommage au mérite** OSGOODE BALLROOM LOWER CONCOURSE (9:00 AM - 9:55 AM)			**16825 Welcoming Ceremony Honoring our Best / Hommage au mérite** OSGOODE BALLROOM LOWER CONCOURSE (9:00 AM - 9:55 AM)
9:30 AM	16316 OPS NACCJPC Conference Radicalization to Violence and National Security Community Outreach (Anna Gray, Sam Jarouid, Ajit Tiwana) (9:30 AM - 9:55 AM)				
10:00 AM		**16801 CPA Presidential Address / Allocution Présidentielle** **Prospective Memory Research and Findings: Faulty Brain; Flaky Person** (Peter Graf) OSGOODE BALLROOM LOWER CONCOURSE (10:00 AM - 10:55 AM)			**16801 CPA Presidential Address / Allocution Présidentielle** OSGOODE BALLROOM LOWER CONCOURSE (10:00 AM - 10:55 AM)
10:30 AM					
11:00 AM	**16543 SYMP** *Women and Psychology* Still Feminist After All These Years: SWAP at 35, Perspectives Across the Generations (Sandra Pyke, Esther Greenglass, Shake Toukmanian, Jenna MacKay) (11:00 AM - 12:25 PM)	**14636 SYMP** *Health Psychology* Self-perceptions, Health and Well-being: A Temporal Perspective (Fuschia Sirois, Laura Mitchell, Dale Stout) (11:00 AM - 12:25 PM)	**15960 SYMP** *Counselling Psychology* Ethics From an International Perspective (Sharon Cairns, Lucy Amadala, Gloria Crowe, E. Aiofe Freeman) (11:00 AM - 12:25 PM)		**16861 COMMITTEE BUSINESS MEETING** Education and Training Committee Business Meeting (Mary Pat McAndrews) (11:00 AM - 11:55 AM)
11:30 AM					
12:00 PM					**16866 COMMITTEE BUSINESS MEETING** Membership Committee Business Meeting (Sylvie Bourgeois, Dawn Hanson) (12:00 PM - 12:55 PM)
12:30 PM	NOT AVAILABLE	**14410 WKSP** *Environmental Psychology* Building Resilience and Readiness for Change in Response to Problems of Environmental and Social Sustainability (Laurie Hollis-Walker, Sally Ludwig, Jennifer Calvano, Jessica Sgrignoli, Kathryn Renton, Emma Henderson, Patricia Kozack) (12:30 PM - 2:25 PM)	**16612 WKSP** *Psychologists in Education* Assessment of Children and Youth in the Canadian Multicultural/Bilingual Context: Myths, Research, and Practice (Judith Wiener, Esther Geva) (12:30 PM - 2:25 PM)		
1:00 PM	**15897 SYMP** *NACCJPC Conference* Offender Treatment Programs: Past, Present and Future Directions (Joel Dvoskin, Nicole Gross, Marshall Bewley, Brendan McDonald, Catherine Serna, Christopher Romani) (1:00 PM - 2:25 PM)			**NACCJPC Conference** (Sheilagh Hodgins) (1:00 PM - 2:25 PM)	
1:30 PM					
2:00 PM					
2:30 PM	**14957 SYMP** *Clinical Psychology* Cognitive Mechanisms in Anxiety and Depression (Pamela Seeds, Lisa Mark, Allison Ouimet,Rebecca McDermott) (2:30 PM - 3:55 PM)	**14462 SYMP** *Clinical Psychology* Promoting Mental Well-Being through Healthy Behaviours: Highlighting Graduate Student Research Contributions to the Mental Health and Physical Activity Literature (Jessica Dere, Jennifer Boyd, Marina Milyavskaya, Brigitte Sabourin, Natalie Michel) (2:30 PM - 3:55 PM)	**14705 SYMP** *Industrial and Organizational Psychology* Exploring the Job-Level, Gender and Cultural Measurement Invariance of the Antecedents and Outcomes of Work-Family Conflict (Karen Korabik, Tricia van Rhijn, Revlon Stoddart, Jacqueline de Guzman) (2:30 PM - 3:55 PM)		
3:00 PM					
3:30 PM					
4:00 PM	**16845 THEORY REVIEW SESSION 'C'** **Social and Personality Psychology** (15178 Stanley Sadava, 15602 Khaled Taktek, 16303 Li-Jun Ji) (4:00 PM - 5:25 PM)	**16295 SYMP** *Clinical Psychology* Caring for children and youth with chronic mental health problems (Graham Reid, Shannon Stewart, Jeff St. Pierre) (4:00 PM - 5:25 PM)	**15685 Workshop** International and Cross-Cultural Psychology Couples Therapy for Multicultural Clientele (Sodhi, Saroufim) (4:00 PM to 5:55 PM)	**NACCJPC Conference** (Joel Dvoskin) (4:00PM - 5:25PM)	**16865 COMMITTEE BUSINESS MEETING** International Relations Committee Business Meeting (Janel Gauthier) (4:00 PM - 4:55 PM)
4:30 PM					
5:00 PM					
5:30 PM	NOT AVAILABLE	NOT AVAILABLE			
6:00 PM	16827 Presidential Reception and CPA Foundation Silent Auction / Réception présidentielle et enchères silencieuses pour la fondation de la SCP OSGOODE BALLROOM LOWER CONCOURSE (6:00-8:00 PM)				

AT-A-GLANCE: FRIDAY, JUNE 3 / COUP D'OEIL: VENDREDI 3 JUIN

TIME	DOMINION BALLROOM SECOND FLOOR Exhibitor/Poster area	ESSEX BALLROOM Mezzanine Level 280 Theatre	YORK ROOM Mezzanine Level 65 Theatre	CITY HALL ROOM SECOND FLOOR 120 Theatre
8:00 AM	NOT AVAILABLE			
8:30 AM				
9:00 AM	**14519 Plenary Session / The Family of Psychology Keynote Address – Conférence "La famille de la psychologie"** **The Science of Trust and Betrayal (John Gottman)** OSGOODE BALLROOM LOWER CONCOURSE (9:00 AM - 9:55 AM)			
9:30 AM				
10:00 AM	NOT AVAILABLE	**14606 SYMP** *International and Cross-Cultural Psychology* Student Symposium Part 1: Self and Emotional Processes, Social Anxiety and Identity Distinctiveness. (Maya Yampolsky, Diana Cárdenas, Evelina Lou, Biru Zhou, Régine Debrosse) (10:00 AM - 11:25 AM)	**16336 SYMP** *Students in Psychology* Tips for Students and Early Career Psychologists on Obtaining Initial Registration and Promoting their Professional Mobility (Stephen DeMers, Catherine Yarrow, Joseph Rallo) (10:00 AM - 11:25 AM)	**16853 SYMP** Canadian Psychology 101: Where are we, where do we need to go and how will we know when we get there? (Peter Graf, David Dozois, Martin Antony, Karen Cohen) (10:00 AM - 11:25 AM)
10:30 AM				
11:00 AM				
11:30 AM	**14521 Plenary Session / Honorary President's Address - Allocution de la présidente d'honneur** **Envy Up, Scorn Down: How Status Divides Us (Susan Fiske)** OSGOODE BALLROOM LOWER CONCOURSE (11:30 AM - 12:25 PM)			
12:00 PM				
12:30 PM	**16814 Poster Session 'D' / Présentation par affichage** Community Psychology Counselling Psychology Psychologist in Education Social and Personality Students in Psychology Teaching of Psychology 12:30 PM -2:25 PM	**15094 WKSP** *Students in Psychology* Counselling or Clinical Psychology: Which Graduate Program is for Me? (Lara Cross, Anne Wagner) (12:30 PM - 2:25 PM)	**14709 SYMP** *Extremism and Terrorism* The Toronto 18 and Radicalization in Canada (Steven Stein, Mubin Shaikh, Michael King, Stewart Bell) (12:30 PM - 1:55 PM)	**16841 ROUND-TABLE CONVERSATION SESSION 'A'** **Adult Development and Aging** (Linda Truong); **Clinical Psychology** (Maneet Bhatia, Marion Ehrenberg, John Hunsley, Mark Levin); **Community Psychology** (Adele Ciccone-Estrela); **Developmental Psychology** (Niusha Ghazban) **Family Psychology** (Rajko Seat); **Perception, Learning and Cognition** (Xihui Wang) **Rural and Northern Psychology** (Judi Malone) **Sport and Exercise Psychology** (Peter Crocker) (12:30 PM - 1:25 PM)
1:00 PM				
1:30 PM				**16843 ROUND-TABLE CONVERSATION SESSION 'B'** **Counselling Psychology** (Amanda Baldwin, Jennifer Thannhauser, Jennifer Titus, K Jessica Van Vliet); **Extremism and Terrorism** (Wagdy Loza, Ariel Merari; **International and Cross-Cultural Psychology** (Brenda Perez Gil Romo, Shafik Sunderani) (2:00 PM - 2:55 PM)
2:00 PM			NOT AVAILABLE	
2:30 PM	NOT AVAILABLE	**16802 SYMP President's New Researcher's Award Symposium / Symposium pour les récipiendaires du prix du nouveau chercheur** (Peter Graf, Nathan Hall, Jonathan Weiss) (2:30 PM - 3:25 PM)	**16574 SYMP** *Environmental Psychology* Advances in Environmental Psychology (Robert Gifford, Victoria Wood, Reuven Sussman, Jennifer Veitch, Cheuk Ng) (2:30 PM - 3:55 PM)	
3:00 PM	**16813 Poster Session 'E' / Présentation par affichage** Clinical Psychology (3:00 PM - 4:55 PM)			16842 **ROUND-TABLE CONVERSATION SESSION 'C'** *Psychologists in Education* (Barry Mallin, Juanita Mureika) **Industrial and Organizational Psychology** (Charles Chen, Vykinta Kligyte-Culver); **Sexual Orientation and Gender Identity Issues** (CJ Chasin, Roy Gillis); **Students in Psychology** (Lisa Votta-Bleeker; **Substance Abuse/Dependence** (David Teplin; **Teaching of Psychology** (Danielle Labine, Karen Messer-Engel); **Traumatic Stress** (Maureen Maxwell) (3:00 PM - 3:55 PM)
3:30 PM				
4:00 PM			**14436 Keynote (Section)** *Extremism and Terrorism* **SECTION PROGRAM** Overview of the National Security Environment in Canada (Gilles Michaud, A/Commissioner of RCMP) (4:00 PM - 4:55 PM)	
4:30 PM				**14442 SYMP** *Aboriginal Psychology* Indigenous Wellness: Colonial Trauma, Culture and Resistance (Terry Mitchell, Darren Thomas, Gonzalo Bustamante Rivera, Melissa St Germaine-Small) (4:30 PM - 5:55 PM)
5:00 PM	NOT AVAILABLE	**16840 Plenary Session** **NACCJPC Conference** **CELEBRATION OF EXCELLENCE** **RECEPTION & LIVE MUSIC** ESSEX BALLROOM (6:00 PM - 10:00 PM)	**14754 Reception** *Extremism and Terrorism* **SECTION PROGRAM** (Wagdy Loza) (5:00 PM - 5:55 PM)	
5:30 PM				
6:00 PM	16812 Annual General Meeting / Assemblée Géneralee Annuelle OSGOODE BALLROOM LOWER CONCOURSE (6:00 PM)			

TIME	WENTWORTH ROOM Mezzanine Level 55 Theatre	KENORA ROOM SECOND FLOOR 59 Theatre	HURON ROOM SECOND FLOOR 59 Theatre	KENT ROOM SECOND FLOOR 59 Theatre	SIMCOE/DUFFERIN ROOM SECOND FLOOR 100 Theatre
8:00 AM		**14752 SECTION BUSINESS MEETING** Perception, Learning and Cognition (Alisa McArthur) **16790 SECTION BUSINESS MEETING** Brain and Behaviour (Robert St John) SECTION PROGRAM (8:00 AM - 8:55 AM)	**16838 OPS** *History and Philosophy of Psychology* Biographical (Daniel Lahham, John Connors) (8:00 AM - 8:55 AM)	**14497 SECTION BUSINESS MEETING** *Industrial and Organizational Psychology* **SECTION PROGRAM** (Kevin Kelloway) (8:00 AM - 8:55 AM)	**16784 SECTION BUSINESS MEETING** *Clinical Neuropsychology* **SECTION PROGRAM** (R Longman) (8:00 AM - 8:55 AM)
8:30 AM					
9:00 AM	**14519 Plenary Session / The Family of Psychology Keynote Address – Conférence “La famille de la psychologie”** **The Science of Trust and Betrayal (John Gottman)** OSGOODE BALLROOM LOWER CONCOURSE (9:00 AM - 9:55 AM)				
9:30 AM					
10:00 AM	**14747 SYMP** *Developmental Psychology* Teen Mothers: Developmental, Relational and Contextual Risks (Jennifer Connolly, Hala Tamim, Katherine Wincentak, Lauren Joly, Emma Baumgartner) (10:00 AM - 11:25 AM)	**14826 SYMP** *Teaching of Psychology* Clinical Supervision Training in Canada: A Systematic Review and Case Example (Julie Gosselin, Cary Kogan, Keegan Barker) (10:00 AM - 11:25 AM)	**15312 SYMP** *History and Philosophy of Psychology* History and Philosophy of Radical Psychology: Traditions and Counter-traditions (Thomas Teo, Richard Walsh-Bowers, Jeffery Yen, Michael Arfken) (10:00 AM - 11:25 AM)	**15003 SYMP** Ethics Update 2011 (Jean Pettifor, Carole Sinclair, Cannie Stark, Pat O'Neill, Donald Stewart) (10:00 AM - 11:25 AM)	**16562 SYMP** *Environmental Psychology* Messaging Toward Climate Change Engagement (Robert Gifford, Amanda McIntyre, Christine Kormos, Leila Scannell, Louise Comeau) (10:00 AM - 11:25 AM)
10:30 AM					
11:00 AM					
11:30 AM	**14521 Plenary Session / Honorary President's Address - Allocution de la présidente d’honneur** **Envy Up, Scorn Down: How Status Divides Us (Susan Fiske)** OSGOODE BALLROOM LOWER CONCOURSE (11:30 AM - 12:25 PM)				
12:00 PM					
12:30 PM	**16834 WKSP** Toward an Equality-Based National Agenda: The Mental Health and the Law Advisory Committee of the Mental Health Commission of Canada (Dorothy Cotton, Patrick Baillie, Anne Crocker) (12:30 PM - 2:25 PM)	**15229 WKSP** *Clinical Psychology* Privacy Laws in the Internet Age: The Challenge of Compliance (David Walker, Laurie Hollis-Walker) (12:30 PM - 1:25 PM)	**15689 SYMP** *History and Philosophy of Psychology* Kurt Danziger: An Appreciation (Katalin Dzinas, Raymond Fancher, Richard Walsh-Bowers, Adrian Brock, Henderikus Stam) (12:30 PM - 2:25 PM)	**16080 SYMP** *International and Cross-Cultural* Psychology Student Symposium Part 2: Methodology, Heritage Culture Involvement and Discrimination Experiences. (Maya Yampolsky, Stryker Calvez, Marina Doucerain, Sinthujaa Sampasivam, Rashelle Litchmore) (12:30 PM - 1:55 PM)	**15107 SYMP** *Psychoanalytic and Psychodynamic Psychology* The Fragility of Integrity: Psychoanalytic Reflections on Enactments, Misdemeanors, and Crime (Ronald Naso, Jon Mills) (12:30 PM - 1:55 PM)
1:00 PM					
1:30 PM		**15336 SYMP** *Substance Abuse/Dependence* Substance Abuse and Gambling in Adolescence and Emerging Adulthood: Exploring Factors Contributing to Risk and Resilience During Two Key Developmental Stages (Abby Goldstein, Christine Wekerle, Marvin Krank, Sherry Stewart) (1:30 PM - 2:55 PM)			
2:00 PM				**14397 WKSP** *Counselling Psychology* Reading Between the Lines: Using the Psychology of Handwriting in Counselling and Psychotherapy (Annette Poizner) (2:00 PM - 2:55 PM)	**14716 Keynote (Section)** *Teaching of Psychology* **SECTION PROGRAM** Applying Psychology to Teaching the Masses: Engaging Students with Psychology, Learning, Each Other, and Us (Philip Smith) (2:00 PM - 3:55 PM)
2:30 PM	**15560 SYMP** *Counselling Psychology* Using Attachment Theory to Inform Research and Counselling Practice with Post-Secondary Students (Helen Massfeller, Sharon Cairns, Carolyn Claire, Sander Deeth) (2:30 PM - 3:55 PM)		**15170 SYMP** *History and Philosophy of Psychology* The "Who" "What" and "Why" of Teaching History of Psychology: Exploring the Landscape in Canadian Universities (Marissa Barnes, Frances Cherry, Alexandra Rutherford) (2:30 PM - 3:55 PM)		
3:00 PM		**14404 SECTION BUSINESS MEETING** *Sport and Exercise Psychology* **SECTION PROGRAM** (Peter Crocker) (3:00 PM - 3:55 PM)		**14932 SECTION BUSINESS MEETING** *Counselling Psychology* **SECTION PROGRAM** (José Domene) (3:00 PM - 3:55 PM)	
3:30 PM					
4:00 PM	**16155 WKSP** *Psychologists in Education* Psychoeducational Assessment of Students with Autism: Challenges and Suggestions for Success (Rashmeen Nirmal, Dr. Georgina Robinson, William McKee) (4:00 PM - 5:55 PM)	**14598 Keynote (Section)** *Sport and Exercise Psychology* **SECTION PROGRAM** Performance Enhancement Best-Practices Need a Re-Think: Integrating Cognitive Neuroscience, Endocrinology, and Clinical Models for a Renewed Synthesis (Hap Davis) (4:00 PM - 4:55 PM)	**16138 SYMP** *History and Philosophy of Psychology* Theoretical and Empirical Reflections on Civic and Political Engagement (Jason Goertzen, Kailyn Jones, Katharine Stabb, Laurie Hollis-Walker) (4:00 PM - 5:25 PM)	**14995 Keynote (Section)** *Counselling Psychology* **SECTION PROGRAM** Looking Toward the Future: The Outcomes and Next Steps Resulting from the Inaugural Canadian Counselling Psychology Conference (Ada Sinacore) (4:00 PM - 4:55 PM)	**14841 Keynote (Section)** *Developmental Psychology* **SECTION PROGRAM** Movement Unbound: The Real-Time Interactions Between Learning and Development During Infancy (Karen Adolph) (4:00 PM - 4:55 PM)
4:30 PM					
5:00 PM		**14405 Reception** *Sport and Exercise Psychology* **SECTION PROGRAM** (Peter Crocker) (5:00 PM - 5:55 PM)		**14933 Reception** *Counselling Psychology* **SECTION PROGRAM** (José Domene) (5:00 PM - 5:55 PM)	**14856 Reception** *Developmental Psychology* **SECTION PROGRAM** Celebrating Developmental Psychology (Jean-Paul Boudreau) (5:00 PM - 5:55 PM)
5:30 PM			NOT AVAILABLE		
6:00 PM	16812 Annual General Meeting / Assemblée Géneralee Annuelle OSGOODE BALLROOM LOWER CONCOURSE (6:00 PM)				

AT-A-GLANCE: FRIDAY, JUNE 3 / COUP D’OEIL: VENDREDI 3 JUIN

TIME	CIVIC BALLROOM SECOND FLOOR 400 Theatre	CONFERENCE ROOM B Mezzanine Level 90 Theatre	CONFERENCE ROOM C Mezzanine Level 80 Theatre	CONFERENCE ROOM D - E Mezzanine Level 80 Theatre	WINDSOR ROOM EAST Mezzanine Level 80 Theatre
8:00 AM		**14461 SYMP** *NACCJPC Conference* Supervising Offenders in the Community: Bringing Evidence-Based Practices to Everyday Supervision (Guy Bourgon, Faye Taxman, Paula Smith) (8:00 AM - 9:25 AM)	**16680 SYMP** *NACCJPC Conference* Reducing Recidivism Among Violent Offenders: The Effectiveness of Treatment (Franca Cortoni, Kelly Babchishin, Kevin Nunes) (8:00 AM - 9:25 AM)	**14843 SECTION BUSINNESS MEETING** *International and Cross-Cultural Psychology* **SECTION PROGRAM** (Andrew Ryder) (8:00 AM - 8:55 AM)	**15442 SYMP** *NACCJPC Conference* Treatment Programs of Aboriginal and Inuit Offenders in the Federal Correctional System (Lynn Stewart, Geoff Wilton, Amelia Usher, Shanna Farrell-MacDonald) (8:00 AM - 9:25 AM)
8:30 AM					
9:00 AM					
9:30 AM	**14494 Invited Speaker (CPA/Section)** *NACCJPC Conference* **SECTION PROGRAM** The Assessment and Treatment of Sexual Offenders (Karl Hanson) (9:30 AM - 10:55 AM)	**14519 Plenary Session / The Family of Psychology Keynote Address – Conférence “La famille de la psychologie”** **The Science of Trust and Betrayal (John Gottman)** OSGOODE BALLROOM LOWER CONCOURSE (9:00 AM - 9:55 AM)			
10:00 AM		**14490 SECTION BUSINESS MEETING** *Clinical Psychology* *Clinical Section Annual* **SECTION PROGRAM** (Patricia Furer) (10:00 AM - 10:55 AM)	**14371 SECTION BUSINESS MEETING** *Psychoanalytic and Psychodynamic Psychology* **SECTION PROGRAM** (Michelle Presniak) (10:00 AM - 10:55 AM)	**14963 SYMP** *Sport and Exercise* Psychology and Well-being in Clinical and Community Populations (Peter Crocker, Michelle Fortier, Paul Gorczynski, Catherine Sabiston, Lynda Mainwaring) (10:00 AM -11:25 AM)	**16774 SECTION BUSINESS MEETING** *Military Psychology* **SECTION PROGRAM** (Peter Bradley) (10:00 AM - 10:55 AM)
10:30 AM					
11:00 AM	NOT AVAILABLE	**15783 SYMP** *NACCJPC Conference* Correctional Psychology can be Clinical Psychology on Steroids (Yolanda Fernandez, Jean Folsom, Dorothy Cotton, Jan Looman) (11:00 AM - 12:25 PM)	**15534 SYMP** *NACCJPC Conference* Mental Health Courts: Who gets in, what changes, how relevant is the risk-need-responsivity model, and what do people think about mental health courts? (Mary Ann Campbell, Angela Moser, Ran Wei, Donaldo Canales, Ainslie McDougall) (11:00 AM - 12:25 PM)		**16370 SYMP** *NACCJPC Conference* Violent offender programming: Models, Measures, and Outcomes (Ralph Serin, Caleb Lloyd, Devon Polaschek, Dena Derkzen, Laura Hanby) (11:00 AM - 12:25 PM)
11:30 AM				**4521 Plenary Session / Honorary President's Address** Envy Up, Scorn Down: How Status Divides Us (Susan Fiske) OSGOODE BALLROOM LOWER CONCOURSE (11:30 AM - 12:25 PM)	
12:00 PM					
12:30 PM	**14504 Invited Speaker (CPA)** *Traumatic Stress* **SECTION PROGRAM** Preventing the Return of Fear in Humans Using econsolidation Update Mechanisms. (Daniela Schiller) (12:30 PM - 1:25 PM)	**14498 Invited Speaker (CPA/Section)** *Industrial and Organizational Psychology* **SECTION PROGRAM** From Psychological Capital at Work to Overall Psychological Capital Well-Being (Fred Luthans) (12:30 PM - 1:25 PM)	**14438 Invited Speaker (CPA)** *Women and Psychology* **SECTION PROGRAM** Diversity and Objectivity: Feminist and Postcolonial Issues (Sandra Harding) (12:30 PM - 1:25 PM)	**16858 AWARD / CPA EDUCATION AND TRAINING AWARD** "The PsyD Model in Canada: How Well is It Growing Up and Fulfilling its Mission?" (Janel Gauthier, John Service, Discussant) (12:30 PM - 1:55 PM)	**16791 SECTION BUSINESS MEETING** *Substance Abuse/Dependence* **SECTION PROGRAM** (David Teplin) (12:30 PM - 1:25 PM)
1:00 PM					
1:30 PM	**15121 SYMP** *Industrial and Organizational Psychology* Applications of Psychology to Policing (Ramona Morris, Dorothy Cotton, Richard MacLennan, Gregory Krätzig) (1:30 PM - 2:55 PM)	**15447 SYMP** *NACCJPC Conference* Empirical Evidence on Psychopathy as a Life History Strategy (Grant Harris, Marnie Rice, Zoe Hilton) (1:30 PM - 2:55 PM)	**16373 SYMP** *NACCJPC Conference* Issues in Intimate Partner Violence Intervention: Treatment Exposure (Dosage), Treatment Environment, and Treatment Attrition. (Andrew Gray, Angela Connors, Jeremy Mills) (1:30 PM - 2:55 PM)		**16222 SYMP** *NACCJPC Conference* Correctional Treatment: Paying Attention to things that make a Difference (David Simourd, Linda Simourd, Mark Olver) (1:30 PM - 2:55 PM)
2:00 PM				**14529 SECTION BUSINESS MEETING** *Section on Women and Psychology (SWAP)* **SECTION PROGRAM** (Carmen Poulin) (2:00 PM - 3:55 PM)	
2:30 PM					
3:00 PM	**14499 Plenary Session / NACCJPC Invited Speaker** Mental Illness and Criminal Justice Involvement: A New Paradigm for Research and Policy (Jennifer Skeem) (3:00 PM - 4:25 PM)	**14477 Invited Speaker (CPA)** *International and Cross-Cultural Psychology* **SECTION PROGRAM** Exploring Bicultural and Biracial Identities: The Challenges of Mining Cultural Comparisons (Richard Lalonde) (3:00 PM - 3:55 PM)	**15074 SYMP** *Health Psychology* Myths and Measures: Mental Health Assessment in Medical Settings (Brett Thombs, Allison Leavens, Vanessa Delisle, Erin Arthurs, Ilya Razykov) (3:00 PM - 4:25 PM)		**16301 SYMP** *Psychologists in Education* Current Issues in Assessment, Diagnosis, and Accommodation for Post-Secondary Students with Learning Disabilities (Gina Harrison, Allyson Harrison, Carolyn Wiens, Kathleen Goodall) (3:00 PM - 4:25 PM)
3:30 PM					
4:00 PM				**14524 Keynote (Section)** *Women and Psychology* **SECTION PROGRAM** Bending but not Breaking: Feminist Research on Violence Against Women within the Constraints of the Discipline and the Academy (Charlene Senn) (4:00 PM - 4:55 PM)	
4:30 PM	**16671 SYMP** Sexual Orientation and Gender Identity Issues Expanding the Landscapes of Sexual Orientation and Gender Identities in Canada (Robert Roughley, Andrew Estefan, Carolyn Claire) (4:30 PM - 5:55 PM)	**16594 SYMP** *NACCJPC Conference* Psychopathy: Current Controversies and Advances (Adelle Forth, Jan Looman, Andrew Gray, Ian Broom, Julie Blais) (4:30 PM - 5:55 PM)	**14698 SYMP** *NACCJPC Conference* Therapeutic Process Issues in the Treatment of Sexual Offenders (Geris Serran, Liam Marshall) (4:30 PM - 5:55 PM)		**14876 SYMP** *NACCJPC Conference* Risk Assessment and Treatment Planning: Adhering to the Risk, Need, and Responsivity Principles in the Juvenile Justice System (Michele Peterson-Badali, Tracey Skilling, Mary Ann Campbell, Nina Vitopoulos, Sarah McCormick) (4:30 PM - 5:55 PM)
5:00 PM				**14525 Reception** *Women and Psychology (SWAP)* **SECTION PROGRAM** (Carmen Poulin) (5:00 PM - 5:55 PM)	
5:30 PM					
6:00 PM	16812 Annual General Meeting / Assemblée Géneralee Annuelle OSGOODE BALLROOM LOWER CONCOURSE (6:00 PM)				

TIME	WINDSOR ROOM WEST Mezzanine Level 80 Theatre	CONFERENCE ROOM F Mezzanine Level 70 Theatre	CONFERENCE ROOM G Mezzanine Level 80 Theatre	CONFERENCE ROOM H Mezzanine Level	PEEL ROOM Mezzanine Level
8:00 AM	**16620 SYMP** *NACCJPC Conference* The Utility of Central Neurobiological Models for Forensic Practice (Robert Ax, David Nussbaum, Wade Deamond, Kimia Honarmand, Dhruti Bhandari) (8:00 AM - 9:25 AM)	**14651 SECTION BUSINESS MEETING** *Criminal Justice Psychology* **SECTION PROGRAM** (Mark Olver) (8:00 AM - 9:25 AM)		**NACCJPC Conference** Meeting Ontario Correctional Psychologists (8:00AM - 10:55AM)	**16875 COMMITTEE BUSINESS MEETING** Canadian National Committee of the National Research Council for the International Union of Psychological Science (Jennifer Veitch) (8:00 AM - 8:55 AM)
8:30 AM					
9:00 AM					
9:30 AM					
10:00 AM		**16042 SYMP** *Substance Abuse/Dependence* Effective Research-Stakeholder Partnerships: Making it Happen (Joanna Henderson, E.B. Brownlie) (10:00 AM - 11:25 AM)	**15515 SYMP** *Social and Personality Psychology* New Directions in Stereotype Threat Research: Stereotype Threat Spillover, social Influence, and Interventions. (Steven Spencer, Michael Inzlicht, Toni Schmader) (10:00 AM - 11:25 AM)		**16888 COMMITTEE BUSINESS MEETING** Professional Affairs Committee Business Meeting (Lorne Sexton) (10:00 AM - 10:55 AM)
10:30 AM					
11:00 AM	**15650 SYMP** *NACCJPC Conference* Nailing Down Theory Questions on the Offender Risk Assessment Platform (J. Stephen Wormith, Catherine Stewart, Sarah Hogg, Amber Franklin, T. Sarah Takahashi) (11:00 AM - 12:25 PM)			**NACCJPC Conference** (R. Karl Hanson) (11:00AM - 12:25PM)	
11:30 AM		**14521 Plenary Session / Honorary President's Address - Allocution de la présidente d'honneur** **Envy Up, Scorn Down: How Status Divides Us (Susan Fiske)** OSGOODE BALLROOM LOWER CONCOURSE (11:30 AM - 12:25 PM)			**14521 Plenary Session / Honorary President's Address - Allocution de la présidente d'honneur** **Envy Up, Scorn Down: How Status Divides Us (Susan Fiske)** OSGOODE BALLROOM LOWER CONCOURSE (11:30 AM - 12:25 PM)
12:00 PM					
12:30 PM	**16772 SECTION BUSINESS MEETING** *Environmental Psychology* **SECTION PROGRAM** (Jennifer Veitch) (12:30 PM - 1:25 PM)	**16243 WKSP** *Clinical Psychology* Cognitive-Behavioral Treatment for Anxiety Disorders during Pregnancy and the Post-Partum Period (Patricia Furer, Rehman Abdulrehman) (12:30 PM - 2:25 PM)	**14653 SYMP** *Military Psychology* Occupational Health Psychology and Well-Being in the Military Context (Jennifer Lee, Alla Skomorovsky, Kimberley Watkins, Krystal Hachey) (12:30 PM - 2:00 PM)		**16883 COMMITTEE BUSINESS MEETING** CPA Foundation Committee Business Meeting (Phillippe Ramsay) (12:30PM - 1:55PM)
1:00 PM					
1:30 PM	**15144 SYMP** *NACCJPC Conference* Moving Beyond "What Works" to "How?" and "For Whom?": A Closer Look at Interventions for Offenders with Mental Illness (Sarah Manchak, Robert Morgan, Jennifer Eno Louden, Jennifer Skeem) (1:30 PM - 2:55 PM)		NOT AVAILABLE	**NACCJPC Conference** (Neil Gredecki) Corrections in the UK (1:30PM - 2:55PM)	
2:00 PM					**16879 COMMITTEE BUSINESS MEETING** Scientific Affairs Committee Business Meeting (David Dozois) (2:00 PM - 2:55 PM)
2:30 PM		**16208 WKSP** *Psychoanalytic and Psychodynamic* Psychology Treatment Issues in Brief Dynamic Therapy (Dawn Phillips, Sarah Hillis, Laurene Wilson) (2:30 PM -4:25 PM)	**15233 WKSP** *Students in Psychology* Assumptions of Multiple Regression: Tests, Consequences and Correction (Claire Baxter, Jennifer Dobson, Ava Thomas-Austin) (2:30 PM - 4:25 PM)		
3:00 PM	**14907 SYMP** *Social and Personality Psychology* The Rollercoaster of Love: Relational Science Exploring Positive and Negative Aspects of Close Relationships (David Kille, Stephanie Spielmann, Cheryl Harasymchuk, Lorne Campbell) (3:00 PM - 4:25 PM)				**16885 COMMITTEE BUSINESS MEETING** CJEP Editorial Committee Business Meeting (Douglas Mewhort) (3:00 PM - 3:55 PM)
3:30 PM					
4:00 PM					
4:30 PM	**15370 SYMP** *NACCJPC Conference* Improving our Risk Communication: Non-arbitrary Methods for Quantifying Offenders' Risk for Crime and Violence (Kelly Babchishin, R. Karl Hanson, Leslie Helmus) (4:30 PM - 5:55 PM)	**14426 SYMP** *International and Cross-Cultural Psychology* Unpackaging Culture and Its Influences through Clinical and Counselling Research: Diverse Cultural Constructs with Diverse Populations (Ben Kuo, Justine Joseph, Trang Le, Vanessa Chong, Beatriz Rodriguez-Rubio) (4:30 PM - 5:55 PM)	**14581 SYMP** *Environmental Psychology* Bringing Together Environmental, Personality, and Social Psychology Approaches to Sustainability (John Zelenski, Loraine Lavallee, Mark Ferguson, Elizabeth Nisbet) (4:30 PM - 5:55 PM)	**NACCJPC Conference** (Jennifer Skeem) (4:30PM - 5:55PM)	**16859 TASK FORCE MEETING** School Psychology Task Force Meeting (Juanita Mureika) (4:30 PM - 5:25 PM)
5:00 PM					
5:30 PM					
6:00 PM	16812 Annual General Meeting / Assemblée Géneralee Annuelle OSGOODE BALLROOM LOWER CONCOURSE (6:00 PM)				

AT-A-GLANCE: SATURDAY, JUNE 4 / COUP D'OEIL: SAMEDI 4 JUIN

TIME	DOMINION BALLROOM SECOND FLOOR Exhibitor/Poster area	ESSEX BALLROOM Mezzanine Level 280 Theatre	YORK ROOM Mezzanine Level 65 Theatre	CITY HALL ROOM SECOND FLOOR 120 Theatre
8:00 AM	NOT AVAILABLE		**16795 SECTION BUSINESS MEETING** *Family Psychology* **SECTION PROGRAM** (Ranjana Jha) (8:00 AM - 8:55 AM)	**16878 COMMITTEE BUSINESS MEETING** Past Presidents' Committee Business Meeting (Peter Graf) (8:00 AM - 8:55 AM)
8:30 AM				
9:00 AM	**14520 Plenary Session / Science & Applications – Conférence "Science & Applications"** **Keynote Address** **New Scientific Findings on Subjective Well-Being (Ed Diener)** OSGOODE BALLROOM LOWER CONCOURSE (9:00 AM - 9:55 AM)			
9:30 AM				
10:00 AM	**16815 Poster Session 'F' / Présentation par affichage** Social and Personality (10:00 AM - 11:55 AM)		**15227 SYMP** *Extremism and Terrorism* The available measures for assessing Extremism and Terrorism (Yolanda Fernandez, D. Elaine Pressman, Adarsh Kohli, Wagdy Loza) (10:00 AM - 11:25 AM)	**16163 SYMP** *Counselling Psychology* Training psychotherapists: The mechanics of process (Gabriela Ionita, Louise Overington, Calli Armstrong, Clare Foa, Eric Morris) (10:00 AM - 11:25 AM)
10:30 AM				
11:00 AM		**16830 Award / CPA Gold Medal Award** Are We Still Indomitable? Homo Invictus Fourteen Years Later (Peter Suedfeld) (11:00 AM - 11:55 AM)		
11:30 AM			**14670 SYMP** *Extremism and Terrorism* Radicalization to Violence: Psychological Causes and Operational Considerations (Lianne McLellan, L Chelsea Ferriday, Angus Smith, Phil Gurski) (11:30 AM - 12:55 PM)	**15382 SYMP** *Women and Psychology* Feminist perspectives on women's experiences: Systematic reviews on lesbian disclosure, rape acknowledgment, and sexual consent (CJ Chasin, Melissa St. Pierre, Dusty Johnstone) (11:30 AM - 12:55 PM)
12:00 PM	NOT AVAILABLE	**16831 Award / CPA Donald O. Hebb Award** From Motivation to Passion: In Search of the Motivational Determinants of a Meaningful Life (Robert Vallerand) (12:00 PM - 12:55 PM)		
12:30 PM	**16816 Poster Session 'G' / Présentation par affichage** Environmental Psychology Industrial Organizational (I/O) International and Cross Cultural Psychology Sexual and Orientation and Gender Issues Sports Psychology Women and Psychology (SWAP) (12:30 PM - 2:25 PM)			
1:00 PM		**15243 SYMP** *Students in Psychology* Using psychology to save the PsyD program: A student perspective. (Heather Patterson, Krystle O'Leary, Kathy Keating, Sarah Chaulk, Pamela Button) (1:00 PM - 2:25 PM)	**15486 SYMP** *Extremism and Terrorism* Radicalization & Terrorism: Concepts and Research (Wagdy Loza, DAVID FISCHMAN, David Mandel) (1:00 PM - 2:25 PM)	**16558 WKSP** *Clinical Psychology* Where does the peace lie? (Donald Ferren, Leanne Lamothe) (1:00 PM - 1:55 PM)
1:30 PM				
2:00 PM				**16726 SYMP** *Developmental Psychology* Parent-Infant Attachment and Pediatric Pain from Acute Medical Procedures: Opportunities for Intervention in Infant Mental Health (Greg Moran, Rebecca Pillai Riddell, Rachel Horton, Jessica Hillgrove-Stuart) (2:00 PM - 3:25 PM)
2:30 PM	NOT AVAILABLE	**15282 SYMP** *Counselling Psychology* Engaging Men in Counselling and Psychotherapy (Robinder Bedi, Marvin Westwood, Megan Cook, Stuart Hoover, Curtis Shelton) (2:30 PM - 3:55 PM)	**16112 SYMP** *Clinical Psychology* Understanding the Role of Significant Others in the Expression and Treatment of PTSD (Alexandra Macdonald, Philippe Shnaider, Valerie Vorstenbosch) (2:30 PM - 3:55 PM)	
3:00 PM	**16817 Poster Session 'H' / Présentation par affichage** Aboriginal Psychology Clinical Psychology Health Psychology Psychoanalytic & Psychodynamic (3:00 PM - 4:55 PM)			
3:30 PM				**16502 SYMP** *Teaching of Psychology* Teaching of Psycholoigy at Mount Royal University - Tried and True, New and Bold (Douglas Murdoch, Paulo Matos, Rebekah Wilson, Monica Baehr) (3:30 PM - 4:55 PM)
4:00 PM		NOT AVAILABLE	**15187 SYMP** *Industrial and Organizational Psychology* Economic threat, financial well-being and individual factors: Implications for psychological functioning (Esther Greenglass, Lisa Fiksenbaum, Joana Katter, Zdravko Marjanovic) (4:00 PM - 5:25 PM)	
4:30 PM				
5:00 PM	NOT AVAILABLE			
5:30 PM				

TIME	WENTWORTH ROOM Mezzanine Level 55 Theatre	KENORA ROOM SECOND FLOOR 59 Theatre	HURON ROOM SECOND FLOOR 59 Theatre	KENT ROOM SECOND FLOOR 59 Theatre	SIMCOE/DUFFERIN ROOM SECOND FLOOR 100 Theatre
8:00 AM	**14847 SECTION BUSINESS MEETING** *Rural and Northern Psychology* **SECTION PROGRAM** (Karen Dyck) (8:00 AM - 8:55 AM)	**14857 SECTION BUSINESS MEETING** *Developmental Psychology* **SECTION PROGRAM** (Jean-Paul Boudreau) (8:00 AM - 8:55 AM)	**16799 SECTION BUSINESS MEETING** *Psychology and Religion* **SECTION PROGRAM** Marvin McDonald) (8:00 AM - 8:55 AM)	**14694 SECTION BUSINESS MEETING** *Teaching of Psychology* **SECTION PROGRAM** Nicholas Skinner) (8:00 AM - 8:55 AM)	
8:30 AM					
9:00 AM	**14520 Plenary Session / Science & Applications – Conférence "Science & Applications"** **Keynote Address** **New Scientific Findings on Subjective Well-Being (Ed Diener)** OSGOODE BALLROOM LOWER CONCOURSE (9:00 AM - 9:55 AM)				
9:30 AM					
10:00 AM	**16806 WKSP** The Presence of Psychology in the Field of Emergency Preparedness (Lisa Votta-Bleeker, Maggie Gibson, Ester Cole, Lisa Brown) (10:00 AM - 11:55 AM)	**14792 WKSP** *Family Psychology* When Mommy or Daddy Have Been Abused As Children (Audrey Ann Boler) (10:00 AM - 11:55 AM)	**16835 SYMP** *History and Philosophy of Psychology* Objects of Inquiry (William Smythe, Eric Oosenbrug, Benjamin Zabinski) (10:00 AM - 11:25 AM)	**16828 WKSP** Accreditation Site Visitor Workshop (Patrick Baillie) (10:00 AM - 3:55 PM)	**14846 Keynote (Section)** *International and Cross-Cultural Psychology* **SECTION PROGRAM** What Makes for a Good Life? A Four-Nation Study (Romin Tafarodi) (10:00 AM - 10:55 AM)
10:30 AM					
11:00 AM					**16485 SYMP** *International and Cross-Cultural Psychology* Intercultural Relations (Saba Safdar, Shaha El-Geledi, Randal Tonks, Robert Annis) (11:00 AM - 12:25 PM)
11:30 AM			**16836 SYMP** *History and Philosophy of Psychology* Theory & Methods (Maria Nikol, Lorraine Radtke, John Connors, Steven Gravatt) (11:30 AM - 12:55 PM)		
12:00 PM	**15844 SYMP** *Social and Personality* Psychology The Malleability of the Self and Identity (Crystal Tse, Courtney Plante, Darcy Dupuis, Cindy Ward, Megan Johnston) (12:00 PM - 1:25 PM)	**15134 WKSP** *Clinical Psychology* Positive Psychotherapy: A strength-based therapeutic Approach (Tayyab Rashid) (12:00 PM - 1:55 PM)			
12:30 PM					**14831 SYMP** *Adult Development and Aging* "The future is now": Career paths in psychology of aging (Philippe Cappeliez, Maggie Gibson, Marnin Heisel, Vanessa Taler, Holly Tuokko) (12:30 PM - 1:55 PM)
1:00 PM			**16787 SECTION BUSINESS MEETING** History and Philosophy of Psychology **SECTION PROGRAM** Jason Goertzen) (1:00 PM - 2:25 PM)		
1:30 PM	**16847 THEORY REVIEW SESSION 'H'** **Health Psychology** (14782 Charles Chen, 15076 Katherine Milette) **Developmental Psychology** (16306 Doug Symons) (1:30 PM - 2:55 PM)				
2:00 PM		**15160 SYMP** *Social and Personality* Psychology Issues in adult attachment theory (Stan Sadava, Elaine Scharfe, Jessica Cameron, Dorothy Markiewicz) (2:00 PM - 3:25 PM)			**14837 SYMP** *Adult Development and Aging* Maintaining Cognitive Functioning in our Later Years: Empirical Evidence and Application (Alisa McArthur, Lixia Yang, Julia Spaniol, Nicole Anderson) (2:00 PM - 3:25 PM)
2:30 PM			**16837 SYMP** *History and Philosophy of Psychology* Geopolitics (Gisell Castillo, Asma Hanif, Zhipeng Gao, Bo Wang) (2:30 PM - 3:55 PM)		
3:00 PM	**16513 SYMP** *Counselling Psychology* Working Together: Conducting Program Evaluations at a University Student Wellness Center (Jo-Anne Willment, David Nordstokke, Sander Deeth, Barbara Kennedy, Tara Dawn Crumpler, Gloria Crowe) (3:00 PM - 4:25 PM)				
3:30 PM		**16472 WKSP** *International and Cross-Cultural Psychology* Addressing Multicultural Mental Health Issues Through a Web-Based Portal (Myrna Lashley, Abdel Hamid Afana, Aidan Jeffrey, Laurence Kirmayer) (3:30 PM - 5:25 PM)			**14923 WKSP** *Industrial and Organizational* Psychology Introduction to grounded theory research methodology (Sandeep Aujla) (3:30 PM - 5:25 PM)
4:00 PM			**14855 SYMP** *History and Philosophy of Psychology* Empirical & transformational phenomenologies of caring: Relational explorations of emerging solidarity (Marvin McDonald, Marvin Bravo, Tudor Caliman, Diviam Gounden) (4:00 PM - 5:25 PM)	**15503 SYMP** *Counselling Psychology* Utilizing Feminist and Multicultural Epistemologies to Inform Pluralistic Methods (Ada Sinacore, Sasha Lerner, Jennifer Titus, Beheshta Jaghori) (4:00 PM - 5:25 PM)	
4:30 PM	**14443 WKSP** *Psychoanalytic and Psychodynamic Psychology* Borderline Disorders of Self: Differential diagnosis, the intrapsychic world and treatment difficulties according to the Mastersonian approach. (Judith Pearson, Murray Schane, Loray Daws) (4:30 PM - 5:25 PM)				
5:00 PM					
5:30 PM					

AT-A-GLANCE: SATURDAY, JUNE 4 / COUP D'OEIL: SAMEDI 4 JUIN

TIME	CIVIC BALLROOM SECOND FLOOR 400 Theatre	CONFERENCE ROOM B Mezzanine Level 90 Theatre	CONFERENCE ROOM C Mezzanine Level 80 Theatre	CONFERENCE ROOM D - E Mezzanine Level 80 Theatre	WINDSOR ROOM EAST Mezzanine Level 80 Theatre
8:00 AM		**16818 OPS** *NACCJPC Conference* Sexual Offender Treatment (David Prescott) (8:00 AM - 8:55 AM)	**16819 OPS** *NACCJPC Conference* Gender Issues (Doris Fortin, Robert Rowe) (8:00 AM - 8:55 AM)		**16820 OPS** *NACCJPC Conference* Jury Duty & Decision Making (Natasha Korva, Lana Stermac) (8:00 AM - 8:55 AM)
8:30 AM					
9:00 AM		**15728 SYMP** *NACCJPC Conference* Something Old and Something New: Innovations In Offender Assessment (J. Stephen Wormith, Mark Olver, Michael Sheppard, Tyson Kurtenbach) (9:00 AM - 10:25 AM)	**14610 SYMP** *NACCJPC Conference* Forensic Psychology: Developments in forensic practice in the UK (Carol Ireland, Neil Gredecki, Jane Ireland, Ruth Mann) (9:00 AM - 10:25 AM)		**16025 SYMP** *NACCJPC Conference* Gendered pathways, risk assessment and non-suicidal self-injurious behavior in female offenders: Utilizing qualitative and quantitative approaches (Shelley Brown, Leigh Greiner, Kathyrn Perkins, Natalie Jones, Jenelle Power) (9:00 AM - 10:25 AM)
9:30 AM					
10:00 AM				**14797 Keynote (Section)** *Psychoanalytic and Psychodynamic Psychology* **SECTION PROGRAM** Otto Weininger Memorial Award Address (Morris Eagle) (10:00 AM - 10:55 AM)	
10:30 AM	**14493 Plenary Session / NACCJPC Invited Speaker** Treatment Integrity: The Relationship Between Program Level Characteristics and Offender Recidivism (Paula Smith) (10:30 AM - 11:55 AM)	**16856 Conversation Session** The Agreement on Internal Trade (AIT) and its Implications for Psychology over the next Ten to Twenty Years (John Service) (10:30 AM - 11:25 AM)	**16872 WKSP** *Students in Psychology* **SECTION PROGRAM** Market Research, Behavioural Marketing, Behavioural Economics ... The Other Studies of Human Behaviour, and How Psychology Fits (Sommerhalder, Feeney) (10:30 AM - 11:25 AM)		**16848 THEORY REVIEW SESSION 'G'** **Extremism and Terrorism** (14985 Judy J.Johnson) **Traumatic Stress** (14800 Lening Olivera Figueroa) (10:30 AM - 11:25 AM)
11:00 AM				**14588 SYMP** *Psychoanalytic and Psychodynamic Psychology* Narcissistic Personality Disorder: Psychodynamic Assessment and Treatment Approaches (Michelle Presniak, Loray Daws, Michael Sheppard, Sarah Hillis) (11:00 AM - 12:25 PM)	
11:30 AM		**16850 THEORY REVIEW SESSION 'F'** **International and Cross-Cultural Psychology** (14786 Charles Chen, 16592 Michel Ferrari) (12:00 PM - 12:55 PM)	**15604 SYMP** *Traumatic Stress* Couple-based Interventions for Individual Problems: Achieving Multiple Outcomes (Candice Monson, Jamie Howard, Jeremiah Schumm, Amy Brown-Bowers) (11:30 AM - 12:55 PM)		**14870 SYMP** *Counselling Psychology* Trauma and Learning: Examining the Educational Needs, Experiences and Achievements of Trauma Survivors (Lana Stermac, Susan Rodger, Nina Josefowitz, Allyson Clarke, Rebecca Machado) (11:30 AM - 12:55 PM)
12:00 PM	**16257 WKSP** *Counselling Psychology* Group Therapy for Post-Crisis Suicidal Adolescent Clients (Melissa Seaborg) (12:00 PM - 1:55 PM)				
12:30 PM				**16619 WKSP** *Clinical Psychology* Assessment of risk and protective factors in dangerous offenders (Tiziana Costi) (12:30 PM - 2:25 PM)	
1:00 PM		**15657 SYMP** *NACCJPC Conference* Assessing Dynamic Violence Risk: Methodological, Conceptual, and Clinical Considerations (Mark Olver, Terry Nicholaichuk, Min Yang) (1:00 PM - 2:25 PM)	**15471 SYMP** *NACCJPC Conference* Prisons: A Cauldron for Disease (Peter Donovick, Diana Zamora, Margaret Andover, Eliza Anderson) (1:00 PM - 2:25 PM)		**16232 SYMP** *NACCJPC Conference* Effective Correctional Practices in Custody Facilities and Community Probation (Brian Rector, Dean Carey, Jamie Smith, Mike McGrath) (1:00 PM - 2:25 PM)
1:30 PM					
2:00 PM	**15758 WKSP** *Counselling Psychology* Anti-Oppression Psychotherapy: A model for addressing diversity and intersectionality (Roberta Timothy, Mercedes Umana) (2:00 PM - 3:55 PM)				
2:30 PM		**15792 SYMP** *NACCJPC Conference* Validated Risk Factors as Predictors of Recidivism Across Special Populations: A Quantitative Review of the Central Eight (Leticia Gutierrez, Julie Blais, Holly Wilson) (2:30 PM - 3:55 PM)	**16428 SYMP** *NACCJPC Conference* Applications of Applied Social Psychology to Criminal Justice Issues (Karen Parhar, Sarah Hogg) (2:30 PM - 3:55 PM)	**16361 SYMP** *Psychologists in Education* The Ripple Effect of Adolescent ADHD (Judith Wiener, Angela Varma, Daniella Biondic, Clarisa Markel, Dillon Browne) (2:30 PM - 3:55 PM)	**15981 SYMP** *NACCJPC Conference* A Closer Look at Criminal Attitudes (Kevin Nunes, Jennifer Renée Malcom, Julia Berliant, Chantal Hermann) (2:30 PM - 3:55 PM)
3:00 PM					
3:30 PM					
4:00 PM	**14633 SYMP** *Industrial and Organizational Psychology* Industrial/Organizational Psychology Research and Practice in the Canadian Military (Damian O'Keefe, Manon LeBlanc, Karen Rankin, Maj., Colin Kemp, Wendy Darr) (4:00 PM - 5:25 PM)	**16844 THEORY REVIEW SESSION 'D'** **Psychoanalytic and Psychodynamic Psychology** (15961 Maneet Bhatia) **Clinical Neuropsychology** (16489 Douglas Chute) (4:00 PM - 4:55 PM)	**16095 SYMP** *Clinical Psychology* Cognitive and Interpersonal Mechanisms Underlying Depression Vulnerability (Margaret Lumley, David Duong, Dustin Washburn, Lindsey Keyfitz) (4:00 PM - 5:25 PM)	**16057 SYMP** *Social and Personality Psychology* The Modern Dating Script (Amy Muise, Erin Allard, Jocelyn Wentland, Raymond McKie) (4:00 PM - 5:25 PM)	**15137 SYMP** *Social and Personality Psychology* How do stereotypes decrease performance and what can educators do about it? The debilitating effects of negative stereotypes and two interventions that increase school performance of elementary and university students (Jennifer Peach, Allison Bair, David Paunesku) (4:00 PM - 5:25 PM)
4:30 PM					
5:00 PM					
5:30 PM					

TIME	WINDSOR ROOM WEST Mezzanine Level 80 Theatre	CONFERENCE ROOM F Mezzanine Level 70 Theatre	CONFERENCE ROOM G Mezzanine Level 80 Theatre	CONFERENCE ROOM H Mezzanine Level	PEEL ROOM Mezzanine Level
8:00 AM	**16821 OPS** ***NACCJPC Conference*** Qualitative Research (Stillman Jacquard, Katie Seidler) (8:00 AM - 8:55 AM)			**NACCJPC Conference** Student Breakfast Social	**16857 TASK FORCE MEETING** Public Service Task Force (Lorne Sexton) (8:00 AM - 8:55 AM)
8:30 AM					
9:00 AM	**15436 SYMP** ***NACCJPC Conference*** Recruiting and Retaining a Healthy Correctional Mental Health Workforce: Developmental Perspectives (Patti Butterfield, Gross Nicole, Magaletta Philip, Maureen Burris-Gonzalez) (9:00 AM - 10:25 AM)	**14520 Plenary Session / Science & Applications – Conférence “Science & Applications”** **Keynote Address** **New Scientific Findings on Subjective Well-Being (Ed Diener)** OSGOODE BALLROOM LOWER CONCOURSE (9:00 AM - 9:55 AM)		**NACCJPC Conference** Future Directions in Sex Offender Treatment (Liam Marshall, Gwenda Willis, Ainslie Heasman) (9:00AM - 10:25AM)	NOT AVAILABLE
9:30 AM					
10:00 AM		**14901 SYMP** *Environmental Psychology* How to Use Established Theories to Face Current Challenges in Pro-Environmental Research (Nicole Aitken, Elizabeth Nisbet, Karine Lavergne, Carla Sowinski) (10:00 AM - 11:25 AM)	**15329 SYMP** *Clinical Psychology* Collaborative Mental Health Care: Maximizing Access to Psychologically Informed Services (Karen Dyck, Andrea Lee, Shelley Rhyno, Julie Beaulac) (10:00 AM - 11:25 AM)		**16867 COMMITTEE BUSINESS MEETING** Publications Committtee Business Meeting (Jean-Paul Boudreau) (10:00 AM - 10:55 AM)
10:30 AM	**14435 SYMP** ***Industrial and Organizational Psychology*** Graduate Student Research in I-O Psychology (Thomas O'Neill, Travis Schneider, Chester Kam, Robbie Francis, Brenda Nguyen, Sandeep Aujla) (10:30 AM - 11:55 AM)				
11:00 AM					**16880 COMMITTEE BUINESSS MEETING** Public Policy Committee Business Meeting (Peter Graf) (11:00 AM - 11:55 AM)
11:30 AM		**14540 WKSP** *Clinical Psychology* An Overview of Palliative Care for the Clinical Psychologist (Joseph Pellizzari, Kathleen Baba Willison, Jenny Legassie) (11:30 AM - 1:25 PM)	**14943 WKSP** *Counselling Psychology* The Ethic of Social Responsibility (Michael Mandrusiak, Larry Axelrod) (11:30 AM - 1:25 PM)		
12:00 PM	NOT AVAILABLE				
12:30 PM					
1:00 PM	**15373 SYMP** *NACCJPC Conference* Pre-employment Psychological Assessment of Police Candidates: National Guidelines (Dorothy Cotton, Patrick Baillie, John Tivendell) (1:00 PM - 2:25 PM)			**NACCJPC Conference** (Paula Smith) (1:00pm- 2:25pm)	**16868 EDITORIAL BUSINESS MEETING** CP Editorial Business Meeting (John Hunsley) (1:00 PM - 1:55 PM)
1:30 PM		**16759 WKSP** *Psychologists in Education* Ready SETT Go: How Assistive Technology Can Be Used to Connect Student, Environment, Tools, and Task (SETT) to Maximize Potential (Lillian Campbell, Erik Schomann) (1:30 PM - 3:25 PM)	**15045 SYMP** *Clinical Psychology* Clinical and Counselling Internships: Challenges, Synergies and Successes (Olga Heath, George Hurley, Bob McIlwraith, Beverly Cater) (1:30 PM - 2:55 PM)		
2:00 PM					**16862 COMMITTEE BUSINESS MEETING** Ethics Committee Business Meeting (Carole Sinclair) (2:00 PM - 3:55 PM)
2:30 PM	**14979 SYMP** *NACCJPC Conference* Correctional Service Canada and Community Partners: Lessons Learned and Best Practices in Collaboration to Enhance Successful Reintegration (Pamela Yates, Colleen MacDonald, Mark Nafekh, Duyen Luong) (2:30 PM - 3:55 PM)			**16889 NACCJPC Conference** Oral Paper Session Treatment Issues (R. Hatcher, E. Palmer) (2:30 PM - 3:55 PM)	
3:00 PM			**14686 SYMP** *Counselling Psychology* Expanding the Boundaries of Career Counselling and Development (José Domene, Richard Young, Charles Chen, Lyndsay Woitowicz, Laura Klubben) (3:00 PM - 4:25 PM)		
3:30 PM		RESERVED			
4:00 PM	**15666 SYMP** *Clinical Psychology* Perfectionism and depression: New theory and evidence relevant to clinical practice (Simon Sherry, Gordon Flett, Sean Mackinnon, Paul Hewitt) (4:00 PM - 5:25 PM)				**16860 COMMITTEE BUSINESS MEETING** Convention Committee Business Meeting (Peter Graf) (4:30 PM - 5:25 PM)
4:30 PM					
5:00 PM					
5:30 PM					

Looking for new ways to meet the demands of today's students?

NELSON EDUCATION

Please stop by Nelson Education's booth at this year's CPA as we host an informal "Tech Talk with Joe and Chris". Joe Kim and Chris McAllister are the developers of the innovative McMaster Introductory Psychology program. The program uses a blended learning model that combines traditional face-to-face instruction with on-line resources focusing on the science of psychology. The research-based and class-tested program implements interactive technologies and creative ways to engage students that complement the learning experience; primary course content is always available for students to play, pause, jump, search, chat with other students.This leaves open class time to be used in creative and engaging ways.

What: Tech Talk with Joe Kim and Chris McAllister
Where: Nelson Education Ltd. Booth at the CPA Book Display
When: 10 am until noon, Friday, June 3rd, 2011

Come Discover Psychology!

CANADIAN PSYCHOLOGICAL ASSOCIATION
SOCIÉTÉ CANADIENNE DE PSYCHOLOGIE

72nd Annual Convention
72e Congrès annuel

INTRODUCTION TO ABSTRACT ISSUE

The Special Convention Issue of *Canadian Psychology* has been prepared as a permanent record of the 72nd Annual Convention of the Canadian Psychological Association, in partnership with the Ontario Psychological Association, to be held June 2 – 4, 2011 at The Sheraton Centre Toronto Hotel, Toronto, Ontario. 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 112 and Session "B" 1 to 117, etc. Posters for each day will be on display at the time specified in this publication. The subject index is given according to the "word entry" provided by the author. It can be found, together with the author index, at the back of the book.

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

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

PRÉAMBULE AU NUMÉRO DES RÉSUMÉS

Le numéro spécial du congrès de *Psychologie canadienne* a été préparé dans le but d'offrir un compte rendu permanent du 72e Congrès annuel de la Société canadienne de psychologie, en partenariat avec L'Ontario Psychological Association, qui aura lieu du 2 au 4 juin 2011, à l'Hotel Sheraton Centre Toronto Toronto, (Ontario). 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 112 et « Session B » suivie des numéros 1 à 117. 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, Kimberley Black, adjointe au congrès, et le personnel du siège social.

CPA 72nd ANNUAL CONVENTION

In partnership with the Ontario Psychological Association

72e CONGRÈS ANNUEL DE LA SCP

En partenariat avec l'Ontario Psychological Association

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

MONDAY, MAY 30, 2011/LUNDI 30 MAI 2011 . . . . YORK ROOM – MEZZANINE LEVEL
CPA Board of Directors Orientation Meeting . . . . 6:00 PM to 8:00 PM

TUESDAY, MAY 31, 2011/MARDI 31 MAI 2011 . . . . CONFERENCE ROOM H – MEZZANINE LEVEL
CPA Board of Directors Meeting . . . . 8:00 AM to 5:00 PM

WEDNESDAY, JUNE 1, 2011/MERCREDI 1 JUIN 2011 . . . . CONFERENCE ROOM H – MEZZANINE LEVEL
CPA Board of Directors Meeting . . . . 8:00 AM to 5:00 PM

Pre-convention Workshop # 1/Atelier précongrès . . . . KENT ROOM – MEZZANINE LEVEL
Advocating for the Science and Practice of Psychology: The How, What, When, Where and Whys . . . . . . 9:00 AM to 5:00 PM
Sponsored by: Canadian Psychological Association (CPA), Clinical Psychology Section of the CPA,
Ontario Psychological Association
Presented by: John Service, Ph.D., CPA Practice Directorate; Ron Gersh Connect Consulting Solutions

Pre-convention Workshop # 2/Atelier précongrès . . . . CARLETON ROOM – MEZZANINE LEVEL
The Process of Assessing and Treating Extremists/Terrorists . . . . 9:00 AM to 4:00 PM
Sponsored by: CPA Section on Extremism and Terrorism
Presented by: Wadgy Loza, Ph.D., Queen's University, Kingston, Ontario

Pre-convention Workshop # 3/Atelier précongrès . . . . SIMCOE-DUFFERIN ROOM – SECOND FLOOR
Professional Training Issues in Canada: Debate and Dialogue Between Graduate Programs and Internships . . . . 8:30 AM to 3:00 PM
Sponsored and Presented by: CCPPP (Canadian Council of Professional Psychology Programs)

CCPPP AGM . . . . SIMCOE-DUFFERIN ROOM – SECOND FLOOR
. . . . 3:00 PM to 5:00 PM

Pre-convention Workshop # 4/Atelier précongrès . . . . WENTWORTH ROOM – SECOND FLOOR
Private Practice Made Simple(r) . . . . 8:30 AM to 4:30 PM
Presented by: Randy Paterson, Ph.D., Changeways Clinic, Vancouver, BC

Pre-convention Workshop # 5/Atelier précongrès . . . . CONFERENCE ROOM B-C – MEZZANINE LEVEL
Emotion-Focused Therapy for Complex Trauma: Helping Clients Resolve Attachment Injuries . . . . 9:00 AM to 5:00 PM
Sponsored by: CPA Sections on Traumatic Stress
Presented by: Sandra Paivio, Ph.D., and Antonio Pascual-Leone, Ph.D., University of Windsor, Windsor, Ontario

Pre-convention Workshop # 6/Atelier précongrès . . . . CIVIC BALLROOM – SECOND FLOOR
Navigating Therapeutic Routes: One Client, Three Evidence-Based Approaches to Recovery . . . . 9:00 AM to 4:30 PM
Sponsored by: CPA Section on Clinical Psychology and the CPA Section on Counselling Psychology
Presented by: Randi E. McCabe, Ph.D., Department of Psychiatry and Behavioural Neurosciences,
McMaster University, Hamilton, Ontario
Jeanne C. Watson, Ph.D., OISE/University of Toronto, Toronto, Ontario
Paula Ravitz, M.D., F.R.C.P., University of Toronto; Department of Psychiatry, Mount Sinai Hospital, Toronto, Ontario

Pre-convention Workshop # 7/Atelier précongrès
Assessing Dynamic Risk in Sexual Offenders: The STABLE-2007 and ACUTE-2007 . . . . 8:00 AM to 5:00 PM
Sponsored by: North American Correctional and Criminal Justice Psychology Conference 2011 and the CPA Section
on Criminal Justice Psychology
Presented by: Andrew Harris, Ph.D., Correctional Services Canada, Ottawa, Ontario

CANCELLED

Pre-convention Workshop # 8/Atelier précongrès . . . . .CONFERENCE ROOM G – MEZZANINE LEVEL
Violence Assessment Workshop . . . . .8:00 AM to 5:00 PM
Sponsored by: North American Correctional and Criminal Justice Psychology Conference 2011
and the CPA Section on Criminal Justice Psychology
Presented by: Daryl Kroner, Ph.D., Southern Illinois University, Carbondale, Illinois

Pre-convention Workshop # 9/Atelier précongrès . . . . .PEEL ROOM – MEZZANINE LEVEL
Translating Neurobiological Theory with Correctional and Forensic Practice . . . . .8:00 AM to 5:00 PM
Sponsored by: North American Correctional and Criminal Justice Psychology Conference 2011
and the CPA Section on Criminal Justice Psychology
Presented by: David Nussbaum, Ph.D., University of Toronto, Toronto, Ontario &
Ontario Shores Centre for Mental Health Sciences, Whitby, Ontario

CANCELLED

Pre-convention Workshop # 10/Atelier précongrès
How to Conduct a Meta-Analysis (with a Focus on Criminal Justice Research) . . . . .8:00 AM to 5:00 PM
Sponsored by: North American Correctional and Criminal Justice Psychology Conference 2011
and the CPA Section on Criminal Justice Psychology
Presented by: Leslie Helmus, is a Ph.D., Student in Forensic Psychology, Carleton University, Ottawa, Ontario

Pre-convention Workshop # 11/Atelier précongrès . . . . .HURON ROOM – SECOND FLOOR
An Introduction to Motivational Interviewing with Offenders . . . . .8:00 AM to 5:00 PM
Sponsored by: North American Correctional and Criminal Justice Psychology Conference 2011
and the CPA Section on Criminal Justice Psychology
Presented by: Joel Ginsburg, Ph.D., C.Psych. and Sharon Kennedy, Ph.D., C.Psych.,
Correctional Services Canada, Ottawa, Ontario

Pre-convention Workshop # 12/Atelier précongrès . . . . .OXFORD ROOM – MEZZANINE LEVEL
Emotion Regulation in Traumatized Veterans and Military Service Personnel: . . . . .9:00 AM to 5:00 PM
Creating Possibilities for Recovery
Sponsored by: Canadian Psychological Association
Presented by: Soledad Iucci, Ph.D, National Centre for Operational Stress Injuries and Andrée Faucher Ph.D.,
National Centre for Operational Stress Injuries

CPA Section Chairs Meeting . . . . .CITY HALL ROOM – SECOND FLOOR
. . . . .4:00 PM to 6:55 PM

Clinical Psychology Public Lecture . . . . .WINDSOR EAST AND WEST ROOM – MEZZANINE LEVEL
Exercise for Mood and Anxiety: Proven Strategies for Overcoming Depression and Enhancing Well-Being 7:00 PM to 8:55 PM
Jasper Smits, Southern Methodist University

THURSDAY, JUNE 2, 2011/JEUDI 2 JUIN 2011

First Time Presenter's Breakfast (By Invitation Only)/ . . . . .CITY HALL ROOM - SECOND FLOOR
Petit-déjeuner à l'intention des conférenciers qui présentent . . . . .8:00 AM to 8:55 AM
leur première communication (seulement sur invitation)

Welcoming Ceremony/Cérémonie de bienvenue . . . . .OSGOODE BALLROOM - LOWER CONCOURSE
Honoring our Best/Hommage au mérite . . . . .9:00 AM to 9:55 AM

Keynote (Section)/Conférencier de la section . . . . .CONFERENCE ROOM B - MEZZANINE LEVEL
NACCJPC . . . . .9:00 AM to 9:55 AM
Integrating Aging into our Understanding of Sex Offender Risk
Howard Barbaree, Mental Health Centre Penetanguishene

CPA Presidential Address/Allocution présidentielle . . . . .OSGOODE BALLROOM - LOWER CONCOURSE
Prospective Memory Research and Findings: Faulty Brain; Flaky Person . . . . .10:00 AM to 10:55 AM
Peter Graf, President, Canadian Psychological Association

Opening Remarks . . . . .CIVIC BALLROOM - SECOND FLOOR
NACCJPC . . . . .10:00 AM to 10:25 AM
Opening Remarks
Jeremy Mills, Chair - NACCJPC

Invited Speaker (CPA)/Conférencière invitée (SCP) . . . . .CIVIC BALLROOM - SECOND FLOOR
NACCJPC . . . . .10:30 AM to 11:55 AM
The Neurobiology of Persistent Violent Offending
Sheilagh Hodgins, King's College, University of London

Poster Session ‘A’/Présentation par affichage . . . . .DOMINION BALLROOM - SECOND FLOOR
Brain and Behaviour/Cerveau et comportement; Clinical Neuropsychology/ . . . . .11:00 AM to 12:55 PM
Neuropsychologie clinique; Perception, Learning and Cognition/Perception, apprentissage et cognition;
Psychopharmacology/Psychopharmacologie; Psychophysiology/Psychophysiologie; Rural and Northern
Psychology/Psychologie des communautés rurales et nordiques; Substance Abuse/Dependence/Toxicomanies

Invited Speaker (CPA)/Conférencier invité (SCP) . . . . .ESSEX BALLROOM - MEZZANINE LEVEL
Clinical Psychology/Psychologie clinique . . . . .11:00 AM to 11:55 AM
Exercise for Mood and Anxiety Disorders
Jasper Smits, Southern Methodist University

Invited Speaker (CPA)/Conférencier invité (SCP) . . . . .YORK ROOM - MEZZANINE LEVEL
Extremism and Terrorism/Extrémisme et terrorisme . . . . .11:00 AM to 12:55 PM
The Making of Suicide Bombers: Personality and Social Factors
Ariel Merari, Department of Psychology

Theory Review Session ‘A’/Session Examen théorique . . . . .WENTWORTH ROOM - MEZZANINE LEVEL
Aboriginal Psychology/Psychologie autochtone; Adult Development and . . . . .11:00 AM to 11:55 AM
Aging/Développement adulte et vieillissement.

Conversation Session/Séance de conversation . . . . .KENORA ROOM - SECOND FLOOR
A Perfect Match or a Perfect Storm: Data from the Task Force on Internship . . . . .11:00 AM to 12:25 PM
and Training Issues in Ontario
Mary Ann Evans, University of Guelph; Jane Ledingham, University of Ottawa; Adrienne Perry, York University; Sharon Guger, Hospital for Sick Children; Ian Nicholson, London Clinical Psychology; Dorothy Cotton, Correctional Service Canada Katherine Buell, Kingston Internship Consortium Ongwanada; Catherine Yarrow, The College of Psychologists of Ontario; Ian Brown, Durham Catholic District School Board

Keynote (Section)/Conférencier de la section . . . . .HURON ROOM - SECOND FLOOR
History and Philosophy of Psychology/Histoire et philosophie de la psychologie . . . . .11:00 AM to 11:55 AM
What Historians and Philosophers of Psychology Can Learn from Other Minorities
Adrian Brock, University College Dublin

Workshop/Atelier . . . . .KENT ROOM - SECOND FLOOR
Nuts and Bolts of Submitting a Proposal – Preparing a Common CV and the ResearchNet Process . . . . .11:00 AM to 12:25 PM
Lisa Votta-Bleeker, Canadian Psychological Association

Section Business Meeting/Réunion d’affaires des sections . . . . .CONFERENCE ROOM D - E - MEZZANINE LEVEL
Adult Development and Aging/Développement adulte et vieillissement . . . . .11:00 AM to 11:55 AM
Philippe Cappeliez, Université d’Ottawa

Education and Training Committee Business Meeting . . . . .PEEL ROOM - MEZZANINE LEVEL
Mary Pat McAndrews, Toronto Western Hospital . . . . .11:00 AM to 11:55 AM

Workshop/Atelier . . . . .ESSEX BALLROOM - MEZZANINE LEVEL
What do Psychology Practitioners’ do for Canada's Mental Health? . . . . .12:00 PM to 1:25 PM
Focus on service provided to Children and Youth and Clients Diagnosed with CVD or Diabetes
Ashley Ronson, Canadian Psychological Association; Karen Cohen, Canadian Psychological Association

Workshop/Atelier . . . . .CITY HALL ROOM - SECOND FLOOR
Students in Psychology/Étudiants en psychologie . . . . .12:00 PM to 1:55 PM
Graduate Fair/Should I ....Could I....Will I?: A Student’s Guide to Gaining Admission to
Graduate School in Psychology and Succeeding in Graduate School.
Rana Pishva, Queen’s University; Missy Teatero, Lakehead University; Graham Reid, University of Western Ontario; Miranda Giacomin, Wilfrid Laurier University; Paul Conway, University of Western Ontario

Conversation Session/Séance de conversation
Under Warrant: A Review of the Implementation of the Correctional Service . . . . . .CIVIC BALLROOM - SECOND FLOOR
of Canada’s ‘Mental Health Strategy’ . . . . .12:00 PM to 12:55 PM
John Service, CPA Practice Directorate

Symposium/Symposium . . . . .CONFERENCE ROOM D - E - MEZZANINE LEVEL
High School Science Awards Presentation . . . . .12:00 PM to 12:55 PM
Peter Graf, President, CPA

Membership Business Meeting/Réunion d'affaires . . . . .PEEL ROOM - MEZZANINE LEVEL
Sylvie Bourgeois, Dawn Hanson . . . . .12:00 PM to 12:55 PM

Accreditation Conversation Session . . . . .WENTWORTH ROOM - MEZZANINE LEVEL
. . . . .12:30 PM to 1:25 PM

Section Business Meeting/Réunion d'affaires des sections . . . . .KENORA ROOM - SECOND FLOOR
Social and Personality Psychology/Psychologie sociale et de la personnalité . . . . .12:30 PM to 1:25 PM
Jessica Cameron, University of Manitoba

Section Business Meeting/Réunion d'affaires des sections . . . . .YORK ROOM - MEZZANINE LEVEL
Extremism and Terrorism/Extrémisme et terrorisme . . . . .1:00 PM to 1:55 PM
Wagdy Loza, Kingston Penitentiary (Ret.)

Section Business Meeting/Réunion d'affaires des sections . . . . .SIMCOE/DUFFERIN ROOM - SECOND FLOOR
Traumatic Stress/Stress traumatique . . . . .1:00 PM to 1:55 PM
Alain Brunet, Douglas Hospital, McGill University; Paul Frewen, University of Western Ontario

Poster Session 'B'/Présentation par affichage . . . . .DOMINION BALLROOM - SECOND FLOOR
Adult Development and Aging/Développement adulte et vieillissement; . . . . .1:30 PM to 3:25 PM
Developmental/Psychologie du développement; Family Psychology/Psychologie de la famille;
Psychology and Religion/Psychologie et religion

Theory Review Session 'B'/Session Examen théorique . . . . .WENTWORTH ROOM - MEZZANINE LEVEL
Clinical Psychology/Psychologie Clinique; Counselling Psychology/Psychologie du counseling . . . . .1:30 PM to 2:25 PM

Section Business Meeting/Réunion d'affaires des sections . . . . .KENORA ROOM - SECOND FLOOR
Health Psychology/Psychologie de la santé . . . . .1:30 PM to 2:25 PM
Tavis Campbell, University of Calgary

Symposium/Symposium
Townhall Session . . . . .ESSEX BALLROOM - MEZZANINE LEVEL
Fifty Years of the Practice of Psychology: What's Changed and What Hasn't . . . . .2:00 PM to 3:25 PM
John Conway, CPA Historian/Archivist, Emeritus Professor of Psychology, University of Saskatchewan;
Richard Steffy, Emeritus Professor of Psychology; University of Waterloo; Samuel Mikail, Clinical Director,
Southdown Institute, Aurora, Ontario; Melissa Tiessen, University of Ottawa Heart Institute

Section Business Meeting/Réunion d'affaires des sections . . . . .YORK ROOM - MEZZANINE LEVEL
Students in Psychology/Étudiants en psychologie . . . . .2:00 PM to 2:55 PM
Rana Pishva, Queen's University

Workshop/Atelier . . . . .CITY HALL ROOM - SECOND FLOOR
Clinical Psychology/Psychologie clinique . . . . .2:00 PM to 4:25 PM
Joint CPA/CCPPP Internship Fair/Presentation on Preparing For Your Predoctoral Internship
Sandra Clark, British Columbia Children's Hospital; Rebecca Mills, Stan Cassidy Centre for Rehabilitation; Theresa Dever Fitzgerald, University of Regina

Keynote (Section)/Conférencière invitée de la section . . . . .SIMCOE/DUFFERIN ROOM - SECOND FLOOR
Traumatic Stress/Stress traumatique . . . . .2:00 PM to 2:55 PM
Case for a Dissociative Subtype of PTSD
Ruth Lanius, University of Western Ontario

Invited Speaker (NACCJPC)/Conférencier invité de la NACCJPC . . . . .CIVIC BALLROOM - SECOND FLOOR
NACCJPC . . . . .2:30 PM to 3:55 PM
Crime & Punishment & Psychology: How to Spend a Fortune Making America Less Safe
Joel Dvoskin, University of Arizona Medical School & Private Forensic Consulting Practice

Section Business Meeting/Réunion d'affaires des sections . . . . .CONFERENCE ROOM C - MEZZANINE LEVEL
Aboriginal Psychology/Psychologie autochtone . . . . .2:30 PM to 3:25 PM
Dana Seymour, St. Joseph's Care Group

Section Business Meeting/Réunion d'affaires des sections . . . . .WINDSOR ROOM EAST - MEZZANINE LEVEL
Community Psychology/Psychologie communautaire . . . . .2:30 PM to 3:25 PM
Cameron Norman, University of Toronto

Keynote (Section)/Conférencier de la section . . . . .YORK ROOM - MEZZANINE LEVEL
Students in Psychology/Étudiants en psychologie . . . . .3:00 PM to 4:55 PM
The Whole Nine Yards: The Ins and Outs of Research Success in Psychology
Thomas Hadjistavropoulos, University of Regina

Keynote (Section)/Conférencier de la section . . . . .WENTWORTH ROOM - MEZZANINE LEVEL
Psychologists in Education/Psychologues en éducation . . . . .3:00 PM to 3:55 PM
Flying "Under the Radar": The Need to Build Resilience in Perfectionistic Children and Adolescents Who Suffer in Silence
Gordon Flett, York University

Reception/Réception . . . . .SIMCOE/DUFFERIN ROOM - SECOND FLOOR
Traumatic Stress/Stress traumatique . . . . .3:00 PM to 3:55 PM
Alain Brunet, Douglas Hospital, McGill University; Paul Frewen, University of Western Ontario

Invited Speaker (CPA)/Conférencier invité (SCP) . . . . .ESSEX BALLROOM - MEZZANINE LEVEL
Perception, Learning and Cognition/Perception, apprentissage et cognition . . . . .3:30 PM to 4:25 PM
The Evolving Concept of Working Memory: Implications for Cognitive Aging
Fergus Craik, The Rotman Research Institute

Section Business Meeting/Réunion d'affaires des sections . . . . .KENT ROOM - SECOND FLOOR
Sexual Orientation and Gender Identity Issues/Orientation sexuelle et identité sexuelle . . . . .3:30 PM to 4:55 PM
Todd Morrison, University of Saskatchewan

Keynote (Section)/Conférencière invitée de la section . . . . .CONFERENCE ROOM C - MEZZANINE LEVEL
Aboriginal Psychology/Psychologie autochtone . . . . .3:30 PM to 4:25 PM
Indigenous mental health: Exploring integration with Western psychology
Suzanne Stewart, University of Toronto

Poster Session 'C'/Présentation par affichage . . . . .DOMINION BALLROOM - SECOND FLOOR
Extremism and Terrorism/Extrémisme et terrorisme; . . . . .4:00 PM to 5:55 PM
NACCJPC - Criminal Justice Psychology/Psychologie et justice pénale; Psychology in the Military/
Psychologie du milieu militaire; Traumatic Stress/Stress traumatique

Reception/Réception . . . . .WENTWORTH ROOM - MEZZANINE LEVEL
Psychologists in Education/Psychologues en éducation . . . . .4:00 PM to 4:55 PM
Joseph Snyder, Concordia University

Section Business Meeting/Réunion d'affaires des sections . . . . .KENORA ROOM - SECOND FLOOR
Psychophysiology/Psychophysiologie . . . . .4:00 PM to 4:55 PM

Theory Review Session 'E'/Session Examen théorique . . . . .SIMCOE/DUFFERIN ROOM - SECOND FLOOR
Industrial/Organizational Psychology/Psychologie industrielle et organisationnelle; . . . . .4:00 PM to 5:25 PM
Teaching of Psychology/Enseignement de la psychologie

Keynote (Section)/Conférencier de la section . . . . .CONFERENCE ROOM B - MEZZANINE LEVEL
Clinical Neuropsychology/Neuropsychologie clinique . . . . .4:00 PM to 4:55 PM
Cognitive Rehabilitation in the Elderly
Gordon Winocur, Department of Psychology, University of Toronto

Theory Review Session 'C'/Session Examen théorique . . . . .WINDSOR ROOM WEST - MEZZANINE LEVEL
Social & Personality/Psychologie sociale et de la personnalité . . . . .4:00 PM to 5:25 PM

International Relations Committee Business Meeting . . . . .PEEL ROOM - MEZZANINE LEVEL
Janel Gauthier, École de psychologie, Université Laval . . . . .4:00 PM to 4:55 PM

Reception/Réception . . . . .CONFERENCE ROOM C - MEZZANINE LEVEL
Aboriginal Psychology/Psychologie autochtone . . . . .4:30 PM to 5:25 PM
Dana Seymour, St. Joseph's Care Group

Reception/Réception . . . . .YORK ROOM - MEZZANINE LEVEL
Students in Psychology/Étudiants en psychologie . . . . .5:00 PM to 5:55 PM
Rana Pishva, Queen's University; Missy Teatero, Lakehead University

Section Business Meeting/Réunion d'affaires des sections . . . . .WENTWORTH ROOM - MEZZANINE LEVEL
Psychologists in Education/Psychologues en éducation . . . . .5:00 PM to 5:55 PM
Donald Saklofske, University of Calgary

Section Business Meeting/Réunion d'affaires des sections . . . . .KENORA ROOM - SECOND FLOOR
Psychopharmacology/Psychopharmacologie . . . . .5:00 PM to 5:55 PM
David Nussbaum, Ontario Shores Centre for Mental Health Sciences; Brian Bigelow, Laurentian University; Amirali Sepehry, Department of Psychology, University of British Columbia

Reception/Réception . . . . .KENT ROOM - SECOND FLOOR
Sexual Orientation and Gender Identity Issues/Orientation sexuelle et identité sexuelle . . . . .5:00 PM to 5:55 PM
Todd Morrison, University of Saskatchewan

Professional Award/Prix professionnel . . . . .CIVIC BALLROOM - SECOND FLOOR
CPA DISTINGUISHED CONTRIBUTIONS TO PSYCHOLOGY AS A PROFESSION . . . . .5:00 PM to 5:55 PM
The Conceptual and Empirical Evolution of Pain Catastrophizing
Michael Sullivan, McGill University

Reception/Réception . . . . .CONFERENCE ROOM B - MEZZANINE LEVEL
Clinical Neuropsychology/Neuropsychologie clinique . . . . .5:00 PM to 5:55 PM
R Longman, Calgary Health Region

Presidential Reception & CPA Silent Auction/ .OSGOODE BALLROOM - LOWER CONCOURSE
Réception présidentielle et enchères silencieuses pour la Fondation de la SCP .6:00 PM to 7:55 PM

FRIDAY, JUNE 3, 2011/FRIDAY 3 JUNE 2011

Section Business Meeting/Réunion d'affaires des sections . . . . .KENORA ROOM - SECOND FLOOR
Perception, Learning and Cognition/Perception, apprentissage et cognition . . . . .8:00 AM to 8:55 AM
Alisa McArthur, Saint Mary's University College

Brain and Behaviour/Cerveau et comportement
Robert St John, Department Psychology, Royal Military College of Canada

Section Business Meeting/Réunion d'affaires des sections . . . . .KENT ROOM - SECOND FLOOR
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle . . . . .8:00 AM to 8:55 AM
Kevin Kelloway, Saint Mary's University

Section Business Meeting/Réunion d'affaires des sections . . . . .SIMCOE/DUFFERIN ROOM - SECOND FLOOR
Clinical Neuropsychology/Neuropsychologie clinique . . . . .8:00 AM to 8:55 AM
R Longman, Calgary Health Region

Section Business Meeting/Réunion d'affaires des sections . . . . .CONFERENCE ROOM D - E - MEZZANINE LEVEL
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle . . . . .8:00 AM to 8:55 AM
Andrew Ryder, Concordia University

Section Business Meeting/Réunion d'affaires des sections . . . . .CONFERENCE ROOM F - MEZZANINE LEVEL
Criminal Justice Psychology/Psychologie et justice pénale . . . . .8:00 AM to 9:25 AM
Mark Olver, University of Saskatchewan

Canadian National Committee of the National Research Council . . . . .PEEL ROOM - MEZZANINE LEVEL
for the International Union of Psychological Science . . . . .8:00 AM to 8:55 AM
Jennifer Veitch, NRC Institute for Research in Construction

The Family of Psychology Keynote Address/ . . . . .OSGOODE BALLROOM - LOWER CONCOURSE
Conférence "La Famille de la Psychologie" . . . . .9:00 AM to 9:55 AM
The Science of Trust and Betrayal
John Gottman, The Gottman Institute

Invited Speaker (CPA/Section)/Conférencier invité (SCP/section) . . . . .CIVIC BALLROOM - SECOND FLOOR
NACCJPC . . . . .9:30 AM to 10:55 AM
The Assessment and Treatment of Sexual Offenders
Karl Hanson, Public Safety Canada

Symposium/Symposium . . . . .KENT ROOM - SECOND FLOOR
Canadian Psychology 101: Where are we, where do we need to go and . . . . .1:30 PM to 2:55 PM
how will we know when we get there?
Peter Graf, Canadian Psychological Association, President; David Dozois, Canadian Psychological Association; Martin Antony, Canadian Psychological Association; Karen Cohen, Canadian Psychological Association

Symposium/Symposium . . . . .KENT ROOM - SECOND FLOOR
Ethics Update 2011 . . . . .10:00 AM to 11:25 AM
Jean Pettifor, University of Calgary

Section Business Meeting/Réunion d'affaires des sections . . . . .CONFERENCE ROOM B - MEZZANINE LEVEL
Clinical Psychology/Psychologie clinique . . . . .10:00 AM to 10:55 AM
Patricia Furer, St. Boniface General Hospital/University of Manitoba

Section Business Meeting/Réunion d'affaires des sections . . . . .CONFERENCE ROOM C - MEZZANINE LEVEL
Psychoanalytic and Psychodynamic Psychology/Psychologie psychoanalytique et psychodynamique . . .10:00 AM to 10:55 AM
Michelle Presniak, Saskatoon City Hospital, Saskatoon Health Region

Section Business Meeting/Réunion d'affaires des sections . . . . .WINDSOR ROOM EAST - MEZZANINE LEVEL
Military Psychology/Psychologie du milieu militaire . . . . .10:00 AM to 10:55 AM
Peter Bradley, Royal Military College of Canada

Honorary President's Address/Allocution de la présidente d'honneur . . .OSGOODE BALLROOM - LOWER CONCOURSE
Envy Up, Scorn Down: How Status Divides Us . . . . .11:30 AM to 12:25 PM
Susan Fiske, Princeton University

Committee Business Meeting . . . . .PELL ROOM – MEZZANINE LEVEL
Professional Affaires/Affaires professionelles . . . . .12:30 PM to 2:25 PM
Lorne Sexton, St. Boniface General Hospital

Poster Session 'D'/Présentation par affichage . . . . .DOMINION BALLROOM - SECOND FLOOR
Community Psychology/Psychologie communautaire; Counselling Psychology/ . . . . .12:30 PM to 2:25 PM
Psychologie du counseling; Psychologists in Education/Psychologues en éducation; Social & Personality/Psychologie sociale et de la personnalité; Students in Psychology/Étudiants en psychologie; Teaching of Psychology/Enseignement de la psychologie.

Round-Table Conversation Session 'A'/Séance de conversation de table ronde . .CITY HALL ROOM - SECOND FLOOR
Adult Development and Aging / Développement adulte et vieillissement; . . . . .12:30 PM to 1:25 PM
Clinical Psychology/Psychologie Clinique; Community Psychology/Psychologie communautaire;
Developmental/Psychologie du développement; Family Psychology/Psychologie de la famille; Perception,
Learning and Cognition/Perception, apprentissage et cognition; Rural and Northern Psychology/
Psychologie des communautés rurales et nordiques; Sport & Exercise Psychology/Psychologie du sport et de l'exercice.

Workshop/Atelier . . . . .WENTWORTH ROOM - MEZZANINE LEVEL
Toward an Equality-Based National Agenda: The Mental Health and . . . . .12:30 PM to 2:25 PM
the Law Advisory Committee of the Mental Health Commission of Canada
Dorothy Cotton, Psychologist, Kingston, Ontario; Patrick Baillie, Anne Crocker

Invited Speaker (CPA)/Conférencière invitée (SCP) . . . . .CIVIC BALLROOM - SECOND FLOOR
Traumatic Stress/Stress traumatique . . . . .12:30 PM to 1:25 PM
Preventing the Return of Fear in Humans Using Reconsolidation Update Mechanisms.
Daniela Schiller, Mt. Sinai School of Medicine

Invited Speaker (CPA/Section)/Conférencier invité (SCP/section) . . . . .CONFERENCE ROOM B - MEZZANINE LEVEL
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle . . . . .12:30 PM to 1:25 PM
From Psychological Capital at Work to Overall Psychological Capital Well-Being
Fred Luthans, University of Nebraska-Lincoln

Invited Speaker (CPA)/Conférencière invitée (SCP) . . . . .CONFERENCE ROOM C - MEZZANINE LEVEL
Women and Psychology/Femmes et psychologie . . . . .12:30 PM to 1:25 PM
Diversity and Objectivity: Feminist and Postcolonial Issues
Sandra Harding, Department of Education, UCLA

CPA Education and Training Award/ . . . . .CONFERENCE ROOM D - E - MEZZANINE LEVEL
Prix de l'éducation et de la formation . . . . .12:30 PM to 1:55 PM
The PsyD Model in Canada: How Well is It Growing Up and Fulfilling its Mission?
Janel Gauthier, Université Laval; John Service, Executive Director of the Practice Directorate; Lorne Sexton,
Past Chair of Professional Affairs

Section Business Meeting/Réunion d'affaires des sections . . . . .WINDSOR ROOM EAST - MEZZANINE LEVEL
Substance Abuse/Dependence/Toxicomanies . . . . .12:30 PM to 1:25 PM
David Teplin, Private Practice

Section Business Meeting/Réunion d'affaires des sections . . . . .WINDSOR ROOM WEST - MEZZANINE LEVEL
Environmental Psychology/Psychologie de l'environnement . . . . .12:30 PM to 1:25 PM
Jennifer Veitch, NRC Construction

CPA Foundation Business Meeting . . . . .PEEL ROOM - MEZZANINE LEVEL
Phillippe Ramsay, Canadian Psychological Association, Director Administration and Finance . . . . .12:30 PM to 1:55 PM

Round-Table Conversation Session 'B'/Séance de conversation de table ronde . .CITY HALL ROOM - SECOND FLOOR
Counselling Psychology/Psychologie du counseling; Extremism and terrorism/Extrémisme et . . . . .2:00 PM to 2:55 PM
terrorisme; International and Cross-Cultural Psychology/Psychologie internationale et interculturelle.

Keynote (Section)/Conférencier de la section . . . . .SIMCOE/DUFFERIN ROOM - SECOND FLOOR
Teaching of Psychology/Enseignement de la psychologie . . . . .2:00 PM to 3:55 PM
Applying Psychology to Teaching the Masses: Engaging Students with Psychology, Learning, Each Other, and Us
Philip Smith, University of Prince Edward Island

Section Business Meeting/Réunion d'affaires des sections . . . . .CONFERENCE ROOM D - E - MEZZANINE LEVEL
Women and Psychology (SWAP)/Femmes et psychologie . . . . .2:00 PM to 3:55 PM
Carmen Poulin, University of New Brunswick

Scientific Affairs Committee Business Meeting . . . . .PEEL ROOM - MEZZANINE LEVEL
David Dozois, University of Western Ontario . . . . .2:00 PM to 2:55 PM

President's New Researcher's Award Symposium/ . . . . .ESSEX BALLROOM - MEZZANINE LEVEL
Symposium pour les récipiendaires du prix du nouveau chercheur . . . . .2:30 PM to 3:25 PM
Peter Graf, University of British Columbia; Nathan Hall, McGill University; Jonathan Weiss, York University

Poster Session 'E'/Présentation par affichage . . . . .DOMINION BALLROOM - SECOND FLOOR
Clinical Psychology/Psychologie Clinique . . . . .3:00 PM to 4:55 PM

Round-Table Conversation Session 'C'/Séance de conversation de table ronde . .CITY HALL ROOM - SECOND FLOOR
Psychologists in Education/Psychologues en éducation; Industrial/Organizational Psychology/ . . . . .3:00 PM to 3:55 PM
Psychologie industrielle et organisationnelle; Sexual Orientation and Gender Identity Issues/Orientation
sexuelle et identité sexuelle; Students in Psychology/Étudiants en psychologie; Substance Abuse/Dependence/
Toxicomanies; Teaching of Psychology/Enseignement de la psychologie; Traumatic Stress/Stress traumatique

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

Section Business Meeting/Réunion d'affaires des sections . . . . .KENT ROOM - SECOND FLOOR
Counselling Psychology/Psychologie du counseling . . . . .3:00 PM to 3:55 PM
José Domene, University of New Brunswick

Invited Speaker (NACCJPC)/Conférencière invitée (NACCJPC) . . . . .CIVIC BALLROOM - SECOND FLOOR
NACCJPC . . . . .3:00 PM to 4:25 PM
Mental Illness and Criminal Justice Involvement: A New Paradigm for Research and Policy
Jennifer Skeem, University of California, Irvine

Invited Speaker (CPA)/Conférencier invité (SCP) . . . . .CONFERENCE ROOM B - MEZZANINE LEVEL
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle . . . . .3:00 PM to 3:55 PM
Exploring Bicultural and Biracial Identities: The Challenges of Mining Cultural Comparisons
Richard Lalonde, York University

CJEP Editorial Board Meeting . . . . .PEEL ROOM - MEZZANINE LEVEL
Douglas Mewhort, Queen’s University . . . . .3:00 PM to 3:55 PM

Keynote (Section)/Conférencier de la section . . . . .YORK ROOM - MEZZANINE LEVEL
Extremism and Terrorism/Extrémisme et terrorisme . . . . .4:00 PM to 4:55 PM
Overview of the National Security Environment in Canada
Gilles Michaud, Royal Canadian Mounted Police

Keynote (Section)/Conférencier de la section . . . . .KENORA ROOM - SECOND FLOOR
Sport and Exercise Psychology/Psychologie du sport et de l’exercice . . . . .4:00 PM to 4:55 PM
Performance enhancement best-practices need a re-think: Integrating cognitive neuroscience,
endocrinology, and clinical models for a renewed synthesis
Hap Davis, Private Practice and Swim Canada

Keynote (Section)/Conférencière invitée de la section . . . . .KENT ROOM - SECOND FLOOR
Counselling Psychology/Psychologie du counseling . . . . .4:00 PM to 4:55 PM
Looking Toward the Future: The outcomes and next steps resulting from the
Inaugural Canadian Counselling Psychology Conference
Ada Sinacore, McGill University

Keynote (Section)/Conférencière invitée de la section . . . . .SIMCOE/DUFFERIN ROOM - SECOND FLOOR
Developmental Psychology/Psychologie du développement . . . . .4:00 PM to 4:55 PM
Movement Unbound: The Real-Time Interactions Between Learning and Development During Infancy
Karen Adolph, New York University

Keynote (Section)/Conférencière invitée de la section . . . . .CONFERENCE ROOM D - E - MEZZANINE LEVEL
Women and Psychology/Femmes et psychologie . . . . .4:00 PM to 4:55 PM
Bending but not breaking: Feminist research on violence against women within the constraints of the discipline and the academy
Charlene Senn, University of Windsor

School Psychology Task Force Meeting . . . . .PEEL ROOM - MEZZANINE LEVEL
Juanita Mureika, School Psychologist II . . . . .4:30 PM to 5:25 PM

Reception/Réception . . . . .YORK ROOM - MEZZANINE LEVEL
Extremism and Terrorism/Extrémisme et terrorisme . . . . .5:00 PM to 5:55 PM
Wagdy Loza, Kingston Penitentiary (Ret.)

Reception/Réception . . . . .KENORA ROOM - SECOND FLOOR
Sport and Exercise Psychology/Psychologie du sport et de l’exercice . . . . .5:00 PM to 5:55 PM
Peter Crocker, UBC School of Human Kinetics

Reception/Réception . . . . .KENT ROOM - SECOND FLOOR
Counselling Psychology/Psychologie du counseling . . . . .5:00 PM to 5:55 PM
José Domene, University of New Brunswick

Reception/Réception . . . . .SIMCOE/DUFFERIN ROOM - SECOND FLOOR
Developmental Psychology/Psychologie du développement . . . . .5:00 PM to 5:55 PM
Jean-Paul Boudreau, Ryerson University

Reception/Réception . . . . .CONFERENCE ROOM D - E - MEZZANINE LEVEL
Women and Psychology/Femmes et psychologie . . . . .5:00 PM to 5:55 PM
Carmen Poulin, University of New Brunswick

Annual General Meeting/Assemblée générale annuelle . . . . .OSGOODE BALLROOM - LOWER CONCOURSE
. . . . .6:00 PM to 7:55 PM

Celebration of Excellence Reception & Live Music . . . . .ESSEX BALLROOM - MEZZANINE LEVEL
NACCJPC . . . . .6:00 PM to 10:00 PM

SATURDAY, JUNE 4, 2011/SATURDAY 4 JUNE 2011

Section Business Meeting/Réunion d’affaires des sections . . . . .YORK ROOM - MEZZANINE LEVEL
Family Psychology/Psychologie de la famille . . . . .8:00 AM to 8:55 AM
Ranjana Jha, Argyle Institute of Human Relations, Montreal

Past Presidents' Committee Business Meeting . . . . CITY HALL ROOM - SECOND FLOOR
Peter Graf, University of British Columbia . . . . 8:00 AM to 8:55 AM

Section Business Meeting/Réunion d'affaires des sections . . . . WENTWORTH ROOM - MEZZANINE LEVEL
Rural and Northern Psychology/Psychologie des communautés rurales et nordiques . . . . 8:00 AM to 8:55 AM
Karen Dyck, University of Manitoba

Section Business Meeting/Réunion d'affaires des sections . . . . KENORA ROOM - SECOND FLOOR
Developmental Psychology/Psychologie du développement . . . . 8:00 AM to 8:55 AM
Jean-Paul Boudreau, Ryerson University

Section Business Meeting/Réunion d'affaires des sections . . . . HURON ROOM - SECOND FLOOR
Psychology and Religion/Psychologie et religion . . . . 8:00 AM to 8:55 AM
Marvin McDonald, Trinity Western University

Section Business Meeting/Réunion d'affaires des sections . . . . KENT ROOM - SECOND FLOOR
Teaching of Psychology/Enseignement de la psychologie . . . . 8:00 AM to 8:55 AM
Nicholas Skinner, King's University College

Public Service Task Force . . . . PEEL ROOM - MEZZANINE LEVEL
Lorne Sexton, Winnipeg Regional Health Authority . . . . 8:00 AM to 8:55 AM

Science & Applications Keynote Address/ . . . . OSGOODE BALLROOM - LOWER CONCOURSE
Conférence "Science et Applications" . . . . 9:00 AM to 9:55 AM
New Scientific Findings on Subjective Well-Being
Ed Diener, University of Illinois at Urbana Campaign

Poster Session 'F'/Présentation par affichage . . . . DOMINION BALLROOM - SECOND FLOOR
Social & Personality/Psychologie sociale et de la personnalité . . . . 10:00 AM to 11:55 AM

Workshop/Atelier . . . . WENTWORTH ROOM - MEZZANINE LEVEL
The Presence of Psychology in the Field of Emergency Preparedness . . . . 10:00 AM to 11:55 AM
Lisa Votta-Bleeker, Canadian Psychological Association; Maggie Gibson, St. Joseph's Health Care London; Ester Cole, Ontario Psychological Association; Lisa Brown, Aging and Mental Health Disparities, University of South Florida

Workshop/Atelier . . . . KENT ROOM - SECOND FLOOR
Accreditation Site Visitor Workshop . . . . 10:00 AM to 3:55 PM
Patrick Baillie, Calgary General Hospital

Keynote (Section)/Conférencier de la section . . . . SIMCOE/DUFFERIN ROOM - SECOND FLOOR
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle . . . . 10:00 AM to 10:55 AM
What Makes for a Good Life? A Four-Nation Study
Romin Tafarodi, University of Toronto

Keynote (Section)/Conférencier de la section . . . . CONFERENCE ROOM D - E - MEZZANINE LEVEL
Psychoanalytic and Psychodynamic Psychology/Psychologie psychoanalytique et psychodynamique . . 10:00 AM to 10:55 AM
Otto Weininger Memorial Award Address
Morris Eagle, Derner Institute, Adelphi University

Publications Committee Business Meeting . . . . PEEL ROOM - MEZZANINE LEVEL
Jean-Paul Boudreau, Ryerson University . . . . 10:00 AM to 10:55 AM

Invited Speaker (NACCJPC)/Conférencière invitée (NACCJPC) . . . . CIVIC BALLROOM - SECOND FLOOR
NACCJPC . . . . 10:30 AM to 11:55 AM
Treatment Integrity: The Relationship Between Program Level Characteristics and Offender Recidivism
Paula Smith, University of Cincinnati

Conversation Session/Séance de conversation . . . . CONFERENCE ROOM B - MEZZANINE LEVEL
The Agreement on Internal Trade (AIT) and its Implications for Psychology . . . . 10:30 AM to 11:25 AM
over the next Ten to Twenty Years
John Service, CPA Practice Directorate

Theory Review Session 'G'/Session Examen théorique . . . . WINDSOR ROOM EAST - MEZZANINE LEVEL
Extremism and terrorism/Extrémisme et terrorisme; Traumatic Stress/Stress traumatique . . . . 10:30 AM to 11:25 AM

CPA Gold Medal Award/Prix de la médaille d'or . . . . .ESSEX BALLROOM - MEZZANINE LEVEL
Are We Still Indomitable? Homo Invictus Fourteen Years Later . . . . .11:00 AM to 11:55 AM
Peter Suedfeld, University of British Columbia

Public Policy Committee Business Meeting . . . . .PEEL ROOM - MEZZANINE LEVEL
Peter Graf, University of British Columbia . . . . .11:00 AM to 11:55 AM

CPA Donald O. Hebb Award/Prix Donald O. Hebb . . . . .ESSEX BALLROOM - MEZZANINE LEVEL
From Motivation to Passion: In Search of the Motivational Determinants of a Meaningful Life . . . . .12:00 PM to 12:55 PM
Robert Vallerand, Université du Québec à Montréal

Theory Review Session 'F'/Session Examen théorique . . . . .CONFERENCE ROOM B - MEZZANINE LEVEL
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle . . . . .12:00 PM to 12:55 PM

CJBS Editorial Board Meeting . . . . .PEEL ROOM - MEZZANINE LEVEL
Todd Morrison, University of Saskatchewan . . . . .12:00 PM to 12:55 PM

Poster Session 'G'/Présentation par affichage . . . . .DOMINION BALLROOM - SECOND FLOOR
Environmental Psychology/Psychologie de l'environnement; Industrial/ . . . . .12:30 PM to 2:25 PM
Organizational Psychology/Psychologie industrielle et organisationnelle; International
and Cross-Cultural Psychology/Psychologie internationale et interculturelle; Sexual Orientation
and Gender Identity Issues/Orientation sexuelle et identité sexuelle; Sport & Exercise Psychology/
Psychologie du sport et de l'exercice; Women and Psychology (SWAP)/Femmes et psychologie.

Section Business Meeting/Réunion d'affaires des sections . . . . .HURON ROOM - SECOND FLOOR
History and Philosophy of Psychology/Histoire et philosophie de la psychologie . . . . .1:00 PM to 2:25 PM
Jason Goertzen, University of Alberta, Augustana Campus

CP Editorial Business Meeting . . . . .PEEL ROOM - MEZZANINE LEVEL
John Hunsley, University of Ottawa . . . . .1:00 PM to 1:55 PM

Theory Review Session 'H'/Session Examen théorique . . . . .WENTWORTH ROOM - MEZZANINE LEVEL
Health Psychology/Psychologie de la santé; Developmental/Psychologie du développement . . . . .1:30 PM to 2:55 PM

Ethics Committee Business Meeting . . . . .PEEL ROOM - MEZZANINE LEVEL
Carole Sinclair, The Hincks-Dellcrest Centre . . . . .2:00 PM to 3:55 PM

Poster Session 'H'/Présentation par affichage . . . . .DOMINION BALLROOM - SECOND FLOOR
Aboriginal Psychology/Psychologie autochtone; Clinical Psychology/Psychologie Clinique; . . . . .3:00 PM to 4:55 PM
Health Psychology/Psychologie de la santé; Psychoanalytic & Psychodynamic/Psychoanalytique et psychodynamique.

Theory Review Session 'D'/Session Examen théorique . . . . .CONFERENCE ROOM B - MEZZANINE LEVEL
Psychoanalytic & Psychodynamic/Psychoanalytique et psychodynamique; . . . . .4:00 PM to 4:55 PM
Clinical Neuropsychology/Neuropsychologie clinique

Convention Committee Business Meeting . . . . .PEEL ROOM - MEZZANINE LEVEL
Peter Graf, University of British Columbia . . . . .4:30 PM to 5:25 PM

SUNDAY, JUNE 5, 2011 / DIMANCHE 5 JUIN 2011

CPA Board of Directors Meeting . . . . .CONFERENCE ROOM H – MEZZANINE LEVEL
. . . . 8:00 AM to 2:00 PM

Council of Professional Associations . . . . .CONFERENCE ROOM D-E – MEZZANINE LEVEL
of Psychologists Meeting (CPAP) . . . . .8:00 AM to 5:00 PM

MONDAY, JUNE 6, 2011 / LUNDI 6 JUIN 2011

Council of Professional Associations . . . . .CONFERENCE ROOM D-E – MEZZANINE LEVEL
of Psychologists Meeting (CPAP) . . . . 8:00 AM to 5:00 PM

PRE-CONVENTION WORKSHOP REGISTRATION

Sheraton Centre Toronto Hotel
Toronto, Ontario

Pre-convention workshop participants may pick up their registration kits at the convention registration desk, on the SECOND FLOOR of the hotel.

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

Tuesday, May 31, 2011	7:00 PM - 9:00 PM
Wednesday, June 1, 2011	7:30 AM – 9:00 AM

CONVENTION REGISTRATION SHERATON CENTRE TORONTO HOTEL

Registration for participants, exhibitors and companions will be located on the SECOND FLOOR of the hotel.

Registration area will remain open from:

Wednesday, June 1, 2011	6:00 PM - 8:00 PM
Thursday, June 2, 2011	8:00 AM - 5:00 PM
Friday, June 3, 2011	7:30 AM - 4:30 PM
Saturday, June 4, 2011	7:30 AM - 2:00 PM

NAME BADGES

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

Lost badges will be replaced for a fee of $5.00

EXHIBITORS SHOW DATE & TIME

Thursday, June 2, 2011	11:00 AM - 6:00 PM
Friday, June 3, 2011	12:30 PM – 5:00 PM
Saturday, June 4, 2011	10:00 AM – 5:00 PM

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

TRAVEL GRANT

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

INSCRIPTIONS AUX ATELIERS PRÉCONGRÈS

Hôtel Sheraton Centre Toronto
Toronto, (Ontario)

Les participants pour les ateliers précongrès peuvent obtenir leurs trousses au comptoir d'inscription au deuxième niveau de l'hôtel.

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

mardi 31 mai 2011	19 h à 21 h
mercredi 1 juin 2011	7 h 30 à 9 h

INSCRIPTION AU CONGRÈS L'HÔTEL SHERATON CENTRE TORONTO

L'inscription des participants, des exposants et des personnes qui les accompagnent se déroulera au deuxième niveau de l'hôtel.

Les heures d'inscription sont les suivantes:

mercredi 1 juin 2011	18 h à 20 h
jeudi 2 juin 2011	8 h à 17 h
vendredi 3 juin 2011	7 h 30 à 16 h 30
samedi 4 juin 2011	7 h 30 à 14 h

INSIGNES D'IDENTIFICATION

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

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

DATES ET HEURES DES EXPOSITIONS

jeudi 2 juin 2011	11 h à 18 h
vendredi 3 juin 2011	12 h 30 à 17 h
samedi 4 juin 2011	10 h à 17 h

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

SUBVENTION-VOYAGE

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

CONVENTION CAREER POSTINGS

The Carleton room has been reserved from Thursday, June 2 to Saturday, June 4 for employers and applicants to meet at the Sheraton Centre Toronto Hotel. Make your way to the Carleton room to book the room from the hours of 9:00AM to 5:00PM

SOCIAL ACTIVITIES

FIRST TIME PRESENTERS BREAKFAST

(By invitation) Thursday, June 2, 2011
8:00 AM TO 8:55 AM
City Hall Room
SECOND FLOOR
Sheraton Centre Toronto Hotel

* * *

PRESIDENTIAL RECEPTION & CPA SILENT AUCTION

Sponsored by Ryerson University
(All welcome) Thursday, June 2, 2011
6:00 PM TO 8:00 PM
Osgood Ballroom
Lower Concourse
Sheraton Centre Toronto Hotel

* * *

CPA FUN RUN / WALK

Friday, June 3, 2011, 7:00am - 8:00am
Come start your morning with an invigorating run, jog or brisk walk. Join your fellow members for CPA's annual "fun run" at 7 am in the Hotel Lobby. All proceeds raised during this year's run will go to ***Make-A-Wish Canada***.

* * *

SOCIAL EVENT
MYSTERIOUSLY YOURS

(Ticket holders only)
Friday, June 3, 2011
8:00 PM to 11:00 PM

* * *

ANNONCE D'EMPLOIS AU CONGRÈS

La salle Carleton a été réservée du jeudi 2 juin au samedi 4 juin pour les employeurs et à d'éventuels candidats de se rencontrer à l'hôtel Sheraton Centre Toronto. Pour réserver la salle, rendez-vous à la salle Carleton pour réserver celle-ci à compter de 9 h à 17 h.

ACTIVITÉS SOCIALES

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

(sur invitation) jeudi 2 juin 2011
8 h à 8 h 55 – Salle City Hall
deuxième niveau de l'Hôtel, Sheraton Centre Toronto

* * *

RÉCEPTION PRÉSIDENTIELLE ET ENCHÈRES SILENCIEUSES POUR LA FONDATION DE LA SCP

Parrainé par Ryerson University
(Bienvenue à tous et à toutes)
jeudi 2 juin 2011– 18 h à 20 h
Osgood Ballroom
Niveau inférieure de l'Hôtel Sheraton CentreToronto

* * *

COURSE / MARCHE POUR LE PLAISIR

vendredi le 3 juin 2011 – 7 h 00 à 8 h 00
Quoi de mieux pour débuter la journée qu'une course ou une petite séance de jogging ou de marche rapide. Joignez vous à vos confrères et consœurs de la SCP pour la « course pour le plaisir » annuelle qui se rencontreront à 7 h dans le lobby de l'hôtel. Tous les fonds ramassé au cours de l'événement seront versés au ***Fais-Un-Voeu Canada***.

* * *

ACTIVITÉ SOCIALE
MEURTRE ET MYSTÈRE

(Détenteurs de billet seulement)
vendredi 3 juin 2011
20 h à 22 h

* * *

2011 EXHIBITORS - EXPOSANTS

Booth # 1 / Stand No. 1
Personal Insurance Company
3 Robert Speck Parkway, 10th Floor
Mississauga, ON L4Z 3Z9
Tel: 905-306-5252
www.thepersonal.com

Booth # 2 / Stand No. 2
Sage Publications USA
2455 Teller Road
Thousand Oaks, CA 91320
Tel: 800-818-7243
www.sagepub.com

Booth # 3 / Stand No. 3
Worth Publishers
c/o Bedford, Freeman & Worth
33 Irving Place
New York, NY 10003
Tel: 212-375-7154
www.worthpublishers.com

Booth # 4 / Stand No. 4
MHS Inc.
3770 Victoria Park Ave.
Toronto, ON M2H 3M6
Tel: 800-268-6011 (Canada)
www.mhs.com

Booth # 5 & 6 / Stand No. 5 & 6
Nelson Education
1120 Birchmount Road
Scarborough, ON M1K 5G4
Tel: 800-668-0671
www.nelson.com

Booth # 7 / Stand No. 7
Scotiabank
Scotia Plaza
44 King Street West, 10th Floor
Toronto, ON M5H 1H1
Tel: 416-701-7200
www.scotiabank.com

Booth # 8 / Stand No. 8
McFarlan Rowlands Insurance
380 York Street
London, ON N6B 1P9
Tel: 877-679-5440
www.mcfarlanrowlands.com

Booth # 9 / Stand No. 9
American Psychological Association
750 First Street, NE
Washington, DC 20002
Tel: 800-374-2721
www.apa.org

Booth # 10 & 11 / Stand No. 10 & 11
Pearson Canada Assessment Inc.
55 Horner Avenue
Toronto, ON M8Z 4X6
Tel: 866-335-8418
www.pearsonassess.ca

Booth # 12 & 13 / Stand No. 12 & 13
Pearson Canada
26 Prince Andrew Place
Don Mills, Ontario M3C 2T8
Tel: 866-335-8418
www.pearsoncanada.ca

Booth # 14 / Stand No. 14
Psychological Assessment Resources Inc.
16204 N. Florida Avenue
Lutz, Florida 33549
Tel: 800-331-8378
www.parinc.com

Booth # 15 & 16 / Stand No. 15 &16
John Wiley & Sons
5353 Dundas Street, West
Toronto, ON M9B 6H8
Tel: 416-236-4433
www.wiley.com

Booth # 17 / Stand No. 17
HealthCareersInSask
– Saskatchewan Health
c/o Workforce Planning Branch
3rd Floor, 3475 Albert Street
Regina, SK S4S 6X6
Tel: 306-787-7167
www.healthcareersinsask.ca

Booth # 18 / Stand No. 18
Veterans Affairs Canada
National Center for Operational Stress Injuries
Ste. Anne Hospital, 305 St. Pierre Blvd.
Ste. Anne de Bellevue, QC H9X 1Y9
Tel: 866-750-0422
www.veterans.gc.ca

Booth # 19 / Stand No. 19
Alcoholics Anonymous World Services Inc.
475 Riverside Drive,
11th floor
New York, NY 10115
Tel: 212-870-3400
www.aa.org

Booth # 20 & 21 / Stand No. 20 & 21
McGraw-Hill Ryerson Ltd.
300 Water Street
Whitby, ON L1R 3A3
Tel: 800-565-5758
www.mcgrawhill.ca

Booth # 22 / Stand No. 22
Caversham Books
98 Harbord Street
Toronto, ON M5S 2G6
Tel: 800-361-6120
www.cavershambooksellers.com

Booth # 23 / Stand No. 23
Correction Services Canada
340 Laurier Avenue, West
Ottawa, ON K1A 0P9
Tel: 613-992-5891
www.csc-scc.gc.ca

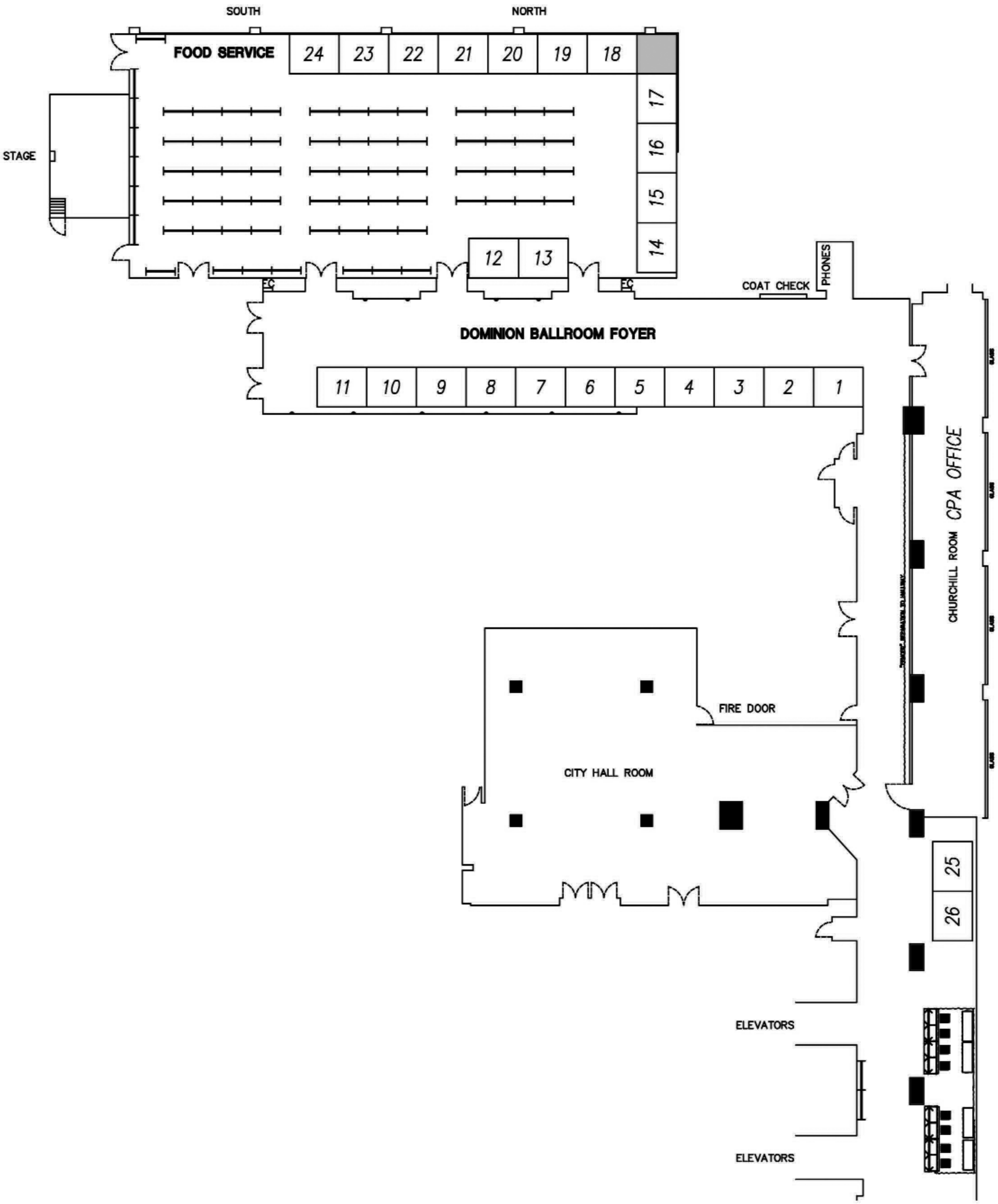
Booth # 24 / Stand No. 24
University of Manitoba
Clinical Health Psychology
PZ 328-771 Bannatyne Avenue
Winnipeg, MB R3E 3N4
Tel: 204-787-7168
www.umanitoba.ca

Booth # 25 & 26/ Stand No. 25 & 26
Canadian Psychological Association
141 Laurier Avenue West, Suite 702
Ottawa, ON K1P 5J3
Tel: 888-472-0657
www.cpa.ca

Open Table # 1/ Table Ouverte No. 1
International Congress of Psychology
P.O. Box 989 Houghton
Johannesburg, Gauteng 2041
South Africa
Tel: 27-11-486-3322
www.icp2012.com

See floor plan on page xvi

2011 EXHIBITORS - EXPOSANTS - Second floor


SOUTH
NORTH
FOOD SERVICE
24
23
22
21
20
19
18
17
16
15
14
STAGE
12
13
FC
FC
COAT CHECK
PHONES
DOMINION BALLROOM FOYER
11
10
9
8
7
6
5
4
3
2
1
CPA OFFICE
CHURCHILL ROOM
FIRE DOOR
CITY HALL ROOM
25
26
ELEVATORS
ELEVATORS

2011-06-02 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – CITY HALL ROOM - SECOND FLOOR

First-time Presenter's Breakfast/First-time Presenters Breakfast

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

2011-06-02 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – CONFERENCE ROOM B - MEZZANINE LEVEL

Oral Paper Session/ Séance de présentation orale
NACCJPC

ISSUES OF VIOLENCE AND SEXUAL OFFENDING RISK

Guy Bourgon, Public Safety Canada

A

AN EXAMINATION OF THE PSYCHOMETRIC PROPERTIES OF THE RAPID RISK OF VIOLENCE SCREEN (RROVS)

Robert N. Baker, Ohio Department of Mental Health; Paula Smith, University of Cincinnati, School of Criminal Justice; Kevan Galyean, University of Cincinnati, School of Criminal Justice; Andrew J. Myer, Viterbo University; Helen A. Sweeney, Ohio Department of Mental Health

Assessment and prediction of the risk of violence in mental health clients has become common in both clinical and non-clinical settings over the last two decades. One main reason for the expanded use of contemporary risk assessment instruments is their ability to assign levels of risk based on objective criteria. The Rapid Risk of Violence Screen (RROVS) was initially developed to identify mental health clients who required more extensive violence risk assessments. The sample included a total of 158 clients. Results supported the reliability and validity of the RROVS. Future directions for research and policy implications are discussed.

B

AGING AND SEXUAL OFFENDING: AN EXAMINATION OF OLDER SEXUAL OFFENDERS

Liam E. Marshall, Rockwood Psychological Services

This paper examines the effect of age on sexually offensive behavior. Prior research has noted an increase in the average age of incarcerated offenders, and a higher percentage of older offenders incarcerated for sexual offences than younger offenders (Uzoaba, 1998). The current paper presents a series of studies with 802 incarcerated sexual offenders examining aging and sexual offending in terms of offender and offence features, sexual interests, and recidivism. Older sexual offenders were found to have a higher incidence of male victims, victims of a younger age, and more interfamilial victims, than did younger sexual offenders. Phallometric assessments revealed that older sexual offenders were highly deviant in their sexual interests for female but not male children. Recidivism analyses demonstrated an effect of age such that as the age of sexual offenders increased, recidivism decreased. Historical, First-time, and Recidivist sexual offenders were compared on the variables in the previous reports. Among other findings, fifty-five percent of the sexual offenders over age 60 years were found to have committed and ceased their offending at least seven years prior to incarceration while the percentage of Recidivist sexual offenders remained consistent across age groups. The implications of this series of studies for research, management, and treatment will be discussed.

2011-06-02 – 8:00 AM to 9:25 AM – 8 h 00 à 9 h 25 – CONFERENCE ROOM C - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

WOMEN OFFENDERS IN CANADA AND RECENT RESEARCH INITIATIVES: FEMALE SEX OFFENDERS, MENTAL HEALTH, & THERAPEUTIC ALLIANCE

Kelly N Taylor, Correctional Service Canada

Women offenders in Canada represent approximately 5% of the total federal inmate population. These women present with a variety of dynamic need areas, risk levels, and offence types. Increasing research evidence suggests that women's pathways to crime are different from those of men and for this reason, interventions, research initiatives, and policy are reflective of the gender specific needs of this unique population. This symposium will provide an overview of three areas of research dedicated to better understanding the unique needs of women offenders. First, a profile of women who commit sexual offences will be presented, a brief discussion on gender specific pathways to sexual offences will be provided, and an overview of current initiatives in place with the Correctional Service of Canada for women who commit sexual offences will be presented. Second, research results pertaining to the mental health needs of women offenders will be provided. Third, there will be a discussion of exploratory research outcomes related to the construct of therapeutic alliance and its significance for women offenders.

A

CHARACTERISTICS, PATHWAYS AND INTERVENTIONS: UNDERSTANDING AND TREATING WOMEN OFFENDERS WHO HAVE COMMITTED SEXUAL OFFENCES

Kelly Taylor, Correctional Service Canada; Kim Allenby, Correctional Service Canada; Doris Fortin, Correctional Service Canada

Research evidence suggests that the etiology of female sex offending is different than that for their male counterparts. Evidence suggests that women have gendered pathways into offending behaviour, in general, and sexual offending, in particular. Consequently, gender should be treated as central to guiding women out of sexual offending. It is estimated that women comprise approximately one to four percent of all convicted sex offenders; however, it is believed that this is an underestimate of the true proportion of sex crimes committed by girls and women. This session will provide a profile of women who have committed sexual offences in Canada and a brief overview of on-going research pertaining to a gender specific descriptive model of the offence process for female sex offenders incorporating cognitive, behavioural, affective, and contextual factors. Following this, a brief overview of current and forthcoming interventions being used by the Correctional Service of Canada will be provided.

B

MENTAL HEALTH NEEDS OF WOMEN OFFENDERS

Dena Derkzen, Correctional Service Canada; Laura Booth, Correctional Service Canada; Ashley McConnell, Correctional Service Canada

Over the past decade, the number of federal women offenders identified at admission as presenting with a current mental health diagnosis has increased from 13% to 29% (CSC, 2009). Improvement in the capacity to address mental health needs and enhance treatment is one of the priorities of the Correctional Service of Canada. As a result, the present research examines rates of mental disorder in a sample of federally incarcerated female offenders. Data collection involved the administration of the Personality Assessment Inventory (PAI; n = 235) and the Computerized Diagnostic Interview Schedule (C DIS-IV; n = 90) to women in 6 federal institutions across Canada. Results on the PAI report on the rates of antisocial and borderline personality traits and interpersonal styles. The C DIS-IV primarily reports results on the presence of an Axis 1 disorder during the offenders' most recent 12 months. In addition to mental health data, a profile of participants examines characteristics such as index offences, criminal history, aggregate sentence length, levels of risk, criminogenic needs, motivation, and reintegration potential. Results are discussed in the context of gender-specific needs and potential implications for treatment are provided.

C

THERAPEUTIC ALLIANCE AND RELATIONAL HEALTH IN WOMEN'S CORRECTIONAL INSTITUTIONS: ASSESSING THE SIGNIFICANCE OF INTERPERSONAL INTERACTIONS BETWEEN STAFF AND WOMEN OFFENDERS

Aileen Harris, Correctional Service Canada; Shelley Brown, Carleton University; Laura Booth, Correctional Service Canada; Shannon Gottschall, Carleton University; Kelly Taylor, Correctional Service Canada

The centrality of relational health to offender rehabilitation is fundamental to the Correctional Service of Canada's holistic approach to working with women offenders. This is highlighted through a commitment to establish a safe correctional environment via meaningful interactions between institutional staff and women offenders. Accordingly, it is essential to understand factors which can positively contribute to interpersonal interactions between staff and offenders. The present exploratory research examines the therapeutic alliance between women offenders and institutional staff as well as experiences related to the use of dynamic security. Data collection involved the administration of two self-report questionnaires (Relational Health Indices and Working Alliance Inventory) and a semi-structured interview to 88 institutional staff and 125 women offenders in 6 federal institutions across Canada. Emerging qualitative themes include: 1) the importance of effective interpersonal and communication skills from staff; 2) the deleterious effect of limited offender/staff contact on relationship building and 3) staff perceptions regarding the decrease in the practice of dynamic security within the institutional environment. Results will be discussed in the context of gender-responsive theory and potential operational implications are provided.

2011-06-02 – 8:00 AM to 9:25 AM – 8 h 00 à 9 h 25 – WINDSOR ROOM EAST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

OFFENDER TREATMENT OF SPECIALIZED POPULATIONS AROUND THE WORLD

Mark Olver, University of Saskatchewan

The unique characteristics of special offender groups comprise not only an issue and concern in Canadian corrections, but one that is experienced around the world. This symposium is designed to examine a sample of offender treatment issues that are faced by correctional agencies in Canada and abroad. The first presentation summarizes the results of an environmental scan of interventions directed at aboriginal offenders. Comparisons are made to services commonly offered in Canada. The second presentation looks specifically at the application of a particular type of program, a therapeutic community, in New Zealand, which shares some of our cultural concerns about offender treatment because of the large Maori offender population. The third presentation examines the responses of aboriginal women in custody about the nature of the services they receive in a Canadian provincial facility. Finally, the issue of therapeutic alliance, a concept that may be important, independent of culture, is examined in the context of federal male offenders in a specialized psychiatric facility. Collectively, it is hoped that these papers will stimulate attendees to consider new ways to address the special 'responsivity' considerations of special offender groups.

A

AN ENVIRONMENTAL SCAN AND COMPARISON OF CANADIAN AND INTERNATIONAL ABORIGINAL CORRECTIONAL PROGRAMS AND SERVICES

Carolyn Camman, University of Saskatchewan; Leon Ferguson, University of Saskatchewan; Ronda Appell, University of Saskatchewan; Stephen Wormith, University of Saskatchewan

An environmental scan was undertaken to identify Aboriginal-specific programming and services in Canada and internationally that have been offered within the last fifteen years. These programs were evaluated and compared to those currently offered by Correctional Service Canada (CSC). Data were collected through online searches of relevant databases and government websites, follow-up contact with service providers, and documentation provided by CSC. In total, 92 programs and services were identified; 23 in Canada (not including those delivered and funded by CSC) and 69 in Australia, New Zealand, and the United States. General categories included assessment, intervention, reintegration, and prevention-oriented programs and services. Findings were evaluated with respect to characteristics of the target populations, characteristics of the programs and services, program goals, cultural content and Indigenous involvement, program cost, and identified outcomes and best practices. Results are presented and an emphasis was placed on determining areas of opportunity and promising practices for correctional services in Canada.

B

ACHIEVING OUR ASPIRATIONS: CONFRONTING THE COMPLEXITIES OF RUNNING A PRISON-BASED THERAPEUTIC COMMUNITY

Christina Jones, University of Saskatchewan

Therapeutic Communities (TC)'s have been utilised within prisons worldwide, for the treatment of criminal offenders. It has however been observed that the efficacy of TC's for this purpose is questionable due to the challenging behaviours of the community members as well as the difficulty of implementing TC principles in a restrictive prison environment. As such, TC's have fallen out of favour in many prisons in Canada. In New Zealand a modified version of the TC, named by its designers "Community of Change" (CoC), has been employed nationwide alongside group therapy programmes aimed at reducing offending. This presentation will examine one of these recently established CoC's known as Puna Tatari Special Treatment Unit. It will outline the history of TC's in prisons and how key philosophies were chosen to create the CoC. It will describe the problems encountered in establishing the CoC, and the recommendations which were made for addressing them. It is hoped that this example can provide insight into the challenges of trying to match philosophical ideology with practice and more specifically, to guide decision making when considering whether or not to implement TC systems for the purposes of offender rehabilitation in the decidedly untherapeutic environment of a prison, where the most important components may need to be sacrificed at the cost of prison security.

C

THE IMPACT OF THE THERAPEUTIC RELATIONSHIP ON TREATMENT COMPLETION AND RECIDIVISM IN A SAMPLE OF SEX OFFENDERS

Danielle DeSorcy, University of Saskatchewan; Mark Olver, University of Saskatchewan; Stephen Wormith, University of Saskatchewan

In keeping with its mission statement, the Correctional Service of Canada (CSC) places considerable importance on offender programming as a means of assisting offenders to become law abiding citizens and ultimately to reduce their recidivism. Although it is well known that the content of programs is imperative, it is becoming increasingly apparent that the relationship between the therapist and client is also important to the ultimate success of the offender in the community. This position is reflected in CSC's mission statement and core value 3: "human relationships are the cornerstone of our endeavour." The current study examined the relationship between therapeutic relationship and treatment completion as well as recidivism in a large sample of federally incarcerated sex offenders who received treatment services at the Regional Psychiatric Centre – Prairies. The Working Alliance Inventory was used to determine whether there is a relationship between treatment completion and offender recidivism. Psychopathy was also examined in relation to the strength of the therapeutic alliance and how that relationship was related to treatment completion and recidivism.

2011-06-02 – 8:00 AM to 9:25 AM – 8 h 00 à 9 h 25 – WINDSOR ROOM WEST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

MENTALLY DISORDERED OFFENDERS: MENTAL HEALTH SCREENING, PROFILE AND CORRECTIONAL OUTCOMES OF OFFENDERS WITH SERIOUS MENTAL DISORDERS, CONCURRENT DISORDERS AND ADHD

Lynn Stewart, Correctional Service of Canada

There is evidence that an increasing proportion of offenders in the federal correctional system suffer from serious mental disorders (Correctional Service Canada, 2009). This symposium proposes to present a paper on the results of a recently implemented intake screening system that flags offenders for further mental health services based on elevated scores and examine its validity for both Aboriginal and non Aboriginal offenders in correctly identifying those requiring service or those who receive a diagnosis. A second paper will compare the profiles and correctional outcomes of a sample of seriously mentally disordered offenders and a subsample of those with co-occurring mental health and substance abuse disorders with a non mentally disordered comparison group. A third presentation will examine the profile and correctional outcomes of male offenders who are assessed as having symptoms of various levels of ADHD. And the fourth presentation presents evidence of the efficacy of a tool developed to assess Fetal Alcohol Syndrome among federal offenders.

A

RESULTS AND VALIDITY OF A NATIONAL COMPUTERISED MENTAL HEALTH SCREENING SYSTEM FOR FEDERALLY SENTENCED MALE ABORIGINAL AND NON ABORIGINAL OFFENDERS

Geoff Wilton, Correctional Service of Canada - Research Branch; Lynn Stewart, Correctional Service of Canada

The Computerised Mental Health Intake Screening System (CoMHISS) is a set of self-report measures designed to identify federal offenders at intake who require mental health services which was recently nationally implemented. Results indicate that 50% of male offenders were identified as needing service based on the criteria established by Mental Health Services at CSC. The validity of the tool was examined for identifying Aboriginal and non Aboriginal offenders in need of service. The CoMHISS was administered to 500 male offenders at the Regional Reception Assessment Centre (RRAC) in Pacific region between October 2006 and December 2007, representing 97% of incoming offenders over a 14 month period. Case reports based on clinical interviews were coded to determine if recommendations for further mental health services were made or whether a diagnosis of a mental disorder was made. Estimates of sensitivity, specificity and rates of false negatives and false positives were produced for both outcomes. Seventy-six percent of the offenders were correctly identified by CoMHISS as requiring service (sensitivity); 65% were correctly identified as cases not requiring service (specificity). For Mental Disorder, sensitivity was 83% and specificity was 55%. The tool did not perform significantly differently for Aboriginal offenders and non Aboriginal offenders.

B

FETAL ALCOHOL SPECTRUM DISORDER (FASD) IN THE ADULT CRIMINAL JUSTICE SYSTEM: RESULTS OF A PILOT STUDY IN A MALE FEDERAL PENITENTIARY

Patricia MacPherson, Correctional Service Canada

Fetal Alcohol Spectrum Disorder (FASD) is a serious issue that affects offender care, custody, and reintegration. Among individuals affected by this disorder, a disproportionate number become involved with the criminal justice system. Due to characteristic neurological deficits, offenders with FASD have impaired ability to function effectively in our institutions and in the community while being supervised. To begin to understand the scope of the problem of FASD for Correctional Service Canada (CSC), the Addictions Research Centre undertook a study in 2005 to develop and pilot a FASD screening tool, and to estimate the prevalence of FASD among our adult male federal offenders. The screening tool, the FASD Brief Screen Checklist, was found to perform very well on our study sample and was predictive of FASD. This presentation will discuss the results of CSC's screening and prevalence pilot study, as well as next steps in addressing FASD in the federal correctional service.

C

OFFENDERS WITH CONCURRENT MENTAL HEALTH AND SUBSTANCE ABUSE DISORDERS: A PROFILE, CORRECTIONAL OUTCOMES AND TREATMENT APPROACHES

Geoff Wilton, Correctional Service Canada; Lynn Stewart, Correctional Service Canada

The co-occurrence of mental health and substance abuse disorders among federal offenders presents unique challenges to the management of these offenders. In this study 242 mentally disordered offenders and 642 non-mentally disordered offenders were identified. Four groups of offenders were compared: those with concurrent mental health and substance abuse disorders (n = 132), those with only mental health disorders (n = 110), those with only substance abuse disorders (n = 294), and those with neither (n = 348). Profiles of these four groups were developed based on their criminal risk, dynamic need rating, age, ethnic group, criminal histories, and education and employment histories. Correctional outcomes, including institutional charges, transfers to segregation and treatment centres, and correctional program completion were investigated. Finally, for the offenders who were released, returns to custody, returns with an offence and returns with a violent offence were compared among the four groups. Results will be discussed in regards to specific disorders with poorer outcomes and promising treatment approaches for offenders with concurrent mental health and substance abuse disorders.

D

ADULT MALE OFFENDERS WITH ATTENTION DEFICIT HYPERACTIVITY DISORDER: PROFILE AND OUTCOMES

Amelia Usher, Correctional Service Canada; Geoff Wilton, Correctional Service Canada; Lynn Stewart, Correctional Service Canada

Attention Deficit Hyperactivity Disorder (ADHD) is thought to be more prevalent in forensic populations and can pose a challenge for correctional institutions in terms of behaviour management and community reintegration. There is currently no information on the prevalence of ADHD in Canada's federal offender population or how the disorder affects correctional outcomes. In the present study, 497 adult male offenders were administered the Adult ADHD Self-Report Scale (ASRS). Participants were compared on a number of demographic and criminal profile variables. Participants were also compared on measures of institutional misconduct, program completion, and success upon release. Results indicate that 16.5% of the offenders sampled had high levels of ADHD symptoms. This was found to be associated with unstable job history, lower educational attainment, the presence of a learning disability, substance abuse, higher risk and need levels, and the presence of other mental health problems. Offenders with high levels of ADHD were also more likely to receive an institutional charge and return to custody more quickly after release. No relationship was found between level of ADHD and program completion or participation. The short screening version of the measure performed as well as the longer version. Both provide a brief valid assessment suitable for screening offenders for ADHD.

2011-06-02 – 8:30 AM to 9:55 AM – 8 h 30 à 9 h 55 – CONFERENCE ROOM H - MEZZANINE LEVEL

Round Table Conversation/
Séance de conversation
NACCJPC

PSYCHOLOGISTS WORKING WITH CRIMINAL JUSTICE AND CORRECTIONS POLICY: DON'T SHOOT THE MESSENGER!

Sheila Brandt, Chair

Psychologists, almost by definition, are in the business of change. Whether this occurs in a therapeutic setting, a classroom, a courtroom, or research lab, psychologists contribute to meaningful understanding of human behavior and the resulting social correlates wherever they work. Some psychologists choose the legislative or policy arena to advocate for empirically-based social policies. While noble in concept, the road of legislative advocacy can be fraught with peril especially with regard to polices relating to criminal justice, corrections, and reintegration issues, where fear-based legislation is the norm, rather than the exception. This round table discussion will provide an opportunity to network and share resources attendees have found helpful in public policy work. It is anticipated the discussion will provide brainstorming for future legislative training needs for psychologists communicating with and assisting policy makers in utilizing research in legislative settings.

2011-06-02 – 9:00 AM to 9:55 AM – 9 h 00 à 9 h 55 – OSGOODE BALLROOM - LOWER CONCOURSE

Plenary Session/
Session plénière
Welcoming Ceremony/
Cérémonie de bienvenue

HONORING OUR BEST/HOMMAGE AU MÉRITE

Welcome to the 72nd Annual Convention of the Canadian Psychological Association! Our partners, Ontario Psychological Association, 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 72e congrès annuel de la Société canadienne de psychologie! Nos partenaires l'Ontario Psychological Association 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 : Peter Suedfeld

- 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 : Janel G. Gauthier

- CPA Award for Distinguished Contributions to Psychology as a Profession/ Prix professionnel pour contributions remarquables à la psychologie en tant que profession : Michael Sullivan

- 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 J. Vallerand

- CPA Distinguished Practitioner Award/Prix pour contributions remarquables à la pratique de la psychologie : Fred Schmidt

- CPA John C. Service Member of the Year Award/Prix du membre de l'année John C. Service : Peter Henderson

- CPA Humanitarian Award/Prix pour réalisations humanitaires : Hon. Justice Edward F. Ormston

- New CPA Fellows/Nouveaux fellows de la SCP : Elizabeth Church, Michel Dugas, Grant Iverson, Juanita Mureika, Ian Nicholson, Kieron O'Connor, Sherry Stewart, Jackie Vorauer

- CPA President's New Researcher Awards/Prix du nouveau chercheur décerné par le président : Nathan Hall, Jonathan Weiss

2011-06-02 – 9:00 AM to 9:55 AM – 9 h 00 à 9 h 55 – CONFERENCE ROOM B - MEZZANINE LEVEL

Keynote (Section)/ Conférencier de la section
NACCJPC
SECTION PROGRAM/ DE LA SECTION

INTEGRATING AGING INTO OUR UNDERSTANDING OF SEX OFFENDER RISK

Howard E. Barbaree, Mental Health Centre Penetanguishene

The presentation will review what is known about the confound between aging and actuarial risk, and present new analyses that suggest a revision to our understanding of risk factors for sex offenders and the way these factors interact. The need for theory driven research will be emphasized and a theory of sex offender risk will be outlined.

2011-06-02 – 9:30 AM to 9:55 AM – 9 h 30 à 9 h 55 – WINDSOR ROOM EAST - MEZZANINE LEVEL

Oral Paper Session/ Séance de présentation orale
NACCJPC

IS THERE MEASURABLE IMPROVEMENT IN OFFENDER'S EXECUTIVE COGNITIVE FUNCTIONING AFTER MODERATE INTENSITY CORRECTIONAL REHABILITATION PROGRAMMING?

Erin H Ross, The University of Western Ontario; Peter NS Hoaken, The University of Western Ontario

Implementation of correctional rehabilitation programs targeting improvements of offender's problem-solving capabilities has been one initiative towards reducing recidivism. Problem-solving ability, a construct sometimes referred to as 'executive cognitive functioning' (ECF), can be defined as higher order abilities made up of solution generation, thought flexibility, response monitoring, and inhibition. Although amelioration of problem-solving deficits appears to be a primary aim within correctional programs, few researchers have examined whether ECF abilities are affected after program completion. Incarcerated offenders, from two medium security prisons, who participated in the moderate intensity violence prevention program and national substance abuse program, were compared to a wait-list control group. ECF was measured using self-report, neuropsychological, and ecologically valid measures. Preliminary analyses reveal that offenders generally showed improvement on measures of ECF when tested pre and post rehabilitation programming; however, these improvements did not differ from controls who did not receive treatment. Thus, improvements appear to be suggestive of practice effects, opposed to measurable changes in offender's cognitive functioning. Further analyses, as well as implications with respect to future research and program reform, will be discussed.

2011-06-02 – 9:30 AM to 9:55 AM – 9 h 30 à 9 h 55 – WINDSOR ROOM WEST - MEZZANINE LEVEL

Oral Paper Session/ Séance de présentation orale
NACCJPC

RADICALIZATION TO VIOLENCE AND NATIONAL SECURITY COMMUNITY OUTREACH

Anna Gray, Royal Canadian Mounted Police (National Security); Sam Jarouid, Royal Canadian Mounted Police; Ajit Tiwana, Royal Canadian Mounted Police

This symposium will cover the RCMP's lead role in Canada's law enforcement efforts to engage communities at the local, provincial, and national levels, including diverse ethnic, cultural and religious communities in the protection of Canada's national security through the understanding of mutual goals and concerns and appropriate communications in times of crisis. Helping to build communities that are resilient to radicalization that could lead to terrorist violence through effective support and prevention is a key priority for Canada and its allies. Our initiatives include National Security Youth Outreach, community meetings following terrorism arrests, public education, cultural/religious awareness training for police officers and intelligence analysts, and senior police leadership participation in the Cross-Cultural Roundtable on Security (CCRS). The symposium will end with a proposal to apply the CAPRA Community Policing Problem Solving Model as a way to establish a community-led, police-supported, sustainable response to a mutually identified national security-related community problem and issue such as radicalization to violence.

2011-06-02 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – OSGOODE BALLROOM - LOWER CONCOURSE

Plenary Session/Session plénière
CPA Presidential Address/ Allocution présidentielle

PROSPECTIVE MEMORY RESEARCH AND FINDINGS: FAULTY BRAIN; FLAKY PERSON
Peter Graf, President, Canadian Psychological Association

Prospective memory is the required for following through with planned activities, such as getting groceries en route home from work or turning off the water before the bathtub runs over. By contrast to retrospective memory — the ability we use for remembering previous events and experiences, prospective memory has received minimal attention from researchers, despite our heavy dependence on devices or prosthesis for supporting it (think of sticky notes, day timers, alarm clocks and various other electronic reminder systems). In this presentation, I will highlight our heavy reliance on prospective memory in the context of our daily life. More importantly, I will use the theoretical claim that prospective memory is intimately linked to other aspects of cognition, affect and volition, in order to illuminate a number of curious findings, such as older (compared to younger) adults' frequently higher performance on everyday prospective memory tasks, and the fact that retrospective memory failures are typically excusable as reflecting a faulty brain while prospective memory failures are interpreted as character flaws.

2011-06-02 – 10:00 AM to 10:25 AM – 10 h 00 à 10 h 25 – CIVIC BALLROOM - SECOND FLOOR

Plenary Session/Session plénière
NACCJPC

OPENING REMARKS
Jeremy Mills, Chair - NACCJPC

2011-06-02 – 10:30 AM to 11:55 AM – 10 h 30 à 11 h 55 – CIVIC BALLROOM - SECOND FLOOR

Invited Speaker (CPA)/ Conférencière invitée (SCP)
NACCJPC
SECTION PROGRAM/ PROGRAMME DE LA SECTION

THE NEUROBIOLOGY OF PERSISTENT VIOLENT OFFENDING
Sheilagh Hodgins, King's College, University of London

Studies from many different countries around the world show that a small group of males commit between 50 and 71% of all violent crimes. These males display antisocial and aggressive behaviour that emerges in childhood and remains stable across the life-span. Currently, intervention programmes aimed at reducing persistence violence in this population in childhood, adolescence, or adulthood, are not very effective. This is due to the fact that these interventions do not specifically target the mechanisms that underlie the persistent violent behaviour. This presentation will review recent evidence of the neurobiological processes that in interaction with environmental factors initiate and maintain persistent aggressive behaviour. Initially, studies will be presented showing that this population of persistent violent offenders is composed of sub-groups who differ as to the factors promoting persistent violence. For example, while all show aggressive and antisocial behaviours from a young age, one large sub-group also present co-morbid anxiety disorders, another show psychopathic traits, and a small group present the full syndrome of psychopathy. Next, for each sub-group of persistently violent offenders new evidence from studies of genes and brain imaging will be described. The implications of these new findings for the development of effective interventions will be highlighted.

2011-06-02 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – DOMINION BALLROOM - SECOND FLOOR

Poster/Affiche

POSTER SESSION 'A'/PRÉSENTATION PAR AFFICHAGE

Brain and Behaviour/Cerveau et comportement; Clinical Neuropsychology/Neuropsychologie clinique; Perception, Learning and Cognition/Perception, apprentissage et cognition; Psychopharmacology/Psychopharmacologie; Substance Abuse/Dependence/Toxicomanies; Psychophysiology/Psychophysiologie; Rural and Northern Psychology/Psychologie des communautés rurales et nordiques

#1
Brain and Behaviour/ Cerveau et comportement

ANTERIOR AND POSTERIOR HIPPOCAMPUS ARE EMBEDDED IN DIFFERENT STRUCTURAL NETWORKS: IMPLICATIONS FOR DUAL-SYSTEM MODELS OF RECOGNITION MEMORY
Nathan Bakker, University of Toronto; Jordan Poppenk, Princeton University; Morris Moscovitch, University of Toronto

The medial temporal lobe is required for recognition memory, but an important question is whether its subregions are implicated in dissociable processes or act as an integrated system. Dickerson and Eichenbaum (2010) have argued that the anterior hippocampus, with its connections to the perirhinal cortex, supports a sense of familiarity with the features of a stimulus, whereas the posterior hippocampus, with its connections to the parahippocampal cortex, supports the recollection of contextual information associated with a stimulus. As a preliminary test of this model, we drew on evidence that the thalamus is critical for recollection but not familiarity. If the posterior but not anterior hippocampus is implicated in a network supporting recollection, then volumetric measures of the posterior but not anterior hippocampus should be correlated with those of the thalamus. We performed a structural analysis of two hundred healthy brains and ran a multiple regression with three-hold cross validation separately for anterior and posterior hippocampal predictors. The fitted model for the posterior hippocampus included the thalamus, whereas the fitted model for the anterior hippocampus included the amygdala and temporal pole, but not the thalamus. This fits well with existing evidence that implicates the anterior and posterior hippocampus in different recognition memory systems.

#2
Brain and Behaviour/ Cerveau et comportement

FETAL TESTOSTERONE EXPOSURE AND EMOTION RECOGNITION IN ADULTS

Janine D. Beahm, University of Regina; Laurie Sykes Tottenham, University of Regina

Recent studies have shown that relatively high fetal testosterone (fT) concentrations are associated with poorer social and emotional functioning in child populations. It is not yet known whether these associations can also be observed in adults. The purpose of the current study was to examine the relationship between an indicator of fT exposure, known as the 2D:4D ratio, and emotion recognition in an adult population. An emotion recognition task was used to assess participants' recognition of socially relevant emotions signalling threat (fear, anger, and disgust) at varying intensities. Reaction times, accuracy, and sensitivity scores were recorded. Regression analyses showed that overall reaction time, and anger and disgust reaction times were significantly related to the fT indicator; the regression model for fear reaction time was not significant, nor were the models for accuracy or sensitivity scores. Higher levels of prior fT exposure were associated with slower response times for recognizing anger, disgust, and overall threat emotions. The results of the study suggest that fT has long-lasting effects on emotion processing that extend beyond childhood. These findings are discussed in terms of "fitness-threat" hypotheses, which suggest that females have developed the ability to recognize threatening emotions quicker than males, in order to protect their young.

#3
Brain and Behaviour/ Cerveau et comportement

THE ROLE OF THE MEDIAL ENTORHINAL CORTEX IN RETRIEVING RECENT AND REMOTE SPATIAL MEMORIES

Sinead Brady, University of Toronto; Geith Maal-Bared, University of Toronto; Mark Morrissey, University of Toronto; Kaori Takehara-Nishiuchi, University of Toronto

Anatomical and electrophysiological studies (Agster & Burwell, 2009; Hargreaves et al., 2005) suggest that the medial entrohinal cortex (MEC) is important for processing spatial information, whereas the lateral entorhinal cortex (LEC) is important for processing non-spatial information. Although the MEC appears to be involved in the retrieval of spatial memories, whether or not the MEC is indefinitely involved in memory retrieval remains unclear (Cho & Kesner, 1995; Burwell et al., 2004). To address this issue, the present study examined the MEC's role in the retrieval of recent and remote spatial memories. Male Long-Evans rats were trained in a plus maze paradigm, wherein rats had to remember to directly visit a target arm (designated by a visual cue) to obtain a food reward. Either one day (recent) or one month (remote) later, the LEC, MEC or both were inactivated via microinfusions of GABA-A receptor agonist muscimol. Artificial cerebrospinal fluid infusions were used as controls. Inactivating the MEC and both the LEC and MEC significantly impaired the retrieval of spatial memory beyond control infusions and inactivation of the LEC. However, there was no significant difference between infusions performed in recent and remote memory conditions. These results indicate that the MEC, but not the LEC, plays an important role in the retrieval of both recent and remote memories.

#4
Brain and Behaviour/ Cerveau et comportement

THE FACE OF CEREBRAL LATERALIZATION: A HANDS ON STUDY

Lindsay Cherniawsky, University of Regina; Laurie Sykes Tottenham, University of Regina

Numerous theories attempt to explain the basis of individual differences in functional cerebral lateralization (CL). This study examined two prominent theories on this topic; the first suggests high prenatal testosterone exposure is associated with strong typical CL, whereas the second suggests developmental instability is associated with atypical CL. On the surface, these theories are not mutually exclusive; however, some research has suggested high prenatal testosterone causes developmental instability, which brings the aforementioned associations with CL into conflict. The current study examined the relationships between measures of CL and markers of both developmental instability and prenatal testosterone in order to address this potential conflict. In our sample of 60 right-handed undergraduates, facial fluctuating asymmetry was measured as an indicator of developmental instability, the 2D:4D ratio was measured as an indicator of relative prenatal testosterone exposure, and an emotional words dichotic listening task and a line bisection task were used to assess the extent and direction of CL. Counter to all hypotheses, associations were not found between CL and either developmental instability or prenatal testosterone exposure, nor was developmental instability associated with prenatal testosterone exposure. Implications, limitations, and future directions are discussed.

#5
Brain and Behaviour/ Cerveau et comportement

FMRI OF WORKING MEMORY IN ADULT SURVIVORS OF CHILDHOOD ACUTE LYMPHOBLASTIC LEUKEMIA: NEURAL COMPENSATION OR COGNITIVE RESERVE?

Kim Edelstein, Princess Margaret Hospital; Mary Pat McAndrews, Toronto Western Hospital; Brenda J Spiegler, Hospital for Sick Children; Adrian Crawley, Toronto Western Hospital; Taylor W. Schmitz, University of Toronto

Survival rates for childhood acute lymphoblastic leukemia (ALL) exceed 80% due to cranial radiation (CRT) and chemotherapy. CRT involves neurocognitive compromise that is correlated with dose and age at treatment, but individual differences in outcomes are not explained by these variables. We used fMRI to examine the BOLD response on 2 working memory (WM) tasks, to identify potential neural regions underlying cognitive reserve, a theoretical construct that accounts for variations in response to disease burden. Adults who received 18Gy CRT for ALL in childhood and healthy controls completed n-back tasks during an MRI scan (3T). We used a factorial model to identify a network in which activation increased with WM load across groups, regions within the network that differed between groups, and the relationship between IQ and SES on activation in those regions. ALL survivors had average IQ scores and showed the typical change in accuracy and activation on n-back tasks similar to controls. However, they also showed greater recruitment of frontal/parietal regions in response to load compared to controls, and processing speed was correlated with activation in survivors, which may reflect increased capacity to compensate for brain injury on cognitive tasks. Identifying factors that buffer the impact of brain injury and contribute to resilience continues to be important.

#6
Brain and Behaviour/ Cerveau et comportement

ALEXITHYMIA: RIGHT HEMISPHERE DYSFUNCTION OR INTERHEMISPHERIC TRANSFER DEFICIT?

Bianca Hatin, University of Regina; Laurie Sykes Tottenham, University of Regina; Chris Oriet, University of Regina

Alexithymia is a personality construct characterized by difficulties in identifying and describing emotions. The present study examined two currently-debated theories regarding the neural basis of alexithymia: 1) alexithymia is caused by a right hemisphere dysfunction (RHD) of emotion processing areas, and 2) alexithymia is caused by an interhemispheric transfer deficit (ITD). Nonclinical participants with and without alexithymia, as classified by the Toronto Alexithymia Scale and the Bermond-Vorst Alexithymia Questionnaire, completed a computerised task in which consecutively appearing pairs of stimuli were presented in the left, right, or crossed visual fields. Participants determined whether the two stimuli were the same or different by pressing a button with the left or right hand. The stimuli included circles of varying sizes, or faces displaying varying emotions. Reaction time and accuracy were compared across the groups, with a focus on two key conditions which distinguished between the two theories. The results suggested a right hemisphere deficit in participants who reported having affective alexithymic characteristics, but suggested an inter-hemispheric transfer deficit in participants who reported cognitive alexithymic characteristics. Overall, this study suggests that different types of alexithymia have different neural bases.

#7
Brain and Behaviour/
Cerveau et comportement

LACK OF INTERHEMISPHERIC INTEGRATION IN A GLOBAL-LOCAL VISUAL PROCESSING TASK IN PEDIATRIC MULTIPLE SCLEROSIS

Martina Kalahani-Bargis, York University; Christine Till, York University; Julie Coleman, The Hospital for Sick Children; Sarah Khan, The Hospital for Sick Children

Visual-spatial ability is a multifactorial process that is commonly impaired in children with multiple sclerosis (MS). However, it has yet to be determined which features of visual-spatial processing are affected in pediatric MS and by what underlying neural mechanisms. We hypothesize that both configural and featural perception will be impaired in children with MS, with visuo-spatial functioning requiring bilateral integration being most compromised due to corpus callosum compromise. Twelve MS patients diagnosed with clinically definite MS prior to the age of 18 and 15 age-matched healthy controls completed an experimental global-local paradigm that explicitly assesses components in visual hierarchical processing. Results revealed that groups were equally accurate, but MS patients had longer RTs than controls on the task, reflecting a generalized reduction in processing speed. As expected, controls exhibited a congruency effect, with faster RTs to congruent than to incongruent trials. Conversely, the MS group did not show this pattern. The lack of a congruency effect in the MS group suggests that the MS group does not efficiently integrate hierarchically organized information. Impaired visuospatial processing in MS patients may relate to degraded corpus callosum integrity, which we are currently measuring using diffusion tensor imaging.

#8
Brain and Behaviour/
Cerveau et comportement

WHEN DO WE GET LOST? EXAMINING THE EFFECTS OF AGING ON A VARIETY OF TOPOGRAPHICAL ORIENTATION STRATEGIES

Irene Liu, Neurolab (University of Calgary), and Hotchkiss Brain Institute; Giuseppe Iaria, Neurolab (University of Calgary) and Hotchkiss Brain Institute

The ability to orient in large-scale surroundings relies on a variety of cognitive strategies such as the use of environmental landmarks, the use of a sequence of body turns, or the acquisition and use of a mental representation of the environment (i.e. a cognitive map). In the present study, we investigated the effects of aging on the use of different strategies by asking healthy volunteers to perform a comprehensive battery of tests assessing the use of different orientation strategies in virtual environments. The sample included 620 participants and the test battery was administered through an internet website specifically designed to assess orientation skills (i.e. www.gettinglost.ca). We found that older participants (46-88 years of age) performed worse than younger participants (Group 1: 31-45 years of age; Group 2: 18-30 years of age) in tests assessing the ability to (1) form and make use of cognitive maps, (2) to integrating body-centered information, and (3) to form associations between environmental landmarks and body turns. We did not find differences in performances between participants in the two younger groups (31-45 and 18-30 years of age) in our orientation tests except for path integration. These findings suggest that aging affects a variety of orientation strategies, the effects of which may start to become evident in the late forties.

#9
Brain and Behaviour/
Cerveau et comportement

EFFECTS OF REVERSIBLE INACTIVATION OF THE LATERAL ENTORHINAL CORTEX ON THE RETRIEVAL OF ASSOCIATIVE MEMORY IN TRACE EYEBLINK CONDITIONING

Geith Maal-Bared, University of Toronto; Sinead Brady, University of Toronto; Mark Morrissey, University of Toronto; Kaori Takehara-Nishiuchi, University of Toronto

The entorhinal cortex is the major source of input and output to and from the hippocampus, a structure that is important for associative memories (Moyer et al.,1990). Physiological patterns of neuronal activity (Young et al.,1997; Hargreaves et al.,2005; Fyhn et al.,2004) and anatomical connections (Jones & Witter, 2007) suggest that the entorhinal cortex can be divided into two sub-regions and that the lateral entrohinal cortex (LEC) may represent non-spatial information, whereas the medial entorhinal cortex (MEC) may represent spatial information. To test such information segregation within the entorhinal cortex, we investigated the effects of inactivation of the LEC and MEC on retrieval of non-spatial associative memories in trace eyeblink conditioning. Rats were trained to associate a neutral stimulus (CS) with a mildly aversive electric shock to the eyelid. Either one day or one month after the end of acquisition sessions, they received retention sessions with microinfusions of GABA-A receptor agonist, muscimol into the LEC and/or MEC. The inactivation of the LEC, but not MEC, impaired the retrieval of the memory acquired one day ago. The same pattern was observed when retention was tested a month later. Consistent with the specialization of function within the entorhinal cortex, this implies an ongoing role in the retrieval of non-spatial associative memories for the LEC.

#10
Brain and Behaviour/
Cerveau et comportement

THE IMPACT OF MUSICAL TRAINING AND BILINGUALISM ON TASK SWITCHING

Linda Moradzadeh, York University; Jay Rahn, York University; Nicholas J Cepeda, York University

Background: Recent studies demonstrate that experienced musicians perform better on tasks that require cognitive skills, including working memory capacity, attention, and inhibition. In addition, there is long-standing evidence that bilingualism improves cognition. To date, there are no studies looking at the association between musical training, bilingualism, and task switching in adults. Objective: To assess the effect of musical training on task switching in bilingual and monolingual adults. Method: Subjects included four groups of university students who were matched on age and socio-economic status: monolingual musicians, bilingual musicians, monolingual non-musicians, and bilingual non-musicians. Subjects were administered a standard cognitive task switching paradigm that required switching between quantity and identity dimensions. Global and local switch costs were assessed. Results: Subjects with prior musical training outperformed non-musicians on global switch cost [F(3, 73) = 4.13, p = .046], but not local switch cost. There were no effects of bilingualism. Conclusions: These data may have implications for the importance of musical training programs in schools.

#11
Brain and Behaviour/
Cerveau et comportement

REDUCING PERCEPTUAL INTERFERENCE IMPROVES PERFORMANCE IN MILD COGNITIVE IMPAIRMENT

Rachel Newsome, University of Toronto; Audrey Duarte, Georgia Institute of Technology; Morgan D. Barense, University of Toronto

Recent evidence suggests that memory in mild cognitive impairment (MCI) patients may be improved by reducing interference from competing, but irrelevant, stimuli (Della Sala, et al., 2005). In the present study, we sought to investigate whether these findings would extend to a perceptual task in which the degree of interference could be carefully controlled. MCI patients performed a visual discrimination task (a same-different judgment) with varying levels of interference. In the high interference condition, many perceptually similar, semantically negligible objects (blob-like objects) were presented sequentially. In contrast, in the low interference condition, these perceptually similar objects were interspersed with dissimilar semantically meaningful objects (e.g. a shoe and a bagel). MCI patients [n = 8] were impaired on the high interference condition compared to healthy controls [n = 11; t(17) = 2.22, p = 0.04]. Critically, performance was intact in the low interference conditions [t(17) < 1]. We suggest that the critical factor in modulating perceptual processing deficits in MCI patients is the degree of interference from competing similar stimuli.

#12
Brain and Behaviour/
Cerveau et comportement

WHEN A WRITER CAN'T READ: A CASE STUDY OF PURE ALEXIA

Adrian Pasquarella, OISE/University of Toronto; Suzanne Welcome, University of Western Ontario, Department of Psychology; Xi Chen, OISE/University of Toronto; Marc Joanisse, University of Western Ontario, Department of Psychology; David Olson, OISE/University of Toronto

We report a case study of HE, a published author with pure alexia following a stroke. HE's reading disorder is marked by severe difficulty reading printed words, but with preserved writing ability. We applied a combination of qualitative and quantitative methods to understand his impairment and the compensatory mechanisms used during word reading and reading comprehension. A think-aloud reading test illuminated the various strategies used to comprehend text despite slow and laborious word reading. Rapid automatized naming, word reading, lexical decision and semantic categorization tasks were used to evaluate different hypotheses about word reading in a damaged system. HE had a robust word length effect where longer words take longer to read. Furthermore, lexical characteristics influenced his reading times such that high frequency and concrete words were read significantly faster than low frequency and abstract words. We also report fMRI data during orthographic and visual monitoring to identify patterns of neural activation in regions of the inferior temporal lobe known to subserve word recognition in typical readers.

#13
Brain and Behaviour/
Cerveau et comportement

IS DIGIT RATIO (2D:4D) RELATED TO MENOPAUSAL SYMPTOMS?

Suzanne Stone, Lakehead University; Dwight Mazmanian, Lakehead University; Kirsten Oinonen, Lakehead University

The relationship between finger digit ratio (2D:4D) and the severity of menopausal symptoms was examined. One-hundred perimenopausal and postmenopausal women completed the Menopause Specific Quality of Life Questionnaire (MQUOL) and had their finger digit ratio scanned and measured. Pearson product-moment correlations were used to determine whether finger digit ratio is related to androgen-related menopausal symptoms and estrogen-related menopausal symptoms. It was predicted that lower 2D:4D would be associated with more severe androgen symptoms, and higher 2D:4D would be associated with more severe estrogen symptoms. Left 2D:4D was significantly associated with decreases in sexual desire (r = .24, p < .05) and a tendency to avoid intimacy (r = .23, p < .05). That is, increased (feminized) 2D:4D was associated with a decrease in sexual desire and avoiding intimacy during menopause. 2D:4D was not significantly associated with any estrogen-related menopausal symptoms. Although there is a relationship between 2D:4D and androgen-related menopausal symptoms, it is not in the predicted direction and additional research is needed to further elucidate this relationship.

#14
Brain and Behaviour/
Cerveau et comportement

THE EFFECTS OF EARLY STAGE SECOND-LANGUAGE LEARNING ON EXECUTIVE CONTROL: AN ERP STUDY

Margot D Sullivan, York University; Sylvain Moreno, York University; Ellen Bialystok, York University

Previous research demonstrates neurocognitive effects after only 14 hours of second-language (L2) instruction. Changes arise in the N400 ERP component, indicating an early ability to discriminate between L2-words and L2-pseudowords (McLaughlin et al., 2004). English students demonstrate a larger P600 effect for processing sentence violations in English after learning French for 18 months (Osterhout et al., 2008) and fluent bilinguals demonstrate an advantage in executive control (Bialystok et al., 2004). It is not known whether L2 training is associated with neuronal changes for non-verbal executive control tasks. In the current study, we measured ERPs for a Go/No-go task in 22 university students before and after 6 months of Spanish training. Preliminary results indicate shorter N2 latency and smaller P3 amplitude for all trials, components related to conflict detection and response inhibition. In addition, results show larger P2 amplitude for Nogo trials after training, a component related to visual search and attention.

#15
Brain and Behaviour/
Cerveau et comportement

CHANGES IN WOMEN'S MATE PREFERENCES ACROSS THE MENSTRUAL CYCLE

Missy L Teatero, Lakehead University; Katelyn Gomes, Lakehead University; Dwight Mazmanian, Lakehead University; Kirsten A Oinonen, Lakehead University

Research suggests that there may be activational effects of sex hormones on the mating tactics of women. Extra-pair desire and the attractiveness of putative signals of genetic quality in men (e.g., masculinity) have been found to increase in the periovulatory phase, particularly with the use of visual mate stimuli. The present study was one of the first to examine women's self-reported mate preferences, as measured by the Romantic Partner Attribute Index, across the menstrual cycle. Twenty women who met strict inclusion criteria completed an online questionnaire at each of three phases. There were no significant phase effects for sociosexuality, interest in a short-term relationship, or the importance of attractiveness/social visibility in a short- or a long-term partner. However, women rated personal/parenting attributes as more important in the preovulatory phase and reported more interest in a long-term relationship in the luteal phase. The results suggest that the importance women place on personality traits (e.g., kindness) is highest during, while interest in a long-term relationship decreases after, an increased chance of conception. This study does not support previous research that suggests cyclical shifts are specific to short-term mating and "good genes" indicators. However, further research should examine the influence of methodology on phase effects.

#16
Brain and Behaviour/
Cerveau et comportement

IS SECOND-TO-FOURTH DIGIT RATIO (2D:4D) RELATED TO WOMEN'S SOCIOSEXUALITY?

Missy L Teatero, Lakehead University; Kirsten A Oinonen, Lakehead University; Dwight Mazmanian, Lakehead University; Jessica L Bird, Lakehead University; Meghan A Richards, Lakehead University; Christina Zozula, Lakehead University; Jennifer M Patola, Lakehead University

Second-to-fourth digit ratio (2D:4D) is widely used as an indicator of prenatal androgen exposure or developmental masculinization, with men having lower ratios relative to women. Some studies have found a negative association between 2D:4D and female sexual attitudes and behaviour, while others have reported null findings. That is, the results have been fairly contradictory. Across five studies using multi-methods, women had the lengths of their index and ring fingers measured and completed the Sociosexual Orientation Inventory (SOI) (N = 556). The data clearly demonstrate an absence of a relationship between 2D:4D and SOI scores among women when separated by study and when aggregated to obtain an overall, as well as a weighted, correlation coefficient. In view of recent research questioning the 2D:4D hypothesis, this project suggests that 2D:4D is not related to sociosexuality in women. Further research is needed to determine if this finding is explained by the absence of a relationship between female sociosexuality and prenatal androgen exposure, or by problems with the sensitivity and validity of 2D:4D as a measure of prenatal androgen exposure. Similar research should be conducted with men.

#17
Brain and Behaviour/
Cerveau et comportement

TESTING THE 2D:4D HYPOTHESIS: EFFECT SIZES OF ALTERNATIVE DIGIT RATIOS

Missy L Teatero, Lakehead University; Dwight Mazmanian, Lakehead University; Kirsten A Oinonen, Lakehead University; Bayley Ostenfeldt, Lakehead University

The second-to-fourth digit ratio (2D:4D) is one of the most frequently used putative biomarkers of prenatal androgen exposure. Research has shown that men's 2Ds tend to be smaller than their 4Ds while the ratios of women tend to be closer to one. However, the validity of 2D:4D is just beginning to be scrutinized, and several alternative digit ratios have been suggested to have larger sex differences and stronger correlations with relevant traits. The present study examined the sexual dimorphism of a variety of digit ratios as well as their relationships to human sexuality variables that were found to significantly differ between the sexes. Three hundred and three (61 male) participants had their hands scanned and completed measures of sexual desire, sociosexuality, jealousy, and gender identity. Computer-assisted measurement was used for digit length. The effect sizes of sex differences in digit ratios were generally small. The only variables with which the sexually dimorphic ratios significantly correlated were masculinity and femininity, in the expected directions with medium effect sizes. Gender identity did not appear to be a suppressor variable and no one ratio was revealed to be superior. This study provides little support for a relationship between 2D:4D and sexual attitudes or behaviour, but suggests a link with self-reported gender identity.

#18
Clinical Neuropsychology/
Neuropsychologie clinique

PRESERVED, DETERIORATED AND PREMORBIDLY IMPAIRED COGNITIVE PERFORMANCE IN SCHIZOPHRENIA

Narmeen Ammari, York University; Walter Heinrichs, York University; Ashley A Miles, York University; Stephanie McDermid Vaz, St. Joseph's Healthcare, Hamilton

We attempted to identify cognitive patterns in schizophrenia consistent with preserved, deteriorated, or premorbidly impaired intellect and to determine their clinical, cognitive, and functional correlates. We identified 38 patients with average estimated premorbid and current IQ and no evidence of IQ decline (preserved), 28 patients with a difference between estimated premorbid and current IQ of 10 points or more (deteriorated), and 14 patients with below average estimated premorbid and current IQ and no evidence of cognitive decline (impaired). Preserved and deteriorated patterns in healthy controls were also identified and studied. There were no differences between patient groups on clinical variables. Impaired and deteriorated patients exhibited deficits on the composite measure of cognitive ability and on functional outcome measures compared to controls. Preserved patients showed better performance on the composite measure of cognitive ability compared with impaired and deteriorated patients. Preserved patients still demonstrated impaired performance relative to healthy controls. There were no differences between the preserved and deteriorated control groups. The existence of apparently "deteriorated" healthy controls raises questions about the validity of premorbid ability estimates as well as the possible role of individual differences in cognitive performance.

#19
Clinical Neuropsychology/
Neuropsychologie clinique

COGNITIVE AND BEHAVIOURAL OUTCOMES IN INDIVIDUALS WITH A HISTORY OF ACUTE DISSEMINATED ENCEPHALOMYELITIS (ADEM)

Bravina Bala, York University; Brenda Banwell, The Hospital for Sick Children; Christine Till, York University

Acute encephalopathy and multifocal neurological deficits characterize ADEM. While immediate recovery is typically excellent, little is known about the long-term sequelae. This study aimed to characterize cognitive and behavioural profiles of individuals diagnosed with childhood ADEM and to identify clinical predictors of outcome. Nineteen individuals (age=11.9±5.2 years) with a history of ADEM (2 to 9 years post-onset) were compared with 18 healthy controls (HCs) on a comprehensive neuropsychological assessment. Parent reports of behaviour were also obtained (BASC-2, BRIEF). Despite global IQ scores falling within the normal range, 42% of ADEM patients met criteria for cognitive impairment. Relative to HCs, deficits in visual recognition and memory, visual perceptual speed, visual-motor integration, and verbal fluency were most pronounced in the ADEM group. Correlational analyses revealed a significant association between: i)older age at ADEM diagnosis and poorer visual-motor integration and verbal concept formation; ii)longer time since ADEM episode and weaker verbal learning performance. One-fourth of the ADEM group was reported by parents as having internalizing problems, attention problems, and symptoms of atypicality and withdrawal. Ongoing work is investigating neural correlates (including hippocampal vulnerability) of cognitive and behavioural impairment in ADEM.

#20
Clinical Neuropsychology/
Neuropsychologie clinique

ALEXITHYMIA IS ASSOCIATED WITH INCREASED EMOTION WORD PRODUCTION AS MEASURED BY THE EMOTION WORD FLUENCY TEST

Erica S. Chu, University of Windsor; Sabrina Freund, University of Windsor; Christopher Abeare, University of Windsor; Olivia Chu, University of Windsor

Alexithymia refers to difficulties identifying, understanding, and describing emotions, and is thought to reflect deficits in the neuropsychological processing of emotions, especially the communication of emotion through language. Similar problems occur in depression and anxiety, which correlate with alexithymia, making it unclear if they reflect alexithymic processes or mood disorder symptoms. Our study used the Emotion Word Fluency Test (EWFT), a new performance-based measure of emotion word processing, to assess the relationship between emotion word fluency and alexithymia, depression, and anxiety. A total of 114 undergraduates completed the EWFT, Toronto Alexithymia Scale (TAS-20), Beck Depression Inventory (BDI), and Beck Anxiety Inventory (BAI). Emotion word fluency was positively correlated with the Difficulty Identifying Feelings (DIF) factor of the TAS-20, BDI, and BAI. Multiple regression analyses showed that the BDI and BAI did not mediate the relationship between DIF and emotion word fluency. Counterintuitively, results suggest that alexithymic individuals, especially those high on the DIF factor, produce more emotion words than non-alexithymic individuals. This may reflect compensatory mechanisms rather than heightened emotion processing. Future studies may further assess the validity of the EWFT by examining this relationship in neuropsychological patients.

#21
Clinical Neuropsychology/
Neuropsychologie clinique

REGIONAL WHITE MATTER ANISOTROPY IS ASSOCIATED WITH MATH IMPAIRMENT IN PEDIATRIC-ONSET MULTIPLE SCLEROSIS

Angela Deotto, Department of Psychology, York University; Vicentiu Tipu, Neurosciences and Mental Health, The Hospital for Sick Children; Allison Bethune, Institute of Medical Sciences, University of Toronto; John Sled, Neurosciences and Mental Health, The Hospital for Sick Children; Center for Phenogenomics; Donald Mabbott, Neurosciences and Mental Health, The Hospital for Sick Children; Department of Psychology; Brenda Banwell, Neurosciences and Mental Health, The Hospital for Sick Children; Institute of Medical Sciences; Christine Till, Department of Psychology, York University; Neurosciences and Mental Health

This study investigates the relationship between white matter microstructure and academic abilities in children and adolescents with multiple sclerosis (MS). Diffusion tensor imaging data were acquired in 27 MS patients (mean age=16.6±2.0 years) and 27 demographically-matched healthy controls and were correlated with performance on standardized tests of math, spelling and reading. Fractional anisotropy (FA) was calculated in four corpus callosum regions (genu, anterior body, posterior body and splenium) and in segmented cerebral hemisphere lobes. Overall mean FA was lower in the MS group relative to controls across the genu and splenium and all cerebral regions ($p<0.01$). Math impairment (defined as performance falling one standard deviation or more below normative values) was documented in 26.9% of MS patients compared with 7.4% of controls ($p<0.05$). Deficits in reading and spelling were not commonly observed. In the MS patients, significant positive associations were revealed between math performance and FA values in several regions of interest, including all segments of the corpus callosum and in right frontal, parietal, and temporal regions, controlling for age (all r values >0.5, $p<0.01$). Findings highlight the functional impact of compromised white matter microstructure on math performance and underscore the importance of right hemisphere neural networks on math ability.

#22
Clinical Neuropsychology/
Neuropsychologie clinique

NEURAL AND CLINICAL CORRELATES OF MEMORY FUNCTION IN CHILDREN AND ADOLESCENTS WITH MULTIPLE SCLEROSIS

Amanda Fuentes, York University; Rezwan Ghassemi, McConnell Brain Imaging Center, Montreal Neurological Institute, McGill University; John G Sled, Physiology and Experimental Medicine, The Hospital for Sick Children; Department of Medical Biophys; Brenda Banwell, Neurosciences and Mental Health, The Hospital for Sick Children/ Institute of Medical Sciences; Louis Collins, McConnell Brain Imaging Center, Montreal Neurological Institute, McGill University; Christine Till, York University

Memory function in childhood-onset multiple sclerosis (MS) is poorly understood. Memory impairment is common in adults with MS and has been associated with volume loss in the hippocampus and in deep gray structures. Tests of auditory/verbal and visual/spatial memory were administered to 34 childhood-onset MS patients (age range: 11–21 years) and 32 age-matched controls using the Test of Memory and Learning–2nd edition. Performance on measures of abstract visual memory was significantly lower in the MS group versus controls, controlling for age, whereas no between-group differences were found on verbal learning tests. Correlational analyses revealed a positive and significant association between age of disease onset and abstract visual memory. Longer disease duration and higher brain T2-weighted lesional volume correlated significantly with lower facial recognition performance. Positive correlations were found between normalized brain volume and word list learning. Findings indicate that memory for visual information is more impaired in pediatric MS patients relative to memory for verbal information, especially among patients with younger disease onset and longer disease duration. Extent of brain pathology on structural MRI is predictive of memory function on both verbal and visual tests.

#23
Clinical Neuropsychology/ Neuropsychologie clinique

THE RIGHT HEMISPHERE THEORY AND THE VALENCE THEORY: A CLOSER LOOK AT HOW GENDER INFLUENCES THE PROCESSING OF EMOTIONAL WORDS

Elmar Gardizi, University of Windsor; Christopher A. Abeare, University of Windsor; Andrea M. Coppens, University of Windsor

This study examined the relationship between gender and the processing of emotional words. The expectation was that women would have longer reaction times for positive words in the left hemisphere and negative words in the right, while men would have longer reaction times for all emotional words in the right hemisphere. Negative words were expected to be least accurate overall. Fifty male and fifty female participants were given the lateralized Emotional Stroop Task, which involved presenting positive, negative, and neutral words to the right or left visual field, in one of four colours. Participants indicated the colour in which words were printed. Words were matched for length, frequency, and arousal. Participants were most accurate at responding to negative words. There were no main effects for gender or visual field. One explanation is that when lexical features and arousal of stimuli are controlled for, there are no gender differences for processing emotional words. The finding that negative words were most accurate was unexpected; two possible reasons are: 1) negative words do not capture attention to the extent previously thought; 2) attention captured by the negative words was carried over to the subsequent trials, reducing the accuracy of positive and neutral words.

#24
Clinical Neuropsychology/ Neuropsychologie clinique

SCHOOL RECOMMENDATIONS FOR CHILDREN AND ADOLESCENTS WITH RECENTLY DIAGNOSED SYSTEMIC LUPUS ERYTHEMATOSIS

Leeor Granite, The Hospital for Sick Children; Sarah Tuck, The Hospital for Sick Children; Tricia Williams, The Hospital for Sick Children; Deborah Levy, The Hospital for Sick Children; Earl Silverman, The Hospital for Sick Children

Systemic Lupus Erythematosis (SLE) is a chronic autoimmune disease characterized by multiple system involvement. Prevalence of neurocognitive impairment in SLE ranges between 20 and 95%. Little is known about the types of educational interventions that may be helpful for children with SLE. This study investigated educational recommendations made after neuropsychological testing for children and adolescents with recent onset of SLE. A preliminary sample of 15 participants (Mean Age=14.9 yrs., SD=2.19 yrs, 73% female) completed a neuropsychological assessment for research purposes (not clinically referred). Inclusion criteria were SLE diagnosis within one year and absence of premorbid cognitive disability. Neuropsychological reports were reviewed for intervention strategies related to six domains of cognitive functioning (memory, attention, processing speed, executive function, language and academics). Recommendations were made for 75% of participants. Of patients given recommendations, the most common interventions were related to processing speed (92%), attention (80%) and memory and executive functioning (each 50%). This preliminary study highlights the large number of youth with SLE who may benefit from school assistance. Further, it demonstrates the relevance of school-based interventions during the early stages of SLE to best support their optimal learning trajectories.

#25
Clinical Neuropsychology/ Neuropsychologie clinique

PSYCHIATRIC COMORBIDITY AND NEUROPSYCHOLOGICAL FUNCTIONING IN ELECTRICAL INJURY

Alisa Grigorovich, St. John's Rehab Hospital; Jana H. Atkins, St. John's Rehab Hospital; Larry Leach, Baycrest Hospital; Joel Fish, St. John's Rehab Hospital

Individuals with who have suffered an electrical injury (EI) also have comorbid diagnoses of anxiety and depression. Research with other clinical populations has found that anxiety and depression is associated with neuropsychological deficits (e.g., Basso et al, 2007). The present study sought to explore the impact of anxiety and depression on neuropsychological functioning in EIs. 27 patients were recruited from the outpatient clinic of a rehabilitation hospital between January 2008 and September 2010. All patients completed psychological questionnaires measuring anxiety and depression and a series of standardized measures of neuropsychological functioning. A Global Psychological Impairment (GPI) score was created for all participants. Based on GPI scores, participants were divided into two groups: GPI-Normal and GPI-Impaired. One-way ANOVA analysis was conducted to examine the effects of GPI on cognition in EIs by examining differences in neuropsychological scores between the two GPI groups. Injury and demographic factors were not significantly different between GPI groups. Subjects with GPI-I had significantly ($p<0.05$) worse scores on measures of visual and verbal memory, attention and working memory. The results suggest that anxiety and depression in EI is associated with deficits in memory and attention. Future studies will need to further investigate the neuropsychological profile of electrical injury with comorbid psychiatric symptoms.

#26
Clinical Neuropsychology/ Neuropsychologie clinique

ABOVE AVERAGE INTELLECTUAL ABILITY AND FUNCTIONAL STATUS IN SCHIZOPHRENIA

Walter Heinrichs, York University; Stephanie McDermid Vaz, Cleghorn Program, St. Joseph's Healthcare; Eva Muharib, York University; Ashley Miles, York University; Narmeen Ammari, York University

We asked to what extent schizophrenia patients with relatively preserved cognitive ability also demonstrate advantage in daily living skills and community independence. To explore the question we examined 18 patients with IQs above the average range (>110; AAPs) as well as 27 controls in the same range (AACs). In addition, 16 patients (BAPs) and 6 controls (BACs) scored below the low-average range (< 80). The patient groups (AAPs, BAPs) were equivalent in the severity of their positive symptoms, but BAPs had significantly more severe negative symptoms. There were significant ($p<.001$) main effects for group on cognitive, life skills and community outcome measures. Post-hoc comparisons revealed significant ($p<.05$) cognitive differences between AAPs and BAPs, but no differences between the AAPs and AACs. However, community independence differentiated patient groups from each other as well as from the control groups. Thus BAPs showed significantly less community independence than AAPs, AACs and BACs, whereas AAPs were less independent than AACs. These findings suggest that above average intellectual ability partially offsets the high degree of dependence and functional impairment associated with schizophrenia. Nonetheless, even cognitively exceptional patients remain functionally disadvantaged relative to healthy people.

#27
Clinical Neuropsychology/
Neuropsychologie clinique

CUMULATIVE ESTROGEN EXPOSURE AND PROSPECTIVE MEMORY IN OLDER WOMEN

Jacqueline Hesson, Memorial University of Newfoundland

While studies from the basic sciences indicate that estrogen is neuroprotective, findings from studies of estrogen replacement (ER) and cognition in postmenopausal women are inconsistent. Failure to consider the timing of initiation of ER relative to menopause and the reproductive and biological variables that affect levels of endogenous estrogen throughout a woman's lifespan may contribute to the discrepant findings. This study looked at cumulative estrogen exposure (CEE), as estimated with a mathematical index that included variables known to influence estrogen levels across the life span, and performance on prospective (PM) and retrospective (RM) memory measures in a group of 62 postmenopausal women. A significant positive correlation between PM scores and CEE was observed but only when women who had initiated ER more than five years after menopause were excluded from the analysis. A significant positive correlation between CEE and PM performance was also observed in a subgroup of ER-naïve women. No relationship was observed between CEE and RM performance. The results of this study suggest that (1)the timing of ER and the influence of variables that affect endogenous estrogen levels over a woman's lifespan need to be considered when studying relationships between cognitive performance and estrogen and (2) the frontal cortex may be especially sensitive to estrogen.

#28
Clinical Neuropsychology/
Neuropsychologie clinique

EXECUTIVE DYSFUNCTION BEHAVIOR IN PEDIATRIC-ONSET MULTIPLE SCLEROSIS (MS)

Cynthia Ho, Department of Psychology, York University; Ameeta Dudani, Department of Psychology, York University; Rezwan Ghassemi, McConnell Brain Imaging Center, Montreal Neurological Institute, McGill University; Sridar Narayanan, McConnell Brain Imaging Center, Montreal Neurological Institute, McGill University; Brenda Banwell, Division of Neurology, The Hospital for Sick Children; Christine Till, Department of Psychology, York University

Executive function (EF) impairment has been documented by neuropsychological (NP) tests in pediatric-onset MS, yet no studies have characterized the behavioral profile related to this impairment. We sought to determine if individuals with pediatric-onset MS experience EF difficulty in daily life and to identify clinical, neuroimagining, and NP correlates of EF in real-world settings. Parents of 29 individuals with pediatric-onset MS and 29 comparison controls provided ratings of EF as observed in the home environment using the Behavior Rating Inventory of Executive Function. NP tests of EF included tests of inhibition, shifting, and working memory. Clinical variables included age at disease onset, disease duration, and Expanded Disability Status Scale score. MRI variables included total brain lesion volume, normalized brain volume, and thalamic volume. Relative to controls, EF performance in real-world settings was rated poorer for MS patients, particularly on scales of working memory, and planning. EF performance in MS patients was significantly correlated with clinical and neuroimaging measures. Few significant associations were obtained between NP measures and behavioral ratings of EF, suggesting that patients with pediatric-onset MS display marked EF difficulty in daily life, the extent of which is related to clinical and neuroimaging data but not by several NP tests of EF.

#29
Clinical Neuropsychology/
Neuropsychologie clinique

AFFECTIVE INFLUENCES ON ATTITUDES TOWARDS PERSONS WITH ABI

Samantha Johnson, Brock University; Dawn Good, Brock University

Attitudes towards individuals with acquired brain injury (ABI) reveal prejudgements towards this population (e,g,, Seniuk & Good, 2008). However, mood state can influence one's perspective in terms of highlighting the salience of certain information - state-dependency (positive mood highlighting positive information; negative mood promoting a preference for/bias towards negative information). This research explored the effects of mood state (as elicited through music) on judgements towards descriptions of persons who have experienced ABI. 30 University students listened to background emotion-laden music while reading vignettes depicting a character who portrayed a frontal or non-frontal injury and who was responsible, or not, for his acquired injury. Attitudes toward the character were measured. Participants who listened to negative music rated the character more negatively, particularly for characters described as being 'at fault', than those who listened to positive music. Implications for biases towards persons who have ABI, and how to ameliorate it, are discussed.

#30
Clinical Neuropsychology/
Neuropsychologie clinique

OUTCOMES OF MEDICAL DRIVING ASSESSMENTS FOR PATIENTS WITH COGNITIVE IMPAIRMENT REFERRED FROM A SPECIALTY GERIATRIC PSYCHIATRY PROGRAM

Lindy A. Kilik, Providence Care-MHS and Queens University; Robert W Hopkins, Providence Care-MHS and Queens University; Avanti Dey, Queens University

This work represents a pilot study within the larger Driving and Dementia Neuropsychology Lab. The Study retrospectively examined the outcomes of individuals who, owing to identified cogntive impairment had been referred to a specialized Geriatric Psychiatry Program and subsequently were identified as having changes in cognitive status that raised concerns about their ability to continue to drive safely. Results of the on-road driving evaluations showed that the vast majority of those referred failed the road test. Of additional interest, the sample included a subset of individuals who had successfully passed their most recent Ontario Ministry of Transportation Evaluation for those aged 80+. Findings are discussed in terms of the need for early screening, the nature of the screening required, and future directions in this area.

#31
Clinical Neuropsychology/
Neuropsychologie clinique

AUTOBIOGRAPHICAL MEMORY AND FUTURE-ORIENTED THINKING IN PATIENTS WITH RECURRENT MOOD DISORDERS

Matthew King, Department of Psychiatry and Behavioural Neurosciences, McMaster University; MacDougall Arlene, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Lori Anne Williams, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Brian Levine, Rotman Research Institute, Baycrest Centre; Margaret McKinnon, St. Joseph's Healthcare, Hamilton

The neural circuitry involved in autobiographical memory (AM) retrieval and future-oriented thinking demonstrates substantial overlap, suggesting a close relation between these processes. Critically, patients with mood disorders exhibit structural/volumetric and metabolic changes in many of the same neural regions thought to subserve these processes. We assessed AM and future-oriented thinking in patients with recurrent major depressive disorder (MDD) and bipolar disorder (BD) using a method that dissociates episodic and semantic autobiographical memory. Patients with BD showed a selective episodic impairment for events encoded during a manic state. Both patient groups were also impaired on episodic measures of future-oriented thinking. Taken together, our data suggests that patients with mood disorders experience deficits in autonoetic consciousness, or the ability to travel backwards or forwards in time and re-experience or pre-experience an event.

#32
Clinical Neuropsychology/ Neuropsychologie clinique

SEX DIFFERENCES IN FACE RECOGNITION ON THE WMS-IMMEDIATE FACES SUBTEST

Petra Kopka McDowell, University of New Brunswick; Frank Szeligo, University of New Brunswick; Charli Wheaton, Mount Saint Vincent University; Erin M. Atkinson, University of Alberta; Adam J. McDowell, University of New Brunswick

Using non-clinical face recognition tests, researchers found that women outperform men in face recognition, that female faces are recognized more accurately than male faces, and that women evidence a same-sex bias in accuracy (e.g., Rehnman & Herlitz, 2007). Signal detection indices showed similar effects (e.g., Slone et al., 2000). Studies employing clinical tests of face recognition, such as the WMS-Immediate Faces Subtest (Wechsler, 1997; WMS-FS), did not find sex differences (e.g., Basso et al., 2000), but did not examine differences in recognition of male versus female stimuli. To this end, sex differences on the WMS-FS were assessed in 42 females and 44 males, and analyzed via signal detection analysis. With regards to the discrimination index (dL), similar to non-clinical research, women were more discriminating than men, but in contrast to earlier research, male faces were more discriminable than female faces. No significant sex differences were found in the criterion (i.e., CL) between males and females, and/or between male and female faces. The results suggest that the characteristics of the WMS-FS likely differ from those of non-clinical tests of face recognition, and future research needs to explore why this is the case. These findings have implications for use of this test in clinical settings, as well as for the development of new clinical face recognition tests.

#33
Clinical Neuropsychology/ Neuropsychologie clinique

CONSTRUCT VALIDITY OF THE COGNITIVE ITEMS OF THE RESIDENT ASSESSMENT INSTRUMENT

Noah L. Lazar, St. Joseph's Healthcare, Hamilton; Bruce K. Christensen, St. Joseph's Healthcare, Hamilton; Catherine Dool, St. Joseph's Healthcare, Hamilton; Bruno Losier, St. Joseph's Healthcare, Hamilton; Stephanie McDermid-Vaz, St. Joseph's Healthcare, Hamilton; Margaret McKinnon, St. Joseph's Healthcare, Hamilton; Heather McNeely, St. Joseph's Healthcare, Hamilton; Michael Mosher, St. Joseph's Healthcare, Hamilton; Jelena P. King, St. Joseph's Healthcare, Hamilton

The Resident Assessment Instrument (RAI) has been in use across Ontario as the basis of the Ontario Mental Health Reporting System for all mental health inpatients since 2005. The RAI is completed by multidisciplinary health professionals, based on patient and other reports, within 72 hours of admission, every 92 days thereafter, and at discharge. The ten cognitive items on the RAI are grouped into four categories: (1) memory and recall ability; (2) skills for daily decision making; (3) cognitive decline; and (4) indicators of delirium – periodic disordered thinking or awareness. However, it is unclear whether the information generated from the RAI accurately represents inpatient cognitive functioning. The aim of the current study was to investigate the construct validity of the cognitive items of the RAI by comparing patient RAIs to their scores on conventional neuropsychological tests that were administered during the course of their hospital admission. Correlational analyses were performed between the severity ratings of the RAI items and scores on standardized neuropsychological measures of premorbid and current intellectual ability, memory, attention, and information processing speed. The results of these analyses will be presented.

#34
Clinical Neuropsychology/ Neuropsychologie clinique

CLUSTER PROFILES OF MILD TRAUMATIC BRAIN INJURY: NEUROCOGNITIVE AND PSYCHOLOGICAL SYMPTOMS

Brian J. Mainland, Ryerson University; Tisha J Ornstein, Ryerson University; Kerry C Lawson, Private Practice

Mild traumatic brain injuries (mTBI) comprise roughly 80% of all brain injuries and represent the majority of TBI patients seen in hospitals. mTBI can result in a wide-range of cognitive deficits and patients often develop co-morbid psychological disorders post-injury. The current study identified whether co-morbid psychological diagnoses are associated with specific patterns of cognitive deficits in 232 mTBI patients, aged 17-78 years, by means of cluster analyses. The presence of a co-morbid adjustment disorder was related to deficits in mental flexibility and attention, and the presence of a pain disorder was associated with deficits in abstract reasoning. Also, the presence of multiple co-morbid diagnoses was related to deficits in visual-spatial construction, abstract reasoning, mental flexibility and attention. Demographic variables, such as greater months since injury and fewer years of education, were also linked to deficits in cognitive functioning. This study highlights the influence of psychological diagnoses on cognitive test performance and provides support for the need to address co-morbid diagnoses during rehabilitation.

#35
Clinical Neuropsychology/ Neuropsychologie clinique

THE IMPACT OF DEPRESSION, PAIN SEVERITY, AND PAIN LOCATION ON COGNITIVE PERFORMANCE IN MILD TBI

Sasha Mallya, Ryerson University; Tisha J Ornstein, Ryerson University; Kerry Lawson, Clinical Neuropsychologist/Independent Practitioner

Cognitive impairment, depression, and pain often occur post-injury in individuals who have experienced a mild traumatic brain injury (mTBI). Yet, little is known regarding the influence of pain and depression on cognitive dysfunction. Thus, the main goal of this study was to examine the influence of pain and depression on cognitive performance in mTBI. A retrospective sample of 75 individuals with mTBI was evenly divided into three groups based on levels of experienced pain and depression and matched to healthy control subjects for age, education, and gender.

One-way ANOVAs showed that patients with mTBI and moderate or severe levels of pain and depression demonstrated impaired verbal fluency and verbal learning and memory compared to controls. Only the severely affected patients differed significantly from controls for attention and information processing speed. Further, correlational analyses revealed an association between pain location and cognitive impairment. That is, severe headache pain is related to poor performance on tests of attention, cognitive shifting, and verbal memory, while severe neck pain is related to impaired visual memory. These results indicate that greater severity of depression and pain as well as pain location, influences cognitive performance in a sample of patients with mTBI.

#36
Clinical Neuropsychology/ Neuropsychologie clinique

EMPATHY AND THEORY OF MIND DEFICITS IN SUBSYNDROMAL PATIENTS WITH MAJOR DEPRESSIVE DISORDER

Margaret McKinnon, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Andree Cusi, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Anthony Nazarov, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Glenda MacQueen, Department of Psychiatry, University of Calgary

Despite evidence of impairments in social cognition in patients with major depressive disorder (MDD), systematic investigations of empathic and theory of mind (ToM) responding in this population have not been conducted. Patients with subsyndromal depressive symptoms and matched controls completed a battery of social cognitive tasks shown previously to rely on cognitive and affective processing resources. These included self-rated empathy questionnaires such as the Interpersonal Reactivity Index (IRI) and Toronto Empathy Questionnaire (TEQ), and a ToM test consisting of first- and second-order false-belief questions. Relative to controls, patients reported reduced levels of Perspective Taking and elevated levels of Personal Distress on the IRI. Altered cognitive and affective empathic abilities correlated with increased symptom severity, illness duration, and reduced psychosocial functioning in family, leisure, and occupational domains. Similarly, reduced levels of empathic responding as assessed by the TEQ was associated with severity of depression and various psychosocial domains. Patients were impaired on second-order ToM tests but performed comparably to controls on first-order ToM measures. Deficits in second-order ToM performance were associated with illness state and reduced levels of everyday social functioning.

#37
Clinical Neuropsychology/ Neuropsychologie clinique

IMPROVEMENT IN MEMORY DEFICITS FOLLOWING COMPUTER ASSISTED COGNITIVE REMEDIATION IN PATIENTS WITH A MOOD DISORDER

Liesel-Ann C. Meusel, McMaster University; Margaret C. McKinnon, McMaster University; Geoffrey B.C. Hall, McMaster University; Glenda M MacQueen, University of Calgary

Major depressive disorder (MDD) and bipolar disorder (BD) are characterized by impairments in cognitive performance across multiple domains, impacting quality of life in these individuals. Cognitive remediation interventions designed to target neuropsychological deficits have been successfully implemented for patients with schizophrenia, however only one study has explored their efficacy for patients with MDD. In the present study, patients with MDD or BD completed a 10-week cognitive remediation program aimed at improving performance across four domains: attention, memory, psychomotor speed, and executive function. Cognitive functioning was assessed with standardized neuropsychological tests at baseline and immediately following the intervention. Mixed-effects linear modeling showed greater relative improvement on memory tasks (delayed verbal recall, $p = .05$; backward digit span, $p = .04$; digit symbol subtest front, $p = .04$ and back, $p = .004$) in patients receiving the cognitive remediation intervention relative to wait-listed patients and a healthy control group. Findings from this study will help establish the utility of cognitive remediation programs for patients with a mood disorder. Implementation of such programs may eventually translate into decreased medical-related disability and better functional outcome for patients with illness-related cognitive impairment.

#38
Clinical Neuropsychology/ Neuropsychologie clinique

ARE LONGITUDINAL CHANGES IN COGNITIVE PERFORMANCE AND COMMUNITY OUTCOME LINKED OR INDEPENDENT IN SCHIZOPHRENIA?

Ashley Miles, York University; Walter Heinrichs, York University; Narmeen Ammari, York University

It has been well established that neurocognitive deficits are a core feature in schizophrenia (Heinrichs & Zakzanis, 1998) and predict difficulties in functional independence (Green, 1996). However, few studies have assessed the longitudinal stability of cognition and key aspects of functional outcome concurrently. Instead, research has focused either on the stability of cognition alone, the stability of functional independence alone, though this has received only recent interest, or explored baseline cognition as a predictor of later community functioning. Accordingly then, this study assessed the extent to which significant cognitive change and change in community status are independent or related. We evaluated cognitive abilities and functional outcome in 128 patients with schizophrenia at baseline and again one year later. Reliable change index analyses revealed that between 6.2% and 15.6% of patients showed significant improvement or deterioration in cognitive abilities. Clinically significant alteration in community independence occurred in between 3.9% and 17.7% of patients. However, the frequency of patients demonstrating significant change in both cognition and community status was as low as 0 and no higher than 4%. Further exploration of these findings raises questions about the strength and nature of the cognition-real world outcome relationship in schizophrenia.

#39
Clinical Neuropsychology/ Neuropsychologie clinique

MORAL REASONING PERFORMANCE IN PATIENTS WITH BIPOLAR DISORDER

Anthony Nazarov, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Andree Cusi, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Glenda MacQueen, Department of Psychiatry, University of Calgary; Margaret McKinnon, Department of Psychiatry and Behavioural Neurosciences, McMaster University

Moral reasoning encompasses judgments surrounding moral issues and moral behaviour, and determines whether actions meet personal and societal moral expectations. Preliminary evidence suggests that relative to healthy controls, patients with bipolar disorder (BD) show deficits on several inter-related social cognitive tasks, including theory of mind and emotion comprehension. Systematic investigations examining other aspects of social cognition, including moral reasoning, have not been conducted in psychiatric populations. In the present study, BD patients

and their matched controls completed a previously validated moral reasoning task: a modified version of the moral and cognitive dilemmas task used in previous studies of moral reasoning. Participants also received standardized measures of social functioning. BD patients showed decrements (i.e., lower developmental ratings following standardized scales of moral reasoning) in moral reasoning relative to matched controls; performance on a cognitive control task was also impaired in the patient group. A higher illness burden was associated with diminished moral reasoning performance. Deficits in social cognition amoung patients with bipolar disorder appear to extend across various domains and may relate to cognitive deficits associated with an extended course of illness.

#40
Clinical Neuropsychology/
Neuropsychologie clinique

L'ÉTUDE DES DÉFICITS DES FONCTIONS EXÉCUTIVES CHEZ LES PATIENTS ATTEINTS DE TROUBLES COGNITIFS LÉGERS

Sarah Pakzad, Université de Moncton; Julie Ringuette, Université de Moncton; kenneth Rockwood, Université de Dalhousie; Paul Bourque, Université de Moncton; Véronique Fontaine, Université de Moncton; Saïd Bergheul, Université de Moncton

Plusieurs études mettent en évidence des déficits au niveau de la mémoire épisodique et un changement notable des performances des fonctions exécutives chez les patients atteints de la Maladie d'Alzheimer (MA) et chez ceux atteints de Troubles Cognitifs Légers (TCL), précédant la maladie. L'objectif de cette étude était d'évaluer et de comparer les capacités des fonctions exécutives des patients atteints de la MA en phase initiale, à celles des patients atteints de TCL et à celles de ceux indemnes de tout déficit cognitif afin de déterminer quelle mesure permet de mieux distinguer les patients atteints de TCL. 30 patients atteints de la MA, 40 patients atteints de TCL et 40 sujets indemnes de tout déficit cognitif furent recrutés. Des tests de l'horloge, le Trail Making Test A et B (TMT A et B) et ceux de fluence verbale alphabétique (FVA) et catégorielle (FVC) furent utilisés. Des différences significatives ont été observées entre les trois groupes pour les tests de fluence verbale, et le TMT A et B. Par ailleurs, les sujets atteints de TCL ont significativement plus de difficulté pour le test de l'horloge et celui de FVC que des sujets non cognitivement déficitaires. Les implications de ces résultats seront discutées.

#41
Clinical Neuropsychology/
Neuropsychologie clinique

FUNCTIONAL NEUROIMAGING OF AUTOBIOGRAPHICAL MEMORY RETRIEVAL IN MAJOR DEPRESSIVE DISORDER

Melissa Parlar, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Carolina Oremus, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Matthew King, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Brian Levine, Rotman Research Institute, Baycrest Centre; Geoffrey Hall, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Bruce Christensen, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Margaret McKinnon, Department of Psychiatry and Behavioural Neurosciences, McMaster University

A substantial body of evidence suggests autobiographical memory (AM) impairment in major depressive disorder (MDD). We are conducting the first neuroimaging study of AM retrieval in MDD. We will compare 18 men and women between 18 and 60 years of age with recurrent,unipolar depression to 18 matched controls. We will perform fMRI scanning during participants' recall of 2 positive, 2 negative, and 2 neutral events. Participants will then complete a behavioural measure of AM retrieval, the Autobiographical Interview (AI), allowing for an examination of the relation between patterns of brain activation and AM impairment. We hypothesize that patients with MDD will show overgeneralized AM associated with altered fronto-temporal function as compared to controls. We expect this pattern to include a dampening of activation of brain regions supporting higher cognitive functions (e.g., hippocampus) coupled with a heightened arousal in regions related to emotional processing (e.g., medial prefrontal cortex). These effects are expected to be moderated by the emotional valence of events and mood state. Results will be presented at the conference.

#42
Clinical Neuropsychology/
Neuropsychologie clinique

AFFECTIVE INFLUENCES ON PHYSIOLOGICAL AROUSAL IN PERSONS WITH MHI

Katie Peck, Brock University; Dawn Good, Brock University

Music has been shown to evoke strong emotional responses, and can increase one's arousal; one's level of arousal, in turn has been shown to influence cognitive performance. Persons with injury to the orbitofrontal cortex (OFC) are physiologically underaroused relative to their cohorts, and similar effects have been observed for those with mild head injury (MHI). This study investigated the influence music, with both positive and negative valence, had on arousal in individuals with MHI and their subsequent performance on decision-making. 90 university students (46% reporting a previous MHI) were randomly assigned to 3 conditions (positive music, negative music, white noise) and performed various tasks while their physiological state was being continuously recorded. Physiological arousal increased as a function of affective valence, and resulted in a corresponding enhancement in decision-making performance. This research highlights the important implications of music with respect to therapy that could alleviate affective, decision-making, and arousal impairments in those with MHI.

#43
Clinical Neuropsychology/
Neuropsychologie clinique

ATTENTION TRAINING AS A NON-DRUG AID FOR CHILDREN WITH IMPULSE-CONTROL DISORDERS

Sheida Rabipour, Jewish General Hospital; Amir Raz, Jewish General Hospital - McGill University; Irina Demacheva, McGill University, Dept. Psychiatry/ICFP Jewish General Hospital

Objective: We evaluated the behavioural effects of a computerized attention training (AT) program in children – both healthy and diagnosed with common impulse-control impairments (ICIs). We sought to optimize AT to create programs that may become adjuncts to typical drug treatment or implemented in school curricula. Methods: Participants were 4-10 years of age: 15 with ADHD and 5 healthy. Our AT program comprised ten 30-minute sessions over 4 weeks. Pre/post- assessments included tests from the Reynold's Intellectual Screening Test (RIST) and the Reynold's Intelligence Assessment Scales (RIAS). Additionally, caretakers completed the Behavior Assessment System for Children (BASC-

2). Results: Although AT has no IQ-training, Analysis Of Variance showed that non-verbal RIST scores improved for children with ADHD and healthy controls (ADHD p<0.001, healthy p<0.01), while verbal and non-verbal RIAS scores only improved for children with ADHD (p<0.001). BASC-2 reports indicated improvements in hyperactivity (p<0.05), attention (p<0.002), and depression (p<0.004) for children with ADHD. Conclusions: Since some individuals seem reticent to embrace drug treatments, AT is an effective non-drug intervention to enhance cognitive and affective performance in children. Our findings suggest that AT is especially advantageous for children with ADHD and may further generalize to additional ICIs.

#44
Clinical Neuropsychology/ Neuropsychologie clinique

DECISION MAKING WITH EXPLICIT RULES IN MULTIPLE SCLEROSIS

Ashley D. Radomski, University of Alberta; Christopher Power, University of Alberta Hospital; Kenneth G. Warren, University of Alberta Hospital; Ingrid Catz, University of Alberta Hospital; Scot E. Purdon, Capital Health and the University of Alberta; Derek J Emery, University of Alberta; Esther Fujiwara, University of Alberta

Previous studies on decision making in multiple sclerosis (MS) used the Iowa Gambling Task (IGT). When MS-patients were impaired in the IGT, their deficits were unrelated to other neuropsychological dysfunctions. We used the Game of Dice Task (GDT) in a mixed sample of relapsing-remitting (RR) and secondary progressive (SP) MS-patients. Unlike the IGT, the GDT assesses decision making by making rules and probabilities explicit and focuses on decision making aspects that rely more on executive than emotional functions. RR, SP MS-patients and matched healthy controls were studied. The GDT, a standard neuropsychological battery, questionnaires on mood, fatigue and disability were administered to participants. GDT performance was lower in patients than controls, with more pronounced deficits in SP MS. Patients' ability to benefit from feedback in the GDT was also impaired. Patients' Expanded Disability Status Scale scores (indicating MS disease-severity) were negatively correlated with GDT performance. In patients, GDT performance was related to tests of frontal lobe function. Fatigue influenced GDT performance but did not eliminate the correlations with frontal lobe functions. Thus, the GDT revealed decision making impairments in MS patients that rely on executive functions and covary with disease severity.

#45
Clinical Neuropsychology/ Neuropsychologie clinique

AN EXAMINATION OF THE IMPACT OF WEIGHT ON COGNITION IN ADULTS WITH BIPOLAR DISORDER AND MAJOR DEPRESSIVE DISORDER: PRELIMINARY RESULTS

Maria Restivo, McMaster University; St. Joseph's Healthcare Hamilton; Margaret McKinnon, McMaster University; St. Joseph's Healthcare Hamilton; Benicio Frey, McMaster University; St. Joseph's Healthcare Hamilton; Geoff Hall, McMaster University; St. Joseph's Healthcare Hamilton; Valerie Taylor, McMaster University; St. Joseph's Healthcare Hamilton

There is emerging evidence for an association between subtle cognitive dysfunction and endocrine disturbances associated with metabolic syndrome and its constituent features. Given Major Depressive Disorder (MDD) and Bipolar Disorder (BD) patients experience higher rates of obesity and metabolic syndrome than the general populous, this metabolic derangement may play a role in the cognitive dysfunction seen in mood disorder patients. A challenge in assessing this is that most interventions do not result in significant weight loss and subsequent improvement in metabolic parameters. This is not true of bariatric surgery which results in weight loss in excess of 75 pounds in 1 year. This study will compare cognitive functioning in 20 obese individuals (BMI > 35 kg/m2) with BD, 20 with MDD, and 20 obese & 20 non-obese controls pre- and post-surgical intervention. Cognitive performance will be assessed one month prior to and one year post-intervention via a neuropsychological test battery. An fMRI investigation assessing neuroanatomical change will also occur. Obesity has a moderately negative impact on cognition that is exacerbated in the presence of a mood disorder. Interactions between obesity, mood disorders and cognition will be discussed. Given different psychiatric drugs confer different risks of weight gain, this study will impact treatment in this vulnerable population.

#46
Clinical Neuropsychology/ Neuropsychologie clinique

DECISION-MAKING STRATEGIES IN PERSONS WITH AND WITHOUT MHI

Sean Robb, Brock University; Dawn Good, Brock University

Mild head injuries (MHI) are known to be highly prevalent even in high functioning university students (DeBono & Good, 2008; Segalowitz & Lawson, 1995), despite being substantially underrepresented in the medical community (Tellier et al., 1999). In particular, the orbitofrontal/ventromedial prefrontal cortices (VMPFC) are highly vulnerable to biomechanical injuries (Wallis, 2007), and in more severe brain injuries, result in impaired social decision-making despite preserved intellectual ability (Beckara et al., 1996; Bechara et al., 2000). This study examined a version of social decision making in 30 university students using the Iowa Gambling task. Those individuals reporting an MHI illustrated more disadvantageous card selection (i.e. slower transition from disadvantageous to advantageous choices leading to less gain) and less attention to prior distant losses similar to that observed with persons of traumatic VMPFC injury (Yechiam et al., 2005). These findings further illustrate the neuropsychological continuum between MHI and traumatic brain injury.

#47
Clinical Neuropsychology/ Neuropsychologie clinique

IMPACT OF ANTIPSYCHOTIC MEDICATION ON FACIAL AFFECT RECOGNITION IN FIRST-EPISODE SCHIZOPHRENIA AND BIPOLAR DISORDER WITH PSYCHOSIS

Anthony C Ruocco, University of Toronto Scarborough; James L Reilly, University of Illinois at Chicago; Margret SH Harris, University of Illinois at Chicago; John A Sweeney, University of Illinois at Chicago

Difficulties in recognizing facial expressions of emotion are well-established in schizophrenia and bipolar disorder. It remains unclear whether deficits in facial affect recognition in bipolar disorder are as severe as in schizophrenia, and whether antipsychotic treatment may ameliorate these deficits. The present study investigated the effects of antipsychotic treatment on facial affect recognition for first-episode schizophrenia (N=24) and bipolar disorder (N=16) patients and healthy control participants (N=33). Clinical ratings and facial affect recognition were assessed at baseline and 3-month follow-up. Patients demonstrated a baseline deficit in affect recognition for happy and sad but not neutral faces. Whereas clinical symptom severity declined, patients showed no improvement in facial affect recognition at follow-up. These findings suggest that schizophrenia and bipolar disorder show a similar degree of deficit in facial affect recognition early in the course of the illnesses. These deficits appear stable across time and resistant to short-term antipsychotic treatment.

#48
Clinical Neuropsychology/ Neuropsychologie clinique

VERBAL FLUENCY IN COGNITIVELY IMPAIRED PATIENTS

Nadya Rustandjaja, Carleton University

Verbal fluency or production of words meeting specific criteria in a short time is often used to assess the cognitive functioning of neuropsychological patients. There are two parts to the test, phonemic and semantic tasks, which measure related, but different cognitive constructs. In this study, 68 clinical cases with various diagnoses were examined. The total standardized scores and the pattern of performance over time based on laterality and severity of diagnoses were examined. It was observed that the semantic fluency task was sensitive to the severity level of the injury, while the phonemic fluency task was significantly related to the site of the brain lesions, although no differences were found based on the clinical diagnoses of the patients. The findings are discussed in terms of possible alternative diagnostic uses of the test.

#49
Clinical Neuropsychology/ Neuropsychologie clinique

VISUAL AND COGNITIVE DEVELOPMENT IN PREMATURE CHILDREN: FROM BIRTH TO SCHOOL-AGE

Mélissa Sue Sayeur, Université de Montréal; Maryse Lassonde, Université de Montréal; Emmanuel Tremblay, Université de Montréal; Phetsamone Vannasing, Centre de recherche de l'Hôpital Sainte-Justine; Franco Lepore, Université de Montréal; Michelle McKerral, Université de Montréal

A growing number of studies have shown that prematurity (&#706;37 gestational weeks) affects the development of the magnocellular (M) visual pathway, as well as cognitive abilities. We used visual evoked potentials (VEPs) to examine the impacts of such early deficits at school-age. First, we compared electrophysiological responses in three conditions varying in contrasts and spatial frequencies to stimulate preferentially Magno (M) or Parvo (P) pathways, or both, for 21 premature and 32 full terms babies. At 3 months, we found significant differences between groups for amplitudes and latencies for all VEP components, which were no longer present at 6 months. We have longitudinally retested 6 premature and 3 full term infants at school-age, and a significant difference was found for the latency of N1 component, which is longer for premature infants in preferential M and M-P conditions. Finally, using the WISC-IV, cognitive testing shows a difference between groups for the perceptual organization index (POI), which is lower for the premature group. Even though our sample is still small, our data is coherent with the starting hypothesis, indicating that EEG responses to low contrasts and low spatial frequencies are slowed and have a weaker amplitude in premature children, and that this could have an impact on cognition, as demonstrated by the lower score on the POI.

#50
Clinical Neuropsychology/ Neuropsychologie clinique

LONGITUDINAL CHANGES IN COGNITIVE PERFORMANCE IN PEDIATRIC-ONSET MULTIPLE SCLEROSIS (MS)

Christine Till, York University; Rezwan Ghassemi, McConnell Brain Imaging Center, Montreal Neurological Institute, McGill University; Douglas L. Arnold, McConnell Brain Imaging Center, Montreal Neurological Institute, McGill University; Sridar Narayanan, McConnell Brain Imaging Center, Montreal Neurological Institute, McGill University; Brenda L. Banwell, Division of Neurology, The Hospital for Sick Children

Cognitive changes in 28 patients with childhood-onset multiple sclerosis (MS) and 16 age-matched healthy controls were ascertained through repeat assessment conducted on average 13.7 months apart (SD=3.2). Change was calculated using the Reliable Change Index (RCI) for eight neuropsychological (NP) tests commonly used in repeat assessment of MS patients. RCI analysis using 90% confidence intervals showed statistically significant cognitive decline on at least two NP measures in 17.6% of MS participants compared with none of the controls. Decline was most commonly observed on tests of verbal fluency, visuo-perceptual speed, and the delayed recall portion of a verbal list learning test, but there was substantial variability across patients. Significant improvement on at least two NP measures was documented in 28.6% of MS patients compared with 53.3% of controls. Patients who showed cognitive improvement had significantly higher T2-weighted total brain lesion volume at baseline compared with patients who did not improve (p=0.03). Consistent with a small number of studies examining longitudinal changes in pediatric MS, cognitive deterioration may occur early in the disease process. Higher T2 lesion load at baseline is associated with improvement at follow-up, supporting concern regarding the consequences of inflammatory activity in pediatric MS.

#51
Perception, Learning and Cognition/Perception, apprentissage et cognition

EFFECTS OF REGULATORY FOCUS PRIMING AND SEX ON EMOTION RECOGNITION

Leah Allerdings, University of Regina; Sarah Biss, University of Saskatchewan; Laurie Sykes Tottenham, Department of Psychology; Katherin Arbuthnott, Campion College

There are two types of regulatory focus: promotion focus (approaching positive outcomes) and prevention focus (avoiding negative outcomes). According to Higgins (1997), a person's present emotional state is consistent with the last activated regulatory focus type: happiness/sadness for promotion focus and fear/calm for prevention focus. The current study examined whether priming regulatory focus affects recognition of facial emotional expressions. The effect of sex was also examined, as previous studies have reported sex differences in both emotion recognition and regulatory focus. Sixty adult participants (30 males) were given a written regulatory focus priming task, which either asked participants to outline how their aspirations (promotion focused) or obligations (prevention focus) had changed throughout life. Afterwards, individuals were given an emotion recognition task. The primed regulatory focus type did not affect performance on the emotion recognition task. However, sex did influence emotion recognition: females had greater accuracy in identifying promotion emotions, whereas males had greater accuracy in identifying prevention emotions. This suggests that females may be more likely to take on a promotion focus when processing external stimuli, whereas males are more likely to take on prevention focus, independent of regulatory focus priming.

#52
Perception, Learning and Cognition/Perception, apprentissage et cognition

AN INVESTIGATION OF THE PRAGMATIC FUNCTION OF SARCASM

James G Boylan, Univeristy of Western Ontario; Albert Katz, Univeristy of Western Ontario

There is an active debate regarding the function of sarcasm in written dialogue. Sarcasm is usually defined as a positive, non-literal form of criticizing a specific victim. Whereas some researchers have found that sarcasm(such as saying "you are a fantastic listener") is perceived as being less negative than literal criticism (such as saying you are a terrible listener"), other researchers demonstrated that sarcastic criticism is perceived as being significantly more negative. Two theories have attempted to explain this difference. Colston (1997, 2002) hypothesized that sarcasm creates a contrast between the positive surface meaning of sarcastic criticism and the negative context that is being referenced. Pexman & Olineck (2002) demonstrated that the pragmatic function of sarcasm depends on the perspective (interpreting speaker intention or social impact) of the reader. The current study simultaneously tested both hypotheses while holding other discourse factors known to influence the interpretation of sarcasm constant. Results obtained are inconsistent with the specific hypotheses made by both the perspective and contrast theories. Implications for the study of sarcasm and future directions for research in terms of the influence of contextual factors in the interpretation of language are discussed.

#53
Perception, Learning and Cognition/Perception, apprentissage et cognition

INVESTIGATING ATTENTIONAL BIASES IN NUTRITIONAL FOOD LABELS THROUGH EYE-TRACKING

Keith Brewster, University of British Columbia; Basem Gohar, Springfield College; Gord Binsted, University of British Columbia

BACKGROUND: Recent research has implicated the role of selective attentional biases in a variety of anxiety disorders. Specifically, such biases are believed to be a moderating factor in food choice or avoidance in individuals experiencing patterns of disordered-eating. This study sought to determine if individuals with and without such patterns attend to nutritional food labels differently. METHOD: A total of 60 participants were asked to complete a triad of eating questionnaires (EDI-3, EDQ, and SCOFF), view a series of nutritional food labels, and decide whether such foods were healthy or unhealthy while eye-movements were recorded. RESULTS: Overall, participants spent most time viewing calories; rating higher calorie foods unhealthy and those low as healthy. Male participants spent more time on protein, rating higher values healthy, while females spent more time on carbohydrates, rating lower values healthy. Participants at a high-risk for anorexia spent significantly more time looking at fats, rating lower values healthy and higher values unhealthy, while participants with a high drive for thinness spent more time looking at sugars and calories. CONCLUSION: Results from this study suggest that selective attentional biases affect perception to nutritional food labels and that those biases are influenced by both gender and presence of specific patterns of disordered-eating.

#54
Perception, Learning and Cognition/Perception, apprentissage et cognition

REVEALING SELF-PERCEIVED BODY JUDGMENTS THROUGH EYE-TRACKING

Keith Brewster, University of British Columbia; Gord Binsted, University of British Columbia; Basem Gohar, Springfield College; Annie Roy-Charland, Laurentian University

BACKGROUND: Previous research has suggested that individuals differing in body size display varying selective attentional biases when viewing photographs of models. This study sought to determine if such selective attentional biases extended into a self-body judgment task. METHOD: A total of 80 participants, ranging in body size (underweight thru obese), were asked to re-create and judge their bodies using an interactive computer generated avatar program whilst eye-movements were recorded. Participants' bodies were then measured using a complete physical measures assessment (height, arm span, waist and hip circumference, weight, BMI, and bioimpedence) to investigate actual versus perceived body size. RESULTS: Overall, participants underestimated their body size by approximately 6.83 % while fixating most on the chest and waist and least on the thighs, feet, and arms. Results also indicated selective attentional biases were moderated by body size and gender; (1) underweight participants on hips, (2) overweight participants on abdomen/core, (3) obese participants on waist, and (4) females on hips and waist. Male participants underestimated body size while females showed a reciprocal trend. CONCLUSION: Results from this study suggest that selective attentional biases affect self-body judgments and that such biases are influenced by body type, gender, and self-body perceptions.

#55
Perception, Learning and Cognition/Perception, apprentissage et cognition

THE INSTRUCTIONAL EFFECT OF MENTAL VISION VERBS ON PROCESSING DEPTH

Laura Cirelli, Laurentian University; Joel D Dickinson, Laurentian University

The purpose of this study was to further understand the cognitive actions represented by various vision verbs (e.g. notice and sense). We can measure the effect of these words behaviourally by embedding them into a common instruction. Previous studies have shown that doing so affects participants' reaction time to stimuli following the instruction, but not discrimination accuracy. By using multidimensional scaling, it was found that the variability in the differentiation of fourteen of the vision verbs seems to be determined by two dimensions. It was hypothesized that one of the dimensions was representing 'level' or 'depth of processing'. The current study's goal was to test this hypothesis. Lists of words were presented in which participants were asked to respond to words as per trial instruction (e.g. 'respond immediately after you ____ that there is a word') in which one of four vision verbs was embedded - one from each extreme end of the two dimensions. The word response task was followed by a surprise recognition task. Data were analysed in relation to impact of instruction on both response time (to the word) and accuracy of recognition. These results have implications not only on the importance of instructional effects, but also on our understanding of how mental verbs are learned and cognitively represented.

#56
Perception, Learning and Cognition/Perception, apprentissage et cognition

IRRELEVANT SPEECH AND STATISTICAL LEARNING OF TONE SEQUENCES

Meghan Collett, Memorial University of Newfoundland; Aimee M Surprenant, Memorial University of Newfoundland; Ian Neath, Memorial University of Newfoundland; Sophie Kenny, Memorial University of Newfoundland

Previous studies have shown that irrelevant background speech impairs performance on a visually-presented statistical learning task. According to the Object-Oriented Episodic Record (O-OER) model, this impairment is due to a conflict of order information from two different sources: the seriation of the irrelevant speech and the order of the to-be-responded-to items. The current study extends those results to an auditory perceptual learning task, modeled after an artificial grammar that has been shown to be learned by human infants as well as adults (Saffran, et al., 1999). Participants listened to tone sequences either in quiet, in the presence of unchanging or changing irrelevant background speech and were later asked to judge whether a 'legal' sequence (present in the learning task) or a new sequence was most familiar. It is expected that learning will be best in the quiet condition and worst in the changing irrelevant speech condition. Implications of these data to noisy language learning situations will be discussed.

#57
Perception, Learning and Cognition/Perception, apprentissage et cognition

THE EFFECTS OF ARTICULATION, COMPLEXITY, AND LEXICALITY ON SPATIAL-TEMPORAL PARAMETERS OF GAIT: A PILOT STUDY

Krista L. Davie, The University of Western Ontario; Janis O Cardy, The University of Western Ontario; Jeffrey D. Holmes, The University of Western Ontario; Melissa Hildering, The University of Toronto; Allison Hyde, The University of Western Ontario; Mary E Jenkins, The University of Western Ontario; Andrew M. Johnson, The University of Western Ontario

Previous research has suggested that articulatory demands are important predictors of the impact of dual-task interference on spatial-temporal parameters of gait. In this study, we evaluated the effects of the cognitive, motoric, and linguistic demands of speech on a test of continuous gait. Fifteen healthy young adults participated in a study wherein two levels of articulatory complexity (low versus high) were crossed with four levels of task type (baseline, motor-only, spoken non-word, and spoken word). Spatial and temporal parameters of gait were measured using a 23' instrumented carpet. Results indicated a significant multivariate main effect for task type, $F(18, 117) = 2.57$, that explained 71.8% of the demonstrated variability in gait. Univariate analyses of this main effect revealed statistically significant effects for velocity, step time, swing time, stance time, and double-limb support time, but no statistically significant effect for step length. Examination of reverse Helmert contrasts within these univariate analyses suggested that individuals demonstrated significant dual-task interference following the introduction of a motorically demanding secondary task, and that this interference increased with the cognitive-linguistic complexity of the task. Results are interpreted within the context of the resource-sharing model of dual-task interference.

#58
Perception, Learning and Cognition/Perception, apprentissage et cognition

INTERNET SEARCHES: COMPARING THE RELATIVE CONTRIBUTIONS OF DOMAIN KNOWLEDGE AND STRATEGIC KNOWLEDGE

Domenica De Pasquale, Wilfrid Laurier University

Searching the Internet is a complex task of investigation, reflection, and filtering of information (Lazonder et al., 2000). In traditional text-based searches domain knowledge and strategic knowledge play key roles in locating relevant information. Initial Internet search studies suggest that novice and expert users employ different search strategies (Ford & Chen, 2000) and that domain knowledge affects search behaviour (Willoughby et al., 2008). We examined the impact of search skill expertise and domain knowledge as learners used the Internet to find the answer to one research question. Four conditions were compared; expert search experience with either high domain knowledge or low domain knowledge, and non-expert search experience with either high domain knowledge or low domain knowledge. Search behaviours were recorded electronically and verbal protocols collected for all search activity. Analyses focus on the number of sites accessed and site quality (rated by experts in the field). Preliminary findings support contrasts in search behaviours and search quality as functions of domain knowledge and search experience, respectively. Ongoing examination of verbal protocols will yield further qualitative results, the outcomes of which have implications for instruction, especially of young learners.

#59
Perception, Learning and Cognition/Perception, apprentissage et cognition

RESPONSE TIME AS A PREDICTOR OF GENDER DIFFERENCES ON A COMPUTERIZED MENTAL ROTATIONS TEST

Randi A. Doyle, University of New Brunswick; Daniel Voyer, University of New Brunswick

Previous studies examining the influence of time constraints on Mental Rotations Test (MRT) performance have typically relied on a manipulation of time limits (e.g., Voyer, 1997; Peters, 2005). As a whole, the literature supports the notion that women's performance is more adversely affected by time limits than that of men (Voyer, in press). The current study posed a new question in regards to the effects of time on MRT performance: can response time (RT) predict gender differences in MRT accuracy when no time constraints are imposed? One hundred and thirty participants (62 males, 68 females, mean age = 19.37) completed a computerized MRT. Participants were given as much time as needed to complete the MRT and participants were not informed that their RT on each item was recorded. Multiple regression analysis with gender, RT, and gender by RT regressed on overall accuracy revealed a significant gender by response time interaction after the main effects of gender and response time were accounted for. Post hoc analyses revealed that women's response time significantly affected their accuracy, with increased response times resulting in more accurate performance. Men's response time did not significantly predict their performance. Results are discussed in terms of gender differences in cognitive processing and mental rotation strategies.

#60
Perception, Learning and Cognition/Perception, apprentissage et cognition

WHEN SELECTIVE ATTENTION FAILS: THE COSTS AND BENEFITS OF AUDIO-VISUAL INTEGRATION AS A FUNCTION OF MUSICAL EXPERTISE

Benjamin J. Dyson, Ryerson University; Jonathan M P Wilbiks, Ryerson University

Deciding whether to integrate auditory and visual information is a requisite skill for functioning normally in the world. We investigated potential failures in audio-visual selective attention between two groups: musicians and non-musicians. Participants were presented with a bimodal stimulus consisting of a visual (musical note on a stave) and auditory (tone) component, and were asked to categorize either the visual or auditory component. Trials varied by the degree of mismatch (0, 3, 6 semitone difference) and the temporal separation (auditory lead or lag by 100 ms, 200 ms, or, auditory and visual simultaneity [0 ms]) between components. The data revealed a modality x temporal separation interaction showing that there was a significant difference in reaction times between auditory and visual responding only under audio lead conditions. There was also a group x semitone interaction trend in error rate data, in that musicians benefitted more than non-musicians when auditory and visual information was congruent (0 semitone difference) but suffered more when it was incongruent (3, 6 semitone difference). The data support the utility of speeds of processing as a reliable index of selective attention and also provide preliminary evidence for the idea that musical expertise leads to potentially accentuated costs and benefits when selective attention fails.

#61
Perception, Learning and Cognition/Perception, apprentissage et cognition

HOW LONG IS A PIECE OF SOUND? ON-LINE TEMPORAL BISECTION AS AN INDEX OF AUDITORY TIME ESTIMATION

Benjamin Dyson, Ryerson University; Rajwant Sandhu, Ryerson University

A new procedure is introduced in which estimates of temporal length are derived from responses to the perceptual middle of sounds. At each trial, participants were provided with two consecutive presentations of a sound of identical length. During the first presentation, participants estimated the duration of the sound. During the second presentation, participants pressed a key in the middle of the sound as it was being replayed to indicate its perceptual centre. In Experiment 1 within a given trial, sounds could have either flat or changing (increasing, decreasing) pitch during the first presentation and have either flat or changing (increasing, decreasing) pitch during the second presentation. The data revealed that the nature of sound identity influenced on-line temporal bisection. In Experiment 2, visual and auditory spatial attention was static or redirected (leftward or rightward) across first and second presentations within a given trial. The data revealed some modulation in on-line temporal bisection as a function of spatial shifts. The auditory data are discussed in reference to the cognitive heuristic that ‘change takes time’ and the horizontal representations of the time that exist in the visual domain.

#62
Perception, Learning and Cognition/Perception, apprentissage et cognition

INTACT VISUAL SEARCH SELECTIVITY AND IMPAIRED MOTION DISCRIMINATION IN SCHIZOPHRENIA

Ava Elahipanah, University of Toronto; Bruce K Christensen, McMaster University; Eyal M Reingold, Univeristy of Toronto

The present study used the distractor ratio paradigm to examine search selectivity among patients with schizophrenia(SCZ). It is well established that in conjunctive search tasks, search becomes faster as the relative frequency of the distractors becomes more discrepant. This distractor ratio effect reflects participants’ ability to restrict their search to the smaller set of distractors. In a previous study, we found evidence that this kind of selectivity is intact among patients with SCZ. The current study, investigated the distractor ratio effect under more challenging search conditions: within-dimension conjunctive search and conjunctive search involving motion. A group of patients with SCZ(n=28) and a group of healthy participants(n=26) completed two search tasks while their eye movements were being recorded. In each task, the relative frequency of distractors was manipulated across 5 levels. Patients demonstrated intact selectivity for the smaller subset of distractors on both tasks. However, when the task involved motion, patients were disproportionately slower when the majority of distractors were moving. Results suggest that selectivity for the smaller subset of distractors remains robust among patients with SCZ even under more demanding search conditions; however, patients’ ability to discriminate a moving object becomes compromised under noisy search conditions.

#63
Perception, Learning and Cognition/Perception, apprentissage et cognition

IT DOESN’T LOOK ODD TO ME: INVESTIGATING PERCEPTUAL IMPAIRMENTS AND EYE MOVEMENTS IN AMNESIC PATIENTS WITH MEDIAL TEMPORAL LOBE DAMAGE

Jonathan Erez, University of Toronto; Andy C.H. Lee, University of Oxford; Sarah Rudebeck, University of Oxford; Morgan D. Barense, University of Toronto

Studies of people with memory impairment have shown that the medial temporal lobe (MTL) is vital for memory function. However, the contribution of specific MTL structures to memory remains a contentious subject. For example, recent studies of amnesic patients with damage to two key structures within the MTL, the hippocampus and the perirhinal cortex, indicate that these patients also perform poorly on perceptual tasks. Specifically, they perform worse than controls when discriminating between objects with overlapping features. To investigate whether this perceptual discrimination difficulty is reflected by their eye movement patterns, we tested a group of amnesic patients with MTL damage on a series of “oddity” tasks in which they had to select an odd item from a visual array. Participants’ eye moments were monitored throughout the experiment. Results revealed that patients were impaired on tasks that required discrimination between items that shared several features in common and tasks that required processing items from different viewpoints. Eye movement analysis revealed that their impaired performance was linked to decreased viewing times of target items compared to controls, as well as the utilization of a different viewing strategy. These results support the view that MTL structures are important not only for long term memory, but are also involved in perceptual tasks.

#64
Perception, Learning and Cognition/Perception, apprentissage et cognition

A WATCHED POT NEVER BOILS: FACTORS THAT INFLUENCE HUMAN TIME PERCEPTION

Janel Fergusson, University of British Columbia; Peter Graf, University of British Columbia

Two common sayings describe conflicting subjective experiences of time: “time flies when you’re having fun” and “a watched pot never boils”. When engaged in an activity, it often seems like time passes quickly, but when waiting for another task to begin, time appears to crawl by at a snail’s pace. The present research addressed three questions: whether or not this discrepancy in subjective experience is reflected in prospective time estimations, if it is a result of looking forward in time vs. focusing on the present task, and if it is a result of level of engagement in the current task. While engaged either in a letter rearrangement task or a rest period, participants concurrently performed a prospective time estimation task, requiring them to press a key when a stated duration had elapsed. Participants assigned to the “future-focused” condition were instructed that they were to start the next block in a stated number of minutes, and that they should press the key labelled “begin next block” when they thought it was time to start the next block. Participants assigned to the "present-focused" condition were instructed that they were to stop the current block after a stated number of minutes, and that they should press the key labelled "end current block" when they thought the stated number of minutes had elapsed.

#65
Perception, Learning and Cognition/Perception, apprentissage et cognition

EFFECTS OF A COMPUTERIZED WORKING MEMORY TRAINING PROGRAM ON CLASSROOM ATTENTION IN ADOLESCENTS WITH SEVERE ADHD/LD

Sarah Gray, Neurosciences and Mental Health, SickKids Hospital; HDAP OISE; Rhonda Martinussen, Neurosciences and Mental Health, SickKids Hospital; HDAP OISE; Peter Chaban, Neurosciences and Mental Health Research Program, SickKids Hospital; Rosemary Tannock, Neurosciences and Mental Health, SickKids Hospital; HDAP OISE

Inattentive behaviour in the classroom has been linked to low academic functioning (e.g. Rabiner & Coie, 2000). Working Memory (WM) has been found to predict inattentive behaviours (Lui & Tannock, 2007). Recent studies have suggested that WM can be improved by intensive and adaptive computerized training (e.g. Klingberg et al., 2005). The purpose of this study is to investigate the extent to which behavioural symptoms of inattention can be reduced by improving WM. 70 12-16 year olds with severe LD/ADHD (58 male, 12 female, IQ>80) were randomised to one of two computerized intervention programs: Cogmed Working Memory training or Academy of Math. Teacher and parent reports were collected (pre/post/follow up and each week during the 5 week study). Results indicate that this subgroup of adolescents have severe deficits in working memory: 73% of the sample had WISC-IV digit span scaled scores below the 25th percentile. Preliminary analyses revealed that following the intervention and at three months follow up, the WM training group had lower levels of inattentive behaviour as compared to the Academy of Math group. Those with lower WM at baseline appeared to benefit most from both interventions. These findings emphasize the prevalence of WM difficulties in this subgroup of youth with severe LD/ADHD. Moreover, they indicate that WM training can produce lasting behavioural changes.

#66
Perception, Learning and Cognition/Perception, apprentissage et cognition

GENDER COMPARISON ON THE GROTON MAZE LEARNING TASK, A SPATIAL WORKING MEMORY MEASURE

Kelly E. Hanlon, Laurentian University

Abstract The existence of a gender difference in spatial abilities is a well known and well researched cognitive concept. However, despite the abundance of literature, the nature and precise direction of said relationship remains elucidated. Theorists have suggested an evolutionary root as the foundation for gender differences in spatial abilities. Sherry and Hampson (1997) suggest the early division of labour in society initially created the observed difference between genders. The purpose of this investigation was to assess the effects of gender on spatial working memory (SWM) in undergraduate university students. A controlled trial was conducted over 2 distinct testing periods throughout the academic year to determine the influence of stress during the academic term on spatial abilities. A total of 81 subjects completed the Groton Maze Learning Task to assess spatial ability. Using paired t-tests to ascertain the differences in the means produced by males and females, results indicated no significant difference was found in this population. The lack of difference between males and females supports one side of the literature on gender differences concerning spatial ability, suggesting no such differences exist. It may be speculated that since SWM is not a single unitary function gender differences may only be found when separating different forms of spatial memory.

#67
Perception, Learning and Cognition/Perception, apprentissage et cognition

INFLUENCE OF PERTINENCE AND LOCUS OF CONTROL ON MEMORY WITHIN A STROOP-BASED DRM TASK

Amanda Henry, Laurentian University; Laura Cirelli, Laurentian University; Joël D Dickinson, Laurentian University

The false memory effect has been demonstrated within unintentional as well as intentional learning tasks. This study attempted to determine if this effect differs 1) across pertinent and non-pertinent conditions and 2) between those with an internal or external locus of control. Participants in neutral or pertinent conditions responded to the colour of words in a Stroop-like task, incorporating words highly related to three critical lures. They then performed a surprise recognition task testing their memory for actually presented words, unpresented related words, unpresented unrelated words, and the three critical lures. No main effects were found, however there was an interaction between locus of control and pertinence conditions for recognition accuracy. Those with an external locus of control in the neutral condition had higher recognition accuracy scores than those with an external locus of control in the pertinent condition and those with an internal locus of control in the neutral condition. While these results do lend support to the activation monitoring model of false memory induction, the question of how personality differences can affect unintentional false memory induction requires greater exploration.

#68
Perception, Learning and Cognition/Perception, apprentissage et cognition

COLOUR ME HAPPY: EMOTION-COLOUR ASSOCIATIONS

Diane Humphrey, King's University College

Previously I have found consistent colour-emotion associations for emotions. Red is most often used to depict anger in drawings while orange is used for surprise, yellow for happiness, green for disgust, blue for sadness and black for fear. Love, embarrassment and pride are more likely to inspire the use of reds and oranges, while empathy and guilt show use of more green, blue and purple. Here I explore the use of colour to depict emotions and to differentiate the agent and the object of the emotion. I used colouring books to depict emotional situations using both human and animal characters in situations labeled as depicting anger, surprise, happiness, disgust, sadness, fear, love, embarrassment, pride, empathy, and guilt. Median colours on a scale from 1 to 24 ranging from dark and neutral colours through blues, greens, yellows, oranges and reds in 24 Crayola Crayons showed similar medians for agent and object except for anger and fear drawings. The spectrum of associations was similar to previous findings for emotions and colours. This method will be used with residents of seniors' homes and seniors in activity centres to explore the nature of these associations with age. It has previously been found that emotional memory may be preserved even when other kinds of memory decline with age. I expect to find little change in emotion-colour associations with age.

#69
Perception, Learning and Cognition/Perception, apprentissage et cognition

DOES A LONG-TERM MEMORY TASK PREDICT SHORT-TERM MEMORY PERFORMANCE?

Annie Jalbert, Memorial University of Newfoundland; Sophie Kenny, Memorial University of Newfoundland; Robert Collins, Memorial University of Newfoundland; Ian Neath, Memorial University of Newfoundland; Aimee M Surprenant, Memorial University of Newfoundland

Working memory span tasks, such as operation span (OSPAN), are widely used measures of working memory capacity defined as the use of attention whereby "memory representations are maintained in a highly active state in the face of interference, and these representations may reflect action plans, goal states, or task-relevant stimuli in the environment" (Kane & Engle, 2002, p. 638). In OSPAN, presentation of to-be-remembered words alternates with presentation of math problems that need to be verified (e.g., Is 3 + 7 – 1 = 9?). Span is defined as the sum of the list lengths for those lists of words correctly recalled in order. This measure has been shown to predict performance on a wide range of cognitive tasks. What is it about such working memory span tasks that enables them to make predictions? Three experiments begin to answer this question. Experiment 1 examines serial position functions from an OSPAN task and Experiment 2 assesses the extent to which serial recall of the words is necessary. Based on these results, Experiment 3 compares them to a measure of working memory capacity obtained from the continual distractor task in which a list of 10 words is presented for free recall. Between presentation of each word a distractor task is presented that exceeds participant's memory span. Results and implications for theories of working memory capacity will be discussed.

#70
Perception, Learning and Cognition/Perception, apprentissage et cognition

CROSS-CULTURAL DIFFERENCES IN METER PERCEPTION

Beste Kalender, University of Toronto; Sandra E. Trehub, University of Toronto; Glenn Schellenberg, University of Toronto

We examined whether exposure to complex meters in one musical culture facilitates adults' detection of metrical changes in a foreign musical culture. Some adults (mono-musical) had exclusive exposure to Western music, which has simple meters only. Others (bi-musical) had exposure to non-Western music with simple and complex meters as well as Western music. All were tested on their perception of metrical changes in Turkish music with simple and complex meters. Adults whose exposure was limited to Western music detected metrical changes in the Turkish music with simple meter but not complex meter. Adults exposed to music with complex meters performed significantly better than adults without such exposure but only on the Turkish music with complex meter. The findings indicate transfer of training from a familiar to an unfamiliar musical culture .

#71
Perception, Learning and Cognition/Perception, apprentissage et cognition

HINDSIGHT BIAS AND EMOTIONAL INTELLIGENCE

Mamata Pandey, University of Regina; Bianca Hatin, University of Regina; Laurie Sykes Tottenham, University of Regina; Chris Oriet, University of Regina

When asked to judge the outcome of a future event, people often tend to remember their predictions as having been stronger and more accurate than they really were. This is called the hindsight bias. Emotional information can influence how strongly the hindsight bias manifests, but it is not known whether this effect is mediated by emotional intelligence (EI). Persons high in EI use emotional information to problem solve, whereas persons low in EI tend to problem solve based on other aspects of the situation. The goal of the present study was to examine the relationship between EI and the hindsight bias. Individuals who scored high or low on tests of EI read a detailed description of a traffic accident and decided on a compensation package for the victim. Either emotional or no supplementary outcome information about the persons involved in the accident was presented before a judgement was made. A strong hindsight bias was found in individuals irrespective of their EI score. The relationship between EI and the extent of the hindsight bias is discussed.

#72
Perception, Learning and Cognition/Perception, apprentissage et cognition

THE ATTENTIONAL DEMAND OF A TRIANGLE COMPLETION TASK

Nicole Paquet, University of Ottawa; Andrei Garcia Popov, University of Ottawa; Yves Lajoie, University of Ottawa

Triangle completion in the absence of vision is a demanding navigation task that likely requires significant attention resources. To investigate the cognitive load imposed by this task, a dual-task paradigm was used. The aim was to determine the effect of a reaction time (RT) task executed concurrently with triangle completion on navigation errors and RT. Sixteen young adults were blindfolded and guided along the first two legs and first corner of a 5x5 m right angle triangle and then asked to independently return to the origin of the triangle. In dual-task, RT to a sound signal was recorded during this independent walk, and angular deviation (AD) and linear distance traveled (LDT) were measured at the end of navigation trials. On average, AD and LDT were not different during single navigation task and dual-task. In contrast, mean RT during dual-task (444 msec ± 147 msec) was significantly longer than in sitting (344 msec ± 84 msec, $p<0.01$). We found that RT was impaired in dual-task, while performance on triangle completion, i.e. AD and LDT, was not changed. This suggests that subject's available information processing capacity was insufficient to optimally execute these two tasks concurrently. One possibility to explain that navigation errors were not affected in dual-task is that subjects were instructed to give priority to the navigation task over the RT task.

#73
Perception, Learning and Cognition/Perception, apprentissage et cognition

ELECTROMAGNETIC MODIFICATION OF VERBAL MEMORY PERFORMANCE AND QUANTITATIVE ELECTROENCEPHALOGRAPHIC PROFILE

Constance Reed, Laurentian University

The theta-burst patterned electromagnetic field is known to induce long-term potentiation in the rat hippocampus, and modify the learning behaviour of rats and humans (Mach &Persinger, 2009; Richards, Persinger, &Koren, 1996). Eighteen participants (9 male,9 female)were assigned to one of three conditions: a control condition, and two conditions in which the field was applied to the left hemisphere of the brain using Transcerebral Magnetic Stimulation (TCMS) during, and before or after the encoding of words varying in pleasantness and activation. Quantitative electroencephalographic (QEEG) activity was measured during word encoding. Thirty minutes later, participants exposed to the field before encoding recalled significantly less moderately frequent words than participants in the control group [F(2,15)=4.82, p<0.05, &#937;2=0.39].There was a significant interaction between the effects of TCMS condition,sex,word pleasantness, and word activation on recall [F(2,12)=5.93, p<0.05, &#951;2=0.50].In the group exposed to TCMS before encoding, males recalled significantly more pleasant-passive words than pleasant-active words, and females recalled significantly more pleasant-active words than unpleasant-active and unpleasant-passive words.There were significant differences between the QEEG profiles of males and females during TCMS.Implications and future directions will be discussed.

#74
Perception, Learning and Cognition/Perception, apprentissage et cognition

WHEN BELIEF BIAS ATTENUATION LEADS TO POORER JUDGMENTS: DEBIASING JUDGMENTS ON AN ECOLOGICALLY VALID TASK

Walter Sa, Grand Valley State University

A well established finding in the research on judgment and reasoning is that people are overly influenced by prior beliefs. The current research addresses the normative status of the so-called belief bias effect. Participants were asked to judge the height of several males and females individually presented in 116 photographs. Overall, the height of the males tend to be overestimated and the height of the females tend to be underestimated. In short, participants are overly influenced by a true prior belief (viz., males are on average taller than females). These systematic over- and underestimations with target sex represents an example of belief bias. It remains an open question whether debiasing judgments will result in more, less or no change in judgment accuracy. A total of 132 participants were given a pretest and post test version of the height judgment task. There were no indications that belief bias resulted in a deleterious effect on judgment accuracy when an ecologically valid task was used. In fact, belief bias on the pretest facilitated judgment accuracy. The post test results demonstrated that participants who were in the debiased condition incurred the extra cost of time spent on the task without any accompanying benefits. Indeed the successful debiasing manipulation resulted in less accuracy in one crucial measure of actual judgment performance.

#75
Perception, Learning and Cognition/Perception, apprentissage et cognition

MUSIC PROCESSING IN DEAF ADULTS WITH COCHLEAR IMPLANTS

Mathieu Saindon, University of Toronto Mississauga

Cochlear implants (CIs) provide coarse representations of pitch, which are adequate for speech but not for music. Despite increasing interest in music processing by CI users, the available information is fragmentary. The present experiment attempted to fill this void by conducting a comprehensive assessment of music processing in adult CI users. CI users (n =6) and normally hearing (NH) controls (n = 12) were tested on several tasks involving melody and rhythm perception, recognition of familiar music, and emotion of recognition in speech and music. CI performance was substantially poorer than NH performance and at chance levels on pitch processing tasks. Performance was highly variable, however, with one individual achieving NH performance levels on some tasks, probably because of low-frequency residual hearing in his unimplanted ear. Future research with a larger sample of CI users can shed light on factors associated with good and poor music processing in this population.

#76
Perception, Learning and Cognition/Perception, apprentissage et cognition

EFFECT OF THE PRACTICE ON THE PROCESS OF PERCEPTUAL CATEGORIZATION OF THE EXPERTS IN SOCCER

Mohamed Sebbane, Université de Mostaganem-Algérie

This study has as its main object to show the effect of categorization of the configurations of play in Soccer. According to Mervie & Rosch (1981), the category is an organization which makes it possible to gather various physical objects or concepts in the same class. This many make us suppose that the elements (i.e., specimens) of the same category have physical features (perceptive) or conceptual (concept) similarities. The main results of this study show, on the one hand, that the experts acquire a rich person repertory of conceptual knowledge by the practice and the experiment and the other hand, through the process of the activity that facilitates the visual data. This operating process of the expert system reduced considerably the space of research. This generally results in an effective and a rapid cognitive performance.

#77
Perception, Learning and Cognition/Perception, apprentissage et cognition

INVESTIGATING MEDIAL TEMPORAL LOBE CONTRIBUTIONS TO SEMANTIC FLUENCY

Signy Sheldon, University of Toronto; Morris Moscovitch, University of Toronto

Recent work suggests that the medial temporal lobes (MTL), a region crucial for episodic memory retrieval, also contributes to semantic retrieval. What is not yet known, however, is the precise conditions or characteristics of semantic tasks that invoke MTL-based processes. To investigate this, we used fMRI to track MTL activation as participants performed category fluency tasks, a measure of semantic retrieval. Categories that varied in personal/episodic relevance were given to examine how the nature of the stimuli affects MTL involvement. MTL activity was also tracked over time to investigate the role of open-endedness because fluency becomes more open-ended over time: initial item generation is based upon well-rehearsed knowledge, but later item generation is based on varied, idiosyncratic processes. Whilst MTL structures were active throughout for categories that depended on episodic information (friends names) and not for categories that were not relevant (pollutants), there was greater activity in the MTLs for later compared to earlier generated items for categories that were related to, but not dependent on episodic information (kitchen utensils). Altogether, this study suggests that the MTLs contribute to semantic retrieval when the task is dependent on episodic-like information or when the task is open-ended and can draw on episodic strategies to support performance.

#78
Perception, Learning and Cognition/Perception, apprentissage et cognition

EXAMINING THE EFFECT OF COGNITIVE RESOURCE DEPLETION ON DECISION MAKING

Tarryn Start, Tyndale University College; Sujin Yang, Tyndale University College

Previous studies suggest that prepotent response inhibition (PRI) may serve to mediate emotional regulation by preventing emotional responses to rewards and punishments from overriding executive control capacities in decision-making (e.g., Xiao, Bechera, Grenard, Stacy, Palmer, Wei, et al., 2009). The present study examined the effects of depleted PRI in decision-making using the Iowa Gambling Task (IGT). Thirty-five university students (MAge = 24, SD = 6.6) were randomly assigned to the experimental condition that taxed high level inhibition using the Stroop task and to the control condition that taxed non-inhibitory visual processing using the mental rotation task. The results showed that IGT scores of the experimental condition did not significantly differ from those of controls, F (1, 33) = .294, p = .ns, implying that PRI depletion may not necessarily impair decision-making on the IGT. The results also suggest that the resource depletion approach may not accurately assess the role of PRI in regulating emotional responses to rewards and punishments in decision-making. We provided further discussion on the Somatic Marker Hypothesis (Bechara, Damasio, Tranel, & Damasio, 1994) and the role of the inhibitory mechanism behind emotional regulation in decision-making.

#79
Perception, Learning and Cognition/Perception, apprentissage et cognition

MEMORY AND EXECUTIVE SYSTEMS ARE DIFFERENTIALLY ASSOCIATED WITH ILL-DEFINED AND WELL-DEFINED PROBLEM-SOLVING IN NORMAL AGING

Susan Vandermorris, Rotman Research Institute; Signy Sheldon, University of Toronto; Gordon Winocur, Rotman Research Institute, University of Toronto; Morris Moscovitch, Rotman Research Institute, University of Toronto

The relationship of higher order problem solving to cognitive processing in older adults may depend on the type of problems to be solved. Well-defined problems (e.g., completing a series of errands) may rely on executive functions. Conversely, ill-defined problems (e.g., navigating socially awkward situations) may have increased reliance on memory systems which enable recall of previously effective solutions. Healthy older adults completed tests of well-defined (Tower of London) and ill-defined problem solving (Means-End Problem Solving Procedure). A battery of neuropsychological measures of executive functioning and memory was administered, including a measure of autobiographical memory (Autobiographical Interview). Statistically reliable correlations were demonstrated between measures of well-defined problem solving and executive functions, such that more effective problem-solving was associated with stronger executive ability. Ill-defined problem solving, in contrast, was reliably correlated with autobiographical memory, as well as measures of executive functions. Findings show differential associations between well-defined and ill-defined problem solving with executive and memory functions in older adults. Understanding the cognitive processes which underlie age-related functional change can inform interventions targeting preserved functional ability in older adults.

#80
Perception, Learning and Cognition/Perception, apprentissage et cognition

ADULT LEARNERS INTRODUCED TO USING MOBILE TECHNOLOGIES IN THE CLASSROOM

Eileen Wood, Wilfrid Laurier University; Julie Mueller, Wilfrid Laurier University; Domenica DePasquale, Wilfrid Laurier University

Mobile technology (handheld computers) is pervasive in business and social networks of society and recently it has begun to be introduced as a tool in educational contexts (Crippen & Brooks, 2000; Liu, 2007; Motiwalla, 2007). The present study investigated the authentic use of the BlackBerry as a learning tool from the perspective of adult students as learners in a higher education context (n= 74).Students were given BlackBerry devices and supporting packages. Students responded to 4 surveys during one term; 2 paper-and-pencil and 2 "pushed out" using the BlackBerry technology. Although students indicated being experienced with a range of digital technologies, the BlackBerry technology being introduced was novel. Participants' predicted use of the BlackBerry (M= 12.78, SD = 11.88 hours) for learning purposes, was only about half the actual use (M= 6.56, SD = 7.19 hours per week), t(68) = 3.93, p<.001. Participants' global assessment of the value of the mobile device as a learning tool was just less than somewhat effective based on in-class or instructor led activities. However, for personal student-initiated learning, the Blackberry devices served several functions and was used frequently both in and outside of the classroom. One concern was the off-task use of the Blackberry in the classroom. The study indicates the impact of mobile technologies for adult learners.

#81
Perception, Learning and Cognition/Perception, apprentissage et cognition

INVESTIGATING TYPOLOGICAL DISTANCE EFFECTS IN EXECUTIVE ATTENTION AMONG BILINGUALS

Sujin Yang, Tyndale university College; Hwajin Yang, Singapore Management University; Barbara Lust, Cornell University; Danielle Pierre, Tyndale University College; Caroline Kim, Tyndale University College

Is it possible that a different inter-language system in bilinguals would produce different linguistic and cognitive demands and advantageous effects? The present study tested the effects of typological distance between bilinguals' two languages in lexical knowledge (linguistic dimension) and in executive attention (cognitive dimension) in 4 bilingual groups—Spanish, French, Chinese and Korean bilinguals. A total of 60 Korean, Chinese, Spanish, and French bilinguals participated in the Peabody Picture Vocabulary Test to measure lexical knowledge and the Attention Network Test to measure efficiency differences in terms of percentage accuracy and reaction time. Significant typological effects were found in both linguistic and cognitive dimensions. Along the linguistic dimension, the French/Spanish bilingual groups showed a superior performance advantage over Korean and Chinese bilinguals in English lexical knowledge, p < .000, while not differing significantly from monolinguals. In the cognitive dimension, however, there were significantly more benefits in attentional efficiency—overall RTs, and executive control—in Korean and Chinese bilinguals than French/Spanish bilingual or monolingual groups. To conclude, this study found that the magnitude of linguistic and cognitive advantages due to bilingualism differs depending on typological distances in bilingual language pairs.

#82
Psychopharmacology/
Psychopharmacologie

THE USE OF SCELETIUM TORTUOSUM IN THE TREATMENT OF ANXIETY DISORDERS AND ANXIETY COMPONENTS OF DEPRESSION

Julien Lemay, Université d'Ottawa; Pamela Kent, Institute of Mental Health Research and Department of Psychiatry and Cellular and Molecular Medicine; Merali Zul, Institute of Mental Health Research and Department of Psychiatry and Cellular and Molecular Medicine

Anxiety disorders affect one in four people in their lifetime. Although there are various pharmacological treatments are available to treat anxiety disorders, there is always a need for drugs with fewer side effects. Sceletium tortuosum is a psychoactive plant from South Africa that has been used as a sedative, as an inebriant, and to elevate mood. The plant contains many alkaloids, of which we tested mesembranol. The goal of the present study was to observe, for the first time, the effect of alkaloid derivatives of Sceletium Tortuosum in animal behavioural models of anxiety in a controlled setting. We hypothesized that rats treated with mesembranol would show an anxiolytic response in behavioural tests used to measure anxiety including open field, elevated plus maze, and conditioned emotional response tests. Although without effect in the elevated plus maze, administration of mesembranol (2 mg/kg) had an anxiolytic response in the open field and a clear trend of better and faster adaptation to the anxiogenic stimulus in the conditioned emotional response paradigm, without inhibiting the ability to respond to stress or inducing sedation. Although Sceletium Tortuosum shows promise in the management of anxiety, further testing is needed to support this conclusion.

#83
Psychopharmacology/
Psychopharmacologie

L' ÉTUDE COMPARATIVE DE L'EFFET DE LA VITAMINE D ET DE L'IRSN SUR LA DÉPRESSION

Sarah Pakzad, Université de Moncton; Cynthia Goguen, Université de Moncton; Peter Ford, Université de Moncton; Paul Bourque, Université de Moncton

Une proportion importante des populations occidentales est atteinte d'hypovitaminose D et plusieurs études rapportent que ce phénomène nuit à la santé mentale (Berk et al., 2007), notamment à l'humeur. Certains résultats de recherche suggèrent qu'un traitement en vitamine D serait efficace contre les troubles de l'humeur et soulagerait les symptômes dépressifs (Young, 2009) et remplacerait ainsi les antidépresseurs, en évitant également leurs effets secondaires. La présente étude observe l'efficacité d'un traitement en vitamine D par rapport à un traitement pharmacologique qui est un inhibiteur de la recapture de la sérotonine-noradrénaline (IRSN), qui est à la base des antidépresseurs bien connus sur le marché pharmaceutique. Dans cette étude, on compare les scores de deux échelles de dépression (BDI-II, SCL-90-R) chez des personnes atteintes de dépression qui prennent, soit la vitamine D (N = 15), soit un IRSN (N =18). Les résultats de la présente étude démontrent que la vitamine D a un effet comparable à l'IRSN contre la dépression et pourrait être un traitement alternatif sécuritaire, à faible coût. D'autres résultats sont discutés.

#84
Psychophysiology/
Psychophysiologie

DO EATING ATTITUDES AND BEHAVIOURS PREDICT CARDIAC REACTIVITY AND RECOVERY FOLLOWING CHOCOLATE CONSUMPTION?

Loretta Blanchette, Lakehead University; Adam Gerlach, Lakehead University; Chantal Poirier, Lakehead University; Ron Davis, Lakehead University

Physiological changes that occur in stressful situations can adversely impact psychological and physical health. Exaggerated cardiac reactivity and prolonged recovery periods have been associated with individual differences in hostility (Davis et al., 2000). The present study examined whether chocolate consumption, an individual's propensity to possess body image concerns and dieting behaviours, and sentiments towards chocolate would predict cardiac reactivity and recovery across four cardiac parameters including heart rate (HR). Cardiac reactivity as a predictor of recovery was also examined. Participants were 83 female university students. Hierarchical multiple regression analyses were employed. Chocolate consumption significantly predicted 8% of the variance in HR reactivity, $F(1,81) = 6.92$, $p < .01$. No other variable predicted cardiac reactivity. The only variable to significantly predict recovery across the four parameters was cardiac reactivity ($ps < .01$). Therefore, cardiac reactivity and recovery could not be predicted from individual differences among participants' attitudes and behaviours regarding eating behaviour and body image. These counter-intuitive findings and the potential impact of the pharmacological properties and/or psychological processes that may be involved in the ingestion of chocolate on cardiac reactivity and recovery will be discussed.

#85
Psychophysiology/
Psychophysiologie

QUESTIONS GENERATED BY PARTICIPANTS FOR CONTROL QUESTION TESTS

Michael T. Bradley, University of New Brunswick, Saint John; Murray C. Cullen, University of New Brunswick, Saint John; Andrea M. Arsenault, University of New Brunswick

The Control Question Test (CQT) with the polygraph is controversial. A central concern is that all suspects would appear guilty if questions about the crime under investigation are generally more evocative of physiological responding than potentially incriminating questions related to a suspect's past life. Earlier data, obtained though rating CQT questions, suggested that past life questions were worrisome for innocent participants. To follow up, participants generated both crime relevant and past life questions they would fear being asked in an interrogation. They all read a standardized assault scenario and then imagined themselves in one of eight potential roles. These roles were developed from a combination of guilt or innocence, a mock crime or a real crime and an interrogation by a professor or police officer. Preliminary results show that those who imagined being guilty create direct accusatory crime questions and fear these questions the most. Innocent participants fear their crime relevant questions less in general and are more fearful of questions about their past life. In a freeform answer section about past life questions, innocent participants are particularly concerned about the implications of appearing as deceptive and criminal.

#86
Psychophysiology/
Psychophysiologie

EEG PREDICTORS OF REACTION TIME PERFORMANCE FOLLOWING TOTAL SLEEP DEPRIVATION

Tamara A. Speth, Brock University; Kimberly A. Cote, Brock University

Sleep deprivation leads to deficits in mood, attention, memory and variability in reaction time. We investigated EEG predictors of response instability during a simple Reaction Time (RT) task after one night of sleep deprivation. Healthy good sleepers participated in a two night study where they slept on a baseline night and were randomly assigned to the sleep deprivation or control group on the following night. Performance assessment batteries were administered at 10:30 and 14:00 hours. A six minute RT task was presented at the start of each battery. Auditory tones (50 ms) were delivered at random (2-10 s); participants were to respond to all tones as quickly as possible. EEG from 64-channels will be quantified using FFT methods to examine attention and arousal prior to RTs. RTs will be binned into discrete categories of slow (lapses, RTs > 500 ms), average (intact performance) and fast (impulsive responses). We expect that relative to average RTs, response slowing and lapses will be associated with greater theta (4-7 Hz) at central sites and reductions in alpha (8-12 Hz) at occipital sites. Predictors of impulsive RTs are exploratory. Examining EEG predictors of RT instability will lead to a greater understanding of the central nervous system mechanisms underlying performance failure during sleepiness.

#87
Psychophysiology/ Psychophysiologie

THE PHYSIOLOGICAL MEASUREMENT OF RESILIENCE

Danielle Valcheff, Laurentian University; Russell H Searight, Algoma University; Chantal Arpin-Cribbie, Laurentian University

Many studies have used physiological measurement as an indicator of psychological processes. Although there is not an abundance of research dedicated to exploring the relationship between resilience and physiological arousal, existing research suggests that a relationship between the two constructs does exist. The current study will attempt to determine if a relationship exists between resilience and physiological arousal as defined by stress resistance and stress recovery. Fifty-two participants' resilience levels were assessed using a self report questionnaire. The participants' heart rate and blood pressure were measured to determine a baseline for each participant. Participants were asked to complete a series of solvable and unsolvable anagrams that were expected to increase psychological demands. Physiological measurements were recorded immediately following the stress task and again after a rest period to allow for heart rate and blood pressure to return to baseline. Physiological data and the results of the self-report questionnaire were examined to determine the influence of resilience on cardiovascular reactivity. Results of the study indicated that resilience influences the degree of stress resistance participants experience in the heart rate measure but did not have an influence on blood pressure measures. Implications and future directions will be discussed.

#88
Rural and Northern Psychology/Psychologie des communautés rurales et nordiques

COMMUNITIES AT RISK: FACTORS THAT PREDICT ELEVATED SUICIDE IDEATION IN RURAL YOUTH

Laura L. Armstrong, University of Ottawa; Ian G. Manion, Provincial Centre of Excellence for Child & Youth Mental Health

Rural lifestyles are often romanticized as idyllic and stress free. However, rural youth are four to six times more likely to die by suicide than their urban peers. Complementing the literature, in the present survey of over 800 students, youth suicide ideation was found to be more prevalent in rural than urban communities, F2.28(1,810)=10.90, p=.001. For the purpose of designing prevention approaches, factors were also examined that mediate rural living and suicide ideation in a structural equation model. Specifically, rurality predicted poorer coping with stressors (&#946;=-2.01, p<.05), lower perceived social support (&#946;=-2.46, p<.05) and greater engagement in risk behaviours (&#946;=6.57, p<.01). Furthermore, positive coping with stressors predicted perceived support (&#946;=8.80, p<.01), fewer risk behaviours (&#946;=-14.45, p<.01) and less suicide ideation (&#946;=-9.36, p<.01); perceived support inversely predicted, and risk behaviour engagement predicted, suicide ideation (&#946;=-2.40, p<.05 & &#946;=10.67, p<.01, respectively). Therefore, suicide prevention approaches should include teaching positive coping strategies for daily stressors, engaging youth in activities that foster social support, and addressing risk behaviours. Knowing about these mediating factors may allow for the development of rural-targeted prevention approaches before suicidal thoughts emerge.

#89
Rural and Northern Psychology/Psychologie des communautés rurales et nordiques

DIFFERENTIATING CLIENTS WHO ARE REFERRED FOR RESIDENTIAL TREATMENT AND CLIENTS WHO ARE NEVER REFERRED FOR RESIDENTIAL TREATMENT IN A NORTHERN ONTARIO SOCIAL SERVICE AGENCY

Erin Brock, Nipissing University; Tracey Curwen, Nipissing University

Differences among client's scores on the intake form known as the Brief Child and Family Phone Interview (BCFPI) were investigated by comparing clients referred for residential treatment to a Northern Ontario Residential Facility and those who were never referred for treatment using Multivariate Analysis of Variance. Results from the current study indicate that from a matched sample of referred (n=62) and non-referred clients (n=61) significant differences were found among three of the four global scaled scores included in the BCFPI, these findings support the hypothesis that children who are referred for residential treatment show statistically higher scores on Externalizing Behaviours, School Participation and Achievement, and Global Family Situation variables compared to clients who are not referred for treatment. These findings support the notion that clients referred for intensive long-term treatment services differ significantly at the time of intake from those who are not referred for residential treatment. The need to determine whether these significant variables can predict residential referral from an early age is crucial in recommending less intensive services be exhausted earlier in the child's development in an effort to reduce or eliminate the need for costly and intensive residential treatment services later in a child's development.

#90
Rural and Northern Psychology/Psychologie des communautés rurales et nordiques

M-CHAT AND PDDST-2 AS PREDICTORS OF AUTISM SPECTRUM DISORDERS IN YOUNG CHILDREN LIVING IN RURAL CANADA

Shelley Goodwin, Yarmouth Mental Health

This validation study examined the predictive validity of two Autism Spectrum Disorders (ASDs) screening instruments, namely the Modified Checklist for Autism in Toddlers (M-CHAT; Robins, Fein, Barton, & Green, 2001) and the Pervasive Developmental Disorder Screening Test (2nd edition) (PDDST-2; Siegel, 2004), for indicating a diagnosis of ASD on the Autism Diagnostic Observation Schedule (ADOS; Lord, Rutter,

& DiLavore, 1998) and a final clinical diagnosis. The focus of this study was children between the ages of 18 months and 6 years of age in three rural Nova Scotia health districts. Using archival data gathered from the medical files of 148 children who were screened with the M-CHAT and the PDDST-2 screening instruments, this study attempted to determine the adequacy of these screening instruments in a rural Canadian setting to predict a diagnosis of ASD. The question that guided this study was: Do the PDDST-2 and M-CHAT predict a diagnosis on the Autism Spectrum as measured by the ADOS in a rural Canadian population? The results of this study indicated that sensitivity was adequate but specificity was significantly reduced for each screening instrument separately and if results were combined specificity was increased but the sensitivity was decreased. These results are discussed in context with recent literature results.

#91

Substance Abuse/ Dependence/Toxicomanies

THE RELATIONSHIP BETWEEN STRESS, DEPRESSION, DRINKING TO COPE AND ALCOHOL RELATED PROBLEMS AMONG UNIVERSITY STUDENTS

Immaculate A. Antony, Department of Adult Education and Counselling Psychology, (OISE), University of Toronto; Abby L. Goldstein, Department of Adult Education and Counselling Psychology, (OISE), University of Toronto; Gordon Flett, Department of Psychology, York University

High-risk drinking has been identified as a significant public health concern within the university population. Existing research has suggested that several risk factors, including negative affect (i.e. depression) and coping motives are related to alcohol related problems. This study investigated the association between perceived stress, depression, coping motives to drink, and alcohol-related problems using self report questionnaires with a sample of university students (N = 247). Correlation analyses revealed significant associations between symptoms of depression and alcohol related problems, however self perceived stress was not significantly correlated with alcohol related problems. Coping with depression as a motive for drinking was found to be correlated with both alcohol related problems and perceived stress. These results suggest that symptoms of depression and coping with depression motives are both risk factors for alcohol related problems. Although perceived stress was not directly associated with drinking problems it may exert effects via coping motives. Further examination of these factors would inform appropriate treatment interventions for alcohol use problems within the university student population.

#92

Substance Abuse/ Dependence/Toxicomanies

PREDICTORS OF POSITIVE TREATMENT EXPERIENCES AMONG ADOLESCENTS COMPLETING A STRENGTHS-BASED TREATMENT FOR SUBSTANCE USE ISSUES

James N.R Brazeau, Lakehead University; Nicholas Harris, Lakehead University; Ed Rawana, Lakehead University; Keith Brownlee, Lakehead University

Traditionally, psychosocial interventions for adolescents have focused on identifying and correcting deficits and problematic behaviour. In recent years, efforts have been made to examine positive aspects of functioning that may contribute to treatment engagement and positive treatment outcomes (e.g., Seligman, 2002). We have recently developed a strengths-based program that assesses and integrates youths' strengths into the treatment process (Rawana, Brownlee, Mercier, & Harris, 2010). This program, the Strengths Intervention Program for Adolescents (SIPA), has been implemented within a 6-week residential treatment program for youth with problems related to maladaptive substance use. The current study was designed in order to examine factors that contribute to positive therapeutic experiences throughout treatment. Results from this study suggest that several factors may contribute to successful outcomes such as individual strengths, treatment engagement, and treatment participation. These findings are discussed in terms of their relevance to the treatment of substance abuse disorders in youth and provide preliminary support for the use of strength-based interventions.

#93

Substance Abuse/ Dependence/Toxicomanies

SOCIAL SUPPORT AS A MODERATOR FOR ALCOHOL-RELATED PARTNER AGGRESSION DURING PREGNANCY

Valerie Caldeira, University of Victoria; Erica M. Woodin, University of Victoria

Alcohol-related partner aggression is a pervasive social problem throughout various life stages, including the transition to parenthood. Previous research shows that alcohol use is associated with partner aggression perpetration for both men and women; however, not all individuals who consume alcohol act aggressively. In this study, the moderating effects of general social support and partner-specific support on the association between alcohol use and both physical and psychological partner aggression were investigated using a community sample of 98 pregnant couples. The results indicated a significant association between alcohol use and physical aggression perpetration for men and a significant association between alcohol use and psychological aggression perpetration for both men and women. For men, high levels of general social support increased alcohol-related physical and psychological aggression whereas partner-specific emotional support served as a buffer for alcohol-related physical aggression. For women, general social support was not a significant moderator, but high levels of partner-specific instrumental support increased alcohol-related physical aggression. These results can be applied to prevention and treatment programs for alcohol-related partner aggression.

#94

Substance Abuse/ Dependence/Toxicomanies

DOES MEANINGFUL LIVING MOTIVATE READINESS TO CHANGE IN BINGE DRINKERS? A STUDY OF RESILIENCE

Tyler M. Carey, University of Windsor; Kenneth E Hart, University of Windsor; Phillip A Ianni, University of Windsor

INTRODUCTION: In the tradition of Positive Psychology, the current study adopts a strengths-based theoretical model that posits binge drinkers who score higher on meaningful living will be more motivated to quit or cut back than their counterparts who score lower. METHODS: 42 male and 87 female binge drinking university students completed the Personal Growth Initiatives Scale (PGIS, Robitschek, 1999) and a measure of motivational readiness to change (RTC) alcohol consumption (Miller & Tonigan, 1996). RESULTS: A regression analysis that included all respondents showed PGIS accounted for approximately 4% of the variance in RTC. When males and females were examined separately, PGIS was found to account for noticeably more variance in males (8%) than females (1%). DISCUSSION: The current study represents one of the few investigations of readiness to change that has adopted a Positive Psychology point of view. Our study suggests that male binge drinkers who are most strongly committed to pursuing the goal of self-development and personal growth are more likely to be successful in terms of taking action to overcome their problem. The reasons for why PGIS explained 800% more variance in males is a direction for future research. Positive Psychology interventions designed to bolster PGIS scores may facilitate resilience in binge drinking populations.

#95
Substance Abuse/ Dependence/Toxicomanies

PSYCHOSOCIAL CHARACTERISTICS OF TREATMENT-SEEKING YOUTH WITH CONCURRENT DISORDERS: PAINTING A CLINICAL PICTURE

Rosalind Catchpole, British Columbia Children's Hospital; Elizabeth Brownlie, Centre for Addiction and Mental Health

Over 50% of youth with substance use disorders meet criteria for at least one concurrent mental health disorder. Youth with mental health disorders are also more likely to have problematic substance use than those without mental health disorders. Youth with concurrent mental health and substance use disorders (CD) present with more severe symptoms, are more likely to experience chronic functional impairment, and are more likely to attempt suicide than those with a single disorder. Rates of trauma exceed 50%. Effective evidence-based treatments for youth with CD are needed, informed by the clinical characteristics of this population. In part because of the historical divide between mental health and substance use services, research on clinical characteristics of youth with CD has lagged behind that with other populations. This study examines the clinical characteristics of 50 treatment-seeking youth (age 13-25) referred to a Youth Concurrent Disorders program in British Columbia. We report on internalizing and externalizing symptoms and patterns of substance use and related concerns. Because of the high rates of trauma among youth with CD, we examine PTSD symptoms, attachment insecurity and emotion regulation strategies, and their implications for treatment. Results highlight the importance of comprehensive trauma-informed assessments as a key component of evidence-based care.

#96
Substance Abuse/ Dependence/Toxicomanies

OPIATE DEPENDENCE, CHRONIC PAIN & PERSONALITY DISORDERS: OUTCOME OF DETOXIFICATION

Sarah Coupland, Montreal General Hospital- Addictions Unit; Ronald Fraser, Assistant Professor, Department of Psychiatry, McGill University; Head of Inpatient Detoxification; Kathryn J Gill, Associate Professor, Department of Psychiatry, McGill University; Director of Research

The objective of the present study was to determine the relationship between Personality Disorder (PD) diagnoses and outcome of detoxification from various substances of abuse. Retrospectively, information was coded from the hospital charts in relation to all inpatient admissions between 2005 and 2009 (n=100). Prospectively, a cohort of inpatients (n=31) was followed over the course of their detoxification. These patients were monitored for both subjective and objective signs of physical withdrawal and psychological distress. Patients were assessed bi-weekly using the following measures: craving, mood using the POMS (Profile of Mood States), and drug-specific objective withdrawal scales. The majority of the PD diagnoses were Cluster B, which were significantly associated with treatment non-completion. The POMS measures indicated that patients with Cluster B PDs were more psychologically, as well as, objectively symptomatic during their detoxification. A hierarchical logistic regression analysis revealed that the presence of opiate dependence and Cluster B PD diagnosis as significant predictors of treatment failure. Furthermore, a large portion of the opiate-dependent patients (65.2%) reported having some form of chronic pain syndrome. Overall, these findings suggest a complex interaction between opiate dependence, chronic pain, and Cluster B PDs.

#97
Substance Abuse/ Dependence/Toxicomanies

A CROSS-NATIONAL COMPARISON AND VALIDATION OF THE DRINKING MOTIVES QUESTIONNAIRE-REVISED AMONG COLLEGE STUDENTS

Marie-Eve Couture, Dalhousie University; Sherry H. Stewart, Dalhousie University; M Lynne Cooper, University of Missouri, Columbia; Emmanuel N. Kuntsche, Swiss Institute for the Prevention of Alcohol and Drug Problems; Roisin M O'Connor, Concordia University; Kenneth J Sher, University of Missouri, Columbia; Howard Tennen, University of Connecticut Health Center; Stephen Armeli, Pace University; Cynthia D Mohr, Portland State University; Lindsay S Ham, University of Arkansas; Zsolt Demetrovics, Eötvös Loránd University; Amit Bernstein, University of Haifa; Daniel Regan, NUI Galway; Marco A. P. Teixeira, Universidade Federal do Rio Grande do Sul; Patricia D. Conrod, King's College London

The aim of this study was to investigate cross-national differences and similarities in the four-factor structure of the Drinking Motives Questionnaire-Revised (DMQ-R), in the levels of coping, enhancement, social, and conformity motives, and in the associations between these motives, alcohol use, and alcohol-related problems among college students. Confirmatory factor analysis, analysis of variance, and structural equation modeling were applied to data from the United States, Canada, Switzerland, Spain, Hungary, Brazil, Israel, and Ireland. Results showed that the four-factor structure of the DMQ-R was not structurally invariant across the countries studied, leading to important differences in the associations between drinking motives, alcohol use, and alcohol-related problems across countries. Differences in absolute levels of motive endorsement were also observed, with endorsement being highest in Ireland and lowest in Spain and Switzerland. However, the rank order in mean levels of motive endorsement was the same across countries (highest for social, followed by enhancement, coping, and conformity). A main effect of gender also emerged, although this was qualified by both a motive x gender and a motive x country x gender interaction. Implications of the cross-national differences observed in this study for research and interventions will be addressed.

#98
Substance Abuse/ Dependence/Toxicomanies

THE EFFECTS OF ACUTE NICOTINE ADMINISTRATION ON SENSITIVITY TO GAMBLING CUES IN HIGH-RISK GAMBLERS WHO SMOKE

Anders Dorbeck, Dalhousie University; Daniel S. McGrath, Dalhousie University; Sean P. Barrett, Dalhousie University

Cigarette smoking and gambling often co-occur at both the syndrome and event levels, however, the extent to which nicotine influences gambling behaviour has not been extensively studied. While research from the animal literature suggests that nicotine can have pharmacological reinforcement-enhancing effects on behaviours other than smoking, few studies have examined this phenomenon in human models. The present study seeks to further investigate the reinforcement-enhancing effects of nicotine in humans, specifically on subjective craving for gambling.

Individuals who regularly smoke and gamble on video lottery terminals (VLTs) or slot machines will be recruited and assigned to either nicotine or placebo conditions. Participants will view a gambling-related slideshow (images and sounds) and a matched neutral slideshow. Subjective ratings of mood and craving for gambling will be measured at baseline and after each presentation. Lastly, participants will have an opportunity to gamble on a VLT, providing a behavioural measure. It is predicted that higher gambling craving will occur following exposure to gambling cues relative to control. It is also hypothesized that the nicotine condition will interact with the gambling-cue condition to produce greater craving for gambling compared to nicotine or gambling cues alone. Implications for research and treatment will be discussed.

#99
Substance Abuse/ Dependence/Toxicomanies

TEMPORAL PATHWAYS FROM CHILD MALTREATMENT TO PROBLEM DRINKING AND THE PERPETRATION OF INTIMATE PARTNER VIOLENCE IN ADOLESCENCE

Breanne Faulkner, Univeristy of Toronto, OISE; Abby L. Goldstein, University of Toronto, OISE; Christine Wekerle, McMaster University

Although the relationship between problem drinking and intimate partner violence (IPV) perpetration in adulthood is well established, there is little research on the existence of such a link in adolescent samples. This is surprising given that rates of heavy drinking and IPV perpetration are highest among individuals between the ages of 15 and 24. Moreover, although both problem drinking and IPV perpetration have been linked to a history of childhood maltreatment (CM), few studies have examined the potential mechanisms of a relationship between all three variables. Our preliminary cross-sectional research demonstrates an association between problem drinking and IPV perpetration in a sample of maltreated youth ($r(84)=.22$, $p<.05$) and supports the role of maltreatment history in predicting the co-occurrence of IPV and problem drinking (&#967;2=27.36, $df=6$, $p<.001$). To further describe the complex aetiological role of CM and alcohol use in the development of aggressive relationship patterns, the current study explores temporal pathways from CM to adolescent problem drinking and IPV perpetration in a sample of youth involved with child welfare. We utilize data from the longitudinal Maltreatment and Adolescent Pathways (MAP) project (N = 556, ages 14-17 at initial testing), which examines CM outcomes among adolescents recruited from child welfare in a major Canadian urban centre.

#100
Substance Abuse/ Dependence/Toxicomanies

PRELIMINARY EVIDENCE FOR THE EFFECTIVENESS OF A STRENGTHS-BASED TREATMENT FOR ADOLESCENTS SUFFERING FROM MALADAPTIVE SUBSTANCE USE

Nicholas Harris, Lakehead University; James NR Brazeau, Lakehead University; Ed Rawana, Lakehead University; Keith Brownlee, Lakehead University

Previous research suggests that youth treatment programs targeting mental health issues can be improved by the adoption of strength-based assessment and intervention methods. (e.g., Lyons, Uziel-Miller, Reyes, & Sokol, 2000). We have recently developed a manualized treatment program that focuses primarily on youths' individual strengths in order to promote treatment engagement and improve treatment outcomes (Rawana, Brownlee, Mercier, & Harris, 2010). This treatment approach, The Strengths Intervention Program for Adolescents (SIPA), has been integrated into a 6-week residential treatment program for adolescents with substance abuse problems. The present study examined the extent to which this program helps youth disengage from maladaptive patterns of substance use. In addition, individual and treatment factors that may contribute to successful achievement of treatment goals were examined. Results show that this program would appear to have a lasting impact on substance abuse patterns as evidenced by data collected at 3 and 6-months post treatment. Furthermore, individual and treatment variables were also found to be associated with positive outcomes. Although preliminary, these results indicate that our strengths-based intervention may be a promising alternative to traditional treatment approaches for youth with substance abuse problems.

#101
Substance Abuse/ Dependence/Toxicomanies

COERCING SELF-TRANSFORMATION: AN ETHNOGRAPHY OF VANCOUVER'S DRUG TREATMENT COURT

Lucy McCullough, University of British Columbia

The cycle of addiction and crime poses a significant problem to the criminal justice system. A more therapeutic approach to drug addiction has been adopted with the creation of drug treatment courts (DTC). DTC provides court-monitored addictions treatment to non-violent offenders. But how does the DTC construct an intrinsically coercive process as therapeutic? How does the merging of legal and therapeutic approaches get played out in this court space? How do DTCs construct recovery in clients' lives? The Vancouver Drug Treatment Court was the site and focus of this ethnographic inquiry attempting to shed light on some of these questions. The primary data-gathering methods included observation, fieldnotes, and interviews. A text-based grounded theory approach was used to analyze all data, including materials and symbols produced by the DTC. The DTC process is interpreted through Turner and van Gennep's concept of liminal space and transition rights, which accompany every change of state or social position. The theme of re-parenting emerged from the data to explain how the court encourages treatment compliance in the transition from addiction to recovery. Mothering narratives temper the intrinsically coercive nature of DTC. A biomedical model of addiction is used in the language and symbols of the court; its use provides rationale for legal coercion in treatment compliance.

#102
Substance Abuse/ Dependence/Toxicomanies

SOCIAL ANXIETY AS RISK FOR NEGATIVE REINFORCEMENT-MOTIVATED DRINKING AND UNIQUE NEGATIVE ALCOHOL CONSEQUENCES

Danit Nitka, Concordia University; Constantina Stamoulos, Concordia University; Sandra Hadjeman, Concordia University; Roisin M O'Connor, Concordia University

Drinking motives (e.g., coping, enhancement, conformity) are shown to mediate the influence of individual differences on risk for heavy drinking and negative alcohol consequences. Recent evidence suggests that drinking motives are associated with specific negative alcohol consequences (e.g., blackout drinking) (Merrill & Read, 2010). We hypothesized that social anxiety (SA) will be associated with negative-reinforcement drinking motives (coping, conformity), and these in turn will be associated with distinct negative alcohol consequences. Undergraduates (N=102, 89 women) completed online measures of social anxiety, drinking motives, alcohol use, and four types of negative alcohol consequences. A path analysis tested the relationship between SA and drinking outcomes (alcohol use, negative consequences) as mediated by drinking motives. Bias-corrected bootstrap procedures supported a positive indirect effect from SA via conformity motives to engaging in risky behaviours as a specific drinking consequence (e.g. acting impulsively; engaging in regrettable sexual situations). This work furthers SA-alcohol use risk models, suggesting that those high in SA are vulnerable to particular negative consequences when drinking for negative reinforcement. Clinical interventions for high SA individuals may benefit from targeting specific drinking motives and risky consequences when drinking.

#103
Substance Abuse/ Dependence/Toxicomanies

SPIRIT OF THE 12-STEPS

James Ohlmann, Trinity Western University; Tudor Caliman, Trinity Western University; Gena Davies, Trinity Western University; Stephanie Byrne, Trinity Western University; Chelsea KF Ohlmann, Trinity Western University; Nadia Sokoloski, Trinity Western University

Alcoholics Anonymous (AA) and other 12-Step programs are widely employed in the addiction rehabilitation community. It is therefore important for researchers and clinicians to have a better understanding of how recovery from addiction takes place, in terms of psychological experience associated with spiritual renewal. Using an empirical model, Galanter (2007) reveals how the models of positive psychology and social network support found within AA effect positive change. Zemore (2007) uses quantitative research methods to reveal that higher levels spirituality within the 12-Step program promotes abstinence. This study furthers the quantitative research by Zemore and Galanter by using Giorgi's phenomenological method to explore this same topic through qualitative research within the field of addictions. Ten male residents of a three-quarter house for addiction recovery were interviewed. Analysis of the transcribed interviews confirms the quantitative findings of Zenmore and Galanter while furthering the research in terms of recognizing the importance for spirituality within a qualitative research context. Furthermore, the phenomenological findings place emphasis on using the 12-step program as a way of life, the necessity for desire and commitment, and the effectiveness of a relative spirituality in supporting recovery and preventing relapse.

#104
Substance Abuse/ Dependence/Toxicomanies

CHILDHOOD MALTREATMENT, ALCOHOL EXPECTANCIES, AND ALCOHOL USE IN ADOLESCENCE

Preeyam K. Parikh, University of Toronto; Abby L. Goldstein, University of Toronto; Christine Wekerle, McMaster University

It is well established that childhood maltreatment (CM) is a risk factor for alcohol abuse and alcohol-related problems in adolescence (Lo & Cheng, 2007; Simpson & Miller, 2002). Alcohol expectancy theory postulates that beliefs concerning the effects of alcohol (e.g., tension reduction and increased sociability) govern alcohol consumption, with greater endorsement of expectancies leading to increased alcohol use and alcohol-related problems (Fromme, Stroot, & Kaplan, 1993). Previous researchers have examined the relationship between alcohol expectancies and alcohol use among women with trauma histories (Ullman, Filipas, Townsend, & Starzynski, 2005), but there is little research exploring this relationship among adolescents with histories of CM, particularly males. The aim of the current study is to examine the relationship between alcohol expectancies, alcohol use, and alcohol-related problems in a sample of youth who participated in the Maltreatment and Adolescent Pathways (MAP) longitudinal study. Participants (N = 185; 64% female; 17.8 years old on average) were recruited from child welfare agencies and completed measures of CM, alcohol expectancies, alcohol use, and alcohol-related problems. The findings have important implications for the development of alcohol prevention and intervention programs, focusing on alcohol related cognitions.

#105
Substance Abuse/ Dependence/Toxicomanies

DOES THERAPIST SELF-DISCLOSURE MODERATE THE RELATIONSHIP BETWEEN PERCEIVED THERAPEUTIC ALLIANCE AND DROPOUT EXPECTANCY?

H. Elise Reeh, Correctional Service of Canada

This study investigated whether therapist self-disclosure (TSD) moderated the relationship between perceived therapeutic alliance (TA) & dropout expectancy. Research participants were 132 men attending residential substance abuse treatment. 4 groups of men were randomly assigned to 1 of 4 experimental conditions. The researcher read 1 of 2 statements to the participants that described the TA as weak or strong. After reading 1 of these statements, participants watched 1 of 2 DVDs(7 minutes each). The DVDs depicted 2 males role-playing an intake session. One DVD included TSD and the TSD was edited out of the other DVD. After watching the DVD, participants responded to the question of whether or not they would continue treatment with the depicted therapist. Results from hierarchical logistic regression indicated that weak TA was a good predictor of dropout expectancy. TSD did not significantly affect research participants' opinion regarding whether or not they would continue treatment with the depicted therapist. Therapists therefore need to be aware that the therapeutic alliance is important in preventing dropout and that any ruptures of this alliance need to be attended to promptly or clients may dropout as a result. Counsellors should also be aware that disclosures that they have struggled with addiction do not tend to significantly affect the therapeutic alliance and dropout.

#106
Substance Abuse/ Dependence/Toxicomanies

ADOLESCENTS' NEGATIVE ATTITUDES TOWARD NON-DRINKERS: A NOVEL PREDICTOR OF ALCOHOL CONSUMPTION AND RISKY DRINKING

Daniel Regan, National University of Ireland, Galway; Todd G Morrison, Uinversity of Saskatchewan

Many researchers have investigated the idea that adolescents drink alcohol to fit in with their peers. However, the related concept that drinking may serve as an avoidance of the social costs associated with being a non-drinker has received little attention. The Regan Attitudes towards Non-Drinkers Scale (RANDS) was recently developed to address this omission, with three previous studies demonstrating utility among college-samples (Regan & Morrison, in press). Importantly, scores on the RANDS emerged as a stronger predictor of self-reported yearly alcohol consumption and binge-drinking than indicants commonly assessed in alcohol use research in young adults (e.g., peer pressure). The current study sought to examine this newly identified construct among Irish adolescents, Results indicated that scale score reliability for the RANDS was good (&#945;s ranged from .84 to .88). The RANDS emerged as a stronger predictor of self-reported problematic drinking among male adolescents, and among younger female adolescents (&#8804;16), than indicants commonly assessed in alcohol use research such as motives to drink and sensation-seeking. The strength of the associations between the RANDS and indicants of drinking underscores the importance of this newly identified area within alcohol research, and highlights the necessity of further empirical tests of the RANDS.

#107
Substance Abuse/ Dependence/Toxicomanies

PRACTITIONERS' VIEWS ON THE RISK FACTORS AFFECTING THE DEVELOPMENT OF DRUG ABUSE IN ADOLESCENTS

Lauren N. Robinson, Newman University College; Keva R. Reid, Newman University College

The aim of this study was to explore the risk factors to adolescent drug abuse from a practitioner's viewpoint based on the experiences of 8 experienced healthcare professionals. They had an average of 8 years experience in working with adolescent drug abusers. Semi structured interviews were conducted individually about their experiences of working with adolescent drug abusers and their understanding of the influential risk factors for the development of drug abuse. The transcribed interviews were analysed using Thematic Analysis. The responses were clustered in 3 main themes. The theme of 'Social Environment' reveals that neighbourhoods, homes and clubs with the availability of drugs have higher risks and present an escape mechanism. The theme of 'Youth Culture' was expressed as a way of being included and may start out as the influence of peer pressure, which may be attached to a sub-community and parents of Caribbean origin may express support by being neglectful. The theme of 'Disposition' was associated with other mental health issues such as self-harm, depression and psychosis for these adolescents. The interplay of these risk factors based on practitioners' views seemed to be linked to adolescents' attempt to cope. The implications for practice would be that coping strategies and talk therapy be used to reduce the risk factors highlighted for these adolescents.

#108
Substance Abuse/ Dependence/Toxicomanies

PATHWAYS TO COLLEGE DRINKING: GENDER DIFFERENCES IN THE ASSOCIATION BETWEEN PARENTAL BONDS AND HAZARDOUS ALCOHOL USE

Audra Roemer, University of British Columbia; Zachary Walsh, University of British Columbia; Geoffrey Urch, University of British Columbia; Brendan Wallace, University of British Columbia

College students are at increased risk for problematic substance use, and identifying factors that increase risk of hazardous alcohol use among college students is a research priority. In the present study, we examined the cross-gender consistency of the association between parental bonds and alcohol consumption among 65 (45 female, 20 male) undergraduate university students. We further examined the extent to which these relationships were mediated by self-esteem and impulsivity. The influence of parental bonds on drinking behavior differed across gender $F(1, 61) = 5.49$, $p < .05$, such that the quality of parental bonds was associated with binge drinking among males $F(1, 18) = 4.52$, $p < .05$, but not among females $F(1, 43) = .48$, $p = .49$. Specifically, positive bonds with both parents were associated with more frequent binge drinking among male students. Supplementary analyses indicated that the observed effects were not attributable to self-esteem or impulsiveness. These findings highlight the importance of considering gender differences when examining risk for hazardous drinking among college students, and suggest that parental relationships may be particularly important for understanding problematic alcohol consumption among male students.

#109
Substance Abuse/ Dependence/Toxicomanies

THE RELATIONSHIP BETWEEN DELAY DISCOUNTING AND LOW TO MODERATE GAMBLING, CANNABIS, AND ALCOHOL PROBLEMS AMONG UNIVERSITY STUDENTS

Jonathan N. Stea, University of Calgary; David C. Hodgins, University of Calgary; Michael Lambert, University of Calgary

Research has generally demonstrated that the discounting of delayed rewards is associated with severity of addictive behaviour. Less clear, however, is the relative strength of the relation for specific addictive behaviours. University students ($N = 218$) completed a computerized delay discounting task for hypothetical monetary rewards, and gambling, cannabis, and alcohol use problem severity was assessed. A regression analysis revealed that while the overall model was significant, only gambling problem severity accounted for delay discounting scores above and beyond cannabis and alcohol use problem severity. The results support the hypothesis that delay discounting of hypothetical monetary rewards is a better predictor of gambling than other addictive behaviour problems, including substance use problems.

#110
Substance Abuse/ Dependence/Toxicomanies

AN EXAMINATION OF ALCOHOL-RELATED ATTITUDES AND DRINKING PATTERNS OF COLLEGE YOUTH AND FASD AWARENESS

Y. Sarah Takahashi, University of Saskatchewan; J. Stephen Wormith, University of Saskatchewan

The Saskatchewan Prevention Institute (SPI) is developing an awareness and prevention campaign for college age youth on Fetal Alcohol Spectrum Disorder (FASD). The purpose of this research was to examine the prevalence of alcohol consumption in college age students and to examine students' opinions of the pros and cons of alcohol and to assist SPI in the development of campaign structure and content. Focus groups were conducted to examine students' perceptions of alcohol consumption related to the university lifestyle. An online survey was used to further understand the information gathered from the focus group in-depths. Students were asked to discuss their consumption of alcohol, their perceptions of the alcohol consumption of others, the risks and benefits associated with alcohol consumption, and to provide suggestions for promoting a healthy lifestyle on the university campus. The students had some sense of the effects of alcohol on pregnancy, but their level of knowledge was very limited. Participants indicated that information about the definition of FASD, its causes and effects, and prevention strategies were important, but missing in FASD campaigns. The findings provided SPI with recommendations to develop a campaign to promote healthy drinking habits among college age youth. They also have implications for the prevention of alcohol abuse among youth in general.

#111
Substance Abuse/ Dependence/Toxicomanies

MALTREATMENT, MOTIVES AND MARIJUANA USE AMONG YOUNG ADULTS

Natalie Vilhena, Ontario Institute for Studies in Education - University of Toronto; Abby L Goldstein, Ontario Institute for Studies in Education - University of Toronto

Marijuana is the most commonly used illicit substance in Canada. Indeed, 40% of young adults between the ages of 18 and 24 reported using marijuana in the past year. In addition, 5.3% of Canadians over the age of 15 report at least weekly marijuana use. These rates are concerning as heavier marijuana use has been associated with a variety of negative consequences, ranging from harmful effects on schooling and friendships to respiratory concerns and psychosis. One important predictor of substance use is a history of childhood maltreatment. In addition, certain motives for using marijuana (e.g. to cope with negative affect) have been found to predict marijuana use-related consequences. However, there is a paucity of research examining the relationship between child maltreatment and marijuana use and use-related consequences, as well as the role of motives for using in these relationships. In particular, there is even less research documenting these relationships with "less severe" forms of maltreatment including emotional abuse and neglect. Participants are 142 young adults (64% female) who completed measures of childhood maltreatment, marijuana use, and motives for using marijuana. These participants are on average 22.38 years old (SD = 1.91) and all are past year marijuana users recruited from a large Canadian city. Results and implications for future work are discussed.

#112
Substance Abuse/
Dependence/Toxicomanies

EFFECTIVENESS OF PROVIDING FREE NICOTINE REPLACEMENT THERAPY WITH AND WITHOUT COUNSELLING TO SMOKERS IN A TERTIARY CARE SETTING

Sabrina Voci, Centre for Addiction and Mental Health; University of Windsor; Laurie Zawertailo, Centre for Addiction and Mental Health; University of Toronto; Sarwar Hussain, Centre for Addiction and Mental Health; Rosa Dragonetti, Centre for Addiction and Mental Health; Peter Selby, Centre for Addiction and Mental Health; University of Toronto

Smoking cessation aids such as nicotine replacement therapy (NRT) approximately double quit success. Despite their proven efficacy, less than half of smokers attempting to quit use any pharmacotherapy. The STOP (Smoking Treatment for Ontario Patients) study was designed to evaluate the effectiveness of a variety of population- and clinic-based methods of distributing free NRT to smokers wanting to quit. Through this initiative, more than 60,000 smokers in Ontario received free NRT from 2005-2009. The current study examines the effectiveness of providing free NRT with and without brief counselling support in a specialized smoking cessation clinic. Smokers (N=887) from the Greater Toronto Area, smoking at least 10 cigarettes/day, self-selected 10 weeks of NRT with or without up to 3 sessions of brief semi-structured counselling. Participants were followed up at the end of treatment (EOT; N=367), at 3 months (3M; N=314), 6 months (6M; N=264), and at 1 year (1YR; N=254). Quit rates (7-day point prevalence) did not significantly differ at EOT (48% vs. 40%) and at 3M (43% vs. 34%) follow-up, but were significantly higher at 6M (49% vs. 35%, p=.03) and 1YR (49% vs. 31%, p=.01) among smokers who received NRT with counselling versus NRT only. Results suggest that brief counselling lowered the risk of relapse and improved long-term maintenance of abstinence achieved through use of NRT.

2011-06-02 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – ESSEX BALLROOM - MEZZANINE LEVEL

Invited Speaker (CPA)/
Conférencier invité (SCP)
Clinical Psychology/
Psychologie clinique
SECTION PROGRAM/
PROGRAMME DE LA SECTION

EXERCISE FOR MOOD AND ANXIETY DISORDERS

Jasper A. Smits, Southern Methodist University

Use of physical exercise in the treatment of mood and anxiety disorders is one of the newest and most exciting developments in this area of mental health intervention. In this presentation, an overview of the literature supporting this form of intervention will be provided. Research has shown that individuals who exercise regularly have less stress, less anxiety, less depression, and less substance use problems than those who do not. Studies have also shown that exercise can help combat the effects of depression and anxiety. Detailed information about how to apply exercise-based interventions as part of an integrated cognitive-behavioral approach to the treatment of mood and anxiety disorders will also be provided. These interventions can be applied in a variety of settings ranging from primary care to specialty care in the context of psychological, psychiatric, nursing, or social work settings. Treatment is organized around a weekly prescribed activity program, with an emphasis on teaching clients strategies for staying motivated and organized in order to ensure adherence to the program. In addition to the actual exercise prescription, treatment is directed toward helping individuals get the most out of exercise by programming post-exercise cognitive processing and exercise-friendly activities.

2011-06-02 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – YORK ROOM - MEZZANINE LEVEL

Invited Speaker (CPA)/
Conférencier invité (SCP)
Extremism and_Terrorism/
Extrémisme et_terrorisme
SECTION PROGRAM/
PROGRAMME DE LA SECTION

THE MAKING OF SUICIDE BOMBERS: PERSONALITY AND SOCIAL FACTORS

Ariel Merari, Department of Psychology

The lecture will report a series of studies in which failed suicide bombers and organizers of suicide attacks were subjected to systematic clinical psychological interviews and tests and were compared to non-suicide terrorists. This direct psychological examination enabled a first-hand assessment of the personality characteristics and motivation of suicide bombers. Additional interviews conducted by seasoned area specialists provided a comprehensive picture of the ways by which the suicide bombers were recruited, prepared and dispatched to their planned death, as well as how they felt and behaved along this road. The phenomenon of suicide terrorism will be explained by the interaction between the suicide bombers' personality characteristics with group influence and public atmosphere.

2011-06-02 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – WENTWORTH ROOM - MEZZANINE LEVEL

Theory Review/
Examen théorique

THEORY REVIEW SESSION 'A'/SESSION EXAMEN THÉORIQUE

Aboriginal Psychology/Psychologie autochtone; Adult Development and Aging/Développement adulte et vieillissement.

#1
Aboriginal Psychology/ Psychologie autochtone

EXPLORING INDIGENOUS AND WESTERN THERAPEUTIC INTEGRATION: PERSPECTIVES AND EXPERIENCES OF INDIGENOUS ELDERS

Teresa Beaulieu, OISE-University of Toronto

Research has shown that the ideal counselling environment for many Indigenous peoples is one that is infused with Indigenous worldviews, values, and practices, and that the singular use of mainstream or Western therapeutic interventions has often proved ineffective as evidenced by an under-usage of services and high drop-out rates. These findings have resulted in calls for an integration of Indigenous and Western healing paradigms. While recommendations for integrated practice are increasing, few theories or guidelines exist for how these distinct approaches to health and healing can be blended. Furthermore, given the relative absence in the academic literature of Indigenous Elders' perspectives on therapeutic integration, one must question how collaborative endeavors can even begin to take form if the voices of Indigenous knowledge keepers are absent. This paper presentation will review the relevant academic literature related to integrated practice, and outline the findings of a qualitative study that explored the perspectives of five Indigenous Elders on the movement towards healing integration. The presentation will identify the obstacles and facilitative aspects of current healthcare environments which either hinder or support the work of Indigenous healers, and discuss the next steps that need to be taken if integrated healthcare is to be successfully practiced.

#2
Adult Development and Aging/Développement adulte et vieillissement

ATTACHMENT AND THEORIES OF GRIEF RESOLUTION

Brian Chartier, St. Thomas More College

The purpose of this paper is to give a historical review of select theories of grief resolution, paying particular attention to the concept of attachment. As an overview, there are essentially five parts to this presentation. First, Freud's ideas that led to the dominant model of emotional disengagement will be examined. Second, the rise of transitional theories that considered attachment as a way to understand grief will be reviewed. Third, there was a major the paradigm shift that occurred in the early 1990s. This shift emphasized the maintenance of a bond with the deceased loved one and gave rise to the Continuing Bonds model of grief resolution. Fourth, the limitations of these theories have resulted in the integration of the early, transitional and later theories. This integration is present in what are now called Dual-Process theories of grief resolution. The final part of the presentation critiques how these theories have utilized the concept of attachment without attention to the practical realities of its measurement and the developmental changes that occur culturally and across the life span.

2011-06-02 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – KENORA ROOM - SECOND FLOOR

Conversation Session/ Séance de conversation

A PERFECT MATCH OR A PERFECT STORM: DATA FROM THE TASK FORCE ON INTERNSHIP AND TRAINING ISSUES IN ONTARIO

MaryAnn Evans, University of Guelph; Jane Ledingham, University of Ottawa; Adrienne Perry, York University; Sharon Guger, Hospital for Sick Children; Ian Nicholson, London Clinical Psychology Residency Consortitum; Dorothy Cotton, Correctional Service Canada; Katherine Buell, Kingston Internship Consortium Ongwanada; Catherine Yarrow, The College of Psychologists of Ontario; Ian Brown, Durham Catholic District School Board

For several years, academic and internship directors across Canada have monitored the match statistics from APPIC, concerned over training opportunities for students in professional psychology. In the match for the 2010-2011 year, 25% of students versus 9% of positions in Canada found themselves unmatched on Match Day. Applicants and positions in Ontario accounted for about half of these respective participants. In recent years Ontario universities have been encouraged to accept additional graduate students and additional clinical programmes have developed. In December 2010, individuals from concerned stakeholder groups in Ontario, with logistical support from the College of Psychologists of Ontario, formed a task force to gain a better perspective for Ontario on training needs, training settings, and the supports and challenges in maintaining a balance between academic training programs and internship positions. Academic and internship programme directors in Ontario responded to surveys, generating both quantitative and qualitative data, the aggregate data from which will be presented. The Task Force invites interested parties to join in discussing the results of these surveys, sharing perspectives from across Canada, and brainstorming for the future towards a sufficient number of internships in appropriate areas to train psychologists in Canada.

2011-06-02 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – HURON ROOM - SECOND FLOOR

Keynote (Section)/ Conférencier de la section
History and Philosophy of Psychology/Histoire et philosophie de la psychologie
SECTION PROGRAM/ PROGRAMME DE LA SECTION

WHAT HISTORIANS AND PHILOSOPHERS OF PSYCHOLOGY CAN LEARN FROM OTHER MINORITIES

Adrian C. Brock, University College Dublin

I am now in my 25th year as a specialist in history and philosophy of psychology. I cannot recall a time during those years when the status of this field within psychology was not a major cause for concern. It was therefore no surprise when this invitation to speak came with the condition that I address this topic. I can offer no magic solutions but I would like to offer a new way of looking at the problem. It seems to me that we are in the same position as the groups in the wider society that are usually described as "minorities". We are certainly a minority in the numerical sense but minorities are typically disadvantaged in some way. We are in this position as well and an important reason for it is that, while psychologists like to think of their discipline as "science", neither history nor philosophy has any pretensions to that hallowed status. The realisation that historians and philosophers of psychology are in the same position as minorities in the wider society can have a liberating effect. It can make us aware that our problems are not unique and help to bring about a sense of solidarity. It can also lead us to learn from the minorities that have successfully campaigned for equal rights.

2011-06-02 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – KENT ROOM - SECOND FLOOR

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.

2011-06-02 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR

Workshop/Atelier
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

MANAGING I/O PSYCHOLOGY PROJECTS: USING PROJECT MANAGEMENT TOOLS AND TECHNIQUES TO GET THE JOB DONE
Francois Chiocchio, Université de Montréal

As I/O scholars, consultants and graduate students, we are involved in many projects. In research, we have a novel idea, we assemble the best people with many complementary skills, we ask and obtain sufficient funding, we devote the adequate amount of budget, we find and acquire the best data, we analyze them using the most up-to-date methods, and we publish results in the best journals. As consultants, we assess needs of our clients efficiently, we carefully estimate the duration and timing of all activities, clients accept the products and services we offer without questioning cost, they recognize their needs are met throughout the process, we meet the deadline, and final costs come below initial estimates. Simple enough? Not really. Projects are inherently complex and unpredictable. They suffer disruptive events causing changes, delays, and additional work. As a response, we plan the best we can at the beginning, hope nothing happens, and deal with the unexpected later as it occurs. In short, we allow ourselves to be managed by our projects. This workshop is about examining the problem differently. Its objective is to equip I/O scholars, consultants and graduate students with evidence-based tools and techniques adapted from the field of project management. These tools and techniques will help us gain control over the unexpected and become proactive project managers.

2011-06-02 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – CONFERENCE ROOM B - MEZZANINE LEVEL

Workshop/Atelier
Aboriginal Psychology/Psychologie autochtone

INDIGENOUS MENTAL HEALTH: CAREER AND EDUCATION AS PART OF OVERALL HEALING
Suzanne Stewart, OISE/Univ of Toronto; Allison Reeves, University of Toronto; Suvankar Mohanty, University of Toronto; Jessica Syrette, University of Toronto

The focus of this workshop is Indigenous people's career and educational needs within the context of overall mental health and healing. Indigenous peoples in Canada experience unique supports, challenges, and barriers in their quest to complete educational goals and find sustainable work. According to recent community-based educational and career counselling research completed by the presenters, education and work-life are viewed as part of overall mental health for many Indigenous individuals and groups in Canada, and in this way, career counselling can be seen as part of a holistic model of overall mental health intervention. Concepts of Indigenous pedagogy and cultural mental health are used to demonstrate how to deal with current critical issues such as racism, lateral violence, unresolved grief, trauma, and nepotism through clinical intervention strategies based on the presenters' research and clinical experiences. This workshop will both disseminate and teach a cultural method of career and educational counselling and assessment that fits within a greater context of psychological service, that is consistent with Indigenous oral traditions and storytelling, and is grounded in a community-based model of mental health and healing.

2011-06-02 – 11:00 AM to 12:55 PM – 11 h 00 à 12 h 55 – CONFERENCE ROOM C - MEZZANINE LEVEL

Workshop/Atelier
Psychologists in Education/Psychologues en éducation

THE SCHOOL-BASED INTEGRATED STUDENT SUPPORT MODEL: REDUCING, MANAGING AND PREVENTING BARRIERS TO LEARNING
Debra Lean, Dufferin-Peel District School Board; Vincent A. Colucci, Dufferin-Peel Catholic District School Board

This workshop presents a model of integrated student support services that provides a pivotal role to school-based mental health professionals. A core group of school-based support service professionals has been a major omission in both mental health and education reform. The School-based Integrated Student Support Model (SISSM) (Lean & Colucci, 2010) provides a framework for integrated and collaborative services to schools for students facing barriers to learning, particularly mental health. Participants will learn how to advocate for timely and evidence-informed services in schools. They will learn practical methods for implementing SISSM, including needs assessments and resource mapping from both Response to Intervention and Positive Behaviour Support approaches. Participants will also learn how to deliver a continuum of intervention in a multi-tiered population-based approach to servicing students. School-based student support services professionals can be instrumental in providing a seamless delivery of services to ensure the best outcome for children and youth facing barriers to learning. Lean, D.S., & Colucci, V.A. (2010). Barriers to Learning: The Case for Integrated Mental Health Services in Schools. Lanham, MD: Rowman & Littlefield Education.

2011-06-02 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – CONFERENCE ROOM D - E - MEZZANINE LEVEL

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

2011-06-02 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – WINDSOR ROOM EAST - MEZZANINE LEVEL

Symposium/Symposium
Traumatic Stress/ Stress traumatique

INNOVATIONS IN CLINICAL ASSESSMENT OF HIGHLY TRAUMATIZED PERSONS

Paul Frewen, University of Western Ontario

This symposium will review studies of innovative psychometric scales and methods to assess history and symptomatology in individuals suffering from trauma-related symptoms including those of PTSD and depression. Each presentation will review the status of the field before introducing a novel psychometric measure and reviewing studies that have tested its reliability, validity, and utility in the clinical assessment of traumatized persons. Individual presentations focus on the assessment of trauma history (in particular early childhood relational maltreatment), emotional processing (anhedonia & alexithymia), symptom causal interactions, and self-referential processing. Methodologies include computerized surveys and experimental information-processing paradigms measuring subjective response, reaction time, psychophysiology, and functional neural response. Discussion will focus on the theoretical and clinical implications of this work, as well as future research directions.

A

THE DEVELOPMENT & VALIDATION OF THE CHILDHOOD ATTACHMENT & RELATIONAL TRAUMA SCALE (CARTS)

Aaron Hallidiay, UWO; Ruth A Lanius, University of Western Ontario; Paul Frewen, University of Western Ontario

Children are at greatest risk for being maltreated at the hands of those close to them. However, few retrospective measures of psychosocial history and childhood maltreatment are relationally contextualized, allowing for the identification of individuals who served in maltreating and/or supportive-protective roles during an adult's early years. We will present on the development and validation of a novel computerized instrument designed as a relationally contextualized measure of the emotional availability and/or maltreating behaviour of members of a family system titled the Childhood Attachment & Relational Trauma Scale (CARTS). The CARTS is a computerized assessment that presents positive (e.g., "This person cared about me"), negative (e.g., "This person made me feel bad about myself"), and abuse-specific (e.g., "This person slapped, smacked, or hit me") relational descriptions, requiring respondents to indicate the applicability of each item to each member of a family model that includes themselves. Evidence was demonstrated for internal, convergent, discriminant, and concurrent predictive validity for the CARTS. We will also outline a novel approach we took to evaluate the CARTS construct validity, specifically by examining determined differences in the applicability of CARTS items to respondents' mothers, fathers, and self. Future research directions will be discussed.

B

ASSESSMENT OF ANHEDONIA & EMOTIONAL NUMBING IN TRAUMATIZED PERSONS: DEVELOPMENT AND SCALE VALIDATION

Jasmine Dean, University of Western Ontario; Ruth A. Lanius, University of Western Ontario; Paul Frewen, University of Western Ontario

Anhedonic & emotional numbing (EN) symptoms have increasingly been observed in individuals with posttraumatic stress disorder (PTSD). In addition to deficient experience of pleasure, individuals with PTSD have been found to experience elevated negative emotions such as anxiety, anger, guilt, and shame in response to positive stimuli. Current measures of anhedonia are limited by the fact that they assess the degree of positive affect evoked by a stimulus but fail to include measures of negative affect. Furthermore, measures of EN fail to assess the 'feeling of being' emotionally numb. We present the validity and reliability of scales designed to measure anhedonia as both a deficit in positive affect and an experience of negative affect, as well as the 'feeling of being' emotionally numb. The convergent, incremental, discriminant, and concurrent criterion-related validity of the scales will be examined using multiple methods including fMRI. The clinical and theoretical significance of these findings for the assessment and treatment of individuals with trauma related disorders will be discussed.

C

ASSESSMENT OF PERCEIVED SYMPTOM CAUSAL RELATIONS: APPLICATION TO DEPRESSION, ANXIETY, POSTTRAUMATIC STRESS, AND HIGH RISK BEHAVIOURS INCLUDING SELF-HARM

Andrew Wrath, University of Western Ontario; Ruth A Lanius, University of Western Ontario; Paul Frewen, University of Western Ontario

Clinical experience and Cramer and colleagues 'Network Approach' to psychometric theory suggest that anxiety, depression, PTSD, and high-risk behaviours are causally associated. For example, an individual with PTSD and comorbid depression may find that her intrusive memories directly cause her depressive self-referential thinking, anhedonia, and self-harm behaviour (e.g., cutting). We describe an innovative methodology titled 'Perceived Symptom Causal Relations' (PSCR) that assesses individuals' attributions concerning how their symptoms causally relate in order to understand the nature of their symptoms and impairment, in turn informing clinical case conceptualization, differential diagnosis and treatment planning. We will present the results of our studies of the PSCR method in both convenience samples and psychiatric outpatients, including describing: 1) those symptoms regarded as most causally-significant (including anxiety, and cognitive-affective symptoms of both depression and PTSD), 2) those symptoms least causally-significant (including somatic symptoms of both depression and PTSD), and 3) those symptoms most causally-significant for high-risk behaviours including self-harm. We discuss the promise of the PSCR method as a case-centered approach to assessing the causes and consequences of psychiatric symptoms and functional impairment.

D

DIRECT & INDIRECT ASSESSMENT OF SELF-REFERENTIAL PROCESSING IN TRAUMATIZED POPULATIONS: SELF-REPORT, REACTION TIME, PSYCHOPHYSIOLOGY, & FMRI

Julia MacKinley, University of Western Ontario; Ruth A Lanius, University of Western Ontario; Paul Frewen, University of Western Ontario

Self-Referential Processing (SRP) involves either directly or indirectly responding to information that varies in self-descriptiveness (e.g., a picture of one's own face, or trait words). Negatively-valenced SRP may develop in response to interpersonal and developmental trauma and is associated with Posttraumatic Stress Disorder (PTSD) and depression. This study examined a novel SRP task involving visual perception (faces) and verbal-narrative processing (words) that implemented indirect (implicit; reaction time, psychophysiological, neuroimaging) and direct (explicit; self-report, emotional response) measurements in undergraduate and clinical samples of women with and without PTSD and depressive symptoms. Negative-valenced words were endorsed more often in the PTSD group whereas the reverse was true for the healthy comparison group. Reaction time, self-reported emotional responses, and psychophysiological measures (heart-rate, skin-conductance) correlated with task performance. fMRI results suggest response within cortical midline structures (medial prefrontal cortex, posterior cingulate-precuneus) and temporal-parietal cortex partly mediate task performance and may differ between groups. The clinical implications for assessment of traumatized populations will be discussed, as will future research directions.

2011-06-02 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – WINDSOR ROOM WEST - MEZZANINE LEVEL

Symposium/Symposium
Women and Psychology/ Femmes et psychologie

STILL FEMINIST AFTER ALL THESE YEARS: SWAP AT 35, PERSPECTIVES ACROSS THE GENERATIONS

Sandra Pyke, York University

The year 2011 marks the 35th anniversary of the Section on Women and Psychology (originally the Interest Group on Women and Psychology) of the Canadian Psychological Association. To commemorate this important milestone in the history of Canadian feminist psychology, we present several perspectives on the role that SWAP – and by extension feminist psychology - has played and continues to play in the lives and careers of its members and allies, as well as the science and profession of psychology. Perspectives of founders as well as newcomers are presented, followed by a description of an important new archival initiative and an open discussion of the past, present, and future of SWAP.

A

CHALLENGING TRADITIONAL SEX ROLE STEREOTYPES: THE ROLE OF THE UNDERGROUND SYMPOSIUM

Esther R. Greenglass, York University

Forty years ago, the psychology of women did not exist. Existing theoretical conceptions of feminine psychology at the time were inadequate and in some cases fallacious. Personality theories dealing with women limited their descriptions of women as achieving their potential through their status as companion to men and as reproductive vessels. There was a handful of women psychologists at that time who sought to change the status quo by focusing their research on women in psychology. In 1972 they proposed a symposium to CPA consisting of five papers exploring the dynamics of sex roles and particularly, the psychology of women entitled On Women By Women. The symposium was officially rejected. Believing that there was sufficient interest in the symposium, the authors of the papers presented the symposium unofficially at CPA. Hence, it became known as the "Underground Symposium". The papers were received with overwhelming enthusiasm. The importance of this symposium for developing a psychology of women in Canada is discussed within the context of psychological research and changing attitudes towards women in society.

B

A DECADE IN SWAP'S LIFE

Shake Toukmanian, York University

SWAP is a community of feminist psychologists that for the past 35 years has functioned as a catalyst to improve the role of women within Canadian psychology, raise awareness of societal issues that are of particular relevance to women, and engage in professional and research activities that would be of direct benefit to women's lives. In my presentation I will highlight some of SWAP's mid-term accomplishments in these areas and discuss their implications and the lessons learned from them.

C

NEWCOMERS AND LATE-COMERS: PERSPECTIVES FROM THE AGE OF "POST-FEMINISM"

Jenna MacKay, Carleton University; Alexandra Rutherford, York University

Some of us are new to SWAP (Author 1), and some of us have simply arrived late (Author 2). In this paper, we reflect on our experiences of the invisibility and marginalization of psychology of women and feminist psychology in our undergraduate training, and how we came to SWAP through our research on women's history and feminist history of psychology. Author 1 comments on her discovery of SWAP and the presence of a feminist history in psychology as a "breath of fresh air" and as a motivator for being on the fringes of the discipline. Author 2 comments on the positive double marginality of being a feminist and a historian in psychology. We then describe the role that SWAP's history can play in its present and future.

2011-06-02 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – CONFERENCE ROOM F - MEZZANINE LEVEL

Symposium/Symposium
Health Psychology/
Psychologie de la santé

SELF-PERCEPTIONS, HEALTH AND WELL-BEING: A TEMPORAL PERSPECTIVE

Fuschia Sirois, Bishop's University

Biopsychosocial models of health and the subjective nature of well-being suggest that past, current and future perceptions of the self can play a central role in understanding health-related behaviours, attitudes, and expectations. In this session we explore the implications of different temporal self-perceptions for health and well-being among illicit drug users, English versus French-speaking adults in Quebec, and people living with arthritis. In the first paper, the perceived costs and benefits to health and well-being among long-term cannabis users are examined and the findings suggest that drug use does not figure strongly into attributions about poor health. The importance of place and linguistic status for understanding differences in future perceptions of health between Anglophones and Francophones in Quebec's Eastern Townships is highlighted in the second paper. Results indicate that location does really matter when it comes to understanding differences in future health-related self-perceptions. Finally, the links between past-current and current-future self-perceptions of people with arthritis are examined in the third paper which uses Carver's (1998) conceptualization of thriving to test how different models of thriving, coping, and possible selves might best explain how changes in self-perceptions over time influence health and well-being.

A

SELF-PERCEPTIONS OF PHYSICAL AND PSYCHOLOGICAL HEALTH IN LONG-TERM RECREATIONAL CANNABIS USERS

Laura A. Mitchell, Glasgow Caledonian University; John W. McDowall, Glasgow Caledonian University; Phil Dalgarno, Glasgow Caledonian University; Richard Hammersley, Glasgow Caledonian University

Cannabis has been globally the most widely used illicit drug for over two decades, while a growing research literature has investigated the potential for regular use to result in chronic adverse health effects. One area where a paucity of studies remains is in users' evaluation of their own health and well-being, and perceptions of the personal costs and benefits of cannabis use. Using established health questionnaires and detailed report of current and previous cannabis use, this study compares 93 herbal cannabis users (70 male) with 93 non-users (66 male), with an age range of 18-53 (mean 25) and screened for poly-drug use and serious medical conditions. While only 13% of users believed their health to have suffered through cannabis use, users gave a significantly lower self-rating of their health than non-users. Users also reported significantly greater somatic and anxiety symptoms than non-users on the general health questionnaire (Goldberg and Hillier, 1979), yet heavier use related to significantly fewer somatic symptoms than lighter use. No differences were found in perceived stress or depression between the groups. Users in this study, therefore, appeared to some extent more dissatisfied with their physical health than non-users. Exploration of attitudes of cannabis users is particularly important in the development of health education information to minimize risk.

B

LOCATION MATTERS: SELF-RATINGS OF FUTURE HEALTH AMONG ANGLOPHONES AND FRANCOPHONES IN QUEBEC'S EASTERN TOWNSHIPS

Dale Stout, Bishop's University; Claude Charpentier, Bishop's University; Myriam Chiasson, L'Université du Québec à Trois-Rivières; Emmalie Filion, Bishop's University

A community health perspective recognizes health not as a state, but as a resource or capacity. Health is less about illness and more about the network of interconnections webbed into the fabric of a community's health experience. Subjective ratings of health (SRH), then, should reflect both a monitoring of present health states while registering broader community issues. As Quebec is home to both an English-speaking minority and a French-speaking majority, future health ratings of each cultural group should variably reflect their minority/majority experience when cued to think about a future in Quebec. We asked Eastern Townships English-speaking (N=176) and French-speaking (N=171) residents aged 18 to 95 to rate their health in the past, present, and future. We also asked them to rate their future health if they 'remained in Quebec', thus cueing future-oriented thinking that is mindful of minority/majority status. Results revealed an interaction between age and temporal ratings of health (SRH) showing a progressive evaluative pattern for younger, and a regressive one for older, participants. Comparing the effects of location (unspecified or 'in Quebec') on future health showed no differences in Francophones' future ratings but a significant drop for Anglophones if they 'remained in Quebec'. This interaction remained unaffected when controlling for bilingualism.

C

SELF PERCEPTIONS AND ADJUSTMENT TO CHRONIC ILLNESS: PAST, PRESENT AND FUTURE SELVES

Fuschia M. Sirois, Bishop's University; Jameson Hirsch, East Tennessee State University

Conceptualizations of positive adjustment to stressors suggest that changes in self-perceptions can have important implications for health and well-being for people living with a chronic illness. It is unclear, however, if changes in self-perception are a product or precursor of coping efforts, or if such changes influence expectations for future possible selves. Using structural equation modeling, and covarying disease duration and pain, we tested possible models of the links between psychological thriving (positive self-perception change), coping efficacy, and current-future self-perceptions in 430 persons with arthritis (88% female, mean age 46). Respondents completed an online survey assessing self-perceived change between their current and former illness-free selves, coping efficacy, and expectations for achieving hoped-for possible selves. Results indicate equivalency between thriving and coping efficacy mediator models, highlighting similar, yet independent contributions to expectancy of attaining hoped-for future selves; however, a covariance model offered the best explanation (RMSEA=.05, TLI=.97), suggesting direct and complementary benefits of both characteristics. Findings underscore the reciprocal relationship between psychological thriving and coping efficacy, providing support for Carver's (1998) proposition that thriving is more than scaled-back expectations.

2011-06-02 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – CONFERENCE ROOM G - MEZZANINE LEVEL

Symposium/Symposium
Counselling Psychology/ Psychologie du counseling

ETHICS FROM AN INTERNATIONAL PERSPECTIVE

Sharon L. Cairns, University of Calgary

Counselling programs are increasingly attracting students from diverse cultural backgrounds, which greatly enhances our programs. This trend stimulates us to ask questions such as: How well does our Canadian Code of Ethics fit for individuals of various backgrounds? How are the needs of clients appropriately met and respected in cross-cultural counselling relationships? Three students of varying backgrounds will speak of their experience learning the Canadian Code of Ethics and fit with their background values. The first paper discusses issues of confidentiality in Africa. The second paper discusses the value of collectivism from a South Korean perspective. The final paper discusses diversity assumptions from a Canadian perspective. The symposium will close with a discussion of differences that need to be negotiated in cross-cultural counselling and the importance of elevating the values of respect and competent caring over rigid rules.

A

CODES OF ETHICS: A GLOBAL APPLICATION

Lucy K. Amadala, University of Calgary

As psychological organizations in various countries work to formalize their codes of ethics for practice, the tendency has been to look to the codes of either the American Psychological Association or the Canadian Psychological Association for guidance. Questions about the global application of these codes are discussed with particular reference to matters relating to confidentiality. The presenter draws on the personal experience of growing up and practicing as a counsellor in an African country and now being a counsellor in training at a Canadian university. Real life dilemmas are presented, possible options and their implications are explored and choices arrived at are presented to enhance the discussion.

B

COUNSELLING ASIAN CLIENTS: UTILIZING THEIR COLLECTIVE STRENGTHS AND RESOURCES

Gloria H. Crowe, University of Calgary

Due to rapidly changing demographics of society, Canadian psychologists encounter the challenge of responding ethically and responsibly to the increasing ethnic and racial diversity of Canada. Asian cultures generally place great emphasis on collectivism, in which the welfare of an individual is largely dependent upon that of a family as a collective entity. Therefore, seeking counselling is not a typical choice when confronting challenges or distress. This is partly associated with fear that taking concerns to an "outsider" will bring disgrace to the family. The presenter speaks from her own experiences about counselling-related challenges faced as a Korean-Canadian immigrant during acculturation. A now counsellor-in-training stresses the importance of practitioners' respect for the collective nature of Asian cultures and increased awareness of their strong interdependent relationships with their family members when considering Responsible Caring; and, in fact, Principle II may need to be given a higher weight than Principle I.

C

WHAT IS "DIVERSE"? ETHICAL CONSIDERATIONS OF ASSUMPTIONS ABOUT DIVERSITY

E. Aiofe Freeman, University of Calgary

As budding psychologists, we are trained to always consult the academic literature to gain an informed perspective about the influences that impact people with various forms of diversity. As we gain more experience in a counselling setting, we recognize that people have their own unique and individual experiences as persons of diversity. Although there are many common cultural influences impacting individuals of diverse groups, there is danger in developing assumptions about their experience based on their status as persons of diversity. Sometimes these assumptions are correct and therefore, reinforced. However, what happens when our assumptions are wrong? The presenter will use personal experience growing up as a Canadian bi-racial woman as well as the CPA Code of Ethics to discuss the ethical implications and personal impact of making assumptions about diversity in relation to the therapeutic relationship.

2011-06-02 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – PEEL ROOM - MEZZANINE LEVEL

Committee Business Meeting/Réunion du conseil d'affaires

EDUCATION AND TRAINING COMMITTEE BUSINESS MEETING

Mary Pat McAndrews, Toronto Western Hospital

2011-06-02 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – ESSEX BALLROOM - MEZZANINE LEVEL

Workshop/Atelier

WHAT DO PSYCHOLOGY PRACTITIONERS' DO FOR CANADA'S MENTAL HEALTH? FOCUS ON SERVICE PROVIDED TO CHILDREN AND YOUTH AND CLIENTS DIAGNOSED WITH CVD OR DIABETES

Ashley Ronson, Canadian Psychological Association; Karen Cohen, Canadian Psychological Association

What types of psychological services are provided to Canadian children and youth? To clients diagnosed with cardiovascular disease or diabetes? What kinds of psychological problems are these populations faced with in the 21st century? Discover the results of the third and fourth phases 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. Following from the last phase of the project, which collected generic information about the practices of psychology practitioners, this phase included targeted surveys about psychological practice with children and youth clients as well as with persons with chronic disease. One hundred and fifty psychologist practitioners were invited to complete each survey, which utilized real-time sampling techniques. The results of both surveys, as well as future plans, are discussed in conjunction with the goals of all phases of the project.

2011-06-02 – 12:00 PM to 1:55 PM – 12 h 00 à 13 h 55 – CITY HALL ROOM - SECOND FLOOR

Graduate Fair Workshop/Atelier
Students in Psychology/ Étudiants en psychologie

SHOULD I ....COULD I....WILL I?: A STUDENT'S GUIDE TO GAINING ADMISSION TO GRADUATE SCHOOL IN PSYCHOLOGY AND SUCCEEDING IN GRADUATE SCHOOL

Rana Pishva, Queen's University; Missy Teatero, Lakehead University; Graham Reid, University of Western Ontario; Miranda Giacomin, Wilfrid Laurier University; Paul Conway, University of Western Ontario

Choosing to pursue graduate studies in Psychology is a difficult decision, as well as a long and complicated process. Additional challenges occur, when one chooses to pursue post-graduate studies! The purpose of this workshop is to provide potential applicants with practical tips on how to apply and improve their chances of gaining admission to graduate school. It also aims to provide new graduate students advice for navigating their first year of post-graduate studies. Discussion topics will include: choosing a graduate program, contacting potential supervisors, and survival tips for the first year of graduate school. Information will be based on both published literature and the personal experiences of the speakers. The learning objectives of this workshop are to provide students with information regarding graduate school applications, as well as graduate school success. Handouts will be provided. This interactive workshop is presented by Student Section Executives and will include and question and answer period.

2011-06-02 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – HURON ROOM - SECOND FLOOR

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

THE FUTURE OF PSYCHOANALYSIS

Angelina Baydala, University of Regina

Historically, in Canada and the US, the development and study of psychoanalysis has taken place outside of university psychology departments. However, recently, some faculty are teaching psychoanalytic theory to aspiring psychologists and some graduates are identifying as having a psychoanalytic orientation, finding it intellectually exciting, providing a context of discovery missing in procedural forms of psychotherapy. In this symposium, ideas regarding the possible future of psychoanalysis in psychology are discussed, including: the idea that psychoanalysis can be taken up as hermeneutics within clinical psychology; that psychoanalysis, although politically compromised, has substantial empirical evidence and should take its place within the mainstream of psychology; and that psychoanalysis can be taken up in psychology by way of re-envisioning its therapeutic aims.

A

PSYCHOLOGY AND CONTEMPORARY PSYCHOANALYSIS: POSSIBILITIES FOR CONVERGENCE?

Roger Frie, Simon Fraser University

The relationship between psychoanalysis and academic psychology today is tenuous at best. To the extent that psychoanalysis is discussed in psychology departments, it is usually defined as a classical, Freudian enterprise. Not surprisingly, most psychology students and professors alike develop little appreciation for the contemporary relevance of psychoanalysis. I will suggest that a major obstacle for psychoanalysis has to do with defining what is meant by psychoanalytic theory and practice. In fact, contemporary psychoanalysis has little to do with Freud and I will examine two forms of psychoanalysis, intersubjective and interpersonal, to illustrate my point. Each of these approaches views the clinical situation as a hermeneutic and dialogical encounter, in contrast to the Freudian view of the analyst as an expert authority, which is grounded in the medical model of treatment. With movement towards a contextualized, hermeneutic perspective in psychology, I suggest that there is a renewed possibility for considering a convergence between psychology and contemporary psychoanalysis.

B

BACK TO THE FUTURE: PSYCHOANALYSIS AS A (NEW) INTELLECTUAL FRAMEWORK FOR CONTEMPORARY CLINICAL PSYCHOLOGY

Scott R. Bishop, University of Toronto and the Toronto Institute for Contemporary Psychoanalysis

With nearly complete absence of psychoanalytic training opportunities in graduate programs and few career opportunities in the publically-funded health care system, psychoanalysis is often proclaimed an ancient relic with little relevance to the contemporary practice of clinical psychology. Modern psychology identifies and defends itself as scientifically-based and it is mistakenly believed that psychoanalytic concepts and treatments lack empirical evidence. However, time-limited psychoanalytic treatments models have been shown to be at least as effective as therapies considered "empirically supported" (i.e., CBT). Yet, short-term treatments such as CBT continue to be promoted as the psychological "treatment of choice" across psychiatric disorders. This paper argues that, at the present time, the main challenge for psychoanalysis is not its scientific status, but rather its political and reputational status within psychology as a profession, and within the broader health care industry more generally. I will argue, on empirical grounds, that the time is right for psychoanalysis to become a (new) dominant intellectual framework for contemporary clinical psychology and that a strong effort at dissemination and advocacy is needed to return psychoanalysis to its rightful place within the mainstream of contemporary clinical psychology.

C

EMERGING TRENDS IN PSYCHOANALYTIC GOALS AND TECHNIQUES

Art Caspary, Toronto Institute for Contemporary Psychoanalysis

As with all disciplines psychoanalysis is shaped both by the emergence of new knowledge and the social context within which it exists. Increasingly psychoanalytic practice has been limited by socio-economic forces that militate against traditional psychoanalysis and privilege psychotherapy. Concurrently, there is an increasing tendency for both theory and practice to draw upon findings from other disciplines such as cognitive science, linguistics and neuro-science. One emerging trend is to focus on different goals than those traditionally embraced and different ways of formulating therapeutic action to facilitate these goals. This presentation will focus on new developments in contemporary theory and how those changes inform treatment process and outcomes.

2011-06-02 – 12:00 PM to 12:55 PM – 12 h 00 à 12 h 55 – CIVIC BALLROOM - SECOND FLOOR

Conversation Session/ Séance de conversation

UNDER WARRANT: A REVIEW OF THE IMPLEMENTATION OF THE CORRECTIONAL SERVICE OF CANADA'S 'MENTAL HEALTH STRATEGY'
John Service, Private Practice

The purpose of the session is to provide a review of the key findings in the report which reviewed the mental health strategy of the Correctional Service of Canada (CSC) prepared for the Office of the Correctional Investigator. The review will be followed by an opportunity to discuss the issues in regards to the future of mental health and particularly psychology in CSC. In particular, the Service's response to the report has been in part to develop a brief mental health strategy that links all of the service components and that Intermediate Care may now be a higher priority.

2011-06-02 – 12:00 PM to 12:55 PM – 12 h 00 à 12 h 55 – CONFERENCE ROOM D - E - MEZZANINE LEVEL

Symposium/Symposium

HIGH SCHOOL SCIENCE AWARDS PRESENTATION
Peter Graf, Canadian Psychological Association, President

1st place winner:

CANADIAN YOUTHS' ATTITUDES TOWARD CORPORAL PUNISHMENT
Veronica Badali, The Canadian Psychological Association Inaugural High School Science Awards

Corporal punishment is a significant social issue because it is "related to poorer mental health in children" and adults (McGillivray & Durrant, 2006, p. 185). Despite evidence of its negative effects, just over half of Canadian parents use corporal punishment (Oldershaw, 2002). In order to address this issue, it is important to identify the factors that predict support for corporal punishment. Previous research has not explored the views of young people. This study examined whether direct childhood experience of corporal punishment, conservative religious beliefs, and gender were associated with Canadian high school students' beliefs about corporal punishment. Forty-four 14-18 year old high school students, 26 (59%) female and 18 (41%) male, from a large Canadian city completed a structured questionnaire examining their beliefs about the effectiveness and acceptability of corporal punishment. Results supported two of the three hypotheses: youth who experienced corporal punishment themselves believed corporal punishment is more effective ($r= .41$, $p<.01$) and acceptable ($r=.46$, $p=.001$) than youth who have not, and youth who hold conservative religious beliefs believed corporal punishment is more effective ($t=-4.99$, $p<0.001$) and acceptable ($t=-2.05$, $p<.05$) than those who do not. Results did not support the third hypothesis that male youth believe corporal punishment is more acceptable and effective than female youth. These results can assist teachers, social service and health care providers in focusing and tailoring their education and support, in order to reduce corporal punishment and provide healthy discipline alternatives to the parents of the future.

2nd place winner:

IMPROVING YOUR MENTAL HEALTH THROUGH PHYSICAL ACTIVITY
Jenny MacDonald, The Canadian Psychological Association Inaugural High School Science Awards

The purpose of this study is to determine the relationship between physical activity levels and stress, depression, and anxiety in teens. This study is based on the Health Canada guidelines suggesting that youth between the ages of 12 and 17 should get at least an hour of physical activity a day. Also, research that shows that teens who engage in physical activity on a regular basis are generally less depressed and stressed. Therefore I hypothesized that active teens would have lower depression, anxiety and stress scores compared to non-active teens. I distributed a questionnaire created for the purpose of this study, as well as the Depression Anxiety Stress Scales (DASS). One hundred and ninety two high school students participated in this study. Of these, 161 (83%) were physically active on a regular basis. Less than half (49%), reported getting seven or more hours of physical activity a week, as per Health Canada guidelines. Correlations were conducted between activity level and the DASS. The results showed significant negative correlations for both the DASS depression score ($r=-.175$, $p=.015$) as well as the DASS stress score ($r=-.188$, $p=.009$). Also, there was a significant negative correlation between total DASS score and activity level ($r=-.168$, $p= .020$). Through this study I found that physical activity is related to decreased depression and stress in teens. I also found that teens are not as active as the Health Canada Guidelines would suggest and, as a result, I would encourage teens to become more active.

2011-06-02 – 12:00 PM to 12:55 PM – 12 h 00 à 12 h 55 – PEEL ROOM - MEZZANINE LEVEL

Committee Business Meeting/Réunion d'affaires

MEMBERSHIP BUSINESS MEETING
Sylvie Bourgeois, Dawn Hanson

2011-06-02 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – WENTWORTH ROOM - MEZZANINE LEVEL

Conversation Session/ Séance de conversation

ACCREDITATION CONVERSATION SESSION
Patrick Baillie, Calgary General Hospital

Internship and doctoral programme directors, faculty, supervisors, students and other interested individuals are invited to talk about current issues, developments, needs, and concerns regarding training and accreditation of professional psychology programmes. Discussion of the 5th Revision of the Accreditation Standards and Procedures will be held as well as the upcoming changes to the Annual Report submission process and activities of the Accreditation Panel. Please note that a Site Visitor Workshop will be held on Saturday, June 4th in the Kent Room (2nd Level) from 10:00 am until 4:00 pm.

2011-06-02 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – KENORA ROOM - SECOND FLOOR

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

SOCIAL AND PERSONALITY PSYCHOLOGY/PSYCHOLOGIE SOCIALE ET DE LA PERSONNALITÉ

Jessica J Cameron, University of Manitoba

The Social and Personality Section Business Meeting will contain a discussion on section relevant news and information. Section Awards for undergraduate and graduate students will also be presented.

2011-06-02 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – KENT ROOM - SECOND FLOOR

Workshop/Atelier
Clinical Psychology/ Psychologie clinique

THE ROLE OF "MINDFUL EATING" IN A GROUP TREATMENT MODEL FOR EATING DISORDERS

Paraskevoulla Xinaris, Lakeridge Health Oshawa; Ozge Akcali, Lakeridge Health Oshawa

The purpose of this workshop is to introduce, explain and demonstrate what mindful eating is and to discuss the importance and impact of this process to recovery from an eating disorder. The role of mindful eating in the establishment of normalized eating will be a key focus. Normalized eating is based on a non dieting philosophy and it includes three critical principles: regular spacing of meals, eating a wide variety of foods and ensuring adequate caloric intake. Mindful eating is applied to bring awareness to the eating process for the purpose of promoting and facilitating the adoption of normalized eating principles and reconnecting with the enjoyment of food. Practice in mindful eating is not aimed at dieting, weight loss or weight management. Participants will learn about how and when this approach is applied in a group treatment model and about client responses to mindful eating over time. The key components will be discussed along with the necessary clinician preparation for the application of this approach. Advantages and challenges related to this approach will be reviewed. In addition, there will be a detailed presentation of the actual process of mindful eating with an experiential component to give workshop participants an opportunity to experience the process and to reflect on this experience first hand.

2011-06-02 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – CONFERENCE ROOM F - MEZZANINE LEVEL

Workshop/Atelier
Environmental Psychology/ Psychologie de l'environnement

BUILDING RESILIENCE AND READINESS FOR CHANGE IN RESPONSE TO PROBLEMS OF ENVIRONMENTAL AND SOCIAL SUSTAINABILITY

Laurie Hollis-Walker, York University; Sally Ludwig, University of Guelph; Jennifer Calvano, Brock University; Jessica Sgrignoli, Brock University; Kathryn Renton, Brock University; Emma Henderson, University of Western Ontario; Patricia Kozack, Brock University

The Work That Reconnects (WTR) is a facilitated group process emerging from Joanna Macy's confirmatory observation of a pervasive psychic and emotional numbing in response to existential threat (Lifton, 1979; Macy, 1983). In the face of overwhelming knowledge of planetary dangers — in the 1970s it was nuclear war and biodiversity loss — people tended to draw away in apathy rather than together as community and/or individual agency for change. Macy argues now that awareness of problems of sustainability such as peak oil, climate disruption, ultimately the collapse of planetary support for complex life forms is the predominant psychological reality of our time (Macy, 1995). Knowing these dangers are human-created makes for despair — and potential for change. WTR workshops create a context where emerging emotions such as foreboding, disappointment, confusion, grief, rage, and despair can be acknowledged, honored, and plumbed, often with surprising results — as these emotions are transformed into empowerment for creative, positive change. Participants can increase their resilience and emotional intelligence for and understanding of the role engaged citizenship has for greater sustainability. Participants can also find rejuvenation, increased compassion and connection with community, and better appreciation of their own needs and responsibilities as leaders for future generations.

2011-06-02 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – CONFERENCE ROOM G - MEZZANINE LEVEL

Workshop/Atelier
Psychologists in Education/ Psychologues en éducation

ASSESSMENT OF CHILDREN AND YOUTH IN THE CANADIAN MULTICULTURAL/BILINGUAL CONTEXT: MYTHS, RESEARCH, AND PRACTICE

Judith Wiener, Ontario Institute for Studies in Education/University of Toronto; Esther Geva, Ontario Institute for Studies in Education/University of Toronto

This hands-on workshop will be devoted to the translation of research findings into practical strategies for psychological assessments of children who speak English or French as a second language, or who come from First Nations or immigrant backgrounds where language and cultural issues impact on the assessment process and interpretation of assessment data. We will (a) discuss some myths regarding the language and literacy development of second language learners that have been recently dispelled by research, (b) discuss the implications for assessment of this research, (c) articulate specific strategies for conducting assessments of these children and youth, and (d) illustrate the applications of these strategies through discussion of case studies. Specific emphasis will be placed on problems involved in the assessment of intelligence, differentiating second language learning factors from learning disabilities and language disorders, culturally sensitive assessment of social, emotional, and behavioural problems, parents' attributions for their children's struggles with school achievement, effective and sensitive communication with parents, and consultation with teachers, schools, and school districts.

2011-06-02 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – YORK ROOM - MEZZANINE LEVEL

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

EXTREMISM AND TERRORISM/EXTRÉMISME ET TERRORISME

Wagdy Loza, Kingston Penitentiary (Ret.)

We will discuss our section business during this session

2011-06-02 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR

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

TRAUMATIC STRESS/STRESS TRAUMATIQUE

Alain Brunet, Douglas Hospital, McGill University; Paul A Frewen, University of Western Ontario

We invite both members and non-members of the Traumatic Stress Section to join us for our annual business meeting! At this year's meeting, Dr. Alain Brunet will confer the Section Chair to current Chair-Elect Dr. Paul Frewen, and you will be introduced to the Section Executive, who will present on their activities over the past year. We also plan to share the results of a poll of our Section Membership regarding their clinical and research activities related to traumatic stress, and their interests in and goals for our Section. Finally, we will present our objectives for the upcoming year and invite meeting attendees to collaborate with us toward achieving these goals, including: developing CPA assessment and treatment guidelines for trauma-related disorders, publication of articles of interest to section members via our bi-annual newsletter, and improving the educational and communicative value of our website. Door prizes for attendees include signed recently published texts of our Section's Keynote and Workshop presenters at this year's conference. We look forward to your attendance at our meeting!

2011-06-02 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – CIVIC BALLROOM - SECOND FLOOR

Symposium/Symposium
Women and Psychology/ Femmes et psychologie

CONSTRUCTING A WOMEN'S HISTORY OF CANADIAN PSYCHOLOGY

Alexandra Rutherford, York University

In a recent article in Canadian Psychology, Keates and Stam (2009) analyzed the educational experiences of a group of five women prominent in early Canadian psychology. Their analysis is an important contribution to the relatively sparse historiography on women in the history of Canadian psychology, but also clearly points to the need for further work. Beyond the five figures they focus on, who are the other women who comprise this earliest group of "elite" (i.e., PhD-level) Canadian women psychologists? What were - not only their educational experiences - but their personal characteristics, career trajectories, and contributions? How did the unique features of the Canadian social, political, geographical, and institutional landscape affect their lives and careers as psychologists? The papers in this symposium are based on a group project in which we have systematically identified, analyzed, and contextualized this group of women as a contribution to the development of a more comprehensive women's history of Canadian psychology.

A

WHERE IN THE WORLD ARE THE WOMEN?: SITUATING THE FIRST GENERATION OF CANADIAN WOMEN PSYCHOLOGISTS

Kate Sheese, York University; Kelli Vaughn, York University; Pelin Gul, York University

There is a great deal of work that chronicles and analyzes the experiences of first and second generation women in psychology in the United States, but comparably little work examining early Canadian women's experiences. It is, of course, difficult to understand the complexities of a generation's challenges and accomplishments without paying explicit attention to the context in which they emerged. This paper provides an overview of the academic, social, and political landscape in which early Canadian women pursued university education and careers in psychology. Connecting their experiences to the historically and regionally specific contexts of Canada's early women's movements, the development of Canadian universities, and the growth of psychology departments, we pay particular attention to the ways in which women's experiences were shaped by their diverse levels of engagement with or reaction to these broader political and institutional structures.

B

THE WOMEN OF THE UNIVERSITY OF TORONTO: A CASE STUDY

Laura C. Ball, York University; Zahra Nakhjiri, York University; Jacy L. Young, York University; Lori E. Caplan, York University

In the first half of the 20th century, the University of Toronto (UofT) graduated more notable female psychologists than most other schools in Canada. Through an examination of their experiences, this paper endeavors to demonstrate why UofT became one of the primary centres for women psychologists to earn their PhDs. First, we describe the experiences of the first woman to graduate with a psychology degree in Canada, Emma Sophia Baker, who earned her PhD in 1903. We then turn to the women who graduated from William Blatz's child development laboratory (later the Institute for Child Study), including Mary Northway, Mary Salter Ainsworth, and Mary J. Wright. Particular attention is paid to the experiences of Wright, the last female to graduate from UofT during our study's time period (1903-1950). Using the women graduates of the

UofT psychology program as a case study, we contribute to the discussion of common experiences and challenges faced by Canada's early female psychologists.

C

EXPLORING THE OLD ANEW: TRENDS, THEMES AND STRUGGLES IN THE SHARED EXPERIENCES OF EARLY WOMEN IN CANADIAN PSYCHOLOGY

Anastasia Korostoliev, York University; Elissa Rodkey, York University; Jennifer L. Bazar, York University; Rokisha Lewis, York University

Analyses of the characteristics and experiences of early American women psychologists have resulting in a differentiation between the challenges and attitudes of the first (Ph.D. received prior to 1906) and second (Ph.D. received between 1906-1945) generations of women in psychology. However no comparable analysis has been done for the first generations of Canadian women in psychology. Canadian psychology did not emerge in parallel to its American counterpart, and cannot be said to share the same history. This paper identifies and analyzes the characteristics of the women who comprise the earliest group of female doctoral-level psychologists in Canada. We focus on trends, themes, and common struggles. The characteristics and experiences of women in early Canadian psychology will be contrasted with those of the early generations of women in American psychology as well as with Canadian women in the general sciences. By locating and distinguishing Canadian women in psychology within this context, this paper will expand our understanding of Canadian and North American psychology's history and its gendered dynamics.

2011-06-02 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – CONFERENCE ROOM B - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

THE PSYCHOLOGY OF CRIMINAL CONDUCT: THE LEGACY OF DON ANDREWS

Adelle Forth, Carleton University

For 40 years, Don Andrews was one of the most influential correctional psychologists in the world. His academic work focused on the psychology of criminal conduct and his contributions have set the standard for successful intervention practices worldwide. In scores of publications Don combined academic research with applied work and strengthened the belief that treatment can and does work. Don passed away on October 22, 2010 after a stellar career of teaching and research at Carleton University. He was instrumental in developing the Forensic Psychology and Criminal Justice programs at Carleton University and was a generous and supportive colleague. His commitment to methodological rigor and theory development served as a model to students, policy makers, and practitioners. Don was an inspiration to the many students he mentored and his passion for learning has had an enduring influence on those who knew him. We treasured Don not only for his brilliance and kindness but also for his sense of humour. This symposium brings together a former graduate student, a collaborator, and two of his colleagues to honour Don Andrew's career and reflect on how his research forever changed the landscape of correctional psychology in Canada and beyond.

A

THE APPLICATION OF ANDREWSIAN PSYCHOLOGY TO CORRECTIONAL AGENCIES

Stephen Wormith, University of Saskatchewan

If Kurt Levine can be credited for the statement that there is nothing so practical as a good theory, then Don Andrews can be credited with proving that statement in the criminal justice system. Beginning with the principles of differential association and social learning theory, Don crafted his own version of the psychology of criminal conduct (PCC). As a result of PCC, terms like "criminogenic needs" and "risk-need-responsivity" have become commonplace in the lexicon of corrections. But that is only the beginning of his legacy. Translating theory to practice and then implementing it in countless criminal justice agencies represents his second monumental contribution to correctional psychology. His understanding and conceptualization of the etiology of criminal behaviour were translated and operationalized into the Level of Service Inventory (LSI), in all of its numerous versions, for implementation in probation offices and correctional institutions. Similarly, his insight and appreciation for factors that make a difference in behaviour change of the offender were itemized in the Correctional Program Assessment Inventory (CPAI) as a checklist for researchers, practitioners and administrators to assess their own work against the research on effective correctional intervention. He also insisted that these efforts be conducted in a humane and just manner. The torch is passed.

B

RISK/NEED/RESPONSIVITY AND THE JUVENILE OFFENDER

Robert Hoge, Carleton University

Proclamation of the Youth Criminal Justice Act in 2003 was preceded by a vigorous debate in Parliament regarding the best approach to youth crime. The final version of the Act represents, as is always the case, a compromise. However, and while some provisions reflect the demand for an approach emphasizing accountability, the Act actually reflects a strong child welfare, rehabilitation approach. While Don Andrews played only a minor direct role in the shaping of the Act, his work on the Risk/Need/Responsivity model had a direct and important impact on the rehabilitative focus of the Act. The emphasis on careful assessments of the youth, programming that reflects the needs of the youth, and the necessity of focusing on the total situation of the youth all reflect Don's thinking. As well, Don's impact was not confined to Canada. Juvenile justice systems throughout the world have been influenced by his writings and his disciples. The widespread use of the Youth Level of Service/Case Management Inventory in diverse settings such as Singapore, Ireland, Russia, Scotland, Croatia, Australia and elsewhere is only one reflection of his influence. His contributions to the treatment of youth in conflict with the law have been immense.

C

FROM "SCIENTIST-IN-WAITING" TO "SCIENTIST-IN-PRACTICE": THE INSPIRED MENTOR

Annie Yessine, National Crime Prevention Centre

Dr. Andrews lived what he taught. He lit up to the idea of developing a theoretically sound, empirically defensible and practically useful understanding of criminal conduct, and his enthusiasm was contagious. It was impossible not to get swept up by the overwhelming prevalence of positive energy. It was his intelligence, his curiosity, his respect for others, his sense of humour, and perhaps, above all, his passion for learning and testing new ideas that drew countless of students to him. It was sheer fun to be working with him. Dr. Andrews constantly challenged our way of thinking in an unbelievably insightful and scholarly fashion. He always emphasized the importance of being true to what the research tells us, what he insisted the profession calls rational empiricism. He had a vision for the field of criminology and criminal psychology; he had this ability to see the whole picture and pull it all together when it all seemed too complex. Despite his knowledge and expertise, he never claimed to know the answer and always insisted to hear what his students had to say, to have their opinion. Beyond his professional qualities, he was a humble, supportive and caring man who was not providing guidance to fulfill his own interests, but genuinely strove for the best for his students. He was a true mentor. Dr. Andrews started the fire and was responsible for its magnitude, but the hundreds of students whose lives he inspired will ensure it continues burning.

D

CRIMINAL BEHAVIOUR PSYC 3402 – DON ANDREW'S CONTRIBUTIONS TO CARLETON UNIVERSITY

Adelle Forth, Carleton University; Joanna Pozzulo, Carleton University

Don Andrews first came to Carleton University as an undergraduate and completed his BA in 1963 and MA in 1967 in psychology. He left to complete his Ph.D. at Queens's University and by 1970 he was back at Carleton as an assistant professor. This presentation will highlight Don's contributions to Carleton University as a teacher, a visionary, and a colleague. In the mid-1970s, he developed an undergraduate course in criminal behaviour. This course exposed thousands of students to the importance of understanding individual differences in criminal activity. His goal was to have students experience the excitement of research and see the potential of real-world implications. In 1994 Don and his colleague Jim Bonta published the classic textbook The Psychology of Criminal Conduct (now in its 5thedition). In 1977 he proposed a new multi-disciplinary undergraduate Criminology and Criminal Justice program which today is one of Carleton's most popular programs. Don believed that to understand criminal behaviour, a multitude of perspectives were needed and students would benefit immensely from taking courses across disciplines. Don was a wonderful colleague, eager to hear new ideas, willing to debate issues, supportive of new faculty, and was a role model for all of us here at Carleton.

2011-06-02 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – CONFERENCE ROOM C - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

DYANMIC RISK ASSSESSMENT: EXAMINATION OF A 6-WAVE STUDY WITH OUTCOME DATA

Daryl Kroner, Southern Illinois University, Carbondale

This series of papers will summarize a multi-wave, dynamic risk project with parolees. The data in comprised of 6-waves with outcome data. Instruments used previously used in the forensic literature, and also new dynamic assessment instruments will be introduced. Recidivism is the main outcome variable. the first paper will introduce the project, the second will focus on static vs dynamic prediction, and the third on the incremental validity of self-report.

A

DYNAMIC RISK ASSESSMENT: AN OVERVIEW

Robert Morgan, Texas Tech University

Successful prediction of post-release performance with dynamic risk factors permits the implementation of a targeted intervention in a timely fashion that is not possible with historical predictors. This study aimed to advance the prediction of criminal re-offending by investigating the dynamic predictors of post-release performance. Participants consisted of 123 offenders (anticipated sample size of 140 by June 2011) released from Texas correctional facilities. Data analyses examining stability of measures as dynamic predictors of risk will be presented. Specifically, this presentation will provide descriptive statistics with internal consistency and test-retest reliabilities for all study instruments (e.g., kappa coefficients and maximum reliability). For the ratings, approximately 10% of the pre-release sample will be subjected to inter-rater reliability analysis (two raters rating the same case). Similarly, approximately 10% of the sample, during the post-release performance time frame, will also be subjected to inter-rater reliability analysis. Implications of these preliminary findings will be presented and will provide the foundation for the next two presentations.

B

DYNAMIC RISK INCREMENTAL PREDICTIVE VALIDITY OVER STATIC RISK FACTORS

Jeremy Mills, Correctional Service Canada

This paper examines the generalizability of the Dynamic Risk Appraisal Scale (DRAS; Quinsey, Jones, Book, & Barr, 2006) from forensic mental health clients among whom the scale was initially developed to a sample of released correctional offenders. The DRAS is a 29-item rating scale with 16 items rated by frontline staff and 13 items rated by clinical staff. Only the former 16 items were examined in this study. The DRAS was developed to measure change in dynamic risk factors among offenders with mental illness. Our study found that a number of items related to mental illness were under endorsed consistent with the type of offender in our sample. An exploratory factor analysis revealed multiple factors. Psychometric properties of the instrument are presented and the DRAS is compared with other actuarial instruments (LSI-R & TTV:ARI). In addition the DRAS was used to predict recidivism with a view to assess its incremental predictive validity over static risk factors. Discussion focuses on measuring dynamic risk during community release.

C

SELF-REPORT IN DYNAMIC RISK ASSESSMENT

Daryl Kroner, Southern Illinois University, Carbondale

Once appropriate content areas are used in predicting recidivism, the method of assessment (ratings vs. self-report) has minimal impact. Essentially, ratings and self-report are substantively equal in the prediction of recidivism. The current paper furthers our understanding of the rating vs. self-report methods in a dynamic risk context. Drawing upon self-prediction theory, the Release and Reintegration Inventory was developed to measure a client's indication of future problem areas. This instrument was compared to the dynamic components of the LSI-R. Within change scores of both instruments were used to assess the likelihood of a future month's failure. Offenders were repeatedly assessed over 6 months. Discussion will focus on benefits and limits of using self-report to assess dynamic risk.

2011-06-02 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – CONFERENCE ROOM D - E - MEZZANINE LEVEL

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

POSITIVE ORGANIZATIONAL PSYCHOLOGY: NEW DIRECTIONS FOR RESEARCH AND PRACTICE

Alan Saks, University of Toronto; Fred Luthans, University of Nebraska-Lincoln

During the last decade, there has been a great deal of attention and research on positive psychology. There are many implications of positive psychology for organizational psychology and the purpose of this symposium is to explore some of the research and practical implications of positive psychology for organizational psychology. Thus, this symposium will consider new research directions and practical implications for positive organizational psychology. The audience will learn about passion for work, love of the job, the socialization and the psychological capital of newcomers, and the implications of self-determination theory for psychological capital and thriving at work. Fred Luthans, who is a leader in research on positive organizational behavior (POB), will be the discussant.

A

PASSION FOR WORK: WHAT CONSEQUENCES CAN IT PREDICT AND HOW TO INCREASE IT

Jacques Forest, ESG-UQAM; Laurence Crevier-Braud, ESG-UQAM; Philippe Dubreuil, ESG-UQAM

Vallerand and colleagues (2003) define passion as a strong inclination toward an activity that people like, find important, and in which they invest significant time and energy. Vallerand and colleagues (2003) further postulated the existence of two types of passion: obsessive and harmonious. The goal of this presentation will be to present some affective, cognitive, and behavioural consequences of harmonious and obsessive passion for work (e.g., Forest, Mageau, Sarrazin,& Morin, 2010), some mechanisms explaining why obsessive and harmonious passion have different consequences (namely rumination and recovery (Donahue, Forest, Vallerand, Lemyre, Crevier-Braud,& Bergeron, 2010), flow (Lavigne, Forest,& Crevier-Braud, 2010), and need satisfaction (Spehar, Stenseng,& Forest, 2010)) and an antecedent to harmonious passion, namely signature strengths' use. For this last point, results of a study testing an intervention aimed at enhancing harmonious passion will be presented (Forest, Mageau, Crevier-Braud, Bergeron,& Lavigne, 2010).

B

LOVE OF THE JOB: PROBLEMS IN OPERATIONALIZING A CONSTRUCT

E. Kevin Kelloway, Saint Mary's University; Lori Francis, Saint Mary's University

Love of the job has been defined as comprising [a] a passion for the work itself, [b] commitment to the employing organization, and [c] close relationships with coworkers (Kelloway, Inness, Barling, Francis & Turner, 2010), and is conceptually linked to a variety of organizational and personal outcomes. Measuring each of the components of love of the job is relatively straightforward but operationalizing a multi-faceted construct such as love of the job has proven to be problematic. Additive, interactive, profile and latent class or taxonic interpretations are all viable approaches (Kelloway et al., 2010). Using data from 480 employees in a food processing facility,the utility of each of these operational interpretations of love of the job is explored. Implications for further development of the construct are discussed.

C

SOCIALIZATION AND THE PSYCHOLOGICAL CAPITAL OF NEWCOMERS

Jamie A Gruman, University of Guelph; Alan Saks, University of Toronto

The purpose of this presentation is to discuss the value of shifting research and practice on organizational socialization towards one based on positive organizational behaviour (POB). First, we explain how the prevailing perspectives of organizational socialization are based on a cognitive-learning process that emphasizes information and knowledge acquisition. We will then briefly review the literature on POB and psychological capital (PsyCap) and argue that socialization processes should be designed to develop the PsyCap of newcomers. We then propose a new approach to organizational socialization called Socialization Resources Theory (SRT) and present data showing how socialization resources facilitate the development of newcomers' self-efficacy, hope, optimism, and resilience. The implications of this approach for socialization research and practice will also be discussed.

D

USING SELF-DETERMINATION THEORY TO UNDERSTAND PSYCHOLOGICAL CAPITAL AND THRIVING AT WORK

Marylène Gagné, Concordia University

Self-determination theory has the potential to offer interesting avenues for developing organizational practices that can improve the psychological capital (Luthans, Avolio, Avey & Norman, 2007) of employees and employee thriving (Spreitzer, Sutcliffe, Dutton, Sonenshein, & Grant, 2005). Being a state-like construct, psychological capital is a gestalt of four psychological strengths, including hope, resilience, optimism and efficacy. Thriving means to feel vital and to be in a state of learning, and is akin to self-actualization. Recent research shows how psychological capital and thriving are associated with positive employee and organizational outcomes and offers paths to increasing them in employees. I review research on psychological capital and thriving and explain results from the angle of self-determination theory, focusing on the satisfaction of basic psychological needs for autonomy, competence, and relatedness. I then offer future research avenues and practical applications emerging from this review.

2011-06-02 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – WINDSOR ROOM EAST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

IMPLEMENTATION AND EVALUATION OF TREATMENT INTERVENTIONS AT A SECURE TREATMENT UNIT FOR MENTALLY ILL OFFENDERS

Liam E Marshall, Rockwood Psychological Services

The Secure Treatment Unit (STU) in Brockville, Canada, is a centre for seriously psychiatrically ill offenders who have been given a prison sentence of less than two years. The STU is operated jointly by Ontario Corrections and Ontario Mental Health Services. It is a 100-bed facility comprising four 25-bed units. Each of these units serves a somewhat different group of offenders. Units are centered around, but not limited to, Psychosis, Post-traumatic Stress Disorder, Antisocial Personality Disorder, and Sexual Disorders. Providing psychological treatment to these mentally ill offenders requires adaptation to their unique needs and responsivity issues. This symposium will describe the facility, residents, and the treatment interventions used at the STU and examine their efficacy. Specifically, the treatment groups for Anger Management, Domestic Violence, and Sexual Offending, will be described and examinations specific to each of these issues will be reported.

A

AN EXAMINATION OF A TREATMENT GROUP FOR ANGER MANAGEMENT PROBLEMS IN INCARCERATED MENTALLY ILL OFFENDERS

Jeff Robinson, Royal Ottawa Health Care Group; Helen Chagigiorgis, Royal Ottawa Health Care Group; Liam E Marshall, Rockwood Psychological Services

This paper examines the efficacy of a Self-Regulatory Cognitive-Behavioural approach to the treatment of anger management problems in incarcerated mentally ill offenders. Previous research has linked anger to crime, violent behaviour, and institutional adjustment (Howells, 1998; Howells, Day, Williamson, Burner, Jauncey, Parker, & Heseltine, 2005). Cognitive Behavioural Treatment (CBT) is widely accepted as the treatment of choice for offenders (Hollin, 2001; McGuire, 2002), consequently, most anger management intervention programs are modeled after CBT principles of change (Howells et al., 2005). The groups for anger management problems used at the STU are based on empirically supported approaches to the treatment of offenders. There have been few examinations of the effects of prison or hospital based programs for anger management (Taylor, 2002) and even fewer for psychiatrically ill offenders. This paper reports on the efficacy of our self-regulatory CBT approach to the treatment of anger problems in psychiatrically ill incarcerated offenders. Changes noted in group participants were: improved motivation for change, reduced state and trait anger, and enhanced self-esteem. Results, implications and justification for adopting the program will be discussed.

B

AN EXAMINATION OF A TREATMENT GROUP FOR DOMESTIC VIOLENCE IN INCARCERATED MENTALLY ILL OFFENDERS

Melanie Gates, Royal Ottawa Health Care Group; Teresa Alguire, Royal Ottawa Health Care Group; Liam Marshall, Rockwood Psychological Services

Domestic violence is a serious social issue. Currently, the most prevalent clinical intervention for domestic violence is the Duluth model (Babcock, Green, & Robie, 2004). However, a meta-analysis on various approaches to the treatment of domestic violence does not support the continued use of this model and indicated that all of the current treatment approaches for domestic violence were only minimally effective (Babcock et al., 2004). This presentation will describe an alternative treatment model which addresses the criminogenic needs of batterers while attending to therapeutic process issues. It will also discuss the preliminary findings of an evaluation of this new approach which includes data that is being collected on four measures: two measures of pre to post treatment changes in attitudes - the Attitudes Towards Women Scale (Spence & Helmreich, 1979) and the Inventory of Beliefs About Wife Beating (Saunders, Lynch, Grayson & Linz, 1987); a measure of risk factors - the Spousal Assault Risk Appraisal Guide (SARA) (Kropp, Hart, Webster & Eaves, 1994; Kropp et al., 2000); and a validated, dynamic, therapist-rated measure of criminogenic needs, the Therapist Rating Scale-2 (Marshall & Marshall, 2009). Finally, implications for future research and the successful treatment of men who are domestically violent will be discussed.

C

THERAPY GROUPS FOR MENTALLY ILL SEXUAL OFFENDERS AT A SECURE TREATMENT FACILITY

Alison Davis, Royal Ottawa Health Care Group; Liam Marshall, Rockwood Psychological Services; Dr. William (Bill) Marshall, Rockwood Psychological Services

Providing treatment to mentally ill sexual offenders is both important and challenging. This presentation will describe the treatment programs for sexual offenders at the Secure Treatment Unit (STU), a facility for mentally ill offenders serving prison sentences of less than two years. We have conducted and will report on a number of evaluations of the sexual offender treatment programs at the STU on issues such as, quality of life, psychiatric symptomology, client satisfaction with group, shame and guilt, self-esteem, sexual interests, and hypersexuality. Other evaluations that are relevant to the programs at the STU, although they were conducted in the other settings where we provide treatment, demonstrate the effectiveness of the approach to treatment used. The treatment approach and results will be described.

2011-06-02 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – WINDSOR ROOM WEST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

OFFENDER TREATMENT PROGRAMS: PAST, PRESENT AND FUTURE DIRECTIONS

Joel A. Dvoskin, University of Arizona College of Medicine; Nicole Gross, Texas Tech University; Marshall T Bewley, Texas Tech University; Brendan R McDonald, Texas Tech University; Catherine C Serna, Texas Tech University; Christopher J Romani, Texas Tech University

This program is designed to provide participants with information regarding current treatment efforts for offenders with emphasis on treating offenders with mental illness (OMI). Specifically, this presentation will provide information on what treatment services are currently being offered to offenders, discuss OMI perceptions and responses to treatment, and illustrate the cost effectiveness of different treatment programs. The first presenter will discuss current mental health services being offered to OMI. The second speaker will present information regarding treatment adherence by examining completion and non-completion rates of homework for OMI. More specifically, methods of improving homework compliance in treatment programs will be discussed. The third presenter will discuss the effectiveness of mental health treatment as measured by symptom reduction and behavioral changes for offenders who received mental health services. The fourth presentation will conclude the symposium by presenting research on the cost-effectiveness of correctional treatments that work. Specifically, recidivism data will be looked at in light of the financial investment of such services. This presenter will conclude with a discussion of the financial implications for the provision of correctional rehabilitation services.

A

MENTAL HEALTH SERVICES AVAILABLE TO OFFENDERS WITH MENTAL ILLNESS: WHAT IS BEING DONE?

Nicole Gross, Texas Tech University; Marshall T Bewley, Texas Tech University

A survey of treatment providers working with OMI in the United States was conducted to determine what services were available and how mental health professionals perceive treatment effectiveness for OMI. Results revealed that treatment programs available to OMI address six main treatment areas (relapse prevention, emotions management, institutional functioning, preparing for life outside of prison, risk-need, and personal growth; Bewley & Morgan, 2010). The aim of this presentation is to discuss who is providing mental health services to OMI, what services are offered to OMI, and the provider's perceptions of treatment.

B

MAXIMIZING THERAPEUTIC GAINS WHEN TREATING OFFENDERS WITH MENTAL ILLNESS: STRATEGIES FOR ENHANCING HOMEWORK COMPLIANCE IN CORRECTIONAL PSYCHOTHERAPY

Brendan R. McDonald, Texas Tech University

The inclusion of homework tasks in correctional treatment results in improved outcomes (Morgan, Flora, Kroner, Mills, Varghese, & Steffan, 2010). Because homework is a critical therapeutic ingredient, offenders' compliance with homework tasks is essential. This paper reviews potential strategies that practitioners can use to maximize homework compliance in correctional psychotherapy. Researchers are in the process of testing a variety of homework compliance enhancement strategies on a sample of probationers using a repeated measures, control-group design. Results are pending. Implications for homework compliance, treatment programming, and outcome will be discussed.

C

DOES CORRECTIONAL MENTAL HEALTH TREATMENT WORK? TREATMENTS THAT REDUCE SYMPTOMS, CHANGE BEHAVIORS, AND ELICIT POSITIVE RESPONSES

Catherine C. Serna, Texas Tech University

The Consumer Reports Survey (CRS; 1995) examined the effectiveness of mental health services received and satisfaction thereof in 2,900 respondents finding that, overall, treatment is effective at improving mental health symptoms and that respondents were generally satisfied with mental health treatment. The purpose of this study was to extend the CRS study with the general population to a prison population by examining the effectiveness of treatment for incarcerated OMI as measured by treatment satisfaction, reduction in problematic behavior, reduction in psychiatric symptomology, and reduction in risk for future criminal behavior. Participants consisted of 163 adult male OMI currently incarcerated in the Kansas Department of Corrections. Results indicated mental health treatment resulted in decreased problematic behavior and that OMI were generally satisfied with the treatment they received. OMI also reported a decrease in psychiatric disturbance from pre-treatment levels, and the implications of these results and future directions for treatment of OMI are discussed.

D

THE NOT-SO-HIDDEN VALUE OF APPROPRIATE TREATMENTS: WHAT THE LITERATURE HASN'T TOLD YOU ABOUT R-N-R

Christopher J. Romani, Texas Tech University; Nicole Gross, Texas Tech University; Brendan R McDonald, Texas Tech University

The purpose of this study was to examine the maximum cost of correctional services in order to determine if specific types of treatment offered financial gains in addition to therapeutic gains (e.g. decreased recidivism rates). 120 treatments were examined from Andrews et al. (1990) seminal meta-analysis showing that correctional rehabilitation works. Specifically, this study examined three types of correctional services: traditional punishments, inappropriate correctional services, and appropriate correctional services. Results indicated that although no service group exhibited a statistically significant change in cost; however, there were clianically significant changes in cost and duration of the service provided. Thus, it appears that appropriate correctional service provides correctional services with a treatment that reduces recidivism without an increase in cost when compared to traditional punishments and inappropriate correctional services. Implications for policy and correctional treatment will be discussed.

2011-06-02 – 1:30 PM to 3:25 PM – 13 h 30 à 15 h 25 – DOMINION BALLROOM - SECOND FLOOR

Poster/Affiche

POSTER SESSION 'B'/PRÉSENTATION PAR AFFICHAGE

Adult Development and Aging/Développement adulte et vieillissement; Developmental/Psychologie du développement; Family Psychology/Psychologie de la famille; Psychology and Religion/Psychololgie et religion

#1
Adult Development and Aging/Développement adulte et vieillissement

IS AGING KINDER TO THE MORE CHESS EXPERT: INCLUDING INACTIVITY IN LONGITUDINAL ANALYSIS

Karin Almuhtadi, Lakehead University; Michael J Stones, Lakehead University

The "aging is kinder to the more initially able" theory has received varied support across different domains of expertise, but has been largely accepted within the cognitive domain of chess. It has been suggested that older chess experts get little out of actual practice because a decrease in games played does not seem to have an effect on their performance rating. This has led to conclusions about the importance of solitary practice for older experts as well as provided support for chess experts maintaining their performance ratings well into old age. Twenty-five recent FIDE listings (2006-2010), which include statistics on thousands of top chess players around the world, will be combined and sorted by player. This study aims to assess whether aging is kinder to the more expert in chess as well as the effects of games played on performance. Multilevel linear modeling (MLM) will assess trends in expert performance over the 5-year span and for the first time incorporate players' inactivity into the model.

#2
Adult Development and Aging/Développement adulte et vieillissement

SPEECH/LANGUAGE IMPAIRMENT AND ADULT MENTAL HEALTH AND WELLBEING: RESULTS OF A 25-YEAR LONGITUDINAL STUDY

Joseph Beitchman, Centre for Addiction and Mental Health; E Brownlie, Centre for Addiction and Mental Health; Anahita Hadioonzadeh, Centre for Addiction and Mental Health; Shelly-Anne Li, Centre for Addiction and Mental Health; Nadia Mirdha, Centre for Addiction and Mental Health; Melba Lui, Centre for Addiction and Mental Health

Speech and language (S/L) disorders are associated with a range of psychosocial problems in childhood and adolescence, including internalizing and externalizing behaviour problems, poorer adaptive functioning, and increased rates of anxiety disorders including social phobia. A few longitudinal studies with clinical samples have reported adult outcomes of childhood S/L impairments; these studies have reported poor adult outcomes, including social marginalization and mental health concerns. We report the age 31 outcomes of a community sample with S/L impairment and a matched control group. This 25-year study is the first longitudinal research following children with S/L impairment selected from a random community sample that has extended past the emerging adult transitional period. Psychosocial outcomes improved from age 19 to 31 for the S/L cohort. At age 31 the S/L and control groups did not differ in prevalence of psychiatric disorders, including anxiety disorders and social phobia. Ratings of global functioning were slightly lower in the language impaired group; however, this difference could be accounted for by differences in childhood socioeconomic status. For adults with communication disorders, the emerging adult period may represent a period of renewed hope and an opportunity to develop their interests and strengths.

#3
Adult Development and Aging/Développement adulte et vieillissement

GENDER DIFFERENCES IN ACTIVITIES AND REASONS FOR GAMBLING AMONG RURAL ONTARIO SENIORS

Elise M. Bisson, Wilfrid Laurier University; Joseph A Tindale, University of Guelph; Joan E Norris, Wilfrid Laurier University

Gambling has become a popular activity for many older adults, and more women in general have started to participate in various gambling activities. However, the literature comparing the reasons that older men and women gamble, as well as the gambling activities that they participate in, is mixed and in need of examination. A sample of 2,292 seniors from rural communities across Ontario completed questionnaires addressing both their reasons for gambling as well as identifying which gambling activities they participate in. Chi-square analyses indicated that the older women were significantly more likely than the older men to cite entertainment and enjoyment, socializing with others, to escape from feelings of boredom and loneliness, and to try something new as their reasons for gambling, while men were more likely to cite winning and "with my pension income I can afford the risk" as their reasons for gambling (all p's < .05). In terms of gambling activities, chi-square analyses indicated that women were more likely than men to play bingo and card games, while men were more likely to play lotteries and bet on sports (all p's < .05). These findings show that older women may play cards and bingo with others for the reward of socialization and entertainment, while older men may prefer lotteries and sports betting for the thrill of risk-taking and winning.

#4
Adult Development and Aging/Développement adulte et vieillissement

WHO TOLD YOU THAT? WHOM DID YOU TELL? SOURCE AND DESTINATION MEMORY IN OLDER ADULTS

Héloïse C. Drouin, University of Ottawa; Isabel Lindner, University of Ottawa; Vessela Stamenova, University of Ottawa; Patrick Davidson, University of Ottawa

Destination memory involves remembering to whom you have told something (Gopie & MacLeod, 2009). Despite its practical relevance, this process has been studied little compared to its counterpart, source memory (remembering from whom you have heard something). We investigated age differences in item, source, and destination memory. We hypothesized that older adults would be impaired on both source and destination memory, perhaps more strongly on the latter (Gopie, Craik & Hasher, 2010). To maximize ecological validity, we designed a three-way conversation with participants seated across from two examiners (one on the left, and one on the right) who served as the sources/destinations. In the source encoding phase, participants intentionally encoded the sentences read out loud to them as well as the source of each sentence. In the destination encoding phase, participants intentionally encoded the sentences read out loud by themselves as well as the destination of each sentence. Item, source, and destination memory were subsequently tested using old-new recognition for items, and left-right recognition for source and destination. Preliminary findings point to a smaller than expected age difference in both source and destination memory.

#5
Adult Development and Aging/Développement adulte et vieillissement

RELATIONS BETWEEN ANXIETY AND INSIGHT IN DEMENTIA

Max Hébert, St. Francis Xavier University; Margo C. Watt, St. Francis Xavier University

Anxiety can contribute to decreased quality of life in patients with dementia (Shankar et al., 1999). The manifestation of anxiety in dementia can be complex, with neurodegenerative symptoms complicating measurement. Measurement difficulties have prompted the development of reliable rating scales; however, there remains a paucity of research on anxiety in dementia. The severity of dementia is known to affect patients' cognitive functioning, including their insight into the dementia process (Howorth & Saper, 2003). Harwood and Sultzer (2002) found that insight correlated positively with anxiety levels, which Clare et al. (2004) have found results in more effective strategies to resist decline. The present study seeks to elucidate the role of anxiety in dementia and how insight impacts anxiety. Participants include patients with Alzheimer's dementia in local senior care facilities in rural Nova Scotia. Both patients and primary caregivers are surveyed. Measures include the Rating Anxiety in Dementia Scale (RAID), the Neuropsychiatric Inventory (NPI), the Montreal Cognitive Assessment (MoCA), and the Mini Mental State Examination (MMSE). It is predicted that anxiety levels will correlate positively with insight but inversely with severity of dementia. Results will be discussed in light of implications for assessment and treatment of dementia.

#6
Adult Development and Aging/Développement adulte et vieillissement

DO OLDER CHESS EXPERTS STRATEGICALLY PLAY FEWER GAMES TO PRESERVE CHESS RATINGS?

Christina Iorio, Lakehead University; Loretta Blanchette, Lakehead University; Michael Stones, Lakehead University; Liane Kandler, Lakehead University; Thomas Newman, Lakehead University; Alexander Penny, Lakehead University; Oscar Roldan, Lakehead University; Sarah Worobetz, Lakehead University

Roring and Charness (2007) suggest that aging is kinder to the initially more able in the world's best chess players. A somewhat surprising finding from Roring and Charness was that initially more able players that played fewer games retained higher ratings. They speculated that greater activity leads to less time for training and practice. The present study examined a hypothesis that incorporates strategic development of activity in older elite chess players. Participants were entries in the January 2006 (n = 64,436) and September 2009 (n = 107,395) listings downloaded from the Federation Internationale des Echecs (FIDE) internet site in November 2009. This study measured tournament activity in two ways: a) number of games played and b) players flagged as inactive. Generalized linear models and mixed linear models were employed. Results suggest that in older chess players, those with higher initial ratings played fewer games and were less likely to remain active. Among older players with higher initial ratings, inactivity and playing fewer games was associated with higher ratings compared to players with lower initial ratings (p < .001). These findings suggest that older chess players are motivated to preserve their FIDE ratings and therefore strategically play fewer games to decrease their chances of a reduction in ratings.

#7
Adult Development and Aging/Développement adulte et vieillissement

THE INFLUENCE OF COGNITIVE AGING AND TIME OF DAY ON VERBAL FLUENCY PERFORMANCE

Sam Iskandar, University of Windsor; Kelly J. Murphy, Baycrest Centre for Geriatric Care; Anne D. Baird, University of Windsor; Robert West, Iowa State University; Maria Armilio, Credit Valley Neuropsychology Group; Fergus I. M. Craik, Rotman Research Institute, Baycrest; Donald T. Stuss, Rotman Research Institute, Baycrest

We examined the influence of time of day (TOD) and aging on verbal fluency tasks. Cognitive tasks, involving strategic search, initiation, and executive control, have been shown to be sensitive to aging and TOD effects, with older adults performing better in the morning and younger adults better in the evening, consistent with group self-reported TOD preferences. We investigated possible interactions among age, TOD and specific fluency tasks, given that letter fluency is more reliant on frontally mediated executive processes than category fluency; and also that age-related decrements are typically greater in category fluency tasks. Twenty older (M age=73) and 20 younger (M age=24) adults participated, with test start time alternating between morning and evening across four days. Although groups were matched for education, the older adults had higher estimated vocabulary skill. There were no group differences in number of words generated to letter or category cues. There was, however, a significant group by TOD interaction for category fluency (p<.05; &#951;2=.10). Older adults generated more category exemplars in the morning. Younger adults generated more in the evening. The specificity of this result to category fluency was unexpected and suggests search processes in semantic memory may be more sensitive to TOD and aging than the executive processes controlling letter fluency.

#8
Adult Development and Aging/Développement adulte et vieillissement

CHANGES IN WELL-BEING ACROSS THE LIFESPAN: A CROSS-SECTIONAL SURVEY OF YOUNG, MIDDLE-AGE, AND OLDER ADULTS

Eric C. Karaoylas, University of Manitoba; Corey S Mackenzie, University of Manitoba

The aim of this study is to better understand age differences in well-being using Ryan, Huta, and Deci's (2008) theory. According to this theory, four constructs are responsible for living a full and deeply satisfying life (i.e., eudaimonia) and experiencing pleasure and an absence of psychological pain (i.e., subjective well-being): (1) pursuing intrinsic goals and values, (2) behaving in autonomous and volitional ways, (3) living mindfully with awareness, and (4) behaving in ways that satisfy the basic psychological needs for autonomy, competence and relatedness. Participants consisted of 90 introductory psychology students, 90 of their parents, and 90 of their grandparents. These individuals completed a battery of questionnaires measuring personal goals, aspirations, mindfulness, basic psychological needs, and mental health and multiple measures of hedonic and eudaimonic well-being. Results indicated that age was positively associated with the pursuit of intrinsic goals and values, autonomous behaviour, mindfulness, and mental health. Although age had a positive effect on the basic psychological need for autonomy, it had no effect on relatedness, and a negative effect on competence. The mixed influence of age on basic psychological needs may explain why older adults experienced greater levels of hedonic well-being but lower levels of eudaimonic well-being.

#9
Adult Development and Aging/Développement adulte et vieillissement

PATTERNS OF GAMBLING ACTIVITY IN OLDER ADULTS

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

Patterns of gambling activity were examined in a sample of 212 adults aged 50 and older who reported that they gambled (mean age 66.1; 70.3% female). Participants completed the Northern Opinion Research Centre DSM Screen for Gambling Problems (NODS), the South Oaks Gambling Screen (SOGS), and a background information questionnaire. Overall, the most popular gambling activities for this sample were casino attendance (77.9%), lottery betting (74.1%), and slot machine gambling (72.6%). The average amount of money spent in gambling-related activities in the previous 4 weeks was 115 Canadian dollars (range 0 to 5000 dollars). Analyses of gambling activities by sex indicated that for females, casino attendance (76.6%), slot machines (71.8%) and lotteries (69.1%) were the most frequent gambling activities. Males showed a similar pattern for casino attendance (81.4%), and slot machines (74.6%), but were significantly (p < .01) more likely to play lotteries (85.5%) than females. Using NODS criteria, 28 (13.2% of this sample) met the criteria for either problem or pathological gambling, indicating the importance of further research efforts to better understand problem gambling behaviour in older adults.

#10
Adult Development and Aging/Développement adulte et vieillissement

RECOGNITION OF AUDITORY AND VISUAL EMOTIONAL SPEECH PROSODY FOR YOUNG AND OLDER ADULTS

Joyce Lee, University of Toronto; Cassandra Brown, University of Victoria; Avanti Dey, Queen's University; Dr. Lola Cuddy, Queen's University

We examined age differences in the recognition of primary emotions expressed in auditory and visual speech prosody. An actor recorded nine semantically neutral sentences (e.g.," The bottle is on the table") in each of three emotional states—happy, neutral, or sad. Recordings were filmed and presented in each of three conditions: audio-visual, visual alone, and audio alone. Participants were 20 undergraduate students (aged 18-23) and 20 older adults (aged 65-81) who had completed high school or beyond. Older adults were screened for cognitive impairment and for hearing impairment in the 250-1000 Hz range. Participants rated each presentation on a seven-point scale ranging from "1" (Sad) through Neutral to "7" (Happy). Both participant groups differentiated the three emotions, but young and older adults differed according to presentation condition. For young adults, recognition was superior in the audio-visual condition, a result suggesting integration of audio and visual information. For older adults, recognition was similar in the audio-visual and visual conditions, and poorest in the audio condition. High frequency loss, typical of normal aging despite normal speech communication, may have contributed to recognition/integration difficulties. This potential link should be explored as accurate emotion recognition is vital for successful social interaction and aging.

#11
Adult Development and Aging/Développement adulte et vieillissement

THE DECLINE OF THREE VISUAL FUNCTIONS WITH AGE

Nikita-Rae C. Piercey, Memorial University of Newfoundland; James Drover, Memorial University of Newfoundland

Although changes are known to occur within the senescent visual system, the specific impact of these changes on functional vision is not well understood. Furthermore, there is no clear consensus on which aspects of functional vision decline with age, and which remain unchanged. Although data are mixed, most current research suggests that there are no age related-changes associated with Vernier acuity; the ability to detect the proper alignment of two line segments. Limited previous research indicates that contrast sensitivity decreases at high spatial frequencies, while remaining stable at low spatial frequencies. Resolution acuity has not yet been studied across adulthood. The current study will provide a comprehensive view of the changes that occur in vision by measuring Vernier acuity, contrast sensitivity, and resolution acuity across adulthood. Participants for this study will consist of 40 individuals comprising two age groups; 20-40 years and those over the age of 50 years. Functional vision will be tested using a new computer-based vision tester developed by our lab. This age-related comparison will allow us to determine which aspects of functional vision decline with age. The nature of these declines will be compared to the visual system changes that occur with age. The practical and theoretical implications of these data will be discussed.

#12
Adult Development and Aging/Développement adulte et vieillissement

NOT JUST ABOUT ME: WORK NARRATIVES, SATISFACTION, PERSONAL GRATIFICATION AND SOCIAL RESPONSIBILITY

Éric R. Thériault, Wilfrid Laurier University; Elise Bisson, Wilfrid Laurier University; Michael W Pratt, Wilfrid Laurier University

This study extended research done by Colby, Sippola and Phelps (2001) on midlife adults' feelings about social responsibility at work. Within a narrative framework, we interviewed 49 younger and 53 middle-aged adults, and examined the Eriksonian concept of generativity, a concern for the wellbeing of future generations. As expected, preliminary results indicated that social responsibility themes in work stories were related to greater generativity on several questionnaires, whereas personal gratification themes were not. Overall, more themes of social responsibility, as opposed to personal gratification themes, predicted higher levels of meaning and satisfaction, as rated independently from the work stories.

#13
Adult Development and Aging/Développement adulte et vieillissement

SELECTIVE ATTRITION AND INTRAINDIVIDUAL CHANGE

Christie Yao, York University; Stuart WS Macdonald, University of Victoria; Esther Strauss, University of Victoria; David F. Hultsch, University of Victoria

Background: The selection of a developmental time metric is useful in understanding causal processes that underlie cognitive change (e.g., chronological age, time-in-study), and for the identification of potential moderators of cognitive decline. We examined time-to-attrition as a developmental time metric sensitive to non-normative aging influences, and intraindividual variability as a reliable moderator of cognitive change that is associated with CNS functioning. Methods: Participants were 304 community-dwelling Caucasian older adults (208 women and 96 men), aged 64 to 92 (M = 74.02, SD = 5.95) in a longitudinal study. HLM models were fit to examine patterns and moderators of cognitive change. Results: Time-to-attrition was associated with significant cognitive decline. Greater intraindividual variability, a behavioural indicator of CNS deficits, was associated with impaired performance on executive functioning and episodic memory measures. Conclusions: Our findings underscore the importance of selecting an appropriate time metric in order to address the possible causal mechanisms underlying the association between cognitive loss and selective attrition (i.e., CNS integrity).

#14
Developmental Psychology/Psychologie du développement

INTERNALIZING SYMPTOMS IN PRIMARY GRADE CHILDREN: ASSOCIATIONS WITH PEER RELATIONSHIPS, READING DIFFICULTIES, AND HYPERACTIVITY/INATTENTION

Madison Aitken, Ontario Institute for Studies in Education; Rhonda Martinussen, Ontario Institute for Studies in Education; Rosemary Tannock, The Hospital for Sick Children & Ontario Institute for Studies in Education

Although internalizing (i.e., anxiety and depression) symptoms are associated with impairment in children's functioning (Edelsohn et al., 1991; Ialongo et al., 1995), little is known about the number of Canadian children who experience these symptoms. The goal of the present study was to provide information about the proportion of unreferred primary grade Canadian children (n = 340) at risk for internalizing symptoms. Parents and teachers completed the Strengths and Difficulties Questionnaire (SDQ), a 25-item screening questionnaire for 3 to 16 year olds. The SDQ consists of five subscales: emotional (internalizing) symptoms, conduct problems, hyperactivity/inattention, peer relationship problems, and prosocial behavior. Scores in each category are then classified as normal, borderline, or abnormal. Preliminary analyses suggest that 10% of children in the present sample exhibit abnormal levels of internalizing symptoms based on parent ratings, whereas only 3.2% exhibit abnormal levels based on teacher ratings. No gender or grade-level differences were found. Subsequent analyses will determine the extent to which these children also exhibit symptoms of hyperactivity/inattention, peer relationship problems, and reading difficulties. Results will be discussed in terms of screening for internalizing symptoms and the development of early or preventative interventions.

#15
Developmental Psychology/ Psychologie du développement

STRUCTURAL EQUATION MODELING OF RELATIONS AMONG INHIBITION, VERBAL AND VISUAL-SPATIAL WORKING MEMORY ACROSS DEVELOPMENT

Marie Arsalidou, The Hospital for Sick Children; Alba Agostino, The Hospital for Sick Children; Margot J. Taylor, The Hospital for Sick Children

Working memory (WM), the ability to hold and manipulate information in mind, underlies higher cognitive skills related to academic achievement and IQ. Research shows that task-irrelevant features which require inhibition, improve the assessment of WM. However, the relation of inhibition to WM tasks in different domains remains unclear. Using a developmental sample we examined (a) construct validity in visual-spatial and verbal WM tasks with high (H) and low (L) contextual interference across six difficulty levels and (b) how inhibition is related to these WM constructs. Children aged 7-16 years (n=110; 40 males) and adults aged 18-42 years (n=29; 13 males) completed colour matching tasks (CMT), letter matching tasks (LMT) and a computerized version of the colour Stroop. Participants decided whether colours (for CMT) and letters (for LMT) were the same or different across complex stimuli in a 1-back paradigm. Confirmatory factor analyses on accuracy verified that the six difficulty levels (per task) significantly loaded onto their intended latent constructs: CMT-H, CMT-L, LMT-H and LMT-L. A series of structural equation models (SEM) found age to be a significant predictor of all cognitive constructs. SEM results showed that inhibition was more strongly related to visual-spatial than verbal tasks. Influences of inhibition on WM assessment are discussed.

#16
Developmental Psychology/ Psychologie du développement

FAITH EXPERIENCES OF PARENTS OF CHILDREN WITH AUTISM

Amanda Azarbehi, Tyndale University; Whitney Reeve, Tyndale University; Karrianne Chow, Tyndale University

Being the parent of a child with special needs can be a stressful and often isolating experience. The present study examined the role that religion and personal faith plays in the lives of parents raising a child with autism. Parent questionnaires were distributed to parents from a wide-range of religious backgrounds. Information was gathered regarding the impact of their child's autism on the parents personal faith and the response and/or support received from their religious institutions. Common experiences and themes will be reported on and explored.

#17
Developmental Psychology/ Psychologie du développement

WHAT IF A BOY WORE A SKIRT: DO PRESCHOOLERS LEARN WORDS FROM A SPEAKER VIOLATING A SOCIAL CONVENTION?

Sevda Bahtiyar, Queen's University; Mark Sabbagh, Queen's University; Jenna Rines, Queen's University

By the age of two, children show a 'conventionality bias' when learning words: they are biased to assume that word meanings are shared between the members of a given linguistic community. However, when there is evidence that words are not likely to be shared, children could easily override this bias and avoid learning. Although the existing studies suggest that conventionality bias has an important role in word learning, the depth of this bias has never been explored. In the present study, we examined how powerful this conventionality bias is. Specifically, we investigated whether violating a shared convention in a non-linguistic domain would affect children's word learning. We tested thirty-six 4-year-olds in one of the two conditions. In the unconventional condition, children heard novel words from a male puppet wearing a skirt. In the conventional condition, children heard the same novel labels from a puppet that does not appear to be violating any conventions. Results indicated that 4-year-olds are less likely to produce the words and are unlikely to remember the object-word link when the words are taught by the speaker violating a convention. These findings suggest that when a speaker violates an agreed convention even in a non-linguistic domain, children probably assume that the speaker is less likely to provide them with 'right' conventional information.

#18
Developmental Psychology/ Psychologie du développement

AN EXPLORATORY ANALYSIS OF GENDER DIFFERENCES IN BULLY VICTIMS' COPING STRATEGIES AND PERCEIVED EFFECTIVENESS

Jennifer Barrett, Carleton University; Tina Daniels, Carleton University

The fact that bullying is prevalent and correlated with several maladaptive outcomes is spurring the development of prevention and intervention programs. One area of research that is relevant to such programs, although currently limited, is the exploration of coping mechanisms used by adolescents in response to victimization. In an effort to fill this gap, university students (n=683; female=75.8%; M=19.06yrs, SD=1.63) were surveyed in regard to a memorable incident of bullying that occurred in high school. Participants were asked which types of coping strategies they used and, when used, how effective the strategy was in making them feel better, as well as solving the bullying issue. An analysis of variance revealed that women were more likely than men to use problem-solving, rumination, social support, emotional expression, blaming others, and wishful thinking (p<.01). Women were also more likely than men to report that social support made them feel better as well as effectively solve the bullying issue (p<.01). Men were more likely than women to indicate that rumination and self-blame were effective in making them feel better (p<.01). These results indicate that women and men cope with bullying in different ways and perceptions of the effectiveness of coping strategies may differ according to gender. Implications for intervention program developers are presented.

#19
Developmental Psychology/ Psychologie du développement

IDENTIFYING THE CONTEXTUAL FACTORS OF INDIRECT BULLYING SITUATIONS THAT INFLUENCE TEACHER RESPONSE BEHAVIOUR

Christine Blain-Arcaro, Carleton University; David Smith, University of Ottawa; Charles Cunningham, McMaster Children's Hospital and McMaster University; Tracy Vaillancourt, University of Ottawa and McMaster University

Indirect bullying is a form of peer victimization that is observed as frequently occurring in both males and females yet is often overlooked by teachers. Nine bullying situation characteristics were created, which contained 3 to 4 descriptive levels. These bullying situation characteristics were then used to create unique randomly generated questionnaires consisting of 17 unique choice tasks. One hundred and ninety four teachers participated. Using latent class analysis two segments with different influences on intervention were identified. The Group 1 segment teachers (28%) were found to be less influenced by specific information regarding bullies and victims while making intervention decisions and instead assimilated more elements of a bullying situation into consideration. Furthermore, these teachers were found to be more sensitive to covert acts of indirect bullying. The Group 2 segment teachers (72%) decisions were more influenced by the vulnerability of the child who is victimized as well as to physical components of bullying situations. These findings indicate that there is a need for greater focus on the vulnerability of children who bully as well as greater emphasis on indirect bullying within bullying prevention training for teachers.

#20
Developmental Psychology/ Psychologie du développement

DO PARENTING BEHAVIOURS PREDICT CHILDREN'S EMOTIONAL WELLBEING BEYOND PARENT REPORTS?

Kristy L. Boughton, University of Guelph; Margaret N Lumley, University of Guelph

This study examines the discrepancy between child and parent reports of children's emotional wellbeing in 130 elementary school children aged 10 to 15. Specifically, we examine the ability of child perceived parental responsiveness and psychological control to improve prediction of child depression symptoms and emotional resilience beyond parent ratings. Consistent with previous research, parent and child reports of mood and resilience were only moderately correlated. Using multiple regression analysis, parental control was found to increase ability to predict child reported depression symptoms after controlling for parent report of child mood, while parental responsiveness was found to increase ability to predict both child mood and resilience beyond parent reports. The findings suggest that parenting behaviours are an important consideration when children and parents provide discrepant reports of child behaviour. This study is the first to suggest that psychological control is related to parent-child report discrepancy and supports the notion that perceived behaviours of mothers and fathers may have different effects on report discrepancy. Results further suggest that discrepancies provide important information regarding family functioning and may be utilized to improve identification of youth with internalizing difficulties.

#21
Developmental Psychology/ Psychologie du développement

I CUT THEREFORE I AM: EXPLORING THE SELF AND IDENTITY IN PERSONAL WEBSITES DEVOTED TO NON-SUICIDAL SELF-INJURY

Andrea V. Breen, University of Guelph; Olga Sutherland, University of Guelph; Stephen P. Lewis, University of Guelph

Non-suicidal self-injury (NSSI) refers to purposeful acts engaged in to cause direct and immediate harm to bodily tissue that are devoid of suicide intent (Nock & Favazza, 2009). Despite the prevalence of NSSI in adolescence when the establishment of self-identity is a critical developmental task, focus on "the self" has largely been absent from NSSI research (Adams, Rodham, & Gavin, 2005). The goal of the present study was to explore experiences of identity (i.e. a sense of personal uniqueness, continuity, and coherence) and the self (i.e. one's "inner sense of being") (Côté, 2009) in individuals engaged in NSSI. Data were obtained from 50 personally constructed websites that described personal experiences of NSSI. Qualitative analyses were conducted using thematic analysis (Braun & Clarke, 2006). Findings suggest that NSSI is used to manage feelings of shame and numbness, to redirect emotional pain to the physical self, and to establish unity in terms of physical and psychological experiences of the self. While NSSI was described as self-destructive, participants also described both NSSI and writing about NSSI as constructive means to establish self-identity and persistence of the self across time. Results are discussed in terms of clinical applications and theoretical implications relating to the study of self and identity in adolescence and early adulthood.

#22
Developmental Psychology/ Psychologie du développement

SING TO ME PLEASE, PUT ME AT EASE: COMPARING INFANTS' ATTENTIONAL RESPONSES TO INFANT-DIRECTED SINGING AND SPEECH

Patricia Brosha, St. Francis Xavier University; Petra Hauf, St. Francis Xavier University

Recent research on infant-directed (ID) singing and speaking suggests that ID singing may promote engagement and attention, while ID speaking may facilitate heightened arousal and infant learning (Nakata & Trehub, 2004). However, research in this area has been limited to infant-mother dyads. Furthermore, there has been little research in this area involving the use of eye-tracking technology, which captures overall duration fixation as well as data regarding specific areas of interest (AOIs). The present study investigates 24 6-month-old infants' responses to ID singing and speaking from a standardized, non-maternal source. Infants watch audiovisual displays of an adult both singing and speaking. These displays are presented as 2 speech-song pairs, involving a common English play song and a play song composed specifically for the study. Infants' looking behaviour will be recorded by using eye-tracking technology to analyze overall duration of fixation and duration of fixation for AOIs. Additionally, body movements made by infants during each type of episode will be recorded. Based on previous research, it is expected that infants will show greater overall fixation duration for the singing episodes, that there will be greater movement reduction in the singing episodes, and that there will be differences in visual fixation for singing and speaking episodes.

#23
Developmental Psychology/ Psychologie du développement

PROSOCIAL LIE-TELLING IN CHILDREN: THE ROLE OF AGE, SEX, AND COST-TO-SELF

Lauren Campbell, York University; Mina Popliger, McGill University; Victoria Talwar, McGill University

Children are socialized to be truthful in most social situations, except where the truth may be hurtful. Previous studies suggest that by elementary school, children tell prosocial lies in politeness situations (Talwar et al., 2007). However, children's motivations and their ability to maintain lies (i.e., semantic leakage control) remain unexplored. The current study examined prosocial lies in relation to age, cost-to-self, and semantic leakage control. Children (N = 72, 7 to 10 years) participated in a disappointing gift paradigm. After receiving a desirable and undesirable gift, children either gave-up the desirable gift (high cost) or kept both gifts (low cost). Follow-up questions assessed semantic leakage. A logistic regression with age (7 to 8 years vs. 9 to 10 years), sex, and condition (high vs. low) as predictors of lie-telling found a significant condition effect. More children lied in the low (94%) than the high cost condition (72%), &#967;^{2} (3, N = 72) = 8.37, p= 0.039, Nagelkerke R^2 = 0.19. For semantic leakage, as age increased children were more likely to maintain their lie (79% of 9 to 10 year olds vs. 56% of 7 to 8 year olds). Further, females (83%) concealed more than males (52%). Overall, children told prosocial lies, yet when there was a high cost to self they were more likely to tell the truth. Age and sex related to children's semantic leakage control.

#24
Developmental Psychology/ Psychologie du développement

EDUCATORS' INTENTION TO IMPLEMENTING SCHOOL-BASED BULLYING PREVENTION PROGRAM: A STRUCTURAL EQUATION MODELING APPROACH

Yvonne Chen, McMaster University; Charles E Cunningham, McMaster University; Tracy Vaillancourt, University of Ottawa; Lesley Cunningham, Hamilton-Wentworth District School Board; Heather Rimas, McMaster University

Although bullying at school is recognized to be a serious health risk, educators often fail to adopt evidence-based bullying prevention programs. In this study we examined the individual and organizational predictors of intention to implement bullying prevention programs using structural equation modeling. Data were derived from a larger program of research to involve educators and other school staff (N = 1040) in the design of school-based anti-bullying program. The hypothesized model achieved an adequate fit: &#967;2 (100) = 337.9, CFI = 0.973, TLI = 0.964, RMSEA = 0.048 (90% CI = 0.042-0.054). The latent predictors: perceived organizational and parental support, perceived benefits, personal and organizational barriers to develop bullying prevention program, as well as decision control (the extent to which schools allowed participation in the decision process) were positively associated with educators' intention to implement anti-bullying programs (accounting for 29.6% of the variance). Educators' perceived responsibility and perceived severity of bullying were examined as a mediator and/or moderator separately. Implications for these more complex relations are discussed for both implementation strategies and future research.

#25
Developmental Psychology/ Psychologie du développement

UNDERSTANDING RISKY BEHAVIOR ENGAGEMENT AMONGST AT-RISK STUDENTS: TEACHING META-ACADEMIC SKILLS THROUGH THE CN ADOPT AN ALOUETTE MENTORING PROGRAM

Anthony Claro, McGill University; Samira Moumne, McGill University; Steven R. Shaw, McGill University

Many skills are required for academic achievement, some of which include the basic academic skills of reading, writing and math skills. However, skills necessary for academic success, but that are not explicitly taught in schools include social skills, emotion regulation, impulse control, initiative and organization and are collectively known as meta-academic skills. Meta-academic skills act as protective factors against school deterrents, such as the engagement in risky behaviours. In response to the staggering dropout rate in Quebec (30%), the CN Adopt an Alouette Program was organized to target inner-city students identified as high-risk for academic failure. Beginning in January 2011, students in 5 Montreal high schools will be paired with a mentor trained to coach meta-academic skills twice per week, for 10 weeks. Pre- and post-intervention assessment will consist of demographic information, grades, an individual assessment of cognitive, emotional and social variables and most pertinent to this research, the Risky Behavior Questionnaire for Adolescents. Specifically, the current study will examine whether developing the meta-academic skills of high-risk children will lead to decreased engagement in risky behaviours (e.g. criminal activity, substance abuse, unsafe sexual practices, violence, etc.) and subsequent increased academic performance and reduced dropout rates.

#26
Developmental Psychology/ Psychologie du développement

THE REDUCTION OF DEPRESSIVE SYMPTOMS IN CHILDREN WITH AUTISM: A LONGITUDINAL EXAMINATION OF THE IMPACT OF EARLY INTERVENTION

Anthony Claro, McGill University; Colin A Campbell, McGill University; Eric Fombonne, McGill University

Autism is recognized as the most common neurodevelopmental disorder with prevalence rates estimating 1 in 110 children are diagnosed with an autism spectrum disorder (ASD) (Rice, 2009). An important area of research centers on comorbid disorders. For example, the prevalence of depression in children with autism has been shown to be higher than that of typically developing children (Kim et al., 2000). The current study investigates the efficacy of various treatments for the emotional well-being of children with autism. This longitudinal study included 96 children (80 males; 16 females) between the ages of two years and four years from the Montreal Metropolitan area. Participants were seen at three different time points (T1, T2 & T3) over a four-year period. Participants were administered the Child Behavior Checklist to assess depressive symptoms and a services questionnaire to asses qualitative and quantitative treatment information. We hypothesized that individuals who received a greater number of interventions at T1 and T2 will present with fewer depressive symptoms at T3. Overall, findings from a one-way analysis of variance demonstrate that there was a significant effect of quantity of early interventions on subsequent emotional well-being at the p<.01 level [F(13, 82)=2.63, p=0.004].

#27
Developmental Psychology/ Psychologie du développement

MATERNAL SOCIALIZATION STRATEGIES DURING FREE-PLAY INTERACTIONS WITH THEIR CHILDREN: A HIGH-RISK, INTERGENERATIONAL STUDY

Ariela Cohen, Concordia University; Leah N Enns, Concordia University; Dale M Stack, Concordia University; Lisa A Serbin, Concordia University; Jane Ledingham, University of Ottawa; Alex E Schwartzman, Concordia University

Few studies have explored the influence of parents' own childhood experiences on the use of socialization strategies and the impact it has on their children's development across multiple domains. Intergenerational, longitudinal studies provide a unique opportunity to examine socialization strategies, children's outcomes, and how they relate to parental histories of risk. Participants were 57 women who were screened as children on dimensions of aggression and social withdrawal as part of a longitudinal, intergenerational study of children from disadvantaged neighborhoods. Mothers and their preschoolers were videotaped during free-play, and maternal socialization strategies, child responses, and emotion word use, were coded from the video-records using a systematic scheme. Results relating to affective intensity suggested a buffering effect of education: children of mothers with higher education tended to display less negative affect. Moreover, despite a low frequency of emotion word use across all dyads, children of mothers with childhood histories of aggression and/or withdrawal were more likely to express their emotions (negative and positive) with high intensity, suggesting problematic displays of heightened emotional reactivity. Finally, mothers with childhood histories of aggression were less likely to engage in socialization strategies without prompting from their child.

#28
Developmental Psychology/ Psychologie du développement

WHO KNOWS BEST?! SELF- VERSUS PEER-REPORTS OF VICTIMIZATION AND ITS EFFECTS ON CHILDHOOD LONELINESS, DEPRESSION AND SOCIAL ANXIETY

Laura Doey, University of Ottawa; Kimberley A. Arbeau-Kresan, University of Manitoba

Victimization among children is extremely pervasive in school settings and can have detrimental and long-term social and psychological consequences to victims of peer harassment. The following study sought to identify the discrepancies between self- and peer-reports of victimization, and the consequent outcomes for victimized children whose peers do not see them as victimized to the extent that they perceive themselves. Participants were n=123 children in grades 3 to 5. Children completed a number of questionnaires including a self-report and peer-report assessment of victimization. Four groups were created based on the combination of self- and peer-reports of victimization: (1) self-reported only victims; (2) peer-reported only victims; (3) both self- and peer-reported victims; and (4) non-victim. Three types of internalizing problems were measured as outcome variables; depression, loneliness, and social anxiety. Results indicated that children in the both-victim group were most at risk for internalizing problems whereas children in the non-victim group were least at risk. Children in the self-only victim group were slightly more at risk than children in the peer-only victim group for depression, loneliness, and social anxiety, but only differed significantly from the peer-victim group on the measure of depression. Results are discussed in terms of child adjustment at school.

#29
Developmental Psychology/ Psychologie du développement

READ ALONG OR SING A SONG: ADVANCING CHILDREN'S VOCABULARY

Sarah Drake, St. Francis Xavier University; Jennifer F Sullivan, St. Francis Xavier University

Previous research has shown the positive influence of music on vocabulary development. The current study investigates two vocabulary intervention techniques with pre-school aged children to determine whether singing or storybook reading has a greater effect on the ability to learn new vocabulary. The children at a local daycare are assigned to one of two conditions, a singing condition or a storybook condition. All children will be pre-tested for their knowledge of 35 vocabulary words using the a Picture Vocabulary Test (PVT) developed for this study. Children in each condition will receive 10 weeks of vocabulary intervention consisting of learning 10 songs or listening to 10 storybooks. Twenty-eight of the target vocabulary words are used in both the stories and songs and two sets of an additional 4 words are only present in each type of intervention. After the intervention, the children will be post-tested for knowledge of the same vocabulary words. It is hypothesized that children in the singing intervention will show significantly greater vocabulary acquisition than those in the storybook condition.

#30
Developmental Psychology/ Psychologie du développement

THE EFFECTS OF MORAL STORY TELLING ON CHILDREN'S CONCEALMENT OF AN ADULT'S TRANSGRESSION

Kevin Dugas, McGill University; Dalene Visser, McGill University; Megan McConnell, McGill University; Jessica Ganten, McGill University; Andrea Salguero, McGill University; Victoria Talwar, McGill University

Children's lying behaviour to conceal personal transgressions emerges in the preschool years (Talwar & Lee, 2002). Although recent studies examine children's lying to conceal their own transgressions (e.g., Talwar & Lee, 2008), little research investigates children's lying when asked to conceal an adult's transgression. Also, little is known about how adult coaching influences children's deception. Often when transgressions become evident, individuals rely on truth induction techniques. Children's literature has been suggested to develop moral awareness (e.g., Schleifer & Martiny, 2006) and may influence children's actual behaviour. Yet, it is unclear whether making the consequences of lying salient (via stories) will influence children's tendency to lie for another. The current study examined children's behaviour (4 to 8 years; N= 65) when coached to keep secret another's transgression, and whether moral stories promote honesty. A 2 (coaching: heavy vs. light) X 3 (stories: positive lie; negative lie; neutral) ANOVA was conducted to examine lying behaviour. Results revealed a main effect of coaching. Heavily coached children were more likely to lie (88%) compared to those who received light coaching (67%). Results provide an early picture of the extent to which young children can be influenced by an unknown adult, and have implications for educational and legal contexts.

#31
Developmental Psychology/ Psychologie du développement

PARENTS' DIVORCE HISTORY AS A PREDICTOR OF DEPRESSIVE SYMPTOMS, LONELINESS, AND SELF-ESTEEM FROM ADOLESCENCE INTO EARLY ADULTHOOD

Charlene K. Esposto, Wilfrid Laurier University; Michael W Pratt, Wilfrid Laurier University

Experiencing parental divorce as an adolescent has become a common challenge in adolescent development in recent years. This longitudinal study collected data from over 500 students in Ontario high schools at the age of 17 and followed the participants until age 26. The Center for Epidemiological Studies Depression Scale measured depressive symptoms at ages 17, 19, 23, and 26. The Revised UCLA Loneliness Scale was administered at ages 19, 23, and 26, and the Rosenberg Self-Esteem Scale at age 17, 19, and 23. As expected, parental divorce in adolescence significantly correlated with higher levels of depression, higher levels of loneliness and lower self-esteem into early adulthood. This developmental pattern was particularly strong for males and much weaker for females, perhaps due to effects of maternal custody. Controlling for financial status of the family reduced these associations, but did not eliminate them.

#32
Developmental Psychology/ Psychologie du développement

DIFFERENTIAL ANALYSIS OF INTENTIONAL AND UNINTENTIONAL INJURIES IN CHILDREN: AN INQUIRY FOR THE IDENTIFICATION AND PREVENTION OF MALTREATMENT

Jessica P Flores, The University of British Columbia

Injury is the leading cause of death and disability among Canadians and kills more children and youth than all other causes combined. Physical injuries are said to display distinctive behavioural patterns so are believed to be potentially predictable and preventable. In the case of intentional injures, as opposed to unintentional injuries, the prediction of such patterns is not as straightforward. Intentional injuries turn on more intrapsychic and interpersonal matters. To address this difference, data was drawn from the Canadian Hospitals Injury Reporting and Prevention Program to identify whether intentional and unintentional injuries were reported differently. A pilot-project involving children who were injured in 2004, and whose injuries led to a hospital visit, successfully identified category differentiating linguistic indicators. This poster will extend the pilot's findings with 2001 to 2003 data and report on: a) the effectiveness of an evolving glossary of injury event linguistic indicators associated with the standard hospital injury intent codes; b) an inter-rater reliability check to identify whether raters blind to the hospital intent code sort cases into matching categories; and c) a factor analysis. It is anticipated that these findings will facilitate efforts to better understand and identify children at risk for intentional injuries.

#33
Developmental Psychology/ Psychologie du développement

VICTIMS OF BULLYING: A PROFILE OF STRENGTHS AND PSYCHOSOCIAL DIFFICULTIES

Jessica L. Franks, Lakehead University; Edward Rawana, Lakehead University

Bullying is a serious problem influencing the lives of many youth worldwide. The purpose of the present study was to examine both the psychological strengths and the psychosocial difficulties associated with experiences of bullying. In total, 263 (112 male) students in grades 7 and 8 completed the Revised Olweus Bully-Victim Questionnaire, the Strengths Assessment Inventory, the Behavioral and Emotional Rating Scale – 2nd edition, the Achenbach System of Empirically Based Assessment – Youth Self-Report, and the Friendship Quality Questionnaire. Academic achievement data was also collected from students' report cards. Results indicated that, compared to youth who were not bullied, victims of bullying reported: (1) fewer overall strengths; (2) greater emotional distress; (3) more behavioural problems; (4) lower grades; (5) more social problems; and (6) more conflict and fewer positive interactions with a best friend. Furthermore, for all youth, higher reports of strengths were significantly associated with: (1) less emotional distress; (2) fewer behavioural problems; (3) higher grades; (4) fewer social problems overall; and (5) more positive relationships with best friends. Therefore, a youth's psychological strengths may provide an important buffer against the negative psychosocial and academic outcomes associated with being a victim of bullying.

#34
Developmental Psychology/ Psychologie du développement

PREDICTORS OF VOCABULARY ABILITY IN UPPER ELEMENTARY ESL STUDENTS

Christie Fraser, OISE - University of Toronto; Tamara Kornacki, OISE - University of Toronto; Esther Geva, OISE - University of Toronto

Vocabulary is a critical part of oral language, reading comprehension, and written expression. A study is underway to explore the vocabulary development of ESL students in Grades 4 through 6. Research has shown that ESL students' academic vocabulary continues to lag behind their NSE (Native Speaker of English) peers for many years even when they have sufficient everyday English proficiency. Yet no research has systematically examined components of vocabulary development in ESL students at the upper elementary level. This study explores individual differences in vocabulary ability in two groups of learners: ESL students who are recent immigrants, and NSE students. Students are assessed in four areas related to reading ability: vocabulary, working memory, phonological and morphological processing, and reading (decoding and comprehension). Hierarchical multiple regression analyses and ANOVA will be used to explore predictors of vocabulary ability, and differences between the two groups. It is expected that components of vocabulary knowledge (i.e., root word, derivational morphology, and conjunctions) will be strong predictors of vocabulary ability for the ESL groups, and less so for the NSE group. This research makes a valuable contribution to theories of vocabulary development in ESL learners, and has important implications for educators, curriculum developers and policy makers.

#35
Developmental Psychology/ Psychologie du développement

PRESCHOOLERS' DIFFERING EXPECTATIONS ABOUT THE OWNERSHIP OF ARTIFACTS AND NATURAL KINDS

Ori Friedman, University of Waterloo; Karen R Neary, University of Waterloo

In general, we can use objects that are non-owned, but are restricted from using objects that belong to others. Hence, in deciding whether to use an object, it is worth considering whether it belongs to anyone. One way that people may make such judgments is by generally assuming that artifacts (human-made objects) are owned and that naturally occurring objects are not. This poster presents two experiments suggesting that even preschoolers aged three to six share these differing expectations about artifacts and natural kinds. These expectations are very robust for familiar kinds of objects (e.g., pinecone, fork), with most children viewing familiar artifacts as owned, and familiar natural kinds as non-owned. Children's expectations are somewhat weaker for unfamiliar objects. Although children still mostly view unfamiliar natural kinds as non-owned, those aged three to five judge unfamiliar artifacts as owned at chance rates. These findings contrast with accounts of cognitive development which suggest that children base judgments about natural kinds on existing knowledge about artifacts. If anything, children have clearer expectations about the ownership of natural kinds.

#36
Developmental Psychology/ Psychologie du développement

AUGMENTATIVE AND ALTERNATIVE COMMUNICATION USE AMONG CHILDREN WITH DIFFERENT DEVELOPMENTAL DISORDERS

Jessica Ganten, McGill University; Steven R Shaw, McGill University

Most studies in the field of augmentative and alternative communication (AAC) involve single-subject experiments or case studies. Little is known about actual prevalence rates of AAC use, although they have been estimated without factual evidence. Because of the nature of research being done, there is also a lack of studies examining different responses to AAC use for children with different developmental disorders. In addition, there are few studies comparing children who use AAC systems to those who do not. For this study, parents of children with autism, Down syndrome, and cerebral palsy will be given an online survey to examine the prevalence rates and responses to AAC use in each population. The communication, cognitive, and adaptive behaviour sub-tests of the Developmental Profile 3 (DP-3) will be used to assess each child's level of communication skills, mental age, and ability to cope with their surroundings. Controlling for mental age, the relationship between AAC use and communication and adaptability will be examined among and between children of each disorder. Differences between children who use and who do not use AAC systems will also be examined.

#37
Developmental Psychology/ Psychologie du développement

TALKING ABOUT HEALTH EVENTS: CONVERSATIONAL STYLE OF PARENTS AND CHILDREN IN A FAMILY RELATIONSHIP CONTEXT

Melissa A. Gendron, Acadia University; Doug Symons, Acadia University

Parents differ considerably in their conversational styles with children, particularly in their use of talk about thoughts and feelings and elaborative discourse. Both have the potential to reflect attachment processes in parents and children, as well as a parent's own approach to health information. In the current study, parents and their 5 to 7 year old children are asked to discuss together health-relevant experiences that directly involved the child, were indirectly experienced, and commonly experienced by all children. Adult and child attachment styles were assessed using narrative and report measures, and conversations were coded for thoughts and feelings as well as elaborative discourse. Child receptive language, emotional regulation, and parental health literacy were also assessed. Data collection for this study is underway, and preliminary results show positive relations of adult attachment security with child attachment security, as well as conversational style measures. It is expected that talk about thoughts and feelings, as well as elaborative discourse, will continue to be related to attachment style measures even when children's language, adult health literacy, and other demographic measures are controlled. This study therefore addresses how attachment style may be reflected in how parents and children talk about potentially distressing events within the family.

#38
Developmental Psychology/ Psychologie du développement

EFFECTS OF A DOG TRAINING INTERVENTION FOR YOUTH

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

The purpose of this study was to investigate the effects of the Leadership Education with Adolescents and Dogs (LEAD) program, an intervention provided by the Ottawa Humane Society. Four shelter dogs were brought to a mental health treatment centre, and youth provided the dogs with daily socialization and obedience training. Five youth provided complete pre- and post-intervention data, over four administrations of the LEAD program, between March 2009 and April 2010. Outcome measures included empathy, anxiety, depression, and attitudes about animals. After the intervention, the two participants with the highest pre-LEAD depression scores scored lower on the depression measure, three participants scored higher on the empathy measure, and two participants scored higher on the pet attitude and anxiety measures; however, mean pre-post scores on the outcome measures were not significantly different ($p > .05$). One participant wrote, "it helped me a lot with my depression because I was helping [the dogs] be more adoptable and that was really inspiring." Given the small sample size, we cannot yet draw conclusions about the effects of the LEAD program on the mental health of participants. However, these preliminary results suggest that further research should be conducted. We recommend that future researchers use more immediate assessments of participant well-being (e.g., state anxiety).

#39
Developmental Psychology/ Psychologie du développement

STEREOTYPED MOTOR BEHAVIORS IN CHILDREN WITH AUTISM AND 22Q13 DELETION SYNDROME

Sarah E. Glaser, McGill University; Samira Moumne, McGill University; Steven R Shaw, McGill University

Stereotyped behaviours are repetitive and purposeless actions such as hand flapping. Children with autism and 22q13 Deletion Syndrome (a genetic disorder with autistic-like symptoms) frequently engage in these behaviours. The sample in the current study included children with autism ($n = 19$) and 22q13 Deletion Syndrome ($n = 18$) between the ages of 5 and 18 years. Within developmental disabilities, it has been suggested that stereotypy is most severe among children with autism (Turner, 1999). The hypothesis of the present study was that the autism group would endorse significantly more stereotyped behaviours than the 22q13 Deletion Syndrome group. Data was collected from the Functional Assessment Interview Form (O'Neill et al., 1997). Results showed that the autism group had a mean total of 1.63 (SD = 1.01) stereotyped behaviours, whereas the 22q13 Deletion Syndrome group had a mean total of 2.29 (SD = .92). ANCOVA with mental age as a covariate was performed to test for group differences in mean amount of endorsed stereotypies. Significant results were found for the corrected model (F = 4.39, p = .02, &#951;2 = .21). The goal of this presentation is to discuss the significance of stereotypy in children with developmental disabilities, as well as suggest how the prevalence of these behaviours can help differentiate children with autism from related conditions.

#40
Developmental Psychology/ Psychologie du développement

IDENTITY DEVELOPMENT AND ROMANTIC RELATIONSHIP CONFLICT RESOLUTION STYLE: OBSERVING DISCLOSURE TO CLOSE FRIENDS

Jennifer Gomez, The University of Western Ontario; Tara M. Dumas, The University of Western Ontario

Research indicates a positive relation between identity development and romantic relationship satisfaction (Beyer & Seiffge-Krenke, 2010). We believe conflict resolution style is a key process underlying this relation. In this study we examined emerging adults' romantic relationship conflicts narrated to a close friend. We classified participants' conflict resolution into three styles: 1) Informational – proactively seeking solutions, 2) Normative – downplaying severity, and 3) Avoidant – delaying resolution (Berzonsky, 1987). Participants also completed a measure of identity exploration and commitment (Balisteri et al., 1995). Preliminary analyses (n = 23; 18 women; Mage = 18 years) revealed that participants with an informational approach had the highest identity exploration (M = 4.01), significantly higher than participants with a normative approach (M = 3.58, p = .05). Participants with a normative approach had significantly higher identity commitment (M = 4.59) than participants with an informational (M = 3.55, p = .001) or avoidant approach (M = 3.86, p = .01). These results suggest that individuals with greater identity development adopt different conflict resolution styles than those with less developed identities. Full sample (n &#8776; 160) analyses to follow.

#41
Developmental Psychology/ Psychologie du développement

CHILDREN'S UNDERSTANDING OF ADDITIVE CONCEPTS: ARABIC AND ALIEN ARITHMETIC

Jacqueline Harrison, University of Regina; Katherine M Robinson, Unversity of Regina

Children's understanding of the relationship between addition and subtraction is considered essential to arithmetic skill development (Bryant et al., 2006). We investigated whether children's addition and subtraction fluency and attitudes towards mathematics were related to their use of conceptually-based arithmetic shortcuts during problem solving. If children understand the inverse relationship between addition and subtraction then they can use inversion to easily solve problems such as a + b - b without calculation (Starkey & Gelman, 1982). If they understand that addition and subtraction are associatively related, they can use associativity on problems such as a + b – c. Solving the subtraction component first is often easier (Robinson & Dubé, 2009). Further, strong conceptual understanding should enable children to transfer their knowledge to related "alien arithmetic" problems (e.g., # + & - &, Piatt et al., 2009). Grade 3, 4, and 5 students solved Arabic and alien arithmetic problems, completed fluency tasks, and a questionnaire about mathematic attitudes. Measures included accuracy, solution latencies, and strategy reports for problem solving, accuracy and number of problems attempted on fluency, and scores on the questionnaire. The findings and their implications for research in children's mathematical cognition and the educational implications will be discussed.

#42
Developmental Psychology/ Psychologie du développement

BULLYING AND VICTIMIZATION PROFILES: EXTENDED VALIDATION OF AN INTERPERSONAL PROBLEMS INVENTORY FOR YOUTH

Karl Hennig, University of Guelph; Dillon T Browne, University of Toronto, OISE; Lila McCormick, University of Guelph; Julie Wreford, University of Guelph

Structural models of personality (Five Factor, Interpersonal Circumplex) are increasingly being developed for use in the assessment of youth. The current study extends validation of an interpersonal problems circumplex for youth. Participants were 326 youth (49% female) recruited from grades six to eight classes in Southwestern Ontario. Results showed that bullying was predicted by both a generally elevated pattern of interpersonal problems (i.e., elevation) with a differentiated hostile-dominant profile. Of the eight octant scales that make up the interpersonal circumplex, bullies reported specifically elevated interpersonal problems on domineering/controlling ("I am too bossy with my friends") and vindictive/self-centered ("I find it hard to trust other people") scales and significantly fewer problems on the overly accommodating (e.g., "I find it hard to feel angry at other people") and self-sacrificing ("I put other people's needs before my own too much") scales. In contrast, individuals reporting high levels of victimization had an undifferentiated interpersonal profile characterized by elevated interpersonal problems across all eight octant scales with no unique elevations on any one octant scale. The validity of using the Inventory of Interpersonal Problems – Youth version is further demonstrated for use in the interpersonal assessment of youth.

#43
Developmental Psychology/ Psychologie du développement

CHILDREN'S KNOWLEDGE OF THE INTERPERSONAL CONSEQUENCES OF ANGER AND SADNESS: A DEVELOPMENTAL PERSPECTIVE

Mariève L. Hurtubise, University of Ottawa; Pierre Gosselin, University of Ottawa; Isabelle Hudon-ven der Buhs, University of Ottawa

Emotion knowledge and regulation are key aspects of children's emotional competence. This investigation examined children's knowledge of the interpersonal consequences of dissemblance on their peers. Ninety children, between the ages of 5 and 10 years, were read eight stories describing situations in which a main character masked or neutralized his sadness or anger in the presence of peers. The stories varied in terms of the felt emotion, type of emotional control(neutralization vs. masking) as well as the level of familiarity between the target and secondary characters(familiar vs. unfamiliar). Children were asked to choose, among three possible options, what the secondary character would most likely think as a result of the main character's emotional expression. Preliminary analyses revealed significant differences according to age, level of familiarity and type of emotional control. Older children(8-10 years) were significantly better at choosing the appropriate consequences of anger and sadness than younger children(5-6 years). Children's predictions of the interpersonal consequences were significantly more accurate when the emotional control strategy used by the main character was masking. The errors children made varied with respect to the type of emotional control strategy. Results are discussed in terms of socialization processes and regulation of expressive behaviors.

#44
Developmental Psychology/ Psychologie du développement

SOLUTIONS FOR BULLYING: A WORKSHOP FOR PRE-SERVICE TEACHERS

Lisa Ihnat, University of Ottawa; David J Smith, University of Ottawa

While many children who are victimized display behaviours that fit the typical portrait of a victim, a significant number of victimized children exhibit aggressive behaviours and some even bully others. As a result of this behavioural diversity, it may be difficult for teachers to identify children who are being victimized and intervene in a supportive manner. A teacher education program at a Canadian university is viewed as an ideal platform for addressing the difficulties that teachers report when trying to intervene in bullying situations. Through a quantitative controlled pre-post experimental design, an intervention offered to several teacher education classes is evaluated. The intervention consists of a workshop that informs pre-service teachers of the different roles that children adopt in bullying incidents, the types of problematic behaviours that victimized children may exhibit, and the psychological repercussions of bullying on the children involved. A unique instrument is developed in order to evaluate the impact of the intervention. The anticipated results of the study are: different victim behaviours elicit different intervention approaches (punitive when dealing with incidents involving aggressive victims and supportive when dealing with incidents involving passive victims), and the frequency of reported supportive interventions increases post-workshop.

#45
Developmental Psychology/ Psychologie du développement

I THINK I FOLLOW YOU: THEORY OF MIND IN SCHOOL-AGED CHILDREN WITH AND WITHOUT LANGUAGE DISABILITIES

Nancie Im-Bolter, Trent University; Keely Owens, Trent University; Alba Agostino, University of Guelph

The majority of research has focused on theory of mind (ToM) in the preschool rather than school-aged period. In preschoolers, syntactic language and updating of working memory contents have been shown to predict ToM. Children with language-disabilities (LD) have well-documented problems with syntactic language and working memory yet no study we are aware of has examined language, updating of working memory, and ToM in this population. The current study examined language, updating, and higher order ToM in 163 children, aged 7 to 12 years, with and without LD. As predicted, children with LD had significantly worse performance on measures of language, updating, and ToM. Structural equation modeling was used to test our theoretical model; that ToM will be predicted by the latent updating factor and receptive and expressive syntax and that the effects of age on ToM would be mediated by the updating factor. The theoretical model yielded a poor fit to the data and the language paths were nonsignificant. A second, more parsimonious model was tested where language was removed and this model yielded a good fit to the data. Updating was a direct predictor of ToM and mediated the relation between age and ToM. This suggests that updating rather than syntactic language plays a critical role in the understanding of mental states in school-aged children with both typical development and LD.

#46
Developmental Psychology/ Psychologie du développement

DEVELOPMENTAL CONSIDERATIONS FOR CHILDREN WITH DOWN SYNDROME

Yasaman Jalali-Kushki, McGill University; Gerald Jordan, McGill University; Andreas Loebus, Down syndrome Research Institute; Tara Flanagan, McGill University

Inclusive education has been identified as the means to providing every child with their right to education. Despite this goal, families of children with exceptionalities are often left to find alternate ways of meeting children's needs. The present study aims to determine parent reasons for sending their child to a summer camp intended for children with Down syndrome (DS). Parents of nine school-aged children between the ages of 4 and 13 engaged in an open-ended interview describing their child and their reasons for enrolling in the summer camp. Results indicated critical differences in parent responses based on the child's developmental stage. Specifically, the focus of parents in early childhood was to receive additional support for their children's finite skills, including speech and potty training. By middle childhood, parents were concerned with the impact of the inclusion on their child's social development; specifically, parents identified a need for their children to develop long-lasting social networks. By adolescence, parents expressed concern with schools not meeting the changing needs and demands of their children entering the crucial transition years. Implications for educational practitioners will assist them in considering the needs of individuals with DS at varying developmental stages.

#47
Developmental Psychology/ Psychologie du développement

FRIENDSHIP STABILITY: THE ROLE OF POPULARITY AND FRIENDSHIP QUALITY

Mélanie Joly, Université Concordia; Marie-Ève Dubois, Concordia University; William M Bukowski, Concordia University

Studies on friendship quality have found characteristics such as companionship, recreation, validation, caring, guidance, and help to be associated with friendship maintenance (Rose & Asher, 2000). While the general consensus indicates that high quality friendship leads to friendship stability (Bukowski, Hoza, & Boivin, 1994), the literature provides little information on whether friendship stability differs for high status and low status children and if these two groups differ in terms of friendship quality. The objectives of this study were to: 1) test whether friendship stability varies as a function of social status; 2) compare the friendship characteristics of high and low social status children; and 3) examine the moderating effect of friendship quality on the link between popularity and friendship stability. Fifth and 6th graders ($n = 430$; M age 10.9 years) filled out a battery of questionnaire at two time points (T1: January; T2: May) to examine participants' best friendship stability, popularity, and friendship characteristics. The measure of popularity was positively associated with friendship stability, $r(428) = .159$, $p < .001$ and a significant main effect for positive friendship characteristics was found among popular children. Implications for popularity on friendship stability are discussed.

#48
Developmental Psychology/ Psychologie du développement

SUCCESS AFTER SCHOOL ENTRY AMONG DISADVANTAGED CHILDREN: PARENTING, HOME ENVIRONMENT, AND PARENTAL INVOLVEMENT AS PREDICTORS OF ACADEMIC PERFORMANCE IN THE FIRST YEARS OF SCHOOLING

Danielle K. Kingdon, Concordia University; Lisa A Serbin, Concordia University; Dale M Stack, Concordia University

Compared to their more advantaged peers, children from disadvantaged families tend to enter school with fewer academic skills and receive less parental support, contributing to their tendency for lower cognitive development and academic achievement throughout school. Relatively little research has examined this "intergenerational psychosocial transfer of risk" from parent to child, the process whereby parents may put their children at an elevated risk for academic difficulties (and other problems). Conversely, we also know little about the protective factors and experiences that can lead to success among this vulnerable population. 175 parent-child dyads from a unique longitudinal, intergenerational study of children from disadvantaged neighborhoods participated in this study. Level of maternal involvement and quality of cognitive stimulation were assessed through detailed observation-based measures of mother-child interactions in the home. A variety of observational and psychosocial measures of both children and parents were also collected. Results suggest a protective effect of parenting among disadvantaged children; higher levels of maternal involvement and cognitive stimulation in the preschool years were associated with children's increased academic performance at school entry, even when controlling for family income, maternal education and mother and child IQ.

#49
Developmental Psychology/ Psychologie du développement

EMOTIONAL INTELLIGENCE AS A PREDICTOR OF PEER VICTIMIZATION IN ADOLESCENTS WITH AND WITHOUT AN AUTISM SPECTRUM DISORDER

Patricia Kloosterman, Trent University and Queen's University; James D.A. Parker, Trent University; Elizabeth A Kelley, Queen's University; Wendy Craig, Queen's University; Christine Javier, Queen's University

Adolescents with an Autism Spectrum Disorder (ASD) are considered "prime targets" for peer victimization due to their deficits in social and emotional competency. This study examined whether level of emotional intelligence in adolescents with and without an ASD may be a predictor of peer victimization. Participants for this study were 68 adolescent boys ranging in age from 11 to 18 years (M=14.60; SD=1.89). Of the adolescents, 31 had a primary diagnosis of an ASD and 37 had no history of a developmental disorder. Participants completed the Emotional Quotient Inventory: Youth Version (Bar-on & Parker, 2000) to assess their level of emotional intelligence in addition to a questionnaire posing questions regarding their recent experiences with victimization/bullying behaviour (World Heath Organization, 2003). In comparison to their typically developing peers, adolescents with ASD were found to score lower on total EI and the EI domains of intrapersonal and stress management when controlling for age and IQ. As well, the EI domain of stress management was found to be a significant predictor of peer victimization for adolescents both with and without an ASD. Findings are discussed with regards to the necessity of implementing preventative bullying programs for adolescents both with and without an ASD.

#50
Developmental Psychology/ Psychologie du développement

RECALLED PEER RELATIONSHIP EXPERIENCES AND CURRENT LEVELS OF SELF-CRITICISM AND SELF-REASSURANCE

Daniel Kopala-Sibley, McGill University; David C. Zuroff, McGill University

Numerous studies have shown that personality factors may increase or decrease individuals' vulnerability to depression, but little research has examined the role of peer relationships in the development of these factors. Accordingly, this study examined the role of recalled parenting and peer experiences in the development of self-criticism and self-reassurance. 103 female and 97 male young adults completed measures of recalled parenting, overt and relational victimization and prosocial behaviour by peers, and current levels of self-criticism and self-reassurance. Hierarchical regression analyses showed that parents and peers independently contribute to the development of self-criticism and self-reassurance. Specifically, controlling for parental care and control, overt victimization predicted self-hating self-criticism, relational victimization predicted inadequacy self-criticism, and prosocial behaviour predicted self-reassurance. As well, prosocial behaviour buffered the effect of overt victimization on self-reassurance. Findings highlight the importance of peers in the development of personality risk and resiliency factors for depression, and suggest avenues for interventions to prevent the development of depressive vulnerabilities in youth.

#51
Developmental Psychology/ Psychologie du développement

THE CONTRIBUTION OF MATERNAL CHARACTERISTICS, CHILD CHARACTERISTICS, AND PATERNAL FACTORS IN MATERNAL REJECTION AND CONTROL OF THEIR YOUNG CHILDREN

Daniel Kopala-Sibley, McGill University; David C. Zuroff, McGill University

Maternal rejection and control predict the development of a variety of psychopathologies, but relatively little research has tested the predictors of these parenting behaviours. Accordingly, this study tested Belsky's (1984) proposed determinants of parenting. A standardized interview first used by Sears, Maccoby, & Levin (1957) was administered to 379 parents to assess their attitudes and behaviours related to parenting, as well as their five year old child's (202 boys, 177 girls) behaviours. Rejecting mothers had lower maternal self-esteem and higher academic expectations of their children, children who identified with and took after them less, and husbands who were colder towards the child. Furthermore, mothers with low self-esteem were more rejecting of girls with a difficult temperament, but less rejecting to boys with a difficult temperament. In contrast, maternal rejection was not affected by child temperament in mothers with high self-esteem. Highly controlling mothers were more educated and had higher academic expectations for their children, while their children were less likely to dominate their relationship. This effect was only found for mothers with low self-esteem. Results partially support Belsky's theory, and suggest a role for maternal and child characteristics, as well as variables pertaining to the father in predicting maternal parenting behaviours.

#52
Developmental Psychology/ Psychologie du développement

THE PREDICTIVE RELATIONS BETWEEN RAPID NAMING AND REGULAR AND IRREGULAR WORD RECOGNITION SKILLS

Richard Kruk, University of Manitoba; Jesse Mayer, University of Manitoba; Leah Funk, University of Manitoba

We investigated the degree to which rapid automatized naming (RAN) accounts for unique variance in the growth of decoding skills for regularly and irregularly spelled English words. RAN was expected to account for unique variance after controlling for preliminary decoding, phonological awareness, phonological working memory and orthographic knowledge, factors known to contribute to variance in emerging decoding abilities (Cain, Oakhill, and Bryant, 2004; Roman, Kirby, Parrila, Wade-Wooley, & Deacon, 2009; Vloedgraven & Verhoeven, 2009). In a longitudinal study of 171 children, from Grade 1 to Grade 3, growth models that included control factors and RAN as predictor showed RAN accounted for unique variance in linear growth for irregular word decoding, but not regular word decoding. This finding indicates that RAN can have predictive validity as a marker for identifying potential difficulties in learning to read irregular words. This is also consistent with perspectives on RAN that emphasize components that contribute to reading acquisition that are wider-ranging than phonological processes alone.

#53
Developmental Psychology/ Psychologie du développement

A DEVELOPMENTAL STUDY OF PERSPECTIVE TAKING DURING INFANTS' PROBLEM-SOLVING ACTIONS

Danielle Labine, Ryerson University; Jean-Paul Boudreau, Ryerson University

The human ability to imitate has been well-studied and well-documented in a number of different task conditions in infants as early as the neonatal period (e.g., Meltzoff & Moore, 1977). Most scholars agree that this capacity to imitate requires the subject to map the observed actions of another individual onto their own actions suggesting that it may be easier to imitate actions shown from a first-person visual perspective. In fact, recent neuroimaging studies with adults have shown that different brain regions are involved when viewing information from a first-person perspective compared to a third-person perspective (i.e., Ruby & Decety, 2001). To date, the effect of the visual perspective on infant imitation has not yet been investigated which is surprising since the majority of research conducted in this area presents the infant with information from a third-person perspective. In this behavioural study, we examined whether the visual perspective of the demonstration influences 12-month-old infants' ability to imitate a novel sequence of problem-solving actions. A total of 20 infants participated in the study. Preliminary findings suggest that there is no difference in the total amount of actions that infants are able to imitate regardless of perspective. However, future analyses will examine whether there are temporal differences (i.e. in the latency to begin imitation).

#54
Developmental Psychology/ Psychologie du développement

TALKING ABOUT MATHEMATICS DURING PLAY: A CASE STUDY OF A CAREGIVER WITH A VISUAL IMPAIRMENT AND HER TODDLER

Joanne Lee, Wilfrid Laurier University; Donna Kotsopoulos, Wilfrid Laurier University; Caryl-Anne Stordy, Wilfrid Laurier University

Previous research has suggested that early mathematics representations such as numerosity (1 unit or 2 units of something) are linked to mathematics language such as one and two (e.g., Blevins-Knabe & Musun-Miller, 1996; Jeong & Levine, 2005; LeFevre, Clarke, & Stringer, 2002). Given the importance of mathematical input in the acquisition of early mathematical concepts, this study investigated mathematically-relevant play between a caregiver with a visually impairment and her sighted 15-month-old daughter. We identified the similarities and differences in mathematically-relevant input by comparing the 30-minute naturalistic free-play session conducted separately between the mother-daughter dyad and the sighted father-daughter dyad. The mother in this research participated in two five-week community-based early numeracy sessions of the LittleCountersTM program (Kotsopoulos & Lee, 2009) with her daughter. Results revealed that the toddler engaged in more joint attention with her sighted father who also produced more mathematically-relevant utterances than the mother. Furthermore, the toddler was often not in joint attention with her mother despite many of the mother's attempts to talk about an object by touching and tapping. Implications for engaging in mathematically-relevant input by parents with visual impairments with their sighted pre-verbal children will be discussed.

#55
Developmental Psychology/ Psychologie du développement

50% BUT ONLY HALF OF THE WAY THERE: INCREASING WORKFORCE PARTICIPATION FOR GRADUATES WITH DEVELOPMENTAL DISABILITIES

Catheirne Loiselle, McGill University; Shannahn McInnis, McGill University; Yasaman Jalali-Kushki, McGill University; Gurit Lotan, Summit School; Tara D Flanagan, McGill University

The transition into adulthood for persons with Developmental Disabilities (DDs) is often associated with poor individual outcomes. There is a gap in research and practice surrounding the identification of and programmatic support for predictors of successful transitions that facilitate positive outcomes for this group. The present study aims to uncover the relations between individual and program characteristics that best support positive transition outcomes for individuals with DDs. Employment outcome data were collected for 70 females and 121 males with DDs who participated in a specialized 4-year transition to work program aimed at building on individual interests and skills while providing vocational training and support. Preliminary analysis of detailed internal student records revealed graduate employment rates that were significantly higher than the Canadian average of 17% for people with DDs. 50% of graduating students were employed (32% full-time and 18% in part- time). Further analysis will identify individual, developmental, and environmental predictors of positive employment status upon graduation for students with DDs. These results will be discussed in terms of the importance of individualized strength and interest-based transition support programs in the quest for successful transitions into the workforce.

#56
Developmental Psychology/ Psychologie du développement

EXAMINING TRENDS IN SCHOOL READINESS: A FOCUS ON ACHIEVEMENT AND BEHAVIOURAL OUTCOMES

Megan Lummiss, University of Ottawa; Elisa Romano, University of Ottawa

School readiness research generates much interest into what age researchers can begin to identify qualities in children that will predict later academic achievement and what the specific attributes that form school readiness are. The present study will examine if commonly-researched constructs of cognition, language, and behaviour can be applied to young children aged 30 to 42 months as a way of examining trends in school readiness. Data will be drawn from the Ottawa Study of Child Outcomes (OSCO), during which children completed the Bayley Scales of Infant Development while mothers completed a series of questionnaires concerning the child's functioning, the home environment, and her own mental well-being. In addition, mother-child interaction was videotaped to examine parenting behaviours. Multiple regressions will be used to examine child, mother, and home environment factors that may relate to the school readiness constructs of cognition, language, and internalizing/externalizing behaviour. We expect that maternal mental health and the home environment (e.g. cognitive stimulation, emotional support) will be associated with higher scores on cognitive, language, and behavioural outcomes. The implication of the study is to be able to identify factors related to school readiness early in children, which can help to guide efforts to reinforce these variables within the home.

#57
Developmental Psychology/ Psychologie du développement

ARE THERE GENDER DIFFERENCES IN THE INDIVIDUAL CHARACTERISTICS THAT PREDICT ADOLESCENTS' WILLINGNESS TO SEEK HELP FROM FEMALE FRIENDS AND ROMANTIC PARTNERS?

Leslie MacIntyre, University of New Brunswick; Heather Sears, University of New Brunswick

Research has shown that adolescents are most willing to seek help with problems from their peers, particularly female friends and romantic partners. Youths' intentions to seek assistance have been related to several individual characteristics, including adaptable temperament, social competence, and gender role norms. However, these characteristics have been identified in studies of girls only (e.g., social competence) or boys only (e.g., adaptable temperament). Therefore, we examined whether five specific characteristics were associated with adolescents' help-seeking intentions and whether there were gender differences in the relationships. The participants were 357 New Brunswick youths (182 g; 174 b) who completed a survey during one class period. Hierarchical regression analyses showed that more social competence and less adherence to the masculine gender norm emotional control predicted more willingness to seek help from female friends and from romantic partners. Two two-way interactions between gender and the masculine gender norms emotional control and self-reliance, respectively, also predicted adolescents' willingness to seek help from female friends. These results indicate that some characteristics, like social competence, are equally relevant to girls' and to boys' help-seeking intentions, whereas other characteristics, like masculine gender norms, are gender specific.

#58
Developmental Psychology/ Psychologie du développement

POLYSEMOUS PUNS AND PUBLIC PERSONAE

Gregory H. MacLean, Saint Francis Xavier University; Jennifer F Sullivan, Saint Francis Xavier University

The purpose of the present study is to investigate children's understanding of polysemy and pun humour, and the relation between this knowledge and children's social acceptance (SA). Past research indicates that children develop an explicit understanding of polysemous words (PW's) between the ages of 6 and 12 (Ashe & Nerlove, 1960). Knowledge of polysemy is necessary to understand puns (Nerliche, Todd and Clarke, 1998). Past research has demonstrated that humour can be used by students ages 13-17 to facilitate relationships (Cameron et al, 2010) and that in younger age groups a sense of humour is correlated with SA (Sletta, Slobstad & Valas 1995). Given that pun understanding is a comparatively early form of humour, it is likely that knowledge of puns has some regulatory effect on SA in young age groups. In the present study child participants complete a polysemous Lexical Decision task, a picture comprehension task, and a pun comprehension test. For each child participant SA is rated by their teacher. It is expected that PW's will be responded to faster by older children, understanding of puns will be contingent upon implicit and explicit understanding of PW's, and a lack of humour understanding will be predictive of a lack of SA in the oldest children. Vocabulary and humour comprehension based interventions may prove effective for remediating social difficulties in children.

#59
Developmental Psychology/ Psychologie du développement

FAMILY QUALITY OF LIFE AMONG CHILEAN PARENTS OF PRESCHOOLERS WITH AND WITHOUT DEVELOPMENTAL DISABILITIES

Marisol Marfull Jensen, McGill University; Tara D Flanagan, McGill University; Carlos Ossa, University of Biobio; Hailey S. Sobel, McGill University

Quality of life (QOL), the perception of satisfaction of different areas in people's lives, is a widely used concept within the disability field. Recently, a new approach has been used to assess a wider conceptualization: the family quality of life (FQOL). Sixty-four families of preschoolers with and without developmental disabilities from a Latin American country completed the Beach Center FQOL Survey. Parents also completed a scale to measure the amount of choices available to their young children. Choices were conceived as decisions made by preschoolers leading to the development of complex skills specifically aimed at the development of self-determination, a fundamental factor to the positive perception of QOL in adult life. Comparisons revealed that in the disability group the parenting domain was rated the highest whereas physical/emotional well-being was rated the lowest. The non-disability group rated the family interaction domain as the highest and emotional well-being as the lowest. In regards to amount of choices, parents of preschoolers without disabilities provided more opportunities for decision-making. These results will be discussed in relation to the need of creating collaborative partnerships to not only better support parents of children with disabilities, but also to foster consciousness of their role in the positive perception of their family life.

#60
Developmental Psychology/ Psychologie du développement

ALIENATION AND FEAR OF ABANDONMENT IN THE PREDICTION OF NSSI: ARE PARENT OR PEER RELATIONSHIPS MORE INFLUENTIAL?

Jodi Martin, University of Ottawa; Kim Yurkowski, University of Ottawa; Jean-François Bureau, University of Ottawa; Marie-France Lafontaine, University of Ottawa; Paula F Cloutier, Children's Hospital of Eastern Ontario

Non-suicidal self-injury (NSSI) is a purposeful self-inflicted injury executed without suicidal intent (Nixon et al., 2009). Research shows that parent alienation and fear of parental abandonment predict NSSI (Bureau et al., 2010). However, researchers have debated the relative influences of parent and peer relationships (e.g., Allen et al., 2010) during adolescent development. Overall, there is a lack of research regarding peer influences on engaging in NSSI. This study explores whether parent or peer relationships are more influential in predicting NSSI. 178 youth who engaged in NSSI and 178 who did not (79% female, mage=19.44 years) completed the IPPA (Armsden et al., 1987) to assess parent and peer trust, communication and alienation, the RQ-CV (Holmes et al., 2006) and the AUAQ (West et al., 2000) measuring fear of peer and parental abandonment, respectively. Results showed that all four variables predicted NSSI. Parent alienation partially mediated the prediction of NSSI by peer alienation (p decreased from <.001 to .024, Sobel: p<.001). Fear of peer abandonment was also a partial mediator between NSSI and fear of parental abandonment (p decreased from .001 to .022, Sobel: p<.01). These findings show some relational dimensions to be more important in the prediction of NSSI when derived from parent relationships, while others are better predictors from peer relationships.

#61
Developmental Psychology/ Psychologie du développement

PSYCHOLOGICAL AND BEHAVIOURAL OUTCOMES FOR PRETERM AND LOW BIRTH WEIGHT INFANTS: A META-ANALYSIS

Michelle C. E. McCarron, Research & Performance Support, Regina Qu'Appelle Health Region; Senthil K Damodharan, Child & Youth Services, Regina Qu'Appelle Health Region; Ali Bell, Research & Performance Support, Regina Qu'Appelle Health Region; Ranish Raveendrabose, Biopsychology, University of Winnipeg

Research into the long-term outcomes of preterm birth and low birth weight (LBW) has proliferated over the past decade. Preterm birth and LBW have been associated with increased incidence of psychological disorders and behavioural disturbances. A meta-analysis focusing on behavioural and psychological outcomes for preterm (< 37 wks) and LBW (< 2500 g) infants was conducted; inclusion criteria consisted of: cohort study, comparison with a control group, outcomes at age 8 or older, English language publication, and publication between 2000 and November 2010. Two comprehensive literature searches were undertaken using PsycINFO, Medline, PubMed, CINAHL Plus, and the Cochrane Library. 441 potentially relevant abstracts were reviewed; 91 articles were obtained for detailed review and 2 hand selected articles were added. In total, 25 articles were included. Analyses were conducted using RevMan 5. For continuous data, standard mean differences (Hedges' g) were computed; for dichotomous data, odds ratios were produced using the Mantel-Haenszel method. Preterm and/or LBW individuals demonstrated more behavioural and psychological difficulties than controls, such as on parental ratings of internalizing problems (g = .25), externalizing problems (g = .25), and attention (g = .47) on the CBCL, as well as on ratings of other psychological and behavioural dimensions using several measures.

#62
Developmental Psychology/ Psychologie du développement

FUNCTIONAL PLAY BEHAVIOUR OF CHILDREN WITH AUTISM SPECTRUM DISORDER: A DEVELOPMENTAL ANALYSIS

Laura McGill, McGill University; Steven R Shaw, McGill University

Functional play includes the appropriate use of an object, or the association of two or more objects with a conventional relationship. Participants include 20 individuals with Down Syndrome, and 20 individuals with autism spectrum disorder between the ages of 3 and 10 years. Data are collected using a semi-structured observation method whereby the investigator categorizes behaviour according to complexity, frequency, and duration. An evaluation of the diversity and integration of play behaviour is included as a means of considering the extent to which the child's play reflects generativity and sequencing. All observations are correlated with a series of checklists completed by parents targeting the child's mental age (Developmental Profile-3), language ability (Macarthur Communicative Development Inventories), and adaptive functioning level (Vineland Adaptive Behaviour Scale-II). The results are expected to support qualitative differences in the play behaviour of children with ASD in comparison to children with Down Syndrome, specifically with respect to the diversity and integration of functional play. The observed differences should also be reflected by differences in the observed play behaviour between groups irrespective of cognitive and language ability, or adaptive behaviour. This research will permit the exploration of the development of functional play skills.

#63
Developmental Psychology/ Psychologie du développement

THE ROLE OF PATERNAL EMOTION SOCIALIZATION IN THE DEVELOPMENT OF CHILDREN'S EMOTION REGULATION SKILLS IN THE CONTEXT OF PARENTAL PHYSICAL AGGRESSION

Holly C. McGinn, University of Toronto; Katreena Scott, University of Toronto

Research has demonstrated that parental aggression, ranging from physical punishment to child maltreatment, continues to be a widespread phenomenon that places children at risk for a host of negative outcomes, including emotional dysregulation (Margolin & Gordis, 2000; Gershoff, 2002). Until recently, research examining the underlying processes through which parental aggression affects children has predominantly focused on mothers, with little attention paid to the role of fathers. The current study addressed this gap in the literature by examining paternal emotion socialization as a potential mechanism operating within the context of parental aggression and children's emotional development. Specifically, this study investigated the relationship between retrospectively reported childhood experiences of paternal physical aggression and paternal socialization of emotion and current emotion regulation skills in a normative sample of 200 university students. Research questions examine whether children of fathers who were physically aggressive towards them in childhood demonstrate deficits in their emotion regulation skills in adulthood and whether this relationship is mediated by fathers' use of emotion socialization practices. Implications of study findings, as they apply to child maltreatment and protection, as well as normative child development, will be discussed.

#64
Developmental Psychology/ Psychologie du développement

COPING BY MUSIC LISTENING DISPLAYS SIMILAR FACTOR STRUCTURE AMONG ADOLESCENTS FROM DIVERSE CULTURAL BACKGROUNDS

Dave Miranda, McGill University; Laurence J. Kirmayer, McGill University; Patrick Gaudreau, University of Ottawa

Adolescents will often listen to music to cope with their everyday stressors. Coping by music listening comprises three factors: Emotion (regulating emotions), Problem (thinking of solutions), and Avoidance (not thinking about problems; Miranda & Claes, 2009). We (i) examined if this three-factor model was equivalent across different cultural groups; (ii) if its mean levels were equivalent across different cultural groups; and (iii) within each cultural group, its degree of similarity among peers. We compared 588 high school students (mean age = 15.70 years) living in Montreal (Quebec, Canada) whose parents originated from: Quebec (n=238), Europe (n=85), Middle East (n=77), Asia (n=79), Latin America/Caribbean (n=55), and Africa (n=54). First, multigroup confirmatory factor analyses indicated factorial invariance across Quebecois (n=238) and second generation Quebecois (n=350). Second, a 6 (Cultural groups) x 2 (Gender) MANOVA indicated no significant cross-cultural differences in levels of coping by music. Third, a sociometric procedure indicated that, generally, adolescents' self-reports of coping by music were not significantly correlated with those of their peers. In sum, coping by music listening had similar factor structure and mean levels among adolescents from diverse cultural backgrounds. Among peers, coping by music listening was more individual than collective.

#65
Developmental Psychology/ Psychologie du développement

INSIGHT INTO CHILDREN'S AND ADULTS REASONING ABOUT OWNERSHIP: CHILDREN VALUE OWNERSHIP MORE THAN ADULTS

Karen Neary, University of Waterloo; Ori Friedman, University of Waterloo

Ownership is an important determinant of who is entitled to use objects. Typically ownership of property confers the "right of exclusion": non-owners are excluded from using an object unless they have the owners' permission. In Experiment 1, we show that children aged 3- to 7-years-old value ownership rights more strongly than adults and uphold the rights of an owner during property disputes. However, adults value situational factors more strongly than ownership and often side with a non-owner. At times ownership should be set aside, or temporarily disregarded especially when it is necessary to prevent harm. Adults often take situational factors into consideration and side against an owner, but would children be able to set aside ownership rights when provided with compelling reasons? In two additional experiments we investigated children and adults appreciation of the necessity to set aside owners' rights within the context of property disputes, where siding with the non-owner would prevent harm. Children aged 3- to 5-year-olds now behaved like adults and were able to set aside owners' rights in the interest of preventing harm. These findings demonstrate that children value ownership rights more than Adults, yet children as young as 3- years-old are able to set aside an owners' rights if provided with compelling reasons to do so.

#66
Developmental Psychology/ Psychologie du développement

JOINT ATTENTION PROCESSES IN MOTHER-CHILD DYADS INVOLVING HEARING MOTHERS AND DEAF CHILDREN: IMPLICATIONS FOR SOCIOEMOTIONAL DEVELOPMENT

Matilda E. Nowakowski, Ryerson University; Susan L. Tasker, University of Victoria; Louis A. Schmidt, McMaster University

A growing body of evidence points to the importance of joint attention in the development of adaptive social behaviours. We examined joint attention processes in hearing mother-deaf child (HD; n = 27) and hearing mother-hearing child (HH; n=29) dyads. Children were between the ages of 18 and 36 months. Deafness was congenital and in the severe-to-profound range for all deaf children. Children and their mothers were videotaped in their homes engaging in five widely used joint attention-eliciting tasks. We coded the videotaped interactions for maternal-initiated and child-initiated success rates in establishing joint attention. We found that, compared to the HH-dyads, the HD-dyads had significantly lower maternal-initiated success rates, but there were no group differences for child-initiated success rates in establishing joint attention. Mothers in the HD-dyads rated their children significantly lower on adaptive social behaviours compared to mothers in the HH-dyads. As well, mothers' ratings of adaptive social behaviours were significantly and positively related to child-initiated and maternal-initiated success rates in establishing joint attention. These findings have implications for socioemotional development in deaf children with hearing parents, suggesting that lower rates of establishing joint attention may mediate lower ratings of adaptive social behaviours.

#67
Developmental Psychology/ Psychologie du développement

MATERNAL ABSTRACT TALK DURING BOOK READING: A COMPARISON OF STORYBOOK AND VOCABULARY BOOK GENRES

Angela Nyhout, University of Waterloo; Daniela K O'Neill, University of Waterloo

Past studies have found that mothers' abstract talk during book sharing is predictive of their children's later language development. In this study, we investigated whether two genres of books commonly read to toddlers, simple storybooks and didactic (vocabulary) books, foster different types of maternal extra-textual utterances (mETUs). Two books about animals were adapted to create two versions each, controlled for page number and text quantity. The critical difference between them was context; animals in the storybooks were presented in a scene, whereas animals in the didactic books were alone on the page. We hypothesized that the storybooks would yield more abstract mETUs, because of the meaningful context they provide. 20 mother-child dyads (mean child age = 21 mo) shared the didactic version of one book and the story version of the other. Interactions were videotaped, transcribed, and coded. There was a greater percentage of abstract mETUs (e.g. predictions/inferences) when sharing storybooks. In contrast, there was a greater percentage of simple descriptors (e.g. labels/colours) during didactic book sharing. More narrative devices (e.g. mental state terms) were also used when sharing storybooks. Despite a recent decrease in storybook popularity among parents, the results of the present study suggest that storybooks foster richer talk than their didactic counterparts.

#68
Developmental Psychology/ Psychologie du développement

RATIONAL IMITATION IN 14-MONTH-OLD INFANTS

Charlene Parker, St. Francis Xavier University; Caroline Pfeifer, University of Potsdam; Petra Hauf, St. Francis Xavier University; Birgit Elsner, University of Potsdam

This study is investigating infants' perception of situational constraints and its effects on imitation at 14-months of age. It is suggested that after the 1 year mark, infants have knowledge of rational action and use this understanding when imitating others (Gergely, Nadasdy, Csibra and Biro, 1995; Gergely, Bekkering and Kiraly, 2002). Findings of this research have by interpreted as support for infants' engagement in rational imitation at 14-months of age. The assumption is made that these infants understand situational constraints. To test this, 24 participants are involved in the study which consists of two phases: the demonstration phase, in which the infants will watch video clips of a model performing various actions with 3 different objects, in either a constraint or non-constraint condition. During the imitation phase, the infants will be presented with the objects depicted during the videos. It is hypothesized that those infants perceiving the situational constraints of the model in the video will selectively choose a different means than the model to achieve the desired goal. Infants not perceiving the situational constraints are expected to imitate the models behaviors exactly. It is therefore expected that infants' perception of the constraints will be positively correlated with their use of rational imitation. Findings and their implications will be discussed.

#69
Developmental Psychology/ Psychologie du développement

THE EFFECT OF MOTHER-CHILD INTERACTIONAL SYNCHRONY: IMPLICATIONS FOR PRESCHOOL AGGRESSION AND SOCIAL COMPETENCE

Cassandra Pasiak, University of Windsor; Julie Norman, University of Windsor; Rosanne Menna, University of Windsor

The present study examined links between the quality of mother-child interactions and aggression and social skills in young children. Sixty mother-child dyads (3-6 years; 30 aggressive, 30 non-aggressive) engaged in videotaped free play task and a structured task. Interactions were coded for global interactional synchrony, as well as individual components of interactional synchrony (i.e., shared affect, conversational equality). Analyses are currently underway. It was expected that non-aggressive dyads would exhibit more global synchrony, more shared positive affect, more conversational equality, and less shared negative affect than aggressive dyads. In addition, it was expected that all synchrony variables would be significantly related to children's social competence. Findings will be discussed in terms of their importance for parenting practices and practical implications with regard to interventions for aggressive young children.

#70
Developmental Psychology/ Psychologie du développement

AT RISK FOR HOW LONG? A LONGITUDINAL STUDY OF HIGH AND LOW-RISK GROUPS OF CHILDREN FROM KINDERGARTEN TO JUNIOR HIGH SCHOOL

Daniel Pelletier, Université du Québec en Outaouais; Alexandre Beaulieu, Université du Québec en Abitibi-Témiscamingue

In many developmental studies, the status of "at-risk" youth is determined early on by the number of risk and protection factors to which a child is exposed, the nature of each factor being less important than their cumulative effect. The aim of this research was to study the relative stability and continuity of a variety of risk and protection factors in a non clinical sample of 375 children from kindergarten to junior high school. For 8 years, parents, peers, teachers and participants answered a variety of questionnaires and inventories dealing with a large array of variables: social behaviour, school achievement, parental discipline, family adversity, popularity, self-perception, internalized and externalized problem behaviours and sociometric status. Results indicated that most risk and protection factors are significantly affected by the time factor with a non linear pattern emerging from the data. Clusters of same gender children generated at T1 included the three classical categories of participants found in non-clinical cohort studies: high, average and low risk children. However, membership within these clusters varied through time. Furthermore, the variables in each cluster also changed from T1 to T8, making each cluster less extreme and more diffuse. The impact of these results on the methods and samples used to study the risk status of children will be discussed.

#71
Developmental Psychology/ Psychologie du développement

LINGERING INHIBITION ARISES FROM PREDICTING BEHAVIOUR BASED ON FALSE BELIEF

Adam R. Petrashek, UW; Ori Friedman, University of Waterloo

Although existing evidence is indirect, it is now widely believed that inhibitory processing is responsible, at least in part, for improvements in performance on false belief tasks during the preschool years. For instance, suppose a girl thinks that her dog is in one of three locations, but actually it is in one of the other two locations. Predicting her behaviour on the basis of this false belief may involve attributing a true belief by default, and then inhibiting that to correctly predict that the girl will mistakenly look for her dog where she thinks it is. The present research provides the most direct evidence to date by capitalizing on the lingering property of inhibition - once a response is inhibited, this inhibition lingers, making it more difficult to select than uninhibited responses. What's more, lingering inhibition has recently been found in the context of predicting behaviour based on avoidance desire, another type of theory of mind reasoning. In two experiments 5- and 6-year-olds predicted where a girl with a false belief would look for her dog, and were subsequently biased away from the dog's actual location when predicting where she would look next. However, these subsequent predictions for the girl were unbiased when children's initial predictions for the girl were not based on a false belief.

#72
Developmental Psychology/ Psychologie du développement

DO CHILDREN'S KNOWLEDGE ATTRIBUTIONS RELY ON CAUSAL REASONING?

Adam R. Petrashek, UW; Ori Friedman, University of Waterloo

How do children attribute knowledge to others? Existing research suggests that children first succeed at attributing knowledge to others at age three, and do so by following simple rules like "seeing leads to knowing," (e.g., Pratt & Bryant, 1990). In contrast, modern philosophical approaches to knowledge suggest that to possess knowledge, one must have a belief that is true, and the fact that makes the belief true must be causally connected to the evidence for the belief (Gettier, 1963; Nichols, Stich, & Weinberg, 2003). This view suggests that attributing knowledge draws on causal reasoning. The present research investigated whether young children's knowledge attributions are sensitive to this. Children aged 4 to 6 years, demonstrated that they take causal factors into consideration when attributing knowledge to others, by regularly attributing knowledge to a character when what caused the belief and what made it true were the same object, but refraining from doing so when the objects were different (though nearly identical) The results of this study suggest that children may take causal factors into account when attributing knowledge, and that their understanding of knowledge may be more complex than previously thought.

#73
Developmental Psychology/ Psychologie du développement

PATTERNS OF DEVELOPMENT IN CULTURALLY AND LINGUISTICALLY DIVERSE CHILDREN WITH AUTISM SPECTRUM DISORDER

June Pimm, Carleton University; Nadia M. D'Angelo, Carleton University; Dawn Paxton, Ottawa-Carleton District School Board

Children with Autism Spectrum Disorders (ASD) from non-English speaking households face additional educational challenges associated with language acquisition. Linguistic differences in home and educational settings can affect how families understand an ASD diagnosis and the support they seek. The goal of the current study was to explore patterns of development in children with ASD from non-English speaking households compared to developmentally matched ASD children from English speaking households. Parents of children with autism or PDD-NOS (N = 168; Mage = 7 years; 83.3% male), were interviewed by phone using the Developmental Profile-3. Outcomes examined five areas of developmental functioning: physical, adaptive behaviour, social-emotional, cognition, and communication. Developmental functioning in ASD children from English and non-English speaking households were compared using ANOVA. Sub-group analyses revealed that ASD children with English not spoken in the home in the 6-9 years age group were significantly lower in areas of adaptive behaviour, $F(1, 63) = 4.88$, $p < .05$, and communication, $F(1, 63) = 7.73$, $p = .007$. This age group also scored significantly lower in overall general development compared to children of the same age from English speaking households, $F(1, 62) = 5.34$, $p < .05$. Implications for educational programming and future research will be discussed.

#74

Developmental Psychology/ Psychologie du développement

ENVIRONMENTAL CHOICES AND REASONS FOR PLAYGROUND PREFERENCES WHEN CHILDREN EXPERIENCE POSITIVE AND NEGATIVE AFFECT

Tiffany Pursoo, University of Ottawa; Leah Puddester, University of Ottawa; Laurie Clark, University of Ottawa; Jessica Kurta, University of Ottawa; Jane Ledingham, University of Ottawa

The impact of environmental context on self-regulatory processes such as emotion regulation has been of increasing interest in the developmental literature. While the school playground is an important environment for children's socialization, there are few studies of how they use playground environments and what guides their choices of where to play. A total of 120 children in grades 3-5 were shown models of two separate school playgrounds containing different configurations of grass, asphalt, trees, and play structures. Neither model resembled their own school playground and they contained no social density information about where others might choose to play. Participants indicated where they would choose to play on each of the model playgrounds when experiencing different emotional states (excited, happy, bored, sad, angry, and nervous). After indicating where they would play, participants were asked to give reasons for their preferences. Children chose public areas more often, and gave more activity/physical feature and social reasons for choices for positive emotion states. They chose private areas more often, and gave more emotion regulation and solitary reasons for choices for negative emotion states. Thus, children's environmental choices appear to be linked to their affective states and may in the case of negative emotions contribute to successful emotion regulation.

#75

Developmental Psychology/ Psychologie du développement

DIMENSIONS OF PARENTING USED WITH CHILDREN ON THE AUTISM SPECTRUM

Sara Quirke, McGill University; Tara Flanagan, McGill University; Eric Fombonne, McGill University

Baumrind's (1971) seminal work on classifying parenting style has provided a useful framework for examining parenting. Authoritative parenting has consistently been associated with positive developmental outcomes in typically developing children (Roberts-Gray & Steinberg, 1999). A few findings concerning parenting styles used with children with disabilities exist. 36 percent of parents caring for a child with a developmental disability aged 3 to 5 years old used authoritative parenting (Woolfson & Grant, 2006). This study examines parent ratings of parenting styles and of adaptive behaviours of their child (between 6 & 9 yrs) with an autism spectrum disorder. Our results suggest that parents use each of the three types of parenting behaviors at a similar frequency to parents of typical children. Results are discussed in terms of differences among parenting styles in relation to varying levels of adaptive behavior.

#76

Developmental Psychology/ Psychologie du développement

EATING- AND WEIGHT-RELATED DISTURBANCES IN ADOLESCENCE: A REVIEW AND DEVELOPMENT OF AN INTEGRATED MODEL OF DEPRESSION

Jennine Rawana, York University; Ashley S. Morgan, York University; Hien Nguyen, York University

RATIONALE: Depression often emerges in adolescence; thus, it is critical to study novel risk factors that lead to adolescent depression. One set of unique risk factors is eating- and weight-related disturbances (EWRDs), which include negative cognitions and behaviours related to one's physical appearance. There have been no reviews of research on the relation between EWRDs and depression that are contextualized within developmental frameworks of adolescent depression. OBJECTIVE: To complete a systematic review of the research literature on the relation between EWRDs and adolescent depression. METHOD: A primary search was conducted using PsycINFO, MedLine, the Cochrane Review, and Social Science Abstracts. RESULTS: Seventeen studies have examined the relation between EWRDs and depression in adolescence, including 14 longitudinal studies and eight studies that included boys. There is strong empirical support for the prospective relation between EWRDs and depression among adolescents. The majority of findings support the gender additive model of adolescent depression. Based on the cognitive vulnerability perspective and incorporating the research findings, a novel integrated theory of adolescent depression is presented. DISCUSSION: Findings suggest that EWRDs are critical risk factors for depression. The comprehensive model of depression should be tested in future research.

#77

Developmental Psychology/ Psychologie du développement

WHAT TYPE OF BEST FRIEND PROMOTES A LEADER? SOCIALIZATION OF LEADERSHIP SKILLS IN THE PEER CONTEXT

Alessandra S. Rivizzigno, University of Quebec in Montreal; Mara R. Brendgen, University of Quebec in Montreal; Frank Vitaro, University of Montreal; Michel Boivin, University of Laval; Ginette Dionne, University of Laval; Richard E. Tremblay, University of Montreal; Daniel Pérusse, University of Montreal

What type of best friend promotes a leader? This study used the monozygotic (MZ) twin difference method to examine whether best friend's prosociality, indirect or physical aggression in kindergarten is related to subsequent leadership behaviour. Participants were 89 MZ twin pairs. Peer nominations in kindergarten were used to assess best friend characteristics. Grade 1 and 3 teachers rated each twin's leadership. Multiple hierarchical regression results revealed that within-pair differences in best friend's indirect aggression in kindergarten were associated with an increase in within-pair differences in later twins' leadership (&#946;=.28, t=1.88, p=.06). In contrast, no effect of best friend's prosociality on later leadership was found. These results did not differ for boys and girls. However, girls –not boys- tended to display less leadership later on when their kindergarten best friend was highly physically aggressive (&#946;=-.37, t=-1.80, p=.07). These results suggest that, in contrast to affiliation with a physically aggressive or prosocial best friend, affiliation with an indirectly aggressive best friend in kindergarten seems to promote subsequent twins' leadership behaviour. Potential mechanisms through which an indirectly aggressive best friend may foster twins' leadership, as well as, theoretical and practical implications of these findings will be discussed.

#78

Developmental Psychology/ Psychologie du développement

EMOTIONAL INTELLIGENCE IN A JUVENILE FIRESETTING SAMPLE

Erin M. Ruttle, York University; Ashley K. Ward, Ryerson University; Sherri MacKay, Centre for Addiction and Mental Health

Emotional intelligence, an important marker of social skills, social relationships, and social problem solving skills, has yet to be investigated in juveniles who set fires. Previous research has found that firesetting youth display poor social skills and experience problems in their social relationships, which suggests that they may also present with emotional intelligence difficulties. This study investigated emotional intelligence and its relationship to self-reported fire interest and behaviour in an outpatient sample of firesetting youth. The sample consisted of 120 male and female children and adolescents between 7 and 18 years of age (M = 13.30, SD = 2.56) who were referred for an assessment in The Arson Prevention Program for Children (TAPP-C), a specialized outpatient risk assessment and brief intervention program for juveniles involved with fire in a large teaching hospital in Ontario, Canada. The youths' fire-related behaviour prompting referral included fire interest, match/lighter play and the intentional or accidental burning of objects, buildings or people. The study's variables were collected from the standardized TAPP-C assessment protocol. The results of this study provide preliminary data on the relation between youth firesetting and emotional intelligence and inform assessment and intervention targets for firesetting youth with poor social skills.

#79
Developmental Psychology/ Psychologie du développement

RECOGNIZING FACIAL EXPRESSIONS OF EMOTION IN INFANCY: THE ROLE OF FACE FAMILIARITY

Kristina Safar, Ryerson University; Margaret Moulson, Ryerson University

The ability to recognize a facial expression as being the same no matter who expresses it is necessary in order to use facial expressions to interpret and convey social information (Bornstein & Arterberry, 2003). However, it is still unclear when during infancy this recognition ability develops and whether prior experience with particular faces (e.g., caregivers) modulates this ability. The current study investigates whether 3- and 6-month-old infants are able to recognize a particular facial expression (e.g., happy) when it is expressed by different people. To test this, infants are habituated to 5 different individuals all expressing the same emotion, then shown a new individual expressing both the familiar and a novel emotion. Half of the infants see unfamiliar people expressing the emotions; the other half see familiar people (i.e., caregivers) expressing the emotions. If infants recognize the emotion across individuals, they show a preference for the novel emotion during test. We hypothesize that 6-month-olds will be able to recognize emotions across individuals in both conditions, but that 3-month-olds will only be able to recognize the emotions expressed by caregivers. This study will add to our understanding of both this fundamental social skill and the development of later social abilities.

#80
Developmental Psychology/ Psychologie du développement

DEVELOPMENT OF LANGUAGE IN WRITING: ACQUISITION OF WRITING CONVENTIONS IN L1 AND L2 CHILDREN BETWEEN GRADES 4 AND 6

Lucja Segal-Seiden, Ontario Institute for Studies in Education/University of Toronto; Esther Geva, Ontario Institute for Studies in Education/University of Toronto

The purpose of this study was investigating development of written language between grades 4 and 6 in children who are native speakers of English (L1) and children for whom English is a second language (L2). This was a longitudinal study, matched pair design, involving 44 L1 and 44 L2 (total n=88) normally developing children. Children were matched on language status and nonverbal cognitive ability (Raven Test score). Study included analysis of the stories written by the same children as part of TOWL-3 test in grades 4 and 6 in response to the picture stimulus. This poster focuses on results from TOWL-3 test, Subtest 6, "Contextual Conventions ", which tests the mastery of the rules of writing in English. Data analysis was carried through Repeated Measures ANOVA with language group (L1/L2) and cognitive ability (Low/High) as the independent variables. High cognitive ability children significantly outperformed low cognitive ability children in each group. Overall, in the area of acquiring contextual conventions in English story writing it was not the language status but the cognitive ability that determined performance, with high cognitive ability children outperforming low cognitive ability children. Interestingly, L2 children were not disadvantaged and sometimes performed better than the L1 children.

#81
Developmental Psychology/ Psychologie du développement

EFFECT OF FAMILY SOCIALIZATION AND CHILD CHARACTERISTICS ON SOCIAL INCLUSION IN AUTISM AND DEVELOPMENTAL DISABILITIES

Magali Segers, York University; James Bebko, York University; Jonathan Weiss, York University; Adrienne Perry, York University; Patricia Minnes, Queen's University

It is understood that children with Autism and other Developmental Disabilities face severe challenges in their social interactions with peers. Specific characteristics may determine whether a child with a developmental disability will be socially included or rejected: social awareness and interest in peers relate to social inclusion, whereas social withdrawal and aggression relate to social rejection (Odom, et al., 2006). The current study will draw information from the CIHR Team: GO4KIDDS Basic Survey, which assesses the health, wellbeing, and social inclusion of Canadian children with severe developmental disabilities and that of their families. It is of interest to determine the extent to which children with developmental disabilities experience social inclusion, how social inclusion relates to family and child variables, and whether differences exist between children with autism and other developmental disabilities. The first aim of the study is to determine the degree to which the family's social activity relates to the degree of their child's social inclusion. Secondly, the study will explore the association of child characteristics, such as behavioral issues or communication barriers, with a family's level of socialization, and with the child's level of inclusion. Results have implications for future intervention efforts with this population.

#82
Developmental Psychology/ Psychologie du développement

CHARACTERISTICS OF THE FRIENDSHIP AND CHARACTERISTICS OF THE FRIEND AS PREDICTORS OF ANXIETY IN SCHOOL-AGED CHILDREN

Catherine Serra Poirier, Université du Québec à Montréal; Mara R Brendgen, Université du Québec à Montréal

Numerous studies show that conflict among friends is related to poor emotional adjustment and social anxiety. However, friendship conflict may not uniformly foster anxiety in all children, but depend on several intra-personal and extra-personal factors. Thus, both genetic vulnerability and friends' internalizing problems have been shown to convey an increased risk for developing internalizing problems in youth. Using a sample of 466 4th grade twins' pairs, the present study examined the additive and/or interactive effects of friendship conflict, genetic risk for anxiety, and friend's anxiety level on youngsters' own anxiety. Anxiety symptoms were assessed via self-reported questionnaires completed by each twin and his or her best friend. Each twin also responded to a questionnaire assessing the level of conflict in the relationship with his or her best friend. Controlling for the genetic risk for anxiety, multi-level regression analyses revealed that friendship conflict and best friend's anxiety symptoms were positively associated with youth's anxiety symptoms, albeit only in girls. Moreover, the relation between friendship conflict and children's anxiety symptoms was stronger when the best friend presented a high level of anxiety symptoms. Notably, these associations were independent of genetic risk. Theoretical and practical implications of these results are discussed.

#83
Developmental Psychology/ Psychologie du développement

CHILD/YOUTH AND PARENT/CAREGIVER EXPERIENCES OF INTRUSIVE MEASURES DURING RESIDENTIAL TREATMENT FOR SERIOUS MENTAL HEALTH ISSUES

Matthew J. Shanahan, University of Western Ontario; Kaitlyn Bruyns, University of British Columbia; Dr. Shannon L. Stewart, Child and Parent Resource Institute (CPRI); Melissa Currie, Child and Parent Resource Institute (CPRI)

Managing destructive behaviour of youth in residential care is an issue of contention among those working with high risk clients. Recent initiatives in Ontario and elsewhere have called for a reduction in the frequency of intrusive measure use with youth in residential treatment for mental health issues. To our knowledge, there is no research examining youth perspectives on the use of intrusive measures: physical restraint, chemical restraint (medication without child consent) and secure isolation. Youth and their parents were interviewed about their experiences with at least one incidence of an intrusive measure while in residential care at a tertiary mental health facility for children/youth in Southwestern Ontario. Semi-structured interview formats were developed to obtain youth and parent subjective experiences. Interviews were audio-taped with participant consent and transcribed verbatim for detailed analyses. A minimum sample of eight in-depth interviews is considered reasonable to identify emerging themes (Cresswell, 1998). Twelve interviews have been conducted thus far. Preliminary results suggest that chemical restraint and physical restraint can be less aversive than secure isolation. Detailed methodology and theme descriptions will be presented, along with practical suggestions and clinical implications that emerge from child/youth and parent/caregiver reports.

#84
Developmental Psychology/ Psychologie du développement

FAMILY STRUCTURE, IDENTITY DEVELOPMENT, AND PARENTAL ATTACHMENT IN EMERGING ADULTHOOD

Melissa Sleightholm, Wilfrid Laurier University; Toni Serafini, St. Jerome's University

This study of emerging adulthood was designed to examine differences in parental attachment between intact and disrupted family structures such as two biological parent families and single parent families. It also sought to determine if a relationship between family structure and identity development is mediated by parental attachment. One hundred and eighty five undergraduates completed questionnaires regarding family structure, attachment to parents (Parental Attachment Questionnaire, Kenny, 1987), identity processing styles (Identity Style Inventory, Berzonsky, 1992), and functions of identity (Functions of Identity Scale, Serafini, Maitland & Adams, 2006). A significant relationship was found between parental attachment and identity development as measured by identity styles and identity functions. Parental attachment did not differ between family structures. Relationships between family structure and parental attachment and family structure and identity development were not significant. Implications of this study suggest the importance of parental attachment involved in identity development. As family structure alone may not account for differences in parental attachment, future research that examines interactions within the family structure may contribute to an enhanced understanding of the relationship between family context and parental attachment.

#85
Developmental Psychology/ Psychologie du développement

QUALITY OF LIFE IN FAMILIES WITH A CHILD WITH DOWN SYNDROME

Hailey S. Sobel, McGill University; M.L. Eva Dechef-Tweddle, McGill University; Francesca Dansereau, McGill University; Andreas Loebus, Down Syndrome Research Institute; Tara D. Flanagan, McGill University

Quality of life (QOL) is a term used to refer to an individual's overall satisfaction within multiple domains of life and it interacts with the QOL of individuals who share the same environment. As such, when evaluating the quality of life of an individual with a disability, it is helpful to assess the quality of life of the entire family. In this study, 12 parents who have a child with Down syndrome completed the Beach Center Family Quality of Life Survey (FQOL), which assesses five different domains of quality of life within families. Also, nine of the twelve parents completed a parent perception questionnaire on the short and long term goals for their child, and of the supports and resources available to them. Comparisons of the components of FQOL revealed that emotional well-being was rated the lowest, whereas physical/material well-being was rated the highest. In identifying supports, the majority of parents identified schools as assisting in meeting short and long term goals; however, the majority of parents cited that no resources were in place to support students in the transition from school to adult life, commenting that these needs should be addressed during high school. These results will be discussed in relation to the need to increase home-school collaboration and introduce specific supports during the critical transition years into adulthood.

#86
Developmental Psychology/ Psychologie du développement

HOW DO HOME LEARNING EXPERIENCES RELATE TO CHILDREN'S LITERACY AND NUMERACY OUTCOMES?

Carla Sowinski, Carleton University; Jo-Anne LeFevre, Carleton University; Sheri-Lynn Skwarchuk, University of Manitoba

Parents' storybook knowledge uniquely predicts young children's vocabulary, whereas reports of literacy teaching (e.g., reading words) predict early literacy performance (Sénéchal & LeFevre, 2002). Parents' knowledge of storybook titles is a proxy measure of shared reading that circumvents the social-desirability bias inherent in asking parents to self-report shared reading. We designed an analogous measure to index shared math-relevant activities: A numerical game list. Parents (N=109) completed storybook-title and number-game checklists and rated how frequently

they engaged in literacy and numeracy activities. Their kindergarten-age children completed a battery of cognitive tasks. As in Sénéchal and LeFevre, parents' storybook-title knowledge predicted children's vocabulary, while parents' reports of literacy practices predicted children's word reading ability. Analogously, parents' number-game knowledge predicted children's performance on non-verbal addition and subtraction, whereas parents' reports of numeracy practices predicted children's scores on a standardized numeracy measure. The results support a distinction between home learning activities that relate to literacy versus numeracy outcomes and extend the Home Literacy Model (Sénéchal & LeFevre, 2002) to children's numeracy experiences.

#87
Developmental Psychology/ Psychologie du développement

THE RELATIONS AMONGST MATERNAL DEPRESSIVE SYMPTOMS, INFANT COPING STRATEGIES AND INFANT NEGATIVE EMOTIONAL REACTIVITY

Ashley Steinhauer, Ryerson University; Leslie Atkinson, Ryerson University; Andrea Gonzalez, McMaster University; Robert Levitan, CAMH

Mothers who experience depressive symptoms influence their infants' expression of emotional reactivity; however the mechanisms of this link are unknown. The principal aim of this study was to assess if infant coping strategies moderate the relation between maternal depressive symptoms and infant negative emotional reactivity. Home visits were conducted with 126 mother-infant dyads from the community. The BDI-II was used to measure maternal depressive symptoms. Each dyad participated in a frustrating task and infant coping strategies and emotional reactivity were coded throughout this task. Results indicated that infants with mothers who reported higher levels of depressive symptoms expressed less negative emotional reactivity than infants with mothers who reported lower levels of depressive symptoms, if they employed more self-directed then other-directed regulatory behaviours. This study highlights many conceptual, design, and psychometric problems present in the emotion regulation literature and is the first study to examine the proposed moderation model.

#88
Developmental Psychology/ Psychologie du développement

RECEPTIVE AND EXPRESSIVE LANGUAGE ABILITIES IN CHILDREN WITH DEVELOPMENTAL DISABILITIES

Melissa Stern, McGill University; Daniella Goldberg, McGill University; Steven R Shaw, McGill University

The current study examines the expressive and receptive language abilities in children with autism and 22q13 Deletion Syndrome. This domain was chosen as it is considered to be significantly impaired in children with autism and 22q13 Deletion Syndrome.Participants in this study include 28 children with autism and 18 children with 22q13 Deletion Syndrome between 3 and 18 years of age ($N = 46$). The two groups were matched on mental age as measured by the Developmental Profile-3 (DP-3; Alpern, 2007). Due to the participants' age and cognitive impairments, parents completed the MacArthur Communicative Development Inventory-Long Form (CDI; Fenson et al., 1993). Results indicate that children with autism are significantly better at understanding phrases, $p<0.05$ ($M = 22.00$, $SD = 6.05$) than those with 22q13 ($M = 17.11$, $SD = 9.03$). On the other hand, no significant differences were found between the children with autism ($M = 245.67$, $SD = 121.69$; and $M = 136.60$, $SD = 154.71$) and those with 22q13 ($M = 173.13$, $SD = 142.87$; and $M = 71.46$, $SD = 130.13$) in their ability to understand words or produce words, $p > 0.05$.These results give us insight into how language is affected across these two populations, which is essential when developing effective treatment and intervention programs.

#89
Developmental Psychology/ Psychologie du développement

ADAPTIVE BEHAVIOUR AND SOCIO-EMOTIONAL COMPETENCE IN CHILDREN WITH DEVELOPMENTAL DISABILITIES

Melissa Stern, McGill University; Daniella Goldberg, McGill University; Tia Ouimet, McGill University; Steven R Shaw, McGill University

The current study examines the socio-emotional competence and adaptive behaviour in children with autism and 22q13 Deletion Syndrome. These two domains were chosen as they are considered to be two domains, which are significantly impaired in children with autism. Participants in this study include 28 children with autism and 18 children with 22q13 Deletion Syndrome between 3 and 18 years of age ($N = 46$). Due to the participants' age and cognitive impairments, parents completed the Developmental Profile-3 (DP-3; Alpern, 2007), a scale used to assess socio-emotional competence and adaptive behavior in children. Results indicate that while children with autism and 22q13 are similar in their socio-emotional competence, $p > 0.05$ ($M = 13.67$, $SD = 3.447$ and $M = 12.54$, $SD = 5.037$, respectively), there are significant group differences in adaptive behavior, $p < 0.05$. More specifically, children with autism display higher levels of adaptive behavior ($M = 17.89$, $SD = 5.279$) than children with 22q13 Deletion Syndrome ($M = 13.43$, $SD = 6.495$). These results demonstrate how the impact of similar cognitive, language, and social deficits associated with the two disorders can affect these children quite differently. Moreover, such insight into how these domains are affected across these two populations is essential when developing effective treatment and intervention programs.

#90
Developmental Psychology/ Psychologie du développement

EXPRESSIVE LANGUAGE AND PRETEND PLAY IN CHILDREN WITH DEVELOPMENTAL DISABILITIES

Melissa Stern, McGill University; Steven R Shaw, McGill University

The current study examines the relationship between expressive language and pretend play in children with developmental disabilities. Participants in this study include 28 children with autism and 18 children with 22q13 Deletion Syndrome between 3 and 18 years of age ($N = 46$). Parents completed the Receptive-Expressive Emergent Language Test-Third Edition. Parents also reported the frequency of their child's engagement in different types of pretend play by completing online biweekly diaries for a 10 week period via the survey website Survey Monkey. Partial correlations controlling for mental age were computed. We found significant positive correlations between the child's level of expressive language and their initiation in pretend play such as putting a doll to bed ($r = 0.400$, $p = 0.010$), kissing a doll ($r = 0.361$, $p = 0.021$) and using a broom to clean ($r = 0.462$, $p = 0.002$). However, no correlations were found between expressive language and initiations in pretend play involving reading a book ($r = 0.037$, $p = 0.820$) or driving a car ($r = 0.177$, $p = 0.28$). These results provide further understanding of the impact of pretend play on expressive language, which has practical implications for strategies aimed at improving and promoting social and emotional development in children with developmental disabilities, which could result in the amelioration of their quality of life.

#91
Developmental Psychology/ Psychologie du développement

SHARED PRETENSE FACILITATES LEARNING

Shelbie Sutherland, University of Waterloo; Ori Friedman, University of Waterloo

Childhood is a time of learning general facts about the world. General knowledge can be acquired through direct experience with things (Prasada, 2000); however this is not always possible (Harris, 2002). For instance, children cannot learn that sharks eat fish by interacting with sharks. We propose that sharing in pretense allows young children to acquire general knowledge about objects, even when they are absent. Pretense may be suitable for knowledge transmission because it is communicative, and children may assume that communicative interactions convey general knowledge (Csibra & Gergely, 2009). In two studies, preschoolers watched pretend scenarios enacted with a puppet of a nonexistent animal species. Each scenario demonstrated some fact about the animal, (it dislikes eating a carrot). In Study 1, the fact was conveyed by the puppet "speaking". For instance, the experimenter said in a high-pitched voice, "Carrots, blah, yuck" while moving the puppet. In Study 2 facts were communicated through actions alone. Following the scenarios, children were asked open-ended generic questions corresponding to the scenarios. Children's responses were consistent with their having learned general facts from the pretend play. The findings reveal that sharing in pretend play is a long-overlooked means by which children can acquire generic knowledge.

#92
Developmental Psychology/ Psychologie du développement

EARLY MATH DEVELOPMENT: PROCESSES THAT LEAD TO HIGHER LEVELS OF MATHEMATICAL UNDERSTANDING

Austin Sye, Trent University; Michael Mueller, Trent University

Current research has shown that children possess quite a number of mathematical abilities earlier in life than previously assumed. Some of them are functional very early in life and are likely innate; others are acquired gradually over the first years of life. With the transition into school, children start integrating these aspects into a more formal understanding of the number system and its operations. This study investigated how strategy use and working memory in 4-7 year-old children are related to various measures of mathematical achievement. 780 children from across Ontario in either junior kindergarten (JK; 4 to 5-year olds), senior kindergarten (SK; 5 to 6-year-olds), or grade one (G1; 6 to 7-year-olds) were tested with the Canadian Test of Basic Skills, the MAS Screen, and the MAS Test (Mueller, 2010). The results showed that children of all ages use a variety of strategies and that these strategies become more adaptive over time. Various measures of strategy-use were clearly related to performance measures. Working memory (wm) increased significantly between JK and G1 and was highly predictive for achievement. Furthermore, wm was a constraint for higher levels of strategy-use. Overall, the results indicate that strategy-use and working memory are important predictors of math development in the early years.

#93
Developmental Psychology/ Psychologie du développement

FUNCTIONAL AND SOCIAL IMITATION IN CHILDREN WITH AUTISM SPECTRUM DISORDER

Anna Takagi, McGill University; Steven Shaw, McGill University

Children with autism often have difficulty imitating the actions of others. Evidence suggests that some types of imitation (e.g. gestural imitation) are more impaired than others (e.g. imitation of actions on objects; Williams, Whiten, & Singh, 2004). The purpose of this study is to examine the distinction between imitation of instrumental or goal-directed actions (i.e. those that result in some tangible outcome such as audio or visual stimulation) and imitation of nonfunctional actions. Further, the social nature of imitation is investigated through examination of the relationship among different imitative abilities and measures of social competence and cognition. Twenty children aged 3 to 10 years with a confirmed diagnosis of autism spectrum disorder are given an experimental task with two conditions: in the functional/goal-directed condition actions on objects have a tangible and interesting effect; in the nonfunctional condition the same actions on objects of similar size and shape have no such effect. It is hypothesized that children with autism are better able to imitate functional actions than nonfunctional actions, and that imitative ability of nonfunctional actions is related to social competence. Data collection and analysis will be completed in the spring of 2011.

#94
Developmental Psychology/ Psychologie du développement

PREVALENCE OF MEANING-MAKING AND TYPES OF TURNING POINT EVENTS AMONG GRADE 12 ADOLESCENTS

Royette Tavernier, Brock University; Teena Willoughby, Brock University

There is a need to explore the types of turning point events experienced among adolescents, and their ability to engage in complex forms of meaning-making (i.e. insights versus lessons). The present study addressed this issue by examining the prevalence of meaning-making across different types of turning points with 804 (57% female) grade 12 adolescents, 26% (N = 209) of whom reported experiencing a turning point. The most common types of turning points were relationship (23% - "Meeting my best friend made me a more outgoing person, I enjoy life a lot more") and mortality events (27% - "My close friend passed away a year ago and it has opened my eyes and I have matured. I am very thankful for what I have"). Other types included travel (4%), moving (4%), educational (6%), other (12%), and vague (24%) events. Among students who reported meaning-making, insights (78%) were more prevalent than lessons (22%). Adolescents reported more insight than lessons for relationship (73% insights versus 27% lessons), and mortality events (89% insights versus 11% lessons), but lessons were more prevalent than insights for educational events (70% lessons versus 30% insights). Results of a Chi-square test indicated that the number of insights relative to lessons was significantly above chance for relationship, &#967;2 (1) = 5.54, p = .019, and mortality events, &#967;2 (1) = 11.84, p = .001.

#95
Developmental Psychology/ Psychologie du développement

TURNING POINTS: THE ROLE OF MEANING-MAKING ON PSYCHOLOGICAL WELL-BEING, ACADEMICS AND PARENTAL RELATIONSHIP QUALITY AMONG GRADE 12 ADOLESCENTS

Royette Tavernier, Brock University; Teena Willoughby, Brock University

Research is lacking on adolescents' ability to construct meaning-making subsequent to a significant life changing experience. The current study examined differences in well-being, academic achievement, and parental relationship quality between adolescents who were able to construct meaning-making (lessons or insights) and those who reported no meaning following a turning point event. Participants were 804 (57% female) grade 12 adolescents, 26% (N=209) of whom had reported experiencing a turning point. All participants completed measures on the outcome variables 3 years prior, when they were in grade 9. MANOVA results indicated no differences in outcome variables for adolescents experiencing a turning point versus no turning point, p>.05. Most critical, however, of the 209 students who experienced a turning point, adolescents who reported meaning-making reported significantly more positive well-being (F(1, 204)=5.94, p = .016, &#951;2= .03) and parental relationship quality (F(1, 204)=6.63, p = .011, &#951;2= .03) than adolescents who reported no meaning-making, &#923; = .96, p = .032, &#951;2 = .04, (M well-being = .16 vs -.07; M parental relationship = 2.96 vs 2.77, respectively) . Importantly, these two groups did not differ on the outcome variables prior to their experience of a turning point event, when they were in grade 9, &#923; = .99, p = .827, &#951;2 = .007.

#96
Developmental Psychology/ Psychologie du développement

INVESTIGATING SEX DIFFERENCES AMONG CHILDREN AND YOUTH REFERRED TO TERTIARY MENTAL HEALTH OUTPATIENT CLINICS

Laura Theall-Honey, Child and Parent Resource Institute; Rebecca Cuthbert, Child and Parent Resource Institute; Shannon L. Stewart, Child and Parent Resource Institute

Research investigating sex differences psychopathology development suggests girls have fewer behavioural problems than boys. However, some evidence shows problems for high-risk girls are more pervasive than for high-risk boys, suggesting a possible gender paradox in clinical populations (Tiet et al., 2001). This study investigated whether sex differences are present in clinically-referred youth with respect to internalizing, externalizing, and self-harm. Participants were 118 youth (82 males) referred to 5 outpatient clinics at a tertiary mental health centre (mean age = 10 yrs, SD = 3.07; 4–17 yrs). Preliminary analyses were conducted on parent report from the Brief Child and Family Phone Interview (BCFPI; Cunningham, Pettingill & Boyle, 2006). Correlation coefficients were computed between sex, talk of self-harm, deliberate self harm, internalizing and externalizing behaviour. Although no sex differences emerged for self-harm, results indicated that girls exhibited much higher externalizing symptoms than boys, consistent with a gender paradox where girls must exhibit more extreme behaviours than boys to receive clinical help. Further investigation is warranted to determine if a disservice is occurring, preventing timely interventions for girls with complex mental health needs. Complex multivariate analyses using a larger sample size will be shared in the final presentation.

#97
Developmental Psychology/ Psychologie du développement

FIRE SAFETY EDUCATION ON YOUTUBE

Meara Thomas, Centre for Addiction and Mental Health; Sherri MacKay, Centre for Addiction and Mental Health; Ashley Ward, Ryerson University

An important component of interventions for youth who set fires is fire safety education. Education about fire safety can expand a youth's knowledge of the consequences of fire involvement and reduce risk for fire-related injury and death. Video sharing websites are a popular source of entertainment that provide a valuable outlet for educational material. This study explored the quality of fire safety education on YouTube through a search of videos on YouTube.com using the terms "fire safety". The top 50 videos were viewed and coded for 39 variables that captured a range of details about the videos' users and viewers as well as video-specific and fire-specific content. The results found that 94% of videos contained fire-related content, with 84% providing safety education and 10% showing inappropriate material. Sixty percent of videos covered more than one area of fire safety; the average video discussed three subjects. One-quarter focused on messages intended for children under ten. Inappropriate content included inaccurate and dangerous messages and images of firesetting. Videos with inappropriate material were the most watched, highly rated, and received numerous comments. This study is the first to demonstrate that YouTube contains a wide assortment of fire educational material viewed by youth audiences. Strategies for promoting appropriate materials need consideration.

#98
Developmental Psychology/ Psychologie du développement

BEST FRIEND FOREVER TO BEST FRIEND FOR NEVER: A QUALITATIVE ANALYSIS OF THE IMPACT OF BULLYING ON FRIENDSHIPS

Timothy M. Trant, Carleton University; Jennifer Barrett, Carleton University; Tina M Daniels, Carleton University

Over the past few decades researchers have consistently reiterated the notion that bullying is a prevalent and concerning issue facing children and adolescents. Unfortunately, little is known about the social outcomes of bullying and the qualitative changes which occur as a result. 900 first year university students (male and female) were surveyed regarding their experience with a memorable high school bullying incident. Participants were asked what their role in the incident had been, what their relationship with the bully had been before the incident, how important they felt it was to maintain a relationship with that person, and whether their relationship had changed as a consequence of the incident. Results suggest that the overwhelming majority of participants had been victimized. Participants frequently reported that the bully, had been a friend, and that maintaining a relationship with that person was not important. Finally, participants reported a wide spectrum of ways in which their relationship with that person had changed as a direct result of the incident, ranging from the relationship having been strengthened to a lack of trust and former friends on non-speaking terms. These results provide intriguing insight into the social outcomes of bullying among friends.

#99
Developmental Psychology/ Psychologie du développement

AGE AND GENDER COMPARISONS IN FIRESETTING CHILDREN AND ADOLESCENTS

Ashley K Ward, Ryerson University; Erin M Ruttle, York University; Sherri MacKay, Centre for Addiction and Mental Health

Comparisons of youth fire-related behaviour across age groups and gender are lacking in the firesetting research field. Prior research suggests that males initiate their firesetting at an earlier age and set a greater number of fires, while females who set fires exhibit greater levels of psychopathology. This study investigated age and gender differences in a sample of juveniles involved with fire. Participants were 120 male and female children and adolescents between 7 and 18 years of age (M = 13.30, SD = 2.56) who were referred for an assessment in The Arson Prevention Program for Children (TAPP-C), a specialized outpatient risk assessment and brief intervention program for juveniles involved with fire in a large teaching hospital in Ontario, Canada. The nature of the youths' fire involvement prompting referral ranged from fire interest and match play to the wilful burning of buildings or people. The study data were drawn from the structured assessment protocol administered to all of the participants in the TAPP-C program. The results highlighted differences in this dangerous behaviour and related problem behaviours across genders and developmental periods, which will inform relevant and valid assessment and intervention of firesetting behaviour for all youths.

#100
Developmental Psychology/ Psychologie du développement

THE INFLUENCE OF EARLY CHILD CARE ON LATER BEHAVIOURAL OUTCOMES USING A CANADIAN NATION WIDE STUDY

Kelly M. Weegar, University of Ottawa; Lyzon K. Babchishin, University of Ottawa; Elisa Romano, University of Ottawa

Non-parental care has become a normative experience for most young children in Canada. The present study will investigate the longer term effects of child care on behaviours of Canadian children. The influence of child care amount, quality and type will be examined over a six year period, focusing specifically on the analysis of diverse behavioural outcomes. Furthermore, the study will control for a variety of child- and family-level factors. This study will utilize data from cycle 4 (2001) of the National Longitudinal Survey of Children and Youth (NLSCY) and the sample will include approximately 3,500-4,000 children aged 0-3 years who are using child care. Regression models will be tested to examine the extent to which child care variables are associated with cycle 7 (2007) parent-reported behavioural outcomes while taking into account a number of additional variables. It is anticipated that a more favourable child care setting (e.g., regulated, higher quality) and family environment will be associated with positive behavioural outcomes. We also expect child care quality to moderate the associations of socio-demographic and family variables on behavioural outcomes. If the findings confirm our hypotheses and indicate that regulated, high quality care is related to later behavioural functioning, this would suggest that these aspects of care be given thought in program planning.

#101
Developmental Psychology/ Psychologie du développement

THE MAP INTERVENTION: EXPLORING MATERNAL ATTRIBUTIONS, SENSITIVITY, AND REFLECTIVITY IN PARENT-INFANT INTERACTIONS

Natasha Whitfield, York University; Yvonne Bohr, York University

A wealth of innovative intervention approaches has been introduced in recent years, many of which have aimed to repair and improve caregiver-infant relationships. The Mapping the Attributions of Parents intervention (MAP; Bohr et al., 2006) is one such approach. This video feedback caregiver-infant intervention is designed to identify and alter maladaptive parental attributions and to increase parental sensitivity and reflectivity. In the context of this intervention, dyads are videotaped as they interact in structured interactions. Clinicians make note of the dyad's patterns of interaction and meet with caregivers to review the videotaped interactions. Strengths and challenges are identified, attributions are explored, and maternal sensitivity and reflectivity are nurtured. The present study explores the roles of maternal sensitivity and reflectivity in the context of maternal attributions in caregiver-infant interactions, as evaluated in the MAP intervention. A phenomenological research paradigm is adopted in order to explore the unique experience of caregiver-infant dyads in this novel intervention approach. Two case studies of high-risk dyads who sought treatment at a Canadian community-based mental health centre are reviewed. Maternal attributions, maternal sensitivity, and maternal reflectivity in caregiver-infant interactions are discussed.

#102
Developmental Psychology/ Psychologie du développement

ATTACHMENT REPRESENTATIONS OF RELATIONSHIP TO MOTHERS AND FATHERS IN PRESCHOOL CHILDREN

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

Many researchers have developed systems to access internal working models of attachment in the preschool years but few have explored the representations of fathers and mothers separately (Marcoen & Verschueren, 1999). The current study explores differences between the representations of children's perceptions of maternal and paternal relationships, and aims to determine which dimensions of these two relationships are associated with the psychosocial adjustment of children. Twenty-nine preschool children (12 girls, mage= 3.5 years) participated in the ASCT (Bretherton & Ridgeway, 1990). Children's parents completed the SDQ (Goodman, 1997) assessing children's behaviour problems and pro-social behaviours. Four factors were obtained based on a factor analysis with Varimax rotation: secure, control/resistant, vulnerable and muddled, explaining 73% of variance. Independent t-tests showed that children had higher scores of security if the mother ($m=93.5$, $sd=38.2$) was represented, as compared to the father ($m=64.8$, $sd=37.2$; $t(27)=2.21$, $p<.05$). However, partial correlations showed that lack of self-projection (muddled) in the father stories were linked with children's psychosocial adjustment. This study demonstrates that attachment might be relationship context specific and the capacity to represent fathers as parental figures may prevent the development of behaviour problems.

#103
Family Psychology/ Psychologie de la famille

PREDICTORS OF PSYCHOLOGICAL WELL-BEING AND MENTAL HEALTH IN ADULT SIBLINGS OF INDIVIDUALS WITH DEVELOPMENTAL DISABILITIES

Julia Burbidge, Queen's University; Patricia Minnes, Queen's University

Siblings play an important role in the lives of individuals with developmental disabilities (DD; Seltzer et al., 2005); however, little is known about how the psychological well-being and mental health of adult siblings of individuals with DD are affected. This study has the following objectives: (1) Identify predictors of psychological well-being and depressive symptoms in adults who have a sibling with DD and (2) Compare sibling relationship characteristics of adults and their sibling with DD to adults and their non-disabled siblings. This study includes adult siblings of individuals with DD (estimated N = 150) who were recruited through organizations serving persons with DD. They completed online questionnaires regarding characteristics of their disabled sibling, life stressors, sibling relationships, available supports, psychological well-being and depression. Hierarchical multiple regression analyses will be used to identify factors that predict psychological well-being and depressive symptoms. Independent samples t-tests will be used to compare relationship characteristics of participants with their disabled sibling and participants with their non-disabled sibling. The findings will contribute to our theoretical understanding of adult sibling relationships in the DD population, and they will highlight the support needs of adults who have a sibling with DD.

#104
Family Psychology/
Psychologie de la famille

PAKISTANI IMMIGRANT WISDOM: THE CASE OF TWO FAMILIES

Aftab Khan, OISE University of Toronto; Noah Mazereeuw, University of Toronto; Michel Ferrari, OISE University of Toronto

A pilot study was conducted with three generations of two families from Pakistan who have immigrated to Canada; one was a very traditional Muslim family, the other was more liberal. Using a mixed methods approach, we interviewed all participants about their lives and their understanding of wisdom, and gave them all a battery of self-report instruments that assessed ethnic identity, wisdom, values, and quality of Life. Using an intersectional lens, we expected social location to play a critical role in conceptions and assessments of personal wisdom. And indeed, although they did not differ in their perceived quality of life, in the very traditional family, the wife nominated her husband as wise and all family members considered Mohammed to be the wisest figure in history. In the less traditional family, the daughter and son both nominated their mother as wise, but the mother nominated her own mother as wise. They chose a range of historical figures as exemplifying wisdom, but none chose Mohammed. No one nominated him- or herself as wise. When asked to discuss a difficult life situation, some members of both families across generations spontaneously selected a situation that involved immigrating to Canada.

#105
Family Psychology/
Psychologie de la famille

FAMILY EMPOWERMENT AND CRISIS IN FAMILIES OF CHILDREN WITH ASD

Jennifer MacMullin, York University; Jonathan A Weiss, York University; Yona Lunsky, Dual Diagnosis Program, Centre for Addiction and Mental Health

Mothers of children with autism spectrum disorders (ASD) experience a wide range of stressors, making them more susceptible to an experience of crisis. Empowerment is one variable that may affect the experience of crisis in families of children with ASD. The purpose of the present study is to examine the relationship between empowerment and crisis. Methods: As part of a Canadian online survey of children with ASD, 145 mothers of children diagnosed with ASD aged 3-21 years old (age M= 12.19, SD=4.44) completed the Family Empowerment Scale (Koren et al., 1992), which assesses the family's ability to handle day-to-day situations, and a crisis measure, which asks mothers to rate their degree of current crisis on a 10-point scale (ranging from '0 – Not at all in crisis' to '10 – We are in crisis and it could not get any worse') (Weiss & Lunsky, in press). Child diagnoses included Asperger syndrome (32%), PDD-NOS (17%), Autism (49%), and other diagnoses (2%). Results: Mothers who reported more family empowerment were less likely to be experiencing distress ($r = -.314$ $p <.001$). Regression analyses will be conducted to determine whether empowerment moderates the relationship between child behaviour problems and crisis. Discussion: The importance of empowerment as a target for psychological interventions to alleviate crisis in families of children with ASD will be discussed.

#106
Family Psychology/
Psychologie de la famille

EXAMINING HOW KNOWLEDGE SHAPES OPINIONS TOWARD SPANKING

Rick M. Norian, University of Ottawa; Tessa Bell, University of Ottawa; Elisa Romano, University of Ottawa

Although extensive research correlates the corporal punishment (CP) of children with a range of adverse effects, little research has been done as to what can change opinions and behaviours towards CP. We will examine the extent to which individuals are in favour of or against Section 43 of the Canadian Criminal Code, which allows the use of CP for purposes of disciplining children. A second objective is to investigate the extent to which psycho-education can change individuals' opinions and to identify socio-demographic correlates of these changes. Both parents and non-parents from the Ottawa area will complete a 20-minute online survey on opinions pertaining to the discipline of children between 2 to 12 years old. We expect that many pro-spanking respondents who will initially endorse favourable attitudes towards Section 43 will have a change in opinion once provided with alternatives. Data on the influence of psycho-education and demographic factors on opinions toward child discipline will be analyzed by way of multiple regression. We are particularly interested in the effects of such variables as gender as well as comparing the opinions of parents to those of non-parents. We will consider how the implications of these findings can be used to more effectively shape how the scientific community addresses spanking in educational programs directed at parents.

#107
Family Psychology/
Psychologie de la famille

VARIATION IN PARENTS' INTENTIONS AND SKILLS FOR SEXUAL COMMUNICATION WITH THEIR YOUNG ADOLESCENTS

Brett S Robinson, University of New Brunswick; Heather A Sears, University of New Brunswick; E. Sandra Byers, University of New Brunswick

Research has shown that parents' sexual communication with their adolescents is infrequent and lacks depth. Guided by the integrative model of behavioural prediction (IMBP), we examined parents' reluctance to have these conversations by evaluating the extent to which parents' characteristics (gender, education, quality of sexual communication with their own parents) and their adolescents' characteristics (gender, pubertal status, romantic and sexual involvement of the youth and his/her close friends) were related to components of the intentions and skills required for this behaviour. New Brunswick parents of adolescents in grade 6 or 7 (563 mothers, 55 fathers) provided survey data for this study. The results for parent characteristics showed that only higher quality sexual communication with their own parents was related to parents' intentions (more positive attitudes and social pressure) and skills (more knowledge and comfort) for engaging in sexual communication. For adolescent characteristics, parents' perceptions of their adolescent's close friends as being romantically and/or sexually involved were related to parents' intentions (higher self-efficacy) and skills (more knowledge and skills). These results suggest that situational rather than demographic characteristics of parents and adolescents are important for understanding parent-adolescent sexual communication.

#108
Family Psychology/
Psychologie de la famille

TEEN FATHERS: BETWEEN IDENTITY FORMATION AND ROLE CONFUSION

Nicolette Sopcak, University of Alberta; Berna Skrypnek, University of Alberta

Teen fatherhood is neither normative nor desired in the Western world. From a developmental perspective, adolescent fathers who are still in the process of growing up experience a disruption in their identity formation and are forced to prematurely enter adulthood (Aries, 2001; Brubaker & Wright, 2006). This study used qualitative methods to explore fathers' identity development during the transition to fatherhood. Twelve teen fathers between the age of 14 and 20 participated once or twice in semi-structured interviews. Six also participated in a photovoice project. Photovoice is a research strategy that allows participants to present their own perspectives by taking photos. Participants' photos were developed and individually discussed. The data revealed that participants engaged in different processes of role negotiation and identity formation and that there were notable differences between the younger and older teen fathers. Yet, all fathers fully embraced their new father role. Some fathers seemed to focus on the immediate parental responsibilities, whereas others demonstrated high levels of reflection regarding their father role. Existing Canadian support programs for teen parents do not yet consider young fathers' developmental stages and corresponding needs. This knowledge, however, is critical to the development of support services for teen fathers and their children.

#109
Family Psychology/
Psychologie de la famille

THE RELATIONSHIP BETWEEN PROBLEM BEHAVIORS AND SERVICE UTILIZATION PATTERNS IN INDIVIDUALS WITH AUTISM SPECTRUM DISORDERS

Ami Tint, York University; Jonathan Weiss, York University; Yona Lunsky, Centre for Addiction and Mental Health

Individuals with Autism Spectrum Disorders (ASD) often exhibit problem behaviors. These behaviors can hinder social integration and prevent the proper provision of services. The current study, as part of a larger online survey examining the crisis experiences of families with ASD, looked at the relationship between problem behaviors service utilization, waitlist status, information needs, and barriers to care. Participants were 206 family caregivers of individuals with ASD from across Ontario. Caregivers were 26-71 years of age (M=44.33, SD=7.83) and family members with ASD (83.5% male) were 2-41 years of age (M=13.46,SD=7.44). Caregivers were asked about current service use, information needs, and barriers to care. Problem behaviors were assessed with the Behavior Problem Inventory (Rojahn et al., 2001). Results indicate that family doctors were the most frequently used professional support as opposed to more specialized professionals. The most commonly requested topics of information surrounded community supports (74.9%), future planning (80.1%), and a need for more activities (72.5%). "Didn't know where to find help" was the most commonly stated barrier to obtaining services in the past. The poster will examine the association of aggressive behavior to waitlist status and service use in children, adolescents, and adults with ASD.

#110
Family Psychology/
Psychologie de la famille

UNDERSTANDING CHILDHOOD PARENTIFICATION IN THE CONTEXT OF FAMILY FUNCTIONING: AN EMPIRICAL INVESTIGATION

Kristen Williams-Outerbridge, University of Windsor; Sarah E Francis, Memorial University of Newfoundland; Valerie A Noel, Memorial University of Newfoundland; Jeanna Hall, Memorial University of Newfoundland

Childhood parentification has been defined as a functional and/or emotional role reversal in which a child becomes responsible for the emotional and/or behavioral needs of a parent (Chase, 1999). Although childhood parentification has been discussed in psychological research for over 40 years, clinical case interviews and theoretical postulations have formed much of our understanding of the construct (e.g., Boszormenyi-Nagy & Spark, 1973; Jurkovic, 1997). Few studies have attempted to operationally define parentification in relation to family-relevant variables. The present study sought to further validate and delineate the construct of childhood parentification in order to provide a more comprehensive understanding of the construct. In two community samples of adolescent (N = 92) and adult (N = 80) participants, experiences of childhood parentification were examined in relation to theoretically relevant family functioning variables. Using correlation analyses, childhood parentification was significantly related to perceptions family enmeshment, family cohesion, perceptions of maternal and paternal care, and perceptions of childhood neglect. Results suggest that from the child's perspective, parentification is found in mutually unsupportive family systems, where physical and emotional needs are unmet, and parents demonstrate reduced care for their children.

#111
Family Psychology/
Psychologie de la famille

DOES ATTACHMENT STYLE EXPLAIN THE INFLUENCE OF DIFFERENTIAL PARENTING ON PSYCHOSOCIAL OUTCOMES IN YOUNG ADULTHOOD?

Laura Young, University of Victoria; Marion Ehrenberg, University of Victoria

This study explored the influence of young adults' perceptions of their parents' current differential treatment of them and their siblings on their adjustment, sibling relationship quality, and romantic relationship quality. Attachment style was hypothesized to mediate the relations between parental differential treatment (PDT) and these psychosocial outcomes in young adulthood. Participants included 275 university students and non-student community participants aged 18 to 25 years. Participants completed multiple-choice questionnaires assessing the variables of interest. Young adults' perceptions of higher overall levels of PDT, regardless of which sibling was favoured, and their perceptions of being treated less positively than their siblings were associated with poorer adjustment, more insecure attachment style, and poorer quality sibling and romantic relationships. The results of path analyses showed that attachment style partially mediated the relations between maternal and paternal PDT and sibling relationship quality. It fully mediated the relations between maternal and paternal PDT and adjustment, and between maternal PDT and romantic relationship quality. PDT was significantly related to sibling relationship quality even after accounting for the influence of overall parent-child relationship quality and perceptions of the unfairness of PDT.

#112
Psychology and Religion/
Psychologie et religion

CHURCH FAMILY CONCEPTUALIZED AS AN ATTACHMENT TO GROUP PROCESS

Tracy Freeze, University of New Brunswick; Enrico DiTommaso, University of New Brunswick

Bowlby (1969) described how internal working models informed by early attachment experiences play a pivotal role in the development of attachment relationships throughout life. Since this seminal work, attachment has been examined in several domains including familial and romantic relationships (Hazan & Shaver, 1987). More recently, work by Kirkpatrick (2005), Granqvist (1998) and others has indicated the usefulness of

God as an attachment figure. Smith, Murphy and Coats (1999) also extended attachment theory to examine attachment to groups. Two studies with a total sample of 302 participants examined the relationship between individuals and their church family as an attachment to group. Structural equation modeling was used to examine attachment to church family. Results indicated that church family can be conceptualized as an attachment to group. The relationship between attachment to church family, attachment to God along with social/religious support is also discussed.

#113
Psychology and Religion/
Psychologie et religion

MULTIDIMENSIONAL RELIGIOSITY AND SENSATION-SEEKING BEHAVIOUR

Ihshan Gumilar, Laurentian University

Religiosity has been found to be significantly and inversely correlated with risk-taking behavior, which has a biopsychological basis. However, religiosity has not yet been examined in relation to Sensation-Seeking (SS) as a personality trait that also correlates (positively) with risk-taking behaviour. By administering a religiosity questionnaire adapted from the Brief Multidimensional Measurement of Religiousness/Spirituality (BMMRS) as well as Zuckerman's Sensation Seeking Scale-V (SSS-V) to university students, the present study revealed that religiosity is inversely related to SS. Religious ideological classifications (e.g., liberal and fundamental) were also examined with respect to SS. Religious liberals were more likely to have higher scores only on the Disinhibition subscale of the SSS-V. Thus, a SS personality that may expose young adults to harm is not merely a result of biopsychological factors, but it is also affected by social elements such as religiosity. The question remains whether religiosity and SS are governed by a common underlying third factor. The implications of the present study with respect to terrorism fundamentalism are also discussed.

#114
Psychology and Religion/
Psychologie et religion

THE IMPACT OF CHRISTIAN IDENTITY SALIENCE ON RELGIOUS PREJUDICE

Eden Hennessey, Laurentian University; Reeshma Haji, Laurentian University

Tenets of aversive racism theory (Gaertner & Dovidio, 1986) are examined in the current study with a focus upon the reported versus actual religious prejudice among Christian university students. The present study explores the effects of controlled exposure to salient Christian symbols on levels of reported religious prejudice. Participants were 100 students. Approximately half of the sample was exposed to the researcher wearing salient Christian symbols during experimental sessions, whereas the other half was not. Participants responded to several relevant measurement scales and completed a religions IAT. The Modern Racism scale (McConahay, 1986), and a three-factor model of social identity (Cameron, 2004) assessed religious identity and prejudice towards other religious groups, specifically Muslim-Arabs. It was expected that salient symbols would prime the participants' ingroup identity and therefore, would elicit higher levels of explicit and implicit prejudice. Implicit measures were included as theories of modern racism state that explicit prejudice among Westerners has decreased, while other research findings suggest that prejudice and racism are thriving in implicit and subtle forms. Results will be discussed with reference to modern and aversive racism theories, and social identity theory.

#115
Psychology and Religion/
Psychologie et religion

DRINKING AND SELF-PERCEPTIONS OF RS IDENTITY: TOWARDS A MORE INCLUSIVE FRAMEWORK

Phillip A. Ianni, University of Windsor; Kenneth E. Hart, University of Windsor; Tyler M Carey, University of Windsor

Prior research examining the association of self-perceptions of religious-spiritual (RS) identity with alcohol misuse has largely ignored the diversity of ways that people relate to the sacred. Based on our previous research on relating to the sacred, we suggest two basic relationships: having an identity (religious, spiritual, or atheist), or lacking an identity (agnostic). We propose that a lack of RS identity is associated with negative outcomes. In this study, we tested the idea that having a relationship with the sacred (whether religious, spiritual, or atheist) would be more protective against alcohol misuse than having a lack of RS identity (agnostic). We extended prior research by using an open-ended question to assess RS. We coded participants' (n = 393) responses and found seven identities: agnostic, atheist, religious only, spiritual only, both religious and spiritual, spiritual but not religious, and spiritual-agnostic. The seven groups were compared on a measure of binge drinking. We found that participants identifying themselves as agnostic scored significantly higher on binge drinking than those who identified themselves as being both religious and spiritual. We speculate that binge drinking may be a way to relieve a sense of "existential doubt" for people who lack a defined religious-spiritual identity.

#116
Psychology and Religion/
Psychologie et religion

DIVERSE VOICES: CHILDREN'S PERCEPTIONS OF SPIRITUALITY AND ITS RELATIONSHIP WITH COPING AND SOCIAL ADJUSTMENT

Kelsey Moore, McGill University; Victoria Talwar, McGill University; Sandra Bosacki, Brock University; Jeeseon Park-Saltzman, Ohio State University

Throughout the world, spirituality is an integral part of children's lives. At an early age, children have clear ideas about the nature of the divine, the concept of faith, and the meaning of prayer (Houskamp Fisher, & Stuber, 2004). However, most research has focused on children with specific religious beliefs and has not looked at children's concepts of spirituality across a range of cultural backgrounds. Children (N = 31; 7-11 years) from various religious and cultural backgrounds were interviewed using open-ended questions (52% boys). Additionally, parents completed a demographic questionnaire and reported children's affiliated religions. Regardless of children's religious background, the role of prayer was the most commonly discussed theme across all children's narratives. Children spoke about their reasons for praying, often reporting that they pray about problems (65%). Further, children also highlighted that a central purpose for prayer is to thank God (74%). Another prevalent theme was God's ability to help both directly and indirectly through prayer (74%). The nature of the divine and the meaning of prayer may influence children's social-emotional development and adjustment. Gleaned from the children's interviews, coded responses will be developed into items for inclusion on a children's spirituality measure. Implications and future directions will be discussed.

#117
Psychology and Religion/
Psychologie et religion

RELIGIOSITY, SPIRITUALITY, AND ATTACHMENT TO GOD: IMPLICATIONS FOR WELL-BEING

Shauna L. Sutherland, University of New Brunswick; Sarah Arthurs, University of New Brunswick; Enrico DiTommaso, University of New Brunswick

In recent years, the field of psychology has come to acknowledge the impact that religiosity and spirituality can have on an individual's life. There is a consensus in the literature that these two constructs, while related, reflect very different sets of psychological variables (Piedmont, 2004). Another concept also being considered is attachment to God. Using Ainsworth's (1985) description of the parent-child attachment, Kirkpatrick (1999) has argued that the relationship with God can be described as an attachment bond. In the present study, religiosity, spirituality, and attachment to God were assessed in 168 self-classified Christians. Participants also completed measures of depression, anxiety, stress, and satisfaction with life. Results found only particular aspects of religiosity, spirituality, and attachment to God significantly predicted well-being measures. Interestingly, variables of spirituality such as universality (a belief in a larger meaning and purpose to life) and connectedness (feelings of belonging and responsibility to a larger human reality that cuts across generations and groups) can at times negatively impact well-being. In addition, results suggest there may be contexts when an avoidance of intimacy with God could be of benefit to an individual's psychological well-being. The implications of these findings are discussed.

2011-06-02 – 1:30 PM to 2:25 PM – 13 h 30 à 14 h 25 – WENTWORTH ROOM - MEZZANINE LEVEL

Theory Review/
Examen théorique

THEORY REVIEW SESSION 'B'/SESSION EXAMEN THÉORIQUE

Clinical Psychology/Psychologie Clinique; Counselling Psychology/Psychologie du counseling.

#1
Clinical Psychology/
Psychologie clinique

INTEGRATING CBT AND ATTACHMENT THEORY: WORKING TOWARDS EFFECTIVE THERAPEUTIC INTERVENTIONS

Nina Josefowitz, Ontario Institute for Studies in Education/University of Toronto; Rachell Skinner, Kinark Child and Family Services

Beck (1976) initially conceptualized schema and core beliefs as similar to the relational beliefs inherent in Bowlby's (1969) description of attachment styles. In addition, attachment theory assumes the centrality of a cognitive conceptualization as different attachment styles have different internal working models of relationship. However, despite the conceptual overlap, there have been almost no attempts to integrate CBT and attachment theory in treating children. The present paper will provide a model that integrates attachment theory and CBT. Attachment theory provides the conceptual basis for understanding the child's difficulties and their relationship with their primary caregiver. Based on this analysis, therapeutic goals are developed that involve changing caregiver behavior and feelings in order to facilitate healthy child/caregiver attachment. CBT provides the theoretical basis for designing effective interventions that meet the goals derived from attachment theory. Case examples will be used to demonstrate specific interventions based on standard CBT behavioral and cognitive principles. In particular activity scheduling, behavioral experiments and interventions aimed at assessing and modifying dysfunctional beliefs will be emphasized.

#2
Counselling Psychology/
Psychologie du counseling

THE DEVELOPMENTAL ORIGINS OF VULNERABILITIES TO DEPRESSION: PARALLELS AND OVERLAP IN THEORY AND RESEARCH

Daniel Kopala-Sibley, McGill University; David C. Zuroff, McGill University

Despite a large body of research examining the development of personality and cognitive vulnerabilities to depression, no review has attempted to synthesize this literature to identify common developmental pathways across a variety of vulnerability factors. We review the theory and research on the developmental origins of the most widely studied personality and cognitive vulnerabilities to depression, including self-criticism, dependency, sociotropy, autonomy, perfectionism, hopelessness and attributional styles, and other negative cognitive styles. We draw parallels across developmental theory and research to identify common factors that are related to the development of vulnerabilities to depression. Despite a variety of parenting variables studied to date, we suggest that each can be seen as a facet of rejection, control, or modeling, and that these three variables represent developmental factors common to all depressive vulnerabilities. In addition to proposing a model that ties together diverse parenting behaviours and vulnerabilities, we suggest pathways through which these effects may occur. Although there is now much research on the development of depressive vulnerabilities, there is still little research examining the roles of factors other than parents, including siblings, peers, and genetics, and we conclude by outlining future directions for this research field.

2011-06-02 – 1:30 PM to 2:25 PM – 13 h 30 à 14 h 25 – KENORA ROOM - SECOND FLOOR

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

2011-06-02 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – HURON ROOM - SECOND FLOOR

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

INDIGENOUS PSYCHOLOGIES: HISTORICAL AND THEORETICAL PERSPECTIVES

Randal G. Tonks, Camosun College

Starting in the late 1970s, as the discipline became increasingly Americanized, psychologists in growing numbers began to recognize the need for a fresh perspective: one that encourages non-Western approaches to flourish. An 'indigenous psychology' is one such approach: a system of knowledge developed in its own local context. This means that the theories and concepts — and even the methods of study — are derived from within, rather than imported from elsewhere. With the focus on the local rather than the universal, the movement to create indigenous psychologies serves as a counterpoint to globalization. It has been particularly successful in places such as India, Mexico, South Korea, and the Philippines. Thus, this symposium is devoted to examining the indigenous psychology movement, although particularly as it emerged in a Canadian context. The papers will examine culture as an object of study, the development of an indigenous psychology in Canada, and the role of Canadian psychologists in advancing the movement worldwide. This symposium highlights important historical and theoretical issues in the movement, as well as the wider discipline. In doing so, it contributes to the growth and understanding of our own Canadian indigenous psychology.

A

INDIGENOUS KNOWLEDGES AND THE CONTESTED HISTORY OF CULTURE AS A SCIENTIFIC BOUNDARY OBJECT

Wade E. Pickren, Ryerson University

How did psychologists lose culture? In the 19th century, the concept of culture emerged as an object of scientific study. This occurred in the historical moment just before the institutionalization of academic disciplines of anthropology, psychology, ethnology, and sociology. Each of these disciplines addressed culture as a scientific concept. Yet, by the mid-twentieth century, the scientific study of culture was primarily the purview of anthropologists. This paper is a précis of my ongoing investigation of the history of this process. Culture became a boundary object, a crossroads, where the identities of newly emergent scientific disciplines were contested. I argue that the loss of culture as part of psychology has implications for how we understand current movements to create various indigenous psychologies.

B

THE INDIGENOUS PSYCHOLOGY MOVEMENT IN CANADA

Adrian C. Brock, University College Dublin

Since the end of the 1980s, there has been a significant amount of literature on the subject of indigenous psychology. Much of it is based on the view that psychology is not the universal science that it pretends to be but reflects the preoccupations and culture of the place in which it was produced. The most important centres of the movement are in Asia, with countries such as India, South Korea, Taiwan and the Philippines being particularly significant, and the psychology that they reject is often described as "Western". It may therefore come as a surprise that some of the earliest calls for the indigenization of psychology were made in Canada in the early 1970's. It was, and continues to be, argued that policies such as bilingualism and multiculturalism, which make Canada different from the United States, call for a different kind of psychology. The movement has not been as successful in Canada as it has been elsewhere and this is largely due to the difficulty that the country has in escaping the cultural influence of the United States. This point should not lead us to overlook the fact that psychologists in Canada have played a major role in developing the movement worldwide.

C

THE DEVELOPMENT OF A CANADIAN INDIGENOUS PSYCHOLOGY

John W. Berry, Queen's University

The drive to develop indigenous psychologies has two main factors: first is the wish to avoid influences (even domination) from outside psychologies; the second is to achieve a psychology that is rooted in the social and cultural realities of a country (Alwood & Berry, 2006). In Canada, early in the 1970s, there was concern about a psychology being researched and taught that did not take Canadian realities into account. A bibliography and a textbook dealing with some of these realities&#8232;(e.g., Aboriginal issues, French-English relations and multiculturalism) were published in 1972. Some initial negative reactions even to the need for such developments were followed by general acceptance, including more textbooks and changed curricula. These activities in Canada were accompanied by similar work in many other societies. Together, they have provided a basis for a more global, perhaps even a universal, basis for understanding human behaviour.

2011-06-02 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – KENT ROOM - SECOND FLOOR

Symposium / Symposium
Counselling Psychology /
Psychologie du counseling

RELATING CLIENTS' IN-SESSION PROCESS TO OUTCOME IN THE TREATMENT OF DEPRESSION USING CBT OR EFT

Jeanne Watson, University of Toronto

Research has shown that different psychotherapeutic approaches are effective in the treatment of depression (Stiles, Barkham, Twigg, Mellor-Clark, and Cooper, 2006), leading researchers to suggest that it is important to identify specific in–session change processes that contribute to outcome (Wiser and Goldfried, 1998; Rice & Greenberg, 1984). This symposium will present three studies that examined specific in session change processes and their relationship to outcome in both cognitive-behavioral (CBT) and emotion-focused therapy, the process-experiential approach (EFT-PE - Watson, Gordon, Stermac, Steckley, & Kalogerakos, 2003). Watson will present an overview of the RCT that compared EFT and CBT in the treatment of depression and the other three papers will present findings relevant to specific in-session psychotherapeutic processes that are related to outcome. The first paper will present data on the relationship of clients' attachment styles to in-session affect regulation; the second paper will present data from a study that examined the role of clients' vocal quality in CBT and EFT; and the third paper will present data on a new measure of productive engagement comparing clients' processing in CBT and EFT and its relationship to outcome to identify the active ingredients of each approach.

A

COMPARING THE EFFECTIVENESS OF EFT-PE AND CBT IN THE TREATMENT OF DEPRESSION

Jeanne Watson, University of Toronto; Beth Bernholtz, University of Toronto, OISE

This study compared process– experiential and cognitive– behavioral psychotherapy in the treatment of major depression in a researcher allegiance-balanced randomized clinical trial. Sixty-six clients participated in weekly sessions of psychotherapy for 16 weeks. Clients' level of depression, self-esteem, general symptom distress, and dysfunctional attitudes significantly improved in both therapy groups. Clients in both groups showed significantly lower levels of reactive and suppressive coping strategies and higher reflective coping at the end of treatment. Although outcomes were generally equivalent for the 2 treatments, there was a significantly greater decrease in clients' self-reports of their interpersonal problems in process– experiential than cognitive– behavioral therapy.

B

EXPLORING THE LINK BETWEEN CLIENTS' ATTACHMENT STYLES AND AFFECT REGULATION IN THE OUTCOME OF SHORT-TERM PSYCHOTHERAPIES FOR DEPRESSION

Aline Rodrigues, University of Toronto, OISE; Jeanne Watson, University of Toronto

The goals of the current study were to examine differences in affect regulation among people with different attachment styles, and to investigate the relationships among affect regulation, adult attachment styles, and psychotherapy outcome. Data were drawn from the University of Toronto depression project comparing process-experiential therapy (PET) and cognitive-behavioral therapy (CBT) in the treatment of 66 clients suffering from major depression (Watson, Gordon, Stermac, Kalogerakos, & Steckley, 2003). Scores on a measure of adult attachment (ASQ; Feeney, Noller, & Hanrahan, 1994) were analyzed in relation to an observer-rated measure of affect regulation (O-MAR; Watson & Prosser, 2004) and a list of outcome measures. Significant associations were found between attachment style and levels of affect regulation at early and late stages of psychotherapy. Clients' capacity to regulate affect was found to partially mediate the relationship between pre-treatment attachment style and outcome. The results are discussed in terms of a clinical model of affect regulation developed by Watson and colleagues (Elliot, Watson, Goldman, & Greenberg, 2004; Kennedy-Moore & Watson, 1999; Watson & Prosser, 2004).

C

THE RELATIONSHIPS BETWEEN THE CLIENTS' AND THERAPISTS' VOCAL QUALITIES IN COGNITIVE BEHAVIOUR (CBT) AND EMOTION-FOCUSED TREATMENTS (EFT) FOR DEPRESSION

Beth Bernholtz, University of Toronto, OISE; Jeanne Watson, University of Toronto

Vocal quality reflects physiological changes occurring with shifting emotional states making it a valued indicator of a person's internal experience (Moses, 1954; Rice & Kerr, 1986; Stetson, 1951). It has been suggested that in therapy clients' vocal quality can be used to make process diagnoses and guide treatment interventions (Elliott, Watson, Goldman & Greenberg, 2003; Greenberg, Rice, & Elliot, 1993), while therapist's vocal quality can be used to facilitate the therapeutic process for example conveying empathic attunement (Watson, 2000). The current study examined clients' and therapists' vocal quality during a 16 session treatment comparing CBT and PE-EFT in the treatment of depression (Watson et al, 2003) using the Client and Therapist Vocal Quality (VQ) Scales (Rice & Kerr, 1986). It was expected that productive and unproductive client vocal quality would predict post session outcome and final therapy outcome; and that clients' and therapists' vocal quality would differentiate CBT and PE-EFT in-session process. Therapist vocal quality was expected to influence productive client process. The results will be presented and the limitations of the study and suggestions for future work will be discussed.

D

PRODUCTIVE ENGAGEMENT IN PSYCHOTHERAPY: A COMPARISON OF CLIENTS' IN-SESSION PROCESSING IN COGNITIVE-BEHAVIOUR THERAPY (CBT) AND PROCESS-EXPERIENTIAL THERAPY (PET) FOR DEPRESSION

Evelyn McMullen, University of Toronto; Jeanne Watson, University of Toronto

The delineation of both general and therapy specific factors (Butler et. al, 1962, 1963; Castonguay, 2000; Luborsky, et al., 1984; Rice & Greenberg, 1984; Stiles et al., 1986; Watson & Greenberg, 1996) involved in productive engagement in psychotherapy is needed in the development of more effective treatments. Key client variables including the quality of clients' representations of their inner experience (Gendlin, 1981; Rogers, 1959, 1965), their external environments (Bucci, 1985; Rice, 1986) and their cognitions (Beck, 1961; Ellis & Harper, 1975; Meichenbaum, 1977) have been identified as important in-session events leading to change (Watson & Rennie, 1996). The objective of this study is to test the robustness of key cognitive and affective processes, by examining clients' in-session processing in relation to pretreatment characteristics, post-session change, and therapeutic outcome in a group of clients diagnosed with depression, with the hope of differentiating productive from unproductive engagement, across and within two therapeutic modalities: CBT and EFT. These processes will be identified using a new measure, the Measure of Clients' Productive Processing (MCPP; Watson & McMullen, 2008). The findings will be presented and implications for improving clinical practice (Castonguay & Beutler, 2006; DeRubeis et al., 2005) will be discussed.

2011-06-02 – 2:00 PM to 3:25 PM – 14 h 00 à 15 h 25 – ESSEX BALLROOM - MEZZANINE LEVEL

Symposium/Symposium
Townhall Session

FIFTY YEARS OF THE PRACTICE OF PSYCHOLOGY: WHAT'S CHANGED AND WHAT HASN'T

John Conway, CPA Historian/Archivist, Emeritus Professor of Psychology, University of Saskatchewan; Richard A. Steffy, Emeritus Professor of Psychology; University of Waterloo; Samuel Mikail, Clinical Director, Southdown Institute, Aurora, Ontario; Melissa Tiessen, University of Ottawa Heart Institute

Three generations of clinical psychologists join CPA's Historian and Archivist, John Conway, in a conversation about changes in the profession over the last fifty years. Dick Steffy, who helped launch the clinical doctoral program at Waterloo in the 1960s, reflects on changes in training since the early days of the scientist-professional model and what he views as the now troubled family of psychology. Sam Mikail, a clinician with over twenty years of practice experience, considers the evolution of professional practice and changes in professional psychology in Canada. Melissa Tiessen talks about her graduate training, early career experiences and changes that have already affected her practice such as advances in technology. What has not changed much? We join in discussing the abiding value of an eclectic approach, the lack of national standards for practice, and the demands for better access to psychological services—still unmet after all these years.

2011-06-02 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – YORK ROOM - MEZZANINE LEVEL

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

STUDENTS IN PSYCHOLOGY/ÉTUDIANTS EN PSYCHOLOGIE
Rana Pishva, Queen's University

Student Section Business Meeting. Review of past year's activities and projected goals for the upcoming year. Executive members are expected to attend.

2011-06-02 – 2:00 PM to 4:25 PM – 14 h 00 à 16 h 25 – CITY HALL ROOM - SECOND FLOOR

Workshop/Atelier
Clinical Psychology/ Psychologie clinique

JOINT CPA/CCPPP INTERNSHIP FAIR/PRESENTATION ON PREPARING FOR YOUR PREDOCTORAL INTERNSHIP
Sandra L Clark, British Columbia Children's Hospital; Rebecca Mills, Stan Cassidy Centre for Rehabilitation; Theresa Dever Fitzgerald, University of Regina

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, who will collectively present practical suggestions, dispel myths, give placement facts and figures, and outline the procedures/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 the didactic portion of the CPA Convention Internship Fair and is co-sponsored by the CPA and the Canadian Council of Professional Psychology Programs (CCPPP).

2011-06-02 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR

Keynote (Section)/ Conférencier de la section
Traumatic Stress/ Stress traumatique
SECTION PROGRAM/ PROGRAMME DE LA SECTION

CASE FOR A DISSOCIATIVE SUBTYPE OF PTSD
Ruth A. Lanius, University of Western Ontario

PTSD can be associated with two types of emotion dysregulation: (1) under-modulation of affect, often associated with reexperiencing and hyperarousal symptoms; and (2) over-modulation of affect, often been associated with symptoms of dissociation including numbness, amnesia, detachment states, depersonalization, derealization, freezing, and analgesia. A model including these two types of emotion dysregulation in PTSD and their underlying neurobiology will be described. In this model, reexperiencing/hyperarousal or primary dissociative reactivity is viewed as a form of emotion dysregulation that involves emotional under-modulation, mediated by failure of prefrontal inhibition of limbic regions. In contrast, secondary dissociative symptomatology is described as a form of emotion dysregulation that involves emotional over-modulation mediated by midline prefrontal inhibition of the same limbic regions. Both types of modulation are involved in a dynamic interplay and lead to alternating and sometimes predominating symptom profiles in PTSD. The implications of this model for the assessment and treatment of PTSD will be discussed.

2011-06-02 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – KENORA ROOM - SECOND FLOOR

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

NEW DIRECTIONS IN RESEARCH ON APOLOGIES, FORGIVENESS AND RECONCILIATION
Martin V. Day, University of Waterloo

This symposium addresses a number of theoretically and practically important questions surrounding apologies, forgiveness and reconciliation. The four speakers will present their unique perspectives regarding transgressors' and victims' reaction to wrongdoing and injustice. The first paper explores the extent to which apologies are effective in the real world, as well as how interpersonal apologies work. The second paper investigates the commonly presumed but previously unexplained phenomenon of gender differences in apology behaviour. The third paper examines the influence of apology timing, another important element in the apology-forgiveness process. The final paper moves beyond the interpersonal level to the intergroup level, examining factors that increase in-group feelings of collective guilt and shame, and how these reactions predict support for reparation following group-level injustice. Together, these talks advance our understanding of the reconciliation process that follows harm doing.

A

TO WHAT EXTENT AND HOW APOLOGIES MIGHT GET YOU OFF THE HOOK

Martin V Day, University of Waterloo; Karina Schumann, University of Waterloo; Michael Ross, University of Waterloo

How effective are apologies in the real world? How do apologies work? Past research has demonstrated that apologies for offences tend to lead to more forgiveness and less punishment than no apologies. However, such findings are almost entirely based on laboratory studies. In Studies 1 and 2, we examined the robustness, and literal value of apologies in a consequential real world context–when stopped by the police for speeding. Results of surveys of speeders in Canada and the U.S. revealed that offers of remorse (e.g., "I'm sorry") were related to greater reductions of fines, especially at higher speeds over the speed limit. Other statements, such as excuses, were unrelated to the cost of fines. In Study 3 we explored the nature of apologies (e.g., apology content, sincerity) in a more controlled setting to better understand how they work. We manipulated the severity of a hypothetical offence, collected apologies created by participants acting as transgressors, and measured responses to these apologies by participants acting as victims. Results revealed that higher offense severity led to less forgiveness, but also more elaborate apologies. In turn, these more elaborate apologies were rated as more sincere by victims. Interestingly, although offense severity reduced the perceived sincerity of the apologies, sincerity still strongly and positively predicted forgiveness.

B

WHY WOMEN APOLOGIZE MORE THAN MEN: GENDER DIFFERENCES IN THRESHOLDS FOR OFFENSIVE BEHAVIOUR

Karina Schumann, University of Waterloo; Michael Ross, University of Waterloo

Despite widespread acceptance of the stereotype that women apologize more readily than men, there is little systematic evidence to support this stereotype or its supposed bases (e.g., apologizing damages men's fragile egos). Given the positive influence that apologies have on forgiveness and relationship well-being, we designed two studies to examine whether gender differences in apology behaviour exist and, if so, why they exist. In Study 1, participants reported in daily diaries all offenses they committed and experienced, and indicated whether an apology had been offered for each offense. Women reported offering more apologies than men did, but they also reported committing more offenses. There was no gender difference in the proportion of offenses that men and women apologized for. Moreover, men reported being the victims of fewer offenses than women reported. These findings suggest that men apologize less frequently than women do because they have a higher threshold for what constitutes offensive behaviour. In Study 2, we tested this threshold hypothesis directly by asking participants to evaluate both imaginary and recalled offenses. As predicted, men rated the offenses as less severe than women did. These different ratings of severity predicted both judgments of whether an apology was deserved and actual apology behaviour.

C

TIMING IS EVERYTHING: APOLOGY LATENCY PREDICTS WILLINGNESS TO FORGIVE

Nathalie R. Gillen, Carleton University; Erinn C. Squires, Carleton University; Michael J A Wohl, Carleton University

Across two experiments, we examined whether there is an ideal time to apologize for an interpersonal offence. In Experiment 1 (N = 157), participants read hypothetical transgression scenarios in which an apology was offered that night, the next day, or two weeks later. Results revealed that as time separated an apology from the transgression it referenced, victims were less forgiving. Post-transgression closeness mediated this effect. In Experiment 2 (N = 193), participants described a harmful event that was perpetrated against them in which an apology was offered. Results showed that when an apology was perceived to have been offered immediately or after an extended delay, forgiveness was not granted as readily as if the apology was offered after a perceived moderate delay. Importantly, empathy, perceived responsibility, and relationship closeness mediated the relationship between apology timing and forgiveness. Implications for pro-relationship behaviour following transgressions are discussed.

D

OWNING UP TO OUR MISDEEDS: THE EFFECT OF GROUP-AFFIRMATION ON COLLECTIVE GUILT, COLLECTIVE SHAME, AND REPARATORY ATTITUDES

Gregory R. Gunn, University of Waterloo; Anne E. Wilson, Wilfrid Laurier University

Group members are motivated to defend their social identities. In the context of intergroup injustice, such defensiveness can undercut collective guilt and its pro-social consequences. The current research examines whether reflecting on other valued aspects of the ingroup can disarm social identity threat without undermining guilt. In Study 1, group affirmation led men to accept greater collective guilt for gender inequality. Study 2 assessed both collective guilt and collective shame over the mistreatment of Aboriginals, and revealed that Canadians were more willing to acknowledge both emotions following group-affirmation. Study 3 tested whether affirmation moderated the relations of each emotion with compensation. When controlling for each other, collective shame predicted compensation in a control condition whereas guilt predicted compensation in the group-affirmation condition. We reasoned that when social identity threat is left unchecked, shame predicted compensation as a means of restoring social identity. However, when threat is disarmed, guilt predicts compensation out of concern for the victims. In Study 4, the effect of group-affirmation was mediated by defensiveness. Specifically, after group-affirmation, participants were less likely to defensively appraise the ingroup's transgression, and in turn more likely to acknowledge collective guilt and shame.

2011-06-02 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – CIVIC BALLROOM - SECOND FLOOR

Plenary Session/ Sessionplénière NACCJPC Invited Speaker/Conférencier invité (NACCJPC)
NACCJPC

CRIME & PUNISHMENT & PSYCHOLOGY: HOW TO SPEND A FORTUNE MAKING AMERICA LESS SAFE

Joel A. Dvoskin, University of Arizona Medical School & Private Forensic Consulting Practice

Since Martinson's "Nothing Works" article in 1978, American concepts of public safety, rehabilitation, and corrections have been replaced with a system that is unapologetically punitive. Political rhetoric screams "Tough on Crime," but delivers policies that are merely tough on criminals. With few exceptions, Psychology has stood by and watched this transformation with little protest. To offer an alternative perspective, AP-LS has authorized a Presidential Initiative to distill what behavioral scientists know about changing human behavior into a set of recommendations for criminal and juvenile justice policies that would make America safer and reduce the drain on human and economic resources by ineffective, wasteful, and even counterproductive penal systems. The result, a book (in press, edited by Joel Dvoskin, Jennifer Skeem, Raymond Novaco, and Kevin Douglas) titled, "Applying Social Science to Reduce Violent Offending," consists of a series of practical summaries of how social science can inform more effective criminal and juvenile justice policies. Dedicated to and drawing largely on the work of our late colleague Don Andrews, the book argues for the application of simple and well-known psychological principles of positive behavior change. In this address, Dr. Dvoskin will summarize these principles, and make practical recommendations for reducing violent crime.

2011-06-02 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – CONFERENCE ROOM B - MEZZANINE LEVEL

Symposium/Symposium
Extremism and Terrorism/
Extrémisme et terrorisme

UNDERSTANDING TERRORISM

Brian Bigelow, Private Practice

1.The first presenter will talk about expanding the role of criminal justice and forensic psychologists in the understanding and possible prevention of terrorist attacks using psychological research that could have practical value. Reid Meloy's methodology using the 9 pathways to terrorism will be explored along with Robert Hare's P-SCAN using readily available information. Examples will be provided. 2. The second presenter discusses extremist ideologies which threaten Western values, seeking to radically replace them with fundamentalism. Extremist ideology permits utilization of any tactics, including selective and de-contextualized religious texts and skillful use of selective graphic victimhood, and lethal acts to induce fear and compliance. This attack on the West has been fuelled by political correctness. I propose using hierarchy-specific responses addressing the "theological visionaries" at the top to the suicide bombers at the bottom. Calls for evidence must be launched to confront "dysfunctional" beliefs at each level. 3.The third presenter will talk about the development of Middle-eastern extremism/terrorism ideology from its inception to the current days. He will touch on how these ideologies are being exported to the western countries.

A

EXPLORING CASE METHODS FOR UNDERSTANDING VIOLENT EXTREMISTS: FROM FORT HOOD TO VIRGINIA TECH TO TORONTO

Steven Stein, CEO, MHS

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 using the 9 pathways to terrorism will be explored along with Robert Hare's P-SCAN (a rating process used with investigators and informants). These processes use information readily available to investigators. Examples will be given that include Virginia Tech shooter Cho Seung-hui, Fort Hood shooter Nidal Malik Hasan, and "Toronto 18" leader Fahim Ahmed. 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

A PSYCHOLOGICALLY INFORMED RESPONSE TO EXTREMISM/TERRORISM: AGGRESSION THEORY, ORGANIZATIONAL HIERARCHIES, COGNITION AND EMOTION

David Nussbaum, Dept. of Psychology, University of Toronto Scarborough & Forensic Program, Ontario Shores Centre

Extremist ideologies threaten Western values, seeking to radically replace them with fundamentalism. Rejectionist strategy supports ideologically inspired attempts to rule and impose extremist weltanschauungen on the world. Extremist ideology permits utilization of any tactics, including selective and de-contextualized presentations from religious texts cognitively, and skillful use of victimhood bolstered by visually evocative but mis-contextualized graphics to evoke sympathy, and as a last resort, lethal terrorism to induce fear and compliance emotionally. This attack on the West has drawn much attention but little effective response, partly because political correctness effectively silences rational criticism of extremist dogma. I propose using hierarchy-specific responses addressing the "theological visionaries" at the top to the suicide bombers at the bottom. Cognitively, calls for evidence must be launched to confront "dysfunctional" beliefs at each level. At the top, dysfunctional beliefs (e.g., the "72 virgin" doctrine) must be evaluated. Challenges of constant media bias, especially of visual imagery to evoke emotional responses, must be confronted, since most people are more quickly and thoroughly swayed by pictures than words. Baser materialistic motives of extremist leadership must be highlighted and hypocrisy in having others act as suicide bombers be discussed. Political correctness must be challenged. Long-term adherence will discourage "home-grown" terrorists.

C

UNDERSTANDING EXTREMISTS/TERRORISTS IDEOLOGY AND HOW THEY ARE BEING EXPORTED TO THE WESTERN COUNTRIES

Wagdy Loza, Adjunct Associate Professor (Forensic Psychiatry) Queen's University

Dr. Wagdy Loza will talk about the development of Middle-eastern extremism/terrorism ideology from its inception to the current days. He will touch on how these ideologies are being exported to the western countries.

2011-06-02 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – CONFERENCE ROOM C - MEZZANINE LEVEL

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

ABORIGINAL PSYCHOLOGY/PSYCHOLOGIE AUTOCHTONE

Dana Seymour, St. Joseph's Care Group

2011-06-02 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – CONFERENCE ROOM D - E - MEZZANINE LEVEL

Symposium/Symposium
Military Psychology/ Psychologie du milieu militaire

RESEARCH IN MILITARY PSYCHOLOGY AT DEFENCE R&D CANADA – TORONTO

Angela R. Febbraro, Defence Research and Development Canada - Toronto

Defence R&D Canada – Toronto (DRDC Toronto) is Canada's centre of excellence for human effectiveness research in the defence and security environment. This symposium features research in military psychology from two Sections within DRDC Toronto. The Collaborative Performance and Learning Section provides the Canadian Forces (CF) with social and organizational psychological knowledge to enhance its ability to operate in culturally diverse and complex environments. The Individual Readiness Section conducts research that focuses on identifying, understanding and mitigating the conflict between the human and stressful environments, including research that monitors and enhances psychological resilience and readiness. Thus, the first paper in this symposium, presented by Pickering and Holton, highlights findings from an evaluation study of an "informal buddy support system" for deployed CF Reservists. The second paper, presented by Fikretoglu, focuses on a survey of recent post-deployment reintegration experiences of CF members. The third paper, presented by Gill, describes the findings of a scenario-based laboratory study of trust-related attitudes held by a local population towards a military organization. The final paper, presented by Thompson, explores moral and ethical decision making within CF training. In all cases, implications for military psychology will be discussed.

A

PRELIMINARY EVALUATION OF AN INFORMAL BUDDY SUPPORT SYSTEM FOR RESERVISTS AND THEIR FAMILIES

Donna I. Pickering, Defence R&D Canada - Toronto; Tara L. Holton, Defence R&D Canada - Toronto

During a deployment, CF members have various support requirements that need to be met in order to ensure that they remain connected with home and family. The role of providing these supports is fulfilled for Regular Force members by their unit's rear-party, which is located at their home base in Canada. Reservists, however, typically do not receive this type of formal unit support when they deploy. The main objective of this evaluation was to obtain a better understanding of an informal "buddy support system" that was developed to provide peer support to deployed Reservists and their families. In this system, a Reservist about to deploy is matched with a non-deployed member. This research involved a mixed methodology (interviews, focus groups and surveys). Participants included system implementers, deploying Reservists, and buddies. Overall, participants indicated that an informal buddy support system would be of benefit to all Reservists deploying. Findings are presented in relation to the current and suggested organization of the system; specific requirements for an effective buddy-to-deployed-member relationship; the unique needs of deployed members and their families; and benefits and challenges associated with this informal support system. Recommendations are made for improving the system in order to further meet the needs of buddies, Reservists, and their families.

B

THE POST-DEPLOYMENT REINTEGRATION EXPERIENCES OF CANADIAN FORCES PERSONNEL RETURNING FROM RECENT OPERATIONS

Deniz Fikretoglu, Defence R&D Canada - Toronto; Don McCreary, Defence R&D Canada - Toronto

The time period that immediately follows return from military operations (i.e., the post-deployment reintegration period) is an extremely important window of opportunity for readjusting to in-garrison work roles, re-connecting with family, and putting the events of the tour in perspective. Recognizing the importance of successful post-deployment reintegration to optimal operational readiness, the Army Post-Deployment Reintegration Scale (PDRS) (Blais et al., 2009) was developed to measure positive and negative post-deployment experiences in work, family, and personal domains. The goal of this study was to develop norms for the PDRS, using commonly accepted procedures established in psychological testing. Canadian Forces (CF) personnel returning from ongoing operations in Afghanistan (N=3006) completed the PDRS. The norms developed suggest that CF members who participated in recent operations report more positive than negative reintegration experiences. Additional findings show that where reintegration differences between specific subgroups exist, they are small in magnitude. Thus, as a group, CF members are not reporting significant numbers of negative reintegration experiences and there does not seem to be any obvious groups who are particularly at-risk for experiencing reintegration difficulties. Implications of these findings and future directions for research are discussed.

C

BUILDING AND MAINTAINING TRUST BETWEEN A MILITARY ORGANIZATION AND INDIGENOUS POPULATION

Ritu M. Gill, Defence R&D Canada - Toronto; Megan M. Thompson, Defence R&D Canada - Toronto; Angela R. Febbraro, Defence R&D Canada - Toronto; Marissa Barnes, York University

Establishing and maintaining trust between a military organization and the local population being assisted is considered integral to the success of international military operations. A lack of trust in a military organization on the part of the indigenous population may strain the relationship between these two groups, which may, in turn, jeopardize mission success and undermine the military's ability to provide support to the indigenous population. Recent research in the organizational psychology literature has found that in some cases (e.g., an integrity-based trust violation), denial of responsibility is a more effective trust repair mechanism than an apology, whereas in other cases (e.g., a competence-based trust violation), an apology is more effective than denial of responsibility. Still other research has found that an apology is more effective than denial in restoring image and cooperation. This study examined the applicability of such findings to complex international military engagements using a scenario-based experimental paradigm. Results showed that the best trust-related outcomes occur in the absence of trust violations. However, in contrast to previous organizational research, where trust violations did occur, it appears that the most effective trust repair strategy is an apology rather than a denial. Implications for the military context are discussed.

D

ASSESSING MORAL DECISION MAKING IN MILITARY TRAINING

Megan M. Thompson, Defence R&D Canada - Toronto

Military personnel have always faced operational situations with the potential to invoke strong opposing values or beliefs, for instance when personnel are called upon to make decisions with life and death implications for themselves, their comrades, civilians, and even their adversaries. Indeed, the increased complexity of contemporary missions has presented militaries with even greater demands in this regard and requires even greater skills in judgment, decision making, communication, and action to effectively address these dilemmas. It is these current operational realities that were the impetus for an applied research program (ARP) from DRDC Toronto concerning moral and ethical decision making in operations. This presentation will summarize one portion of this work: a set of field studies that sought to develop unique methodologies and techniques that enable us to explore moral and ethical decision making within operational training in the Canadian Forces.

2011-06-02 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – WINDSOR ROOM EAST - MEZZANINE LEVEL

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

COMMUNITY PSYCHOLOGY/PSYCHOLOGIE COMMUNAUTAIRE

Cameron Norman, University of Toronto

Scheduled section business meeting.

2011-06-02 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – WINDSOR ROOM WEST - MEZZANINE LEVEL

Symposium/Symposium
Clinical Psychology/ Psychologie clinique

COGNITIVE MECHANISMS IN ANXIETY AND DEPRESSION

Pamela M. Seeds, The University of Western Ontario

A recent surge in research has focused on the role that cognitive mechanisms may play in the onset and development of mood and anxiety disorders. A large body of evidence has accumulated which supports the contention that cognition is integral to our understanding and treatment of such disorders. This symposium includes four presentations of empirical research utilizing novel experimental paradigms to examine various cognitive biases and their relationships with specific fears or depressive symptoms. Specifically, relationships among implicit associations, attentional and interpretive biases, early maladaptive schemas, and self-reported anxiety and depression, as well as the effects of attentional training on vulnerability to depressed mood were investigated across four distinct studies. Results will be discussed in terms of both theoretical and clinical implications for cognitive vulnerability to internalizing disorders.

A

TO LOOK OR NOT TO LOOK, THAT IS THE MECHANISM: IMPAIRED DISENGAGEMENT MEDIATES THE RELATIONSHIP BETWEEN SPIDER-FEAR ASSOCIATIONS AND REPORTED SPIDER FEAR

Allison J. Ouimet, Concordia University; Kevin C. Barber, Concordia University; Adam S. Radomsky, Concordia University

A recent model of cognitive vulnerability to anxiety posits that extant discrepancies across findings related to the time-course of responding to threat-related stimuli can be accounted for by individual differences in the activation of fear-relevant associations in memory and the rule-based evaluation of such associations (Ouimet et al., 2009). This dual-systems model centres on the idea that conflicts between behavioural 'attend' schemata generated by the associative system and behavioural 'avoid' decisions produced through effective rule-based processing drive individual differences in enhanced or impaired disengagement from fear-related stimuli. The current study was designed to test the hypothesis that impaired disengagement from spider stimuli mediates the relationship between spider-fear associations and reported spider fear. One hundred twenty-three undergraduate student participants completed the spider Go/No-go Association Task (GNAT), a visual search task, and the Fear of Spiders Questionnaire (FSQ). Results demonstrated that impaired disengagement accounted for 13.77% mediation in the relationship between spider-fear associations and self-reported fear of spiders, which was a significant effect (Bias Corrected and Accelerated Bootstrapping 95% CI=0.3628–45.6337; Preacher & Hayes, 2008). Results will be discussed in terms of dual-systems models of psychopathology.

B

CAN MODIFYING ATTENTIONAL ALLOCATION IMPACT STRESS RESPONSE?

Rebecca C. McDermott, The University of Western Ontario; David J.A. Dozois, The University of Western Ontario

Cognitive biases have long been postulated as causal factors in the onset and maintenance of depression yet there is has been little evidence demonstrating causality. With the advent of new techniques that can manipulate attentional allocation, however, it has become possible to explore this causal relationship. Based on current cognitive theories of depression negative attentional biases should adversely affect the impact that emotional stressors have on self-perception. This presentation will highlight current research exploring the impact of attentional training on stress response by measuring changes in self-esteem and dysfunctional thoughts. Using a modified dot-probe task participants were trained to pay attention to emotional faces. They then completed measures of self-esteem and dysfunctional attitudes before and after a stress induction task. The implications of this research for cognitive models of depression and treatment will be discussed and future research directions highlighted.

C

INTERPRETATION OF AMBIGUOUS INFORMATION SPECIFICALLY PREDICTS SUBSEQUENT DEPRESSIVE SYMPTOMS BUT NOT ANXIETY SYMPTOMS IN WOMEN

Pamela M. Seeds, The University of Western Ontario; David J.A. Dozois, The University of Western Ontario

Research has demonstrated that depressed individuals process information in a negatively biased manner. We examined the extent to which different indices of interpretive bias—the Scrambled Sentences Test (SST; Wenzlaff, 1988, 1993), the Ambiguous Words Task (Dearing & Gotlib, 2009), and the Ambiguous Stories Task (Dearing & Gotlib, 2009) – uniquely predicted increases in depressive symptoms (but not anxiety symptoms) in an undergraduate sample. Two hundred women completed measures of interpretive bias and self-report measures of current depressive and anxiety symptomatology, trait anxiety, and worst lifetime depression symptoms. Interpretive bias, as indicated by a greater tendency to negatively interpret ambiguous information and/or less tendency to positively interpret ambiguous information, predicted depressive symptoms measures 5 weeks later, even after controlling for concurrent and past depression. None of the interpretive bias measures predicted anxiety symptoms concurrently or prospectively. These results provide support for specific cognitive vulnerability models of depression which differ from overall vulnerability to emotional disorders. The theoretical and practical implications of these results for cognitive theory of depression will be discussed and directions for future research outlined.

D

MALADAPTIVE SCHEMAS, INTERPRETIVE BIAS AND DEPRESSION

Lisa M. Mark, The University of Western Ontario; Pamela M. Seeds, The University of Western Ontario; David J.A. Dozois, The University of Western Ontario

According to Beck's cognitive model of depression, the activation of maladaptive self-schemas gives rise to negative information processing biases, which then lead to depressive symptoms (Beck, 2008). This study tested the predictions of this model in a novel way by examining interpretive bias-the tendency of individuals at risk for depression to interpret ambiguous information in negative ways. Interpretive bias has received relatively little attention from researchers. Furthermore, although the relationship between interpretive bias and depression has been examined, this study is one of the first to incorporate maladaptive self-schemas into this investigation. This study tested whether interpretive biases mediate the relationship between maladaptive schemas and depression. One hundred and forty-eight undergraduate students from the University of Western Ontario completed the Young Schema Questionnaire-short form, the Beck Depression Inventory-II, the Scrambled Sentences Test and the Cognitive Interpretation Task. Higher levels of maladaptive schemas were hypothesized to be associated with greater severity in depression. Greater interpretive bias will be expected to mediate this relationship. This study contributes to the small body of literature that examines interpretive biases involved in depression and provides an empirical test of Beck's cognitive model of depression.

2011-06-02 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – CONFERENCE ROOM F - MEZZANINE LEVEL

Symposium/Symposium
Clinical Psychology/
Psychologie clinique

PROMOTING MENTAL WELL-BEING THROUGH HEALTHY BEHAVIOURS: HIGHLIGHTING GRADUATE STUDENT RESEARCH CONTRIBUTIONS TO THE MENTAL HEALTH AND PHYSICAL ACTIVITY LITERATURE

Jessica Dere, Concordia University

The link between physical activity and mental well-being has gained increased attention in recent years, as have findings suggesting the benefits of exercise-based interventions for several clinical populations. This symposium consists of four presentations on the topic of mental health and physical activity, highlighting graduate student research in this area. Boyd and colleagues use an experimental design to examine the role of social factors in exercise adherence, and also examine the mental health effects of regular exercise, among a sample of inactive women. Milyavskaya and Koestner also focus on the potential importance of social factors in health behaviours, examining the role of autonomous self-regulation and autonomy support from a friend in the pursuit of health goals among female participants. Sabourin and colleagues focus on the links between anxiety sensitivity, physical inactivity, and mental health among a sample of female undergraduates. Finally, Michel and colleagues examine the long-term effects of a psychosocial program targeting health behaviours in a sample of outpatients with schizophrenia. Each of these studies provides clinically relevant findings regarding the role of health behaviours in mental health, and contributes to our increasing knowledge of mechanisms by which we may promote physical activity and mental well-being across populations.

A

EVALUATING THE EFFECT OF SOCIALIZATION DURING EXERCISE ON EXERCISE ADHERENCE AND PSYCHOLOGICAL OUTCOMES IN NEW EXERCISERS

Jennifer L Boyd, University of Waterloo; Erik Z Woody, University of Waterloo; Jennifer G La Guardia, University of Waterloo

This study aims to 1) evaluate the mental health effects of regular exercise and 2) understand the social factors that contribute to continued exercise participation. In order to assess the importance of social condition on exercise motivation, inactive women (N = 181) were recruited to exercise at a fitness facility three times per week for one month. Participants were randomly assigned to exercise in one of three conditions for the duration of the study: 1) independently, 2) with a partner or, 3) with a partner with whom they also interacted socially. Preliminary results from 124 participants indicate that after one month of exercise, participants experience improved mood, increased vitality, and report more autonomous motivations to exercise. Following completion of data collection, the impact of social condition on motivation, mood, anxiety, and vitality will be analyzed using strategies that take into account the dyadic nature of the data. Additionally, results of a one-month follow-up assessing motivation and continued participation in exercise after the study ends will be discussed. This research is expected to contribute to our understanding of the mental health benefits of regular exercise, and the social conditions that are important to encouraging regular exercise participation.

B

IN PURSUIT OF HEALTH: THE ROLE OF AUTONOMOUS SELF-REGULATION AND FRIEND'S AUTONOMY SUPPORT IN THE PURSUIT OF HEALTH GOALS

Marina Milyavskaya, McGill University; Richard Koestner, McGill University

Self-determination theory has shown the benefits of autonomous self-regulation (i.e. regulating behaviour with choice and reflective self-endorsement; ASR) for positive health outcomes such as medication adherence, weight loss, and smoking cessation. Research has also found that autonomy support (i.e. acknowledging patients' perspectives, and providing choice and a meaningful rationale for healthy behaviour) received from health care providers, family members and partners plays a vital role in health outcomes. However, many important health behaviours occur outside clinical settings, as many people struggle with the pursuit of health goals in their day-to-day lives. This study assessed the role of ASR and friends' autonomy support on health goal progress in university students. One hundred and five pairs of female friends were asked to set personal health goals and reported on their progress 3 times over a 12-week period. Participants rated their motivation for the health goal, as well as the autonomy support they received from their friend. Results show that autonomy support and ASR, although independent from one another, both significantly influence health goal progress as assessed both by the participant and their friend. Additionally, we found that progress on the health goal leads to an increase in self-esteem and well-being over the course of the semester.

C

ANXIETY SENSITIVITY MEDIATES THE RELATIONSHIP BETWEEN PHYSICAL INACTIVITY AND SYMPTOMS OF DEPRESSION, ANXIETY, AND STRESS

Brigitte C. Sabourin, Dalhousie University; Sherry H. Stewart, Dalhousie University; Margo C. Watt, St. Francis Xavier University

Anxiety sensitivity (AS; fear of arousal-related sensations) is associated with physical inactivity. Both AS and physical inactivity are linked to mental and physical health difficulties. The present study examined the mediating role of AS in explaining the link between physical inactivity and symptoms of stress, anxiety, and depression. Female undergraduates (N=154) selected as high or low in AS participated in the current study. Regression analyses revealed that physical inactivity (i.e., lack of participation in moderate or vigorous physical activity) predicted high AS ($p<.01$), symptoms of depression ($p<.05$) and stress ($p=.01$), and marginally predicted symptoms of anxiety ($p=.08$). AS levels also predicted depression, stress, and anxiety symptoms (all p's < .001). Mediational analyses revealed that the relationships between physical inactivity and depression, anxiety, and stress symptoms became non-significant (p's>.10) when AS was included in the analyses, suggesting that AS accounts for (i.e., mediates) the relationships between physical inactivity and these symptoms. The current study further elucidates the role of AS in physical inactivity and emotional distress. Treatments that aim to increase participation in physical activity in young people may be an effective way to prevent AS, a known risk factor for anxiety, depression, and other stress reactions.

D

OBESITY AMONG PEOPLE WITH SCHIZOPHRENIA: WHAT MAKES A DIFFERENCE IN PROMOTING LONG-TERM CHANGE?

Natalie M Michel, York University; Leah I Hartman, York University; Carling Provost, Hamilton Program for Schizophrenia; Peter E Cook, Hamilton Program for Schizophrenia; Stephen J List, Hamilton Program for Schizophrenia; Joel O Goldberg, York University

The prevalence of obesity, diabetes, and other metabolic disorders is greater among individuals with schizophrenia as compared to the general population. Although specialized psychosocial interventions, targeting healthy eating and living habits, have shown promise in alleviating these health concerns in this population, few studies have examined whether such improvements are maintained over time. The current study sought to evaluate the long-term effects of the Healthy Eating and Activity: Lessons to Take to Heart (HEALTH) program. This 12-week group-based curriculum incorporates stages of change principles and engages participants in nutrition education, behavioural strategies, and physical activity to encourage healthy lifestyle change. Pre-intervention and 4 year follow-up data were obtained for 16 of the 19 schizophrenia outpatients who initially participated in the HEALTH program. Significant pre-intervention versus follow-up differences were observed along measures of weight, body mass index and waist circumference ($p < 0.05$). Average weight loss at 4 year follow-up was 10.3 lbs. In addition, qualitative and self-report data suggest that participants experienced improvement in overall health and psychological well-being. Findings underline the value of specialized psychosocial interventions promoting exercise and healthy lifestyle among individuals with schizophrenia.

2011-06-02 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – CONFERENCE ROOM G - MEZZANINE LEVEL

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

EXPLORING THE JOB-LEVEL, GENDER AND CULTURAL MEASUREMENT INVARIANCE OF THE ANTECEDENTS AND OUTCOMES OF WORK-FAMILY CONFLICT

Karen Korabik, University Of Guelph

When doing survey research comparing subgroups it is crucial to establish that measurement invariance (MI) exists. This assures that survey items have the same meaning for those in different subgroups. In the absence of MI, comparisons between subgroups may be meaningless because one can not determine if differences found are due to differing psychometric responses to scale items instead of to true differences on the construct of interest. MI is relevant to I/O psychology because it is an issue whenever one needs to compare individuals from any subgroups to one another. For example, it can apply to differences due to job level, occupation, gender or culture. MI is established through multi-sample structural equation modeling. In this symposium part of the data from a cross-cultural study (Project 3535) will be used to examine the MI for job level, gender, and culture (Canada vs. China) of several antecedents and outcomes of work-family conflict. One paper will address whether measures of work supports and work demands are invariant for managers vs. non-managers. A second paper will examine whether measures of work-family conflict and life satisfaction are invariant for men and women. The third paper involves testing whether a measure of work-family guilt is invariant for culture. The final paper examines the MI for culture of a scale of vertical individualism/collectivism.

A

DEMONSTRATING THE GENDER INVARIANCE OF WORK-FAMILY CONFLICT

Tricia M. van Rhijn, University Of Guelph; Robyn Taylor, University Of Guelph; Karen Korabik, University Of Guelph; Donna S. Lero, University Of Guelph; Scott B Maitland, University Of Guelph

This study tested a component of Frone, Yardley and Markel's (1997) model of work-family conflict for gender invariance. Specifically, work interference with family (WIF) and family interference with work (FIW) conflict were modeled as predicting life satisfaction. Multi-group structural equation modeling was applied to the data from the Canadian participants (349 men and 303 women) in the Project 3535 International Work-Family Study. The model was found to have weak metric invariance (i.e., the factor structure, factor loadings and structural variances and covariances were equivalent for gender). Moreover, the results showed that the conceptual relationships between WIF, FIW and life satisfaction as specified by this work-family model were similar for men and women. These findings imply that men and women are using the same conceptual frame of reference. A latent mean analysis revealed that women scored lower than men on time-based WIF. One explanation for this finding may be that women experience lower levels of this type of work-family conflict because they are more likely than men to adjust their work hours to meet their family responsibilities. Results will be discussed in relation to the often contradictory findings in the literature on gender differences in work-family conflict (see Korabik, McElwain, & Chappel, 2008).

B

EVALUATING THE JOB LEVEL INVARIANCE OF WORK SUPPORT AND WORK DEMANDS

Revlon Stoddart, University of Guelph; Laura Mullins, University Of Guelph; Karen Korabik, University Of Guelph; Donna S. Lero, University Of Guelph; Scott B Maitland, University Of Guelph

According to Frone, Yardley, and Markel's (1997) model of work-family conflict, work demands can produce work interference with family conflict and decrease job, family and life satisfaction, whereas work support can alleviate the negative impact of work demands. The aim of this study was to test the part of this model related to work demands and support for measurement invariance across job level. Multi-group structural equation modeling was applied to the Canadian data from the Project 3535 International Work-Family Study to examine differences between managers (N = 321) and nonmanagers (N = 321). Work support was modeled as predicting work demands with work support consisting of two first order factors (supervisor and coworker support) and work demands consisting of two separate constructs (work overload and job involvement). The findings suggested invariance between the two job level groups in factor structure, factor loadings and structural variances and covariances. That is, there was similarity in the items associated with each construct and the strengths of the relations between the scale items and the underlying constructs. Moreover, the conceptual relationships between work demands and support were similar across job level. A latent mean analysis demonstrated that nonmanagers scored lower than managers on supervisor support, work overload and job involvement.

C

CULTURAL INVARIANCE OF THE WORK-FAMILY GUILT SCALE WITH CANADIAN AND CHINESE SAMPLES

Jacqueline de Guzman, University of Guelph; Priscilla V. Burnham Riosa, University Of Guelph; Elisabeth Vesnaver, University Of Guelph; Karen Korabik, University Of Guelph; Li Zhang, Harbin Institute of Technology; Donna S. Lero, University Of Guelph; Scott B Maitland, University Of Guelph

Guilt experienced due to work-family conflict is an important problem (McElwain & Korabik, 2005). For example, work-family guilt is predictive of higher turnover intentions and greater psychological distress (McElwain, 2008). Previous research with a Canadian sample demonstrated that the Work-Family Guilt Scale had measurement invariance (MI) for gender (McElwain, 2008). However, the scale has not yet been evaluated for MI across cultures. The purpose of this study was to examine the MI of the Work-Family Guilt Scale across Canadian and Chinese samples. Multi-sample structural equation modeling was applied to the data from 663 Canadian and 255 Chinese participants from the Project 3535 International Work-Family Study. Invariance testing was conducted to see whether the items from the two guilt factors (i.e., work interference with family and family interference with work) were interpreted similarly across cultures. Results revealed that the Canadian and Chinese samples displayed weak metric invariance (i.e., similar factor structure, factor loadings and structural variances and covariances), suggesting a similar conceptual framework was being applied across cultures. Latent mean analysis showed that Chinese participants scored significantly higher on both work interference with family and family interference with work guilt than did Canadian participants.

D

CULTURAL MEASUREMENT INVARIANCE OF THE VERTICAL INDIVIDUALISM-COLLECTIVISM SCALE

Jacqueline de Guzman, University of Guelph; Nicklaus Csuzdi, University Of Guelph; Robyn Pitman, University Of Guelph; Karen Korabik, University Of Guelph; Li Zhang, Harbin Institute of Technology; Donna S. Lero, University Of Guelph; Scott B Maitland, University Of Guelph

The Vertical Individualism-Collectivism (I/C) Scale (Singelis, Triandis, Bhawuk, & Gelfand, 1995) is widely used despite limited information about whether it has measurement invariance across cultures. Multi-group structural equation modeling was applied to the data from 557 Canadian and 224 Chinese participants from the Project 3535 International Work-Family Study. Results showed that, with minor adjustments, the two-factor model proposed by Singelis et al. fit the data well for both countries; the two-factor model fit significantly better than a unidimensional model. However, weak metric invariance was not supported (i.e., the factor loadings were not equivalent between groups). The variance of the responses to the collectivistic items was more restricted in the Canadian sample, whereas the variance of the responses to the individualistic items was more restricted in the Chinese sample. This suggests that although Canadian and Chinese participants are employing a similar frame of reference when responding to the scale, the strengths of the relations between scale items and the underlying constructs differs between the cultures. Failure to find metric invariance means the data from these two countries should not be combined to examine relationships with other constructs or to test for mean differences. Implications for research using the Vertical I/C Scale are discussed.

2011-06-02 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – YORK ROOM - MEZZANINE LEVEL

Keynote (Section)/
Conférencier de la section
Students in Psychology/
Étudiants en psychologie
SECTION PROGRAM/
PROGRAMME DE LA SECTION

THE WHOLE NINE YARDS: THE INS AND OUTS OF RESEARCH SUCCESS IN PSYCHOLOGY

Thomas Hadjistavropoulos, University of Regina

This lively and interactive presentation is intended to familiarize the audience with the inside workings of the research community including journal operations, grants panels, hiring committees and successful research networks. In Part 1, fundamental principles of research success, including tips that have worked well for others will be outlined and discussed. Advice formulated through years of experience serving as journal editor, mentor to emerging professionals, on editorial boards, on research and psychology governance boards, and grant adjudication panels will be offered. Humour and personal experiences will be used in illustrative examples during the session. Part 2 will be interactive and focus on audience questions and participation. The goal will be not only to make participants more knowledgeable about the inner workings of academia but also to increase their resolve and realistic optimism about their potential for academic and research success.

2011-06-02 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – WENTWORTH ROOM - MEZZANINE LEVEL

Keynote (Section)/
Conférencier de la section
Psychologists in Education/
Psychologues en éducation
SECTION PROGRAM/
PROGRAMME DE LA SECTION

FLYING “UNDER THE RADAR”: THE NEED TO BUILD RESILIENCE IN PERFECTIONISTIC CHILDREN AND ADOLESCENTS WHO SUFFER IN SILENCE

Gordon Flett, York University

Educators often express concern about students who conceal emotional distress. It is usually not difficult to identify students with overt behavioural problems. Much less obvious are the many distressed students who suffer in silence; their difficulties coping with impossible expectations often go undetected. This is particularly the case for the child or adolescent elevated in perfectionistic self-presentation. Have we failed by letting distressed perfectionists and other “invisible students” suffer in silence? Collaborative research at York University and UBC is described to highlight the roles of perfectionistic self-presentation and trait perfectionism in anxiety, depression, and suicide among children and youth, and the tendency for distressed perfectionists to be unwilling to disclose emotional distress. Given this tendency for certain students be invisible, self-silence, and even camouflage their difficulties behind a mask of apparent perfection, it is essential to identify patterns and tendencies that indicate possible problems. In addition, it is vitally important to implement preventive school-based programs designed both to heighten awareness of the suffering experienced by these students and to proactively build levels of resilience and emotional self-regulation. Discussion focuses on practical steps to address this growing problem for schools and for society.

2011-06-02 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – HURON ROOM - SECOND FLOOR

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

ETHICS

A

CANADIAN ETHICS CONTROVERSIES IN PERSPECTIVE: THE DIONNE AND CAMERON CASES

George H Buck, University of Alberta; William J Whelton, University of Alberta

Several well-known Canadian research ethics controversies, such as the Dionne quintuplets, and the CIA-funded research of Dr. Ewan Cameron on an alleged psychological phenomenon called psychic driving, have contributed to the introduction of ethical safeguards intended to preserve individual rights and dignity. At the same time, it may be asked whether we can consider and evaluate past ethical practice fairly from the standpoint of the present? Indeed, it has been argued that since the lens we observe through is substantially shaped by our culture and environment we cannot consider the past objectively. In other words, we may become constrained by a historical fallacy called presentism. It is possible to deeply enrich our view of ethical practice in the past by examining sources of the time, thus often discovering that there were dissenters who raised ethical objections at the time. This poster considers two important Canadian ethics cases in their historical context, as well as some recent events which suggest that the events of the past may not be as remote or disconnected from current research practices as might be believed.

B

ETHICAL SCHEMA FOR RURAL CANADIAN PSYCHOLOGISTS

Judi L Malone, Athabasca University

This presentation is an experiential exploration of ethical development through the ethical schema, or conceptual frameworks, used by rural Canadian psychologists. This latent or implicit theme of from recent doctoral research represents a deeper, more personal facet of how the participants in this qualitative research dealt with ethical issues. The three components explored are: the participants’ fundamental commitment to professional ethics, the role of critical incidents in their ethical development, and the elusiveness of ethical reflexivity.

2011-06-02 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR

Reception/Réception
SECTION PROGRAM/ PROGRAMME DE LA SECTION

TRAUMATIC STRESS SECTION ANNUAL RECEPTION
Alain Brunet, Douglas Hospital, McGill University; Paul Frewen, University of Western Ontario

We invite both members and non-members of the Traumatic Stress Section to join us for our annual reception! At this informal event you will have a chance to speak with Current Chair Dr. Alain Brunet, newly elected Chair Dr. Paul Frewen, and the members of our Section Executive: Dr. Anne Dietrich (Past Chair), Dr. Deniz Fikretoglu (Treasurer), R. Nicholas Carleton (Newsletter Editor), and Nelson Azoulay and Marianne Pelletier (Student Representatives). You will also have an opportunity to be introduced to our Section Keynote speakers and Workshop and Symposia Presenters. We look forward to your attendance at our reception!

2011-06-02 – 3:30 PM to 4:25 PM – 15 h 30 à 16 h 25 – ESSEX BALLROOM - MEZZANINE LEVEL

Invited Speaker (CPA)/ Conférencier invité (SCP)
Perception, Learning and Cognition/Perception, apprentissage et cognition
SECTION PROGRAM/ PROGRAMME DE LA SECTION

THE EVOLVING CONCEPT OF WORKING MEMORY: IMPLICATIONS FOR COGNITIVE AGING
Fergus I. M. Craik, The Rotman Research Institute

In this talk I plan to briefly review current theoretical notions of working memory from the original Baddeley & Hitch model to the various modifications and alternatives suggested by Miyake, Cowan, Engle, Oberauer and others, with a focus on their implications for understanding and predicting age-related differences in cognitive performance. My own bias is to think of working memory as an umbrella term that refers to the computational and control activities associated with a wide variety of knowledge bases. The implications of this approach to the study of aging will be explored. I will illustrate the talk with some data on aging, attention, short-term memory and cognitive control from my own lab.

2011-06-02 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – KENT ROOM - SECOND FLOOR

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 Morrison, University of Saskatchewan

2011-06-02 – 3:30 PM to 4:25 PM – 15 h 30 à 16 h 25 – CONFERENCE ROOM C - MEZZANINE LEVEL

Keynote (Section)/ Conférencière invitée de la section
Aboriginal Psychology/ Psychologie autochtone
SECTION PROGRAM/ PROGRAMME DE LA SECTION

INDIGENOUS MENTAL HEALTH: EXPLORING INTEGRATION WITH WESTERN PSYCHOLOGY
Suzanne Stewart, University of Toronto

Canada's Indigenous population is a vulnerable group in the health care system, with specific mental health and healing needs, such as assessments and psychotherapy, that are not widely being met. Indigenous peoples face certain historical, cultural-linguistic, socioeconomic, and system barriers to access to mental health care that government, health care organizations, and social agencies must work to overcome. Current health indicators, such as rates and prevalence of addictions, suicide, and family violence, present a grim picture of Canadian Indigenous health status. To address some of these inequities in health and health care, some Indigenous health organizations have recently developed psychological services that include traditional spiritual approaches to healing. However, Indigenous health and healing information and practices are practically non-existent through the mainstream health care system, which is dominated by Western approaches. An Indigenous paradigm of health, which is based on a holistic conception of mental health, has been successfully employed by Indigenous peoples for thousands of year prior to the arrival of Europeans and colonialism. This plenary address seeks to report on the link between traditional Indigenous holistic healing practices and psychological service delivery.

2011-06-02 – 3:30 PM to 5:25 PM – 15 h 30 à 17 h 25 – WINDSOR ROOM EAST - MEZZANINE LEVEL

Workshop/Atelier
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

DEVELOPING COGNITIVE BEHAVIORAL TREATMENT RESOURCES IN THE DEVELOPING WORLD: GROUP TREATMENT OF ANXIETY DISORDERS IN DAR ES SALAAM, TANZANIA
Rehman Y. Abdulrehman, Anxiety Disorders Program. St. Boniface General Hospital; Nadiah Y. Sidik, Muhimbili National University

According to the World Health Organization, developing countries have significantly less resources to treat mental health problems. Pharmacological treatment is the primary mode of treatment, but is difficult to access and costly. Since CBT is proven to be very effective treatment for the most common mental health problems (i.e., anxiety and depression), and is more cost effective than pharmacological treatment, a model to develop CBT in developing countries may prove useful. As a part of an affiliated project between the University of Manitoba and the Muhimbili National Hospital (University Hospital) (in Dar es Salaam, Tanzania) a group of psychologists conducted a group CBT program for anxiety disorders in Dar es Salaam. This may serve as a possible model for future training of health care workers in developing countries for the treatment of common mental health problems such as anxiety. The group consisted of 10 outpatients from the university hospital who were diagnosed with an anxiety disorder and were open to exploring non-pharmacological treatment as the primary means of treatment. The group was run by a local psychologist, psychiatric resident, and remotely supervised by a psychologist who specializes in CBT of anxiety disorders, at the University of Manitoba. This workshop presents the development of this project, the course of treatment, and challenges along the way.

2011-06-02 – 4:00 PM to 5:55 PM – 16 h 00 à 17 h 55 – DOMINION BALLROOM - SECOND FLOOR

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

Extremism and Terrorism/Extrémisme et terrorisme; NACCJPC - Criminal Justice Psychology/Psychologie et justice pénale; Psychology in the Military/Psychologie du milieu militaire; Traumatic Stress/ Stress traumatique

#1
NACCJPC

CANADIAN KIDS WHO KILL: CHANGES IN HOMICIDE CHARACTERISTICS OVER THE PAST FIFTY YEARS

Ava Agar, University of Saskatchewan; Stephanie L Matthews, Covenant House Vancouver; Stephanie L Matthews, Covenant House

Few studies have examined Canadian youth-perpetrated homicide. Meloff and Silverman (1992) analyzed data on 990 homicides perpetrated by youth from 1961 to 1983. They found (a) most homicides were intraracial; (b) First Nation youth tended to victimize family, whereas Caucasian offenders tended to victimize strangers, and; (c) stranger homicides were associated with accomplices. Unfortunately, Meloff and Silverman's data was limited to basic characteristics (e.g., age, gender, ethnicity, victim relationship), precluding analysis of further offence features. More importantly, their findings are now outdated: It is probable that homicides have changed over the past 50 years since initial data collection. The current study provides an updated account of this important area of research by analyzing detailed files of 104 youth who committed homicide between 1990 and 2008. Our data indicate a higher proportion of youth now commit stranger homicides with accomplices for instrumental, goal-oriented, purposes as opposed to more intimate "crimes of passion." Further, our data suggest that the intraracial barrier is being eroded, such that Caucasians are more likely to be victims of both First Nation and Caucasian youth offenders. Additional patterns and changes in offence and offender characteristics as well as the research and apprehension implications of this study will be discussed.

#2
NACCJPC

THE VALIDITY OF THE SEXUAL INTEREST PROFILING SYSTEM

Kelly M. Babchishin, Carleton University; Emanuela Isai, Carleton University; Julia Berliant, Carleton University; Kevin L. Nunes, Carleton University

Sexual interest in children is both empirically and theoretically related to the initiation and maintenance of child sexual abuse. The current study aimed to evaluate the validity of a self-report measure of sexual interest (Sexual Interest Profiling System; SIPS; Laws, 1986). Participants included 34 child molesters (with victims under the age of 12) and 21 nonsex offenders. SIPS scales were found to generally distinguish between groups, with the exception of scales related to violence (e.g., rape, sadism, masochism) as well as the frottage and transvestism scales. A differential score was computed by subtracting the highest rated scale for adults from the highest rated scale for children. The differential score was found to distinguish between groups, $d = 0.83$ (95% CI = 0.27 to 1.40). The area under the ROC curve was .73 (95% CI = .59 – .87), indicating diagnostic accuracy that is significantly better than chance, $p < .001$. The differential score was significantly correlated to a viewing time ($r = .33$) but not a physiological measure (penile plethysmography, $r = .02$) of sexual interest. The current study lends support to the discriminative and convergent validity of the SIPS; however, further research is required to gain a more complete understanding of the link between physiological and self-report measures of sexual interest.

#3
NACCJPC

"YOU HAVE THE RIGHT TO REMAIN SILENT, SO WHY ARE YOU TALKING?" DECISION-MAKING AND INTERROGATION RIGHTS

Sonya Basarke, Ryerson University; Danielle Stanley, Ryerson University; John Turtle, Ryerson University

In order to protect people from potentially coercive interrogation techniques, and subsequent self-incrimination, in 1966 the U.S. Supreme Court decision of Miranda v. Arizona ruled that police must inform people of their rights to silence and to counsel before asking them to speak about their alleged involvement in a case. However, research has shown that these rights may not be serving the protective function for which they were intended. There are two demonstrated reasons for this: A lack of understanding of the wording of the rights themselves, and an apparent unwillingness to apply the rights when asked for a decision. We believe that the unwillingness to apply the rights is an important and under-researched area of study. Therefore, the current research examined factors regarding people's interpretation of their right to silence and counsel when asked to speak with police, in a decision-making/availability heuristic context. Several factors were manipulated, including the guilt vs. innocence of the suspect in a crime scenario, and the activation of participants' availability heuristic for information relating to negative or positive interrogation outcomes. Overall, participants retained their rights at rates higher than expected, but waiver rates were significantly lower for those who were asked to generate negative potential outcomes to an interrogation

#4
NACCJPC

WHO SUCCEEDS IN YOUTH MENTAL HEALTH COURT DIVERSION? PREDICTORS OF DIVERSION OUTCOMES IN AN ONTARIO SAMPLE

Sonya Basarke, Ryerson University; Laura Mincer, Ryerson University; Michael C Seto, Royal Ottawa Health Care Group

With the enacting of the Canadian Youth Criminal Justice Act in 2003, emphasis has been placed on diverting adolescents away from custodial sentences, and linking them with the services needed to avoid further criminal justice system contact, and the stigmatization associated with this contact. This is particularly the case for adolescent offenders with mental health issues that contributed to their offending, under the principle that they are not best served by custodial sentences where mental health services may be limited. Unfortunately, very little research has been conducted on mental health diversion, especially programs for youth. To address this gap, the current study will examine three possible client outcomes of an adolescent mental health diversion program in Ontario. Through a review of over 100 client files, we will identify predictors of the following: 1) no further contact with the program after initial consultation; 2) being deemed an unsuitable candidate for diversion, and; 3) successfully completing the diversion program. The predictors will include age, gender, MAYSI-2 scores, family situation, mental health diagnosis, number and type of offenses, and the services client was linked to. This study will facilitate understanding of variables important to diversion success and allow us to make recommendations that could improve mental health diversion programs.

#5
NACCJPC

ASSESSING HIGH-RISK PRISONERS USING SELF-REPORT PSYCHOMETRIC SCALES: DOES CONTEXT AFFECT RESPONSES?

Rebecca K. Bell, Victoria University of Wellington; Devon LL Polaschek, Victoria University

Offender self–report methods are commonly used to assess explicit attitudes and beliefs; treatment programmes in particular often use self-report psychometric scales for monitoring progress. Although we often express concern about social desirability, empirically we know little about the contextual factors that influence offenders' responses. One of the most common patterns of self-report distortion is "faking good": minimizing criminogenic or psychopathological characteristics so as to appear healthy, or at low criminal risk, for example. Over a number of years we have observed that on entry to Te Whare Manaakitanga, an intensive prison-based rehabilitation programme for high-risk violent offenders in New Zealand, prisoners report unusually low scores on measures related to common criminogenic needs, such as aggressiveness, or criminal attitudes. In this study we administered questionnaires relating to aggressiveness, antisocial beliefs and social desirability to a sample of prisoners undertaking the treatment programme. All participants completed each questionnaire twice: once as part of the standard programme intake assessment, and a second time as part of an independent confidential research project. The pattern of scores across conditions and across treatment is discussed, and we consider the implications for research design and monitoring of treatment change.

#6
NACCJPC

COCAINE USE MODERATES EFFECTS OF DEPRESSION IN PREDICTING RISKY SEXUAL BEHAVIOUR AMONG YOUNG FEMALE DETAINEES

Joseph I. Berger, Ryerson University, Toronto; Adina Berindean-Coroiu, Ryerson University, Toronto; Sonya Wanklyn, Ryerson University, Toronto; Trevor A Hart, Ryerson University, Toronto; Dalla Lana School of Public Health, University of Toronto, Toronto; David M Day, Ryerson University, Toronto

Detained youth are at increased risk for a variety of negative health outcomes due to higher than average rates of depression, substance use and engagement in multiple risky sexual behaviours. Previous research has recommended a study of depression, co-morbid substance use and their relationships to sexual risk behaviours in detained youth, as no study to date has yet examined these relationships in this population (Teplin et al., 2005). The current study examined the association between depression and risky sex among incarcerated female youth with cocaine use as a potential moderator. Data were collected from 45 incarcerated female youth (Age M = 16.22, SD = 0.85) recruited from detention facilities in the Greater Toronto Area. Participants completed self-report measures of depression, history of drug use and sexual behaviour. A bootstrapping analysis for moderation was conducted, with depression entered as the independent variable, risky sex as the dependent variable and cocaine use in the six months prior to detention as the moderating variable. The boot strapping analysis provided support for a moderation model (p = .04). This indicates that the interaction effect of depression and cocaine use may be more predictive of risky sexual behaviour among young female detainees than either of these variables analyzed independently.

#7
NACCJPC

ATTITUDES TOWARDS THE PUNISHMENT OF RAPISTS

Henriette Bergstrom, Carleton University

The current study's aim was to investigate attitudes towards the punishment of rapists. Is the retribution motive is the most commonly endorsed justification for punishment of rapists? Which contextual aspects are emphasized in the judgment of an appropriate punishment? Is sensitivity to contextual aspects related to attitudes towards supplement and alternatives to imprisonment? The study is based on a questionnaire distributed to a random sample of 1500 Norwegian community members. The respondents explicitly thought that rehabilitation was the most appropriate justification. However, opinion of the appropriateness of punishment and emphasis of contextual aspects indicates that in a specific rape case; punishment as retribution and incapacitation is endorsed. The respondents emphasized the use of violence, the offender's criminal history, premeditation. and the likelihood of recidivism when judging the appropriateness of punishment. The relationship between sensitivity to context and attitudes to supplement and alternatives to punishment was weak or non-existent. The latter indicates that sensitivity to context will not have impact on attitudes towards supplement and alternatives to imprisonment, because they appear to be independent concepts. Further research should include a larger number of rape scenarios that differentiates between different types of rapes.

#8
NACCJPC

THE USE OF DEADLY FORCE BY POLICE OFFICERS: CORRELATES OF RACIALLY BIASED SHOOTING

Christine Biddle, Forest Institute; Adam Savage, Forest Institute of Professional Psychology

This literature review will examine previous research regarding the characteristics and correlates behind deadly force by police officers. Specifically, this paper will look at racially biased shooting among police officers against African Americans. The Department of Justice (2001) indicates that African American suspects are five times more likely than White suspects to die from a police officer. Studies by both Correll, Park, Judd and Witenbrink (2002) and Payne (2001) showed, participants failed to shoot White targets more often despite if they were armed or unarmed (Correll et al., 2002). Additional studies have also looked at varying correlates that may impact racially biased shooting such as; cultural stereotypical traits, schemas related to the use of guns and amount of previous contact with African Americans. Neurological differences were looked at through brain activity patterns as well as visual and cognitive challenges. Overall, it is vital to understand different aspects of racially biased shooting in order to provide appropriate training within police departments and reduce unnecessary loss of life (McElvain & Kposowa, 2004).

#9
NACCJPC

INFLUENCE OF EYEWITNESS AGE AND RECALL ERROR ON JUROR DECISION

Kaila Bruer, Carleton University; Joanna Pozzulo, Carleton University

Research has shown that age affects mock juror's perceived credibility of eyewitness testimony (Pozzulo & Dempsey, 2009). Specifically, adult eyewitnesses are perceived as more credible than children, except when the child eyewitness is a victim (Pozzulo & Dempsey, 2009). While much research has investigated jurors' abilities to identify accurate eyewitness testimony, very little has focused on juror's perceptions when they are explicitly informed of eyewitness recall errors. The purpose of this research is to determine if child eyewitnesses are seen as more or less credible compared to adolescent or adult eyewitnesses and to determine whether the amount of descriptive errors while recalling the appearance of a criminal has an influence on perceived credibility of the witness. Mock jurors were presented with a mock trial that presents a positive identification by an eyewitness but that manipulated the age of the eyewitness (4-, 12-, 20-years) and the number of culprit descriptor errors made (i.e. 0, 3, 6). Perceived levels of credibility, accuracy, and determinations of guilt are compared using a self-report questionnaire scale. Preliminary results support the hypothesis that jurors are more forgiving of descriptor errors (i.e. finds the testimony more credible; higher conviction rate) when the eyewitness is a child in a victim position, as compared to a teenager and an adult.

#10
NACCJPC

PSYCHOPATHY, SUBSTANCE DEPENDENCE AND MOTIVES FOR DRUG USE: A HETEROGENEOUS RELATIONSHIP

Caroline Brunelle, University of New Brunswick; Anthony Hopley, University of New Brunswick

Psychopaths are approximately five times more likely to have a substance use disorder (SUD) than non psychopaths. This study examined the relationship between the various facets of psychopathy, SUDs, and motives for drug use. Ninety two male offenders from provincial correctional centres in New Brunswick completed the Psychopathic Personality Inventory-Revised (PPI-R; Lilienfeld & Widows, 2005), a SUD questionnaire (Brunelle et al. ,2009) as well as an adapted version of the Drinking Motives Questionnaires (DMQ; Cooper et al., 1992). Canonical correlations were performed between psychopathy-related variables (fearless dominance and self-centered impulsivity PPI-R factor scores) and drug-related variables (social, coping, enhancement motives and SUDs). Results revealed two significant functions explaining 40% and 19% of the variance respectively. Looking at function 1, high self-centered impulsivity (r=.99) was associated with stimulant (r=.51) and hallucinogen (r=.50) SUDs as well as social (r=.71), coping (r=.82), and enhancement (r=.77) motives. Function 2 revealed that high fearless dominance (r=.99) was associated with increased likelihood of opioid(r=.39) and stimulant (r=.40) SUDs but no specific motives for use. These findings suggest that the antisocial and affective facets of psychopathy are differentially associated with SUDs and motives for drug use.

#11
NACCJPC

TESTING A MEDIATIONAL MODEL OF VIOLENT BEHAVIOUR IN YOUNG OFFENDERS

Nathalie Burnier, Ryerson University; David Day, Ryerson University; Trevor Hart, Ryerson University; Sonya Wanklyn, Ryerson University

It is important to understand the reasons underlying youth crimes. This understanding can aid in the development of effective rehabilitative programs for juvenile offenders. The purpose of this study is to examine the effects of child maltreatment on violent behaviour and violent offending of youth who reside in an open or closed custody facility in the Greater Toronto Area (GTA). A mediational model will be tested linking child maltreatment to violence through direct and indirect links with substance use and hopelessness about the future. A total of 116 juvenile offenders, between the ages of 12 and 19, completed a battery of measures, which included a child trauma questionnaire, questions about drug use, hopelessness, depression, and violent behaviour. It is expected that child maltreatment will be directly linked to violent behaviour and violent offending. It is also expected that the relationship between child maltreatment and violence will be mediated through indirect links with substance use and hopelessness about the future. Moreover, there is an expected gender difference, whereby males are more likely to externalize their aggression through violent behaviour and substance use and females are more likely to display internalizing symptoms, such depressive symptoms.

#12
NACCJPC

SEX DIFFERENCES IN PERCEPTIONS OF SEXUAL COERCION IN RELATIONSHIPS

Joseph A. Camilleri, Westfield State University; Janine Riopel, Westfield State University

A possible source of sexual conflict in relationships is a disparity in perceptions about coercion. Although some evidence indicates that men and women agree on classifying tactics to obtain sex as either coercive or coaxing, no one has tested for sex differences in perception of coercion severity. To test the hypothesis that men view coercive acts as less severe than do women, we asked participants to rate items from the Tactics to Obtain Sex Scale (Camilleri, Quinsey, & Tapscott, 2009) on the degree to which each act denies a partner choice in having sex. There were significant differences between men and women on 48% of the coercive items, all in the direction of men believing their partners still had a choice in having sex after a coercive act. There were no sex differences on rating coaxing items. Implications of these results as they relate to sex offender cognition and paths to offending in relationships are discussed.

#13
NACCJPC

COGNITIVE SCREEN TOLERANCE AND PREDICTION IN MALE FEDERAL INMATES: GAMA AND SHIPLEY-2

Bryan Cassells, Correctional Service Canada Millhaven; Brian J Farrell, Correctional Service Canada Millhaven; Tyson Kurtenbach, University of Saskatchewan; Heather Langille, Correctional Service Canada Millhaven

As part of CSC's plan to add brief cognitive screening to the voluntary Computerized Mental Health Intake Screening System process offered to inmates following admission to federal custody, pilot data on inmate tolerance and predictive validity of the GAMA (General Ability Measure for Adults, Naglieri & Bardos, 1997) and Shipley 2 (Shipley Institute for Living Scale 2 Revised; Shipley et al., 2009) was collected on inmate volunteers using the WASI (Wechsler Abbreviated Scale of Intelligence; Wechlsler, 1999) as a criterion measure. The GAMA appeared to be well-tolerated, in that almost all of the inmate volunteers completed it without complaint, with many viewing some of the subtest items as challenge games. A stratified random sub-sample was individually tested on the WASI and a number of these selected individuals was also later administered the Shipley 2, using the Abstraction subtest option to measure fluid intelligence. Results from the two screening and one criterion instrument are presented vis-à-vis the prospect of the feasibility, validity and caveats of using brief computer-based screening measures to estimate inmate intellect and capacity to complete standard correctional programming. Early indicators are selectively encouraging, although caution is advised given the design, size and methodological limitations of the current study.

#14
NACCJPC

THE PREDICTIVE VALIDITY OF THE BROCKVILLE RISK CHECKLIST

Helen Chagigiorgis, Mental Health Centre Penetanguishene; Adekunle G. Ahmed, Brockville Mental Health Centre; Ken Laprade, Canadian Mental Health Association; Steve Michel, Brockville Mental Health Centre; Michael C. Seto, Brockville Mental Heath Centre

This study examined the predictive utility of the Brockville Risk Checklist (BRC), a structured risk assessment and management tool that was designed to be scored in a case conference on a regular basis, with as many members of the patient's interdisciplinary mental health team as possible. The BRC contains 4 dynamic risk scales, each consisting of a short set of items: harm to others, harm to self, risk of neglect, and exploitation by others. We examined BRC scores and the frequency and type of incidents (aggression, noncompliance, etc.) over a period of up to one year for 125 psychiatric patients at a medium-secure forensic unit. On average, patients had 9 BRC administrations completed every four to six weeks. Predictive validity was demonstrated for the harm to others scale ($p = 0.0001$) but not for the other scales. Across assessments, there was a 14% increase in the monthly incidence rate (RR = 1.14, 95% CI 1.07 to 1.21) for each 1-unit increase in the risk of harm scale. Implications for dynamic risk tools are discussed.

#15
NACCJPC

PREDICTING POLICE CAUTION COMPREHENSION IN ADULT OFFENDERS

Sarah Chaulk, Memorial University; Brent Snook, Memorial University; Joseph Eastwood, Memorial University

The current study represents the first attempt to measure comprehension of police cautions using a sample of Canadian offenders. Participants ($N = 60$) will watch a video of an individual reading a police caution and comprehension will be assessed using free-recall and a 13-item true-false questionnaire. The relationship between the level of comprehension and the results from two subscales of the WAIS-IV and one subtest of the WJ-III will also be explored. Based on previous caution comprehension research, it is hypothesized that the participants will demonstrate poor understanding of the police caution and that there will be a positive correlation between the three cognitive measures and comprehension of the police cautions. Results will provide an estimate how well Canadian offenders understand the legal rights contained in police cautions.

#16
NACCJPC

DEVELOPMENTAL PREDICTORS FOR MOST SERIOUS OFFENCES AND CRIMINAL TRAJECTORIES IN A MALE TORONTO SAMPLE

Jeanette Cohen, Ryerson University; David M Day, Ryerson University

Much of the literature on criminal careers suggests that the most serious type of offender is characterized by an individual with a lengthy criminal career who also commits crimes at a very high rate. The present study will examine the question of whether a chronic and high rate criminal trajectory is also associated with severe types of offences. Study hypotheses will be examined by means of a one way ANOVA utilizing a sample of juvenile male offenders whose criminal trajectories were followed for a period of 12.1 years, on average. Furthermore, regression analyses will be done to determine if developmental risk factors can predict serious offences within the various offence trajectories. It is expected that more severe offences will be positively associated with a lengthy and high rate criminal trajectory. It is also be expected that developmental risk factors within the child and family domains will predict serious offending.

#17
NACCJPC

PSYCHOPATHIC FEATURES, LEXICAL DECISION-MAKING, AND PAIRED-ASSOCIATE LEARNING IN CHILDREN

Nicole S. Cormier, Ryerson University; David M Day, Ryerson University

Psychopathic individuals comprise an estimated 1% of the total population, but are responsible for a disproportionate level of criminal activity in Canada. Emerging evidence suggests that psychopathic individuals may show impaired understanding of abstract words (e.g. Kiehl et al., 2004). The present pilot study was the first to gauge these potential learning difficulties in childhood. Correlational analyses investigated relationships between parent-reported Antisocial Process Screening Device (APSD) and Inventory of Callous-Unemotional (ICU) scores, and differences in children's (aged 6 -11) concrete versus abstract performance on paired-associate (PA) and lexical decision (LD) tasks. The expected positive correlations with callous-unemotional traits were not found. However, parent-reported APSD impulsivity, APSD total, and ICU total scores were negatively correlated with differences in LD accuracy. APSD narcissism scores were also positively correlated with concrete and abstract LD accuracy. While these findings were unanticipated, they emphasized the importance of measuring the sub-factors of psychopathy (impulsivity, narcissism, CU traits) in future investigations of child cognitive functioning. If abstract semantic processing is indeed impaired in children with early signs of psychopathy, appropriate accommodations could be used to improve clinical intervention strategies.

#18
NACCJPC

PSYCHOPATHIC FEATURES AMONG CHILDREN AND YOUTH WHO SET FIRES: DESCRIPTION AND PSYCHOMETRIC PROPERTIES

Nicole S Cormier, Ryerson University; Sherri MacKay, Centre for Addiction and Mental Health; Fiona Dyshniku, Sunnybrook Health Sciences Center

Psychopathic features in youths are associated with a range of behavioral and psychological problems, and are predictive of various negative and antisocial outcomes. Firesetting is a particularly concerning antisocial behavior, yet the role of psychopathic characteristics in the assessment of risk and potential recidivism in this unique sample of children and youth has yet to be established. Descriptives and internal reliability for a measure of psychopathic features, the Psychopathy Screening Device (PSD), will be presented for a sample of child and youth firesetters assessed through the Toronto Arson Prevention Program for Children (TAPP-C) between 1995 and 2010. In addition, convergent validity between the PSD and appropriate indices of child and youth externalizing behaviors (Achenbach's Child Behavior Checklist and Teacher Report Form) will be evaluated. Discriminant validity between the PSD and measures of childhood depression, anxiety disorders, and emotional intelligence will be determined as well. Finally, potential relationships between the PSD and fire-specific assessment measures (Fire Interest Questionnaire Fire, and Involvement Risk Evaluator for Youth) will be explored. If the PSD is established psychometrically for use with a youth firesetting population, the instrument could facilitate risk assessment of youth firesetting and general antisocial behavior.

#19
NACCJPC

AN EXPLORATORY ANALYSIS OF COGNITIVE AND NEUROPSYCHOLOGICAL FACTORS IN HIGH RISK SEX OFFENDERS

Richard Coupland, University of Saskatchewan; Jan Looman, Correctional Service of Canada (CSC); Dorothy Cotton, Correctional Service of Canada (CSC)

The risk-need-responsivity model for offender treatment and rehabilitation dictates that interventions need to be directed toward the offenders with the greatest needs and who are at greatest risk, while taking responsivity factors into account (Andrews, Bonta, & Hoge, 1990; Andrews & Bonta, 2010). One responsivity factor that needs to take into account in treatment is cognitive function, since offenders with cognitive difficulties will have differential ability to participate in and benefit from interventions. While there have been numerous studies over the years that have looked at neuropsychological function in sex offenders, results have been inconclusive. This may be due at least in part to the heterogeneous nature of the sample group. In the present study, a subgroup of 82 federally incarcerated sex offenders were identified as high in risk and treatment need based on actuarial measures (Static-99) and dynamic risk (Stable-2007 scores). This group was assessed on a range of cognitive measures including general intellectual ability, memory and executive function, as well as achievement measures. These measures were linked to degree of psychopathy, offence record, and risk ratings on actuarial tools. Within this population, there appear to be some significant correlations which have direct implications for both programming/intervention and community risk management.

#20
NACCJPC

A PILOT STUDY OF SOCIAL COGNITION AND SOCIAL PERCEPTION IN HIGH RISK, HIGH NEED SEX OFFENDERS

Richard Coupland, University of Saskatchewan; Jan Looman, Correctional Service of Canada (CSC); Dorothy Cotton, Correctional Service of Canada (CSC)

The identification of responsivity factors has become increasingly important in the assessment and treatment of sexual offenders. The responsivity factor cognitive functioning has gained significant attention in this pursuit (e.g., Tudway & Darmoody, 2005). However, significantly less attention has been directed to the related responsivity factor social cognition. Previous research on social cognitive functioning in sex offenders has largely focused on differences in their ability to recognize facial affect, usually through the use of non-standardized research measures. As such, the clinical utility of such findings is unclear. In this pilot study, we examined facial affect recognition, prosody perception and recognition, the ability to understand non-literal language, social perception, and the ability to understand dyadic interactions using the Advanced Clinical Solutions for the WAIS-IV and WMS-IV (ACS), a clinically standardized measure of social cognition. A subgroup of 25 incarcerated high risk/need sex offenders were asked to volunteer in this pilot study. Offenders were identified as high in risk and treatment needs based on actuarial measures (Static-99) and dynamic risk (Stable-2007 scores). 19 offenders were amenable to participating. Results are discussed in the context of current research findings with a focus on potential focal deficits requiring follow up study.

#21
NACCJPC

NORTHERN ALBERTA FORENSIC PSYCHIATRY SERVICES: AN EVALUATION DESIGN FOR THE WORK SKILLS REHABILITATION PROGRAM

Lara Cross, University of Alberta; Andrew Haag, Alberta Hospital

Work is defined as a purposeful activity in which people are remunerated and leads to an increase in quality of life. Research has indicated that involvement in vocational activities increases quality of life for people diagnosed with serious mental illnesses. In Edmonton, Alberta, Alberta Hospital is a psychiatric hospital which provides vocational rehabilitation programming to adults in conflict with the law. The Work Skills program at Alberta Hospital is a process-orientated vocational treatment program that assists clients in meeting their vocational, volunteering, or competitive employment goals. It is a diagnostically relevant program, which can be an adjunct to existing treatment programs at the hospital. The program is a client-centered, collaborative intervention between the client and the interdisciplinary mental health team. Different stakeholders have voiced interest in determining outcomes of this program and to develop a better understanding of how the program helps individuals achieve vocational goals. The following study is a design proposal for a program evaluation of the Work Skills program for adults found not criminally responsible due to mental disorder. Program description, stakeholders, theoretical evaluation approach, key and enabling questions, methodology, timeline, and reporting methods will be discussed.

#22
NACCJPC

THE EXECUTION OF JUSTICE: RELATION BETWEEN RACE AND TIME SPENT ON TEXAS DEATH ROW

Donna M. Crossman, Binghamton University; Lindsay Howard, Binghamton University; Ilyse Genser, Binghamton University; Peter J. Donovick, Binghamton University

We examined whether the race of the offender, the race of victim, or both, affected speed of execution in Texas. The Texas Department of Criminal Justice online database provided information about the race of 410 male homicide perpetrators, their victims and the length of time served on death row. African-Americans spent more time on death row prior to execution relative to Whites or Hispanic perpetrators. On average, Hispanic offenders were executed in nine and a half years, Whites in ten and a half years, and African-American offenders in eleven years, regardless of the race of the victim. The race of the victim marginally predicted the amount of time the perpetrator spent on death row with Black-victim cases resulting in shorter time to execution than White-victim cases. Racial disparities were found in time to execution of Texas death row inmates. The length of time an inmate spends on death row could be indicative of cruelty and/or discrimination in carrying out a death sentence.

#23
NACCJPC

MINDFULNESS MEDITATION: A NEW APPROACH TO WORKING WITH SEXUAL OFFENDERS

Terra Dafoe, OISE/UT

A review of the sexual offender literature suggests that negative affect is closely related to sexual offending (Howells, Day, & Wright, 2004; Serran & Marshall, 2006). Specific emotions which may increase the risk of offending include boredom, frustration, anxiety, anger, and depression. The traditional approach to rehabilitation, relapse prevention, and adjunct models such as Ward's self-regulation model, share the assumption that adaptively coping with high risk emotional states reduces the risk of reoffending (Pithers et al., 1989; Marshall, Marshall, Serran, 2006). A complementary approach to therapy which has been successful in helping a variety of populations improve their emotion regulation skills is mindfulness meditation (see Baer 2003 for a review), however meditation programs have yet to be introduced into sexual offender treatment programming. Through the use of primarily qualitative methods, the present study is a pilot attempt at exploring sexual offenders' openness to mindfulness meditation. Results show that the majority of participants were receptive to meditation, thought it may be beneficial, and were able to concentrate and relax during a short experiential session. The potential benefits of mindfulness meditation for improving emotion regulation in sexual offenders will be discussed and directions for future research will be explored.

#24
NACCJPC

THE RIGHT TO SILENCE: INVESTIGATING THE COMPREHENSIBILITY OF CANADA'S POLICE CAUTION

Krista Davis, York University; C. Lindsay Fitzsimmons, York University; Timothy Moore, Glendon College, York University

Modifications to Canada's police caution on the right to silence were made to help increase its comprehensibility. It was hypothesized that university participants who received the modified caution during a mock interrogation would score significantly higher on measures of comprehension than those who received the standard caution. Interviews were also conducted with clients from the Aboriginal Legal Services of Toronto (ALST) to elucidate factors that influence the decision to waive legal rights during custodial interrogations. Results indicate that comprehension was significantly higher among those that received the modified caution and that those with higher comprehension scores were more likely to exercise their right to silence. Moreover, ALST clients reported that coercive and manipulative techniques were commonly used by police to gain a legal rights waiver. These findings suggest that clarifying and standardizing Canada's legal rights will lead to better comprehension and greater protection against false or coerced confessions.

#25
NACCJPC

COMPARING THE MATRIX-PREDICTIVE UNIFORM LAW ENFORCEMENT SELECTION EVALUATION (M-PULSE) INVENTORY AND MMPI-2: EMPIRICAL OVERLAP AND THE PREDICTION OF LIABILITY OUTCOMES IN 9,547 LAW ENFORCEMENT OFFICERS

Robert D. Davis, Matrix, Inc.; Cary D. Rostow, Matrix, Inc.; Kevin M. Williams, Multi-Health Systems, Inc.

Despite its popularity in the field of law enforcement personnel selection and evaluation, the relevance of the MMPI-2 – originally developed as a general measure of personality and psychopathology – has been scrutinized. However, researchers have demonstrated that various indices combining MMPI-2 individual scales into composite scores (e.g., Good Cop/Bad Cop Profile, etc.) show more promising predictive validity than the individual scales. Alternatively, the M-PULSE Inventory was created as a measure of attitudes, values, beliefs, and behaviors specifically relevant to law enforcement job performance. We examined MMPI-2 and M-PULSE data for 9,547 law enforcement officers (85% male, mean age = 30.39 years). Follow-up data included official records of 18 liabilities such as substance abuse, excessive force, and criminal conduct, over an average follow-up period of almost 2 years. The M-PULSE Liability Scales were virtually uncorrelated with the 11 MMPI-2 composite indices proposed to be most relevant to law enforcement job performance. Discriminant function analyses demonstrated superior predictive validity for the M-PULSE Liability Scales relative to the MMPI-2 indices for 15 of the 18 liabilities examined. Results from this large sample suggest that the M-PULSE may be a superior alternative to personality testing in law enforcement personnel selection and evaluation.

#26
NACCJPC

TRAJECTORIES OF CRIMINAL ACTIVITY IN A SAMPLE OF 378 ADJUDICATED ONTARIO YOUTH

David M. Day, Ryerson University; Jason D Nielsen, Carleton University; Ashley K. Ward, Ryerson University; Ye Sun, Princess Margaret Hospital/ University Health Network; Jeffrey S. Rosenthal, University of Toronto; Irene Bevc, The Hincks-Dellcrest Centre; Thierry Duchesne, Laval University; Lianne Rossman, The Hincks-Dellcrest Centre

Since the advent of group-based trajectory analysis about 15 years ago, the study of criminal trajectories has yielded important insights in the nature and pattern of offending over the life span. Particularly important is research on the progression of criminal activity across major developmental periods such as adolescence to adulthood and early adulthood to mid-adulthood and beyond. The present study extends our previous work on criminal trajectories in a sample of 378 juvenile offenders (Ward et al., 2010). The purpose of this study is threefold: (1) to examine the criminal trajectories of our sample over a 19-year period, from age 15 years to age 34 years, on average, extending the previous length of the follow-up by 6.5 years; (2) to apply cross-validation (Hélie, 2006; Stone, 1974) to determine the optimal number of groups in the model as an alternative to the Bayesian Information Criterion (BIC), which is known to be problematic to the number of groups issue (Nagin, 2005); and (3) to examine childhood predictors and adolescent correlates of trajectory group membership. Trajectory analyses found that an 8-group model best fit the data. Multinomial regression analyses indicated that family variables in childhood and individual and family variables in adolescence differentiated the Low Rate Desisters (LRD) from the remaining groups.

#27
NACCJPC

DEVELOPMENTAL SCIENCE INFORMS OUTLOOKS REGARDING THE BLAMEWORTHINESS OF YOUTH: A SURVEY OF MULTIPLE EXPERTS

Irina Demacheva, McGill University/Jewish General Hospital

Background: Recent reports from the cognitive developmental sciences provide considerable information regarding the culpability of adolescents. Incorporating these developmental findings into the legal milieu, however, remains largely abstract and constitutes a theoretical lacuna. Issues such as determining the chronological age for criminal responsibility, and finding the balance between holding youth accountable and promoting normal course of development remain controversial. Objective: To assess knowledge, opinions and belief of legal and, medical and research experts on how developmental science can inform youth blameworthiness and ability to stand trial. Methods: Using an online survey (http://tinyurl.com/teenlaw) we targeted specialists, including psychologists, psychiatrists, developmental scientists, lawyers, judges, and police officers. We targeted both expert associations (e.g., American Academy of Child and Adolescent Psychiatry) and expert practitioners who publicly list their email contact information. Results and Conclusions: Compared to experts from the legal community, our findings suggest that other experts (e.g., health practitioners and scientists) hold different views on the issue of youth culpability. We highlight a need for closer dialogue between law and developmental science to allow for consensus-building and improve the treatment of young offenders.

#28
NACCJPC

CAN ONE FACE HELP ME REMEMBER ANOTHER FACE?

Julie Dempsey, Carleton University; Joanna Pozzulo, Carleton University

Crimes committed by multiple perpetrators continue to rise both in Canada and the United States (Bureau of Justice Statistics, 2007; Statistics Canada, 2001). Often in a multiple perpetrator crime one of the culprits may be apprehended while the other is still at large. In instances such as these the police would be able to provide a cue to the witness by presenting the picture of the culprit who was already in custody. This picture of the culprit may then act as a retrieval cue for the witness that would improve the witness' ability to correctly identify the culprit from the lineup or reject the lineup if the culprit was not present in the lineup. This study examined the effect of use of cue (cue present vs. cue absent), accuracy of cue (cue correct vs. cue foil), and lineup target (target-present vs. target-absent) on identification accuracy. Preliminary results indicate that witnesses given an accurate retrieval cue at the time of the lineup task are more accurate than witnesses given no cue. Moreover, witnesses given an inaccurate cue are less accurate than witnesses given no cue. Implications of these results are discussed.

#29
NACCJPC

EXPLORING YOUNG OFFENDER PSYCHOPATHIC TRAIT LEVELS AND THE IMPACT ON LONG-TERM CRIMINAL OFFENDING TRAJECTORIES

Heather Dyck, University of New Brunswick; Mary Ann Campbell, University of New Brunswick; Fred Schmidt, Children's Centre Thunder Bay and Lakehead University; Alexandra Kruse, Lakehead University

The current study examined long-term offending patterns in relation to youth psychopathic traits. The criminal records of 128 adolescent offenders (82 male; 49 female) referred for court-ordered assessments were analyzed for criminal activity between the ages of 12 and 20. Psychopathic traits were measured using the Psychopathy Checklist: Youth Version (PCL:YV) at the time of assessment. PCL:YV total scores were positively correlated with a high number of overall offending incidents, including violence. After classifying youths into low (n = 39), moderate (n = 75), and high (n = 14) psychopathic trait groups, results show that the high psychopathic trait group had a consistently higher mean rate of separate offending events throughout the follow-up period than moderate and low trait groups. Gender did not influence these findings. The current results support the impact of psychopathic traits on long-term criminal offending trajectories during adolescence and into early adulthood.

#30
NACCJPC

THE EFFECT OF LISTENABILITY FACTORS ON THE COMPREHENSION OF POLICE CAUTIONS

Joseph Eastwood, Memorial University; Brent Snook, Memorial University

We examined the extent to which modifying a police caution using three listenability factors (Instructions, Listing, and Explanations) improved comprehension. A 2 (Instructions vs. No Instructions) x 2 (Listing vs. No Listing) x 2 (Explanations vs. No Explanations) between-participants design was used. Participants (N = 160) were presented verbally with one of eight cautions and asked to record their understanding of the legal rights contained in the caution. Results of an ANOVA revealed a main effect of Explanations, thus suggesting that repeating the information contained in the caution in different terms increased comprehension. Although there was no main effect of Instructions or Listing, the caution containing all three modifications resulted in the highest level of comprehension. The implications of these findings for the comprehension of verbally-delivered information and the administration of justice are discussed.

#31
NACCJPC

A MULTIDIMENSIONAL SCALING ANALYSIS OF PSYCHOPATHY IN FEMALE YOUNG OFFENDERS

Holly Ellingwood, Carleton University; Karla Emeno, Carleton University; Craig Bennell, Carleton University; Adelle Forth, Carleton University; David Kosson, Rosalind Franklin University of Medicine and Science; Robert Hare, University of British Columbia

Recent research has found evidence for a four-factor model of psychopathy in young male offenders, which consists of interpersonal, affective, antisocial, and lifestyle features. In the current study, we examine whether a similar structure exists for female young offenders. Multidimensional scaling (MDS) was used to examine PCL: YV data collected from 257 young female offenders who were either incarcerated or being supervised in the United States, Canada, or England. While evidence for the four-factor model was not as strong as that found for male young offenders, the MDS analysis provided reasonably strong support for the four-factor model in the total female sample and for the sample of incarcerated female youth, with only a few items being misplaced. However, only two of the factors (lifestyle and antisocial) could be easily identified in the supervised sample. Potential reasons for differences between incarcerated and supervised female youth are discussed, as are the potential reasons for differences between male and female young offenders.

#32
NACCJPC

THE MORE YOU KNOW: EDUCATING JURORS ABOUT THE NOT CRIMINALLY RESPONSIBLE DEFENCE

Kristin Fenwick, Carleton University; Evelyn Maeder, Carleton University

Research has shown that attitudes toward the insanity defence may be distorted by misunderstanding of the defence's frequency and consequences (Finkel, 1995). The present study examined whether educating jurors about the not criminally responsible on account of mental disorder (NCRMD) defence can reduce bias in decision-making. Mock jurors (n=114) were randomly assigned to NCRMD education or irrelevant education, after which they read a case vignette and were measured on verdict, perceptions of defendant responsibility, and attitudes towards the NCRMD defence. Analyses revealed that NCRMD education was significantly related to more positive attitudes toward the defence and lowered endorsements of NCRMD myths. Also, education was found to have a marginal effect on jurors' attitudes about the extent to which they felt the defendant in the case vignette couldn't help believing the things he believed. However, no differences were found between NCRMD education and irrelevant education groups on the remaining attitudinal questions toward the defendant. It was also found that when given accurate knowledge on the NCRMD defence, participants' verdicts were still largely in favour of guilt. These mixed results suggest that attitudes may be based on biases towards mental illness rather than toward the NCRMD defence, or that biased attitudes may overpower the legal application standard.

#33
NACCJPC

VIDEO GAMES AND YOUTH VIOLENCE: A PROSPECTIVE ANALYSIS IN ADOLESCENTS

Christopher Ferguson, Texas A&M International University

The potential influence of violent video games on youth violence remains an issue of concern for psychologists, policymakers and the general public. Although several prospective studies of video game violence effects have been conducted, none have employed well validated measures of youth violence, nor considered video game violence effects in context with other influences on youth violence such as family environment, peer delinquency, and depression. The current study builds upon previous research in a sample of 302 mostly Hispanic youth. Results indicated that current level of depression was a strong predictor of serious aggression and violence across most outcome measures, whereas peer delinquency and parental use of psychological aggression in relationships were weaker long-term predictors of youth violence, and positive family environment functioned as a weak protective factor for youth violence. Neither video game violence exposure, nor television violence exposure were prospective predictors of serious acts of youth aggression or violence. These results are put into context of criminological data on serious acts of violence among youth.

#34
NACCJPC

WILLINGNESS TO FORGIVE: THE ROLE OF PSYCHOPATHIC TRAITS, BIG FIVE PERSONALITY, AND TRANSGRESSION CHARACTERISTICS

Adelle Forth, Carleton University; Jennifer Guido, Carleton University

What factors are related to forgiving others? This study was designed to identify which factors influence a person's willingness to forgive others for a hurtful transgression in romantic relationships. Measurements of the Big Five personality traits, individual characteristics (i.e., psychopathic traits, callous-unemotional traits), and offence characteristics (i.e., severity of the event, impact of the event, and time passed since transgression occurred) were obtained to determine their relationship to dispositional and situational forgiveness in a sample of 211 male and 361 female undergraduates. Both psychopathic and callous-unemotional traits were negatively associated with dispositional forgiveness (rs = -.27 and -.34) and the benevolent dimension (rs = -.08 and -.17) of situational forgiveness and positively associated (rs = .28 and .29) with revenge dimension of situational forgiveness. Dispositional forgiveness was negatively associated (r = -.39) with neuroticism and positively associated with agreeableness (r = .43). Contrary to predictions, time since transgression was only related to situational forgiveness not dispositional forgiveness. Future research identifying which factors influence one's tendency to forgive can have positive impacts on the person who was hurt since forgiveness has been associated with a decrease in negative physical and emotional symptoms.

#35
NACCJPC

THE USE OF YOUTH STRENGTHS IN THE PREDICTION OF RECIDIVISM: AN ANALYSIS USING THE YOUTH LEVEL OF SERVICE/CASE MANAGEMENT INVENTORY (HOGE & ANDREWS, 2002)

Karina Gagnier, York University; Tracey Skilling, The Centre for Addiction and Mental Health; Timothy E. Moore, Glendon College, York University

In accordance with the call for greater adherence to the Risk-Need-Responsivity model of offender rehabilitation, and a shift toward positive psychology, items measuring youth strengths are increasingly being added to risk assessment tools. The objectives of the present study were twofold: 1) to assess the extent to which strengths, as measured by the Youth Level of Service/Case Management Inventory (YLS/CMI), predict youth recidivism, and 2) the manner in which these strengths are used in clinical decision making about risk. Reviewed were the clinical files of 297 young offenders who were seen for court-ordered assessments at a large Canadian mental health centre, between 2001 and 2008. Analyses showed that strengths in all but one (education/employment) domain were significantly and negatively related to recidivism at 1-3 years follow-up. In addition, regression analyses revealed a cumulative effect of strengths on youth's recidivism (Exp(B)=1.51, 95% CI=1.31-1.74, p<.001, SE=.07, R2=.16). Overall, the findings of the study suggested clinicians use the YLS/CMI predominantly as a risk measure, and the place of strengths in the risk prediction model remains to be elucidated. Implications for future research in the domain of youth strengths will be discussed.

#36
NACCJPC

AN EXAMINATION OF GENDER DIFFERENCES IN THE RELATIONSHIP BETWEEN SELF-ESTEEM, SELF-EFFICACY, AND EMPOWERMENT AMONG YOUTHFUL OFFENDERS

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

Correctional researchers working from a What Works paradigm (inherently gender neutral) support correctional programs that focus on targeted self-efficacy rather than global self-esteem and empowerment, irrespective of gender. In contrast, feminist correctional researchers strongly support the enhancement of all three constructs at a global level—self-esteem, self-efficacy and empowerment, particularly for female offenders. Additionally, some feminist scholars use the terms interchangeably. Consequently, the purpose of this study is to examine the extent to which self-efficacy, self-esteem, and empowerment are correlated with each other, and whether or not the magnitude of the correlations vary as a function of gender. The results are being generated using a cross-sectional research design involving 50 young offenders (25 male, 25 female) housed in either open or closed custody facilities in the Ontario region. Empowerment is being measured using the Level of Voice among Adolescents (LOVA; Harter, Waters, Whitesell & Kastelic, 1998); self-efficacy via the General Self-Efficacy Scale (GSESH; Bosscher & Smit, 1998), and lastly, self-esteem via the Rosenberg Self-Esteem Scale (SES; Rosenberg, 1965). Implications for assessing and treating factors traditionally construed as non-criminogenic are discussed.

#37
NACCJPC

UTILIZING ITERATIVE CLASSIFICATION TREES TO LINK SERIAL SEX OFFENCES

Adam Gerlach, Carleton University; Craig Bennell, Carleton University; Jessica Woodhams, University of Birmingham; Eric Beauregard, Simon Fraser University

Behavioural data is often used to determine whether crimes have been committed by the same offender. This requires that offenders behave in a consistent fashion across their crimes and that they exhibit distinct behaviours compared to other offenders committing similar sorts of crimes. To examine the feasibility of this task, researchers typically obtain a sample of solved crimes and produce crime pairs that have either been committed by the same offender or different offenders. Regression models are then used to identify behavioural cues that can accurately distinguish linked from unlinked crimes. In this study we examine a new approach for examining this issue, which draws on Iterative Classification Trees (ICTs). Unlike regression models, the use of ICTs assumes that different combinations of linking cues may be required to classify different sets of crimes as linked or unlinked. Using a sample of 361 sex offences committed by 72 offenders, an ICT is developed, validated, and compared to a logistic regression model based on the same data. Based on previous research it is expected that the ICT will achieve the same level of predictive accuracy as the regression model, but that interesting patterns of behavioural consistency/distinctiveness will emerge from the ICT, which remain hidden when using a linking approach based on regression analysis.

#38
NACCJPC

GENDER DIFFERENCES IN ANTICIPATED REACTIONS TO SEGREGATION

Shannon Gottschall, Carleton University; Shelley Brown, Carleton University; Swetha Rajadhithan, Carleton University

In response to controversy surrounding the practice of segregation/solitary confinement in correctional institutions, the current study examined the reactions 132 undergraduate student volunteers (46 men and 86 women) expected to experience in a hypothetical situation of segregation. Multivariate analyses indicated significant gender differences in anticipated affect and environment ratings (Hotelling's T squared=19.24, p=.001). Post-hoc univariate tests indicated significant gender differences in both positive affect (F(1,130)=9.97, p=.002) and negative affect (F(1,130)=13.13, p<.001), with men anticipating more positive affect than women, and women anticipating more negative affect than men. Follow-up qualitative analyses reinforced these findings and indicated gender differences in the amount of time segregation would be tolerated and the activities students anticipated engaging in while segregated. These findings were consistent with previous qualitative field research with segregated women offenders. The results also supported the predictions of relational-cultural theory, which suggests that women are more relational than men (and would be more negatively affected by isolation). The implications of the current results and future directions for research are discussed.

#39
NACCJPC

BURNOUT AND COPING IN CORRECTIONAL OFFICERS: A COMPARISON OF OFFICERS WORKING IN ADULT AND YOUNG OFFENDER CENTRES

Drew D. Gould, Laurentian University; Paul M. Valliant, Laurentian University; Shelley Watson, Laurentian University

High levels of occupational stress and burnout are costly for correctional services and their employees. Compared with other occupations, an association has been observed between correctional officer (CO) burnout, absenteeism, turnover, and poor physical health. The majority of research has been conducted within adult correctional centres and limited research has been done within young offender centres. The purpose of this study was to compare the prevalence of burnout and the coping mechanisms used to buffer the effects of burnout within two populations: adult correctional centre COs and young offender centre COs. 166 adult centre COs and 42 young offender centre COs completed an online survey measuring burnout and coping strategies. Results from the Maslach Burnout Inventory-Human Services Survey and the Brief COPE indicated that adult centre COs scored higher on each of the three burnout dimensions (emotional exhaustion, depersonalization, and decreased sense of personal accomplishment), yet they did not differ significantly on type of coping strategy used (emotion-focused, problem-focused, or dysfunctional) when compared to young offender centre COs. Controlling for length of experience, these findings suggest that it is not the coping strategy employed; rather it is stressors specific to the adult correctional centre environment that increase likelihood of burnout.

#40
NACCJPC

THE PROSPECTIVE PREDICTION OF GENERAL AND VIOLENT RECIDIVISM: REVISITING THE ACCURACY OF RISK APPRAISAL

Andrew L. Gray, Carleton University; Jeremy F Mills, Carleton University

The present study was a long-term prospective and comparative evaluation of the predictive accuracy of the Historical-Clinical-Risk Management-20 Scheme, Lifestyle Criminality Screening Form, Level of Service Inventory-Revised, Psychopathy Checklist-Revised, Violence Risk Appraisal Guide, General Statistical Information on Recidivism scale, and the recently factor derived Structured Criminal Risk Scale in a sample of Canadian federal offenders (n = 248). Predictive accuracy was determined through the use of receiver operating characteristics and point biserial correlations with general, violent, and nonviolent postrelease outcome. Unlike most previous studies which found no statistical differences in the predictive accuracy of these risk assessment measures, statistically significant differences were noted. Specifically, a general trend emerged within the current study indicating that the Psychopathy Checklist-Revised was a significantly poorer predictor of any type of recidivism (i.e., general, violent, and nonviolent) in comparison to the majority of other risk assessment measures employed within the study.

#41
NACCJPC

DOES IT MATTER WHO YOUR FRIENDS ARE? AN EXAMINATION OF PEER RELATIONSHIPS IN YOUTHFUL FEMALE DELINQUENCY

Leigh Greiner, Carleton University; Shelley L. Brown, Carleton University

There is substantial theoretical and empirical support demonstrating the importance of antisocial associates in predicting delinquency. However, there is a dearth of research on the relative importance of this domain to female offending, specifically vis-à-vis younger female samples. Relational cultural theory (RCT) suggests that peers may have a larger role in female delinquency compared to their male counterparts. Thus, this study examined the nature (i.e., age, type, gender) of relationships held by youthful delinquents and furthermore examined gender differences in these relationships. A retrospective cross-sectional design was used with a sample of youthful female (n = 21) and a comparison sample of youthful male delinquents (n = 31). Overall, results showed that 71.4% of males and 54.1% of females had similar-aged peers (+/- 1 year). However, females had a significantly larger proportion of older opposite-sex peers (52.3%) than their male counterparts (16.1%). Furthermore, the proportion of females with older boyfriends (47.6%) was moderately larger than the proportion of males with older girlfriends (22.6%). Lastly, in support of RCT, results of a moderated regression analysis found gender to moderate the relationship between delinquent peers and delinquency. Specifically, there was a synergistic effect in that the relationship was stronger for girls than for boys.

#42
NACCJPC

IMPULSIVITY: A QUICK TICKET TO JAIL

Shannon Griswold, The Forest Institute of Professional Psychology; Samantha Dugan-Wilson, The Forest Institute of Professional Psychology; Collette Wagner, The Forest Institute of Professional Psychology

Impulse-Control Disorders (ICDs) are very diverse and the DSM-IV-TR (2000, APA) recognizes many Impulse-Control Disorders (ICDs). ICDs have a large impact on both the individual and society at large. Kishpaugh (2003) found impulsivity was most associated with inmates who are convicted of violent acts. In their review of the literature, Davis and Lauber (1999) discuss that much of impulsivity research comes from a criminal population. These authors stated arsonists have extensive criminal histories. Research has also demonstrated a strong connection between pathological gambling and criminal behavior (Folino & Abait, 2009). Despite these findings, little research has investigated pyromania and pathological gambling. Furthermore, there is a lack of research regarding the relationship clusters of ICDs. Some have proposed the idea of multi-impulsivity and found a connection between lower levels of functioning (Fichter, Quadflieg, and Reif, 1994; Lacey & Evans, 1986). To these authors knowledge, no studies have examined this phenomenon in an inmate population. The present exploratory study examines general impulsivity and ICDs in an incarcerated population. The study serves to assess clusters of characteristics of ICD symptoms and their relationship to one another. The results of the study and treatment implications will be discussed.

#43
NACCJPC

"COVERING" RISK ASSESSMENT: A REVIEW OF THE COVR

Shannon Griswold, Forest Institute

The need for accurate risk assessment permeates the justice system. Many risk factors have been found to predict prison misconduct including a history of psychiatric treatment (Poythress, 1999). In 2005, the Bureau of Justice Statistics found up to 64% of jail inmates have a history or current symptoms of mental illness. Shaffer, Waters, and Adams (1994) compared risk factors from inpatient and prison samples. They found shared risk factors predicted dangerousness with 75% accuracy. Clearly, there is a connection between mental illness and dangerousness in several environments. Monahan and his colleagues (2005) created the COVR, a result of the largest violence risk study to date investigating inpatient risk assessment. The COVR selected the most promising, predictive risk factors and integrated them into classification trees; a novel approach in risk assessment (Monahan et al., 2006). Current risk tools provide moderate effects sizes at best so it is crucial to progress toward a successful risk assessment tool. This presentation investigates the relevance of risk factors within the correctional system, a brief history of the COVR, and the connection between psychiatric inpatient and inmate risk factors. An exploration of advantages and disadvantages of the use of the COVR is reviewed and suggestions are made for practical use as well as future research.

#44
NACCJPC

FEMALE SEX OFFENDER TYPOLOGIES: AN EXAMINATION ACROSS STATES

Shannon Griswold, Forest Institute; Christine Biddle, Forest Institute; Sally Reader, Forest Institute; Julie Gouy, Forest Institute

Female sex offenders (FSOs) do not typically fit sexual scripts, causing obstructions with charging and treating these offenders. FSOs are often overlooked in both law enforcement and in sex offender literature. Cultural perceptions suggest females are incapable of sexually violating others which leads to neglect in acknowledging varieties of female offenders. FSO offenses are often disguised. For example, a female may offend with a male accomplice or during care-taking activities (Groth & Birnbaum, 1979; Peterson, Colebank, & Motta, 2001). The current literature is limited. Typically, only those who have committed the most serious offenses serve time in prison. Vandiver and Kercher (2004) explain much research has focused on inmates for their samples; therefore, the results may be skewed. In addition, these authors express most studies have used case studies or small samples; however, their recent study provided a sample of 400 New York FSOs. Further clarification can be obtained through research using large state samples to validate and clarify categories presented in Vandiver and Kercher's research. The current study reviews FSO typologies and implications of such typologies. In addition, data will be presented from state sex offender registries to follow the 2004 Vandiver and Kercher study. Factor analysis will be performed.

#45
NACCJPC

THE ROLE OF ABORIGINAL STEREOTYPES IN SIMULATED SHOOTING DECISIONS

Sarah Harmer, Carleton University; Laura Stark, Carleton University; Alyssa Taylor, Carleton University; Craig Bennell, Carleton University

Correll et al. (2002, 2007) found that race influences shooting decisions in simulated situations. Participants were more likely and quicker to shoot armed Black targets compared to armed White targets, but more likely and quicker to not shoot unarmed White targets compared to unarmed Black targets. This study extends the research by examining if Aboriginal stereotypes influence shooting decisions in Canadian participants. One hundred undergraduate students will complete a measure of explicit Aboriginal stereotypes and a computerized shooting task, where they will be exposed to armed and unarmed White and Aboriginal targets. Participants will shoot armed targets and refrain from shooting unarmed targets; decisions must be made in 630ms by pressing different keys. It is hypothesized that participants, especially those high on the stereotype measure, will (1) be more likely and quicker to shoot armed Aboriginal targets versus armed White targets, (2) be more likely to not shoot unarmed White targets versus unarmed Aboriginal targets, (3) exhibit greater problems discriminating targets with guns versus without when encountering Aboriginal targets, and (4) set more lenient thresholds when deciding to shoot Aboriginal targets. Results from this study will shed light on Aboriginal stereotypes in Canada and determine how these stereotypes influence simulated shooting decisions.

#46
NACCJPC

USING FEMALE-CENTERED THEORIES AND FEMINIST METHODOLOGY TO IDENTIFY PROTECTIVE FACTORS IN YOUTHFUL MALE OFFENDERS

Melissa C. Harris, Carleton University; Shelley Brown, Carleton University; Natalie Jones, Carleton University

It is an uncontested fact that male youth commit more crime as well as more serious crime than female youth, irrespective of study methodology or disciplinary orientation of the researcher. A possible explanation for this may be that females have a built in resilience against traditional criminogenic risk factors. The extent to which this hypothesized 'built in resilience' may potentially be transferable to male youth at high risk for criminal conduct remains largely unexplored. Thus, the purpose of the study is to identify protective factors among youthful male offenders using gender-informed theories (e.g., feminist pathways theory) and feminist methodologies (e.g., qualitative, in-depth interviews). Results are based on 20 interviews with male youth housed in one of two closed custody facilities: 1) William E. Hay Youth Center, Ottawa, Ontario; 2) Roy McMurtry Youth Center, Brampton, Ontario. The results will be used to inform a larger quantitative study that will examine protective factors in male offenders. Protective factors are defined as factors that significantly attenuate risk of offending in a high-risk group but have relatively little or no effect in a low-risk group.

#47
NACCJPC

PREDICTING DOMESTIC VIOLENCE RECIDIVISM AMONG FEMALE OFFENDERS

Zoe Hilton, Mental Health Centre Penetanguishene; Suzanne Popham, Algoma Treatment and Remand Centre

There is an emerging literature on female domestic violence offenders, including the characteristics of "dual arrest" offenders and women's risk of violent recidivism. In a sample of 107 women admitted to a correctional treatment centre over a period of 10 years, 31 were charged with domestic violence; of these cases, 36% involved "mutual" violence by both victim and offender, 25% of the women claimed they acted in self-defense, and 7% resulted in dual arrest. Five women in these cases (16%) were convicted of a new domestic violence offense within an average of 4 years of opportunity. In preliminary analyses, the Ontario Domestic Assault Risk Assessment (ODARA), previously validated with male samples, was correlated with dichotomous domestic violence recidivism ($r = .25$) and inversely with time at risk ($r= -.33$). The effect of correctional treatment, and the modification of ODARA items for female offenders, will be described.

#48
NACCJPC

PERSONALITY MEDIATORS OF SUBSTANCE MISUSE IN MALE OFFENDERS

Anthony Hopley, University of New Brunswick; Caroline Brunelle, University of New_Brunswick

Psychopathy and substance use disorders (SUDs) are highly prevalent in incarcerated populations and tend to co-occur in the same individuals (Rutherford et al., 2000; Walsh et al., 2007). The factors underlying this relationship are not clearly understood. The purpose of this study was to investigate whether two personality models mediate the relationship between psychopathy and substance misuse in male offenders. Ninety-two inmates at provincial correctional centers in New Brunswick completed questionnaires, including the Sensitivity to Reward Sensitivity to Punishment Questionnaire (Torrubia et al., 2001) to measure behavioural activiation and behavioural inhibition, the Substance Use Risk Profile Scale (Woicik et al., 2009) to measure anxiety sensitivity, hopelessness, sensation seeking and impulsivity, and the Psychopathic Personality Inventory (Lilienfeld & Widows, 2005) to assess psychopathy levels. Results revealed that high impulsivity partially mediated the relationship between psychopathy and both stimulant dependence and hallucinogen dependence, whereas low anxiety sensitivity partially mediated the relationship between psychopathy and opioid dependence. These results suggest that individuals with psychopathic traits are at increased risk of misusing certain drugs because of underlying personality-based differences.

#49
NACCJPC

DECISION MAKING IN COURT TRIALS: THE EFFECTS OF SALIENCE OF SOCIAL NORMS AND EXTERNAL MOTIVATION TO RESPOND WITHOUT PREJUDICE

William G. Huggon, University of Toronto; Jonathan L. Freedman, University of Toronto

Past controlled research using mock trials and jurors consistently found black defendants guilty more often than white. However, current research has generally failed to find this effect. One explanation is that prejudice has been reduced, and though true, a parallel is that strong social norms exist concerning prejudice which result in efforts to avoid being (or appearing) biased. However, when motivation to reduce prejudice is not salient, decision making becomes spontaneous– affected mainly by internal attitudes. In a series of studies, race of defendant and the salience of importance of being unbiased were varied. Results revealed that modern egalitarian outcomes are perhaps due to low prejudice participants' bias for the black defendants while high prejudice participants were biased against the black defendants – cancelling out each others' verdicts. Outcomes could be predicted using Internal and External Motivation to respond without prejudice (IMS & EMS) and Social Dominance Orientation (SDO). When motivation to be unbiased was not salient, participants based their verdicts on personal values (IMS and SDO). When motivation to be unbiased was salient, those low in EMS (who do not care about social norms) still based their verdicts on personal values (IMS and SDO). However, those high in EMS (who worry about appearing egalitarian) no longer had biased decisions.

#50
NACCJPC

INTERNATIONAL TRENDS IN DEMAND FOR FORENSIC MENTAL HEALTH SERVICES

Erika M Jansman, Royal Ottawa Health Care Group; Michael C Seto, Royal Ottawa Health Care Group; Anne G Crocker, Douglas Mental Health University Institute; Tonia L Nicholls, British Columbia Forensic Psychiatric Services Commission; Gilles Côté, Université du Québec à Trois-Rivières

Deinstitutionalization has led to the downsizing of many psychiatric hospitals in favour of community-based mental health care, in Canada and elsewhere. An unintended consequence was that problematic behaviour previously managed in a psychiatric setting became increasingly likely to be dealt with by the criminal justice system. Thus, many psychiatric clients are now managed by forensic rather than general mental health services. This review examines the trends in demand for forensic services in Canada and internationally. Results indicate that the number of forensic clients and resources allocated to forensic services has steadily increased. In Ontario, there has been an annual increase of 5-10% in the number of individuals found not criminally responsible on account of mental disorder from 1987 to 2008. In Canada as a whole, the number of accused entering the system annually doubled from 1992 to 2004. In the United States, the number of individuals found not guilty by reason of insanity, forensic beds and forensic expenditures have all increased dramatically. Internationally, countries including Austria, Denmark, England, Germany, Ireland, Italy, the Netherlands, Spain and Switzerland have reported an increase of 110%, on average, in the number of forensic beds between 1990 and 2006. Implications for mental health and criminal justice professionals will be discussed.

#51
NACCJPC

CRIME AND PUNISHMENT: EXAMINING CANADIAN UNDERGRADUATES' KNOWLEDGE OF THE CRIMINAL CODE

Sandy Jung, Grant MacEwan University; Heather Ahn-Redding, High Point University; Meredith Allison, Elon University; Lindsay Bradbury, Grant MacEwan University; Melissa Smart, Grant MacEwan University; Chelsey Petruik, Grant MacEwan University

The public's opinions on the fairness of the criminal justice system has often challenged and shaped our law system, but what remains unclear is whether these opinions are based on accurate knowledge. This study examines undergraduate students' knowledge of criminal offences and their punishments as defined in the Criminal Code of Canada. Using an open-ended questionnaire, 301 participants from an undergraduate university were asked to define specific criminal offences and provide possible punishments for these crimes. Our results indicate that participants were most accurate in defining property and substance-related offences, including theft, burglary, and legal ages for using alcohol/tobacco. However, a lower proportion correctly defined other broad terms, such as robbery and dangerous driving. We found participants were more knowledgeable of the punishments for non-sexual offenses over sexual offenses. They were less familiar with age of consent, sexual interference, and aggravated sexual assault, but their accuracy improved when presented with specific scenarios. Similar findings emerged regarding knowledge for possible punishments, dividing non-sexual and sexual offences. Our findings identify areas where citizens are unaware of crimes and their punishments, calling into question whether public knowledge is an important variable in the deterrent power of Canadian law.

#52
NACCJPC

MEASURING COMPREHENSION OF CANADIAN POLICE KGB WARNING

Kathy Keating, Memorial University; Brent Snook, Memorial University; Randon Slaney, Memorial University

The purpose of the current study is to examine the comprehensibility of a Canadian KGB warning. The KGB warning explains the legal penalties associated with providing false information to the police, and is read to interviewees by police before beginning an investigative interview. Participants (N = 60) will view a video of an individual reading the warning aloud, and comprehension will be assessed using both recall and recognition measures. It is expected that participants' comprehension of the specific components of the warning will be low, but the central message concerning the consequences of providing false information will be echoed in their responses. Results will be discussed in relation to effect of KGB comprehension on the all-important rapport development stage of an interview, and hence, the amount of information subsequently retrieved from interviewees.

#53
NACCJPC

CANADIAN POLICE OFFICERS' PERCEPTIONS AND RESPONSES TO PERSONS WITH MENTAL ILLNESS

Kathy Keating, Memorial University

The purpose of the current study is to examine the effect of gender, individual type, and mental illness label on police officers' attitudes and responses. Officers (N = 120) from a Canadian police organization will be randomly presented one of eight hypothetical vignettes describing a male or female, suspect or victim, who is labeled as having a mental illness or for whom no information about mental health will be provided. Officers will be asked to evaluate their behavioral responses to the situation presented in the vignette and indicate their attitudes toward the individual in the vignette. The effects of officer characteristics (e.g., age, gender, rank, years of experience, mental health training) on attitudes and responses, as well as officer perceptions of their role in the mental health system, will also be examined. The implications of these findings for police training on mental health issues will be outlined.

#54
NACCJPC

STRESS! HOW DO CORRECTIONAL OFFICERS COPE?

Kaitlin Loney, Forest Institute of Professional Psychology; Christine Biddle, Forest Institute of Professional Psychology

Over the past two decades, studies on the causes of stress among correctional officers in work environment have been proliferate, however there is limited research regarding how coping mechanisms impact correctional officers level of stress (Millson, 2000). This study will explore the relationship between stress and coping in correctional workers. Participants will be from correctional facilities across the Midwest of the United States. A set of coping and occupational stress inventories will be used to assess correctional workers. The consequences of stress on correctional officers who have limited coping mechanisms are costly. Prolonged experiences of stress without appropriate coping mechanisms are associated with impaired family relationships (Finn, 1998) and poor physical health outcomes (Cheek and Miller, 1983). From an organizational standpoint, there may be adverse consequences in terms of increased sick days, turnover, early retirement, and compensation claims. It is therefore crucial to understand the relationship between coping skills and stress in correctional officers in order to ensure officers are given information and assistance regarding increasing coping skills to reduce overall level of stress.

#55
NACCJPC

VALIDATION TRANS-CULTURELLE PRÉLIMINAIRE DE L'INVENTAIRE M-PULSE(MATRIX-PREDICTIVE UNIFORM LAW ENFORCEMENT SELECTION EVALUATION INVENTORY)

Jean Lortie, École Nationale de police du Québec; Louis Laurencelle, Université du Québec à Trois-Rivières

Lors de la révision de ses conditions d'admission au programme initial de patrouille-gendarmerie (PFIPG), l'École nationale de police du Québec (ENPQ) a choisi d'utiliser un test psychométrique permettant d'évaluer la propension aux comportements dérogatoires ou inconduites chez les aspirants-policiers. À ce titre l'inventaire M-Pulse présentait des qualités psychométriques prometteuses (Williams, Sitarenios et al. 2008). La traduction en français du M-Pulse et l'établissement de normes policières à partir d'un échantillon de 789 participants composé à 68 % d'aspirants-policiers en cours de formation à l'ENPQ et à 32% de policiers actifs au sein des corps de police québécois constituent les premières étapes dans l'adaptation de ce test. Différentes analyses statistiques, inspirées de la méthodologie de Vallerand (Vallerand 1989), complètent la démarche de validation trans-culturelle. Les résultats mettent en évidence des différences normatives qui soulignent l'importance d'une démarche structurée et responsable lors de l'utilisation de tests dans un contexte culturel différent du contexte d'origine.

#56
NACCJPC

VIOLENT CRIME LINKAGE ANALYSIS SYSTEM: A TEST OF DATA ACCURACY AND INTER-RATER RELIABILITY

Kirk Luther, Memorial University of Newfoundland; Brent Snook, Memorial University of Newfoundland

The goal of the current study is to examine the accuracy and inter-rater reliability of the variables entered into the Violent Crime Linkage Analysis System (ViCLAS). ViCLAS is an automated crime linkage system that allows investigators from across Canada to access information regarding solved and unsolved crimes in order to identify offenders traveling across jurisdictions. Thirty police officers will be presented with an anonymized file from a solved homicide and asked to complete a ViCLAS booklet, which contains 152 suspect variables. The overall level of data entry accuracy will be examined. Inter-rater reliability of occurrence agreement - the number of instances that two or more raters state whether a particular piece of information is present - among investigators will also be measured. Occurrence agreement will be assessed as it proves to be a more sensitive measure of concordance rates compared to non-occurrence agreement. The findings of this research will help identify any problem areas that may exist with the data entry process associated with ViCLAS. The results will be discussed in terms of the amount of credibility that can be placed on the linkage decisions made with ViCLAS data.

#57
NACCJPC

MEASURING COMPREHENSION OF THE RIGHT-TO-LEGAL-COUNSEL CAUTION IN A MOCK INVESTIGATION

Kellie Lynch, Memorial University of Newfoundland; Brent Snook, Memorial University of Newfoundland; Joseph Eastwood, Memorial University of Newfoundland

The goal of the current study is to examine the comprehension of police cautions under a realistic interviewing condition. Undergraduate students (N = 80) from Memorial University will be recruited to participate in a mock crime scenario. Participants will be asked to steal a purse from a room (i.e., guilty) or just enter the room without removing the purse (i.e., innocent), and then undergo an interrogation regarding that theft. Participants will be told that the goal of the study is for them to convince the interrogator of their innocence. During the course of the interrogation one of eight right-to-legal-counsel cautions, which vary in their level of listenability, will be presented. Comprehension of that caution will be assessed using both free-recall and recognition measures. It is expected that the stress and cognitive load associated with the perceived interrogation setting will significantly reduce the comprehension levels that have been observed in previous studies. It is also expected that cautions higher in listenability will result in higher levels of comprehension. The results will be discussed in terms of its implications for improving the comprehension of police cautions.

#58
NACCJPC

THE EFFECT OF SPEED OF DELIVERY ON COMPREHENSION OF A CANADIAN POLICE CAUTION

Sarah MacDonald, Memorial University of Newfoundland; Joseph Eastwood, Memorial University of Newfoundland; Brent Snook, Memorial University of Newfoundland

The current study examined the comprehension of a nationally-used Canadian legal counsel caution, and the effect of speed of delivery on levels of comprehension. Participants (N = 90) were assigned randomly to one of three conditions, presented with a caution delivered at either 150, 200, or 250 words/minute, and asked to record their understanding of the caution. Results showed that participants comprehended around 30% of the information contained in the caution, and that comprehension was relatively consistent across speeds of delivery. We also found that participants struggled to understand the middle components of the caution that dealt with talking to their lawyer in private and without delay, and gaining immediate access to a free government lawyer to obtain advice. The practical and theoretical implications of these findings are discussed.

#59
NACCJPC

LEGAL ATTITUDES AND THE NOT CRIMINALLY RESPONSIBLE DEFENCE

Evelyn Maeder, Carleton University; Kristin Fenwick, Carleton University

Research (Bloechl, Vitacco, Neumann, & Erickson, 2007) has investigated the relationship between attitudes toward the death penalty and attitudes toward the insanity defence in the U.S.. The current study sought to expand these findings by measuring several attitudes related to decision-making in the legal system, and by applying these measures in a Canadian context. We tested 114 undergraduates from an Ontario university, measuring their general attitudes toward the legal system, attitudes toward the death penalty, belief in a just world, authoritarianism, and attitudes toward the NCRMD defence (all measures were adapted to a Canadian context where applicable). Results demonstrated that authoritarianism, beliefs that the system is too lenient, and attitudes toward the death penalty were highly correlated with attitudes toward the NCRMD defence.

In addition, participant demographics were measured to determine whether differences in attitudes would occur as a function thereof. Analyses demonstrated that non-white participants showed higher levels of authoritarianism than did white participants. Also, participants who know a person with mental illness were much less likely to believe that the world is a just place than those who indicated that they did not know a person with mental illness, but surprisingly, this variable was unrelated to attitudes toward the NCRMD defence.

#60
NACCJPC

A CASE OF THE "HEEBY JEEBIES": AN EXAMINATION OF INTUITIVE JUDGEMENTS OF "CREEPINESS"

Rebecca Maitland, Saint Francis Xavier University; Margo C Watt, Saint Francis Xavier University

'Creepiness' is a universal concept; however, it has no clear definition in forensic psychology. Slovic et al. (2004) found that humans assess potential risk in two ways: the analytic 'risk as analysis' system and the experiential 'risk as feelings' system. The latter system is used when we initially meet someone, to evaluate who will cause us harm. (Oosterhof & Todorov, 2008). First impressions are often based on the visual appearance of the face (Bar et al., 2006). The present study aims explore the concept of "creepiness." Part I involves undergraduate students completing questions intended to probe how they define and understand what is "creepy." Part 2 involves participants viewing 45 male faces and rating the trustworthiness, attractiveness, and "creepiness" of each picture. This study is impelled by four predictions: (1) people will make judgements of "creepiness" based on facial features; (2) all "creepy" people will be judged as untrustworthy, but not vice versa; (3) physical attractiveness will correlate positively with ratings of creepiness; and (4) women will rate more faces as being higher in "creepiness" than males. A preliminary pilot study revealed that people believe they can accurately judge if someone is 'creepy' in as little as 10 seconds. Important factors in creepiness judgements are facial features, situational factors and overt behaviour.

#61
NACCJPC

VALIDITY AND PREDICTIVE ACCURACY OF THE STATIC-99, STATIC-99R, STATIC-2002, AND THE STATIC-2002R

Jennifer Renée Malcom, Carleton University; Kevin Nunes, Carleton University

The Static-99 (Hanson & Thorton, 1999, 2000) and Static-2002 (Hanson & Thornton, 2003) are actuarial assessment tools designed to estimate risk of sexual recidivism among sex offenders. Both have demonstrated impressive predictive accuracy in numerous samples. The age item has recently been revised to create the Static-99R and the Static-2002R. The purpose of the present study is to examine the predictive accuracy of the Static-99, Static-99R, Static-2002, and Static-2002R with a sample of 326 adult male sex offenders who had been released from Canadian federal prisons in the 1990s. Sexual and violent recidivism was coded from criminal records with a follow-up period of almost 20 years. The findings will contribute to the refinement of sex offender risk assessment.

#62
NACCJPC

AN OUTCOME EVALUATION OF A PROBLEM SOLVING SOCIAL SKILLS GROUP TREATMENT PROGRAM AT A SECURE CUSTODY FACILITY

Lott Mamabolo, Roy McMurtry Youth Centre; Andrew Swift, Roy McMurtry Youth Centre

Research has established that youth in secure custody present with a higher proportion of mental health issues than youth in the general population. The challenge for clinicians who work with youth in secure custody is to develop responsive clinical treatment programs that are both effective at addressing these issues and also efficient. Enhancing social skills, including communication strategies, anger control and collaborative problem solving have been shown to be important components of rehabilitative programs with incarcerated youth. The purpose of the current study is to evaluate the efficacy of a structured 6 week social skills group treatment program implemented at a youth secure custody facility. Quantitative and qualitative procedures were used in a mixed method, A-B design. Male youth participants completed outcome measures at the beginning and end of the program. Measures corresponded to program goals which included enhancing problem solving social skills, anger control skills, communication and empathy. The outcome measures showed that participants made significant gains from attending the group treatment program.

#63
NACCJPC

WHICH INTIMACY DEFICITS ARE UNIQUE TO SEX OFFENDERS?

Geneviève Martin, Université du Québec à Montréal

Sex offenders' (SOs) difficulties experiencing intimacy with adult partners are believed to play a key role in sexually abusive acts. To date, however, very little is known about the actual extent of these deficits, in various domains of intimacy and sexuality with adult partners. Moreover, data show that intimacy deficits are present in non-sexual delinquents (NSDs) and that they are linked with different forms of recidivism. The objective of the study was to explore SOs' aptitudes for intimacy and sexuality with romantic adult partners, and to determine their impact on sexual recidivism risk. Subjects included 174 SOs, 109 non-sexual delinquents (NSDs) and 107 non-delinquents. Delinquent subjects were recruited in prisons, community treatment centers and reinsertion programs. Non-delinquents were recruited in universities. Data were gathered through self report questionnaires, and analysed mainly with ANOVAs, MANOVAs, and correlation matrices. Results show that SOs display unique deficits in relation to sexuality with adult partners. Results will be discussed in relation to the importance of further exploring intimacy and sexuality and their link with sexual abuse; developing intimacy measures specific to SOs; promoting healthy functioning through a better identification of SOs' individual treatment needs; and integrating intimate partners in treatment.

#64
NACCJPC

THE TRANSTHEORETICAL MODEL OF BEHAVIOUR CHANGE AND POSSIBLE SELVES IN CRIMINAL OFFENDERS

Krystle Martin, University of Toronto

In order to assist people in making positive changes of problematic behaviour it is necessary to examine how people change and what factors influence the process. Criminal offenders represent a group of individuals who often have difficulty desisting from problematic behaviour and continue to engage in illegal activity. Offenders in provincial correctional institutions were administered questionnaires to determine stage of change and processes utilized as outlined in the Transtheoretical Model (TTM) of change (Prochaska & DiClemente, 1984). Additionally, offenders were asked about their visions of the future using the Possible Selves (PS) model (Markus & Nurius, 1986). This study looks at the contribution of the PS model to our understanding of the TTM and the change process in criminal offenders. More specifically, this study compares chronic criminals with first time incarcerates on these psychological variables as well as on legal variables such as risk for recidivism and institutional behaviour. Most offenders acknowledged that their behaviour was problematic and even reported that they were actively taking steps to change; however, chronic offenders admitted having less self-agency than first-time offenders. The data are discussed in terms of the usefulness of including PS in treatment approaches for offenders and incorporating hope into assessments of recidivism.

#65
NACCJPC

STOPPING THE REVOLVING DOOR: A META-ANALYSIS ON THE EFFECTIVENESS OF INTERVENTIONS FOR CRIMINALLY INVOLVED INDIVIDUALS WITH MENTAL DISORDERS

Michael Martin, Carleton University; Shannon K. Dorken, Correctional Service Canada; Ashley D. Wamboldt, Correctional Service Canada; Sarah E. Wootten, Correctional Service Canada

A meta-analytic review of studies evaluating interventions with offenders with mental health needs was completed to address three questions: (1) how effective have these interventions been?; (2) what intervention, participant and design characteristics are associated with the effectiveness of these interventions, and; (3) is there a relationship between mental health outcomes and reinvolvement with the criminal justice system? Results assuming a fixed effects model from 37 studies (N = 15, 678) support the effectiveness of these interventions in terms of reductions in any criminal justice system involvement (d = 0.19 excluding one outlier). Interventions had no significant effect on an aggregate mental health outcome (d = 0.00). However, when considering distinct mental health outcomes, intervention participants had significantly better functioning (d = 0.20) and fewer symptoms (d = 0.12). There were no significant effects of the interventions on mental health service or medication use. Moderator analyses identified seven factors that were related to the magnitude of the effect sizes for criminal justice outcomes. Results suggested some relationship between intervention effects on mental health and criminal justice reinvolvement, although future research is needed in this area, especially given the absence of mental health outcome data in many studies.

#66
NACCJPC

THE RELIABILITY OF PSYCHOPATHY ASSESSMENTS: IS PSYCHOPATHY IN THE EYE OF THE BEHOLDER?

Kendra McGuffin, Carleton University; Adelle Forth, Carleton University

In what way do individual characteristics influence a person’s perception of psychopathic traits? Previous research has been conducted on the difference in perceptions of psychopathy across cultures; however, an investigation into the possible influence of the raters’ gender and profession has been neglected. Recent research has also questioned the field reliability of the Hare Psychopathy Checklist-Revised (PCL-R; Edens et al., 2010; Murrie et al., 2009). 300 participants were trained to use the PCL-R before providing ratings on eight Canadian male offenders. No significant differences were found between the ratings in all categories: rater profession, country of origin and gender. The single, absolute intraclass correlation was .84 between participant and criterion total PCL-R scores and the average difference scores was 2.9. The results support the existing literature on the reliability of PCL-R. Reliability is especially important in cases where PCL-R scores are used to assess risk, to inform sentencing decisions, or to determine treatment readiness. Future research should include other possible reasons for scoring variability such as sources of information, type of offender, and adversarial allegiance.

#67
NACCJPC

LINKING SERIAL HOMICIDES: A COMPARISON OF SIMILARITY COEFFICIENTS

Tamara Melnyk, Carleton University; Craig Bennell, Carleton University; Rebecca Mugford, Carleton University

The ability to link serial crimes is likely influenced by the coefficient used to assess across-crime behavioural similarity. In a recent small-scale study, the taxonomic similarity index (&#8710;s) was suggested as a useful measure, especially under conditions of missing data. This study compares the linking accuracy achieved using &#8710;s to that of the commonly used Jaccard’s coefficient (J) while varying levels of data degradation and sample size. Data consists of 39 crime scene behaviours from 237 homicides committed by 79 convicted serial killers. The two similarity coefficients were calculated for every crime pair across 3 different levels of data degradation (10%, 25%, and 50% missing data). ROC analysis was then used to determine, for each level of data degradation, which coefficient performed best at discriminating between linked and unlinked crime pairs. In order to examine the impact of sample size, a random sampling procedure was also used to extract a specified number of crime pairs from the sample. The AUCs generated from ROC analysis suggest that &#8710;s and J have similar levels of linking accuracy across the data degradation levels. However, J consistently outperforms &#8710;s when a large number of crime pairs are available for analysis. Potential reasons for these findings are discussed and their practical implications are explored.

#68
NACCJPC

UNDERSTANDING PATHS TO SEXUAL AND PHYSICAL VIOLENCE IN RELATIONSHIPS

Melissa M Miele, Westfield State University; Joseph A Camilleri, Westfield State University

Research on sexual aggression in relationships has gained momentum in recent years. Although sexual jealousy is an established correlate of domestic violence, how jealousy manifests in either physical or sexual aggression in relationships are not known. In this study, we tested the hypothesis that if physical violence is related to behaviors that prevent partner infidelity, indirect cues to infidelity should be more strongly related to physical aggression, and if sexual violence is related to retaliatory behaviors after infidelity has occurred, then direct cues to infidelity should be more strongly related to sexual aggression. This study also differs from previous work on this topic by sampling potential victims to avoid socially desirable responses from potential perpetrators. Results of this study have implications on understanding the different causes and consequences of sexual jealousy in relationships.

#69
NACCJPC

STATUS AND CONTEXTUAL INFLUENCES ON CLINICAL AND BEHAVIORAL FUNCTIONING IN A SECURE FORENSIC HOSPITAL

Sarah Miller, University of Massachusetts Medical School; Carl Clements, University of Alabama

This study examined individual and contextual factors in a forensic setting. Participants were 53 male patients and 36 staff from two inpatient units. All subjects reported perceptions of the treatment milieu. Patient functioning was assessed through separate clinician ratings (BPRS and GAF scores) and institutional infractions. Medication type predicted patient functioning: patients taking no psychiatric medications had higher GAF scores than those taking psychotropics, and patients taking an antipsychotic had lower GAF scores than those taking mood-related medication or no psychotropic. Program B (long-term unit) patients were functioning better both on admission and at the time of research participation, and had fewer program violations but a longer length of stay. On ratings of the treatment milieu, patients had less positive views of the unit, especially on Program A (transitional unit). This finding is consistent with past research that programs with smaller patient-staff discrepancies on ward milieu measures had better functioning patients. Comparisons of NGRI versus Incompetent to Stand Trial patients and differences between the units are discussed. Educational interventions for both patients and staff are suggested. Subsequent research should explore these relations within less controlled, outpatient settings and extend current findings to longitudinal outcomes.

#70
NACCJPC

THE ACCURACY OF JAIL INMATES' PERCEPTIONS OF STIGMA AND IMPLICATIONS FOR POST-RELEASE ADJUSTMENT

Kelly Moore, George Mason University; Jeffrey B. Stuewig, George Mason University; June P. Tangney, George Mason University

Offenders are a stigmatized group that carries the debilitating label of "convict" around for longer than the length of incarceration. Although research has shown that offenders perceive stigma from others in society, research has not examined the accuracy of these perceptions, nor their impact on successful reintegration. As part of a larger longitudinal study, just prior to release, jail inmates (N=168, 72% male, 46% African American, 35% Caucasian, and 18% other) reported their perceptions of public stigma toward criminals and personal expectations of stigma. Students from a highly diverse state university (N=597, 27% male, 58% Caucasian, 42% other) completed a parallel survey assessing stigmatizing attitudes toward criminals. Inmates' perceptions of public stigma were substantially higher than students' stigmatizing attitudes. Inmates' perceptions of public stigma were then compared to their personal expectations of stigma and evaluated as predictors of employment and recidivism post-release (N=121). Inmates perceived more public stigma than they expected to experience personally. Unexpectedly, perceptions of public stigma did not predict recidivism, but positively predicted employment status post-release. Personal expectations of stigma did not predict either outcome. Offenders' perceived stigma may not have the negative consequences seen in other stigmatized groups.

#71
NACCJPC

THE EFFECT OF LINKAGE ANALYSIS EVIDENCE IN COURT

Rebecca Mugford, Carleton University; Craig Bennell, Carleton University; Evelyn Maeder, Carleton University; Joanna Pozzulo, Carleton University

Linkage analysis refers to a process whereby two or more crimes are linked to a common offender based on the degree of behavioural similarity and distinctiveness observed across the crimes in question. Although the inclusion of linkage analysis testimony in past legal proceedings has been relatively rare, the number of cases involving such testimony has increased over the past decade. The goal of the current exploratory study is to determine if and how different types of linkage analysis testimony impact juror decisions, and to examine whether the impact of this testimony depends on the nature of accompanying evidence. Mock jurors will be provided with a murder trial transcript where the type of linkage analysis testimony provided by an expert witness (testimony based on investigative experience, a linkage analysis database, or none) and the nature of accompanying evidence (strong-corroborating, weak-corroborating, strong-conflicting, or weak-conflicting) are varied. Manipulation checks will be conducted to ensure their effectiveness, and pre-deliberation verdicts, verdict confidence, perceived credibility of the expert, and the extent to which jurors relied on various aspects of the trial (e.g., linkage analysis evidence versus other evidence) when forming their judgments will be measured. Implications of results as well as avenues for future research will be discussed.

#72
NACCJPC

DIFFERENTIAL CORRELATES OF PSYCHOPATHY IN MALE OFFENDERS: ANTISOCIAL PERSONALITY DISORDER AND SUBSTANCE ABUSE

Laura Orton, Carleton University; Adelle Forth, Carleton University; Ian Broom, MA, Carleton University; Courtney Humeny, Carleton University

The purpose of this study is to examine the associations between psychopathy, antisocial personality disorder (APD), and substance abuse in a sample (n = 60) of incarcerated male offenders housed in Canadian provincial correctional facilities. Previous research has found moderate correlations between psychopathy and APD, psychopathy and substance abuse, and between APD and substance abuse (Rogers & Rogstad, 2010). Additional research has also examined correlations between the different facets of psychopathy (interpersonal, affective, lifestyle, and antisocial), substance abuse and APD (Walsh, Allen, & Kosson, 2007). This study examines previous clinical diagnoses of APD from the offender's institutional record, determines the extent to which offenders would meet the proposed diagnostic criteria for APD from the Diagnostic and Statistical Manual of Mental Disorders (DSM-V; 5th ed., American Psychiatric Association, 2013), and assesses offenders using self-report measures of alcohol and drug use/abuse. Psychopathy is assessed using the Psychopathy Checklist-Revised (Hare, 2003). Implications for management, treatment, and assessment of provincial offenders presenting with antisocial and psychopathic features will be discussed.

#73
NACCJPC

COMBATING COMPLEX SPIRAL-FORM OF PTSD AMONG POLICE OFFICERS WITH HIP HOP PSYCHOLOGY INTERVENTIONS

Konstantinos Papazoglou, New York University; Lauren M Gardner, Fordham University, New York; Debangshu Roychoudhury, New York University

Police officers directly or vicariously experience traumatic events on "a predictable, although episodic basis" (Van der Kolk, et al. 1996, p. 445). We present a theory of police trauma called "Complex Police PTSD with a spiral form" (Papazoglou, 2010). Police culture and traditional psychotherapy often stigmatizes traumatized officers as mentally ill or disabled or weak (Woody, 2005; Plaxton-Hennings, 2004; Cross & Ashley, 2004). Therefore, we propose Hip Hop Psychology as an alternative, nonstigmatizing, and multilinguistic and expressive preventive intervention utilizing the artistic elements of Hip Hop performance (i.e. rapping, urban dance, visual art, and music production) (Gardner & Roychoudhury, 2010). Hip Hop Psychology is an amalgam of music, art, dance, and drama therapies with a philosophical basis in Urban Positive Psychology, Preventive Medicine, Emotionology, and Multiple Identity and Intelligences Theories (Gardner & Roychoudhury, 2010).

#74
NACCJPC

POLICE COMPLEX PTSD WITH A SPIRAL FORM - CONCEPTUALIZING A NEW THEORETICAL FRAMEWORK

Konstantinos Papazoglou, New York University/Hellenic Police Academy

Police officers can be traumatized while on duty (Atkinson – Tovar, 2003; Cross & Ashley, 2004). Even though police officers are at a great risk of experiencing trauma they are understudied in relation to other populations such as combat veterans (Neylan et al.,2005). Viewing police trauma through the perspective of the police culture we are ensued in a unique form of the complexity of police trauma. It is what Rudofossi (2007) states as the “Police and Public Safety Complex PTSD”(p. 12). However, it seems that this type of trauma expands through time because of police officers’ exposure to different types of traumatic experiences. Therefore, I conceptualize a theoretical model of police trauma, which I name Police Complex PTSD with a Spiral Form model, that expands as a unified form through time, tension, and frequency of police officers’ traumatic exposure during their career. This theoretical framework will shed light to our understanding concerning the distinct nature of police trauma and, hence, will help us develop relevant interventions and policy programs so as to support traumatized police officers. Furthermore, this theoretical framework can be included in the curricula of police cadets. Thus, police officers will be aware of the form of police trauma and will be able to seek help, to support themselves, and to help their colleagues.

#75
NACCJPC

POLICING INTERPERSONAL VIOLENCE: DESIGNING AN ACTION PLAN FOR FIRST RESPONDENTS

Konstantinos Papazoglou, New York University/Hellenic Police Academy

This study intends to conceptualize and discuss the role of first respondents of interpersonal violence. Specifically, it analyzes the situation of police officers and intends to find tangible ways of guiding them as first respondents of interpersonal violence. Policing of interpersonal violence lies on the fact that police officers have a crucial role in the prevention of the interpersonal violence. Thus, the questions explored are: How can we help police officers so that they were able to help? Are there any aspects that need to be modified in terms of the role of police officers dealing with interpersonal violence? How can we render police officers’ response effective in cases of interpersonal violence? I believe that police officers’ efficacy in cases of interpersonal violence primarily depends on the following variables: (i) multicultural sensitivity, relevance, and awareness of police officers, (ii) education of police officers about interpersonal violence, (iii) broader action of police in a social – community context, and (iv) mental health support of police officers working with interpersonal violence cases. It seems that the aforementioned variables constitute the “pylons” of the police role in preventing and fighting interpersonal violence, improving police services and supporting the victims – survivors of interpersonal violence.

#76
NACCJPC

YOU DON’T WANT TO, BUT YOU HAVE NO CHOICE: DOES MANDATING OFFENDERS TO ATTEND SUBSTANCE ABUSE TREATMENT WORK?

Karen Parhar, University of Saskatchewan; Amanda L. Wylie, University of Saskatchewan;
Sarah Hogg, University of Saskatchewan; Ruvimbo Kanyemba, University of Saskatchewan

The use of court-ordered or legally mandated substance abuse treatment has become increasingly commonplace in correctional treatment programs. Although there is recent evidence to support the effectiveness of voluntary treatment in general correctional treatment programs; the effectiveness of mandated and voluntary/nonmandated substance abuse treatment is uncertain. A meta-analysis was conducted to compare the effectiveness of mandated and nonmandated substance abuse treatment in reducing recidivism. Key social scientific computerized databases were searched and resulted in 62 studies meeting the inclusion criteria. A five-point rating scale (1 = mandated, 5 = voluntary) was developed to assess the level of coercion in treatment. Larger effect sizes were significantly correlated with voluntary treatment, r (62) = .26, p =.04. In addition, effect sizes of mandated and nonmandated substance abuse treatment were compared. Mandated treatment failed to produce a significant effect size (Mr = .04; C.I. = -.00, .08). Nonmandated treatment produced a significant effect size (Mr = .11; C.I. = .08, .14) which was significantly greater than the effect size for mandated treatment. This study provides further evidence of the effectiveness of nonmandated/voluntary correctional treatment. Implications of mandating offenders to substance abuse treatment are discussed.

#77
NACCJPC

CHARACTERISTICS RELATED TO HOMELESSNESS AMONG OFFENDERS RELEASED FROM FEDERAL CORRECTIONAL FACILITIES IN SASKATCHEWAN

Karen Parhar, University of Saskatchewan; J. Stephen Wormith, University of Saskatchewan

Obtaining stable housing is an important part of an offender’s successful reintegration back into the community and may aid in reducing reoffending. Yet there is little empirical research on housing for offenders. The current study identified characteristics related to homelessness among offenders released from federal correctional facilities in Saskatchewan. It was hypothesized that incarceration would increase homelessness, factors related to homelessness in the general population would be also related to homelessness in federal offenders and that homelessness would be related to recidivism. Forty-one federal offenders were interviewed prior to their release into the community about homelessness prior to incarceration and expected homelessness upon release. Expected homelessness significantly increased in comparison to homelessness prior to incarceration. Homelessness prior to incarceration and expected homelessness upon release were not related to recidivism. Homelessness prior to incarceration was related to violent institutional behaviour, greater violence risk level and greater criminogenic needs. Greater community support was related to more stable housing prior to incarceration. Recommendations include targeting community and institutional housing programs to federal offenders who are high risk for housing problems. Implications and future directions will be discussed.

#78
NACCJPC

THE IMPACT OF AN EDUCATIONAL INTERVENTION ON ATTITUDES AND BELIEFS OF LAW STUDENTS ABOUT “WHAT WORKS” IN JUVENILE REHABILITATION

Abigayl M. Perelman, The University of Alabama; Carl B. Clements, The University of Alabama

Opinions about "what works" in juvenile justice is often based on attitudes rather than scientific evidence. Disseminating information from research remains a challenge. Research has identified many programs that effectively address juvenile offenders while exposing several "get tough" alternatives as ineffective. It is important to communicate these findings to future legal policy professionals, many of whom will come from the ranks of today's law students. Our previous findings suggest that belief barriers may well impact openness to empirical evidence. The present study addresses two questions: Can brief, on-line educational module change participant knowledge and beliefs about "what works"? How will pre-existing attitudes influence receptivity to new information? The study has reached an enrollment mid-point (target N= 160). Law students, recruited nationally, were (will be) randomly assigned to one of two experimental groups or a control group. Pre-intervention, one completes a Sentencing Goals Inventory, Crime Attributions Scale, Program Effectiveness Ratings, and demographics. Post- intervention, one completes effectiveness ratings, manipulation checks, and an evaluation. The poster will show pre-post changes in knowledge and endorsement of both supported vs. unsupported juvenile treatment approaches. The moderating impact of pre-existing attitudes will also be detailed.

#79
NACCJPC

REHABILITATION OF VIOLENT PRISONERS: DOES REENTRY PLAN QUALITY PREDICT RECIDIVISM ON PAROLE?

Devon Polaschek, Victoria University of Wellington; Sophie Dickson, Victoria University of Wellington; Allanah Casey, Victoria University of Wellington

Both effective rehabilitation and good reentry support are considered important in enhancing the likelihood of offence-free survival on parole. However, few studies have examined the quality of preparation for parole for prisoners attending rehabilitation programmes. We report data showing that the quality of reentry plans at the end of treatment predicted reimprisonment as strongly as several well-developed risk assessment instruments. In addition, plan quality incrementally increased predictive validity of risk prediction scales, suggesting that the quality of pre-release plans may be protective, not simply risk-reducing.

#80
NACCJPC

THE INFLUENCE OF AFFECTIVE STATES IN SEXUAL AGGRESSION

Lesleigh Pullman, Carleton University; Kevin Nunes, Carleton University

It has long been established that attitudes are one of the best predictors of behaviour (Andrews & Bonta, 1998). It is important to understand how moods affect attitudes because attitudes in turn affect behaviour. The purpose of the present study is to examine the influence of mood on attitudes towards sexual aggression. 200 male undergraduate students at Carleton University will complete implicit (Rape Evaluation-Implicit Association Test; RE-IAT) and explicit (Bumby RAPE scale; Semantic Differential Evaluations of Rape) measures to assess their attitudes towards rape. Participants will be in one of four experimental conditions designed to induce a particular mood state using music: happy, depressed, angry, or neutral mood condition. Participants in the happy, sad and angry mood conditions will be compared to participants in the neutral mood condition to evaluate any significant differences between these groups. The anger mood condition is expected to make participants evaluate rape more positively on both the implicit and explicit measures. Because of a lack of empirical research, no hypothesis is being made in regards to the influence of happy and depressed mood on implicit and explicit attitudes towards rape. The results of this study may offer valuable insight about the role of affective states and offence supportive attitudes in the commission of sexual offenses.

#81
NACCJPC

CLINICAL PROFILES OF FORENSIC INPATIENTS WITH DEVELOPMENTAL DISABILITIES

Poonam Raina, Centre For Addiction and Mental Health; Catherine Currell, Centre for Addiction and Mental Health; Anna Palucka, Centre for Addiction and Mental Health; Shi_Kai Liu, Centre for Addiction and Mental Health; Yona Lunsky, Centre for Addiction and Mental Health

Adults with intellectual disabilities (ID), mental health issues and forensic involvement are a very complex group of individuals. Limited research has explored the client profiles, service needs and pathways into forensic services of these hard to serve clients. The aim of the study is to develop a clinical profile of individuals with ID and forensic involvement using a hospital based mental health service by summarizing each individual's pathway through forensic services. Client profiles are based on detailed chart reviews of 17 individuals, with forensic involvement, admitted to the Dual Diagnosis inpatient unit at the Centre for Addiction and Mental Health between 2006 and 2010. Results of the study will help to enhance service providers within the mental health and criminal justice systems knowledge and understanding of clients with a dual diagnosis and legal involvement with regard to demographics of this special population, clinical needs, and service and support requirements. The study will also provide further insight into the interplay of developmental, psychiatric, and behavioural vulnerabilities that can be used to develop better and more effective services to meet the complex needs of this client group, and minimize future risk.

#82
NACCJPC

DO IMPLEMENTATION INTENTIONS REDUCE GENDER BIASES IN LETHAL USE OF FORCE DECISIONS?

Allison Rasquinha, Carleton University; Evanya Musolino, Carleton University; Alyssa Taylor, Carleton University; Craig Bennell, Carleton University

The present study extends the work of Stewart and Payne (2009) by examining whether implementation intentions can reduce gender biases in simulated lethal force decisions. Implementation intentions are if-then contingencies that link an environmental stimulus (e.g., male suspect) to a specific behaviour (e.g., shoot/don't shoot). Ninety participants completed a computerized shooting task, whereby they were exposed to images of male and female suspects who were either armed or unarmed. The instructions were to shoot armed suspects (by pressing a designated computer key) but to refrain from shooting unarmed suspects (by pressing a different key). The response window was 630ms. Participants were randomly assigned to one of three implementation intention conditions. Two conditions (If I see a male, I will think quick/accurate) were meant to act as control conditions (i.e., implementation intentions were provided, but the intentions [quick or accurate] relate directly to the task at hand). The third implementation intention ("If I see a male, I will think safe") is predicted to reduce gender biases. Biases, and the impact of the implementation intentions, will be examined using the following outcome measures: a participants' ability to discriminate armed from unarmed suspects (discriminability; d'), response biases (c), shooting errors, and reactions times.

#83
NACCJPC

THE IMPLICIT THEORIES OF VIOLENT FEMALE OFFENDERS

Marie-Pier Robitaille, Université de Montréal; Franca Cortoni, Université de Montréal

Implicit theories are defined as underlying and interconnected beliefs that influence conscious thoughts and their related behaviors (Ward, 2000). Implicit theories have been investigated in male and female sexual offenders and male violent offenders, but never in female violent offenders. Research shows that male violent offenders' cognitions can be organized into four implicit theories: 1) Beat or be beaten; 2) I am the law; 3) Violence is normal; and 4) I get out of control. The aim of this study was to examine the implicit theories of violent female offenders. Semi-structured interviews were conducted with 24 convicted violent women. In the analysis, participants' cognitions were extracted using the discourse thematic analysis method (Angers, 2005). These cognitions were then thematically organized into implicit theories using the Grounded Theory method (Strauss & Corbin, 1990). Results show that women hold three categories of implicit theories: 1) I get out of control (similar to males); 2) Those who act unfairly deserve to be beaten; 3) Life is too hard on me. In contrast to males, violent female offenders do not normalize their use of violence, indicating a gendered nature of violence-related cognitions. Implications for theoretical explanations of violent offending among women will be discussed.

#84
NACCJPC

CHALLENGE FOR CAUSE AS A PREJUDICE SCREENING PROCEDURE

Regina Schuller, York University; Alice Vo, York University

The potential for racial bias in trials involving Black defendants was explicitly acknowledged by the Canadian courts in R. v. Parks (1993), and since this time, attorneys have been permitted to question prospective jurors in trials involving not only Black defendants but defendants of any visible minority (R. v. Williams, 1998). The format of this questioning procedure has been very limited and restrictive, with the focus solely on the expression of bias in jurors' decisions. Although the procedure has been in place for some time, research assessing its efficacy is sparse. The present study offers an in-depth examination of the actual jury selection phase in 17 Ontario criminal cases in which the challenge was invoked. Using trial records of the actual selection phase of the trial, it was found that, consistent with simulation studies (Schuller et al., 2009), a minority of prospective jurors responded in the affirmative to the challenge question (0 to 11%). The percentage of prospective jurors who were deemed 'unacceptable' by the triers, however, far exceeded this self reported disclosure of partiality (9 to 34%). Results are discussed in light of recent cases (R. v. Douse, 2009; R. v. Joseph & Parris, 2010) that have attempted to augment the Parks procedure with additional questions or response formats.

#85
NACCJPC

WHEN IS PROBATION EFFECTIVE WITH JUVENILE OFFENDERS? JUVENILE PROBATION OFFICERS SPEAK ABOUT THEIR THEORIES OF PROBATION

Craig Schwalbe, Columbia University School of Social Work

Despite the long history of probation and the juvenile justice system, empirical research to develop and test theoretically informed probation strategies lags behind the annual investment of millions of dollars expended in these programs. This study identifies clinically meaningful moderators and mediators of probation outcomes including risk reduction and recidivism prevention. In-depth semi-structured interviews were conducted with 31 juvenile probation officers in the US. The interviews elicited officer perceptions about their strategies with delinquent youths and the outcomes they expected to achieve. A content analysis of interview transcripts was conducted using Atlas ti software. Officers reported using up to 4 types of probation strategies (casework, communication, leverage, sanctions) to achieve 3 long term outcomes (accountability, risk/needs reduction, prevent recidivism). 3 mediating mechanisms were identified, including youth cognitive processes, officer-youth relationship, and parental support. The theoretical framework developed here may be used as a template to organize training curricula for probation officers. Further, it provides a theoretical framework to test hypotheses about specific probation approaches and guidance for the development of new evidence-based probation approaches.

#86
NACCJPC

JUROR DECISION MAKING IN A DRUG TRAFFICKING TRIAL

Chelsea Sheahan, Carleton University; Joanna Pozzulo, Carleton University

While acting as a juror, individuals have been found to rely on source characteristics (i.e. the gender of a defendant) when they are asked to make verdict decisions as opposed to relying solely on the facts of the case. Research indicates that defendant social status (Deitz and Byrnes, 1981), as well as defendant gender (Pozzulo, Dempsey, Maeder, and Allen, 2010), influences verdict decisions in mock jury studies. However, it is unclear how these two source characteristics (gender and social status) interact to influence guilty/not guilty verdict ratings in a jury trial. This study examined the effect of defendant gender (male vs. female) and defendant social status (socialite vs. surgeon vs. high school teacher, vs. bartender) on guilty/not guilty verdict ratings in a drug trafficking trial. Preliminary results support the hypothesis, indicating that gender and social status interact to influence verdict choice. Findings suggest that females higher in status are found "not guilty" most often, whereas males lower in status are found "guilty" most often. Juror's perceptions of the defendant also were measured and will be discussed.

#87
NACCJPC

COMMUNITY SUPERVISION OF ADOLESCENTS WHO COMMIT A SEXUAL OFFENCE: AN EVALUATION OF RISK APPRAISAL AND APPROACH TO SUPERVISION BY PROBATION OFFICERS

Sarah Sinclair, Lakehead University; Dr. Fred Schmidt, Lakehead University

Research supports the Risk-Need-Responsivity model of offender rehabilitation for use with adolescent sexual offenders. Probation officers are responsible for the supervision of adolescent sexual offenders in the community, yet their approach to supervision of these youth has received little attention in current literature. It is unclear how probation officers determine the risk for sexual recidivism, as currently in Ontario there is not a mandated tool for assessing this specific type of risk. The purpose of this study is to examine the degree to which probation officers adhere to principles of the RNR model in their approach to supervision of youth who have been convicted of a sexual offence. Knowledge of risk factors that are related to sexual offending will be examined; several predictor variables will be tested to determine their independent influence on probation officers accuracy. Furthermore, an examination of probation officer's approach to supervision and expectations for the adolescent sexual offender will be explored via several predictor variables. Finally, the approach to supervision and expectations for the offender will be contrasted for differences between general and sexual offenders. The results will be discussed in terms of case management practices which will be the most effective in the rehabilitation of youth who have committed sexual offences.

#88
NACCJPC

WHAT IS THE ROLE OF CHILDHOOD ABUSE ON AGGRESSION IN THOSE WITH A FIRST EPISODE OF PSYCHOSIS?

Alicia Spidel, University of British Columbia; Tania Lecomte, University of Montreal

The relationship between mental disorder and violence has been argued about and researched for decades. Although there is a significant association between psychosis and violence, it is not clear why some patients with psychosis behave violently and others do not behave violently. In predicting violence in individuals with severe mental illness, research has focused on variables such as substance and child abuse, although these relationships have not been investigated in great detail in first episodes. In a sample of 117 first episodes 90.4% reported a history of emotional abuse, 67.5% reported perpetrating verbal/physical aggression, and 61% reported problems with substances. Logistic regression procedures showed relationships between psychopathy scores, history of abuse, and regular drug use. History of child abuse was related to violence history, with those who were victims of child abuse being more likely to be violent in later life. The current study was intended as a preliminary investigation of violence in an early psychosis community sample, specifically examining history of childhood abuse, psychopathy, and substance misuse. Findings suggest that the perpetration of violent behaviors, either verbal or physical, is indeed an issue in a community sample of those presenting with early psychosis. Implications for treatment and risk assessment will be discussed.

#89
NACCJPC

HOW WELL DO VENDORS COMPLY WITH LEGAL RESTRICTIONS REGARDING THE SALE OF ALCOHOL AND LOTTERY TO MINORS? IMPLICATIONS FOR THE PROTECTION OF YOUTH

Renee A St-Pierre, McGill University; Jeffrey Derevensky, International Centre for Youth Gambling Problems and High-Risk Behaviors; Isabelle Martin, Programme de recherche en toxicomanie, Université de Sherbrooke (Longueuil); Caroline Temcheff, International Centre for Youth Gambling Problems and High-Risk Behaviors

Protection of underage youth is a major concern when it comes to the sale and consumption of alcohol and gambling products. Legal prohibitions state that vendors are not to sell controlled products to minors, yet research shows a high prevalence of lottery-playing and drinking among teens (National Research Council, 1999; Resnick et al., 1997). Though adolescents may gain access to products from parents or relatives, one explanation for this finding is that despite regulations, vendors continue to sell controlled products to minors. The purpose of this investigation was to examine factors influencing vendor compliance with minimum-age legislation to better understand how underage adolescents come to acquire controlled products. Six underage youth (mean 16.9 years) each attempted to purchase a lottery ticket, a beer, or both products in a sample of convenience stores (494 purchase attempts). Findings demonstrated that only a moderate proportion of vendors were compliant with the law (58%). The gender of the purchaser and vendor, and type of store were significant in the prediction of the minor's ability to purchase alcohol and lottery products. Results suggest some possible mechanisms involved in the compliance or non-compliance with regulations, and imply important considerations for awareness-raising among vendors and the general population in terms of controlled products.

#90
NACCJPC

DETERMINING SANCTIONS FOR CHILD PORNOGRAPHY OFFENDERS AND CHILD MOLESTERS: AN EXAMINATION OF JUDICIAL DECISIONS

Shayla Stein, Grant MacEwan University; Sandy Jung, Grant MacEwan University

Accessing and distributing child pornography is an emerging problem that has been facilitated by the widespread use of computers and the Internet within the last ten years. There is a growing literature that has examined the characteristics of child pornography offenders. However, relatively little work has examined the judicial sentencing decisions of child pornography cases and whether they differ from decisions of child molestation cases. Using legal databases of Canadian court judgments, this study examined sentencing decisions of 50 child pornography and 50 child molestation cases, identifying variables that were present in the judges' reasons for their decision. The results revealed a disparity in sentencing that favoured incarceration rather than community sentences for child molesters over child pornography cases. Despite what appears to be lighter sentences for child pornography offenders, judges were more likely to sanction treatment and make recommended restrictions in cases of child pornography than child molestation. Our findings also indicate that, although some relevant variables are used in making sentencing decisions in the courtroom, such as past history of sexualized child contact and diagnosis of pedophilia, other meaningful variables may be less influential, such as the use of validated risk measure and past police involvement.

#91
NACCJPC

CHANGES IN SYMPTOMS OF MENTAL ILLNESS AMONG JAIL INMATES ACROSS THE PERIOD OF INCARCERATION

Jeffrey Stuewig, George Mason University; Amy Drapalski, VISN 5 Mental Illness Research, Education, and Clinical Center; Kerstin Youman, George Mason University; Kristen Durbin, George Mason University; June P Tangney, George Mason University

Rates of mental illness among inmates is elevated, but little is known about how, and for whom, symptoms change during jail incarceration. We will present data on the prevalence of psychological symptoms, changes in symptomatology during time in jail, and investigate 10 factors that may moderate changes in symptoms. Shortly after booking, 360 male and 154 female inmates completed the PAI (Morey, 1991). A subset (N=230) were reassessed prior to release or transfer. Rates of clinically significant symptoms of mental illness were high (76%), with problems associated with drug use (47%), Traumatic Stress (34%), APD (31%), and Borderline (31%) most prevalent. There was a decline in symptoms over the period of incarceration for most problems. Some symptoms decreased more for women, those with prior jail experience, those substance dependent, and those with a history of prior mental health treatment. Differences, however, were not consistent across symptom categories and showed modest effects. There were few changes in psychological symptoms over the period of incarceration as a function of race, age, education, income, and stability of living situation prior to incarceration. Although many of the factors proposed to moderate change in symptoms were not statistically significant, a few showed important relationships. Treatment and policy implications will be discussed.

#92
NACCJPC

INVESTIGATING A NECESSARY CONDITION OF CRIMINAL PROFILING: ARE THERE RELATIONSHIPS BETWEEN OFFENCE BEHAVIORS AND OFFENDER CHARACTERISTICS?

Masha Tkatchouk, Simon Fraser University

In this paper the logic of Criminal Profiling (CP) was examined and one necessary condition of CP was identified to be the existence of relationships between offence behaviors and offender characteristics. It is argued that this necessary condition needs to be established before any other research on CP is undertaken and that this should be done through attempts to derive taxonomies that identify groups of offenders that are statistically different with respect to offence behaviors and offender characteristics. In the current study, a taxonomy was derived that classified offenders into nine groups that are statistically different with respect to specific offence behaviors and offender characteristics. Although this finding is preliminary, it suggests that the necessary condition of CP is in place and paves the way for replications of this finding and further CP research.

#93
NACCJPC

SUCCESSFUL PSYCHOPATHY AND EMPATHY: ASSESSING PROTECTIVE FACTORS IN HERO POPULATIONS

Maria Tsoukalas, John Jay College of Criminal Justice; Diana M Falkenbach, John Jay College of Criminal Justice

Successful psychopathy is the study of noncriminal populations that possess psychopathic traits, specifically the more personality-based traits that can be considered adaptive such as social potency and lack of anxiety and fear. In order to understand how individuals who share similar personality traits can diverge when it comes to lifestyle choices, it is helpful to study a population that exemplifies a pro-social lifestyle while still exhibiting some psychopathic traits. A law enforcement sample provides an opportunity to examine how individuals who possess similar personality traits can have drastically different outcomes in life than those in forensic settings. Due to the amount of risk involved in law enforcement, it is expected that officers will share certain traits that are found in successful psychopaths such as low anxiety, low fearfulness and stress immunity. This study examines the relationship between successful psychopathy and empathy as a protective factor in a law enforcement sample utilizing the Psychopathic Personality Inventory Revised (PPI-R; Lilienfeld & Widows, 2005) to measure psychopathic traits and the Interpersonal Reactivity Index (IRI; Davis, 1983) to measure empathy. This is the first study of its kind to examine "hero" populations and the protective factors that they have against the development of antisocial and behavioral aspects of psychopathy.

#94
NACCJPC

THE OFFENDER JOB SEARCH SELF-EFFICACY SCALE: DEVELOPMENT AND INITIAL VALIDATION

Femina P Varghese, UCA; Devon L Cummings, VA Pittsburgh Healthcare System; Erica Medlock, Federal Bureau of Prisons

Every year thousands of offenders are released into society, yet after one year of release, 60% are still unemployed (Petersilia, 2001). One reason may be due to offenders' lack of confidence in their ability to search for jobs, also known as job search self-efficacy. Job search self-efficacy has been associated with greater obtainment of job offers and higher job retention (Saks & Ashforth, 2000). Currently no scales exist that accurately measure offenders' job search self-efficacy. Yet such a scale would highlight offender needs and inform vocational interventions. An offender job search self-efficacy scale, consisting of 45 job search items specific to offenders (e.g., explaining a criminal record), was developed; 243 offenders completed the scale. An Exploratory Factor Analysis (EFA) using Principal Axis Factoring (PAF) was used to evaluate the factor structure of the measure. It was expected that the factors would correlate and therefore a direct oblimin rotation was used. Results indicated an eight-factor solution, which accounted for 69.97% of the variance. The internal consistency reliability for the scale was found to be .97. Evidence of both convergent and discriminant validity were found as the scale correlated with measures of career goals, career barriers, criminal thinking, job search, and social desirability in the expected directions.

#95
NACCJPC

PSYCHOPATHIC TRAITS AND DOG OWNERSHIP: A LOOK AT ATTITUDES AND BEHAVIORS OF DOG OWNERS

Rosanne Wall, Carleton University; Adelle Forth, Carleton University

Dr. Robert Hare has estimated that there are 2 million psychopathic individuals living within the community (Hare, 1993). While research has been done on the incarcerated population, only a few studies have been done focusing on those individual who are living within the community. One area of study that has not been well studied in terms of psychopathy involves psychopathic traits and animal ownership. The purpose of this study is to examine the association between psychopathic traits and attitudes and behaviors involved in dog ownership via an online survey. This study will examine the association between psychopathic traits (SRP-SF), anti-social behaviors (ASB-M), criminal attitudes and associates (MCAA), empathy (TEQ) and attitudes toward the treatment of animals (ATTAS) with such behaviors as the daily care of owned dogs and choice of dog breed. The study will use participants from an undergraduate participant pool plus participants from the community. It is hypothesized that those participants who are high on the SRP-SF, ASB-M and MCAA will also be low on the TEQ and have negative attitudes on the ATTAS. These participants will also own more vicious dogs and care for their pets less then those participants who are low on SRP-SF, ASB-M and MCAA but high on TEQ and positive attitudes on the ATTAS.

#96
NACCJPC

SECRETS AND LIES: INVOLUNTARY LEAKAGE IN DECEPTIVE FACIAL EXPRESSIONS AS A FUNCTION EMOTIONAL INTENSITY

Brendan Wallace, University of British Columbia; Leanne ten Brinke, University of British Columbia; Stephen Porter, University of British Columbia; Audra Roemer, University of British Columbia

Darwin (1872) posited that aspects of facial communication are uncontrollable and can betray a deceiver's true emotion, particularly when emotional arousal is high. We examined the presence of inconsistent emotional expressions in genuine and deceptive facial expressions. Participants viewed high and low intensity disgusting, sad, frightening, and happy images, responding to each with a genuine or deceptive (masked or neutralized) expression. Each 1/30-s frame (256,650 frames in 1,711 expressions) was analyzed for the presence and duration of universal emotions and microexpressions (1/25th to 1/5th-second expressions; Ekman, 1992). Relative to genuine emotions, masked emotions were associated with more inconsistent expressions, particularly when participants were attempting to mask a high intensity emotion. Further, neutralizing a high intensity emotion lead to greater emotional leakage than low intensity emotional neutralization. Emotional leakage often lasted up to one second, much longer than Ekman microexpressions, which occurred rarely. In general, negative emotions were more difficult to falsify than happiness. Results replicate and extend previous findings, provide support for Darwin's (1872) inhibition hypothesis and contribute to our understanding of the communicative properties of the human face more generally.

#97
NACCJPC

PSYCHOPATHY, SOCIO-ECONOMIC STATUS AND CRIMINAL VIOLENCE: EVIDENCE CONSISTENT WITH SOCIAL PUSH

Zach Walsh, University of British Columbia

A substantial literature indicates that psychopathy is a robust predictor of violence. However, further research is required to better determine the extent to which the relationship between psychopathy and violence is stable across levels of other factors that are associated with violent and criminal behavior. Neighbourhood and individual -level socioeconomic statuses (SES) are potentially important predictors of criminality. However, no studies have explicitly examined the interrelationship among psychopathy and these forms of SES in predicting violence. In this prospective study we examined the stability of the predictive power of psychopathy for criminal violence across levels of combined neighbourhood and individual SES. Participants were 424 jail inmates followed for an average of approximately 7 years subsequent to release. Psychopathy and SES were both associated with violent recidivism; for psychopathy, Wald &#967;2 (1, N = 424) = 27.51, p < .01; for SES, Wald &#967;2 (1, N = 424) = 4.58, p < .05. Extreme groups analyses indicated that psychopathy was a stronger predictor at lower levels of socioeconomic risk, Wald &#967;2 (1, N = 107) = 16.62, p < .01, relative to higher levels of SES-related risk, Wald &#967;2 (1, N = 106) = 4.00, p < .05. These results are discussed in the context of the social push hypothesis.

#98
NACCJPC

CORRELATES OF VIOLENT OFFENDING AND VIOLENT SEX OFFENDING AMONG ADOLESCENTS

Ashley K. Ward, Ryerson University; Sonya G. Wanklyn, Ryerson University; Nicole S Cormier, Ryerson University; David M. Day, Ryerson University

Although numerous studies have emphasized the differences between sexual and non-sexual offenders, minimal effort has been devoted to understanding the versatile sexual offender, that is, individuals who engage in both violent sex offences and violent non-sex offences. The study's sample consisted of 224 male offenders who had been sentenced as youth to one of two open custody facilities in Toronto, Ontario. Official juvenile criminal records were collected and followed up to age 17. Offenders were divided into three groups: those who had committed violent non-sex offenses (VNSO), those who had committed violent sex offenses (PSO), and those who had committed both violent non-sex and violent sex offenses (VVSO). Adolescent correlates of offending were extracted from client files kept at the agency that operated the facilities. Three hierarchical logistic regressions examined the relationship between adolescent correlates and the three offending groups. The results showed that offenders who engaged in covert antisocial behaviour were at higher odds for membership in the VNSO and VVSO groups. As well, those who experienced a greater number of health problems had higher odds of membership in the PSO group. The results suggest areas for intervention and prevention for violent offending and for working with youth in the justice system.

#99
NACCJPC

THE SHORT-TERM ASSESSMENT OF RISK AND TREATABILITY (START): AN INTRODUCTION AND SUMMARY OF RESEARCH FINDINGS

Catherine M. Wilson, Simon Fraser University; Tonia L Nicholls, British Columbia Mental Health and Addiction Services

Risk assessment and management of mentally ill individuals is a central aspect of a clinician's daily responsibilities; however, most risk assessment measures developed to date focus on long-term outcomes (i.e., more than one year) and concentrate on risk factors with little consideration of client's strength or protective factors (Rogers, 2000; Webster et al., 2006). The Short-Term Assessment of Risk and Treatability (START; Webster et al., 2004) is a relatively new structured professional judgment risk assessment measure that attempts to address these limitations. Through the differential coding of 20 dynamic strength and vulnerability-related factors, START can be used for the assessment of short-term risk in seven domains: violence, suicide, self-harm, self-neglect, unauthorized leave, substance abuse, and victimization. Furthermore, START was designed to be used within general mental health services and specialized forensic, correctional, and probation services. Although START is relatively new, it has increasingly been the focus of research, has gained international exposure and is developing a growing supportive literature. This poster presentation will provide an overview of START, as well as a summary of important research findings to date including: interrater reliability, user satisfaction, convergent validity, divergent validity, and predictive validity.

#100
NACCJPC

THE EFFECT OF YOUTH DIVERSION PROGRAMS ON RATES OF RECIDIVISM: A META-ANALYTIC REVIEW

Holly Wilson, Carleton University; Robert Hoge, Carleton University

Since the 1970's, programs specifically designed to divert youth from further justice system processing have increased dramatically. In an effort to reduce recidivism, diversion programs strive to prevent the development of pro-criminal affiliations and the stigma associated with criminal prosecution by targeting low to medium risk offenders. However, diversion evaluation studies have demonstrated mixed results regarding their effectiveness in decreasing a youth's likelihood of re-offending. Since Lipsey's meta-analysis on youth intervention in 1992, little is known about the progress and effectiveness of youth diversion programs as a whole. This poster will present the results of a treatment outcome meta-analysis on the effectiveness of youth diversion programs in reducing recidivism. Moderator analysis, including variables such as treatment participation and risk level, will also be explored. Implications for future directions will be addressed.

#101
NACCJPC

THE PREDICTIVE VALIDITY OF THE VIOLENCE RISK SCALE IN A COMMUNITY SAMPLE

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

The predictive validity of the Violence Risk Scale (VRS; Wong & Gordon, 2006) has been demonstrated in a number of incarcerated offender samples but not yet in a community sample. The present study investigated the predictive validity of the VRS in a community sample of 60 Canadian federal offenders (59 male 1 female) assessed with the VRS shortly after they were released to the community (M = 12 days; SD = 8.8) on various forms of conditional releases. They were followed up prospectively for 7 years; the presence of reoffending was determined by accessing formal police (RCMP CPIC) records verified by fingerprinting. The mean VRS score (32.9; SD = 16.2) correlated significantly (all at $p < .01$) with any reconviction ($r = .39$), days until reconviction ($r = -.38$), and frequency and severity of new offences ($r = .42$ & $r = .44$ respectively). Those who recidivated had a significantly higher VRS mean score (37.9, SD = 15.3) than those who did not recidivate (25.4, SD = 14.5; $p < .002$). The results showed that, for a community sample of offenders, the VRS can predict recidivism as measured by a number of commonly used indicators of recidivism even in a sample of offenders deemed appropriate for release to the community by parole decision makers. Implications and future directions will be discussed.

#102
NACCJPC

THE VALIDITY OF SELF-REPORTED RISK AMONG SEX OFFENDERS

Amanda Woods, Carleton University; Chantal A Hermann, Carleton University; Kevin L Nunes, Carleton University; Ian V McPhail, Kingston Penitentiary; Rikki Sewell, Carleton University

Conducting research on sex offenders is strengthened by the inclusion of accurate and detailed information about their criminal history, victim characteristics, and other known risk factors, such as marital status. Such information is necessary to describe the sample and to indicate the populations to which the findings may generalize. It also allows researchers to address the plausibility of alternate explanations and explore more precise and sophisticated research questions. Researchers typically code such information from official files, such as police reports, criminal records, and assessment reports. However, such file reviews are time consuming and limited by the quality and availability of relevant file information. Although there is often skepticism about offenders' self-reports, research with general offenders suggests high agreement between self-reported and file-coded criminal history information (e.g., Kroner, Mills, & Morgan, 2007). The purpose of the present study is to examine this issue with sex offenders. Participants were 50 federally incarcerated sex offenders who completed a questionnaire about their criminal history and demographic information. We coded corresponding information from offenders' official files (blind to their self-reported information). The agreement between self-reported and file-coded information will be assessed.

#103
Extremism and Terrorism/
Extrémisme et terrorisme

EXTREMIST VALUES

Ryan Cross, University of British Columbia, Department Psychology; Carson K Logan, University of British Columbia; Peter Suedfeld, Department of Psychology, University of British Columbia; Anna Cooper, University of Toronto; Jelena Brcic, University of British Columbia, Department Psychology

The communiqués of several violent extremist groups were subjected to thematic content analysis. A coding system measuring the frequency of references to each of Schwartz's (1992) "universal values" was used by trained, highly reliable coders. The ideologies advocated by the groups included animal rights (Animal Liberation Front), religious (Hezbollah and Aum Shinrikyo), and nationalist goals (Irish Republican Army and Liberation Tigers of Tamil Eelam). The study was designed to determine whether a shared acceptance of violent means was reflected in similar value hierarchies despite wide differences in specific ideologies. Early results suggest that each extremist group is distinctive. In the future, the focus of this research will be extended to compare the results with the values of paired groups that hold similar ideological positions and goals but do not espouse violence. This will seek to replicate and extend earlier work that found a quantitative difference on the values measure between similar, violent/non-violent pairs (Smith, Suedfeld, Conway, & Winter, 2008).

#104
Extremism and Terrorism/
Extrémisme et terrorisme

ANTI-ABORTION SHOOTINGS: A COLLECTIVE CASE STUDY

S. Paige Wilcoxson, The Chicago School of Professional Psychology - LA

During the 1990s, violence committed by individuals who subscribe to an anti-abortion ideology increased. Determining whether an individual or members of a group may become violent is an arduous task, and current threat assessment models are often inadequate when applied to individuals who commit violence for ideological reasons. The purpose of this collective case study was to increase understanding of incidents of assassination or attempted assassination by shooting that have been committed by anti-abortion zealots. Such understanding may aid mental health and law enforcement professionals by assisting in identifying individuals at risk to commit this behavior before they act. Data was collected from a variety of sources and triangulated using FBI case files. Themes found in this analysis were arranged temporally: Entrance into the Anti-Abortion Movement, included the main themes of Primitive Defense Mechanisms, Need for Acceptance and Success, and Social Factors; Radicalization, consisted of Extensive Arrest History Stemming from Anti-Abortion Activities, External Influences, Creation of a "Persona," and Belief in Justifiable Homicide; Pre-Offense Characteristics included Feelings of Frustration-Aggression, Premeditation, and Belief in a Special Relationship with God; Post-Offense Characteristics, described the shooters' Lack of Remorse.

#105
Military Psychology/
Psychologie du milieu militaire

PAIN IN VETERANS WITH SYMPTOMS OF POSTTRAUMATIC STRESS

Kara C. Irwin, University of Calgary; Candace A Konnert, University of Calgary; May Wong, Operational Stress Injury Clinic

Symptoms of posttraumatic stress and pain occur comorbidly at high rates in Veterans. For example, Beckham and colleagues (1997) found that 80% of Veterans with posttraumatic stress disorder reported pain. Even in the absence of objective physical injury, self reports of pain were higher in those who had posttraumatic stress disorder as opposed to those who did not (Asmundson & Norton, 1995). However, there is a paucity of research regarding the nature of pain symptoms in Veterans who also have symptoms of posttraumatic stress, particularly among Canadian Veterans. This research sought to better understand pain in Veterans who also reported symptoms of posttraumatic stress through analysis of Veterans responses to the Brief Pain Inventory. Participants were 113 male Veterans seeking outpatient assessment and treatment due to an operational stress injury. The mean age of participants in this sample was 47.5 years. Of the Veterans who reported posttraumatic stress symptoms, 88.2% also reported pain of moderate intensity and impact. Strengths and limitations of the current study, as well as areas for future research, are discussed.

#106
Military Psychology/ Psychologie du milieu militaire

ORGANIZATIONAL IMPLICATIONS OF SECONDARY TRAUMATIC STRESS

Deanna Messervey, Department of National Defence; Cindy Suurd, Department of National Defence; Maxime Tremblay, Department of National Defence

Secondary traumatic stress, also known as compassion fatigue, refers to having secondary exposure to a traumatic event that leads to symptoms that are similar to PTSD. Because not all professional caregivers experience secondary traumatic stress, researchers assert that some caregivers have a protective factor (i.e., compassion satisfaction) that helps shield them from being traumatized indirectly. Specifically, compassion satisfaction protects professional caregivers from the negative aspects associated with helping others. There is a dearth of published studies on compassion satisfaction, especially as the construct pertains to organizations. A great deal of organizational research, however, illustrates that high job demands are positively related to job strain. We hypothesized that compassion satisfaction would buffer the relationship between job demands (i.e., role overload role conflict, role ambiguity, and role insufficiency) and job strain. Using a sample of 122 military chaplains, we found partial support for our hypothesis. In particular, results showed that only role overload was related to higher levels of job strain when compassion satisfaction was low as compared to when compassion satisfaction was high. Compassion satisfaction did not moderate the relationship between the other role stressors and job strain. The organizational implications will be discussed.

#107
Military Psychology/ Psychologie du milieu militaire

FAIRNESS PERCEPTIONS AND TRUST AS MEDIATORS ON THE RELATIONSHIP BETWEEN LEADERSHIP STYLE, UNIT COMMITMENT AND TURNOVER INTENTIONS OF CANADIAN FORCES PERSONNEL

Maxime A. Tremblay, DGMPRA

Whether fairness perceptions and leader trust mediate the relationship between leadership style and commitment and turnover was evaluated among Canadian Forces personnel (N = 1,443). Correlational analyses and structural equation modeling results provided support for the proposed meditational model. However, the influence of transactional leadership on commitment and turnover was due to its direct influence on fairness perceptions; whereas the influence of transformational leadership on these outcomes was based on its direct and indirect influence on both fairness perceptions and leader trust. It thus appears that both types of leadership style influence commitment and turnover, but the mechanism through which their effects occur may be distinct. The implications of these findings for theory, research and practice are discussed.

#108
Traumatic Stress/ Stress traumatique

FACTORS ASSOCIATED WITH THE QUALITY OF A CHILD'S DISCLOSURE OF ALLEGED SEXUAL ABUSE DURING FORENSIC INTERVIEWS

Agnes Alonzo-Proulx, Université de Montréal

The goal of this study is to establish whether factors such as a) the delay between the child's sexual abuse and its disclosure, b) the mother's reaction to this disclosure and c) the presence of family problems are linked to the quantity of details provided by the child during a forensic interview. Variables such as d) the child's gender, e) age and f) whether the perpetrator is a family member (Hershkowitz et al., 2005; Hanson et al., 1999; Smith et al., 2000) are documented as having a clear impact on the length of the allegations and have thus been added as control variables. Furthermore, g) the adhesion to the standardized interview NICHD protocol has also been assessed because its correct use favours the use of open-ended questions which in turn enhance the child's report. All the information in this study has been gathered from 107 child sexual abuse files from the archives of the Montreal Police Service. The interview transcripts have also been scored in order to determine the number of details present. The results of the hierarchical regression performed show that the control variables predict 13,2% of the quality of the disclosure during the investigative interview ($p<.01$). Furthermore, delay and family characteristics add an explained variance of 3,2% ($p<.05$) and 4% ($p<.05$) respectively.

#109
Traumatic Stress/ Stress traumatique

NECESSARY AND SUFFICIENT SYMPTOMS: AN INVESTIGATION OF THE PREDICTIVE POWER OF DSM-IV MAJOR DEPRESSIVE DISORDER AND POST-TRAUMATIC DISORDER DIAGNOSTIC SYMPTOMS

James Boylan, Univeristy of Western Ontario; Paul Frewen, Univeristy of Western Ontario

The current study used data from the National Comorbidity Study-Replication (NCS-R; see Kessler et al, 2002) to calculate the conditional probability of receiving a full DSM-IV lifetime period diagnosis of Major Depressive Disorder (MDD) or Posttraumatic Stress Disorder (PTSD) given each MDD and PTSD symptom. The results of this analysis demonstrate that any one symptom of a PTSD or MDD can be highly predictive of a full diagnosis. The conditional probability of endorsing each PTSD and MDD symptom given a full lifetime PTSD or MDD diagnosis was also calculated. These results describe the extent to which each symptom is characteristic of individuals who have received a full DSM diagnosis. Notably, several symptoms were less probable given a diagnosis of MDD (worthlessness and motor changes) or PTSD (memory loss and a foreshortened sense of future). Findings are discussed in light of practical diagnostic utility, current theories of comorbidity and implications for proposed DSM-V revisions. Specific recommendations for future research and revision are made from the perspective of item-response theory.

#110
Traumatic Stress/
Stress traumatique

COPING STRATEGIES AND UNIVERSAL VALUES OF PERPETRATORS FROM THE FORMER YUGOSLAVIA

Jelena Brcic, University of British Columbia; Lindsy Belich, University of British Columbia

Understanding precursors and consequences of mass violence is important to society, as well as to social and scientific disciplines.To date, the social science literature has focused on the experiences of victims of mass violence;there have been relatively few studies of perpetrators. As it is difficult to gain direct access to perpetrators,this study employed a thematic content analysis(TCA),a method used with other hard to reach groups such as political leaders,terrorists,and astronauts. The confessions of 19 perpetrators in which they plead guilty in being responsible or directly causing specific crimes during the civil wars, retrieved from the website (http://www.icty.org/)of the International Criminal Tribunal for the former Yugoslavia, were analyzed via TCA for coping strategies and Schwartz's "universal values." Emotion-oriented strategies were mentioned significantly more frequently than problem-oriented coping strategies, with the top four strategies being Accept Responsibility, Endurance/Obedience/Effort,Positive Reappraisal,andSeeking Social Support. The top four universal values mentioned were Benevolence,Security,Universalism,and Tradition.The results may reflect an attempt to minimize or rationalize the individuals' violent acts.Future work will analyze unofficial material(interviews,biographies,statements to the media) of Yugoslav perpetrators awaiting trial.

#111
Traumatic Stress/
Stress traumatique

HOW DO SUPPORTIVE AND COUNTER-SUPPORTIVE SOCIAL INTERACTIONS AFFECT PTSD SYMPTOMS? AN EMPIRICAL INVESTIGATION USING A CLINICAL SAMPLE

Myra Gravel MGC Crevier, Université du Québec à Montréal (UQÀM), Centre d'Étude sur le Trauma; Stéphane SG Guay, École de criminologie de l'UDEM et Centre d'Étude sur le Trauma; Dominic DBP Beaulieu-Prévost, Univsersité du Québec à Montréal (UQÀM); André AM Marchand, Université du Québec à Montréal (UQÀM) et Centre d'Étude sur le Trauma; Kieron O'Connor, Département de psychiatrie de l'UDEM

Studies show that social support and ways of coping are related to the intensity of PTSD symptoms but the mechanisms underlying these relations remain unclear. Also, most studies had only focused on positive aspects of social support. This study is novel because it aims at investigating these mechanisms by focusing on the perceived frequency of supportive and counter-supportive interactions and evaluates the extent to which ways of coping can be a mediator between social support and PTSD symptoms. Participants were 96 civilians with PTSD. They were screened for psychiatric disorders and they completed diverse questionnaires assessing supportive and counter-supportive social interactions as the new validated QSBA, ways of coping and PTSD symptoms. Results showed that the associations of social interactions and ways of coping with PTSD symptoms were independent. This suggests a direct relation between social interactions and PTSD. Counter-supportive interactions showed a greater association with symptoms than supportive interactions. Our findings infirm the hypothesis that the relation between the perceived frequency of support behaviors and PTSD can be explained by an effect of these behaviors on ways of coping and show the importance of taking into account the perceived frequency of counter-supportive interactions as an independent predictor of the intensity of PTSD symptoms.

#112
Traumatic Stress/
Stress traumatique

CULTURE-SPECIFIC IMPLICATIONS OF TRAUMA IN THE WAKE OF THE 2004 SOUTH-EAST ASIAN TSUNAMI

Jennifer Fernick, University of Toronto

Trauma is an unavoidable consequence in the wake of natural disasters. Previous studies have attempted to detail the psychological implications of weather-related catastrophe, generally showing a positive correlation between exposure to disaster and adverse psychological consequence. However, rarely have attempts been made to integrate knowledge of native and non-native population outcomes in an empirical analysis of immediate and long-term culture-specific psychological effects of trauma. This paper attempts to synthesize data from several pieces of research emerging from the 2004 South-East Asian tsunami to differentially explain variables related to psychological trauma emergent from disaster, establishing cross-cultural differences and further illuminating the roles of both exposure and post-traumatic growth on psychological outcome. From this analysis, a new clarity as to the role of culturally-based explanations and interpretations of natural events on psychiatric outcomes emerges, offering promising new avenues of emergency and long-term intervention for native populations in disaster scenarios, as well as Western implications for the clinical treatment of trauma.

#113
Traumatic Stress/
Stress traumatique

INTERPERSONAL THREAT DETECTION IN UNDERGRADUATE FEMALES

Bena Kuruvilla, Idaho State University; Steven Lawyer, Idaho State University

While sexual assault is a prevalent problem, it appears that some women are at a greater risk than others. Research suggests that one of the factors that may place a woman at a higher risk of victimization is a failure to detect aggressive interpersonal cues. For example, sexually victimized women display deficits in threat detection when presented with the Date Rape Analogue Task (DRAT). This task requires subjects to listen to a mock date-rape scenario and press a button when they believe the man in the recording has "gone too far". Revictimized women displayed significantly longer response latencies, often waiting for salient indicators of risk before identiftying the man's behaviour as inappropraite. Victimized women also exhibited a lower level of physiological arousal during the early stages of the date-rape interaction. Although a number of studies have assessed risk detection abilities in victimized women, few have examined the specific nature of these deficits. The current study attempts to isolate a single component of interpersonal cue detection: affect recognition. Females with varying sexual assault histories were given an affect recognition task. It is hypothesized that women with a history of sexual victimization will make more errors in the recognition of emotion, with the highest frequency of errors seen in the recognition of angry facial stimuli.

#114
Traumatic Stress/
Stress traumatique

A SYSTEMATIC REVIEW ON THE EFFECTS OF PROPRANOLOL TO BLOCK CONSOLIDATION AND RECONSOLIDATION OF EMOTIONAL MEMORY IN HEALTHY INDIVIDUALS AND PTSD PATIENTS

Lening A. Olivera Figueroa, Hospital Louis H. Lafontaine, Université de Montréal; Michelle H. Lonergan, Douglas Hospital Research Centre; Alain Brunet, Douglas Hospital, McGill University

A growing body of research literature suggests that the beta blocker Propranolol has the capacity of selectively affecting the consolidation and reconsolidation of emotional memories. These findings have inspired researchers to investigate the effects of this agent in healthy controls and patients with Post Traumatic Stress Disorder. One interesting hypothesis considers the role of Propranolol in reducing emotional memory for negative material, thus serving as a pharmacological treatment for PTSD. However, results across these studies have been contradictory. Methods: To address this conundrum, we performed a systematic review on the efficacy of Propranolol in blocking consolidation and reconsolidation of emotional memories in non-clinical individuals, as well as in PTSD patients. This was conducted through an extensive literature search on the PubMed and PsycInfo databases. Results: We found 23 studies examining the effect of Propranolol on consolidation and reconsolidation of emotional memory in non-clinical populations. Furthermore, 7 articles were found on the role of Propranolol in treating PTSD populations by modulating emotional memories. Conclusions: These findings support the notion that Propranolol affects the consolidation and reconsolidation of emotional memories. Moreover, the overviewed literature supports the use of Propranolol for the treatment of PTSD symptoms.

#115
Traumatic Stress/
Stress traumatique

THE EFFECTS OF CHILDHOOD MALTREATMENT ON CRIMINAL ACTIVITY AMONG MALE AND FEMALE INCARCERATED YOUTH

Sonya G. Wanklyn, Ryerson University; Joey I. Berger, Ryerson University; Nathalie Burnier, Ryerson University; David M. Day, Ryerson University; Trevor A. Hart, Ryerson University

Childhood maltreatment (CM) is recognized as a risk factor for involvement in criminal activity. Without intervention, youth who experience CM are more likely to commit a violent offense and are at a higher risk for criminal recidivism than youth who do not experience CM. Although research has consistently demonstrated a link between CM and a range of adverse outcomes, our understanding of the effects of experiencing multiple forms of CM remains limited, particularly with respect to gender differences among Canadian justice-involved youth. The study sample comprised 116 incarcerated male (n=60) and female (n=46) adolescents, recruited from open and closed custody facilities between 2009 and 2010. To examine the impact of experiencing multiple types of CM on criminal offending, depression, substance abuse, hopelessness, and impulsivity, a series of regression analyses was performed. Specifically, a maltreatment summary score was created from four subscales of the Childhood Trauma Questionnaire to be used in the regression analyses. This study is an important endeavour in the development of empirically-based and theory-driven programs to address the needs of incarcerated youth in Canada. Because CM is an antecedent of both psychological maladjustment and general antisocial behaviour, this is a particularly important risk factor to address during correctional confinement.

2011-06-02 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – WENTWORTH ROOM - MEZZANINE LEVEL

Reception/Réception
Psychologists in Education/
Psychologues en éducation
SECTION PROGRAM/
PROGRAMME DE LA SECTION

RECEPTION

Joseph Snyder, Concordia University

This is the annual reception for those who are attending the section’s keynote address and SBM.

2011-06-02 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – KENORA ROOM - SECOND FLOOR

Interest Group Business Meeting/Réunion d’affaires
PROGRAM/PROGRAMME

PSYCHOPHYSIOLOGY/PSYCHOPHYSIOLOGIE

Interest Group Business Meeting for Psychophysiology

2011-06-02 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR

Theory Review/
Examen théorique

THEORY REVIEW SESSION ‘E’/SESSION EXAMEN THÉORIQUE

Industrial/Organizational Psychology/Psychologie industrielle et organisationnelle; Teaching of Psychology/Enseignement de la psychologie.

#1
Industrial/Organizational
Psychology/Psychologie
industrielle et organisationnelle

POSTMODERN CAREER PSYCHOLOGY AND HUMANISTIC MEANING MAKING

Charles P. Chen, University of Toronto

The construct of subjectivity and personal meaning making lies in the core of the emerging and evolving postmodern career psychology (PMCP). From both an organizational and individual perspective, PMCP has its great potential to better understand and promote the vocational wellbeing of individuals, which in turn, will ultimately enhance the effectiveness and efficiency of a productive and healthy workplace. Notwithstanding the novel outlook of PMCP, the construct of meaning and meaning making is originated from, and deeply rooted in humanistic psychology. This presentation focuses on the meaningfulness of exploring and elaborating the role and function of meaning making in facilitating individuals’ vocational and career wellbeing. To critically examine the dynamic intersection of humanistic and vocational psychology in a postmodern context, this presentation attempts to address a few related aspects. It reviews the notion of meaning in humanistic psychology, drawing upon primarily some of the key tenets of major humanistic theories. It then highlights the meaning construct underlying key concepts in major vocational and career psychology theories, illustrating the shared common ground of meaning and meaning making in humanistic and vocational psychology. Finally, it uses meaning making construct as a vehicle to inform best practice in vocational and career psychology.

#2
Industrial/Organizational Psychology/Psychologie industrielle et organisationnelle

A PERSON-CENTRED APPROACH TO THE STUDY OF EMPLOYEE COMMITMENT

John Meyer, The University of Western Ontario

It is now well-established that employee commitment can take different forms (e.g., affective, normative, continuance) and can be directed at different targets (i.e., organization, work team, profession) within and outside the workplace. Most research to date has taken a variable-centred approach to examine the development and consequences of the different forms and foci of commitment. In a variable-centred approach (e.g., correlation, regression, SEM), the objective is to explain variance in a criterion variable using one or more predictors, and/or to examine the role of potential mediator or moderator variables. Recently, there has been an increase in the application of person-centred analytic procedures (e.g., cluster analysis, latent profile analysis) to identify employee groups differing in their patterns of commitment (i.e., commitment profiles). Applications of this person-centred approach have led to new insights into the nature, meaning, and implications of commitment in the workplace. My objective will be to review these applications and discuss how a person-centred approach might be applied in future research on commitment and other constructs. I will also discuss the practical implications of taking a person-centred approach.

#3
Teaching of Psychology/ Enseignement de la psychologie

ESSENTIAL DYNAMICS IN DOCTORAL SUPERVISION TRAINING

Charles P. Chen, University of Toronto

As part of their professional education and training, doctoral students in clinical, counselling, and other applied psychology programs need to acquire knowledge and skills that will equip them to become a supervisor in clinical settings. This training component manifests a very unique, dynamic, and complex experience. That is, a doctoral novice supervisor (DNS) learns to perform the role and duties of a supervisor for Master's level trainees, while receiving supervision from a faculty and/or senior supervisor during this unique training and learning process that is often marked by a complexity of learning interactions and relational dynamics between the faculty/senior supervisor and the DNS. This presentation addresses a number of major aspects pertaining to enhance the professional development and skill attainment of a DNS in this unique training context, leading to forming a reflexive learning framework that facilitates the DNS to gain competency in clinical supervision. With this goal in mind, the presentation reviews relevant theoretical and conceptual literature on the central topic. It then synthesizes and categorizes some of the major aspects particularly relevant to address the needs, experiences, and challenges of the DNS in this dynamic learning context. Furthermore, it makes practical recommendations deemed beneficial to all parties engaged in the process.

2011-06-02 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – CIVIC BALLROOM - SECOND FLOOR

Oral Paper Session/ Séance de présentation orale
International and Cross-Cultural Psychology/Psychologie internationale et interculturelle

INTERNATIONAL COMMUNITY ACTION RESEARCH: WOMEN AND THE WORKPLACE

Randal Tonks, Camosun College

This oral paper session examines the plight of women and issues surrounding their health and wellness in relation to their workplace activity across several cultural contexts. Beginning with a community action research program in Cambodia, this oral paper session examines the plight of Cambodian women and the programs developed to help them overcome the economic and social pressures for working as "Beer Sellers." Secondly a comparison of social, cultural and economic contexts is made for women working in the entertainment industry in Canada and in several Asian contexts. Successes and challenges of both research studies are examined in light of the complex issues facing these women and the communities in which they live.

A

A COMPARISON OF THE WORKPLACE HEALTH AND SAFETY OF WOMEN ENTERTAINMENT INDUSTRY WORKERS IN CANADA, SINGAPORE, CHINA AND CAMBODIA

William Salmon, Psychology Department, University of Guelph; Bo Wang, Psychology Department , York University; Srilakshmi Ganapathi, Boston Children's Hospital, Harvard Medical School; Clive M. Tan, Ministry of Health, Singapore; Elizabeth Sulima, Psychology Department, University of Guelph; Rebecca Nurse, Psychology Department, University of Guelph; Michelle Green, Psychology Department, University of Guelph; Joel Badali, Psychology Department, University of Guelph; Claire Mason, Psychology Department, University of Bath; Monica Ghabrial, Psychology Department, University of Guelph; Michelle Tolson, The AIDS Research Initiative of America (ACRIA); Jillian Schuster (Crocker), Freelance Research Assistant,; Sarath Kros, Siem Reap Provincial AIDS Office, and SiRCHESI NGO; James Liu, Centre for Applied Cross Cultural Research, Victoria University of Wellington; Mee Lian Wong, Department of Epidemiology and Public Health, National University of Singapore,; Ian Lubek, University of Guelph

Beginning in 2005, interviews were conducted with beer sellers and promotion women representing international beer brands sold in 4 countries: Canada, Singapore, China, and Cambodia. The largest sample is from Cambodia (N=1154), where health promotion activities continue. While the same international brewers compete in all 4 countries, in Cambodia, women sellers report themselves feeling less safe at work, at risk for sexual coercion and violence in the workplace, and forced to drink hazardous quantities of alcohol nightly (4-7 standard drinks). All women generally sell equivalent quantities of beer for global brewers Heineken, APB, Carlsberg, AB-INBEV, SAB-Miller, etc, yet are paid poorest in Cambodia. There they do not receive a "living wage" but only 50% of their monthly expenses, often necessitating the part-time selling of sex, increasing the risk for HIV/AIDS. In all other countries, beer-selling is relatively safe, well-paid and regulated. In Cambodia, a professional industry association (BSIC), formed in 2006, promised improved workplace conditions. Our data compares BSIC and non-BSIC brands in the 4 national samples on indicators of nightly drinking, nightly sales, salary, living expenses, safety and job satisfaction. Presentations to beer executives at corporate headquarters and at Annual General Meetings have had little effect; other strategies are discussed.

B

DEVELOPING WORKERS' RIGHTS FOR WOMEN IN THE DEVELOPING WORLD: THE CASE OF CAMBODIAN BEER-SELLERS (2002-2010)

Monica Ghabrial, Psychology Department, University of Guelph; Michelle Green, Psychology Department, University of Guelph; Joel Badali, Psychology Department, University of Guelph; Claire Mason, Psychology Department, University of Bath; Sophear Phaal, Siem Reap Local President; Mora Sar, President, CFSWF Union; Sok San Lim, APHEDA- Australian People for Health Education & Development Abroad; Ian Lubek, University of Guelph

In August, 2010, an information meeting was organized about labour rights in Siem Reap, Cambodia, attended by 52 restaurant hostesses and sellers of international beers. They first completed a questionnaire on their knowledge of rights and responsibilities under Cambodia's Labour Code. Data are compared to a group of 13 former beer-sellers, interviewed the same week, who graduated an 8-month Hotel Apprenticeship Program and then continued as contractual hotel workers. At the meeting, all 52 decided to join the Cambodian Food and Service Workers Federation, and a union executive was elected. Henceforth, they would have a national and international voice concerning local workers' health, safety, and living wages. For 8 years prior, quantitative data on workplace violence, HIV/AIDS infection, coerced sex-acts, and nightly drinking of harmful/hazardous alcohol amounts had all been systematically collected, published, reported at conferences (e.g., CPA), and presented to directors of beer companies at international headquarters and during Annual General Meetings. Little effective corrective workplace actions were taken by the global brewers and their Cambodian distributors, professional association (BSIC), and outlets (see www.fairtradebeer.com, www.beergirls.org). Union advocacy plus systematic social science data, may offer a more potent combination for improving workplaces.

2011-06-02 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – CONFERENCE ROOM B - MEZZANINE LEVEL

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

COGNITIVE REHABILITATION IN THE ELDERLY

Gordon Winocur, Department of Psychology, University of Toronto

In this presentation I report the results of a randomized control trial that evaluated a new rehabilitation protocol that was designed to improve cognitive function in older adults and individuals with cognitive impairment. The program focuses on general strategic abilities in ways that can be expressed in a broad range of functional areas. The trial, which was conducted on a sample of older adults with normal age-related cognitive decline, assessed performance in the following domains: memory, practical goal management, and psychosocial status. The results indicated that participants experienced significant improvements in all domains that persisted for at least six months following the completion of training.

2011-06-02 – 4:00 PM to 5:55 PM – 16 h 00 à 17 h 55 – CONFERENCE ROOM D - E - MEZZANINE LEVEL

Workshop/Atelier
Developmental Psychology/ Psychologie du développement

10 THINGS EVERY PSYCHOLOGIST SHOULD KNOW WHEN WORKING WITH INFANTS, CHILDREN, AND OTHER VULNERABLE POPULATIONS

Danielle Labine, Ryerson University; Rebecca Stein, Ryerson University

Investigating developmental phenomena and the complex underlying mechanisms that compel human development is important to understanding human behaviour; however, ask any developmental scientist about the unique challenges of working with, and studying, young children in the laboratory context and he or she will quickly tell you about the laborious recruitment process, participant state issues, and REBs, as well as the challenges of working with special populations and their caregivers, design choice, and task appropriateness. The goal of our workshop to discuss these challenges and present a model for best practices. Our discussion will be geared to both developmental researchers from novice to expert and, very importantly, to non-developmental researchers who are considering applying or translating a particular phenomena from one population to another, as for example, from adult population to infant or childhood population. Using an interactive format, we will present the opportunities, the challenges, and the solutions for navigating basic and applied developmental research with a particular focus on the period of infancy to pre-school.

2011-06-02 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – WINDSOR ROOM WEST - MEZZANINE LEVEL

Theory Review/ Examen théorique

THEORY REVIEW SESSION 'C'/SESSION EXAMEN THÉORIQUE

Social & Personality/Psychologie sociale et de la personnalité

#1
Social & Personality/ Psychologie sociale et de la personnalité

ATTACHMENT THEORY AND POSITIVE PSYCHOLOGY: INTERSECTIONS AND ISSUES

Stanley Sadava, Brock University

Our basic premise: attachment theory belongs securely within the framework of positive psychology. We begin with a brief overview of how attachment theory has evolved, from a theory of early childhood promulgated by Bowlby, Ainsworth's studies of the varieties of attachment behaviour, to the emergence of attachment as a theory of adult intimacy through measures of attachment orientations. Clearly attachment security is the default position driven by evolutionary needs, and attachment non-security represents secondary strategies (hyperactivation/anxiety, deactivation/avoidance) in the absence of security (Mikulincer & Shaver, 2007). While the theory postulates an attachment system activated by threat or stress, we argue that positive affect may also activate proximity-seeking to an attachment figure or cognitive representation of that figure, representing affect amplification in addition to affect regulation, and consistent as well with notions of "tend-and-befriend" as the modal female response to stress. The "secure base" postulate, encouraging exploration and engagement with the world is consistent with the model of positive affect as representing "broaden and build"; thus secure attachment represents more than coping with negativity. Finally we relate attachment theory to notions of positive health, particularly subjective and psychological well-being.

#2
Social & Personality/ Psychologie sociale et de la personnalité

L'ANALYSE TRANSACTIONNELLE : VERS UNE APPROCHE DYNAMIQUE DE COMMUNICATION ET D' ÉDUCATION À LA PAIX

Khaled Taktek, Laurentian University

Cet article traite des caractéristiques de l'analyse transactionnelle (AT) comme stratégie dynamique et interactive de communication et d'éducation à la paix. L'AT décrypte le langage complexe du développement intrapsychique et interpersonnel dans des conditions de vie quotidienne comme « les jeux » et les « scripts ». Tout d'abord, les principales structures de la personnalité appelées 'les états du Moi' (Parent, Adulte et Enfant) sont définies. Ensuite, les interactions entre ces états sont présentées et discutées dans des conditions de communications intra-personnelles et interpersonnelles. Finalement, l'AT est utilisée pour interpréter certaines tentions politiques et militaires actuelles surgissant sur la scène internationale.

#3

CULTURE, TEMPORAL INFORMATION FOCUS, AND DECISION MAKING

Li-Jun Ji, Queen's University

Culture affects how much people attend to not only contextual information, but also temporal information. We found that Chinese, compared to Canadians, attended to a broader range of temporal information into the past, as well as into the future. In particular, distant past and future events felt closer to the present for Chinese than for Canadians. In a free listing task, Chinese participants listed events further into the future (and past) than Canadians. In addition, temporally remote information was perceived to be more relevant and recalled better by Chinese than by Canadians. These tendencies have significant implications for decision making. For example, in another study, Canadians' decisions to sell stocks were strongly influenced by the most recent price trends, whereas Chinese participants' decisions were influenced by both the recent and the early trends. Other practical implications will be discussed.

2011-06-02 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – CONFERENCE ROOM F - MEZZANINE LEVEL

Symposium/Symposium
Clinical Psychology/ Psychologie clinique

CARING FOR CHILDREN AND YOUTH WITH CHRONIC MENTAL HEALTH PROBLEMS

Graham J. Reid, The University Of Western Ontario

Many children and youth have psychological disorders that are likely to be persistent (e.g., attention deficit-hyperactivity) or reoccur (e.g., depression). We know a considerable amount about the prevalence and need for mental health services across the life-span, and evidence-based treatments exist for all major disorders. However, much less is known about how to best care for children and youth who have severe and persistent mental health problems. This symposium will first present data on patterns of service use across 5 years for all children and youth 4-to-11 years old at the time of their first visit to multiple agencies providing specialized mental health services. Next, the 2-year trajectories of symptoms and impairment for children and youth who received specialized tertiary mental health care are presented. Finally, the demographic and clinical characteristics of a large sample of children and youth who received psychiatric inpatient care are presented. No evidence-based approach for the treatment of children with chronic mental health problems exists. This symposium presents data that can help inform the development of new treatment models for children with recurrent or chronic mental health problems.

A

DROP-OUT AND NEED FOR TREATMENT AMONG CHILDREN USING CHILDREN'S MENTAL HEALTH AGENCIES OVER MULTIPLE YEARS

Graham J. Reid, The University Of Western Ontario; Shannon L. Stewart, Child and Parent Resource Institute; Melanie Barwick, The Hospital for Sick Children; Charles E. Cunningham, McMaster Children's Hospital; Jeff Carter, Madame Vanier Children's Services; Barrie Evans, Thames Valley District School Board; Alan Leschied, The University of Western Ontario; Richard W.J. Neufeld, The University of Western Ontario; Jeff St. Pierre, Child and Parent Resource Institute; Juliana I. Tobon, The University of Western Ontario; Evelyn R. Vingilis, The University of Western Ontario; Gregory S. Zaric, The University of Western Ontario

Many psychological disorders are long lasting (e.g., ADHD) or reoccur (e.g., depression). However, virtually nothing is known about the mental health service utilization for children over multiple years. Analyses of 5 years of data from 6,291 children (age 4-11 at first visit) seen at 5 children's mental health agencies in Ontario revealed 5 patterns of service use. Chart reviews on a random sample of 60 patients from each agency (N=300) were conducted. After each episode of care, each patient's status (e.g., completed treatment, dropped out) was rated; need for treatment, based on the Child and Adolescent Needs and Strengths scale, was rated at end of involvement with the agency. Half of all children were seen for an average of only 6 months and 50% dropped out or refused treatment. The overall percentage of children rated as having completed treatment was only 53%. In the group of children (6% of sample) with the longest duration of involvement (M = 4.3 yrs), 100% completed treatment during their first episode of care and at the end of 5 years were the only group to have no children who had dropped out but still needed treatment (chi-square = 10, p <.05). These data suggest that successful engagement during a child's initial involvement with an agency is important and may lead to a lower likelihood of dropout amongst children needing care multiple times in their lives.

B

CHARACTERISTICS OF CHRONIC INPATIENT USE AMONG YOUTH OCCUPYING ADULT INPATIENT MENTAL HEALTH BEDS

Shannon L Stewart, Child and Parent Resource Institute; John Hirdes, University of Waterloo; Chris Perlman, Homewood Health Centre; Laura Theall-Honey, Child and Parent Resource Institute

Demographics of youth presenting to psychiatric inpatient care show that these youth are already heavy consumers of mental health services. Many are already receiving counselling and/or psychotropic medication with the majority (up to 65%) having prior psychiatric hospitalization. This study explored characteristics of extreme users of psychiatric inpatient services to better understand factors predicting this pattern of service utilization. Participants were 759 youth, 669 (62.5%) of whom were first time service users (FTU) and 90 (8.0%) extreme users (ESU; four or more psychiatric admissions). ESU were compared to FSU utilizing RAI-MH data on demographics, mental/physical health symptoms, trauma, interpersonal conflict, substance use, behaviours, service utilization, residential stability, and social, vocational, cognitive and physical functioning. The instrument was completed by trained clinical hospital staff using all sources of information available within the first three days of admission. Results indicated that ESU, compared to FSU, youth were: 1) 6 times more likely to be living in a group home; 2) 5 times more likely to have an intellectual deficit; 3) more involved in criminal activities and 4) more likely to engage in self-harm or harm toward others. Clinical and policy implications regarding chronic users of our mental health system are discussed.

C

DEVELOPMENTAL TRAJECTORY MODELS IN CHILDREN AND YOUTH REQUIRING TERTIARY MENTAL HEALTH CARE

Jeff St. Pierre, Child and Parent Resource Institute; Alan Leschied, The University of Western Ontario; Shannon L Stewart, Child and Parent Resource Institute

Some childhood problems have life-long consequences for children, their families and society. Medium to high stability into adulthood has been shown for a broad range of psychopathology. Children (N=170) with early onset, severe comorbid behaviour/mood symptomatology, along with multiple serious risk factors, were identified at entry into intensive inpatient psychiatric 'tertiary' care. Pre-admission, admission, post-discharge (6 months) and follow-up (2 years) data were collected utilizing standardized measures of parent and teacher report, clinician ratings, and service delivery statistics. Significant symptom reduction and skill gains were reported across observers; however ongoing multi-agency service usage was the norm. Scatter in outcome patterns was explained by latent class modeling as two distinct trajectories: Two thirds of subjects had in common large symptom and functioning gains while the other children had the highest level of referral symptoms across observers, higher parental distress, higher preadmission clinician risk ratings, lack of symptom improvement, and greater use of psychotropic medications; these children did not appear to benefit significantly from either inpatient or outpatient treatment efforts over time. Attempts to create developmental psychopathology trajectories and measure response to treatment in tertiary child care will be discussed.

2011-06-02 – 4:00 PM to 5:55 PM – 16 h 00 à 17 h 55 – CONFERENCE ROOM G - MEZZANINE LEVEL

Workshop/Atelier
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

COUPLES THERAPY FOR MULTICULTURAL CLIENTELE

Pavna Sodhi, Abundant Living Counselling Group; Shauna Rae Saroufim, Writer, Self-Employed

Counselling multicultural couples has become more prevalent in current years. While couples believe they share the same cultural experiences and family values, relationships often become strained as a result of different socialization practices and familial communication styles. Clinicians need to be cognizant of such unique components as: overcoming client barriers to seeking counselling, building culturally sensitive rapport and gaining a full understanding of the clients' worldviews and family of origin concerns. This focus is essential in order to structure sessions accordingly and ultimately necessary for guiding and reframing these couples towards developing mutually respectful marital connections. This workshop will provide culturally appropriate interventions including, but not limited to: ameliorating communication blocks, establishing consistent boundaries with extended family, setting realistic expectations and learning the value of compromise. Participants will also leave the workshop with an identified framework and resources relevant to the needs of this particular population.

2011-06-02 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – PEEL ROOM - MEZZANINE LEVEL

Committee Business Meeting/Réunion d'affaires

INTERNATIONAL RELATIONS COMMITTEE BUSINESS MEETING

Janel Gauthier, École de psychologie, Université Laval

2011-06-02 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – ESSEX BALLROOM - MEZZANINE LEVEL

Symposium/Symposium
Clinical Psychology/
Psychologie clinique

PEER SUPPORT AND MENTAL HEALTH SERVICES FOR OPERATIONAL STRESS INJURIES

Juan C. Cargnello, Veterans Affairs Canada/National Center for Operational Stress Injuries

There is growing evidence indicating that peer support is beneficial for those with mental health problems and can play an important role in their recovery. Peer support is based on the concept that individuals who have overcome adversity can offer encouragement, hope, and guidance to others in similar situations. In recent years, peer support has become increasingly integrated in the expanding continuum of mental health services however little is known incorporating peer support in treatment care. This symposium will present on the collaborative relationship that exists between peer support staff and clinicians working in specialized treatment centers for operational stress injuries in CF members, Veterans, and their families. Two peer support staff and two clinicians, a psychologist and psychiatrist, from a Residential Treatment Clinic and outpatient Operational Stress Injury Clinic of Veterans Affairs Canada will make presentations. Their discussions will primarily focus on the process and benefits of integrating peer staff in clinical teams. The success and difficulties of peer support staff working with clinicians will also be presented. Finally, practical guidelines to help other mental health organizations and practitioners in promoting peer support and integrating peer support staff, including potential benefits and challenges will be outlined.

A

PEER SUPPORT IN A RESIDENTIAL TREATMENT CENTRE: PART 1- A PEER SUPPORT WORKER'S PERSPECTIVE

Sylvain Verville, National Centre for Operational Stress Injuries

A peer support worker employed at a VAC Residential Treatment Clinic for Operational Stress Injuries will make a presentation on his role and responsibilities as part of the clinical treatment team. He will address his key activities which include client service, working within a interdisciplinary team, acting as community liaison, and other administrative type duties. As the team member responsible for client peer support, he will describe the individual and group support meetings that he facilitates. He will also discuss how he participates in regular team activities and his contribution to clinical team meetings. Most importantly, he will address how he collaborates and contributes to the clinical team by providing a consumer perspective to clinical issues.

B

PEER SUPPORT IN A RESIDENTIAL TREATMENT CENTRE: PART 2- A CLINICIAN'S PERSPECTIVE

Jean-Bernard Dupuy, Veterans Affairs Canada/National Center for Operational Stress Injuries

A clinical psychologist who supervises and works closely with the peer support staff member of the Residential Treatment team will present an overview of the process of incorporating the peer component into the treatment unit. He will discuss the overall preparation required when a peer support worker is introduced into the treatment team. Included in his presentation are the issues of confidentiality, limits and boundaries, coaching and supervision, professional development and training, policies and procedures, and the overall adjustment and accommodation of the organization with the introduction of peer support staff.

C

PEER SUPPORT AT A VAC OPERATION STRESS INJURY CLINIC: A PEER SUPPORT COORDINATOR'S PERSPECTIVE

Michael Newcombe, Parkwood Hospital, OSI Clinic

A peer support coordinator of the OSISS Program, a joint Department of National Defense (DND)-VAC initiative that provides peer support to CF members, Veterans, and their families, will present on his experiences offering peer support in a VAC outpatient clinic for operational stress injuries. A seasoned peer support coordinator, he will describe his daily tasks in providing support and assistance to peers, both inside and outside of the clinic. He will share his insights and overview of the collaboration between clinicians and peer support staff which can produce a positive result in client well-being.

D

COMBINING PEER SUPPORT AND CLINICAL TREATMENT: A PSYCHIATRIST'S PERSPECTIVE

Don Richardson, Operational Stress Injuries Clinic, London Clinic

A psychiatrist with nearly ten years of experience working and collaborating with peer support staff will present on the benefits of combining peer support in clinical treatment. Using case examples, this presentation will describe how peer support staff are instrumental in getting individuals into treatment earlier, help them maintain compliance with treatment, and jointly provide support to clients and their families throughout their treatment and recovery. He will also review similar peer initiatives that are been implemented in other countries and agencies.

2011-06-02 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – CITY HALL ROOM - SECOND FLOOR

Symposium/Symposium
Clinical Psychology/
Psychologie clinique

THE CLINICAL APPLICABILITY OF OPENNESS TO EXPERIENCE TO THE PHENOMENOLOGY AND COURSE OF AXIS I AND II DISORDERS

Lena C. Quilty, Centre for Addiction and Mental Health

The limitations of the categorical personality disorders codified in the Diagnostic and Statistical Manual of Mental Disorders, Fourth Edition (DSM-IV) are well-established and documented. Current debate has therefore turned to how optimally to incorporate dimensional personality traits within the upcoming revision of the psychiatric nosology. Traits of personality models developed within normative or healthy populations share numerous similarities with those derived from pathological personality features; the nature and clinical applicability of Openness to Experience, however, is far from resolved. The relevance of Openness to Experience to the manner in which Axis I disorders are expressed and treated, as well as to related features such as schizotypy and peculiarity, remains a hotly debated topic. This symposium presents evidence regarding the clinical applicability of Openness to Experience to the manifestation and course of Axis I and II pathology, from developmental, neuropsychological, clinical, and personality perspectives. The association between Openness and schizotypy is explored. Results contribute to a growing body of evidence supporting the relevance of Openness to clinical practice; however, lower-order indicators of this trait domain are required to fully elaborate these personality-psychopathology associations.

A

ODDITY, PECULIARITY, SCHIZOTYPY AND OPENNESS

Michael Chmielewski, Iowa University; David Watson, University of Notre Dame

In the past decade, there has been an explosion of research examining the links between personality and psychopathology. In fact, the association between these constructs is so strong that structural schemes incorporating both normal personality and psychopathology into a single unified model have gained considerable support. At the same time there is widespread dissatisfaction with the current categorical system of personality disorders (PDs) and increasing agreement that it should be replaced with a dimensional model. One leading contender is a dimensional model of maladaptive personality traits that roughly corresponds to the Big Five. This model, however, contains only four dimensions, as research has not found consistent ties between Openness and psychopathology. Moreover, some researchers have suggested that the model is incomplete as it fails to include characteristics related to the Cluster A PDs. I present structural data from a variety of samples that suggest the existence of a 6th factor of personality. This factor, which has been referred to as Oddity/Peculiarity, is distinct from Openness and the other Big Five dimensions. This Oddity/Peculiarity factor is very similar to the higher order personality trait of Schizotypy recently proposed by the DSM-V Personality Disorders Workgroup.

B

THE LINK BETWEEN OPENNESS TO EXPERIENCE AND PSYCHOPATHOLOGY IN CHILDREN

Kathrin Herzhoff, University of Toronto; Jennifer Tackett, University of Toronto

Research on the association between Openness and psychopathology in childhood is controversial in terms of whether and in what direction Openness predicts psychopathology. In the current study, we examined relations among a higher-order Openness factor and its lower-order facets with psychopathology in a sample of 346 children (175 girls) mainly aged 9-10 (M=9.97 years, SD=0.83 years). Parents completed questionnaires about their children's personality (the Inventory of Child Individual Differences; Halverson et al., 2003), temperament (the Temperament in Middle Childhood Questionnaire; Simonds & Rothbart, 2004), and psychopathology (the Child Behaviour Checklist; Achenbach & Rescorla, 2001). Factor analyses revealed an Openness factor made up of the facets Intellect, Imagination, and Perceptual Sensitivity. The higher-order Openness factor and the lower-order facet Perceptual Sensitivity were not significantly associated with psychopathology. Higher levels of Intellect were associated with lower externalizing, internalizing, and total problems. Higher levels of Imagination were associated with higher total problems. Results are discussed in terms of the importance of utilizing items from both child personality and temperament measures to uncover specific facet-level associations between Openness and psychopathology.

C

OPENNESS TO EXPERIENCE AND CLINICAL OUTCOMES IN MAJOR DEPRESSION

Lena Quilty, Centre for Addiction and Mental Health; Andrew Ryder, Concordia University; Michael Bagby, Centre for Addiction and Mental Health; University of Toronto

Background: Despite the predominance of the Five Factor Model of personality, and the robust recovery of traits relevant to "Openness" and "Intellect" across numerous models of personality, Openness to Experience has been excluded from the personality traits proposed for inclusion in the DSM-5. Schizotypy, a distinct trait consisting of odd or unusual cognitions or behaviours, associated with schizotypal personality disorder, is included among the six pathological traits under consideration. Objectives: To investigate the association of Openness to Experience and schizotypal personality symptoms with treatment outcome in outpatients with major depressive disorder in two independent samples. Methods: In two treatment trials (Trial 1 N=117, Trial 2 N=649), outpatients with major depressive disorder completed self-report measures of personality prior to treatment. Results: Openness to Experience robustly predicted treatment response in both trials; schizotypal personality, however, demonstrated no such predictive capacity. Further, Openness demonstrated evidence consistent with a nonlinear effect, supporting the contention that both poles of this trait may have pathological implications. Conclusions: The current investigation supports the relevance of Openness to Experience to patient prognosis in depression; schizotypal features appear to have less relevance in this population.

D

OPENNESS, SCHIZOTYPY AND THE WILLINGNESS TO FORM STRONG BELIEFS

Mahesh Menon, Centre for Addiction and Mental Health; John Zawadzki, Centre for Addiction and Mental Health; Lena Quilty, Centre for Addiction and Mental Health; Heather Boon, Centre for Addiction and Mental Health; Albert Wong, Centre for Addiction and Mental Health

Schizotypy is a dimensional construct, which at one extreme is related to psychosis in general, and schizophrenia in particular. Two dimensions of schizotypy - odd beliefs and perceptual abnormalities - are thought to be analogous to the positive symptoms of delusions and hallucinations in schizophrenia. Delusions may be conceptualized as strong beliefs held in the absence of strong confirmatory evidence, or despite the presence of disconfirmatory evidence. However, a number of such beliefs are held by a majority of the population, and may serve a variety of positive, quality of life enhancing functions. In the current study we examine the factors associated with the formation of strong beliefs by comparing groups holding two commonly held strong beliefs (strong religious beliefs, and beliefs in 'energy healing' and other forms of 'energy based' alternative medicine), to a control group who identified with neither. We examine whether these individuals would show higher scores on measures on schizotypy or subclinical delusional ideation, or cognitive biases thought to be associated with delusional ideation. We hypothesize that certain cognitive biases, such as the probabilistic reasoning bias, will be associated with the willingness to form strong beliefs, whereas other personality variables, such as openness, will differentiate the nature of the beliefs formed.

2011-06-02 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – HURON ROOM - SECOND FLOOR

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

WHAT'S IN A NAME?: CONCEPTUAL ANALYSIS AS A METHODOLOGICAL IMPERATIVE IN PSYCHOLOGICAL SCIENCE

Kathleen Slaney, Simon Fraser University

Although psychologists have long analyzed the concepts of their field of study, and have debated their use or appealed for a particular usage over another, conceptual analysis as an explicit tool of science has received very little attention in mainstream scientific psychology. The proposed symposium aims to provide a venue for explicating the general features of conceptual analysis, illuminating its place in psychological science, and presenting concrete instances of conceptual analysis as applied to a number of distinct domains of psychological study. The first paper will give an overview of the purposes, aims of conceptual and importance of its role in psychological science, and provide examples from psychometric theory. The second paper examines the veracity of inferences about infants' psychological states, processes, skills, etc. made on the basis of the habituation-dishabituation paradigm employed in much developmental theory of mind research. The final paper contrasts conventional, internalistic, reductionist conceptions of self-regulation with an alternative view, according to which self-regulation may be better understood in terms of the concept of arousal regulation. It is hoped that the range of topics represented in the three papers serve to illustrate the epistemological value of conceptual analysis as an essential tool of psychological science.

A

SOME COMMON CONCEPTUAL QUAGMIRES FROM PSYCHOMETRIC THEORY AND PRACTICE

Kathleen Slaney, Simon Fraser University

Psychometric theory has produced a veritable sea of concepts and techniques, many of which have become part of the psychological researcher's common parlance: e.g., 'validity,' 'reliability,' 'latent,' 'manifest,' 'trait,' 'variable,' 'dimensional,' to name but a few. However, despite their technical flavour, many of these concepts also have a more ordinary usage and/or origin, this resulting in multifarious senses of these concepts playing out in both theoretical and applied psychometric discourse. Yet, frequently the different senses of such concepts are not properly distinguished and are often conflated, frequently leading to misinterpretations and/or misunderstandings about the phenomena under study. However, clarifications about the meanings of these (and all other) concepts cannot come from simply doing more empirical work, but must be faced head on at the conceptual level of analysis. This paper will, first, provide a general description of conceptual analysis, its purpose and aims, and the importance of its role in psychological science. Then, a number of examples will be given of well-known psychometric concepts whose senses are often misunderstood, conflated, or otherwise confused in the theoretical and applied psychometric literatures. The overall aim will be to demonstrate the importance and utility of conceptual analysis for psychological and related sciences.

B

WHAT DOES INFANT HABITUATION TELL US THAT RULES OF LANGUAGE USE DO NOT?

Michael Tissaw, State University of New York at Potsdam

In many experiments on young human infants employing the habituation-dishabituation paradigm, reactive, overt behavior is thought to provide criteria for inferences of psychological states, processes, skills, and so on. But, routine as they are in our everyday interactions with nonhuman animals, human infants and older, linguistically competent persons, such inferences are philosophically problematic in the contexts of developmental science. For only competent language-users can provide criteria for confirmation of inferential accuracy. Why, then, are such inferences so widely accepted by developmentalists? This paper considers a variety of answers to this general question, including 1) a strong desire to bridge the epistemological divide between language-users and young infants, 2) mistaking behaviors that do not require teaching practices and learning of a rule-based symbol system (language) for behaviors that must do and 3) neglecting the distinction between 'knowing how' and 'knowing that.'

C

THE DEVELOPMENT OF SELF REGULATION

Stuart Shanker, York University

Over the past decade there has been an explosion of interest of self-regulation in regards to a broad range of problems, ranging from educational outcomes to a variety of psychological and physical disorders. What is driving these areas of research is the belief that the better we understand the complex biological/experimental interactions involved the better we can enhance a child's ability to self-regulate. But before we can investigate the experiences that promote its development we first need to get clear about the nature of self-regulation. In its simplest terms, self-regulation is defined as "regulation of the self by the self" (Baumeister & Vohs, 2006). But this definition covers just about every aspect of human thought and behaviour, and indeed, lands us on a slippery slope: i.e., with the question, how does the self do this, and what regulates the self so that it can regulate itself? In recent years we have seen a proliferation of reductionist models of self-regulation and a persistent tendency to conceptualize self-regulation in terms of inhibiting impulses: physical, behavioural and mental. In this paper I will outline an alternative view of self-regulation, in which the core concept is arousal regulation, and show why it is so misguided to treat a child who has difficulty regulating his thoughts or actions as in some way 'weak' or 'deficient.'

2011-06-02 – 4:30 PM to 5:25 PM – 16 h 30 à 17 h 25 – CONFERENCE ROOM C - MEZZANINE LEVEL

Reception/Réception
Aboriginal Psychology/ Psychologie autochtone
SECTION PROGRAM/ PROGRAMME DE LA SECTION

RECEPTION

Dana Seymour, St. Joseph's Care Group

An informal gathering for networking.

2011-06-02 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – YORK ROOM - MEZZANINE LEVEL

Reception/Réception
Students in Psychology/ Étudiants en psychologie
SECTION PROGRAM/ PROGRAMME DE LA SECTION

RECEPTION FOR STUDENT CAMPUS REPRESENTATIVES
Rana Pishva, Queen's University; Missy Teatero, Lakehead University

This reception is hosted by the Student Section Executives. It is intended for Campus Representative only as well as student section executives. It intends to thank the efforts of the Student Campus representatives and provides an opportunity for campus representatives to network and discuss plans for the following year. Note that despite the selection of language, both French and English speaking Representatives are welcome.

2011-06-02 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – WENTWORTH ROOM - MEZZANINE LEVEL

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 for the Psychologists in Education section!

2011-06-02 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – KENORA ROOM - SECOND FLOOR

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

PSYCHOPHARMACOLOGY/PSYCHOPHARMACOLOGIE
David Nussbaum, Ontario Shores Centre for Mental Health Sciences; Brian Bigelow, Laurentian University; Amirali Sepehry, Department of Psychology, University of British Columbia

The Agenda for the Annual Section Business Meeting is as follows: 1. Dr. David Nussbaum: Welcome 2. Dr. Brian Bigelow: Membership and Financial Update 3. Amir Sepehry, Ph.D.(Cand.): Newsletter Update 4. Dr. David Nussbaum: Last Year's Objective: RxP Task Force 5. Discussion: This Year's Objectives

2011-06-02 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – KENT ROOM - SECOND FLOOR

Reception/Réception
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle
SECTION PROGRAM/ PROGRAMME DE LA SECTION

RECEPTION
Todd Morrison, University of Saskatchewan

2011-06-02 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – CIVIC BALLROOM - SECOND FLOOR

Professional Award/ Prix professionnel

THE CONCEPTUAL AND EMPIRICAL EVOLUTION OF PAIN CATASTROPHIZING
Michael Sullivan, McGill University

Pain catastrophizing has emerged as one of the most powerful and robust psychological predictors of problematic health and mental health outcomes associated with pain. Pain catastrophizing has been broadly defined as an exaggerated negative orientation toward actual or anticipated pain comprising elements of rumination, magnification and helplessness. To date, over 1000 studies have documented a relation between pain catastrophizing and adverse pain outcomes. This presentation will briefly describe the conceptual models that have been advanced to account for the deleterious influence of pain catastrophizing on health and mental health outcomes. The presentation will also address the clinical implications of research linking pain catastrophizing to adverse pain outcomes.

2011-06-02 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – CONFERENCE ROOM B - MEZZANINE LEVEL

Reception/Réception
Clinical Neuropsychology/ Neuropsychologie clinique
SECTION PROGRAM/ PROGRAMME DE LA SECTION

CLINICAL NEUROPSYCHOLOGY RECEPTION
R. Longman, Calgary Health Region

Reception for members of the clinical neuropsychology section

2011-06-02 – 6:00 PM to 7:55 PM – 18 h 00 à 19 h 55 – OSGOODE BALLROOM - LOWER CONCOURSE

Plenary Session/ Session plénière

PRESIDENTIAL RECEPTION & CPA SILENT AUCTION/RÉCEPTION PRÉSIDENTIELLE ET ENCHÈRES SILENCIEUSES POUR LA FONDATION DE LA SCP

2011-06-03 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – KENORA ROOM - SECOND FLOOR

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

PERCEPTION, LEARNING AND COGNITION/PERCEPTION, APPRENTISSAGE ET COGNITION

Alisa McArthur, Saint Mary's University College

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

BRAIN AND BEHAVIOUR/CERVEAU ET COMPORTEMENT

Robert St John, Department Psychology, Royal Military College of Canada

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. Seventeen abstracts were submitted to the section for review for the 2011 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 has concluded a vote of its members on the issue of merging with the cognition section within CPA. Although the return numbers were fairly small, the section unanimously chose to merge. This will be recommended by the Brain & Behaviour executive to the CPA board.

2011-06-03 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – HURON ROOM - SECOND FLOOR

Oral Paper Session/ Séance de présentation orale
History and Philosophy of Psychology/Histoire et philosophie de la psychologie

BIOGRAPHICAL

A

DR. JACK GRIFFIN, PIONEER IN THE CANADIAN MENTAL HEALTH ASSOCIATION, 1906-2001

John B. Connors, Canadian University College

John Douglas Morecroft Griffin, or Jack as he liked to be called, was a pioneer in helping establish proper mental health treatment for Canadians starting in the 1930s. When he graduated with an M.D. from the University of Toronto in 1932, there was no residency training in psychiatry available. He then went on to get an M.A. in Psychology from the U of T under the direction of Ed Bott, William Blatz, Bill Line, and Sperrin Chant. He obtained a Rockefeller traveling scholarship and was able to visit psychiatric hospitals in the U.S, England, Switzerland, and several other European countries. In 1936 he went to work with the National Committee for Mental Hygiene in Toronto. He helped establish the Canadian Mental Health Association in 1951 and was president of the Canadian Psychiatric Association in 1967-68. Griffin work hard to help psychiatrists communicate with each other and with psychologists. He founded a newsletter and had a CBC Radio show called In Search of Ourselves. When he retired he helped establish the archives for the History of Canadian Psychiatry and Mental Health. In 1996 Griffin was given the Order of Canada.

B

THE FIRST CANADIAN PRESIDENT OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION

Daniel Lahham, York University; Christopher D. Green, York University

If asked who the first Canadian president of the APA was, many would be tempted to answer D. O. Hebb. In actuality, however, the first Canadian president of the APA, John Wallace Baird, took office more than 40 years before Hebb. Baird was born in southwestern Ontario in 1869 and earned a BA at U. Toronto under August Kirschmann in 1897. He then studied briefly with Wilhelm Wundt in Leipzig and with Joseph Jastrow in Wisconsin before ultimately earning a PhD under E. B. Titchener at Cornell in 1902. Baird's main area of research was visual perception. Two years after graduating, he took an assistantship at the Carnegie Foundation. He then taught at Johns Hopkins and at U. Illinois before earning a professorship at Clark in 1910. In 1913 Baird was made a co-editor of the American Journal of Psychology. Soon after, Baird co-founded the Journal of Applied Psychology, along with Ludwig Geissler and G. Stanley Hall. Hall was so impressed with Baird that he began grooming Baird to succeed him as president of Clark. Baird was elected to the presidency of the APA for 1918. That same year Baird was called to Washington DC to work on the rehabilitation of injured soldiers returning from World War I. Later in the year, however, a chronic illness forced Baird into hospital, where he spent the last two months of his APA presidency. He died in February of the following year.

2011-06-03 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – KENT ROOM - SECOND FLOOR

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

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY/PSYCHOLOGIE INDUSTRIELLE ET ORGANISATIONNELLE
Kevin Kelloway, Saint Mary's University

Section Business Meeting

2011-06-03 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR

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

CLINICAL NEUROPSYCHOLOGY/NEUROPSYCHOLOGIE CLINIQUE
R. Longman, Calgary Health Region

Section business meeting for clinical neuropsychology section.

2011-06-03 – 8:00 AM to 9:25 AM – 8 h 00 à 9 h 25 – CONFERENCE ROOM B - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

SUPERVISING OFFENDERS IN THE COMMUNITY: BRINGING EVIDENCE-BASED PRACTICES TO EVERYDAY SUPERVISION
Guy Bourgon, Public Safety Canada

As the majority of offenders are sentenced to a form of community supervision, it is crucial that policies and practices of correctional agencies are evidence-based to achieve goals of reduce re-offending and enhanced public safety. Although there is an abundance of research that directs community correctional agencies and thier staff about evidence-based practices, one of the most significant hurdles is how to translate this body of empirical knowledge into effective everyday practice. This symposium will discuss some recent efforts of communbity corrections to translate and implement evidence-based practices into community supervision at both the organizational and individual levels.

A

IMPROVING THE QUALITY OF SUPERVISION: LESSONS FROM TECHNOLOGY TRANSFER MODELS
Faye S. Taxman, George Mason University

Research has not devoted sufficient attention to the ingredients of effective adoption of evidence based practices or innovations in correctional or judicial settings. A recent survey of over 1900 correctional agencies provides new information on the importance of the background of the leadership, theoretical emphasis, internal working and management styles, perception of organizational functionality and interagency efforts on adoption and implementation of evidence based practices. A randomized controlled trial of different methods of technical assistance has also provided new evidence on the importance of addressing the underlying social climate and culture of a correctional agency in the change process. The RCT involved a test of three types of post-training activities: standard boosters, enhanced boosters built on developing internal expertise, and traditional managerial supervision. The findings confirm the importance of developing internal expertise as well as addressing the social climate and confidence in the staff in the training program. Additionally, youth supervised by caseworkers/probation officers in the enhanced model had reduced rearrests. Important lessons on the methods of organizational change are gleaned from these studies. The implications for training and technical assistance in operational justice agencies will be highlighted.

B

THE IMPORTANCE OF THE THERAPEUTIC RELATIONSHIP AND INTERVENTION TECHNIQUES IN COMMUNITY SUPERVISION
Guy Bourgon, Public Safety Canada

Across all types of therapy, it has been shown that the therapeutic relationship or working alliance in therapy is considered one of the most important contributors to change, stronger than what type of intervention is used. However, it has also been questioned whether or not this principle holds up in community supervision where the nature of the relationship and the "work" of the relationship is qualitatively different due to the coercive nature and power differential inherit in community supervision. The following presentation examine the quality of the offender-supervisor relationship or working alliance, the quality of therapeutic interventions, and their respective influence on criminal justice outcomes including recidivism. The implications of the results to the policies, practices, and staff training efforts of community correctional agencies are discussed.

C

LESSONS LEARNED ON THE IMPORTANCE OF IMPLEMENTATION IN CORRECTIONS: THE CRITICAL ROLE OF SUPERVISION AND COACHING
Paula Smith, University of Cincinnati, School of Criminal Justice; Myrinda Schweitzer, University of Cincinnati, School of Criminal Justice

The results of meta-analyses in the field of corrections have led to an understanding of "what works" in reducing offender recidivism. Nevertheless, the implementation of evidence-based practices often proves difficult for "real-world" programs. This paper discusses lessons learned on the importance of implementation in correctional settings, and demonstrates how the skills of staff can improve over time as a result of training, supervision and coaching. Implications for technology transfer and the diffusion of innovation are discussed.

2011-06-03 – 8:00 AM to 9:25 AM – 8 h 00 à 9 h 25 – CONFERENCE ROOM C - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

REDUCING RECIDIVISM AMONG VIOLENT OFFENDERS: THE EFFECTIVENESS OF TREATMENT

Franca Cortoni, Université de Montréal

This symposium will examine the effectiveness of correctional treatment in reducing recidivism among violent offenders. In addition to examining the efficacy of a cognitive-behavioural intervention for high risk violent offenders, the authors will examine the utility of psychometric tests to assess clinically significant treatment changes among these offenders.

A

THE VPP: AN EFFECTIVE TREATMENT FOR VIOLENT OFFENDERS?

Franca Cortoni, Université de Montréal; Kevin Nunes, Carleton University; Nicholas Longpré, Université de Montréal

This research is part of an on-going research program into the effectiveness of treatment in reducing recidivism among violent offenders. The Correctional Service of Canada's Violence Prevention Program (VPP) is a high intensity institutionally-based correctional program for federal male offenders deemed to be persistently violent offenders. The program is based on social learning and social information-processing theories and follows the Risk-Needs-Responsivity principles. The central premise of the VPP is that an individual's past violent behaviours have been learned through modelling, reinforcement, and/or cognitive mediation. This research compared 333 offenders who completed to the VPP program between 2000 and 2004 to 167 offenders who started but failed to complete the program, and to 466 matched untreated offenders. Early results (Cortoni, Nunes, & Latendresse, 2006) indicated that offenders who completed the VPP had significantly fewer major institutional misconduct charges and lower rates of recidivism following their release to the community. Similar results, but with more modest effects, were found when only the subgroup of Aboriginal offenders was examined. Mean follow-up time was 1 year. This paper will examine whether the efficacy of the VPP for the reduction of recidivism is maintained when the follow-up time period is increased to 6 years.

B

META-ANALYSIS OF FUNCTIONAL AND DYSFUNCTIONAL NORMS FOR MEASURES OF TREATMENT TARGETS FOR VIOLENCE OFFENDER PROGRAMS

Kelly M. Babchishin, Carleton University; Catherine Pettersen, Carleton Université; Kevin Nunes, Carleton University; Franca Cortoni, Université de Montréal

Clinical significance provides a clear and established method not only for assessing the effectiveness of offender treatment programs but also for evaluating the progress of individual participants. The concept of clinical significance was developed and has mainly been used in psychotherapy research to determine whether an individual has made meaningful improvement following treatment. Essentially clinical significance addresses this question: Did this person reach some target level of functioning over the course of treatment and was the amount of change larger than what would be expected by chance alone? This method requires functional and/or dysfunctional norms on the measures of treatment targets. Thus, its validity is contingent on the accuracy of these norms (Jacobson & Truax, 1991). The goal of the current paper is to establish accurate representative norms on measures commonly used in treatment programs for violent offenders. We will present results from a meta-analysis of norms from all available samples in the literature to provide a set of standardized thresholds and values for assessing clinically significant change.

C

DOES MEANINGFUL CHANGE OVER THE COURSE OF VIOLENT OFFENDER TREATMENT PREDICT REOFFENDING?

Kevin Nunes, Carleton University; Franca Cortoni, Université de Montréal; Kelly M. Babchishin, Carleton University; Catherine Pettersen, Carleton Université

Although research generally indicates that participation in violent offender treatment programs is associated with significant reductions in violent reoffending, change on treatment targets from pre- to post-treatment is generally a weak predictor of reoffending. One explanation for this apparent discrepancy may lie in the methods used to assess treatment change. Whereas treatment progress is usually a poor predictor of violent recidivism when change is computed as a mean difference score, the clinical significance of treatment change may provide a more sensitive test of treatment efficacy. Clinical significance analysis has been used extensively in general psychotherapy research (Ogles, Lunnen, & Bonesteel, 2001), but has received little attention in studies on violent offender treatment. The current paper will examine the extent to which clinically significant change in a violent offender treatment program predicts violent reoffending. Participants were 300 male offenders who completed the Violence Prevention Program in Canadian federal penitentiaries.

2011-06-03 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – CONFERENCE ROOM D - E - MEZZANINE LEVEL

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

INTERNATIONAL AND CROSS-CULTURAL PSYCHOLOGY/PSYCHOLOGIE INTERNATIONALE ET INTERCULTURELLE

Andrew G. Ryder, Concordia University

The executive and membership of the CPA section for International and Cross-Cultural Psychology will meet to discuss section business, report on the past year, and plan for future years. We encourage new members to attend and contribute to maintaining and improving the section, and to help promote international and cross-cultural issues to Canadian psychologists.

2011-06-03 – 8:00 AM to 9:25 AM – 8 h 00 à 9 h 25 – WINDSOR ROOM EAST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

TREATMENT PROGRAMS OF ABORIGINAL AND INUIT OFFENDERS IN THE FEDERAL CORRECTIONAL SYSTEM

Lynn Stewart, Correctional Service of Canada

This symposium will describe two unique Aboriginal specific correctional programs and present their outcomes relative to a comparison group. The first of these programs is the Tupiq program for Inuit Sex Offenders. The presentation will include details of a maintenance program designed to treat Inuit offenders who have participated in correctional programs and return to the far North on release. The second of these programs is the Aboriginal Offender Substance Abuse Program. A third presentation will provide the results of a meta-analysis that assessed outcomes of Aboriginal offenders in correctional programs relative to offenders from other ethnic backgrounds. This symposium will be a collaboration between the Correctional Service of Canada and the Arctic College.

A

EVIDENCE OF THE EFFECTIVENESS OF THE TUPIQ PROGRAM: A CULTURALLY SPECIFIC PROGRAM FOR INUIT SEX OFFENDERS AND CHALLENGES RELATED TO REINTEGRATION POST TREATMENT

Geoff Wilton, Correctional Service of Canada - Research Branch; Ellen Hamilton, Nunavut Arctic College

The Tupiq program is a culturally specific high-intensity program for moderate to high risk Inuit sex offenders in the Correctional Service of Canada. The goal of the Tupiq program is to reduce violent and sexual recidivism. The treatment sample consisted of 71 Tupiq participants, and 146 Inuit sex offenders serving a sentence during the same time period as the Tupiq group. Efficacy of the program was tested by comparing the recidivism and returns to custody of the Tupiq participants to the comparison group. Key variables related to risk and need profiles and time at risk were controlled. Results demonstrated that the Tupiq program participants were less likely to be reconvicted of any offence and less likely to be reconvicted of violent offences than the offenders in the comparison group. The rate of sexual recidivism among Tupiq participants was less than half of that of the comparison group. However, this result was not statistically significance due to low base rates of sexual recidivism in the sample as a whole. Risk profiles and survival analysis curves will be presented comparing the two groups. The presentation includes a discussion of the challenges of returning to northern communities following release and a description of the follow-up and maintenance program designed for graduates of Inuit specific correctional programs who return to the North.

B

EFFECTIVENESS OF CORRECTIONAL PROGRAMS FOR ABORIGINAL OFFENDERS: A META-ANALYTIC STUDY

Amelia Usher, Correctional Service of Canada; Geoff Wilton, Correctional Service of Canada - Research Branch; Lynn Stewart, Correctional Service of Canada

Canada's federal offender population represents a broad range of ethnic and cultural groups. Research on correctional interventions, however, often does not specify the ethnic background of participants. Some critics have suggested that the current cognitive-behavioural correctional treatment model endorsed by the Correctional Service of Canada may not be appropriate for all ethnic groups. The present study seeks to examine the effectiveness of CSC's correctional program model for offenders of diverse ethnic backgrounds, including Aboriginals. It was hypothesized that Aboriginal offenders would show treatment gains of a similar magnitude to non-Aboriginal offenders. In order to investigate this issue, data on all program outcome research conducted within CSC were analysed using meta-analytic procedures. Recidivism rates were compared and effect sizes for treatment gain were calculated for each correctional program. These results were then compared across four different ethnic groups. Results of this analysis will be discussed with regards to the appropriateness of cognitive-behavioural correctional interventions for Aboriginal offenders and the need for culturally specific programs.

C

CORRECTIONAL SERVICE OF CANADA'S (CSC'S) ABORIGINAL OFFENDER SUBSTANCE ABUSE PROGRAM (AOSAP) - AN EXAMINATION OF CULTURAL ENGAGEMENT AND POST-PROGRAM INSTITUTIONAL BEHAVIOUR OUTCOMES WITH AN ABORIGINAL MALE CORRECTIONAL POPULATION

Shanna Farrell-MacDonald, Correctional Service of Canada; Pamela Forrester, Correctional Service of Canada; Lindy Affleck, Correctional Service of Canada

Aboriginal peoples are over-represented in the federal correctional system, accounting for 18% of the offender population in comparison to 3.3% of the Canadian population (CSC, 2009; Statistics Canada, 2008). Substance abuse issues are also more prominent amongst Aboriginal federal offenders in comparison to non-Aboriginal federal offenders (94% versus 70%, respectively; Moore & Treventhan, 2002). To address the specific needs of Aboriginal peoples, CSC has developed and implemented culturally appropriate programming. The Aboriginal Offender Substance Abuse Program (AOSAP), a high intensity treatment program, was nationally implemented in 2007 to address the substance abuse needs of Aboriginal men. In 2009, a moderate intensity AOSAP program was implemented. In examining the impact of AOSAP-High, Kunic and Varis (2009) found that program participants were more likely to remain in the community than Aboriginal offenders who participated in non-culturally appropriate high-intensity substance abuse programming (78% versus 57%, respectively) or Aboriginal offenders who did not participate in an institutional substance abuse program (78% versus 46%, respectively). Current research examines the degree to which measures of cultural engagement are related to institutional behaviour treatment outcomes, such as time in segregation, disciplinary charges and random urinalysis.

2011-06-03 – 8:00 AM to 9:25 AM – 8 h 00 à 9 h 25 – WINDSOR ROOM WEST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

THE UTILITY OF CENTRAL NEUROBIOLOGICAL MODELS FOR FORENSIC PRACTICE

Robert K. Ax, Private Practice

Taking clinical psychology's lead, forensic psychology has developed by accepting phenomenological descriptions of behaviours for classification of clinical entities. Disregarding neurobiological mechanisms has resulted in fractionalization of the field and isolation of clinicians and researchers inhabiting remote silos rendered inaccessible to each other by use of different languages and local patch-quilt theoretical explanations. This symposium presents an alternative approach, initially exploring implications of a recently published eight-element psychobiological model for decision-making under risk by David Nussbaum. Data supportive of the explanatory model will be shown for relevant associated behaviours such as problem gambling tendencies in undergraduate students (Kimia Honarmand et al.), an electrophysiological marker (GSR) of stress to explain problem gambling tendencies in undergraduates (Wade Deamond & David Nussbaum) classified by the PPI-R (Lilienfeld & Widows, 2005), and how measurement of Eye-Blink Frequency (EBF) as an marker of central dopamine activity provides incremental utility to predict poor decision-making in line with the model (Dhruti Bhandari et al.) Implications for theory and assessments, interventions and objective monitoring of responses to interventions for violence, substance abuse and addictions will be discussed.

A

PSYCHOLOGICAL IMPLICATIONS OF AN EIGHT ELEMENT NEUROBIOLOGICAL DECISION-MAKING MODEL FOR FORENSIC ASSESSMENT AND INTERVENTION

David Nussbaum, Department of Psychology, UTSC and Ontario Shores Centre for Mental Health Sciences

Forensic experts are often puzzled by apparent sincere commitments to change expressed by clients, followed by relapse. More upsetting is when clients relapse after "successfully" completing optimal rehabilitation programs. This talk briefly outlines a novel eight-element neurobiological model for decision-making (DM) but focus primarily on the psychological dimensions addressed by the model. Factors biasing decisions toward immediate gratification include immediate reward attention focus, filtering of potentially contrary information, approach energization, the "rush" experience and facilitation of "reward memories". Factors biasing against immediate gratification include a powerful "stop and think" brake that slows DM, affording consideration of long-term costs to balance immediate benefits, and acute stress-proneness, and ongoing stress. The talk describes extant clinical and neuropsychological instruments to measure each component plus objective and straightforward electrophysiological measures to reflect momentary motivational focus and stress during DM task performance. The potential utility of this system to suggest specific interventions and monitor treatment responses will be discussed. Feasibility of adopting this assessment program for violence and substance abuse/addiction will be described. This talk provides the background for the empirical talks to follow.

B

SUBCLINICAL PSYCHOPATHY, DECISION-MAKING AND GSR: AN INTEGRATIVE PERSPECTIVE

Wade Deamond, Department of Psychology, Yorkville University; David Nussbaum, Department of Psychology, UTSC and Ontario Shores Centre for Mental Health Sciences

Increasingly, clinical researchers conceptualize mental disorders as continua rather than dichotomous entities, spurring empirical research examining behavioural phenomena in sub-diagnostic psychopathology. We examined decision-making (DM) soundness via the Iowa Gambling Task (IGT) and electrophysiologically in 26 university students to test Nussbaum et al.'s (2010) neurobiological model. Students were administered the PPI-R (Lilienfeld & Widows, 2005) and with the top quartile compared with the lower 75 percent of the sample on Total, Fearless-Dominance (FD) and Self-Centered Impulsivity (SCI) scales. The two subscales appeared orthogonal ($r = 0.183$; $p = 0.372$), although both correlated strongly with the PPI-R Total scale. In this sample, only the SCI was related to GSR levels ($F = 5.245$; p [Huyn-Feldt] = 0.007; partial &#951;2 = 0.18) across PPI-R groupings. Fearless-Dominance and the Total PPI-R did not relate to GSR outcomes. Major PPI-R scales were also strongly statistically associated with DM soundness, most strongly with the Total PPI-R ($F=10.012$; $p = 0.004$; partial &#951;2 = 0.294), Fearlessness-Dominance Scale (FD; $F=7.941$; $p = 0.010$; partial &#951;2 = 0.249) and secondarily the SCI scale ($F= 5.059$; $p = 0.034$; partial &#951;2 = 0.17). Ramifications for further research and practice will be discussed.

C

UNDERSTANDING DECISION-MAKING BIASES IN PSYCHOPATHY: A PSYCHOBIOLOGICAL PERSPECTIVE

Kimia Honarmand, Michael G. DeGroote School of Medicine, McMaster University; Stephanie Bass, Graduate School of Psychology, University of Toronto; Martina-Christina Kalahani-Bargis, Department of Psychology, University of Toronto Scarborough; David Nussbaum, Ontario Shores Centre for Mental Health Sciences

Psychopathy as conceptualized and measured by Hare's PCL-R-2 (Hare 2003) has been perhaps the most important construct in forensic and correctional psychology. This talk proceeds from a dimensional working perspective, consistent with the position that measurable differences in the strength of the psychopathy dimension have behavioural ramifications even at "sub-clinical levels." This study on university students presents preliminary empirical evidence demonstrating that only students classified as high on both the Psychopathy Personality Inventory-Revised (PPI-R; Lilienfeld & Widows, 2005) Self Centered Impulsivity (SCI) and Fearless Dominance (FD) scales showed impaired decision-making (DM) on the Iowa Gambling Task (IGT); high Cortisol and Low Testosterone reactivity were associated with sound DM. Further, in regression analyses, SCI, FD, pre-post changes in Testosterone and Cortisol, and pre-post changes in the Confusion and Total Mood Disturbance subscale scores of the Profile of Mood States (POMS) accounted for 26% of the variance in Block 4 performance on the IGT ($R = .514$, $R2 = .264$, $F(6, 73) = 4.014$, $p < 0.01$) and almost 18% of the variance in Block 5 scores ($R = .422$, $R2 = .178$, $F(6, 73) = 2.423$, $p < 0.05$). Implications for both psychologically and pharmacologically based interventions will be discussed.

D

WHAT DO EYE-BLINK FREQUENCY AND THE PPI-R ADD TO GSR IN PREDICTING IOWA GAMBLING TEST PERFORMANCE?

Dhruti Bhandari, Department of Psychology, University of Toronto Scarborough; Wade Deamond, Department of Psychology, Yorkville University; David Nussbaum, Department of Psychology, UTSC and Ontario Shores Centre for Mental Health Sciences

The Iowa Gambling Test (IGT) is a much researched and now commercially available measure of decision-making (DM) under conditions of uncertainty or risk. Nussbaum et al. (2010) propose that DM in conditions of risk can be accounted for by eight neurobiological components that have distinct psychological functions, as described in the first talk in this symposium. The utility of ongoing monitoring of stress responses (i.e., Cortisol) via the Galvanic Skin Response (GSR) during IGT testing and its relationship to resultant DM performance was described in a small university sample (n = 26) by Deamond & Nussbaum (2009). This talk first describes the existing literature supporting the use of eye-blink frequency (EBF) as a reflection of central dopamine activity. Next, an empirical study will relate the incremental predictive utility of adding EBF to GSR in predicting IGT performance in 60 university students. The effects of the Psychopathic Personality Inventory (PPI-R) Fearless Dominance (FD) and Self-Centered Impulsivity (SCI) and Total scores on this relationship will also be described. Implications for the construct validity of the model and applications will be discussed.

2011-06-03 – 8:00 AM to 9:25 AM – 8 h 00 à 9 h 25 – CONFERENCE ROOM F - MEZZANINE LEVEL

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

CRIMINAL JUSTICE PSYCHOLOGY/PSYCHOLOGIE ET JUSTICE PÉNALE

Mark Olver, University of Saskatchewan

2011-06-03 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – PEEL ROOM - MEZZANINE LEVEL

Committee Business Meeting/Réunion du conseil d'affaires

CANADIAN NATIONAL COMMITTEE OF THE NATIONAL RESEARCH COUNCIL FOR THE INTERNATIONAL UNION OF PSYCHOLOGICAL SCIENCE

Jennifer Veitch, NRC Institute for Research in Construction

2011-06-03 – 9:00 AM to 9:55 AM – 9 h 00 à 9 h 55 – OSGOODE BALLROOM - LOWER CONCOURSE

Plenary Session/ Sessionplénière
The Family of Psychology Keynote Address/ Conférence "La Famille de la Psychologie"

THE SCIENCE OF TRUST AND BETRAYAL

John Gottman, The Gottman Institute

We are living through a global catastrophe of trust. We are experiencing this on every front today, including decreased trust in our economic system, in government, in banks, in Wall Street, in employers, and so on. Most tragic of all is a decreased trust people are experiencing in their closest relationships, particularly in marriage and love relationships in general. This talk will review "the science of trust" in the context of couple relationships, including the physiology of trust and betrayal, and the mathematics of trust and betrayal. Recent research from John Gottman's laboratory will be reviewed that leads to a precise definition of trust. Dr. Gottman will also talk about a new empirically-based theory of trust, how to create trust in love relationships, and how it is sometimes possible to heal from betrayal.

2011-06-03 – 9:30 AM to 10:55 AM – 9 h 30 à 10 h 55 – CIVIC BALLROOM - SECOND FLOOR

Invited Speaker (CPA/Section)/ Conférencier invité (SCP/section)
NACCJPC
SECTION PROGRAM/ PROGRAMME DE LA SECTION

THE ASSESSMENT AND TREATMENT OF SEXUAL OFFENDERS

Karl R. Hanson, Public Safety Canada

Effective interventions with sexual offenders requires addressing their criminogenic needs, i.e., their life problems that increase their risk of recidivism. Although this sounds obvious, it is not clear that professionals spontaneously focus on the most important factors. Sexual offender treatment programs in Canada and the United States typically devote considerable resources to convincing offenders to disclose their full sexual offence histories, to feel remorse for their actions, and show concern for their victims. Research, however, has shown that neither denial nor victim empathy predict sexual recidivism. Furthermore, programs that focus on such non-criminogenic factors are largely ineffective in reducing recidivism. In contrast, interventions that emphasize criminogenic factors (e.g., sexual preoccupation, lifestyle impulsivity, intimacy deficits, negative attitudes toward authority) demonstrate meaningful reductions in both sexual and general recidivism. In this presentation, I will discuss how the core criminogenic needs of sexual offenders can be conceptualized and evaluated, as well as identify specific interventions that can help sexual offenders go straight.

2011-06-03 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – ESSEX BALLROOM - MEZZANINE LEVEL

Symposium/Symposium
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

INTERNATIONAL/CROSS-CULTURAL STUDENT SYMPOSIUM PART 1: SELF AND EMOTIONAL PROCESSES, SOCIAL ANXIETY AND IDENTITY DISTINCTIVENESS

Maya A. Yampolsky, Univérsité du Québec à Montréal

This symposium highlights the intraindividual constructions, emotional experiences, and perceptions involved in managing multiple cultural identities, bicultural conflict, social anxiety and individual uniqueness. Cardenas and colleagues' research on the mechanisms of multiple cultural identification show a decrease in identification with an original identity when a new identity has a higher status, is perceived to be legitimate, and when one identifies highly with this new identity. Lou and Lalonde's findings demonstrate that one's cultural value orientations are predicted by the emotions of shame and guilt produced by bicultural conflict. Zhou and colleagues unpack cultural constructions of social evaluation and anxiety for Euro- and Asian-Canadians. Their findings reveal an interaction effect between social anxiety and self-construal, where more independent self-construal was positively related to fear of negative evaluation from others, and negatively related to fear that one's anxiety may distress others. Débrosse and de la Sablonnière found that marginalized individuals with low identification to both heritage and mainstream cultures experience greater well-being when they value their own individual uniqueness. These studies provide further insight into how cultural constructs and identity negotiation shape individuals' definitions of self and their emotional processes.

A

IDENTITY INTEGRATION CHALLENGES IN KYRGYZSTAN: A SUBTRACTIVE PROCESS

Diana Cárdenas, Université de Montréal; Galina L. Gorborukova, American University of Central Asia; Nazgul Sadykova, American University of Central Asia; Catherine E. Amiot, Université de Québec à Montréal; Roxane de la Sablonnière, Université de Montréal

As a consequence of dramatic social changes, people in many countries are currently facing the challenge of integrating multiple identities in their self-concept. Even though previous studies have demonstrated that identity integration occurs within the self, the process by which it occurs has been understudied. The present study aimed at investigating the occurrence of the subtractive process of identity integration which is theorized to occur when the new social identity has a higher perceived status than the original identity, leading to a decrease in identification to the original identity (Amiot, de la Sablonnière, Terry & Smith, 2007). Since this process has never been studied, the present study tests the influence of status in subtractive identity integration. Legitimacy will also be studied in connection with status since previous research has demonstrated that legitimacy of status often influences the effect of status on identity (Ellemers, Wilke, & Knippenberg, 1993). Therefore, the present study (N=401) hypothesizes that the subtractive process should occur under one specific circumstance: When a person identifies highly to the new identity, when it has a higher status and when this status is legitimate. A hierarchical multiple regression was used to test this moderation. The results support the hypothesis concerning the subtractive pattern of identity integration.

B

BICULTURAL CONFLICT: HOW EMOTIONS CAN SHAPE CULTURAL VALUES IN CHINESE CANADIANS

Evelina Lou, York University; Richard N. Lalonde, York University

The present study ($N = 169$) examined the impact of bicultural conflict on emotional responses and the subsequent effects of social emotions on cultural value orientations among Chinese ($n = 92$) and European ($n = 77$) Canadians. Participants were randomly assigned to one of two conditions in which they imagined themselves in a hypothetical scenario where their parents expressed either approval (no conflict) or disapproval (conflict) of their decision to move out to live independently. As predicted, participants in the disapproval condition reported more shame and guilt and less pride than those in the approval condition. Although conflict did not directly influence cultural value orientations, the social emotions induced by the conflict led to value shifts for Chinese Canadians, but not for European Canadians. Findings suggest that cultural values in Chinese Canadians may be shaped not through the conflict situation itself but through internal mechanisms triggered by bicultural conflict.

C

"WHAT WOULD THEY THINK OF ME?" EXAMINING THE CULTURAL DIFFERENCES IN SELF-CONCEPTS IN RELATION TO FEAR OF NEGATIVE EVALUATION

Biru Zhou, Concordia University; Xiaolu Zhou, Hunan Normal University; Matthew Hei Suen Kwok, Hunan Normal University; Andrew G. Ryder, Concordia University

Although the experience of social anxiety could be culturally universal, the cognitive concerns associated with social anxiety may vary cross culturally. In the standard "Western" model of social anxiety, individuals are preoccupied by the fear of negative evaluations from others (FNE). In contrast, descriptions of social anxiety in the East Asian context emphasize the fear that anxiety might make other people uncomfortable. In this study, we examined the effects of self-concepts (independent vs. interdependent) on FNE and social anxiety for causing distress to others (SADOS) among Euro- vs. Asian-Canadians. Undergraduate participants ($N = 363$) completed a series of questionnaires online. ANOVA showed that the interaction between interdependent self-construal and cultural group associations were related to FNE, $F(1, 3) = 4.49$, $p < .05$. Specifically, for both Euro- and Asian-Canadians, higher levels of interdependent self-construal were associated with higher levels of FNE. This association was stronger for Euro-Canadians with high levels of interdependent self-construal. For SADOS, however, high levels of independent self-construal were associated with lower levels of SADOS in both Euro- and Asian-Canadians, $F(1, 3) = 4.40$, $p < .05$. The results illustrated that the cognitive concerns experienced by different cultural groups was dependent on the levels of self-construal.

D

WHY SHOULD WE NEED TO BELONG TO CULTURAL GROUPS? EXPLORING THE RELATION BETWEEN MARGINALIZATION, SELF-ESTEEM AND LIFE SATISFACTION

Régine Debrosse, McGill University; Roxane de la Sablonnière, Université de Montréal

Understanding reactions to immigration is crucial, especially in Canada where more than three million Canadians immigrated from another country. Most immigrants strongly identify to their heritage culture, host culture or to both; however, some of them lowly identify to both – that is, they are marginalized (Berry, 2006). Because many needs are fulfilled through group membership, research has traditionally assumed that marginalization should lead to the poorest outcomes. However, past studies have provided mixed results regarding the association of well-being and marginalization (e.g., positive: Virta, et al., 2004; negative: van Oudenhoven et al., 1998). To explain these mixed results, we suggest that some fundamental needs might be met other than through group membership. For instance, the need for a distinct identity, usually fulfilled through belonging to a distinct group (Brewer, 1990 ; Tajfel, 1978), could also be met by feeling like a unique individual (Snyder & Fromkin, 1980). Feeling detached from social groups, as marginalized immigrants feel, could be a manner to fulfil the need for a distinct identity for those who value individuality. Thus, we predicted that marginalized immigrants who value uniqueness experience higher well-being. Regressions performed on data collected among self-reported questionnaires of 129 immigrants provided support for our hypothesis.

2011-06-03 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – YORK ROOM - MEZZANINE LEVEL

Symposium/Symposium
Students in Psychology/
Étudiants en psychologie

TIPS FOR STUDENTS AND EARLY CAREER PSYCHOLOGISTS ON OBTAINING INITIAL REGISTRATION AND PROMOTING THEIR PROFESSIONAL MOBILITY

Stephen DeMers, Association of State & Provincial Psychology Boards

Students pursuing training in professional psychology often receive little information about the requirements, procedures, and the potential problems associated with obtaining licensure/registration as a psychologist. This symposium includes presentations by psychologists experienced with registration and licensure in Canada and the U.S. that will guide students towards successful preparation for professional credentialing throughout their career. The session will review the common registration requirements across provinces and states, benefits of using a credentials bank, mobility vehicles and tips to avoid commonly experienced problems that individuals often experience in gaining their initial registration.

A

OVERVIEW OF REQUIREMENTS FOR REGISTRATION AND LICENSURE ACROSS CANADA AND THE U.S.

Catherine Yarrow, Ontario College of Psychologists

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

Stephen T. DeMers, Assoc. of State & Provincial Psychology Boards

Avoiding problems with one's initial registration is greatly facilitated by taking a few easy and inexpensive steps. This paper will review the advantages of following a few simple tips, such as adhering to 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 S. Rallo, Assoc. of State & Provincial Psychology Boards

Licensure problems happen to experienced practitioners and not just those seeking an initial license. In fact, the longer the period of time since obtaining your first license, the more difficult it becomes to document some aspects of your professional preparation and training. This paper will review the common pitfalls to obtaining your second or subsequent license and the benefits resulting from banking your important licensure related credentials early in your professional career, as well as maintaining a voluntary credential or certification that can facilitate your professional mobility throughout your career.

2011-06-03 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – CITY HALL ROOM - SECOND FLOOR

Symposium/Symposium

CANADIAN PSYCHOLOGY 101: WHERE ARE WE, WHERE DO WE NEED TO GO AND HOW WILL WE KNOW WHEN WE GET THERE?

Peter Graf, Canadian Psychological Association, President; David Dozois, Canadian Psychological Association; Martin M. Antony, Canadian Psychological Association; Karen R. Cohen, Canadian Psychological Association

The leadership of CPA's Board of Directors will present their views on the roles and agenda for Canadian Psychology as concerns science, education and practice. They will provide an overview of CPA activity currently, forecast future directions, and highlight gaps and opportunities for current and upcoming members of the discipline and profession. Students and early career scientists and practitioners are especially invited to attend. Following the brief presentations, we will have an open mike session where members of the psychological community can ask questions about education, science and practice and state their views and recommendations about what organized psychology can do on their behalf.

2011-06-03 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – WENTWORTH ROOM - MEZZANINE LEVEL

Symposium/Symposium
Developmental Psychology/ Psychologie du développement

TEEN MOTHERS: DEVELOPMENTAL, RELATIONAL AND CONTEXTUAL RISKS

Jennifer Connolly, York University

Motherhood among teenage girls is a matter of public concern because of the significant disadvantage that accrues to both the young women and their children. In Canada, 4% of births are to women under the age of 20, translating into roughly 20,000 teenaged girls and their children. From developmental, clinical and public health perspectives, these girls are high-risk. This symposium adopts a developmental perspective and consider the individual and contextual risks associated with teen motherhood in Canada and internationally. The presentations employ a range of quantitative and qualitative methods, including epidemiological analyses, meta-analyses, and interviews, allowing for a rich perspective on the experiences of these young women. The first paper presents an overview of teen motherhood in Canada through an epidemiological analysis of the Maternal Experiences Survey, a nationally representative assessment of first time mothers from Statistics Canada. The second and third papers employ meta-analytic techniques to explore relationship violence and health risks among teen mothers, including those who are homeless or street-involved. The final paper explores the motherhood experiences of teenage immigrant women in Italy. The findings from the four papers will be integrated by the Moderator who will draw together unifying themes and suggest directions for future research.

A

EPIDEMIOLOGY OF TEEN MOTHERHOOD IN CANADA

Hala Tamim, York University; Ban Al-Sahab, York University; Marina Heifetz, York University; Yvonne Bohr, York University; Jennifer Connolly, York University

Objectives: The study aims to examine the epidemiology of adolescent mothers in Canada. Methods: The analysis was based on the Maternity Experience Survey which targeted women aged &#8805;15 years who had babies during 2005/06 in the Canadian provinces and territories. The main dependent variable was the mother's age at the time of delivery: either teenage (<20 years) or average-aged mothers (&#8805; 20 years & <35 years). Socio-economic, demographic and pregnancy-related factors were considered in a logistic regression analysis comparing teens to average-aged mothers. Results: The sample size was 6,188 weighted to represent 76,110 Canadian women. The proportion of teen mothers was 2.9%, and their average age was 18.1 years (SD=1.1). As compared to average-aged mothers, teen mothers were more likely to suffer low socio-economic status, be non-immigrants, have no partner, reside in the Western Prairies, have previously experienced physical or sexual abuse and preferred to have delayed their pregnancies into adulthood. Despite the above, teen mothers were more likely to attend prenatal classes. Conclusion: Prevention should aim to raise awareness among teens. Since teen mothers are very likely to attend prenatal courses, these classes should be tailored to the needs of teen mothers. More in depth qualitative studies should aim to understand their individual needs.

B

PHYSICAL AND SEXUAL DATING VIOLENCE AMONG ADOLESCENT MOTHERS: A META-ANALYSIS

Katherine Wincentak, York University

Violence perpetrated by romantic partners against pregnant and parenting adolescents is a significant public health concern (Silverman, Raj, Mucci, & Hathaway, 2001). According to prevention experts, efforts aimed at eliminating dating violence require a clear understanding of the base rate prevalence of this phenomenon, however, the existent research on the prevalence of dating violence among adolescent mothers has ranged from 10 to 80 percent. Given these divergent findings, the goals of the current meta-analysis are to determine the prevalence rates of physical and sexual dating violence victimization among adolescent mothers as well as to identify demographic (age, ethnicity, SES, education level) and methodological (measurement scale, reference period) moderators of these prevalence rates. Initial analyses indicate that 45% of adolescent mothers have experienced physical and 30% have experienced sexual aggression in their romantic relationships. A comprehensive understanding of the prevalence of physical and sexual dating aggression victimization among adolescent mothers will inform researchers, educational partners, and community agencies in their prevention efforts addressing this pressing public health issue.

C

STREET-INVOLVED TEEN MOTHERS: A META-ANALYSIS AND SYSTEMATIC REVIEW OF DATING VIOLENCE AND SEXUAL HEALTH RISKS

Lauren Joly, York University

Street-involved teen mothers face both the hardship of living on the street, and the challenge of caring for a child at a young age (Haley et al., 2004). In order to improve care and support for these young women, it is vital to have a thorough understanding of the issues they face. This project contributes to this goal by conducting a meta-analysis to determine pregnancy and motherhood rates among street-involved teen women. Further information will be uncovered through a systematic literature review to explore their health issues and violence risks. Method. A systematic search of the quantitative literature was conducted using the following social science databases: PsycINFO, ERIC, Social Sciences Abstracts, LGBT Life @ Scholar's Portal, and PubMed. Twenty articles were identified based on the inclusion/exclusion criteria of: homeless teens, pregnancy/parenting status, violence and sexual behaviour as variables. Results. The results of our preliminary effect size analyses indicate that 30% of street-involved teen females are either pregnant or parenting. Results of the systematic review reveal that, compared with non-pregnant or parenting street-involved youth, street-involved teen moms are more likely to have experienced physical, sexual and verbal abuse, more sexual partners, and poorer sexual health. The applied implications of these findings will be discussed.

D

EARLY MOTHERING AMONG ITALIAN IMMIGRANT ADOLESCENTS: A MIXED-METHODS STUDY

Emma Baumgartner, Sapienza University of Rome; Yvonne Bohr, York University; Gina Riccio, Sapienza University of Rome; Deborah Kanter, York University; Jennifer Summers, York University; Bramilee Dhayanandhan, York University

Italy, an industrialized Western European country, provides an adolescent experience that is culturally similar to Canada's (Arnett, 2002), yet its adolescent birth rate is much lower while abortion rates are high (UNICEF, 2001). However, the landscape of teen pregnancy is changing in Italy, given the increase in the numbers of adolescent mothers among immigrants (Morrone et al., 2003). Nevertheless, there is a dearth of information relating specifically to teen mothers (Marconi, Baumgartner, Devescovi & Riccio, 2009). In this study we attempt to understand early mothering within a model of "developmental asynchrony" that situates the young mother on the competing developmental paths of adolescence and parenting. Participants were 26 women (9 Italian-born; 17 immigrant), with a mean age of 18.5, and their children. Mothers were administered: a semi-structured interview (Bohr et al., 2007), the Parenting Stress Index (Abidin, 1995), the CBCL (Achenbach & Rescorla, 2000), and the PCIA-MAP (Bohr et al. 2007. Results show an association among mother's age, parental stress, difficulties in negotiating dual identities, and children's internalizing. A sequential analysis of mother-child interactions suggests a prevalence of dysfunctional behaviors, for example role confusion and avoidance. Differences between the Italian and a Canadian sample are discussed.

2011-06-03 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – KENORA ROOM - SECOND FLOOR

Symposium/Symposium
Teaching of Psychology/ Enseignement de la psychologie

CLINICAL SUPERVISION TRAINING IN CANADA: A SYSTEMATIC REVIEW AND CASE EXAMPLE

Julie Gosselin, University of Ottawa

There is increasing attention being paid to training in clinical supervision, but limited resources available. Since 2002, the Canadian Psychological Association (CPA) requires that accredited professional psychology programs offer graduate training in supervision. How this training standard is currently met varies widely, with most programs requiring some coursework related to clinical supervision, and a large minority offering or requiring clinical training through practicum experience. This symposium will first highlight the type of professional and training issues that should be considered in the context of graduate student training, by presenting the results of a systematic review of the research on supervisor development models. Next, a two-part supervision training program will be described: 1) the design and implementation of a didactic training module for graduate clinical students, and 2) the description and discussion of 'supervision-of-supervision' training (SOS) during the internship year. Participants will leave the session with an appreciation of the research base on supervisor development; an understanding of professional and training issues relevant to clinical supervision training within professional psychology programs; and an awareness of how to create strategies to foster the development of clinical supervision competencies in clinical supervisees.

A

CREATING AND IMPLEMENTING A DIDACTIC MODULE ON CLINICAL SUPERVISION

Julie Gosselin, University of Ottawa

The Doctoral Programme in Clinical Psychology at the School of Psychology, University of Ottawa recently added a mandatory requirement for advanced clinical students to participate in a two-day training workshop on the topic of clinical supervision. Clinical students receive didactic training on the core competencies and responsibilities of a clinical supervisor, the development of a clinical supervisor identity, as well as clinical supervision models. Group discussions, individual exercises, video review, and role plays are used to help students move from a supervisee to a supervisor perspective. At the end of the workshop, students are expected to understand their role and professional/ethical responsibilities as clinical supervisors, to understand the process of training to become a competent clinical supervisor, to be able to use a developmental model of supervision, and to have been informed about various issues related to the role of clinical supervisor. The didactic training module is based on a systematic review of current literature on clinical supervision training, and serves as a basis from which students will be able to draw from when they begin to supervise practicum students during their internship. Issues related to the implementation of the didactic module and feedback from past students will also be presented.

B

THE 'SOS EXPERIENCE' AS A TOOL IN CLINICAL SUPERVISION TRAINING

Cary Kogan, University of Ottawa

The Internship Programme at the Centre for Psychological Services, University of Ottawa includes a mandatory requirement for all interns to supervise two practicum students in order to gain supervision training and experience. Interns begin to provide supervision in the latter half of their first year and work under the supervision of supervisors with whom they have previously worked. Additionally, interns attend a bi-weekly supervision of supervision or "SOS" group led by the Interns' Coordinator. Objectives for the latter group are: (1) to review key aspects of the developmental model taught through the didactic module, (2) to discuss specific issues related to services provided by the trainee to clients, supervisor in training-trainee supervision interactions, and supervisor-supervisor in training interactions in order to process how these issues were addressed using the developmental model as a context, and (3) to provide interns with an opportunity to exchange with peers in a non-evaluative context their experiences of developing skills and competency in supervision. The rationale for the "SOS"group as well as the ethical and dual role challenges that arise will be discussed.

C

TO WHAT EXTENT IS THEORY USED IN PROFESSIONAL PSYCHOLOGY SUPERVISOR DEVELOPMENT RESEARCH?

Keegan K. Barker, University of Ottawa; John Hunsley, University of Ottawa

Background: Graduate training in professional psychology emphasizes a competency-based approach. Such an approach for clinical supervision training requires knowledge of the most effective methods to educate future supervisors. This knowledge must come from a sound literature base of quality, theory-based research. Purpose: A systematic review to answer the question: To what extent is theory used in professional psychology supervisor development research? Methods: PsycInfo, Medline, CINAHL and ERIC were searched between 1994-2009 and 3,248 abstracts were reviewed. 28 articles met the criteria of: being empirical, focused on supervisor development and participants having graduate training in counseling or professional psychology. Articles were reviewed by two independent raters. Results: The majority of the articles did not incorporate any supervisor development theory in the introduction or methods. Of those that applied or tested theory, the most often used model was Watkins's Supervisor Complexity Model. This research tended to assess the impact of supervisory experience and training via retrospective self-report. Conclusions: For competency-based training for supervision to be developed, the evidence base needs to be improved. One such improvement would be through explicit application and testing of models of supervisory development.

2011-06-03 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – HURON ROOM - SECOND FLOOR

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

HISTORY AND PHILOSOPHY OF RADICAL PSYCHOLOGY: TRADITIONS AND COUNTER-TRADITIONS

Thomas Teo, York University

Most disciplines in the human sciences have radical traditions and psychology is no exception. However, recent historical developments have made radical theories and practices more marginal. Traditional academic and professional psychologies do not consider political, economic, and social changes relevant when conceptualizing and working with distressed human subjectivity. In this symposium we discuss the meaning of radical psychology by drawing on a wide range of historical, theoretical and practical approaches as well as their critiques. The term radical involves having an understanding of human subjectivity as being embedded in society, history, and culture, while at the same time human practices take place in these contexts. A positive assessment of human subjectivity is embedded within a critique of established assumptions about human mental life and the status quo enforcing nature of many theories and practices in traditional psychology. The need for a radical critique in combination with alternative views of human psychology is discussed.

A

CAN (CRITICAL) PSYCHOLOGY BE A RADICAL DISCIPLINE?

Thomas Teo, York University

In order to answer the question a definition of radical is provided that includes challenging established assumptions and practices. After discussing three classical philosophical programs that have laid foundations for a radical critique of human knowledge, from Kant's critiques of human reasoning, Marx's critique of ideology as well as his critique of political economy, to Nietzsche's critical studies that disclosed any self-misunderstandings, a case is made for a view of human nature and human mental life that centers on the societal nature of humans. It is suggested that traditional psychology is a counter-tradition to radical movements, and that critical approaches intend to overcome the limitations of current epistemology and practice in psychology. The classical promises of critical-psychological approaches are assessed, including the goal of transforming psychology into an emancipatory, radical, social-justice seeking, or status-quo-resisting approach that understands psychological processes as taking place in specific political-economic or cultural-historical contexts. The question is answered whether (critical) psychology still can be a radical discipline under changed and new historical circumstances in the West.

B

WAS SKINNER'S UTOPIANISM SOCIALIST? A POLITICAL-ECONOMIC ANALYSIS OF OPERANT-BEHAVIOURIST CLAIMS TO SOCIAL JUSTICE

Richard Walsh-Bowers, Wilfrid Laurier University

Operant behaviourism has a long tradition of social applications. Its practitioners assert that behaviour modification has led to more humane treatment of institutionalized individuals, although many concede that behaviour modification's effectiveness is limited to situations in which authority-figures exercise institutional control over their "subjects." Some have criticized operant behaviourism as a psychological technology that takes paternalistic social control to an authoritarian extreme. Yet in recent decades adherents to operant behaviourism have promoted an opposite discourse. They interpret B. F. Skinner's utopian prescriptions for social engineering as a commitment to social justice and cast their school of thought and practice as a tool for progressive social change, even for effecting a socialist society. From my standpoint as a scholar-political activist and aided by Alexandra Rutherford's (2009) critical analysis of Skinner's technology of behaviour, I examine the political claims of the speculative operant-behaviourist literature on capitalism vs. an egalitarian society. I conclude that there is more to socialist transformation than first meets operant psychologists' eyes.

C

PSYCHOLOGISATION IN CRITICAL PSYCHOLOGY

Jeffery Yen, University of Toronto

Critical psychology, by name and tradition, has focused in large part on critique. As such, it has been disparaged for providing little in the way of positive practical and theoretical alternatives to so-called mainstream psychology. Approaches from more liberatory traditions - such as participatory and action research - attempt to remedy this by proposing an explicitly politicised framework for psychological research practice, focusing on empowerment as a fundamental concept. However, these attempts ignore the already pervasive psychologisation of the societal context within which such efforts are made. In this paper I argue for the importance to the aims of a critical or radical psychology of an understanding of the social and historical processes of psychologisation - by which I refer to the increasing incorporation of psychological discourses into contemporary forms of subjectivity, as well as the prioritisation of subjectivity itself in social and political phenomena. I gather together approaches from a variety of critical traditions which have problematised the role and effects of psychological knowledge in contemporary advanced liberal democracies, in an attempt to evaluate the relative merits of those traditions whose aim is to 'rehabilitate' or democratise psychological knowledge.

D

SCRATCHING THE SURFACE: INTERNATIONALIZATION, CULTURAL DIVERSITY AND COMMODIFICATION

Michael Arfken, University of Prince Edward Island

Since their inception in the latter part of the eighteenth century, dominant forms of North American psychology grounded in a naturalistic model of psychological investigation have struggled to identify universal aspects of human mental functioning and behavior. More recently, psychologists have come to appreciate some of the limitations of focusing exclusively on Western societies. Within this context, the movement to internationalize psychology has emerged as a means to integrate modern psychological scholarship into an increasingly global culture. In this paper, I would like to provide an alternative interpretation of the internationalization of psychology. Drawing on various Marxist analyses of the expansion of capital and the shift to more flexible means of accumulation, I argue that ostensibly progressive aims may inadvertently support modes of production that systematically undermine these very goals. Through this analysis I hope to highlight the role that critical psychology can play in the transformation of modern psychology and the enduring importance of Marxism for this project.

2011-06-03 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – KENT ROOM - SECOND FLOOR

Symposium/Symposium

ETHICS UPDATE 2011

Jean L. Pettifor, University of Calgary

In this symposium we present current information on the work of the CPA Committee on ethics. It is relevant to research, teaching and practice. This includes the status of the review of the Canadian Code of Ethics for Psychologists and of the Special Issue of Canadian Psychology to recognize the 25th Anniversary of the Canadian Code. The implications for Canadian psychologists of the new Tri-Council Policy Statement on research will be considered. A review of the literature indicates that vignettes of ethical dilemmas are widely used in teaching and that appropriate safeguards are used to protect anonymity. The problem of mandatory disclosure of personal information by students in the process of training is discussed in light of guidance from the Canadian Code of Ethics for Psychologists. Psychological practice is enhanced by continuing discourse on ethical issues.

A

COMMITTEE ON ETHICS UPDATE: THE STATUS OF THE REVIEW AND REVISION OF THE CANADIAN CODE OF ETHICS FOR PSYCHOLOGISTS

Carole Sinclair, The Hincks-Dellcrest Treatment Centre

This presentation will provide an update regarding the activities of CPA's Committee on Ethics over the past year, with an emphasis on the current review of the Canadian Code of Ethics for Psychologists. The Code has been revised twice since its initial adoption in 1986, first after five years (1992) and again after nine years (2000). The years since its last revision have brought several changes to the practice, teaching and research environment, resulting in new ethical issues and challenges. The presentation will outline the initial feedback received, and some of the questions that need to be addressed. Participants will be invited to discuss the feedback and challenges, and to provide their opinions about the proposed directions being taken toward the next revision. Committee activity regarding the publication of a Special Issue of Canadian Psychology to celebrate the 25th Anniversary of the Code also will be outlined.

B

THE APPLICATION OF THE CANADIAN CODE OF ETHICS TO TEACHING: SELF-DISCLOSURE IN UNDERGRADUATE PSYCHOLOGY COURSES

Cannie Stark, University of Regina

Plato, in his Dialogues has attributed to Socrates the statement that "The unexamined life is not worth living". Those of us who are teaching undergraduate Psychology may be particularly at risk for interpreting his statement as "permission" to engage our students in this endeavour in our courses. To what extent are we competent to oversee such assignments? When might mandatory self-disclosure in courses be justifiable? How might our Code of Ethics for Psychologists serve us in arriving at decisions that will be beneficial to most students and not endanger some other students? Are there viable alternatives to mandatory self-disclosure? These and other, issues are addressed in this presentation.

C

THE NEW TRI-COUNCIL POLICY STATEMENT

Pat O'Neill, Acadia University

Codes of ethics present rules to members of a profession or discipline. A few codes also frame these rules using moral/ethical principles that provide the justification for what the member is told to do (or to avoid). Principles can provide context and help with ethical decision-making. Two such principle-based codes in Canada are that of the Canadian Psychological Association, which covers research, teaching and practice, and the Tri-Council Policy Statement, which is devoted to research The latter, TCPS-2, has been ten years in the making and has just been made public (2011). The TCPS-2 is anchored to a different set of principles than the previous version. Also, its three principles are similar in some ways but different in others from the CPA's four principles. The differences and their implications for psychological research will be discussed in this paper.

D

ETHICAL CONSIDERATIONS IN USING ETHICAL DILEMMAS

Donald W. Stewart, Student Counselling and Career Centre; Michelle C.E. McCarron, Regina Qu'Appelle Health Region

The use of vignettes depicting ethical dilemmas is a widespread practice in teaching and learning professional ethics. Vignettes can enhance students' learning by allowing them to work through ethical dilemmas in a safe, controlled setting and by opening the door for discussion of challenging complex issues that can arise in a variety of professional contexts. Because vignettes often reflect real-life situations, there is a risk that some people may believe that they are identifiable as subjects of the vignettes and they may raise issues of inappropriate disclosure, breach of confidentiality or privacy, or claims of defamation. We summarize the case for using vignettes of ethical dilemmas in teaching and learning professional ethics. We highlight the rationale and historical context for this use of vignettes, benefits of their use for educating students and professionals, and some of the cautions necessary to use vignettes safely and appropriately.

2011-06-03 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR

Symposium/Symposium
Environmental Psychology/ Psychologie de l'environnement

MESSAGING TOWARD CLIMATE CHANGE ENGAGEMENT

Robert Gifford, University of Victoria

Climate change is underway, and anthropogenic contributions to it are important. The solutions must also be anthropogenic. Messages about climate change received by the public unfortunately are mixed. These four studies examined ways of creating messages that effectively spur greater climate change engagement in the general public.

A

COMMUNICATING CURRENT VERSUS FUTURE IMPACTS: HOW CAN WE INCREASE CLIMATE CHANGE ENGAGEMENT?

Amanda McIntyre, University of Victoria; Robert Gifford, University Of Victoria

Climate change campaigns ask us to "Change Our Future" (Greenpeace, 2010), which orients people towards future impacts, and thus portrays climate change as a temporally distant problem. Given the widespread current inaction on climate change, this characterization has arguably done little to increase engagement in climate change. Indeed, individuals often discount the severity of negative future events (Hendrickx et al., 2001). Not surprisingly, then, future-oriented climate change messages do not elicit greater engagement. Therefore, a better way to communicate climate change may be to highlight its current impacts. This study investigated the effects of communicating climate change's current impacts on climate change attitudes. We hypothesized that framing climate change in present terms would increase individuals' engagement. Additionally, we expected time perspective to moderate the relation between message frame and engagement. Participants were randomly assigned to read one of three messages that highlighted current impacts, future impacts, or a control message, and then reported their climate change engagement. Preliminary analyses indicate that time perspective significantly predicts climate change engagement,but the role of message framing is still unclear. Results should help to inform communication strategies in climate change campaigns.

B

PSYCHOLOGICAL INFLUENCES ON THE ACCEPTANCE OF NEW ENERGY TECHNOLOGIES: AN INVESTIGATION OF THE PLUG-IN HYBRID ELECTRIC VEHICLE

Christine Kormos, University of Victoria; Robert Gifford, University Of Victoria; Curran Crawford, University of Victoria

This study examined public perceptions of, and preferences for, plug-in hybrid electric vehicles (PHEVs), identified psychological barriers that influence acceptance of PHEVs, and explored relevant consumer financial considerations. A community sample (mean age = 47.18, SD = 14.67) of 17 drivers (n = 8 females and n = 9 males) was recruited in Greater Victoria using unaddressed admail. Participants read a PHEV information guide online and then completed several questionnaires. Analyses of the qualitative and quantitative results revealed that, despite finding PHEVs appealing, the participants reported only moderate interest in purchasing one. The most appealing aspects of the PHEV were its environmental benefits, anticipated savings on fuel costs, and reduced dependence on petroleum. Its purchase price was the key prohibitive factor, in addition to confusion about its lifecycle environmental impact and the limited variety of vehicle types. Relatively weak psychological barriers to PHEVs were reported, but stronger barriers significantly predicted lower aggregate interest in PHEVs. The strongest three barriers were perceived program inadequacy, mistrust, and system justification. Potential applications for engineers, automotive companies, and policy-makers are discussed.

C

THE EFFECTIVENESS OF MOTIVATIONAL MESSAGE FRAMING ON IMPLICIT CLIMATE CHANGE ENGAGEMENT

Leila Scannell, University of Victoria; Robert Gifford, University Of Victoria

Because pessimistic climate change messages can induce despondency and positive messages more often increase engagement, researchers have advocated that positive framing is important to effective climate change communication (e.g., Comeau, 2008). However, because positive messages can take on many forms, their relative effectiveness remains unknown. Therefore, the current study examines the effects of motivational message framing on climate change engagement. Participants (N = 90) reported their explicit climate change attitudes, and were randomly assigned to one of three motivational message framing conditions: extrinsic (e.g., rewards), identified (e.g., values), and intrinsic (e.g., interest), or a control group (e.g., neutral messages). In each of these conditions, participants read framed messages about various climate change reduction actions. Implicit climate change engagement was then assessed using a computerized go/no-go association task (Nosek & Banaji, 2001). Preliminary analyses (N = 47), suggested that explicit attitudes moderated the effects of the message framing on implicit climate change engagement. Specifically, intrinsic messages were the most effective for individuals with less concern about climate change, but identified messages were the most effective for individuals with more concern. Implications for climate change message framing are discussed.

D

MESSAGE FRAMING INFLUENCES PERCEIVED CLIMATE CHANGE COMPETENCE, ENGAGEMENT, AND BEHAVIORAL INTENTIONS

Louise Comeau, Royal Roads University; Robert Gifford, University Of Victoria

The effect of message framing on climate change engagement, perceived competence, and residential and transportation behavioral intentions was examined in a community sample (n = 1,038). Perceived competence, engagement, and some behavioral intentions were significantly greater after exposure to benefit-oriented framing than after sacrifice-oriented framing. Gender and age moderated these results, and moral engagement played a role. The results support the use of benefit-oriented frames as an important way to engage and activate community members.

2011-06-03 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – CONFERENCE ROOM B - MEZZANINE LEVEL

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

CLINICAL PSYCHOLOGY/PSYCHOLOGIE CLINIQUE

Patricia Furer, St. Boniface General Hospital/University of Manitoba

2011-06-03 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – CONFERENCE ROOM C - MEZZANINE LEVEL

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

PSYCHOANALYTIC AND PSYCHODYNAMIC PSYCHOLOGY/PSYCHOLOGIE PSYCHOANALYTIQUE ET PSYCHODYNAMIQUE

Michelle Presniak, Saskatoon City Hospital, Saskatoon Health Region

The business meeting will be chaired by Michelle Presniak, who is the current chair of the section. Items to be discussed will include: section updates, treasurer's report, website business, a report from the student representative, and section plans for the upcoming year. All members of the section are invited.

2011-06-03 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – CONFERENCE ROOM D - E - MEZZANINE LEVEL

Symposium/Symposium
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

SPORT AND EXERCISE PSYCHOLOGY AND WELL-BEING IN CLINICAL AND COMMUNITY POPULATIONS

Peter Crocker, UBC School of Human Kinetics

This symposium will highlight how sport and exercise psychology specialists are addressing important theoretical and applied issues related to well-being in clinical and community populations. A common misconception is that sport and exercise psychology focuses exclusively on performance enhancement in sport. However, there are an diverse array of opportunities in physical activity settings to contribute to the physical and psychological well-being of Canadians. The four presentations in this symposium will concentrate on four different populations; cancer survivors, individuals with sport concussions, individuals with schizophrenia, and individuals receiving physical activity counselling in addition to information received from medical professionals. Although the research and practical questions addressed in each presentation are different, the presentations are linked through demonstrating how sport and exercise psychology specialists are contributing to the well-being of diverse populations.

A

PSYCHOLOGICAL HEALTH OUTCOMES FROM THE PHYSICAL ACTIVITY COUNSELLING TRIAL

Michelle Fortier, University of Ottawa; Tracey O'Sullivan, University of Ottawa; Melanie Perras, University of Ottawa; William Hogg, University of Ottawa

The Physical Activity Counselling (PAC) trial assessed the effects of intensive physical activity (PA) counselling from an integrated PA counsellor, beyond brief counselling from a primary care provider on motivational mediators of change, PA and health outcomes. This presentation will present 2 sets of psychological outcome results. Study 1 compared the QOL of brief and intensive counselling patients. Study 2 examined the reciprocal influence between PA and vitality over time during the PAC trial. Inactive patients (n=120,69% female) were recruited from a large community-based Canadian primary care practice. After receiving brief PA counselling from their provider, they were randomized to receive 6 additional patient-centered counselling sessions over 3 months from a PA counsellor (intensive group; n=61) or no further intervention (brief group; n=59). QOL was assessed at baseline, 3 months (end intervention) and 6 months (3 months post). A 2 (between: intensive v. brief) X 2 (within: 3 months, 6 months) ANCOVA using baseline values as covariate, found no significant differences although there was a trend in an increase over time in the physical component (peta2=0.028; p = 0.07). For study 2, a path analysis provided support for reciprocal relationships between physical activity and vitality across time. Ideas for future research will be discussed.

B

ADDRESSING OBESITY IN INDIVIDUALS WITH SCHIZOPHRENIA: AN ECOLOGICAL APPROACH

Paul Gorczynski, University of Toronto; Guy Faulkner, University of Toronto; Tony Cohn, University of Toronto; Gary Remington, University of Toronto; Larry Leith, University of Toronto

Individuals with schizophrenia are at high risk for obesity. This presentation will discuss our recent work that aimed to: identify and examine environmental factors in and around a psychiatric hospital that influence diet and physical activity and, create and pilot multi-level ecological interventions that promote active lifestyles. 25 clients diagnosed with schizophrenia and 25 key hospital stakeholders were asked to take part in semi-structured interviews. Based on the findings, we created two interventions to help increase physical activity amongst clients: an individual level, modified form of exercise counseling, and an environmental level intervention that encouraged stair use. Using a pre and post single-case experimental design study with four obese adults with schizophrenia, we found the exercise counseling intervention to be successful in targeting key Transtheoretical Model psychological mediators; however, these changes were not associated with increased activity in all participants. Findings from an observational study that explored the implementation of point-of-choice prompts on two unit floors found a brief and non-sustained increase in stair use amongst clients. The pilot data has shown that these multi-level ecological interventions are feasible and acceptable to clients; however, further research is necessary to improve their efficacy.

C

MIND ON THE MOVE: PHYSICAL ACTIVITY AND MENTAL HEALTH IN RECENTLY TREATED BREAST CANCER SURVIVORS

Catherine Sabiston, McGill University; Shaunna Burke, McGill University; Jennifer Brunet, McGill University

There are more than 120,000 Canadian women who have been treated for breast cancer. As this cohort of breast cancer survivors (BCS) grows, efforts are aimed at identifying unique health and wellness challenges to survivorship – including high levels of sleep problems and fatigue, stress, negative affect, and depression. Low rates of physical activity also represent a major challenge to improving physical and mental health among BCS. Regardless, increasing physical activity levels has been identified as a possible strategy for the prevention and/or treatment of mental health conditions. The objectives of this study were to: (i) describe levels of physical activity among BCS, and how these levels change during a 6-month period following treatment and (ii) examine cross-sectional and longitudinal associations between physical activity and mental health indicators of positive and negative affect, stress, cancer worry, mood, and depressive symptoms. These objectives will be discussed with data from 164 BCS (mean age=55 years; 86% Caucasian) who have completed reliable and valid self-report scales and have worn an accelerometer for a one week period three times over a 6-month period. Findings will also be discussed in reference to recent guidelines and strategies used to help increase physical activity, and mental health, among BCS.

D

MANAGING CEREBRAL CONCUSSION IN ATHLETES: LESSONS FROM RESEARCH AND CLINICAL PRACTICE

Lynda Mainwaring, University of Toronto; Doug Richards, University of Toronto; Michael . Hutchison, University of Toronto

Athletes with mild cerebral concussions, historically, returned to play shortly after injury without medical clearance or intervention. Most quickly "shook off" what were known as "bell ringers" or "dings" and were back to play immediately. Today, there is a greater awareness for the physical and psychosocial impact of sports concussion. International scientific interest over the past 15 years has resulted in improved awareness of risk factors, signs and symptoms of concussion and enhanced management guidelines for athletes across sports. This presentation will review the Concussion Research and Clinical Management Programme that has been in place at the University of Toronto for the past ten years. Key findings from the unique longitudinal study of sport concussion using three groups (healthy controls, athletes with cerebral concussions and athletes with musculoskeletal injuries) will be presented. Findings support the notion that sports-related concussion symptoms tend to resolve in 7-14 days and show that post-concussive cognitive dysfunction is accompanied by emotional distress. Differences amongst the three studied groups will be addressed along with the importance of identifying individual clinical care needs and the role of neuropsychological testing. Evidence-based return-to-play guidelines and clinical protocols for optimal recovery will be discussed.

2011-06-03 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – WINDSOR ROOM EAST - MEZZANINE LEVEL

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

2011-06-03 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – CONFERENCE ROOM F - MEZZANINE LEVEL

Symposium/Symposium
Substance Abuse/ Dependence/Toxicomanies

EFFECTIVE RESEARCH-STAKEHOLDER PARTNERSHIPS: MAKING IT HAPPEN

Joanna Henderson, Centre for Addiction and Mental Health

The development of effective strategies for creating long-term, productive research-stakeholder partnerships continues to challenge both researchers and front-line service providers. Resource limitations, cultural differences, and pragmatic concerns (e.g., funding deadlines) are barriers to effective partnerships despite increased recognition of the importance of such collaborative efforts. The aim of the CIHR Team in Innovations in Youth Concurrent Disorders is to develop and evaluate innovative, developmentally-informed, integrative service delivery models to address concurrent disorders (CDs). The project includes four inter-related subprojects involving 1) longitudinal research on the emergence of concurrent disorders; 2) assessment of screening and diagnostic tools for youth with mental health and substance use concerns; 3) evaluation of three treatment components for this population; and 4) knowledge translation and exchange. In this presentation we will highlight the interdisciplinary, collaborative, and stakeholder-informed aspects of the Team project, including its clinical origins, the multidisciplinary investigator team, the Advisory Committee with broad stakeholder representation, and stakeholder contributions to research activities. The utility of various engagement strategies and their feasibility for broader application will be discussed.

A

ENGAGING STAKEHOLDERS IN GRANT PROPOSAL DEVELOPMENT: RESULTS FROM AN ONTARIO SERVICE PROVIDER SURVEY

Joanna Henderson, Centre for Addiction and Mental Health

Stakeholder involvement from project design to implementation is essential for successful knowledge translation with community end users of knowledge. In order to seek stakeholder input in constructing a research program, we emailed a survey link to 333 stakeholder organizations. The survey solicited input on our proposed research goals and methods, and on preferred processes for research-stakeholder collaboration. Information on services for youth with CD, and on agency and client characteristics was also collected. Sixty-two percent (206) responded, including representatives from children's mental health, addiction treatment, child welfare, community health, youth justice, and family and youth advocacy organizations. Results confirmed unmet need for youth with CD; more than 95% of agencies reported serving clients with concurrent mental health and substance use concerns. However, only 55% offer services to address these co-occurring concerns. Respondents identified 1) improving access to services, 2) promoting the coordination and integration of services across service sectors, and 3) enhancing youth and family engagement in services as the most important goals for the Team's proposed project. In addition to describing the survey results we will outline the Team's program of research.

B

LONGITUDINAL RESEARCH ON YOUTH CONCURRENT DISORDERS IN DISTINCT COMMUNITY CONTEXTS

E.B. Brownlie, Centre for Addiction and Mental Health; Joseph Beitchman, Centre for Addiction and Mental Health

Youth with concurrent mental health and substance use disorders (CD) are impaired in many areas of functioning, resulting in vulnerability to increased risk-taking behaviour, poor academic/vocational performance, increased suicide risk, and long term adverse health effects. Yet very little research has addressed the development of CD in young adolescent populations, particularly populations under 18. The transition from childhood to adolescence (initial age 11 to 14) is a critical transitional period of steepest increase in substance use, psychological distress, and behaviour problems. The Longitudinal – Ontario Student Drug Use and Health Survey is a four-wave longitudinal cohort study using a school-based normative sample and a clinic-referred sample of youth seeking services from agencies offering substance use and/or mental health services. The combined community and clinical design will allow us to investigate diverse trajectories of emerging mental health and substance use concerns, and to track service utilization and identify barriers to treatment. We describe the design of this research, highlighting the community collaboration with school-based researchers, school boards, parents, teachers, and children's mental health and addictions services, and the initiation of knowledge translation activities as part of the first wave of data collection.

C

INNOVATIONS IN COLLABORATION: FINDINGS FROM AN INITIATIVE TO USE A COMMON SCREENING TOOL IN 10 YOUTH-SERVING AGENCIES IN TORONTO

Joanna Henderson, Centre for Addiction and Mental Health; Gloria Chaim, Centre for Addiction and Mental Health

Despite evidence that youth with CDs experience significant difficulties across many areas of functioning and are at increased risk for substance dependency and psychiatric disorders in adulthood, effective, developmentally-informed interventions have yet to be established. The development of integrated models of service delivery across the continuum of care and across sectors (substance use, mental health, housing, education, justice), and of productive and meaningful research-community partnerships is critical to avoid severe individual and societal costs associated with CD. We describe a model of research-community partnership and knowledge exchange that culminated in the development of a cross-sectoral project network of 10 youth-serving agencies in Toronto. Agencies collaborated on a 6 month pilot study to promote an integrated model of service delivery for youth with CD. Through implementation of a brief youth CD screening tool, service needs of over 400 youth aged 13 to 25 were assessed. We discuss cross-agency similarities and differences in youth demographics, CD-related concerns and service needs, along with implications for the development of a coordinated cross-sectoral system of care and sustainable research-community partnerships, and their implications for knowledge exchange.

2011-06-03 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – CONFERENCE ROOM G - MEZZANINE LEVEL

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

NEW DIRECTIONS IN STEREOTYPE THREAT RESEARCH: STEREOTYPE THREAT SPILLOVER, SOCIAL INFLUENCE, AND INTERVENTIONS

Steven J. Spencer, University of Waterloo

Stereotype threat – being concerned that one's behaviour may be interpreted as confirming a negative stereotype – can undermine the performance of stereotyped group members, and has been shown in a vast number of groups and domains. This symposium presents new directions in stereotype threat research with a focus on the consequences of stereotype threat beyond the stereotyped domain, and the important ways in which social norms and coping strategies play a role in reducing prejudice and stereotype threat. Michael Inzlicht will examine stereotype threat spillover – when the lingering effects of having to cope with the pressure of negative stereotypes results in less self-control in a broad range of behaviours that arise later. Steven Spencer will present research on how implicit automatic associations about societal evaluations can shape stereotype threat, and how an intervention that changes these associations can restore performance. Lastly, Toni Schmader will examine the strategies that are preferred, and that are more effective in reducing prejudice from the perspective of a stereotyped group member. The discussion highlights the importance of the effects of stereotype threat that reach beyond stereotyped ability, how culture can shape people's responses to stereotype threat, and interventions that help to alleviate the experience of stereotype threat.

A

STEREOTYPE THREAT HURTS MORE THAN YOU THINK

Michael Inzlicht, University of Toronto; Alexa Tullett, University of Toronto

Starting with the first realization that negative stereotypes can cause people to underperform, an impressive body of work has now documented the robust effects of stereotype threat. Until recently, however, this research has not looked beyond stereotyped ability. In this talk, I will present evidence that coping with stereotype threat can linger, affecting a broad range of behaviors even in areas unrelated to the stereotyped ability. This stereotype threat spillover occurs because coping with negative stereotypes leaves people less likely to engage in effortful self-control in a variety of situations that arise later. Through a number of studies using experimental and correlational designs, classic social-psychological methods, as well as the modern methods of neuroscience, and a variety of stigmatized groups, our data suggest that the effects of stereotype threat linger. They lead women to overeat, to be aggressive, and to have trouble paying attention; it contributes to obesity among religious minorities; and it leads to poor decisions among those targeted because of their race. Importantly, these results are implemented by inefficient brain-based performance monitoring, as assessed by EEG. Our results indicate that stereotype threat can spill over and impact a broad range of behaviours, revealing that stereotype threat hurts more than was previously thought.

B

TARGET EMPOWERMENT: PREJUDICE REDUCTION FROM A TARGET'S PERSPECTIVE

Toni Schmader, University of British Columbia; Jeff Stone, University of Arizona; Jessica Whitehead, University of Arizona

Decades of research has revealed ways to reduce intergroup biases, but surprisingly little work has examined whether any of these strategies can be used by targets seeking to avoid discrimination. An initial survey reveals that targets of bias report a preference for value affirmation and common identity strategies over more direct (perspective taking, value confrontation) or inauthentic strategies (concealment, counterstereotypicality). Additional experiments then test the effectiveness of the most preferred strategies. A gay job candidate who evokes a common identity is evaluated more favorably and more likely to be selected for a job interview relative to when he merely self-promotes. In a similar paradigm, asking a manager to affirm his values decreases the likelihood that prejudiced straight men view a gay job candidate stereotypically. Finally, highly prejudiced participants report less interest in meeting an Arab American who uses perspective taking as a strategy. However, when this direct strategy is preceded by an affirmation of either fairness or creativity, highly prejudiced participants are significantly more interested in meeting the target compared to the no strategy condition and equivalent to those low in prejudice. Practical and conceptual implications for how targets can reduce bias, especially with highly prejudiced perceivers, will be discussed.

C

NOT ALL AUTOMATIC ASSOCIATIONS ARE CREATED EQUAL: HOW IMPLICIT NORMATIVE EVALUATIONS SHAPE STEREOTYPING AND STEREOTYPE THREAT

Steven J. Spencer, University of Waterloo; Jennifer Peach, University of Waterloo; Christine R. Logel, University of Waterloo; Greg Walton, Stanford University; Emiko Yoshida, University of Waterloo; Mark P. Zanna, University of Waterloo

We propose a new construct that we describe as implicit normative evaluations that purports to measure automatic associations about societal evaluations. We develop a new measure of this construct based on a modification of the Implicit Associates Test (IAT) and describe how it is related to but not redundant with implicit attitudes and explicit normative evaluations, and provided evidence that implicit normative evaluations and implicit attitudes independently predict evaluations and behavior. We also demonstrated that Asian-Canadian immigrants' implicit normative evaluations towards older people became more negative the longer they were in Canada, and that an experimental manipulation of an audience's reaction to racist jokes targeting people from the Middle East affected implicit normative evaluations about this group and that this effect on implicit normative evaluations in turn affected discrimination. We found that engineering students' (both men and women) implicit normative evaluations towards female engineers become more negative as they were exposed to an environment hostile to female engineers, and that manipulations that ameliorate this change in norms improve women's performance in engineering. The implications of these results for the importance of social influence and culture in shaping thoughts and behavior are discussed.

2011-06-03 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – PEEL ROOM - MEZZANINE LEVEL

Committee Business Meeting/Réunion du conseil d'affaires

PROFESSIONAL AFFAIRS COMMITTEE BUSINESS MEETING

Lorne Sexton, Winnipeg Regional Health Authority

2011-06-03 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – CONFERENCE ROOM B - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

CORRECTIONAL PSYCHOLOGY CAN BE CLINICAL PSYCHOLOGY ON STEROIDS

Yolanda Fernandez, Correctional Service of Canada

Most people have little idea what psychologists "behind the walls" of a federal prison do in terms of daily work. Given the boost in the population of mentally disordered offenders incarcerated in federal penitentiaries over the last decade Correctional psychologists have been faced with assessing and treating increasingly complicated and challenging clients from a mental health perspective in a difficult and often limiting environment. This symposium will provide a glimpse into the type of work that Correctional Psychologists face from an assessment, case analysis, treatment plan, and intervention framework using case examples to illustrate.

A

THE PRACTICE OF CLINICAL PSYCHOLOGY IN THE CORRECTIONAL ENVIRONMENT

Jean Folsom, Bermuda Department of Corrections

In 2006, more than one-out-of-ten Canadian male offenders had a psychiatric diagnosis on admission to the federal prison system. This represents an increase of 71% over the previous nine years. During the same nine year period, the number of women offenders diagnosed with a psychiatric disorder rose by 61% to one-out-of-five women. Typical diagnoses include the major psychotic disorders, anxiety, depression, antisocial personality disorder and alcohol and drug abuse. The change in the offender population profile has led to a change in the focus of psychologists working in the correctional system from that of completing risk assessments and treatments targeting offending behaviour to that of focusing on the mental health needs of offenders. Subsequently, psychologists have been providing more basic mental health care to offenders. This presentation will discuss some of the most frequent mental illnesses encountered by the presenter in male and female institutions in Canada and Bermuda. Brief case examples will be provided in order to illustrate the disorders and the approach taken to their assessment and treatment.

B

THE COGNITIVE SIDE OF RESPONSIVITY: ASSESSING NEUROPSYCHOLOGICAL FUNCTION IN AN INCARCERATED POPULATION

Dorothy Cotton, Correctional Service of Canada

Providing clinical interventions in an incarcerated population presents unique challenges, not the least of which involves the high frequency of cognitive and neuropsychological impairments in this group. Many offenders have histories of learning problems, impulse control disorders, head injuries, significant alcohol and substance abuse, serious medical problems and progressive disorders. There are also a higher than average number of offenders who present with evidence of factitious disorders or possible malingering. This presentation will provide an overview of a typical yet challenging clinical case in which a number of these factors are relevant. In particular, issues related to diagnostic formulation, test selection, history taking, obtaining collateral information and social and cultural influences on cognitive ability will be addressed. Finally, the implications for intervention and therapy will be considered.

C

ASSESSING SEXUAL OFFENDERS WITH MENTAL HEALTH ISSUES FOR TREATMENT NEEDS

Yolanda Fernandez, Correctional Service of Canada

Assessing, treating and managing offenders with mental health needs is further complicated when significant sexual behaviour issues are also of critical relevance. Within Correctional Services of Canada managing mentally disordered sexual offenders is one of the most challenging tasks required of mental health professionals, given the constellation of difficult issues and the potential implications for both staff and public safety. Important advances in the development of actuarial and dynamic risk assessment measures over the last two decades have helped provide a basis for standardized risk based assessments that focus on the identification of individualized treatment needs for the offender. This presentation will describe how the Ontario region of Correctional Services of Canada has addressed the challenge of completing actuarially based sexual behaviour risk assessments for offenders with mental health needs that provide appropriate and individualized treatment recommendations. A clinical case example will be used to illustrate the use of appropriate assessment tools, taking psychosexual and psychosocial histories, obtaining collateral information and assessing responsivity issues, including mental health issues.

D

SEXUAL OFFENDER TREATMENT WITH A MENTALLY DISORDERED OFFENDER

Jan Looman, Correctional Service of Canada; Bill Bailey, Correctional Service of Canada

In the Correctional Service of Canada, offenders are typically offered programming based on their particular types of offences. This is the case with sexual offenders. However, very often men who are serving sentences for sexual offenses also suffer from mental disorders that interfere with their participation in standard correctional programming, and thus programming must be adjusted to account for their disorders. In this presentation the treatment of a sexual offender diagnosed with paranoid Schizophrenia will be discussed. This offender was first diagnosed during his incarceration, following an incident of inappropriate sexual behaviour with a staff member. Once stabilized on medication he participated in the High Intensity Sexual Offender Treatment Program at the Regional Treatment Centre (Ontario). Treatment of this offender will be discussed, contrasting to the treatment offered a typical offender in the same program.

2011-06-03 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – CONFERENCE ROOM C - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

MENTAL HEALTH COURTS: WHO GETS IN, WHAT CHANGES, HOW RELEVANT IS THE RISK-NEED-RESPONSIVITY MODEL, AND WHAT DO PEOPLE THINK ABOUT MENTAL HEALTH COURTS?

Mary Ann Campbell, Centre for Criminal Justice Studies; University of New Brunswick - Saint John

This symposium with highlight the nature and effectiveness of mental health courts (MHCs) and the role of the risk-need-responsivity (RNR) model in these courts by first examining data from a longitudinal evaluation of cases involved in the Saint John MHC in New Brunswick, Canada between 2000 and 2008. The first three papers will describe: a) characteristics of clients accepted into this MHC, b) changes in clients' overall risk level and criminogenic needs from the time of pre-MHC involvement to the time of discharge from MHC, and c) the prediction of recidivism amongst MHC clients from the point of discharge to the end of a maximum 8 year follow-up period using a risk assessment tool based on Andrews and Bonta's (2010) Risk-Need-Responsivity Model. The symposium will conclude with a discussion of research findings pertaining to layperson and mental health professionals' attitudes about MHCs and the predictors of these attitudes. Collectively, this symposium will provide a comprehensive analysis of a one of the longest running MHCs in Canada, an overview of public opinion about MHCs, and will provide valuable insight into the role of the RNR model in MHC case management.

A

THE SAINT JOHN MENTAL HEALTH COURT: PUTTING THE PROGRAM IN CONTEXT

Angela Moser, Centre for Criminal Justice Studies; University of New Brunswick - Saint John; Mary Ann Campbell, Centre for Criminal Justice Studies; University of New Brunswick - Saint John; Ran Wei, Centre for Criminal Justice Studies; University of New Brunswick - Saint John; Donaldo Canales, Centre for Criminal Justice Studies; University of New Brunswick - Saint John

The current paper will provide a descriptive profile of one of Canada's oldest Mental Health Courts. Located in New Brunswick, Canada, the Saint John MHC (SJMHC) adopted an innovative approach to managing mentally ill offenders using a multidisciplinary team that balances the goals of public safety with reduced criminalization of individuals with mentally illness. The current review will include SJMHC data gathered between 2000 and 2008. In total, 124 cases (M age = 36 years) were accepted during this period, 70% of which were male and 30% female. Clients spent an average of 225 days in the program. Ninety-seven percent had been involved with mental health services at some point prior to their MHC referral. The diagnostic profile of the sample included a variety of mental health problems, with the most prevalent being psychotic-related disorders (44%). The number of charges accumulated by individual participants prior to admission ranged from 0-18, with the majority (89%) having no prior criminal record. Index offences most often included assault (34%), breach of probation/court order (36%), break and enter/ theft (22%), and mischief/damage to property (14%). The overall formal risk-need level of the sample fell in the moderate range. In 2008, the SJMHC demonstrated a high rate of retention with 87% of cases completing the program.

B

CHANGES IN CRIMINOGENIC NEEDS AS A FUNCTION OF INVOLVEMENT IN A MENTAL HEALTH COURT

Ran Wei, Centre for Criminal Justice Studies; University of New Brunswick - Saint John; Mary Ann Campbell, Centre for Criminal Justice Studies; University of New Brunswick - Saint John; Donaldo Canales, Centre for Criminal Justice Studies; University of New Brunswick - Saint John

In the past decade, Mental Health Courts (MHC) have been gaining popularity across Canada. Advocates of MHC claim that it is cost effective way of reducing the rate of recidivism among mentally ill offenders. However, very little data is available on the effect of Mental Health Court (MHC) involvement on criminogenic risk-need factors. Thus, the objective of this paper was to determine the degree of change that occurs in criminogenic risk-need factors as a function of MHC involvement. The current sample contained 101 mentally ill offenders (71 male, 30 female) who were accepted into the Saint John, New Brunswick, Mental Health Court between 2000 and the end of 2008. Their mental health and public safety records were reviewed to code the Level of Service/Risk, Need, Responsivity instrument (LS/RNR; Andrews, Bonta & Wormith, 2008). Using a repeated measures design, we found that the overall criminogenic risk-need level decreased from pre to post-MHC involvement for both male and female mentally ill offenders. In addition, most individual risk-need factors, including employment/education, leisure/recreation, drug/alcohol problem, procriminal attitudes and antisocial pattern, were significantly lower level at the point of MHC discharge. Thus, the current study supported the effectiveness of MHC involvement as a means of reducing criminogenic needs of mentally ill offenders.

C

PREDICTION OF RECIDIVISM IN DISCHARGED MENTAL HEALTH COURT CLIENTS: TEST OF THE LEVEL OF SERVICE/RISK-NEED-RESPONSIVITY INSTRUMENT

Donaldo Canales, Centre for Criminal Justice Studies; University of New Brunswick - Saint John; Mary Ann Campbell, Centre for Criminal Justice Studies; University of New Brunswick - Saint John; Ran Wei, Centre for Criminal Justice Studies; University of New Brunswick - Saint John

The current study assessed the risk of recidivism amongst 124 mentally ill offenders who had completed a mental health court program. Recidivism risk was estimated by the Level of Service/Risk-Need-Responsivity (LS/RNR) instrument (Andrews, Bonta, & Wormith, 2008). General recidivism was assessed from the time of discharge from mental health court to the end of the follow-up period (i.e., 1 to 8 years). Overall, the sample had a low rate of recidivism. Receiver operating characteristic analyses indicated that the LS/RNR total score produced a large effect size (AUCs > .70) for predicting general recidivism amongst male and female clients with non-psychotic disorders (e.g., depression), while it was less successful in predicting recidivism for clients with psychotic disorders. Individual criminogenic needs were predictive of recidivism to varying degrees, and some needs were differentially more strongly predictive for males (e.g., education/employment) versus females (e.g., family/marital). Total LS/RNR scores did not significantly differ between clients with and without psychotic disorders. Implications for incorporating risk assessment tools into the selection and case management of mental health court clients is discussed.

D

PUBLIC AND PROFESSIONALS' OPINIONS ABOUT MENTAL HEALTH COURTS: PREDICTORS OF POSITIVE ATTITUDES

Ainslie McDougall, Centre for Criminal Justice Studies; University of New Brunswick - Saint John; Mary Ann Campbell, Centre for Criminal Justice Studies; University of New Brunswick - Saint John; Teresa Smith, Centre for Criminal Justice Studies; University of New Brunswick - Saint John

Despite promising data on the effectiveness of Mental Health Courts (MHCs) for managing mentally ill offenders, little research exists on the public perception of these specialty courts. Public support is an important component of continued program maintenance given its influence on government support/funding. To gauge public opinion about MHCs, questionnaires were administered to 131 professionals working with mental health populations and 509 members of the general public. Approximately 45% of the aggregate sample had positive opinions about MHCs, 15.1% had negative opinions, and 39% were neutral. Fifty-four percent agreed that MHCs can contribute to public safety, and 63% believed that MHCs were better able to rehabilitate offenders than jails. In addition, most (81%) participants would support/strongly support funding for a MHC in their community. Positive attitudes about MHCs were predicted by older age, employment-related exposure to mental illness, having a mental health problem, exposure to mental-health coursework, positive help-seeking attitudes, and positive attitudes towards mental illness in general. In summary, public perception of MHCs tended to range from neutral to positive and can be enhanced through education. Nevertheless, stigmatizing views about mental illness were reflected in negative attitudes and speak to the continued need for anti-stigma campaigns.

2011-06-03 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – WINDSOR ROOM EAST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

VIOLENT OFFENDER PROGRAMMING: MODELS, MEASURES, AND OUTCOMES

Ralph C. Serin, Carleton University

Despite higher prevalence than sexual offending, non-sexually violent crime receives comparably less theoretical and empirical investigation. This symposium explores the area of violent offending in a series of presentations. The first examines a general theory of crime desistance and applies it to violent offender recidivism for a sample of 122 male offenders. The second reviews the literature and predictive validity regarding intra-individual change in 42 studies on violent offender programming, highlighting challenges for program and clinical staff. The third presentation utilizes a large representative Canadian archival dataset (n=6,500) to examine the utility of clinical ratings of instrumental violence and an index of Persistent Violence to predict both program performance and post-program recidivism. The final presentation considers the challenges of measuring change in a New Zealand program for high-risk, psychopathic offenders. In combination, these papers provide a contemporary context for research regarding violent offending and propose new directions for theory, assessment and intervention.

A — A CHANGE OF MIND, A NEW START? EXAMINING MOTIVATION TO CHANGE IN VIOLENT OFFENDERS

Caleb D. Lloyd, Carleton University; Ralph Serin, Carleton University

Schemas or implicit theories that support violence and personality traits such as impulsivity and negative emotionality that lower individuals' threshold for aggression serve to maintain a pattern of violent offending. Accordingly, offenders who desist from violent crime likely require an accumulation of external support and internal motivation to actively change existing schemas and develop self-regulation of emotion and impulses. In this presentation, a theoretical model of crime desistance is specified, emphasizing the importance of changes in internal beliefs as an underlying drive for change in violent behaviour. Data are presented for a sample (n= 122) of federal offenders to explore the structure of offending and desistance beliefs, comparing those with and without a violent index crime. Implications for violent offender theory and programming are also discussed.

B — CHANGE WE DON'T WANT TO BELIEVE IN: UNDERSTANDING AND MEASURING REHABILITATION CHANGE AND RECIDIVISM OUTCOMES, FOR HIGH RISK VIOLENT PRISONERS

Devon LL. Polaschek, Victoria University of Wellington

Although both therapists and researchers often have recorded significant change pre- to post-programme on treatment targets, changes have rarely been linked to later recidivism outcomes, causing scepticism about whether the changes measured are "genuine". In-programme change is examined in a New Zealand prison-based programme for PCL-psychopathic, high risk and violent offenders. The research examines different methods of change measurement, and their relationships to each other and to recidivism. The results suggest several directions for research into developing a more complex understanding of how programmes work.

C — DOES INTRA-INDIVIDUAL CHANGE PREDICT RECIDIVISM IN VIOLENT OFFENDERS? A REVIEW

Dena Derkzen, Carleton University; Ralph C. Serin, Carleton University

Offender rehabilitation effectively reduces recidivism for treatment groups compared to control groups, but there is less evidence demonstrating that intra-individual changes are related to reductions in risk. We review and critique academic and government literature linking individual change scores to recidivism, focusing on programs targeting violent offenders. Studies typically included measures of negative affect (anger), impulsivity or violence-related cognitions. Database searches identified 42 studies meeting inclusion criteria, 19 studies examined change only. The remaining 23 recidivism outcomes in addition to change scores, but only nine studies associated change with outcome at the individual level. Of these, none yielded consensus regarding a valid measure of change. Overall, results are varied with numerous methodological shortcomings in study design precluding consistent findings. This review further suggests there is need to utilize better measurement strategies and more sophisticated constructs. Additional practical, theoretical and methodological implications are discussed.

D — VIOLENT OFFENDER TYPOLOGIES: THEIR ABILITY TO PREDICT CORRECTIONAL PROGRAM PERFORMANCE AND COMMUNITY OUTCOME

Laura J. Hanby, Carleton University; Ralph C. Serin, Carleton University

Violent offenders can be differentiated in a number of respects including their motivation for violence, victim choice, type of crime and level of anger problems. Accordingly, a number of typologies have been proposed to categorize violent offenders along these dimensions (e.g., instrumental vs. reactive violence, persistently violent offenders). This study will address whether the utility of these typologies may be extended to the ability to predict a violent offender's potential to engage in treatment and achieve the change necessary to desist from crime. This will be accomplished by collecting archival data for all violent offenders admitted to a federal institution between April 2006 and March 2008 (approximately 6,500 offenders). Clinical ratings of instrumental violence and scores on the Persistently Violent Offender Index will be examined in relation to correctional program performance and returns to custody post-release. The predictive validity of violent offender typologies will also be assessed in comparison to existing measures routinely used within corrections (e.g., motivation). The findings of this study may improve our understanding of violent offender heterogeneity, as well as research and practice in violent offender treatment and risk management.

2011-06-03 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – WINDSOR ROOM WEST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

NAILING DOWN THEORY QUESTIONS ON THE OFFENDER RISK ASSESSMENT PLATFORM

J. Stephen Wormith, University of Saskatchewan

The last twenty years has seen a great proliferation or research on the topic of risk assessment, both in terms of the creation of new instruments and in the validation of these scales with various offender populations. Nonetheless, or perhaps because of this boom in risk assessment research, many questions remain unanswered. Two controversial, but critical, questions pertain to the generalizability of particular tools to other agencies and jurisdictions and to the applicability of a scale to particular subsets of the offender population, in particular, women and specific ethnic groups. Two papers in this symposium are designed to shed further light on these issues, One does so by comparing four scales on a small sample of federally sentenced women, while the other examines the predictive validity of one instrument (LSI-OR) on a large cohort of provincial offenders and its various subgroups. Another paper examines the capacity of items from a tool designed to predict general recidivism (LSI-OR) to produce a valid "violence subscale." Finally risk assessment is used to address questions about the risk portrayed by Dangerous Offenders by examining the outcome of federal offenders who are matched to Dangerous Offenders on risk. Each of these studies has both practical and policy implications for correction practice in Canada and beyond.

A

RISK OF RECIDIVISM IN FEDERAL FEMALE OFFENDERS: COMPARING COMMON RISK ASSESSMENT INSTRUMENTS AND GENDER INFORMED VARIABLES

Catherine A. Stewart, University of Saskatchewan; J. Stephen Wormith, University of Saskatchewan

Much remains to be learned about predicting recidivism in women, including which risk assessment instruments may be most beneficial and what other factors may add to a more complete understanding of recidivism for women. The predictive validities of four risk assessment instruments (i.e., the Level of Service Inventory- Revised (LSI-R), the Level of Service and Case Management Inventory (LS/CMI), the Violence Risk Scale (VRS) and the Statistical Information on Recidivism –Revised 1 (SIR-R1) scale) were compared in a sample of 101 federal female offenders on a series of outcome measures including institutional misconduct and general and violent recidivism. The incremental predictive validity of a number of gender informed variables (e.g., history of abuse, economic concerns, childcare responsibility and self harm/suicidality) was explored. The four risk assessment instruments performed well, while few of the gender informed variables correlated with outcome. However, a combination of childhood emotional abuse and substance abuse may improve the prediction of general recidivism. Implications and future directions for risk assessment of women are discussed.

B

ADDRESSING PREDICTIVE VALIDITY OF THE LSI-OR ACROSS GENDER, ETHNICITY AND SENTENCE TYPE IN A LARGE COHORT OF PROVINCIAL PRISONERS AND PROBATIONERS

Sarah Hogg, University of Saskatchewan; Lina Guzzo, Ministry of Community Safety and Correctional Services; J. Stephen Wormith, University of Saskatchewan

Previous investigations of the Level of Service Inventory – Ontario Revision (LSI-OR) have examined individual subgroups of offenders (e.g., women, aboriginal offenders), which has made comparisons of its predictive validity between specific offender groups suspect. This study was conducted on a complete cohort of 26,000 offenders who were released from Ontario provincial correctional facilities, sentenced to a conditional sentence, or who began a term of probation in 2004. Participants were followed up for at least four years to collect recidivism information on numerous subgroups of offenders including males (81.7%), females (18.3%), Aboriginal (6.4%), Black (7.3%) and Caucasian offenders (59.2%). Analyses revealed that the LSI-OR was positively correlated with recidivism on the complete cohort ($r = .441, p < .001$), and offenders regardless of gender or race, (Aboriginal $r = .377, p < .001$, Black, $r = .420, p < .001$, Caucasian, $r = .417, p < .001$, Male, $r = .439, p < .001$, Female, $r = .426, p < .001$). These findings indicate that the LSI-OR is an effective risk assessment tool for use among different ethnicities, sentence types and genders for provincially sentenced offenders in Ontario.

C

THE DEVELOPMENT AND VALIDATION OF A VIOLENCE SUBSCALE FOR ADULT, PROVINCIAL OFFENDERS USING THE LSI-OR

Amber Franklin, University of Saskatchewan; Lina Guzzo, Ministry of Community Safety and Correctional Services; J. Stephen Wormith, University of Saskatchewan

Research has suggested that versions of the Level of Service Inventory (LSI) are capable of predicting violent recidivism, even though they were not initially designed for this function (Girard & Wormith, 2004; Mills & Kroner, 2006). The purpose of this study was to develop a violence prediction scale, based on items or subscales from the LSI-OR, using five different statistical techniques. These analyses were completed on the full construction sample, then the males and the females separately to determine the benefits of using a gender-specific scale. A cohort of 26,450 offenders who were released from custody or entered into community supervision over a one year period was included in the study. There was an average followup time of 4.5 years. In this sample there was a general recidivism rate of 34.6% and a violent recidivism rate of 11.5%. Fifteen violence prediction scales were generated that ranged in predictive validity from $r = .148$ to $r = .220$. The scale with the highest predictive validity was the 10 item scale created from the full sample using the item linear regression technique. There was no increase in predictive validity when using the gender specific scales that were developed for the separate gender samples. Future research directions may replicate this study in other populations and further analyze the gender differences in violent recidivism.

D

ASSESSING THE RISK OF DANGEROUS OFFENDERS CONVICTED OF SEXUAL OFFENSES BY EXAMINING A MATCHED SAMPLE OF FEDERALLY SENTENCED SEXUAL OFFENDERS

T. Sarah Takahashi, University of Saskatchewan; Terry Nicholaichuk, Regional Psychiatric Centre; J. Strephen Wormith, University of Saskatchewan

Dangerous offenders (DOs) are deemed by the court to pose a considerable threat to the public. Therefore, they are sentenced indefinitely, have little opportunity for release, and in many cases remain incarcerated for life (Correctional Service of Canada (CSC), 2010). Yet there is little empirical evidence to determine whether they are as high risk to re-offend as assumed. The purpose of this study is to examine whether they present as serious a risk as assumed by comparing them to a matched control group of federal sex offenders who were released from custody upon their warrant expiry date. It is a replication and large scale extension of previous studies (Gu, Wong & Nicholaichuk, 2004; Witte, DiPlacido & Wong, 2001. The study is archival and entails a random selection of 100 DOs and a matched control group (legal, demographic and risk variables) of released offenders using CSC's offender management system and existing data files from the Regional Psychiatric Centre. Recidivism data for the control group was collected through an examination of offenders' criminal records. The results are presented and policy implications are discussed.

2011-06-03 – 11:30 AM to 12:25 PM – 11 h 30 à 12 h 25 – OSGOODE BALLROOM - LOWER CONCOURSE

Plenary Session/ Session plénière Honorary President's Address/Allocution de la présidente d'honneur

ENVY UP, SCORN DOWN: HOW STATUS DIVIDES US

Susan T. Fiske, Princeton University

Status-comparison compels people, even as it stresses, depresses, and divides us. Comparison is only natural, but the collateral damage reveals envy upward and scorn downward, which arguably poison people and their relationships. Several experiments—using questionnaire, psychometric, response-time, electro-myographic, and neuroimaging data—illustrate the dynamics of envy up and scorn down, as well as proposing how to mitigate their effects. Initial studies suggest the importance of status. Other data show how scorn down minimizes thought about another's mind; power deactivates mental concepts. Turning to envy up, other studies demonstrate that Schadenfreude (malicious joy) targets envied outgroups. However, counter-stereotypic information, empathy, and outcome dependency can mitigate both scorn and envy.

2011-06-03 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – DOMINION BALLROOM - SECOND FLOOR

Poster/Affiche

POSTER SESSION 'D'/PRÉSENTATION PAR AFFICHAGE

Community Psychology/Psychologie communautaire; Counselling Psychology/Psychologie du counseling ; Psychologists in Education/Psychologues en éducation ; Social & Personality/Psychologie sociale et de la personnalité ; Students in Psychology/Étudiants en psychologie ; Teaching of Psychology/Enseignement de la psychologie.

#1
Community Psychology/ Psychologie communautaire

SUCCESSFULLY TRANSITIONING FROM VIOLENCE TO PEACE: REFUGEE YOUTH SHARE THEIR EXPERTISE

Suzie Bisson, University of Calgary

Refugee youths moving to Canada have spent some of their most formative years living in environments characterized by instability, violence, and threats. When given the chance to experience life within a peaceful environment, refugee youths are expected to successfully adapt to their new environment seamlessly and with little support. While some youths manage to do so, many others struggle. The adaptation challenges faced by refugee youths impact not only their life and the wellbeing of their family but also that of their school community and the cities in which they live. Yet, research studies looking into supporting refugee youths' post-conflict adaptation process within a post-migration environment is relatively nonexistent. Accordingly, it is within the context of this participatory action research project that refugee youths from Iraq, Uganda, and Colombia have candidly shared their expertise about what supports the successful adaptation process of refugee students within Canadian society. Using the model of refugee adaptation and development and the narrative approach to form a holistic theoretical foundation in which to locate and interpret the research outcomes, the findings presented in this poster session will highlight a myriad of factors that have been identified as crucial in the facilitation process of refugee youths' successful transition from violence to peace.

#2
Community Psychology/ Psychologie communautaire

PREDICTING ALCOHOL AND DRUG USE AMONG CONSUMERS OF COMMUNITY MENTAL HEALTH PROGRAMS IN ONTARIO

John Ecker, University of Ottawa; Tim Aubry, University of Ottawa

The following study evaluates the demographic, clinical, and social and service predictors of problematic alcohol and drug use among a population of consumers of community mental health programs. The study is a secondary analysis of data collected from the Community Mental Health Evaluation Initiative (CMHEI) completed across several sites in Ontario, Canada. Data was collected from consumers at three time points (baseline, 9-months, and 18-months). Approximately 32% of consumers had problematic substance use at nine months and 28% of consumers had problematic substance use at eighteen months. A sequential logistic regression analysis uncovered several significant predictors, which differed across the type of substance used and the time point considered. The most salient and common predictors included nonadherence to medication and a decreased level of community functioning. Implications for concurrent disorder treatment plans are discussed.

#3
Community Psychology/ Psychologie communautaire

EXPLORING THE ETHICAL DECISION-MAKING PROCESSES OF COMMUNITY CARE PROVIDERS

Danielle Fry, Brock University; Frances Owen, Brock University; Dorothy Griffiths, Brock University; Danny Tarulli, Brock University

Throughout history, persons with Intellectual Disabilities (ID) have experienced abuse at a higher rate than the population at large. This vulnerability has increased the likelihood that people with ID will need the support of community care agencies. For professionals in community care agencies, there is an inherent dilemma regarding decision-making in which the care provider must balance the duty of care with a recognition of the individual rights of the person being supported. The present study explores the ethical decision-making processes of care providers in community care settings, with a focus on the balance of duty of care and individual rights promotion. Participants in the study are care providers recruited from a community agency that supports youth and adults with ID. Semi-structured interviews and a follow-up questionnaire are being used to collect both qualitative and quantitative data on the processes used by direct care staff in making complex ethical decisions related to rights promotion and duty of care. Study results have the potential to offer critical insight into how individual rights are not only upheld, but also conceptualized by care providers in community care settings. Results of the present study may be used to inform community care agencies and their staff who are undertaking a shift towards a rights-based service philosophy.

#4
Community Psychology/
Psychologie communautaire

UNE ÉTUDE LONGITUDINALE QUESTIONNANT LE CYCLE DE L'ITINÉRANCE PÉRIODIQUE

Jonathan Jetté, Université d'Ottawa; Tim Aubry, Université d'Ottawa; Susan Farrell, Université d'Ottawa; Fran Klodawsky, Carleton University; Elizabeth Hay, Université d'Ottawa; Héloïse Sirois-Leclerc, Université d'Ottawa

Plusieurs auteurs suggèrent que la population itinérante se subdivise en trois sous groupes distincts (chronique, transitoire et périodique). Les individus du groupe périodique transigent entre l'itinérance et des logements bons marchés tels que les maisons de chambres. Ces individus se logent souvent en concluant des arrangements instables, entraînant des transitions fréquentes. En ce sens, les périodes d'itinérance et de logement pourraient probablement être prévues et prévenues pour les itinérants périodiques. Cette recherche longitudinale effectuée sur une cohorte de 199 itinérants ainsi que 198 individus logés permet d'investiguer le cycle de l'itinérance périodique. Au suivi, 183 individus avec une situation de logement vulnérable furent retrouvés, parmi ceux-ci 26 ont perdu leur logement. Parallèlement, 156 des individus itinérants au recrutement furent questionnés à nouveau, dont 104 sont maintenant logés. Deux questions documentent le cycle de l'itinérance périodique. L'appartenance au groupe périodique au recrutement (nombre d'épisodes d'itinérance antérieure + durée des épisodes d'itinérance) permet-il de prévoir une trajectoire résidentielle particulière à ce groupe? Quelles sont les différences entre le groupe périodique et le groupe transitoire? Les implications de ces résultats seront discutées.

#5
Community Psychology/
Psychologie communautaire

BARRIERS TO TREATMENT AND SERVICE TERMINATION OF ADOLESCENTS IN COMMUNITY MENTAL HEALTH SETTINGS

Stephanie A. McLean, Trinity Western University

Despite the prevalence of youth living with mental health disorders, research suggests that three-quarters of adolescents who need specialized treatment are not receiving it (Canadian Paediatric Society, 2009). This project examines barriers to treatment and the phenomenon of premature termination of adolescent clients from community mental health services. While the topic of attrition has become more prevalent over past decades, most attempts to understand this phenomenon have focused solely on adult participants (Wierzbicki & Perkarik, 1993). To better understand this pervasive phenomenon, 15 adolescent participants who have utilized and prematurely terminated services through the Ministry of Children and Family Development (MCFD) will be interviewed in depth during winter 2010 using the critical incident method. This study will provide opportunities for underrepresented voices to share their experiences and improve community offered programs. While this project has strong potential for improving client services, the effects can also positively benefit agencies and therapists. Termination costs providers time and money, is disruptive to the ability of the provider to schedule effectively and provide quality care, and has been shown to correlate with lowered job satisfaction and increased staff turnover (Pekarik, 1985). Implications of this study are far-reaching.

#6
Community Psychology/
Psychologie communautaire

PERCEPTIONS OF PROFESSIONAL CONTACT OF EMERGENCY DEPARTMENT PERSONNEL FOR PATIENTS WITH MENTAL HEALTH AND MEDICAL EMERGENCIES

Sarah Mordell, Simon Fraser University; Ronald Roesch, Simon Fraser University; Jeff Brubacher, Vancouver General Hospital; Jennifer Beneteau, Simon Fraser University; Monique McLaughlin, Vancouver General Hospital

Emergency Departments (EDs) represent a critical entry point into the mental health system. However, some ED personnel receive limited training in mental health issues and may feel ill-prepared to deal with mental health emergencies. Participants in this survey study were fifty nurses and physicians working in the ED of a large urban Canadian hospital. ED personnel rated their perceptions of their professional contact with patients with mental health and medical emergencies on five-point Likert scales using adjective pairs (e.g., out of control-in control; unsuccessful-successful). The ratings for the two types of patient emergencies were compared using paired samples t-tests. ED personnel rated their perceived professional contact with patients with medical emergencies as significantly more positive on all dimensions relative to patients with mental health emergencies. After controlling for the variables of age, gender, and ED position, experience on a mental health unit and training in mental health issues moderated the differences in perceptions of success only. For participants' perceptions of effectiveness, comfort, and feeling active, training in mental health issues accounted for significant variance over and above experience alone. These findings underline the importance of experience, but more so training in mental health issues for ED personnel.

#7
Community Psychology/
Psychologie communautaire

EMERGENCY DEPARTMENT PERSONNEL'S PERCEPTIONS OF PATIENTS WITH MENTAL HEALTH AND MEDICAL EMERGENCIES: EFFECTS OF MENTAL HEALTH TRAINING AND PROFESSIONAL EXPERIENCE

Sarah Mordell, Simon Fraser University; Ronald Roesch, Simon Fraser University; Jeff Brubacher, Vancouver General Hospital; Jennifer Beneteau, Simon Fraser University; Monique McLaughlin, Vancouver General Hospital

Negative stereotypes surrounding patients with mental health issues are prevalent and have been found among health care and mental health professionals. These attitudes may be detrimental to patient care, but could also negatively impact medical personnel by increasing stress and decreasing job satisfaction. Two factors that may reduce mental health stigma, experience with patients with mental health issues and training in mental health, were examined in this study. Emergency Department (ED) nurses and physicians from a large urban Canadian hospital were surveyed on their perceptions of patients with mental health and medical emergencies on five-point Likert scales using adjective pairs (e.g., willing - resistant). Participants had more negative perceptions of patients with mental health emergencies than medical emergencies for all adjectives. After controlling for age, gender, and position, mental health training predicted smaller difference scores between patients with mental health and medical emergencies on most adjectives. Interestingly enough, mental health training was not related to more positive perceptions of patients with mental health issues, but to more negative perceptions of patients with medical emergencies. Experience with patients with mental health issues was not related to difference scores for any adjectives.

#8
Community Psychology/
Psychologie communautaire

“DIRTY LITTLE SECRETS”: OVERCOMING THE STIGMA OF MENTAL HEALTH ISSUES WITHIN THE UNIVERSITY SETTING

Lauren M. Munro, Wilfrid Laurier University

This study was conducted to gain an understanding of the experiences of Wilfrid Laurier University (WLU) students with mental health issues (MHIs) in relation to stigma and to discover the strategies they use to manage it. Study components included interviews with students with MHIs ($n=12$) and collaboration with key figures on-campus interested in improving their experiences. A cross-case comparison revealed themes of stigma, stigma-management strategies and empowerment. These findings revealed that students are reluctant to disclose their MHIs because of associated stigma, even though they viewed disclosure as valuable for changing misconceptions surrounding MHIs. Furthermore, strategies for overcoming stigma-related challenges varied across individuals from strategic disclosure to dismissing stigma, knowing yourself and your MHIs, exercise and meditation, and educating others in an effort to change perceptions of MHIs. Students saw stigma-management as empowering when it was used to change minds and when overcoming it increased self-acceptance and beliefs about self-efficacy. WLU-specific recommendations that emerged from this study were framed within the following categories: social support, the creation of a profile for MHIs on campus, and specific supports for students with MHIs.

#9
Community Psychology/
Psychologie communautaire

IS HELP JUST A CLICK AWAY?&#8232; ONLINE SUPPORT FOR BODY IMAGE DISSATISFACTION AND DISORDERED EATING BEHAVIOURS

Sally Powis, University of Calgary

With an expansion in Internet access, individuals affected by eating disorders and body image concerns have new opportunities for information retrieval and social support. This study examines the types and frequencies of social support in messages exchanged within an online real-time chat eating disorder support group and analyzes the interactive nature of social support within online support groups. This project involves a template analysis that does not require obtaining information about human participants; rather, it involves an unobtrusive observation-based examination of a Canadian organization’s eating disorder online support group. The analysis indicates that when looking at support postings only, group participants most frequently offered emotional (26.50%) and informational support (18.47%) followed by esteem support (14.03%) with network support (2.04%), and tangible assistance (0.12%) offered least frequently. The purpose here is not to suggest that online support groups are a replacement for formal therapy; rather, the intent is to describe how online support groups can potentially be used to improve the social support system surrounding an individual with eating disorders and body image concerns.

#10
Community Psychology/
Psychologie communautaire

THE EMPOWERMENT OF HOMELESS VICTIMS: THE RELATIONSHIP BETWEEN VICTIMIZATION, EMPOWERMENT, AND WELL-BEING IN A HOMELESS SAMPLE

Stephanie Rattelade, University of Ottawa; Susan Farrell, Royal Ottawa Health Care Group; Tim Aubry, University of Ottawa; Fran Klodawsky, Carleton University

Homeless populations experience higher levels of victimization than the general population, having a detrimental effect on their well-being. This study explored the mediating effects of empowerment on the relationship between victimization and well-being in homeless populations. A sample of 412 individuals, 180 male and 236 female, completed one-on-one interviews for a previously-published study. Respondents replied to a variety of questions on topics such as housing history, empowerment, well-being, and victimization. Preliminary results show the mediating effects of empowerment on victimization and well-being relationships. This trend holds regardless of age or gender. Study findings can be applied to current support programs for victims in the homeless population as well as future research on homelessness and victimization.

#11
Community Psychology/
Psychologie communautaire

EVALUATING COMMUNITY-BASED PROGRAMS FOR DIVORCING FAMILIES: WHAT CAN WE LEARN FROM CHILDREN’S, PARENTS’ & PROGRAMS’ PERSPECTIVES?

Rotem Regev, University of Victoria; Marion F. Ehrenberg, University of Victoria

The current study conducted a dual-source evaluation which shed light on some discrepancies and similarities between children’s and parents’ perceptions of the effectiveness of a community-based program for families affected by marital transitions. Seven parent-child dyads completed questionnaires devised specifically for this evaluation (AuthorReference). Parents’ and children’s perceptions concerning their (and for parents, their children’s) stress levels were assessed before and after program participation. Parents reported of their ability to apply skills that they were taught for their own, and their children’s benefit at program culmination. Parents and children further reported how supported they felt at program culmination. Parents and children showed similar levels of stress at pre- and post-test [$p>.05$]. However, parents reported a significant decrease from pre- to post-test in their children’s level of stress about the separation, as they perceive it [$p<.05$]. Parents believed in their ability to apply skills that they were taught for their own and even more so, for their children’s benefit. Parental feelings of being supported were positively associated with children’s perceptions of feeling supported [$r=0.76$, $p=0.02$]. Results underscore the need to conduct multi-source evaluations in order to determine who might an intervention be effective for.

#12
Community Psychology/
Psychologie communautaire

FUTURESAVE: INVESTING IN OUR CHILDREN’S EDUCATION

Zoé Therrien, University of Ottawa; Robert Flynn, University of Ottawa; Christine Colbert, Canadian Association of Family Resource Programs (FRP Canada)

FutureSave uses a train-the-trainer approach with the aim of preparing family resource practitioners to promote the importance of Learning and saving early for post-secondary education (PSE) through Registered Education Saving Plans (RESP) among modest income families, specially families with new born children, aboriginal people, immigrants and people living in rural areas. The project started in the summer of 2008 and took place over three years. A total of 61 family resource practitioners (10 in year 1, 26 in year 2 and 25 in year 3) from across Canada attended a two-day training in preparation for delivering family workshops in their communities about RESPs. In return, over 500 families participated in the workshops given by the trained practitioners. The evaluation focused on the impact of the training on the facilitators and the target families over the course of the three-year program. Six months after the completion of the family workshops, the practitioners and families were contacted by a project evaluator and asked to complete a follow-up interview. This poster will present the outcomes of the three year evaluation and discuss its success in encouraging modest income families to start saving for their children's PSE through RESPs. Challenges and lessons learned from year to year will also be discussed.

#13
Community Psychology/
Psychologie communautaire

FAMILIES' EXPERIENCES OF CONTINUITY OF CARE IN THE CHILDREN'S MENTAL HEALTH SYSTEM

Juliana Tobon, University of Western Ontario; Graham J. Reid, The University of Western Ontario; Judith B. Brown, Center for Studies in Family Medicin

Continuity of care, the way in which individuals experience care over time as coherent and linked, is considered an ethical principle of care. A lack of continuity of care in children's mental health has been a concern for over two decades. The current study examined continuity of care through 36 qualitative interviews with families and professionals from five agencies that provide mental health services for children were interviewed. Parents and youth expected consistency of contact with their workers. Professionals agreed that it was important to have "the same clinician [...] as much as possible." Nevertheless, gaps in care were inevitable for families receiving services. Professionals recognized the need to make these transitions "as seamless as possible" though there was often "a lack [of] resources [and] time to do the ideal." Despite these challenges, families described many instances of their workers going "over and above the call of duty." There was much flexibility in applying rules in order to serve families better: "…nothing is written in stone [...] Things go based on what makes sense for the client." The themes that bridged transitions in care were categorized into relational, informational, and management continuity. The present study is foundational for subsequent studies in which we will develop a new instrument of continuity of care for children's mental health.

#14
Community Psychology/
Psychologie communautaire

DECREASING PSYCHIATRIC STIGMA AMONGST ADOLESCENTS THROUGH EDUCATION AND POSITIVE PERSONAL CONTACT

Carolyn Watters, Trent University; Marjorie Hogan, Trent University

The study objective was to validate the effectiveness of 2 Canadian high school-based, mental health education and anti-stigma interventions administered by the Durham Talking About Mental Illness (TAMI) Coalition: the Stomping Out Stigma (S.O.S.) Summit conference and 5-day In-Class program. Program components focus on education and positive personal contact with persons living with mental illness. Two cohorts of data (September, 2005 to June, 2007; N = 816) and (September, 2007 to December, 2008; N = 744) were compared. Between-subjects factorial ANOVA and independent t-test analyses supported the effectiveness of both programs in that they consistently and significantly increased adolescents' knowledge about mental illness and improved attitudes toward mental illness, whereas the control group showed no improvements. Further, both programs facilitated these changes amongst male and female adolescents. The results validate the effectiveness of the Summit conference and In-class models as successful mental health education and anti-stigma programs for youth.

#15
Community Psychology/
Psychologie communautaire

MIDDLE SCHOOL YOUTH RESPOND POSITIVELY TO MENTAL HEALTH EDUCATION AND ANTISTIGMA PROGRAMMING

Carolyn A. Watters, Trent University

The objective of the current study was to examine the response of middle school youth (grades 7 and 8) to mental health education and antistigma programming. The antistigma program is administered by the Durham Talking About Mental Illness (TAMI) Coalition and focuses on education and positive personal contact with persons living with mental illness. Using a quasi-experimental pre- to posttest design and a control group, changes were measured in students' knowledge and attitudes about mental illness, and self-reported behaviour towards persons living with mental illness. Total participants included 165 males and 191 females. Paired t-test and general linear model repeated measures analyses supported that TAMI programming significantly increased knowledge and improved attitudes toward mental illness for both males and females, whereas no significant changes were seen amongst control group participants. Further, baseline attitudes were less stigmatizing than expected. In addition, positive behaviour change was evident for 1 out of 4 behaviour-related questions, for both males and females. The results demonstrate that antistigma programming can be effective amongst middle school student populations.

#16
Counselling Psychology/
Psychologie du counseling

POST-CONCUSSION SYMPTOMS: DOES BRAIN INJURY REQUIRE HEAD INJURY?

Nancy Adams, Trinity Western University; Raymond J. Ancill, R J Ancill - Clinical Psychiatrist; Marvin J. McDonald, Trinity Western University

Approximately 500 adult patients from an archival clinical, psychiatric data set were assessed for the presence of mild to moderate brain injury (MTBI) following accidents, primarily motor vehicle accidents. About 165 patients were assessed as having MTBI, and were classified into two groups: (1) patients with physical evidence of head injury (lacerations, abrasions, or contusions to the head or face), and (2) patients with no such evidence of head injury. Data on incidence and severity of common post concussion symptoms were collected for the MTBI patients with the Rivermead Post Concussion Symptoms Questionnaire (King, Crawford, Wenden, Moss & Wade, 1995) administered in a clincial interview. The pattern of symptom frequencies reported was investigated by: determining the correlation in symptom rankings between the two groups (using Spearman's correlation coefficient), conducting principal components analyses, and considering the implications of additional symptoms reported by patients. Ideas about possible explanations for differences between current findings and previous research based on the Rivermead Post Concussion Symptoms Questionnaire were discussed.

#17
Counselling Psychology/
Psychologie du counseling

HOW THEY COPE: EXAMINING THE RESETTLEMENT EXPERIENCE OF AFRICAN REFUGEE SINGLE MOTHERS

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

Although many single mothers have been resettled in Canada under the United Nations High Commission for Refugees', "Women and Children at Risk" program over the last several decades, there is a dearth of research reporting on their post-resettlement outcomes. Employing the critical incidents technique the current study analyzed transcriptions of audio-taped interviews with African single mother refugees living in Calgary to identify incidents that have had special significance associated with their experience as relates to; service availability and utilization, challenges attributable to their single-parent status and household headship, personal agency, pre-migration expectations and wish lists. Current life situations and future expectations were examined and are discussed in relation to pre-migration expectations. Implications for service provision and the psychological well-being of mothers and children is discussed and suggestions for outcome enhancement are also made. In order to give participants with low English proficiency a voice, some interviews were conducted in an African dialect (Kiswahili) and translated prior to transcription and analysis.

#18
Counselling Psychology/ Psychologie du counseling

THE ROLE OF PERSONALITY AND EMOTION REGULATION ON PSYCHOLOGICAL HEALTH IN TRAUMA SURVIVORS

Touraj Amiri, OISE, University of Toronto; Jeanne Watson, OISE, University of Toronto; Justin Mattina, OISE, University of Toronto; Jonathan Danson, OISE, University of Toronto

A growing body of literature is focusing on the influence of emotion regulation (Gross & John, 2003) as well as personality factors (Hewitt et al, 2003) on psychological health. However, little work has been done to explore the influence of personality on emotion regulation, and none of these studies have probed the relationships among personality, emotion regulation and psychological health. The current study intends to fill the gap by investigating the effect of the interaction between perfectionistic self-presentation and emotion regulation on psychological well-being. The data for this research will be drawn from two projects completed at OISE, which looked at the effects of an Expressive Writing (EW) intervention on psychological health in trauma survivors. An analysis of the baseline measures indicated that higher scores in depression, PTSD, and frequency of physical symptoms, were associated with higher levels of perfectionistic self-presentation (Danson, Watson & Mattina, 2009) and more difficulties in emotion regulation (Mattina, Watson & Danson, 2010). It is hypothesized that: a) higher levels of perfectionistic self-presentation are associated with more difficulties in emotion regulation, and b) emotion regulation mediates the relationship between perfectionistic self-presentation and symptoms of depression, PTSD, and frequency of common physical sensations.

#19
Counselling Psychology/ Psychologie du counseling

NARRATIVE PROCESSES AND FACILITATIVE INTERPERSONAL SKILLS OF TRAINEE COUNSELLORS

Calli Armstrong, McGill University; Melanie Berish, McGill University; Pascale Gendreau, McGill University; Isabelle Assouline, McGill University; Marilyn Fitzpatrick, McGill University

Narratives emerge as a result of dialogue between the client and the therapist. Productive therapy includes three types of narrative processes: external (descriptions of events), internal (descriptions of emotional experiences), and reflexive (analysis of events or experiences) (Angus, Levitt, & Hardtke, 1999). While the therapist's choice of interventions impacts shifts between narrative processes (Armstrong, Janzen, Fitzpatrick, & Angus, 2008), research has yet to examine how the quality of the therapist's skill relates to narrative processes. Studies of this relationship will reveal how the therapist might play a helpful role in unfolding client narratives. This study examines the relationship between trainee therapist facilitative interpersonal skills and narrative processes. Participants included 90 therapist trainees and 90 volunteer clients. Transcripts were coded and analysed using the Narrative Process Coding System (NPCS; Angus, Hardtke, & Levitt, 1996). Videos of therapy sessions were rated using the Facilitative Interpersonal Skills-In Session Rating Method (FIS-IS; Anderson, Ogles, & Weis, 1999; Anderson, Patterson, & Weis, 2006; Uhlin, 2009). Implications for training and clinical practice are discussed.

#20
Counselling Psychology/ Psychologie du counseling

CANADIAN DOCTORAL PROGRAMS IN COUNSELLING PSYCHOLOGY: A DESCRIPTIVE EXAMINATION AND COMPARATIVE ANALYSIS

Robinder Bedi, Western Washington University; Gordon T. Barker, Western Washington University; Laura Klubben, University of British Columbia

Up until last year, the field of counseling psychology (CNPSY) lacked a CPA-endorsed definition, leaving the five doctoral training programs to formulate their own, sometimes conflicting, definitions. This has led to incongruent training emphases and a lack of consistency in perceived scope of practice (Beatch et al., 2009). Although accredited programs must adhere to specific minimum requirements, there is flexibility in how many of these requirements are met and programs are permitted to enhance themselves in whatever manner they see fit. The purpose of this study was to clarify these irregularities by (a) describing the general landscape of Canadian doctoral training in CNPSY (using means, SDs, minimum/maximum values, and percentages) and (b) comparing the programs across over 100 dimensions/variables falling under the following categories: Program Characteristics (e.g., specialized tracks, length of curriculum), Program Descriptors (e.g., key terms in mission statements), Faculty Characteristics (e.g., number, % of registered psychologists, gender), Student Characteristics (e.g., number, average age), Student Outcomes (e.g., attrition rate, internship placement, EPPP scores), Curriculum (e.g., coursework, credits), Applied Training (e.g., required practicum hours, practicum sites), and Admissions Information (e.g., number of applicants, acceptance rates, GRE requirements).

#21
Counselling Psychology/ Psychologie du counseling

PSYCHOLINGUISTIC ANALYSIS IN THERAPEUTIC CONVERSATIONS

Valeri Belianine, Kaluga State University

When talking to a therapist clients are externalizing their problems (M.White) and at the same time are keeping their personal style (D.Semerari). What is evading the therapist's attention is the construction of sentences, and psychological dimension of syntaxis. One may think that irregularities in client's speech are related to the stress of talking in front of a stranger or spontaneity of oral speech in general. But if a client makes the same mistake twice, or gives preferences to some constructions over others, that may be an evidence of their internal syntax (A. Luria) and may give additional information about their inner state. The presentation will deal with the language constructions that may be noticed by non-linguists. For example, preference of impersonal constructions with "me" vs "I" ("It occurred to me" vs "I thought") may indicate external locus of control; impersonal constructions in general ("Shooting process usually consists of two parts" vs "When I make pictures, …") may point to evasiveness or tendency to be "objective", etc. Psycholinguistics may be of help in analyzing such predictors of personality traits.

#22
Counselling Psychology/
Psychologie du counseling

RETENTION IN A UNIVERSITY SETTING: PERSONALITY AND ACADEMIC MEASURES

Lilly E. Both, University of New Brunswick; Lisa Best, University of New Brunswick

In recent years, much attention has focused on retention of university students and many researchers have made attempts to predict academic success. Parker, Hogan, Eastabrook, Oke, and Wood (2006) found that retention was related to emotional intelligence and other social measures. In the current study, participants completed questionnaires to assess variables such as personality, attachment styles, and life satisfaction. All data were collected at the end of the first academic year and participants gave written permission for the researchers to access academic transcripts during the first term of their second year to determine which students were still enrolled in university. In total, 52 students participated and, of those, 10 students did not return in second year. Variables that significantly correlated with retention included: age; a preoccupied attachment style; NEO-PI-R Conscientiousness facets measuring dutifulness and achievement striving; and grade point average. When these variables were entered into a regression equation, the only significant predictor of retention was grade point average, which accounted for 9% of the variability. Strategies to help students adjust to university, such as teaching study and time management skills, will be discussed.

#23
Counselling Psychology/
Psychologie du counseling

THE INFLUENCE OF RELATIONAL FACTORS ON CANCER PATIENTS' AND PARTNERS' TRAUMATIC STRESS SYMPTOMS

Danielle C. Brosseau, McGill University; Marvin McDonald, Trinity Western University

Advances in the measurement and screening of patients' psychosocial responses to cancer have almost exclusively focused on distress, defined in terms of anxiety and depression. Unfortunately, responses such as traumatic stress and impacts beyond the individual patient have largely been neglected. Previous research demonstrated that relationship quality moderates the association between patients' and partners' traumatic stress (Brosseau, McDonald, & Stephen, 2010) but the stability of the statistical relationships across roles (patient or partner) remains unknown. Participants in the current study included 145 cancer patients and 97 partners. Two multiple regression analyses were conducted to determine the amount of variance in patients posttraumatic stress or partners' secondary traumatic stress (STS) accounted for by relationship satisfaction, affective and problem-solving communication. In the patient model, relationship factors predicted 10% of the variance in posttraumatic stress, R squared = .10, F(3, 108) = 3.78, p < .05, while relationship factors predicted 37% of the variance in STS among partners, R squared = .37, F(3, 89) = 17.75, p < .001. Results suggest that relational factors have a greater impact on partners' experience of traumatic stress and broaden our understanding of the experience of those patients and partners whose response to cancer goes beyond distress.

#24
Counselling Psychology/
Psychologie du counseling

POSTTRAUMATIC MENTAL HEALTH IN SEXUAL ASSAULT SURVIVORS: THE ROLE OF EDUCATION AND COMMUNITY CONNECTION

Christine Cabral, Univeristy of Toronto; Lana Stermac, OISE/University of Toronto; Allyson Clarke, University of Toronto; Lindsay Brown, University of Toronto

While a large body of research attests to the prevalence of negative posttraumatic health sequelae experienced by survivors of sexual assault (e.g., Foa & Rothbaum, 2003), a literature on variables potentially related to more positive outcomes following sexual assault has emerged in recent years (e.g., Grubaugh & Resnick, 2007). Examining factors and pathways associated with more positive posttraumatic mental health outcomes is of importance to researchers and clinicians alike. Our previous work identified the significance of contextual variables related to community education and schooling in moderating posttraumatic mental health among war-zone immigrants (Stermac, Brazeau & Martin, 2008). In this study we examine further the role of educational programs as potential moderators of posttraumatic mental health among survivors of sexual assault. Seventy (N=74) women with recent history of sexual assault completed measures of cognitive processing, posttraumatic mental health and concurrent educational experiences, performance and attitudes. Results indicate that participation in educational programs was related to a) more positive mental health and social connections, and b) aspects of posttraumatic growth. The results are discussed in terms of the potential role of educational programs in fostering community connections leading to more positive posttraumatic mental health.

#25
Counselling Psychology/
Psychologie du counseling

THE CROSS-CULTURAL ANALYSIS OF MALE SURVIVORS STUDIES-CANADA AND TAIWAN

Chao-Mei Chiang, McGill Univ., Counselling Psychology Program, Department of Educational and Counselling Psychol; Ada Sinacore, McGill Univ., Counselling Psychology Program, Department of Educational and Counselling Psychol

This study aims to examine the extant literature on male survivors of gender based violence published after 2000 in Canada and Taiwan. An in-depth literature search in the online databases with key words of "male survivor(s) and male victim(s)", resulted in identifying six Canadian studies and six Taiwanese studies were found. Literature was analyzed theoretically, methodologically and contextually applying feminist and social justice epistemological positions. Theoretical analysis revealed that those studies used gender role and gender socialization to explain male survivors' victimized experiences. In both countries, the studies used predominantly qualitative method with phenomenological and narrative approaches. Contextual analysis revealed that Canadian studies were conducted by faculties of social work; Taiwanese studies were from master theses in counseling, sociology and criminology. The contextual divergence indicated that the Canadian studies were community-based perspective; while Taiwanese studies need to be connected to the practice field. Additionally, the qualitative method provides the content of male survivors' experience; conversely, the process of male survivors' interaction with the environment needs to be addressed. The presenters will discuss the results and the implications for counseling and future research on male survivors of gender based violence.

#26
Counselling Psychology/
Psychologie du counseling

WRITING INTO VOICE: WORKING WITH WOMEN SURVIVORS OF VIOLENCE

Angele Close, University of Toronto; Susan Rodger, University of Western Ontario

We contest that the literature in the area of guided, expressive writing in the treatment of trauma does not accurately reflect women's experiences, particularly those faced with multiple oppressions and with histories of victimization. We promote self-directed writing in the treatment of trauma through a feminist lens and using a complex model of trauma. We suggest that such a model may be more inclusive of positive outcomes for women survivors and present two case studies of women who participated in a writing workshop designed to explore the positive potential of writing in trauma recovery, offered within a specialized education program for women with trauma histories. Content analysis of interviews revealed that writing serves as a positive coping tool, offers a sense of possibility for change, and enhances self-esteem. A feeling of freedom through writing was a common theme, as was the benefit of mutual feedback from within a group format. Writing for these women is a way of developing voice and, when framed within their own agenda, offers women a sense of empowerment and agency not afforded through prescriptive treatments. The use of self-directed writing as an alternative therapeutic intervention with women survivors of trauma is presented with the hope of inspiring others to continue to explore empirically the many uses of writing in women's recovery process.

#27
Counselling Psychology/
Psychologie du counseling

HINDERING FACTORS IN THE WORKING ALLIANCE AS CATEGORIZED BY CLIENTS

Megan Cook, Western Washington University; Robinder P. Bedi, Western Washington University

Client ratings of the working alliance reliably predict counselling outcomes, but we know little about what factors hurt the alliance from the viewpoint of clients. Five clients sorted two sets of 74 statements into conceptually homogenous piles: one set representing factors that clients identified as hindering to the working alliance and the second representing the corresponding reasons how/why the alliance was hindered. Statistical concept mapping was used to summarize the collective understanding of the participants. Four categories of alliance hindering factors emerged: (a) Client's Lack of Confidence in Counsellor, (b) Incongruent Interactions, (c) Counsellor is Overly Directive or Unresponsive to Client's Desired Direction, and (d) Counsellor's Body Language. The four categories describing how/why these incidents hindered the alliance were: (a) Client Does not Trust Counsellor Therefore Client Will not Open up to Counsellor, (b) Client Does not Feel Comfortable with Counsellor Therefore is not Willing to Share with Counsellor, (c) Counsellor is too Directive Therefore Client Stops Sharing and Follows Counsellor's Direction, and (d) Counsellor is Disengaged Therefore Client Does not Feel Accepted or Understood by Counsellor. This pilot study refined methods that will allow tapping into client subjective understandings using quantitative methods.

#28
Counselling Psychology/
Psychologie du counseling

THE EFFECTS OF SELF-PRESENTATION ON AN EXPRESSIVE WRITING INTERVENTION FOR TRAUMA SURVIVORS

Jonathan J. Danson, Ontario Institute for Studies in Education of the University of Toronto; Jeanne C. Watson, Ontario Institute for Studies in Education of the University of Toronto; Justin Mattina, Ontario Institute for Studies in Education of the University of Toronto; Touraj Amiri, Ontario Institute for Studies in Education of the University of Toronto

Expressive Writing (EW) involves writing in an emotionally expressive manner about an experienced event, and has been repeatedly shown to be related to increases in psychological and physical well-being. The purpose of the current study was to extend previous work by examining how self-presentation (a.k.a. impression management) is related to psychological and physical gains following an EW intervention. Sixty participants who had experienced a traumatic event were recruited from the community and given either an EW or control (time management) activity. Measures assessing self-presentation tactics, perfectionistic self-presentation, depression, posttraumatic stress, and physical symptoms of stress were administered at baseline and again at one month follow-up to determine changes in symptomatology. Results indicated that higher levels of perfectionistic self-presentation were significantly associated with less improvement in symptoms of depression and posttraumatic stress across both groups. Further, a nonsignificant moderation trend emerged whereby higher levels of perfectionistic self-presentation were associated with more improvement in symptoms of depression and posttraumatic stress in the EW group but not control group.

#29
Counselling Psychology/
Psychologie du counseling

ATTACHMENT, ANXIETY, AND DEPRESSION IN POST-SECONDARY STUDENTS

Sander C. Deeth, University of Calgary; Sharon L. Cairns, University of Calgary

Anxiety and depression are among the top counselling concerns of post-secondary students. Attachment theory may help shed light on this high rate of occurrence, since insecure attachment is often associated with significant emotional distress in adulthood. Using the Experiences in Close Relationship Scale-Revised (ECR-R) and the Depression and Anxiety Stress Scales (DASS), this study investigates the relationship between attachment style and anxiety and depression in post-secondary students. Results may provide a clearer understanding of the association between attachment and psychological distress in the university student population, a better understanding the relationship between attachment styles and depression and anxiety, and address an important gap in the current research looking at attachment and depression and anxiety in Canadian university students.

#30
Counselling Psychology/
Psychologie du counseling

LIVING WITH A PARENT WITH AN ACQUIRED BRAIN INJURY

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

When acquired brain injury (ABI) strikes, a significant ripple effect occurs throughout the individual's interpersonal connections, including family members, friends, peers, and colleagues. Although each person connected to the individual with an ABI may react differently based on the pre-existing relationship, it is clear that family members often become the primary caregivers and sources of support during the individual's recovery process. While there is considerable literature discussing the impact of an individual's ABI on the family system, their spouse, and their siblings, there is very little examination of the impact on the children of an individual with an ABI, thus illuminating a large knowledge gap in the literature. Knowledge gaps rarely suggest a lack of incidence and typically indicate areas of knowledge that have been largely ignored both in research and in practice. Therefore, guided by heuristic inquiry, adults who were adolescent children when their parent acquired a brain injury were interviewed to discover their unique experience in living with the parent with ABI. Preliminary findings will be shared in the hopes of raising awareness to enhance current counselling and rehabilitation services supporting family members of individuals with ABI.

#31
Counselling Psychology/
Psychologie du counseling

CHANGE PROCESS IN CBT: MODELING SUCCESSFUL RE-APPRAISALS WITH DEPRESSED CLIENTS

Laura Gollino, OISE/UT; Jeanne C. Watson, OISE/UT

Psychotherapy research continues to focus on assessing treatment efficacy rather than on increasing the therapeutic effect of established treatments. The current study seeks to address this gap by examining how depressed clients successfully engage in CBT to realize good therapy outcomes. The resolution of reappraisal tasks, or shifting from dysfunctional to more functional appraisals, is a key component of CBT for depression (Castonguay, Hayes, Goldfried, & DeRubeis, 1995). This task analytic (Rice & Greenberg, 1984) study builds on prior research by testing an existing model of reappraisal task resolution (Berlin, Mann, & Grossman, 1991). Sessions in which re-appraisal tasks were resolved by clients with good CBT treatment outcomes were selected from a randomized control study on depression (Watson, Gordon, Stermac, Kalogerakos, & Steckley, 2003); resolution was confirmed by client self-report of in-session change. These sessions were subjected to an intense analysis aimed at modeling the steps by which clients resolved their re-appraisal tasks. Results revealed differences between the existing and new models of resolution, and required the elaboration and refinement of a key component of both models, counter-posing between alternative appraisals. Discussion of the results will consider implications on treatment potency, clinician competence, and psychotherapy integration.

#32
Counselling Psychology/
Psychologie du counseling

VOICING THE UNHEARD: AN INTERPRETATIVE PHENOMENOLOGICAL ANALYSIS OF THE EXPERIENCES OF SIBLINGS OF PERSONS LIVING WITH MENTAL ILLNESS

Michelle Gour, University of Calgary; Sharon 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, the experiences of siblings, in particular, have largely been disregarded. We aimed to elicit the lived experiences of siblings of persons living with mental illness to better understand a) the impact of having a mentally ill sibling on their past, present, and anticipated futures; and b) what changes or losses they have experienced due to the illness. Eight females with either a sibling living with schizophrenia (n = 6) or bipolar disorder (n = 2) participated in individual, semi-structured, audio-taped interviews. Transcript content was organized into themes using interpretative phenomenological analysis. In summary, themes a) the significant impact of the siblings' mental illness across the well siblings' lifespan, including their anticipations about future roles and responsibilities; b) the nature of the inherent bond that exists between siblings; and c) the personal and shared losses that are grieved by well siblings. Implications for research and counselling are discussed.

#33
Counselling Psychology/
Psychologie du counseling

INVESTIGATION OF THE UNIQUE FACTORS THAT PLACE A CHILD AT RISK OF HOMICIDE IN THE CONTEXT OF DOMESTIC VIOLENCE IN THEIR FAMILY

Leslie HA. Hamilton, University of Western Ontario

Domestic homicide, the killing of a family member, household member, or intimate partner by another, does not exist in isolation and is often accompanied by a history of domestic violence (Adams, 2007; DVDRC of Ontario, 2008; Turvey, 2008). Recent research indicates that extreme cases of domestic violence place children at risk of becoming victims of domestic homicide (Jaffe & Juodis, 2006). Using a retrospective case analysis of 84 domestic homicide cases, this research attempts to identify the unique factors that place a child at risk of homicide when domestic violence resides within their family home. Cases are divided into three groups (no child involvement, child homicide/attempted homicide, and no child homicide/attempted homicide) and compared for significant differences across variables. Child homicide/attempted homicide cases were also matched with no child homicide/attempted homicide cases and compared. Limitations in sample size and availability of data have prevented concrete findings. What has been identified is that cases of child homicide/attempted homicide are extremely similar to cases of no child homicide/attempted homicide. As such, professionals need to assess risk for all children involved with domestic violence. Safety planning, protection orders, and risk assessment cannot end at the primary victim but must extend to incorporate children.

#34
Counselling Psychology/
Psychologie du counseling

MINDFULNESS BEYOND THE THIRD WAVE: THE ROLE OF MINDFULNESS IN PSYCHOTHERAPY OUTSIDE THE COGNITIVE-BEHAVIORAL TRADITION

Sarah Horowitz, University of Toronto

Mindfulness, defined as non-judgemental attention toward present-moment stimuli, is now a common psychotherapy intervention. Research literature names mindfulness the third wave of Cognitive-Behavioral Therapy (CBT), yet mindfulness is also used by psychotherapists outside the CBT tradition. Mindfulness is a complex concept that has developed in the context of thousands of years of religion, politics, and medicine; thus its application to non-CBT psychotherapy is not necessarily straightforward. CBT practitioners have needed to reconcile various inconsistencies between mindfulness and CBT; given that therapists of all orientations are using mindfulness, it is pertinent to consider how mindfulness fits with other frameworks. This study addresses this gap in the literature through interviews with 10 experienced psychotherapists who integrate mindfulness with non-CBT psychotherapy. Interviews addressed how participants a) define mindfulness, b) integrate mindfulness with psychotherapy, and c) the aims of integration. Data were analyzed via the Grounded Theory approach to identify themes relevant to practitioners and researchers interested in the utility of mindfulness to their work. Results of the study offer ways ongoing difficulties with mindfulness integration may be addressed, as well as aiding the ongoing understanding of the growth of the phenomenon within psychotherapy.

#35
Counselling Psychology/
Psychologie du counseling

INTERNATIONAL STUDENTS EXPERIENCES WITH RACIAL MICROAGGRESSIONS IN THE CANADIAN CONTEXT

Sara Houshmand, McGill University; Lisa B. Spanierman, McGill University; Romin W. Tafarodi, University of Toronto

International students in the U.S. report experiencing discomfort and inhospitality without being able to identify clearly the source of these feelings (Lee & Rice, 2007). Scholars suggest that international students in Canada also experience racial discrimination (Popadiuk & Arthur, 2004). Racial microaggressions theory provides a promising framework with which to understand international students' experiences with racism (Kim & Kim, 2010). Racial microaggressions are commonplace verbal, behavioural or environmental indignities targeting marginalized groups (Sue et al., 2007). Little previous empirical research has examined microaggressions against international students and none has been conducted in the Canadian context. In the present study, students from China, South Korea, India, and Pakistan (n = 131) participated in individual interviews about their adjustment experiences. Using a modified Consensual Qualitative Research method (CQR; Hill et al., 1997, 2005), we identified five racial microaggressions themes: denial of racism, ascription of unintelligence, exclusion, indigenous spirituality, and community support. Themes emerged in classrooms, social interactions, and the larger campus setting. Experiences of microaggressions varied by ethnicity and social class. Implications for counsellors and educators are offered.

#36
Counselling Psychology/
Psychologie du counseling

A SERVICE LEARNING DESIGN COURSE: EXAMINING WHITE STUDENTS' RACIAL ATTITUDES

Sara Houshmand, McGill University; Lisa B. Spanierman, McGill University; V. P. Poteat, Boston College; Amanda Beer, University of North Carolina- Wilmington; Laura J. Lawson, Rutgers, The State University of New Jersey

There is an emerging trend of community service learning in Canada that builds on the long tradition in the US (Canadian Alliance for Community Service-Learning, 2010). Service learning often involves students from white and privileged backgrounds crossing racial and class boundaries and entering environments with few social resources (Nieto, 2000). These experiences may elicit various reactions among white students such as paternalism, colour-blind racial ideology, and strong emotional responses. Moreover, these responses may hinder students' learning and pose problems for community partners. The present study examines white undergraduates (n = 15) in a Landscape Architecture studio at a large US university who designed park spaces in a low-income African-American neighbourhood. Using a modified consensual qualitative research method (Hill et al., 1997), we analyzed a series of guided inquiry questions at 3 time points and a focus group discussion at the end of term. Results indicated that students maintained subtle racist attitudes while appreciating the professional relevance of the service project. Emerging themes suggest various factors that foster or hinder change in students' racial attitudes during the course of the studio. Implications will be discussed for Canadian educators and counsellors.

#37
Counselling Psychology/
Psychologie du counseling

COUNSELLING ARAB CANADIANS: EXAMINING WESTERN APPROACHES IN ORDER TO PROVIDE CULTURALLY SENSITIVE SERVICES

Malak Kamel, McGill University; Salah Bustami, University of British Columbia; Anusha Kassan, University of British Columbia

In recent years, enhancing multicultural awareness and sensitivity has gained great importance in the field of counselling psychology (Sue & Sue, 1999). Doing so allows practitioners to become effective service providers, incorporating culturally specific knowledge into client-based treatment plans. One way of fostering multicultural sensitivity is to assess the limitations of commonly used theories of personality, assessment criteria, and therapeutic approaches. A search in the literature has revealed that such information is rarely discussed regarding the population of Arab Canadians. The purpose of this presentation is to explore some of the limitations of commonly used western approaches, understand the implications of such limitations, and in doing so, increase practitioners' multicultural competency. This presentation will explore the following limitations of western approaches when applied to this population: 1) constructs in theories of personality, namely; the focus on intrapsychic rather than intrafamilial conflict, 2) assessment criteria, namely; the cross-cultural validity of the DSM-IV, 3) major therapeutic approaches, namely; psychodynamic, cognitive behavioral, and humanistic. Presenters of this poster will address the aforementioned limitations and their implications as prominent factors for counselor competence when servicing the Arab Canadian population.

#38
Counselling Psychology/
Psychologie du counseling

CAREER COMPROMISE IN IMMIGRANT PROFESSIONALS IN CANADA

Karen Lau, OISE, University of Toronto; Charles P. Chen, OISE, University of Toronto

This study presents the investigation of the career transition experience of immigrant skilled workers with a focus on their experiences with career compromise and the coping strategies that they used. The grounded theory approach of qualitative analysis method was used to analyze 20 interview transcripts with participants who had received their education/training and had at least 1 year of work experience prior to immigrating to Canada. The interviews revealed that the career transition journeys of immigrant skilled workers were thwarted with acculturation and career-seeking barriers, which made their career transition experiences quite compromising. The findings support the notion of positive compromise whereby the participants utilized their human agency and open-mindedness to deal with their career compromise. An immigrant vocational theory and an immigrant career compromise theory are proposed. Practical implications and future research directions are discussed.

#39
Counselling Psychology/
Psychologie du counseling

"IF THE RELATIONSHIP WAS SHAKY, THIS IS GOING TO BREAK IT": UNDERSTANDING THE IMPACT OF SEXUAL ASSAULT ON ROMANTIC RELATIONSHIPS

Erica I. Lauridsen, University of Alberta

Thirty-nine percent of Canadian women report experiencing sexual assault at least once after the age of 16. The purpose of the present study was to examine the perceptions of mental health professionals regarding the impact of female sexual assault on heterosexual romantic relationships. Data was generated through semi-structured interviews with five mental health professionals and subsequently analyzed using a thematic analysis approach. Four broad themes materialized from this analysis, including: a) implications of individual processing, b) significant relationship changes, c) response to external variables, and d) pre-assault functioning affects post-assault response. These results suggest that couples experience changes in the domains of trust, communication, and intimacy post-assault and have difficulty navigating around the misperceptions of sexual assault and socialized gender expectations that are prevalent in society. In the face of these challenges, the mental health professionals agreed that a couple's ability to weather the assault is dependent on their pre-assault relationship functioning as those couples with a strong foundation and prevailing commitment can more readily handle the post-assault challenges. The resultant implications of these findings are discussed in light of relevant research and in relation to clinical practice.

#40
Counselling Psychology/
Psychologie du counseling

BEYOND WORDS: THE IMPLICATIONS OF TATTOOING AND PIERCING FOR PSYCHOTHERAPEUTIC PRACTICE

Paulo D. Matos, University of Calgary; Gabriela Ionita, McGill University

Attending properly to clients' communication is necessary for effective psychotherapy. Clients use numerous forms of communication in psychotherapy. Verbal communication, including vocal tone, is the most obvious; communication also occurs through body language, expressing emotions, art (i.e. art therapy) and even dream analysis (e.g. Clarkson, 1990). One form of communication that has received scant attention in the psychotherapy literature is in people's use of tattoos and piercings as possible ways of communication. Some research suggests that these body modifications are intended to communicate important messages to others. This study examined the communicative function that tattoos and piercings may serve for seven women who had experienced relational traumas, using a phenomenological method. Results elucidated the following four themes: 1) Relationship; 2) Invitations to speak; 3) Identity; and 4) Strength/toughness. These results suggest that these women used tattoos in purposeful ways to communicate important messages about their relationships, identities, strength, and willingness to discuss their experiences. Reframing tattoos and piercings as symbols which, at times, are used to communicate important information to others, may open up new avenues of exploration and communication in psychotherapy that might otherwise be missed, downplayed, or ignored.

#41
Counselling Psychology/
Psychologie du counseling

THE ROLE OF EMOTION REGULATION IN THE EXPRESSIVE WRITING INTERVENTION

Justin M. Mattina, OISE - University of Toronto; Jeanne Watson, OISE - University of Toronto; Jonathan Danson, OISE - University of Toronto; Touraj Amiri, OISE - University of Toronto

The procedure developed by Pennebaker and colleagues, known as expressive writing (EW), involves asking participants to write about their most traumatic life event. Despite research suggesting that EW has beneficial effects on psychological and physical health (Smyth, 1998), it continues to remain unclear what factors moderate the beneficial outcomes seen in EW studies, and what the mediating variables are that lead to these improvements. The purpose of the study was to address these two questions by examining the role of emotion regulation (ER). It was hypothesized that: 1) participants in the EW group would demonstrate greater gains on outcome measures and ER abilities, in comparison to controls; 2) ER abilities would act as a moderator in the EW group, but not for controls, such that EW participants with greater ER abilities at baseline would demonstrate greater improvements on outcome measures; and 3) ER abilities would act as a mediator in terms of improvements on outcome measures for the EW group, but not for controls, such that EW participants demonstrating greater improvements in ER abilities from baseline to follow up would demonstrate greater gains on outcome measures. Results will be discussed in the context of emotion regulation theory and compared to the existing expressive writing literature.

#42
Counselling Psychology/
Psychologie du counseling

THE EFFECTS OF SEXUAL HARASSMENT ON THE FELT EXPERIENCES OF THE BODY AND SELF IN A GROUP OF YOUNG GIRLS

Raha Mirian, OISE, University of Toronto; Niva Piran, OISE, University of Toronto

The western field of mental health has increasingly recognized that an underlying disconnection between body and mind results in many prevailing mental disorders. The body acts both as site of, and mediator between, social and sentient experiences. When the body becomes the target of violation, one's experience of living in and through the body is disrupted. More severe levels of disturbance in embodiment may result in a range of mental health illnesses, including eating disorders. Experiences of body violation that occur around the age of puberty have particularly significant implications for a girl's experience of her body and self. The present study involved 20 adolescent girls, ages 13-14, of diverse backgrounds. All girls in the study reported experiences of sexual harassment. They also describe ways in which this harassment disrupted their experiences of engagement in the world, including: social withdrawal, sadness, fear, hopelessness and other experiences that are maintained beyond the occurrence of the harassment. The study suggests the importance of enforcing anti-harassment school policies in school towards the goal of minimizing violation of body ownership.

#43
Counselling Psychology/
Psychologie du counseling

TRANSFORMING THE PAIN: THE LIVED EXPERIENCES OF SUICIDE SURVIVORS WHO BECOME PEER COUNSELLORS

Olga Oulanova, OISE, University of Toronto

The suicide of a loved one is a traumatic life event that brings emotional suffering to the bereaved survivors. In the aftermath of their loss, some individuals become peer counsellors, thereby drawing on their painful experiences to assist others. Although peer counsellors play an important supportive role, they have been a low priority for suicidology researchers. No studies have examined the dynamics associated with survivors becoming peer counsellors, nor documented their experiences. The present study sought to address this gap. This research aimed to understand how peer counsellors conceptualize their volunteerism and how it affects their own healing process. To explore these questions, I interviewed 15 survivors who volunteer as peer counsellors. Qualitative interview data were analyzed for themes via the interpretative phenomenological approach. My findings suggest that in becoming peer counsellors, survivors fight the silence surrounding suicide and actively transform the pain of their loss. Through peer counselling they undergo personal growth, advance on their own healing journey, and derive satisfaction from observing improvement in those they support. They find meaning in their volunteerism by offering hope and maintaining a connection to their own loss. I discuss the broader implications of these findings for suicide bereavement research and clinical practice.

#44
Counselling Psychology/
Psychologie du counseling

EXPLORING QUALITY OF LIFE CHANGES AND COUNSELLING UTILIZATION IN NEW BRUNSWICK METHADONE MAINTENANCE TREATMENT PROGRAMS

Nichole D. Pickett, Faculty of Education, University of New Brunswick; José F. Domene, Faculty of Education, University of New Brunswick; William Morrison, Faculty of Education, University of New Brunswick; Patricia Peterson, Faculty of Education, University of New Brunswick

Methadone maintenance treatment (MMT) is established as a primary intervention for opiate dependence. However, these programs have been primarily examined in large urban areas; it is unclear how effective MMT is for less densely populated regions of Canada. Beginning to address this gap, the present study examined quality of life (physical, psychological, social well-being) in MMT clients in New Brunswick, and their perceptions of how counselling enhanced (or detracted from) treatment. Interviews were conducted with seven adults (4 males, 3 females), currently receiving MMT. Data was analyzed using an interpretative thematic analysis strategy. The analysis concentrated on achieving an understanding of participants' experiences with MMT services, including benefits and challenges related to quality of life and counselling participation. Twenty-one distinct themes emerged, where participants described experiencing positive changes to their quality of life in all areas, following entry into MMT. They also expressed that counselling was a beneficial supplement to methadone, but challenges existed with its implementation. Overall, the findings suggest that MMT can be an efficient treatment model for improving quality of life even in less densely populated regions, although it does not appear to meet all clients' needs. Implications for counselling psychology practice are discussed.

#45
Counselling Psychology/
Psychologie du counseling

SUBSTANCE ABUSE TREATMENT FOR ABORIGINAL YOUTH: SHOULD DRUG AND ALCOHOL INTERVENTIONS BE SUBSUMED UNDER A HARM REDUCTION FRAMEWORK? A CRITICAL POLICY REVIEW

Debra Rapske, Trinity Western University; Marvin J. McDonald, Trinity Western University; Rick A. Bradshaw, Trinity Western University

High rates of substance use are prevalent among youth while limited evidence is available for the effectiveness of drug prevention and treatment approaches for adolescents with substance abuse problems. Rigorous research in this area is lacking (Leslie, 2008; Poulin, 2006). Harm reduction has, in the meantime, gained increasing prominence in addictions fields and has become the predominant policy stance in addictions treatment and in many other areas of public health (Marlatt & Witkiewitz, 2010; Witkiewitz & Marlatt, 2006; Poulin, 2006). Moreover, evolving patchworks of policies currently in place for Aboriginal communities do not adequately define best practices with Aboriginal youth health. Self-governance, traditional aboriginal values, and identity factors play key roles in Aboriginal health policy. A systematic literature review and critical analysis of evidence-based practice guidelines will be conducted for Aboriginal health policy, focusing on addictions programming for aboriginal youth in British Columbia. Drawing upon Indigenous frameworks for policy analysis, this review highlights factors influencing Aboriginal health policy in British Columbia. It will be emphasized that policy and priorities be aligned with the developmental needs of adolescents and, when appropriate, able to provide family support and treatment.

#46
Counselling Psychology/
Psychologie du counseling

ACCULTURATIVE STRESS AMONG PROFESSIONAL IMMIGRANTS IN CANADA

Jennifer J. Robinson, University of Toronto, OISE; Charles P. Chen, Univeristy of Toronto, OISE

Background: Empirical investigations of the prevalence and associated features of mental health issues in immigrant populations have implicated acculturative stress as a potentially significant factor. Acculturative stress is well documented to be associated with unemployment and underemployment among immigrant professional workers. Objective: The objective of the current investigation is to examine the prevalence and impact of acculturative stress in a sample of men and women immigrant professionals. We utilized Berry's (2006) four pronged definition of acculturation; assimilation, integration, marginalization and separation (AIMS), including both psychological and sociocultural adaptation. Methods: Using a grounded theory, qualitative approach in- depth interviews are used to examine the experiences of employment and perceptions of acculturation among 20 professional immigrant workers in Canada. Implications: These findings demonstrate the impact of acculturative stress on the employment trajectories of professional immigrants.

#47
Counselling Psychology/
Psychologie du counseling

CHILDREN EXPOSED TO WOMAN ABUSE: A PROGRAM EVALUATION

Susan Rodger, The University of Western Ontario; Samantha N. Buxton, Huron University College; Susan Abercromby, Children's Aid Society of London and Middlesex

Considerable research has carried out with respect to effective treatment for children exposed to woman abuse and one program that was developed in response to this early research (in particular, Jaffe et al., 1986) was the Community Group Program for Children Exposed to Woman Abuse (Loosely, Drouillard, Ritchie & Abercromby, 2006, and Paddon, 2006). A program evaluation was carried out for the concurrent model, which sees mothers and their children taking part in separate 12-week intervention programs that are intended to reduce risk and enhance protective factors in the aftermath of a child's exposure to violence. A pre-post design was employed, including interviews about the impact of violence in the home and experiences in the group with mothers (n=17) and children (n=14), and the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997) to measure children's difficulties before and after treatment. Results revealed a significant treatment effect (based on SDQ scores) for the program, $t(13)= 2.15$, $p<.05$; content analysis of interviews reveals themes that include the mother-child relationship, coping with the aftermath of violence, learning new skills and knowledge, and hope for the future. Results will be discussed in the context of service provision and through focusing on the voices of the mothers and children who live with the sequelae of these experiences.

#48
Counselling Psychology/
Psychologie du counseling

EXAMINING THE EFFECTIVENESS OF COUNSELLING AT A CANADIAN UNIVERSITY COUNSELLING CENTRE

Jen R. Rouse, Ryerson University; Wade E. Pickren, Ryerson University

To deal with the high prevalence of mental health problems among university students, many universities offer low-or-no direct cost counselling for students. Yet, there is limited Canadian research directly examining the effectiveness of counselling at a university counselling centre (UCC). To meet this need, the counselling provide at a UCC in downtown Toronto is currently being examined. This pre-post study is recruiting approximately 75 clients undergoing counselling over the course of the 2010-2011 school year. At the start of counselling, participants are provided a questionnaire package including an intake questionnaire and the Outcome Questionnaire 45.2 (OQ-45; Lambert et al., 1996, 2004). At the end of counselling, participants are provided a second package with a counselling experiences questionnaire and a second OQ-45. Differences in participants OQ-45 and responses for the intake and counselling experience questionnaires are then examined. Given the limited yet encouraging

UCC research in the United States, it is hypothesized that at the end of counselling clients will experience a reduction in mental health-related symptoms as measured by the OQ-45. This study will provide evidence of the effectiveness of counselling provided at a Canadian UCC to treat university students' mental health concerns.

#49
Counselling Psychology/
Psychologie du counseling

STUDENTS' PERCEPTIONS AND PREFERENCES IN COUNSELING

Jesus Enrique Saplala, Home

Fifty-seven college students from different courses were given a survey questionnaire regarding their own perceptions in counseling. Results show that students prefer to consult their peers over counselors due to factors such as trust and familiarity. Teachers were preferred over counselors because of their exposure to the former citing familiarity but not trust. Interestingly, students cited other people whom they trust over counselors, , which could be attributed to their exposure and influence to these people in authority, as well as other factors such as resistance to disclose information. In a focus group discussion, it was suggested that counselors and students may want to be involved in activities that will provide them opportunities for interaction to strengthen the trust that affects the counselor-counselee relationship.

#50
Counselling Psychology/
Psychologie du counseling

UNIVERSAL SCREENING PROGRAMS FOR CHILDHOOD ANXIETY DISORDERS: PHASE TWO STUDY RESULTS

Ellen Shumka, University of British Columbia; Christine M. Yu, University of British Columbia; Karen Hamill, University of British Columbia; Yan Liu, University of British Columbia; Lynn Miller, University of British Columbia

Anxiety disorders are the most common mental health disorders in children and are associated with a host of psychosocial difficulties (Ost & Treffers, 2003) including diminished educational achievement (Beidel et al., 2000). Childhood anxiety disorders have shown to be responsive to treatment (Barrett, Dadds, & Rapee, 1996; Kendall, 1994; Kendall et al., 1997; Wittchen, Kessler, Pfister, & Lieb, 2000), yet they are often left undetected and untreated (Barrett, Duffy, Dadds, & Rapee, 2001). Early detection of such disorders through school-based screening could potentially increase social-emotional well-being and academic success in children. The present study is the second phase of a research project that examines the sensitivity and specificity of simple screener questions to parents of Kindergarten children from public elementary schools in western Canada. The initial phase revealed the screener questions had a combined sensitivity of 92.9% and specificity of 71.9% for predicting an anxiety diagnosis using the Anxiety Disorders Interview Schedule, Fourth Edition (Silverman & Albano, 2004; ADIS-IV). The present study examines the same variables with a larger sample and compares the predictive validity of additional screener questions. The utility of school-based screening programs will be discussed and implications for future research and practice will also be addressed.

#51
Counselling Psychology/
Psychologie du counseling

NAVIGATING THE TRANSITION TO ADULTHOOD: STRUGGLING YOUTHS' JOINT PROJECTS WITH PEER AND NON-FAMILIAL ADULTS

Krista D. Socholotiuk, University of British Columbia; Filomena Parada, University of British Columbia; Laura Klubben, University of British Columbia; Sheila Marshall, Univeristy of British Columbia; Richard A. Young, University of British Columbia

Struggling youth (i.e., not living at home, working, or attending school) often do not have the family resources or supports important for making a successful transition to adulthood. However, these youth are often in close contact with peers/non-familial adults who provide other types of support. The purpose of this study was to identify the significant joint projects of struggling youth with peers/non-familial adults, with a specific interest in understanding a) how the youth form and engage in these joint projects, and b) what meaning the projects might have for the youths' educational, occupational, relationship, and citizenship goals. Contextual Action Theory provided the theoretical framework, and its corresponding qualitative method (the Action Project Method) afforded a systematic account of the non-familial transition projects. Four youth-peer/non-familial adult dyads participated, and each dyad included at least one street youth, or a youth who had been in foster care. Using cases from this data set, we describe the non-familial transition to adulthood projects that emerged for our participants, as well as the processes by which the projects were helped or hindered. The study findings will be discussed in terms of how these joint projects may be supported and facilitated so as to promote life-enhancing transition experiences for this vulnerable population.

#52
Counselling Psychology/
Psychologie du counseling

DATING ANXIETY: A LITERATURE REVIEW OF ITS ETIOLOGIES AND TREATMENTS

Richard Tatomir, Trinity Western University

This paper is a review of the literature on dating anxiety. Includes a discussion of dating anxiety as a specific form of social anxiety, overview of the most commonly proposed etiologies for dating anxiety—conditioned anxiety hypothesis, negative cognitive appraisal/self-presentation theory and social skills deficit as well as an evolutionary model and how all fit into the EPT model. The EPT model and its preferred form of treatment, Comprehensive Cognitive Behavioral Therapy is explained and three alternate possible causes and treatments for dating anxiety are also explored: existential therapy, solution-focused therapy and deconstructivist/narrative. Need for further empirical backing of three alternate therapies and inclusion of non-caucasian, non-heterosexual population in future studies of dating anxiety is recognized.

#53
Counselling Psychology/
Psychologie du counseling

THE EMBODIED CLIENT: AN INVESTIGATION OF THE SOMATIC EXPERIENCE IN ENACTMENT BASED GROUP THERAPY

Nzula Tavormina, University of British Columbia

This study explored the question: What is the somatic experience of the client in enactment based group psychotherapy, i.e. therapeutic enactment (TE). TE is an integrated group therapy in which clients use dramatization in the therapeutic process. In a context of group safety, a client re-enacts painful life experiences and creates alternative reactions that are emotionally reparative. Personal integration is facilitated by embodied experiences such as action tendencies, awareness of bodily sensations and feeling states. These embodied processes integrative of cognition, affect, and behaviour have been identified as the site for therapeutic change in action therapies. Despite the importance assigned to embodiment in action based group therapies, there is a striking absence of research examining the client's experience of his/her body in therapy. Employing a phenomenological research approach, the present research addresses this gap by investigating the embodied experiences of three participants within TE. Essential themes included: (1) sensorimotor responses; (2) seeing and being seen as reparative; (3) preparatory movements of defence (4) congruency, dissonance, and integration; (5) emotional containment and self-regulation as expressed somatically; (6) physical contact with the therapist, and (7) the smell, feel, sight of a phenomenon that vividly recalled episodic memory.

#54
Counselling Psychology/ Psychologie du counseling

INTROVERTED PERSPECTIVES ON HAPPINESS

Laura E. Thomas, University of Calgary; Sharon L. Cairns, University of Calgary

In current research literature, extraversion is often viewed as the preferred state of being, with several studies linking higher extraversion scores to measures of happiness and 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; Storr, 1998). Taking a positive psychology and strengths-based viewpoint, this study examines perceptions of happiness from an introverted perspective. Individuals who self-identified as introverted were asked to complete the Myers-Briggs Type Inventory (MBTI) and participate in a semi-structured interview. Participants were asked questions regarding their definitions of happiness, what happiness means to them and their experience of introversion. Data was transcribed and analyzed using phenomenological research methods (Creswell, 2007). Themes regarding introverted ideas about what happiness means and the impact of living in an extraverted society were identified. Implications of the research findings for understanding and conceptualizing happiness, as well as for counselling and education will be discussed.

#55
Counselling Psychology/ Psychologie du counseling

BUT DOES IT WORK?: INTERPROFESSIONAL INTERVENTIONS IN MENTAL HEALTH

Gregory K. Tippin, Lakehead University; Amanda Maranzan, Lakehead University

Interprofessional treatment provides a uniquely collaborative approach to addressing psychopathology and is consistent with contemporary health care strategies (Lemieux-Charles, 2006). Pooling the strengths and foci of various disciplines has the potential to achieve positive outcomes and mitigate growing health care costs. However, in a growing era of evidence-based treatments, interprofessional treatment requires empirical support. Our present understanding of the efficacy of interprofessoinal treatment approaches is nonexistent, demonstrating a gap in the literature. Prior research has focused on physical disorder, factors associated with team composition and functioning (Lemieux-Charles, 2006), and the augmentation of primary care (Hedrick et al., 2003; Liu et al., 2003). Research examining interprofessoinal interventions with mental health professionals as the first line of intervention are absent yet essential for justifying the use of this approach in addressing psychopathology. Through a systematic review of the relevant literature, the present landscape will be explored, identifying common features, empirically supported structure, and the general purpose of interprofessional intervention. Analysis will assist in identifying shortcomings in the current understanding of achievable outcomes and directions for future research and development.

#56
Counselling Psychology/ Psychologie du counseling

A CONCEPTUALIZATION OF THE INFLUENCE OF ATHLETE MENTAL HEALTH IN PERFORMANCE ENHANCEMENT AND GLOBAL WELL-BEING

Jessie WALL, Trinity Western University

This review provides a rationale for focusing on the global well-being of athletes by exploring the role of mental health in performance enhancement. The focus on athlete health is often narrowed to performance optimization while the mental health and global well-being of the athlete is neglected. Ignoring these areas presents concern for the immediate mental health needs of athletes and for the long-term sustainability as active participants in their community and sporting contexts beyond competition. An abundance of research illustrates the relationship between psychosocial stressors such as life events on the occurrence of injury. In comparison, little research has been conducted on the influence of psychosocial stressors on performance. Even though studies have shown that the combination of these stressors has a negative effect on the well-being of athletes, very little research addresses the broader questions of mental health and global well-being in athletes. In understanding this relationship athletes may be more inclined to choose practices more conducive to their general well-being rather than being satisfied with temporary solutions for performance optimization. In addition, studies in this area may reveal the need to focus on mental health promotion in athletics to counteract the common belief that ailments in psychological or emotional health are a weakness.

#57
Counselling Psychology/ Psychologie du counseling

THE RELATIONSHIP OF ATTACHMENT TO INTERPERSONAL PERCEPTIONS, WORKING ALLIANCE, AND OUTCOME IN PSYCHOTHERAPY

William J. Whelton, University of Alberta; Kendell Banack, University of Alberta; Donald Sharpe, University of Regina

The working alliance has been established as a necessary component of effective psychotherapy as well as a robust predictor of therapy outcome. Identifying clients who may find therapy relationships difficult and understanding the nature of their difficulties could help therapists more effectively find remedies. The study of adult attachment patterns may help shed light on these processes. In this study we examined the effect of attachment on clients' perceptions of the therapist. Sixty-three adult clients seeking counselling at a public university-based mental health clinic completed questionnaires before and after the first, and after the fifth and termination sessions. Path analysis was used to examine the relationships between attachment, interpersonal perceptions, working alliance, and psychotherapy outcome. Adult clients scoring low in attachment security tended to perceive their therapist as hostile while those scoring high in attachment security tended to perceive their therapist as friendly. Perceptions of the therapist predicted the strength of the working alliance at both session one and five and predict outcome measured as an index of change in their interpersonal problems. The implications of attachment patterns and interpersonal perceptions for adult clients in psychotherapy are discussed.

#58
Psychologists in Education/
Psychologues en éducation

LEARNING EFFECTIVENESS OF FEATURE FILMS IN PSYCHOLOGY COURSES

Monica Baehr, Mount Royal University

Feature films have been an integral part of the author's psychology instruction for a number of years. Over a two-year period and for my doctoral research, a mixed-methods study was conducted on students' reactions to the use of cinematic films for illustrating and explaining concepts in Personality Theory. The results were based on choices students made to work either with a movie or other media, their overall comfort with movies, and perceptions of both the usefulness and the appeal of feature films as part of their learning experience. Results have been encouraging and instructive. Emergent themes included the role of making abstract concepts more concrete, inducing interest through stimulation and engagement, learning in a social context, appealing to different learning styles, and promoting active learning rather than passive absorption of facts and concepts. The presentation includes links to some of the prominent rationales relating to pedagogy as well as to psychological constructs. Some of the larger explanatory frameworks relevant to this study are psychodynamic, phenomenological, and cognitive approaches.

#59
Psychologists in Education/
Psychologues en éducation

TEACHER OUTCOMES RELATED TO SCHOOL-WIDE POSITIVE BEHAVIOUR SUPPORT

Joanna L. Bennett, University of British Columbia; Kent McIntosh, University of British Columbia

Teacher efficacy and teacher stress are important variables related student outcomes, teacher performance, and teacher-student relationships. Although research has illustrated the positive outcomes related to high teacher efficacy and low teacher stress, few studies have examined these constructs as dependent variables. This study examined the relations between school-wide Positive Behaviour Support (PBS), teacher efficacy, and teacher stress.Teachers from two schools implementing PBS (n = 22) and three schools not implementing PBS (n = 40) completed questionnaires measuring their perceptions of teacher efficacy and stress. It was hypothesized that the positive influence of PBS on student behaviour, achievement, and the instructional environment would be related to higher levels of teacher efficacy and lower levels of stress. Teachers' ratings on the questionnaires indicated that PBS was related to differences in teacher efficacy but not differences in feelings of stress. The results are discussed within the context of implications for practice and research.

#60
Psychologists in Education/
Psychologues en éducation

DEPRESSION PREVENTION OR RESILIENCE BUILDING: WHICH TYPE OF SCHOOL-BASED MENTAL HEALTH PROGRAM BETTER REDUCES INTERNALIZING SYMPTOMS?

Kristina Bradley, University of Ottawa; Darcy Santor, University of Ottawa

Two streams of research have been developed to prevent the development of internalizing symptoms. Depression/anxiety prevention programs are an illness prevention approach, where they teach skills to youth based on those of Evidence-based treatments for depression/anxiety. The Collaborative for Social and Emotional Learning have a resilience approach to the promotion of socioemotional development. It is important to determine if one approach is superior to the other in terms of preventing internalizing disorder symptoms. Also, little research has been done to compare children versus adolescents on the best age range to provide these programs. We will do a meta-analysis comparing outcomes of these two approaches and two age groups. We will search various search engines, PubMed, PsycInfo, and ERIC, for articles containing search criteria: depression, anxiety, internalizing, symptoms, schools, school-based mental health, social emotional learning. Studies will be classified as depression/anxiety prevention programs or social emotional learning programs, children or adolescents. Effect sizes will be computed for each Randomized control trial study that measures depression/anxiety outcomes, weighted and an average effect size will be computed for each approach and age group (Cohen 1988, Cooper, 1998). These weighted averages will be compared using ANOVA as outlined by Cooper (1998).

#61
Psychologists in Education/
Psychologues en éducation

THE USE OF ASSISTIVE TECHNOLOGY TO PROMOTE FRACTIONS-LEARNING FOR ADOLESCENTS IN A DAY TREATMENT PROGRAM AT A TERTIARY MENTAL HEALTH CARE FACILITY: A CASE STUDY ANALYSIS

Lillian Campbell, York University; Erik Schomann, York University; Rajko Seat, Ministry of Children and Youth Services

The goal of this study was to explore how augmenting fractions-learning with assistive technology consisting of an interactive whiteboard and complementary software would change academic and behavioural outcomes (student engagement, problem-solving appraisals, classroom behaviour, and self-esteem) of youth presenting with severe and complex conditions. This study included 11 participants (aged 15-18 years) receiving day treatment services from a tertiary mental health care facility designed to help them become more independent in their adult lives. Improving fractions-learning was the targeted intervention because of its instrumental importance in daily life (i.e., understanding 'whole-part' ratio, using money, telling time). A case study design was utilized to gather necessary data, and to explore the process of learning fractions, as well as its dynamic within the context of a combined clinical and educational setting for a unique group of youth. Quantitative and qualitative measures included file review; pre- post youth, teacher, staff, and parent reports; ongoing math skills assessment; analyses of youth-teacher interactions; as well as youth focus group discussion. The study revealed interesting findings on how to use assistive technology to improve academic success that is being challenged by a number of psychosocial variables in the above population.

#62
Psychologists in Education/
Psychologues en éducation

PARENT-CHILD INTERACTIONS IN THE PROMOTION OF SELF-ESTEEM IN CHILDREN WITH ADHD

Tara D. Crumpler, University of Calgary; Emma A. Climie, University of Calgary; Sara M. Mastoras, University of Calgary; Vicki L. Schwean, University of Calgary; Donald H. Saklofske, University of Calgary

Resilience is the demonstration of positive adaptation when faced with adversity (Ahern et al., 2006). ADHD is a behavioural disorder in which symptoms of inattention, hyperactivity and/or impulsivity appear in early childhood (Smith et al., 2007). Children with this disorder tend to experience more adversity than other children. Aspects of parent-child relationships act as risk and protective factors that have a lasting effect on a child's social and emotional functioning (Deault, 2010). As self esteem is a strong predictor of social-emotional growth and many important life outcomes, the current study investigates self esteem in approximately 40 children between the ages of 8 and 11 years who have a diagnosis of ADHD-Combined Type (ADHD-C). Children's self reported sense of relatedness, their perceived relations with their parents, and parent reported relational frustration and level of involvement are discussed as predictors of self esteem. Identification of parenting factors that predict self esteem in this vulnerable population will allow practitioners the ability to present interventions for parents to implement with their children with ADHD-C in order to improve self esteem and subsequently improve functioning in other domains such as academics and peer relations.

#63
Psychologists in Education/
Psychologues en éducation

MIDDLE SCHOOL STUDENTS&#700; PERCEPTIONS OF THEIR VICTIMIZATION EXPERIENCES

Crystal Dittrick, University of Calgary; Leanna M. Closson, University of British Columbia; Ellen Shumka, University of British Columbia; Shelley C. Hymel, University of British Columbia

Although research on bullying has increased substantially over the past several decades (Craig et al., 2009), little attention has been given to how students who are victimized perceive the experience. Accordingly, this study examined how students&#700; perceptions vary as a function of the level of victimization experienced, comparing self-reports of general victimization with specific forms, behaviors, and victim perceptions of what they are bullied about. In a sample of 801 early adolescents, verbal victimization was the most statistically important predictor of general victimization, especially "being called names, mocked or hurtfully teased". Further, greater victimization among girls was associated with being bullied about personality or school performance, whereas greater victimization in boys was predicted by being bullied about popularity or physical strength/weakness. Implications for assessment and intervention efforts are discussed.

#64
Psychologists in Education/
Psychologues en éducation

BODY MASS INDEX, SCHOOL BULLYING, AND BODY-ESTEEM IN EARLY ADOLESCENCE

Crystal Dittrick, University of Calgary; Shelley C. Hymel, University of British Columbia

The present study addressed the links between body mass index (BMI), body-esteem, and peer bullying. Teasing has been found to partially mediate the relationship between BMI and body dissatisfaction (Thompson et al., 1995; Van Den Berg et al., 2002). Extending this research, the present study explored whether peer victimization (bullying) served to partially mediate the link between BMI and body-esteem, considering both specific forms of bullying as well as bullying targeted at physical appearance/weight issues. A self-report survey was administered among three suburban middle schools (N=801). For girls, verbal victimization and victimization about physical appearance, weight, and body shape served as partial mediators in the relationship between BMI and body-esteem about appearance, as well as BMI and body-esteem about weight. For boys, a similar mediational role of victimization was demonstrated for weight body-esteem (quadratic), but only for those who were above average in weight. This study demonstrates the critical role peer bullying can play in undermining body-esteem in middle school youth. Counsellors and educators can work with these youth to reduce the impact of victimization on body-esteem; school-wide programs are also needed to reduce appearance-based stigmatization and bullying.

#65
Psychologists in Education/
Psychologues en éducation

WHAT DO THEY NEED TO SUCCEED? HIGH-RISK YOUTH AND THE TRANSITION FROM THE LIFE SKILLS PROGRAM TO PAID EMPLOYMENT

Maureen Drysdale, St. Jerome's Univiversity/University of Waterloo; Leia Saltzman, Boston College; Elaine Neill, Waterloo Region District School Board

The current project examined the strategies and barriers of educating high-risk youth and preparing them for a successful transition to employment. The study examined the Life Skills program, strategies utilized by the life skills teacher during the transition process at the familial and student level, and the resources and barriers encountered during transition. A case study design coupled with participatory observation was used to allow for greater latitude while working with a high-risk population. Using constant comparative analysis, three categories of recurring themes emerged: Category 1: demographics and curriculum; Category 2: teacher strategies, resources and barriers; and Category 3: student characteristics, skills, resources and barriers. The results provide a profile of students who are frequently placed in life skills classrooms. A notable finding was the identification of a skill area referred to as "personal life management". Several barriers that impede successful transitions were identified and fell across three categories- familial, community and individual student. Useful strategies that can assist families, students, and teachers to overcome these barriers were also identified. Educational and political implications will be presented.

#66
Psychologists in Education/
Psychologues en éducation

CHILDREN WITH DOWN SYNDROME IN INCLUSIVE CLASSROOMS: PARENTS' PERCEPTIONS AND IMPLICATIONS FOR SCHOOL PSYCHOLOGISTS

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

Children with Down Syndrome (DS) have been shown to make impressive gains in academic and social realms when taught in an inclusive classroom. However, previous research shows parents of children with disabilities are often dissatisfied with their child's inclusive learning environment. School psychologists working in school boards are frequently responsible for facilitating parental satisfaction and successful inclusion. The current research sought to explore what factors of inclusive classrooms parents of children with DS define as positive or negative elements of inclusive education, and how this information can aid practising school psychologists. Thirteen parents of children with DS learning in an inclusive classroom were recruited from a DS-specific conference in Toronto and were asked to fill out a questionnaire. The questionnaire used both quantitative and qualitative methods to obtain information on parents' perceptions. Fifty-four percent of participants indicated a lack of teacher resources as being stressful and having a negative impact on their child's education. Further, 62% perceived their child's curriculum and therapeutic needs as not being met by their current schools. Parents reported social and functional behavioural advantages for children with DS as support for inclusive education. Implications for school psychologists are discussed.

#67
Psychologists in Education/ Psychologues en éducation

CAN HIGH SCHOOL ENGLISH TEACHERS TEACH FOR WISDOM?

Michel Ferrari, OISE University of Toronto; Joan Peskin, OISE Uniersity of Toronto; Greg Allen, Toronto District School Board; Anda Petro, University of Toronto; Alistair Martin-Smith, OISE University of Toronto

Can High School English Teachers Teach for Wisdom? This paper considers whether expert and novice teachers differ in their beliefs about whether the standard High-School English curriculum can help students learn about life, or more generally learn to be wise. Fifteen expert and 15 novice teachers were given three texts frequently used in senior Ontario high school English curricula (a scene from Macbeth, the opening of Bertrand Russell's autobiography, and the poem Bushed). Expert teachers had at least 10 years experience and were nominated by their principals as being exemplary teachers. Novice teachers were nominated by their Curriculum and Instruction teachers as having been exemplary in their practicum, but had not yet formally begun to teach. Expert and novice teachers showed dramatic differences in how they thought the curriculum could be used to teach about life and about wisdom. Novices naturally follow very closely the set exercises that they have been trained in as student teachers. By contrast, experts engage in personal reflection as a way to teach for wisdom…not in the trivial sense of conveying some specific life-lesson, but in the much more profound sense of knowing how to have students engage the English curriculum in such a way as to deepen their knowledge about life and to foster a climate that promotes the development of personal wisdom.

#68
Psychologists in Education/ Psychologues en éducation

THINKING CARDS FOR THE MEASUREMENT OF METACOGNITION IN EARLY LEARNERS

Meghann Fior, University of Calgary; Michelle Drefs, University of Calgary

Young children's success with learning mathematics during the early school years is a key predictor of how successfully they will achieve in mathematics throughout their schooling. One possible avenue by which to help foster the development of mathematics in the early grades is to teach young students metacognitive skills. However, research on metacognitive instruction and assessment of skills in this younger age range is limited. This study examined the efficiency of a metacognitive measurement tool applicable in the assessment of early mathematic learners through metacognitive thinking cards. These cards allow participants to select metacognitive processes in sequence from statement cards. The purpose of this study was to provide a possible solution for the assessment of metacognition in young learners. Data were collected from 107 grade K-1 students and their teachers. Evidence of metacognitive skills in the young age group was found where students were able to report their metacognitive skills effectively with using the assessment cards.

#69
Psychologists in Education/ Psychologues en éducation

A METACOGNITIVE INTERVENTION FOR EARLY MATH LEARNERS

Meghann Fior, University of Calgary; Michelle Drefs, University of Calgary

Children who have not obtained a solid understanding of numbers are at risk of experiencing serious delays and performing below their peers throughout their schooling. One possible avenue by which to help foster the development of mathematics in the early grades is to teach young students metacognitive skills. Unfortunately, many elementary teachers receive limited instruction in how children learn mathematics and methods for teaching metacognition. Thus, the purpose of the study is to discover whether metacognition can be developed and enhanced during the early school grades to result in notable improvements in mathematical abilities. Metacognitive instruction through modeling was used in the study to structure classroom instruction. This was accomplished with the aid of ten metacognitive thinking cards. Participants included 107 school aged children (5-7 years old) and their teacher(s). It was found that there was evidence of metacognitive skills in the young age group. Additionally, teachers expressed evidence of metacognitive skills and improvement in their students' ability to learn mathematics and found the thinking cards to be very beneficial in their instruction.

#70
Psychologists in Education/ Psychologues en éducation

PERCEIVED ACADEMIC CONTROL AND EMOTIONS: INTERACTING EFFECTS ON ACADEMIC PERFORMANCE IN A HIGH SCHOOL SETTING

Daniella Goldberg, McGill University; Melissa Stern, McGill University; Amanda Chalupa, McGill University; Dr. Steven Shaw, McGill University

There is a paucity of research on the interacting effects of academic control and emotions on academic performance in students. This study aims to build upon on current research by investigating the joint relationship between perceived control and emotion to academic performance in a sample of high school students at risk for academic failure. The data for this study will be part of an ongoing project that aims to develop meta-academic skills in students at risk for academic failure; specifically, skills that are not taught in an academic curriculum (executive function, social skills, impulse control, and organization) through mentorship and tutoring. The mentorship/tutoring programs will be part of a) the CN Adopt-an-Alouette program, and b) delivered at the Lester B Pearson school board in Montreal and the effectiveness of the programs will be evaluated. I propose that after their involvement in the program, high school students will have more positive emotions towards academic work (desire to do schoolwork), which will result in more perceived control over schoolwork (ability to succeed), and lead to greater academic success. Understanding the relationship between academic control, emotions, and academic performance is important as it will advance theory, aid in the development of more effective interventions, and improve the lives of children at risk for school failure.

#71
Psychologists in Education/ Psychologues en éducation

THE ROLE OF PROFESSIONAL ATHLETES IN SCHOOL INTERVENTION PROGRAMS

Daniella Goldberg, McGill University; Melissa Stern, McGill University; Maria Papadopoulos, McGill University; Shalaka Shah, McGill University; Steven Shaw, McGill University

When outside agencies such as universities, community groups, medical organizations and others attempt to provide interventions in a school setting there are multiple challenges. Gaining access to the school system, criminal background checks of personnel, and parental approval are difficult, but can be overcome. Yet, providing students with the motivation to participate effectively after the initial novelty wears off is a stubborn problem. The CN Adopt-an-Alouette program provides leadership training, tutoring, and health and wellness information to high schools with large numbers of high risk students and high dropout rates. The program consists of graduate and medical students providing academic coaching services. Athletes and cheerleaders support academic coaches and make monthly visits to the schools. Initial results indicate that the presence of professional football players and cheerleaders adds status, legitimacy, and motivation to students and teachers at the school. Evidence is presented that the students with access to professional athletes were more successful in completing the program than students who received the same academic coaching without athletes present. The role of professional athletes in system entry and motivation to participate is discussed in the context of the CN Adopt-an-Alouette program.

#72
Psychologists in Education/
Psychologues en éducation

ASSESSING THE DEVELOPMENTAL SEQUENCE OF NUMBER CONCEPTS: THE TEST OF EARLY NUMBER CONCEPTS

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

In the present study, the Test of Early Number Concepts - Research Version 1 (TENC.RV1) was revised and then evaluated for its ability to measure the developmental sequence of the acquisition and comprehension of number concepts by young children. The purpose of this new math assessment is to identify where early learners are with respect to four proficiency levels of number concepts (e.g., counting/number sequence, magnitude comparison, number symbols, perceptual configuration), from the earliest acquisition to later mastery. This version of the instrument, or TENC.RV2, addressed the limitations of the initial measure. In particular, the framework and items were revised. Both the TENC.RV2 and a standardized math assessment (e.g., TEMA-3) were administered to a sample of kindergarten and grade 1 students (n = 192; age range 4 to 7 years). Overall, the results provide initial support for the TENC.RV2 as a developmental assessment measure.

#73
Psychologists in Education/
Psychologues en éducation

YOU HAVE THE POWER! ENCOURAGING STUDENTS TO DIRECT THEIR OWN POST-SECONDARY EDUCATION

Melissa C. Harris, Carleton University; Kathryn D. Lafreniere, University of Windsor

Current literature on student academic success and satisfaction focuses on the positive results of encouraging the student to take an active role in their education, rather than supporting the student as a passive learner. Further research on the details of student involvement and how it relates to success and satisfaction needs to be conducted. The role of different types of extracurricular involvement on 120 undergraduate students' university success and satisfaction was examined through self-report surveys in the present study. In addition to academic success and satisfaction levels, the discrepancy between students' initial and current enthusiasm was measured, along with their scholarship status and motivation to discontinue education. A multiple regression model was used to examine the amount of variance in academic outcomes that could be explained by participants' learning orientation, locus of control, general self-efficacy, social support, type of extracurricular involvement, number of organizations in which the student was involved, and the number of hours devoted to different types of involvement. Results suggested that in general, the strongest predictor of positive academic outcomes was the student's personal locus of control. These findings are discussed in relation to implications for student recruitment, retention, and advising.

FRIDAY / VENDREDI

#74
Psychologists in Education/
Psychologues en éducation

LEARNING TO WRITE IN ENGLISH AS A SECOND LANGUAGE: COGNITIVE AND LINGUISTIC CORRELATES OF WRITING IN ESL AND NON-ESL CANADIAN FIRST GRADERS

Gina L. Harrison, University of Victoria; Keira C. Ogle, University of Victoria; Megan Keilty, University of Victoria; Kristin Sinclair, University of Victoria

A collection of cognitive, linguistic, and literacy measures were administered to 74 first grade Canadian English as a Second Language (ESL; n = 36) and non-ESL (n = 38) children to investigate correlates and predictors of early writing achievement. All students began formal literacy instruction in English at the same point in Kindergarten. Non-ESL outperformed ESL on oral English language measures assessing vocabulary and syntactic knowledge, and on measures of verbal short-term and working memory. However, no differences were detected between the language groups on any of the other cognitive and literacy measures. Although decoding was strongly related to writing achievement in both language groups, phonological processing, and rapid naming were related to writing for non-ESL only. For ESL, measures of oral vocabulary and syntactic knowledge were related to writing achievement. Hierarchical regression analyses indicated that oral English syntactical knowledge (but not oral vocabulary) accounted for unique variance beyond the variance in writing achievement explained by decoding for ESL. The results are discussed in relation to contemporary cognitive and linguistic perspectives on second language literacy acquisition with implications to school-based practitioners.

#75
Psychologists in Education/
Psychologues en éducation

MENTAL ILLNESS IN ONTARIO'S COLLEGE STUDENT POPULATION

Alana Holmes, Northern Ontario Assessment and Resource Centre; Robert Silvestri, Northern Ontario Assessment and Resource Centre; Maria Kostakos, Cambrian College

Ontario college student service offices have informally identified an increase in the number of students with mental health problems and diagnosed mental disorders. Purpose: design and implementation of a survey that could gather information on the frequency and types of mental illness, mental health problems and academic challenges for postsecondary students. Method: 15 of Ontario's 24 community colleges participated in a survey conducted during the 2009-2010 academic year in which data was collected by college service providers on students accessing campus based counseling and disability centres. Results: 3536 completed surveys based on 1964 individual students were received. 61.1% of all students in this study reported having a diagnosis of one or more mental disorders. Mood and anxiety disorders were the most prevalent individual disorders followed by comorbid diagnoses. Mental health problems of this sample were typically stress related or interpersonal in nature. College

service providers reported 67.7% of students to be exhibiting academic challenges, most frequently difficulties maintaining concentration, though the academic challenges reported for students with diagnoses varied. Conclusion: the implications with respect to college staff training and practices are reviewed, as well as directions for future research

#76
Psychologists in Education/
Psychologues en éducation

BC SCHOOL PSYCHOLOGY INTERNSHIP CONSORTIUM: BACK TO THE FUTURE

Barbara Holmes, BC School Psychology Internship Consortium; William McKee, Psychoeducational Research & Training Centre, University of British Columbia; Suretha Swart, BC School Psychology Internship Consortium; Rashmeen Nirmal, University of British Columbia

This poster will illustrate the development, current status, and future directions of the BC School Psychology Internship Consortium. This year has been pivotal for the Consortium in that we have doubled our number of interns and placement sites and expanded our supervision capacity to include both primary and secondary supervisors. Our monthly Consortium Seminars offer didactic presentations and group supervision sessions for interns, supervisors, and field-based practitioners. In partnership with the Psychoeducational Research & Training Center at UBC, we have introduced an Adult Assessment Clinic and are working on development of a supervisor credentialing process. Major goals for 2011-2012 include creating regional placement sites to accommodate the needs of increasing numbers of interns, and working toward CPA Internship Consortium accreditation. The poster will include graphic illustrations of our growth, successes, and challenges, as well as results from formal and informal evaluation processes from 2008-2011.

#77
Psychologists in Education/
Psychologues en éducation

A MIXED METHODS INVESTIGATION OF THE ARROWSMITH PROGRAM AT THE LEARNING DISABILITIES ASSOCIATION OF SASKATCHEWAN (LDAS)

Deb Kemp-Koo, University of Saskatchewan; Tim Claypool, University of Saskatchewan

The Arrowsmith Program was designed by Barbara Arrowsmith Young to strengthen the weak cognitive functions present in individuals with learning disabilities so they can participate in inclusive settings and education with minimal to no supports. Most students take three to four years to address the most critical cognitive deficits related to academic and social learning (http://www.arrowsmithschool.org). The LDAS Arrowsmith Program started in 2008 with 12 students (4 males and 8 females) ranging in age from 8 to 26. Comparisons of standardized cognitive and achievement measures in the first two years indicate statistically significant improvements in working memory, long term retrieval, perceptual reasoning, processing speed, academic fluency, and written language. In the third year, 4 students (2males and 2 females) will be selected for case studies using quantitative and qualitative measures to determine what difference the Arrowsmith Program has made in their lives in and out of school.

#78
Psychologists in Education/
Psychologues en éducation

PEER VICTIMIZATION IN ADOLESCENTS WITH SPECIAL EDUCATION NEEDS

Patricia H. Kloosterman, Trent University and Queen's University; Elizabeth A. Kelley, Queen's University; James D.A. Parker, Trent University; Wendy Craig, Queen's University; Christine Javier, Queen's University

This study compared the prevalence and types of peer bullying/victimization experienced by adolescents with special education needs to a group of typically developing adolescents. Participants were 70 adolescent boys ranging in age from 11 to 18 years of age (M=14.75; SD= 1.90) and their parents. Of the adolescents, 24 had an Autism Spectrum Disorder (ASD), 22 had a learning disability and/or Attention Deficit Hyperactivity Disorder (LD/ADHD), and 24 had no history of a developmental disorder. Adolescents were asked to report on their recent experiences of victimization/bullying behaviour. Parents were asked to report "to their knowledge" the frequency and types of victimization/bullying behaviour experienced by their child. Controlling for age and IQ, the ASD adolescents were found to experience significantly more victimization than their typically developing peers, notably for physical aggression and social isolation. No differences were found between the three groups of adolescents for bullying others. Parental reports differed from child reports for the typical adolescents, but not for the ASD or LD/ADHD adolescents. Findings are discussed with regards to the necessity of implementing preventative bullying programs for adolescents with special education needs.

#79
Psychologists in Education/
Psychologues en éducation

SIGNING CONSENT FORMS DOES NOT ENSURE THAT PARTICIPANTS ARE INFORMED: WHAT NOW?

Robert J. Konopasky, Saint Mary's University; Caitlin J. Blennerhassett, McGill University

Informed consent of participants is a primary, ethical and legal requirement for research with human subjects. This standard of informed consent applies to thousands of Canadian psychology students and faculty who conduct research with human participants in universities. Normally, these researchers require participants to sign consent forms that describe the studies, but do not test these participants for knowledge of the study. Signing the form affirms consent, but, on it's own, signing the form cannot ensure the participant is informed. This study investigated whether human participants who signed consent forms were informed about the study described on the form. Participants in three groups were asked to sign one of three consent forms that varied in number of words, amount of information, and format, for a bogus study. All forms were collected immediately afterward. Participants were then informed of the true study, signed a consent form, and completed a questionnaire on the bogus study. None of the participants answered all of the questions, even those on critical elements of the study, correctly. Participants, who read the longer descriptions of the bogus study, answered significantly fewer questions correctly $F(3, 224) = 10.02$, $p < .05$. Worst of all, some participants did understand that the bogus study was not approved, but were going to participate anyway.

#80
Psychologists in Education/
Psychologues en éducation

STUDENTS LEARN MORE FROM WIRELESS-RESPONDER LECTURES BECAUSE LECTURERS, WHO USE THE TECHNOLOGY, IMPROVE LECTURES, NOT BECAUSE STUDENTS POINT AND CLICK

Robert J. Konopasky, Saint Mary's University; Ilona M. Wolowiec-Zuczek, Saint Mary's University; Gregory R. Gunn, Saint Mary's University

Most wireless-responder studies in education have reported that students like the technology and, under some circumstances, it enhances retention. This study focused on changes made to a lecture when the technology was incorporated. A non-responder-using lecturer prepared and delivered a conventional lecture, then prepared multiple-choice questions to test retention of lecture content, and delivered the same lecture to a second group. The lecturer distributed responders to the third lecture group, added multiple-choice questions, and delivered the lecture a third time; finally, the fourth lecture was revised after reviewing prior student answers and delivered to a fourth group. Incorporating responder technology added to lecture preparation time, multiple-choices questions were added to the lecture, responder lectures were neatly divided into subsections, and responder lectures took longer to deliver. After looking at answers in a former responder lecture, the lecturer added content where students tested "low". Students did answer significantly more questions correctly after hearing the responder lectures compared to the conventional lecture. The results suggest that the positive impact of responder technology is reducible to improved organization, and making clear what will be tested, not to students pointing and clicking.

#81
Psychologists in Education/
Psychologues en éducation

WISC-IV AND WIAT-II SCORES IN A SAMPLE OF CANADIAN STUDENTS WITH LEARNING DISABILITIES

Elizabeth Levin, Laurentian University; Brian Burtt, Rainbow District School Board; Laura Cirelli, Laurentian University

The WISC-IV is the gold standard for the assessment of intelligence in children. In its current revision, Verbal and Performance IQs have been replaced by four indices which measure Verbal Comprehension, Working Memory, Perceptual Reasoning and Processing Speed in addition to a Full Scale IQ. Gifted children may not score as highly due to increased weighting of the more behavioural measures of memory and speed. Children with autism, attention deficit disorder and learning disabilities may also show lower scores. The WISC-IV is frequently used in conjunction with academic achievement as part of a diagnostic assessment. Although there is controversy about the use of discrepancies for diagnosis, linking studies are available which have improved the utility of the comparisons. The WISC-IV manual reports validity studies with special populations, however there is little Canadian data; 25 children with reading and writing disorders obtained lower composite scores. This study reports on WISC-IV and WIAT-II discrepancies obtained by a Canadian sample. All children were referred within a large Northern Ontario school board. Approximately half attended French Immersion schools. Only elementary children were included. Data for the sample of 244 children (coded by age, gender, grade, diagnosis) are being analyzed to provide both descriptive information and to determine specific patterns.

#82
Psychologists in Education/
Psychologues en éducation

FUNCTIONAL PLAY BEHAVIOUR OF CHILDREN WITH AUTISM SPECTRUM DISORDER: PREDICTING THE SUBJECT

Laura McGill, McGill University; Steven R. Shaw, McGill University

The importance of play is its association with the development of critical cognitive and social skills. This research project incorporates a diverse definition of functional play based on sub-typing various functional acts into developmentally sequential categories. Participants include 20 individuals with Down Syndrome, and 20 individuals with autism spectrum disorder between the ages of 3 and 10 years. Data are collected using a semi-structured observation method whereby the investigator categorizes behaviour according to complexity, frequency, and duration. Play behaviours are also categorized as either self-directed or other-directed. All observations are correlated with a series of checklists completed by parents targeting the child's mental age (Developmental Profile-3), language ability (Macarthur Communicative Development Inventories), and adaptive functioning level (Vineland Adaptive Behaviour Scale-II). It is expected that results will support qualitative differences in the functional play behaviour of children with ASD in comparison to children with Down Syndrome, specifically with respect to the frequency of self-directed to other-directed functional acts. This knowledge will allow for the creation of specific educational programs through a better understanding of the developmental process and by helping to illustrate the means through which play skills emerge.

#83
Psychologists in Education/
Psychologues en éducation

CHILDREN'S PROCESSING OF LESS COMMON SOUND PATTERNS IN RELATION TO PHONOLOGICAL AWARENESS AND WORD READING

Jamie Metsala, University of Western Ontario

The current study examined predictors of concurrent phonological awareness in ninety-five Grade 1 children and of reading achievement 5 months later. Of primary interest was whether the repetition of nonwords with less versus more common sound patterns was a better predictor of these variables. Only the repetition of nonwords low in wordlikeness predicted unique variance in concurrent phonological awareness after measures of phonological memory and vocabulary. Similarly, nonword repetition for words low in wordlikeness accounted for unique variance in later reading after measures of fall reading, phonological memory, vocabulary, and phonological awareness. Results are discussed within a framework for which the representation of less common sound sequences has a robust relationship to reading acquisition, and for which awareness of the phonemic structure of language may be reducible to the representation of phonological information in lexical memory.

#84
Psychologists in Education/
Psychologues en éducation

FOSTERING META-ACADEMIC SKILLS FOR ACADEMIC ACHIEVEMENT

Samira Moumne, McGill University; Anthony Claro, McGill University School/Applied Psychology Program; Sarah Glaser, McGill University School/Applied Psychology Program; Amanda Chalupa, McGill University; Anna Jankowska, McGill University; Steven R. Shaw, McGill University Department of Educational and Counselling Psychology

Despite being less explicitly taught in schools, meta-academic skills including emotional regulation, impulse control, initiative and organization are integral contributors to the success of students both in and out of the school environment. More often than not, the focus of schools centers on the transfer of knowledge of subject material whereby achievement is traditionally evaluated in the form of grades. Although meta-academic skills are unrelated to specific subject matter, their contribution to the development of cognitive control and effective study methods provide a mechanism through which grades can be improved. In light of this and in response to Quebec's comparatively high dropout rate (30%), the CN Adopt an Alouette Program was structured to target the development of meta-academic skills in inner-city students who are high-risk for academic failure. Students in 5 Montreal high schools will attend an afterschool program twice per week for ten weeks, where they will be paired with a mentor who will coach meta-academic skills. Pre- and post-intervention grades will be examined. The goal of this study is to investigate whether teaching meta-academic skills through a structured mentoring program leads to significantly higher grades. Potential mediating mechanisms as well as suggestions for future research regarding structured mentoring interventions will be discussed.

#85
Psychologists in Education/ Psychologues en éducation

ERRORLESS ACADEMIC COMPLIANCE TRAINING: A SCHOOL-BASED APPLICATION FOR YOUNG STUDENTS WITH AUTISM

Olivia Ng, OISE/University of Toronto; Joe Ducharme, OISE/University of Toronto

Students with autism are at risk for developing oppositional behaviors, such as aggression and noncompliance (Williams et al., 2005), making them extremely challenging to manage in a classroom (Vaki et al., 2009). Previously, some of the most common school strategies for managing noncompliance involved reactive consequences (Howlin, 1998). While these strategies can stop problem behavior in the short term (Durand & Carr, 1992), they do not produce long term effects or teach students to manage challenging situations (Lewis, 2001). Therefore, researchers have more recently developed positive approaches to reduce child problem behavior. One such approach is Errorless Academic Compliance Training (EACT), a proactive, noncoercive approach to treating oppositional behavior in students. The primary reason to focus on compliance is due to its keystone nature, where behavior that is not targeted during intervention is expected to improve (Barnett et al., 1996). In the present study, one teacher and two support staff in a special education classroom were trained to conduct EACT with students with autism. All students demonstrated significantly improved compliance to requests that had led to severe noncompliance before intervention. Covariant improvement in academic on-task skills was also evident. The intervention approach, results, and educational implications will be presented.

#86
Psychologists in Education/ Psychologues en éducation

CLASSWIDE POSITIVE BEHAVIOUR SUPPORT AND RESPONSE TO INTERVENTION (RTI) FOR BULLYING-LIKE BEHAVIOUR

Rashmeen Nirmal, The University of British Columbia

The purpose of this poster presentation is to present a classwide positive behaviour support (CW-PBS) intervention through a Response to Intervention (RTI) framework. RTI is three-tiered, evidence-based approach used to systematically identify and define problems, design and implement interventions, and monitor students' progress to make informed, data-based decisions and recommendations (Brown-Chidsey & Steege, 2005). A Grade 5 classroom from the Metro Vancouver area was referred for intervention regarding bullying-like behaviour. A classwide positive behavioural support intervention, including establishing and posting of classroom rules, direct instruction, and follow-up strategies, was implemented for a period of five weeks. CW-PBS is used to encourage prosocial behaviour in schools through an instructional process that can be applicable to a variety of school settings (Langland, Lewis-Palmer, & Sugai, 1998). Response to intervention was measured by absolute change and percent change, and qualitative self-report data (Gresham, 2005). Results of this intervention revealed a strong response to intervention, with a notable decrease in problem behaviour across school settings for the Grade 5 students. The results of this intervention have implications for educators with respect to implementation of PBS in school-based settings and measuring performance through RTI.

#87
Psychologists in Education/ Psychologues en éducation

TITLE: DEVELOPMENT AND VALIDATION OF A RESILIENCY SCALE FOR YOUNG ADULTS

David Nordstokke, University of Calgary; Donald H. Saklofske, University of Calgary; Sandra Prince-Embury, The Resiliency Institute of Allenhurst; Tara Crumpler, University of Calgary; Sarah Nugent, University of Calgary

The recent interest in resiliency has lead to efforts to develop methods for its assessment and measurement. The Resiliency Scale for Children and Adolescents (RSCA; Prince-Embury, 2007) was initially developed to assess resiliency in children and youth. The RSCA defines resiliency as a three factor model (mastery, relatedness, and emotional reactivity) comprised of a number of subscales. A second scale intended for young adults has included new items and a sub-scale that addresses sense of meaning and adaptability based on the belief that these concepts play a major role in personal resiliency for adults. These changes provide the opportunity to revisit the structure of the RSCA and relationships between aspects of personal resiliency in young adults. This presentation will review the original children's scale, and describe the changes leading to the adult version. Data from several samples of university students have provided preliminary support for the three factor structure described in the original scale.

#88
Psychologists in Education/ Psychologues en éducation

INVESTIGATING PSYCHOLOGICAL FACTORS RELATED TO UNIVERSITY STUDENT SUCCESS

David Nordstokke, University of Calgary; Donald H. Saklofske, University of Calgary; Ashley Vesely, University of Calgary; Sarah Nugent, University of Calgary; Tara Crumpler, University of Calgary

There is an increasing pressure in today's society for young people to attain post secondary and higher levels of education in part due to increasing educational requirements for entry level positions in the job market as well as future career opportunities. Research with children and adolescents has demonstrated a strong association between education, affluence, and intelligence across a number of countries (Georgas, Weiss, van de Vijver, & Saklofske, 2003). While university student retention and success is vital to the psychological health of both the individual and to society, it is also disconcerting to find that the average first year attrition rates for undergraduate students is about 25% (Grayson & Grayson, 2003). The main objective of this study is to examine some of the key psychological factors that are related to post-secondary student success. These include emotional intelligence, resiliency, and conative factors. Data from a sample of university students have provided some preliminary evidence of this relationship.

#89
Psychologists in Education/ Psychologues en éducation

THE EFFECT OF THE HOME ENVIRONMENT ON EARLY LITERACY SKILLS

Erin C. O'Connor, Laurentian University; Linda Lysynchuk, Laurentian University; Shelley Watson, Laurentian University; Elizabeth Levin, Laurentian University

Previous research has revealed a relationship between reading activity and associated cognitive processes (i.e., phonological processing, letter knowledge, vocabulary, and concept comprehension). This study sought to assess the impact of the home environment on literacy skills of kindergarten students. A total of 70 parents or guardians of 35 senior kindergarten students (21 French immersion and 14 English) were asked to complete a home environment questionnaire which was then compared with data gathered on cognitive processes. Results indicated that informal reading activities (e.g., storybook reading) were correlated with vocabulary and concept comprehension while formal reading activities (e.g., teaching letters of the alphabet) were correlated with phonological processing and letter knowledge. Surprisingly, no differences were found between the frequency of formal and informal reading activities among parents of French immersion children when presenting material in French. Results from this study suggest that home literacy activities affect cognitive processes and that specific cognitive processes are influenced by either formal or informal reading activities. These findings may provide support for integrating the home environment into literacy intervention programs.

#90
Psychologists in Education/
Psychologues en éducation

VALIDATION OF A TYPOLOGY OF CHILDREN BEHAVIOR PROBLEMS USING A MULTI-RESPONDENT APPROACH

Nathalie Parent, Université Laval; Caroline Labrecque, Université Laval; Caroline Simard, Université Laval

In spite of school reforms, assessment occupies an important place in school. Even though teachers may consider themselves well equipped to assess learning skills and determine the intervention needed, they can feel overwhelmed by children's behavioral problems, not knowing how to deal with them. In the recent years, behavior problems happen to be one of the big concerns (Reis, Trockel & Mulhall, 2007) and prevalence has increased (Massé, Desbiens & Lanaris, 2006). Children experienced a variety of stressful life events and reacted in different ways regarding individual and contextual factors (Cummings, Davies & Campbell, 2000). Adults who are supposed to be well positioned to detect signs of distress showed low agreement in assessment of behavior problems (De Los Reyes & Kazdin, 2005). In this regard, this study proposes a typological analysis of children's behavior problems in schools. A total of 396 children from 6 to 13 years old were assessed by one of their parents and their teacher using various behavior rating scales. Data about grades, stressful life events and school intervention were also collected. Six behavioral problem clusters that affect grades in different ways emerged from the statistical analyses. Results are discussed regarding parent-teacher agreement, validity of rating scales, type of stressful life events, and intervention provided.

#91
Psychologists in Education/
Psychologues en éducation

AN INVESTIGATING OF ADOLESCENTS AND YOUNG ADULTS (16 TO 21 YEARS OLD) DIAGNOSED WITH AN AUTISM SPECTRUM DISORDER (ASD) AND CO-MORBID DIAGNOSIS OF ANXIETY AND/OR DEPRESSION

Sharon Penney, Memorial University of Newfoundland

This qualitative research study investigates the experiences of adolescents and young adults diagnosed with an autism spectrum disorder and co-morbid depression and/or anxiety disorders. The study was conducted with nine (9) parents of individuals with autism and three (3) individuals diagnosed with autism and co-morbid anxiety and/or depression. This study utilized both face-to-face interviewing and on-line interviewing of individuals diagnosed with an autism spectrum disorders. Face-to face interviews were used with all parent participants in the study. The purpose of the study was to outline experiences that contributed to the onset of mental health disorders and to inform the practice of school personnel. Both groups provide valuable information to assist in the understanding of the behaviors and experiences associated with the onset of mental health issues in individuals with an autism spectrum disorder.

#92
Psychologists in Education/
Psychologues en éducation

THE RELATIONSHIP OF EI WITH GENDER ROLE ATTRIBUTES AND THE BIG FIVE IN UNDERGRADUATE STUDENTS

Alex Siegling, University of Calgary; Donald H. Saklofske, University of Calgary; Ashley Vesely, University of Calgary

This study examines the relationships of trait- and ability-based emotional intelligence (EI) with instrumentality and expressiveness, key attributes of men's and women's personalities. Whereas instrumental traits (e.g., independence, assertiveness) are goal-oriented and predominant in men, expressive traits (e.g., compassion, sensitivity to others) are people-oriented and more common in women. The study will statistically control for the overlap of EI with the Big Five personality traits. A sample of undergraduate students from a western Canadian university will complete measures of each construct. Multiple regression analysis will be used to evaluate the relative contributions of instrumentality, expressiveness, and the Big Five in predicting both trait and ability EI factors. It is hypothesized that instrumentality and expressiveness will correlate with the EI factors in a manner that matches previously observed gender differences. The results will be discussed with respect to the role of EI in gender differences and socialization.

#93
Psychologists in Education/
Psychologues en éducation

BELIEFS AND ATTITUDES OF TEACHERS WITH RESPECT TO YOUTH GAMBLING

Katrina M. Smith, McGill University; Caroline E. Temcheff, McGill University; Jeffrey Derevensky, McGill University; Rina Gupta, McGill University

Despite the important role that mental health professionals and teachers play in the lives of students, and their potential to intervene at early stages of problems to deflect negative life trajectories, few early prevention programs have been implemented that focus on adolescent problem gambling. This research examines teachers' perceptions, attitudes and training needs with respect to students' gambling behaviours. Data collected from secondary school teachers via an online survey assesses their perceptions regarding (i) the prevalence of gambling among teenagers; (ii) the seriousness of problem gambling among teenagers; (iii) the availability of gambling resources within their school and school board; and (iv) teachers' interest in obtaining further information regarding adolescent high-risk behaviours. The results of the current study will provide invaluable information to school psychologists as they work with teachers to minimize adolescent risky behaviours in general, and problem gambling in particular. The implications for the prevention of youth risky behaviours are addressed.

#94
Psychologists in Education/
Psychologues en éducation

TEACHERS' BELIEFS AND JOB RELATED STRESS

Kerry Spice, Educational Psychology, University of Regina; Ronald R. Martin, Ph.D., R.D. Psych., Educational Psychology, University of Regina

Previous research indicates that many teachers believe grade retention (i.e., students repeating a grade) to be a beneficial practice for struggling students (Tomchin & Impara, 1992). However, empirical evidence indicates that grade retention is associated with substantial negative consequences for the majority of retained children (Evans, 2001). Currently Saskatchewan school divisions support a no retention policy. Teachers' beliefs about their work and the degree of input they have regarding school policy may contribute to several important work-related outcomes, such as job satisfaction (TJS) and the likelihood of professional burnout (Byrne, 1999; Perie & Baker, 1997). Given that teachers tend to hold positive beliefs about retention, and given the restraints of a no retention policy, it was hypothesized that positive beliefs about retention would predict TJS and burnout. Data were gathered from teachers in Saskatchewan (N=109) regarding their beliefs and knowledge about grade retention, TJS and burnout. Correlational analyses revealed that teachers with less knowledge of the grade retention literature were significantly more likely to hold positive beliefs about grade retention. Regression analyses indicated that these positive beliefs significantly predicted TJS, and burnout. Findings have implications for the impact of beliefs on teacher stress and for teacher education.

#95
Psychologists in Education/
Psychologues en éducation

ATTACHMENT AND RESILIENCE IN CHILDREN WITH ADHD

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

Attachment, a deep and enduring bond between two people, has been cited as a protective factor that is commonly related to resilience, or the ability to succeed despite experiences of significant adversity (Bowlby, 1969; Masten, 2001). While these constructs have often been studied in children, little research has looked at how they relate in children with Attention-Deficit Hyperactivity Disorder (ADHD), although there has been some suggestion that children with this disorder may have a low level of attachment security (Al-Yagon, 2009). This study will compare the attachment level of children with ADHD to a sample of typically developing children ages 8-11 years, as well as examine the overall relationship between attachment and resilience in children with ADHD. Several questionnaire measures will be used to gather information about attachment and resilience from the perspective of both parent and child. Results will be discussed in relation to attachment and resilience theory.

#96
Psychologists in Education/
Psychologues en éducation

REDUCING ANXIETY AND INCREASING SELF-EFFICACY WITHIN AN ADVANCED GRADUATE PSYCHOLOGY STATISTICS COURSE

Alyssa Taylor, Carleton University; April McGrath, Carleton University; Shelley Brown, Carleton University

The current study examined the effectiveness of a multifaceted teaching framework developed by Pan and Tang (2004) at reducing statistical anxiety and increasing statistical self-efficacy for psychology students in an advanced multivariate graduate statistics course. Similar to Pan and Tang, statistical anxiety was significantly reduced and students' current statistical self-efficacy increased throughout the course as a result. In addition to this framework, two instructional techniques were used to teach two specific statistical concepts. However, these were not found to be effective at reducing anxiety or increasing self-efficacy. Overall, this study confirms the research of Pan and Tang by demonstrating that this multifaceted teaching approach is useful for graduate students in an advanced statistics course. Limitations such as sample size and directions for future research will be discussed.

#97
Psychologists in Education/
Psychologues en éducation

EMOTIONAL INTELLIGENCE: EXAMINING RELATIONSHIPS WITH ANXIETY, PERFECTIONISM, AND MOTIVATION

Ashley K. Vesely, University of Calgary; Don H. Saklofske, University of Calgary; Alex B. Siegling, University of Calgary; David W. Nordstokke, University of Calgary

The developing study of Emotional Intelligence (EI), divided into two theoretical frameworks (trait-EI and ability-based EI), and defined as an array of skills that facilitate the identification, processing, and regulation of emotion, has shown promise in understanding students' competencies in post-secondary education. Increasing EI may improve the management of psychological factors including anxiety, perfectionism, and motivation such that academic and social performance can be augmented. This study examines the relationships between trait-EI and anxiety, perfectionism, and motivation, and in turn, grade point average and student satisfaction in a sample of undergraduate university students. Since the research literature suggests some overlap between EI and personality traits (i.e., Big 5), the latter effects will be parsed out in order to gain a clearer understanding of how trait EI may moderate the effects of anxiety, perfectionism and motivation on academic achievement.

#98
Psychologists in Education/
Psychologues en éducation

EVALUATING A SHARED RISK FACTOR APPROACH TO PREVENTION IN A SCHOOL COMMUNITY

Niki Whitefield, University of Calgary - Educational Studies in Psychology; Shelly Russell-Mayhew, University of Calgary - Educational Studies in Psychology; Shannon Ross, University of Calgary - Educational Studies in Psychology

The prevention of eating disorders (EDs) and obesity (OB) are often perceived as two distinct issues; however, recent studies have postulated several advantages to addressing these issues simultaneously. This pilot study examined a school-based prevention program targeting EDs and OB concurrently by addressing five shared risk factors through classroom-based interventions and teacher training. Forty-one students between the ages of 12 and 15 completed measures of body satisfaction, internalization of media ideals, eating attitudes and behaviours, experiences of weight-related teasing, self-esteem, and developmental assets pre, post, and three months following exposure to the prevention program. A multivariate repeated measures design was used to evaluate changes. Trends suggest positive changes in the five shared risk factors immediately following the prevention program. Trends also suggest a decrease in the internalization of media ideals, increased acceptance of others' body types, and increased perceptions of developmental assets three months following the intervention. These preliminary trends are suggestive of the short-term benefits of an integrated ED and OB prevention program. Further evaluation of this prevention program focusing on shared risk factors is currently underway with a larger sample of junior high students.

#99
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE ROLE INTERPERSONAL STRENGTHS PLAYS IN NON-NEED SUPPORTIVE ENVIRONMENTS

Alana Greco, Wilfrid Laurier University; Lara Kammrath, Wilfrid Laurier University

Motivation to engage in activities is in part determined by the belief that the behaviors will led to desired outcomes or goals. These outcomes can have very beneficial or detrimental effects, which has lead to many investigations to understand what motivates people. Studies suggest that social environments that are need-supportive, that is they lead to the satisfaction of psychological needs, will be most intrinsically motivating for a person. However, what happens to a person's motivation when they are faced with a non-need supportive environment? The current set of studies investigated the effects interpersonal strengths have on psychological need fulfillment and intrinsic motivation. We predicted that a person's interpersonal strengths would help them to achieve psychological need satisfaction in non-need supportive environments, which would be the catalyst for intrinsically motivating the individual. In two studies, we tested this hypothesis in different environments: on a sports team and in a work setting. People with interpersonal strengths proved to be either resilient to the effects of a non-need-supportive environment or able to capitalize on the effects of a need-supportive environment. Both types of people were able to use their strengths to benefit them in an environment that either supported or thwarted their needs.

#100
Social and Personality Psychology/Psychologie sociale et de la personnalité

VALUES PREDICT ACADEMIC ACHIEVEMENT

Alexander Guindon, University of Toronto; Jordan B. Peterson, University of Toronto

Values, as high level motivators of goal-directed behaviour, are implicated in virtually every facet of human activity. It appears reasonable that academic achievement would be one such activity. Schwartz (1992) posited a theory of basic human values identifying 10 motivational types and developed the Schwartz Values Scale (SVS). A forced choice ranking version of the SVS was administered to 111 participants. Participants also completed a full scale WAIS and an extensive demographic questionnaire. Following the end of the academic year the cumulative grade point average (CPGA) was obtained for each participant. It was found that intelligence, age, parents' income, and years speaking English all significantly predicted academic achievement. A regression analysis revealed that with these variables controlled for, the Schwartz values "Self-Directed", "Power", and "Benevolence" significantly predicted CPGA, the latter two in the negative direction. Adding the values to the initial group of variables increased the variance in CPGA accounted for by the model from 45% to 63%. It is proposed that by applying factor and item analysis techniques to the Schwartz items, a brief but powerful non-intelligence based measure could be developed to predict academic achievement.

#101
Social and Personality Psychology/Psychologie sociale et de la personnalité

TOWARD A NOVEL TRAIT-BASED MEASURE OF DELAY DISCOUNTING

Alexander Guindon, University of Toronto; Robin Hurlow, University of Toronto; Jordan B. Peterson, University of Toronto

Delay discounting (DD), the valuation of lesser short-term rewards over greater long-term rewards, has been implicated in a wide variety of addictive and risk-taking behaviours. A variety of tasks have been used to measure individual differences in DD, usually by having persons make a large number of decisions based on the hypothetical receipt of different, lower amounts of money now or higher amounts in the future. It is posited that DD has both state and trait characteristics and that current measures are inappropriately influenced by state DD. In this study, participants completed a traditional DD task (DDT), a self-report questionnaire created by the author with items intended to capture long-term DD-related behaviours (LTDDQ), a full-scale WAIS, and measures of constructs known to be associated with DD; mood, self-esteem, and Big Five aspects. The two measures of DD were significantly correlated. Importantly, mood was correlated with the DDT but not the LTDDQ, and the more stable measures of self-esteem were correlated with the LTDDQ but not the DDT. Other significant relationships between the various measures were noted. Further development and validation of a self-report DD questionnaire appears to be warranted.

#102
Social and Personality Psychology/Psychologie sociale et de la personnalité

CONCEPTUAL ORGANIZATION OF SELF-REPRESENTATION: EVIDENCE FOR HEURISTIC SOCIAL CATEGORIZATIONS

A. Nicole LeBarr, Mcmaster University; Judith M. Shedden, McMaster University

One's self-concept exerts cognitive biases on social categorizations, many of which are based on heuristics and built up from our unique experiences. Other people share commonalities with us, which may be represented as part of our self-representation so that we classify people as "self-similar (SS)" or "self-dissimilar (SD)" and use this classification to predict other characteristics about them. We examined how participants use SS and SD information to make predictions about others. They learned about SS and SD characters and predicted the characters' answers to new questions. Difference scores (between participants' predictions and their own answers on the same questions) were lower for the SS than the SD characters. This indicates that SS and SD information is used to make predictions about others and that self-conceptualization lends itself to heuristic categorization. A negative correlation between SS and SD difference scores indicated that participants' conceptualizations of self and other were strongly related. This correlation remained significant when controlling for two measures of self-awareness (Rosenberg Self-Esteem Scale and Narcissistic Personality Inventory). This research generates questions about the factors responsible for predictive properties of self-conceptualization.

#103
Social and Personality Psychology/Psychologie sociale et de la personnalité

INFLUENCE OF ADULT ATTACHMENT ON THE RECOGNITION OF MIXED FACIAL EXPRESSIONS

Alexander Nicol, Trent University; Elaine Scharfe, Trent University; Jeff Adams, Trent University

It is well established that accurate recognition of facial expressions is universal and inability to recognize facial expressions in adulthood is associated with serious mental illness. There are, however, a few recent studies demonstrating individual difference in attention to facial expressions. For example, attachment researchers have provided evidence that individual differences in attachment influence attention to change of emotion. Specifically, anxiously attached participants were more attentive to emotional change than less anxious individuals. In the present study, 150 undergraduate students completed an attachment questionnaire and identified the predominant emotion in a series of 150 mixed expressions from the Ekman Emotion Hexagon test. For example, participants are presented with a facial expression that is 50% sadness and 50% disgust and are required to chose either sadness or disgust: 30 expressions were 50/50 combinations, 60 expressions were 70/30 combinations, and 60 expressions were 90/10 combinations. It was expected that previous findings on attention to facial expression would be replicated using this somewhat different methodology. For example, for sadness and disgust combinations, participants with high attachment anxiety would be expected to choose sadness whereas participants with high attachment avoidance would be expected to choose disgust.

#104
Social and Personality Psychology/Psychologie sociale et de la personnalité

THE AFFECT OF STEREOTYPE THREAT AND BLATANT SEXIST CUES ON TASK PERFORMANCE: DOES COGNITIVE APPRAISAL MAKE A DIFFERENCE?

Allison Roy, École de Psychologie, Université de Moncton; Ann M. Beaton, École de Psychologie, Université de Moncton; Leila Selimbegović, Faculté de psychologie et des sciences de l'éducation, Université de Genève; Armand Chatard, Faculté de psychologie et des sciences de l'éducation, Université de Genève; Jessie Bossé, École de psychologie, Université de Moncton

Women who are exposed to stereotype threat underperform in non-traditional tasks. However, there is evidence to suggest that sexist cues may alter this result. Oswald and Harvey (2000-2001) discovered that women who experience stereotype threat and face a blatant sexist cue were more likely to excel in a non-traditional task. The authors explain that this unexpected finding was due to women's propensity to challenge the bias. The purpose of the present study is to examine whether the appraisal of threat and challenge affect the performance of women who are exposed to stereotype threat and a blatant sexist cue. A total of 80 female undergraduate francophone students were invited to report their challenge and threat appraisal in light of the Cognitive Appraisal Scale (Berjot & Girault-Lidvan, 2009). Participants were randomly assigned to a 2 (stereotype threat: minority status, equal status) by 2 (sexist cue: blatant sexist remark, no sexist remark) design and asked to complete a task on political knowledge. As expected, results reveal a significant stereotype threat X sexist cue interaction on political knowledge performance. Results further suggest that threat and challenge appraisal alter the interaction affects. Theoretical and social implications of these results are discussed.

#105
Social and Personality Psychology/Psychologie sociale et de la personnalité

A MODEL FOR UNDERSTANDING ENCOUNTERS WITH EVERYDAY PREJUDICE: THE EXPERIENCE OF A CONCEALABLE STIGMA, BEING JEWISH IN A NON-JEWISH WORLD

Alena Strauss, Alena Strauss Personal and Career Counselling

Dion (2001) observed that being the target of stigma and prejudice has a "demonstrable, negative effect upon the individual". While blatant prejudice has lessened there has been little change in the rate of subtle forms of stigma and prejudice. Recent trends in the literature acknowledge the importance of everyday reminders of difference or prejudice (Swim, 2003). This exploratory qualitative research sheds light on the experience of minority group members with a concealable stigma. Jewish adults with diverse backgrounds were interviewed using a semi-structured life history approach. The 1st layer of analysis identified 6 overarching themes-unshakeable loyalty to Jewish identity; importance of belonging; living Jewishness in a way that is meaningful; concerns about visibility of Jewishness; concerns about personal and group vulnerability including references to the Holocaust; and everyday encounters with prejudice. The 2nd layer of analysis developed a model of an encounter with everyday prejudice. The model identifies the importance of contextual influences on perceptions of an encounter leading to a reaction and response. As an example of a stressful event the response is put into the framework of the stress and coping literature (Miller, 2006). The results show the subtle but important impact of everyday prejudice.

#106
Students in Psychology/Étudiants en psychologie

DEPRESSION AND COPING STYLES AMONG UNDERGRADUATE STUDENTS

Julia Berlin, Ryerson University; Karen E. Roberts, York University; Tifrah Warner, York University

Research suggests that undergraduate students who experience higher levels of depression tend to use maladaptive coping styles, independent of gender (e.g., Kariv & Heiman, 2009). The present study attempted to replicate these findings by examining the correlation between depression and task-oriented coping (adaptive) and emotion-oriented coping (maladaptive), while controlling for gender. Data were collected from 50 undergraduate students (Age M=22.06, SD=3.13; 62% female). Participants completed a questionnaire consisting of The Beck Depression Inventory-Second Edition (21 items; a=.93; Beck, Steer, & Brown, 1996), and The Coping Inventory for Stressful Situations (48 items; a=.91; Endler & Parker, 1990). A Spearman's rank correlation revealed a relationship between depression and task-oriented coping styles while controlling for gender [r(48)=-.24, p=.046 (one-tailed)]. A Spearman's rank correlation also revealed a relationship between depression and emotion-oriented coping styles while controlling for gender [r(48)=.60, p=.000 (one-tailed)]. The results indicated that the more depressed students were, the less they engaged in adaptive coping styles and the more they engaged in maladaptive coping styles, regardless of gender. Interventions may help students engage in more adaptive ways of coping when depressed. Future studies should measure gender to confirm these findings.

#107
Students in Psychology/
Étudiants en psychologie

PREDICTING EARLY LITERACY SKILLS IN JUNIOR KINDERGARTEN FROM PARENTAL VARIABLES

Jennifer Bingley, Laurentian University; Dr. Shelley Watson, Department of Psychology, Laurentian University; Dr. Elizabeth Levin, Department of Psychology, Laurentian University; Dr. Linda Lysynchuk, Laurentian University

Literacy is critical in modern society and many theorists agree that parental factors are very influential in literacy skill development. This study examined how parental and environmental variables impact early reading skills of children in English and French immersion programs. 52 children in Junior Kindergarten were measured on the Peabody Picture Vocabulary Test, letter sound test, Boehm Test of Basic Concepts, and the Comprehensive Test of Phonological Processing. 27 parents participated in interviews investigating home literacy practices and factors influencing the decision to enroll their child in French immersion or English. Parental involvement was correlated with vocabulary scores, which in turn was predicted by the number of books available, child's age, and parental education. Qualitative results suggest most parents enroll their child in the program they believe will provide better opportunities. In addition, among French immersion families, a difference may exist in how parents read to their children in English and French. Specifically, those families without a parent who was comfortable reading in French tended to focus on this language solely in homework context. This study provides further support for parental involvement in early reading development and suggests qualitative differences may exist in how French and English are read in immersion families.

#108
Students in Psychology/
Étudiants en psychologie

THE ROLE OF GENERAL ANXIETY AND DIMENSIONS OF ADULT ATTACHMENT IN PREDICTING DEFENCE STYLE AND USE OF EMOTIONAL REGULATION STRATEGIES

Tracy L. Clouthier, Téluq; Philip A. Cooper, Bishop's University

Anxious and avoidant dimensions of adult attachment are closely related to affect regulation. Defence styles, one form of affect regulation, are unconscious strategies used to deal with overwhelming anxiety. Previously, we have shown that both attachment anxiety and avoidance are positive predictors of maladaptive defence styles, and that avoidance is a negative predictor of an adaptive defence style. Here, we evaluate whether general anxiety would have an impact on defence style different from that of attachment anxiety, and whether a similar pattern would appear with emotional regulation. Participants completed the Relationship Scales Questionnaire (RSQ) to assess attachment, the Depression Anxiety Stress Scale (DASS) to assess general anxiety, the Defense Style Questionnaire (DSQ-60), and the Emotional Regulation Questionnaire (ERQ). Preliminary hierarchical multiple regression analyses ($N = 107$) were conducted. Greater use of the image-distorting style was predicted by higher attachment and general anxiety, and by higher avoidance. Greater use of the affect-regulating style was predicted by higher avoidance and general anxiety. Lower use of the adaptive defence style was predicted by higher general anxiety. Higher use of suppression was predicted by higher avoidance. Final analyses will be presented, along with potential implications.

#109
Students in Psychology/
Étudiants en psychologie

LEADERSHIP, PERSONALITY, AND WELL-BEING ON-CAMPUS: A NATIONAL SURVEY OF RESIDENCE ASSISTANTS

Catharine Dishke Hondzel, University of Western Ontario

Students who work in residential university housing have a unique opportunity to mentor individuals as part of the on-campus community. This study investigated the relations between the personality constructs of self-silencing, agency, communion, and their unmitigated counterparts, and reported well-being in a sample of 159 Canadian Residence Assistants. Using stepwise regression analysis, results confirmed that agency and communion were both significant predictors of positive affect; agency accounting for 18.2% of the initial variance, and 26% when added to communion. Subsequent findings demonstrated that self-silencing and unmitigated agency were best able to predict low levels of life satisfaction and negative affect (17.3% of the variance, and 23.8% when combined, respectively). Contrary to earlier research, unmitigated communion was not a significant predictor of satisfaction with life in this sample. Results of this study and unexpected findings are examined in relation to the unique demands of the Residence Assistant job role and implications for student affairs and leadership, specifically the meaningful role of social support in communal living. Recommendations are provided with regard to the development and maintenance of healthy work environments.

#110
Students in Psychology/
Étudiants en psychologie

ROMANTIC RELATIONSHIP IN EMERGING ADULTS: AN EXAMINATION OF THE INFLUENCE OF THE FAMILY OF ORIGIN

Jessie Fortin, Université de Moncton; Geneviève Bouchard, Université de Moncton

The influence of family of origin on emerging adults has generated considerable research interest, specifically in the area of parental disciplinary style on the young adult's romantic relationship. Although, few scholars have taken into account the long-term impact of physical affection in parenting. The present study investigated the moderating effect of parental physical affection on the relationship between perceived paternal and maternal parenting style and both the attachment style of emerging adults and the quality of their romantic relationship. A total of 236 French-Canadian university students were invited to self-report perceived parenting style, attachment style, and quality of their romantic relationship. Results from a series of hierarchical multiple regression analyses followed by post-hoc analyses reveal a significant moderating effect of parental physical affection on the association between authoritative parenting style and young women's secure $F(6, 190) = 4.83$, $p < .05$, fearful $F(6, 190) = 4.69$, $p < .01$, and preoccupied attachment style $F(6, 190) = 2.42$, $p < .001$. There is also a significant moderating effect of physical affection on the association between maternal authoritative $F(6, 190) = 4.49$, $p < .05$ and permissive $F(6, 190) = 5.41$, $p < .001$ parenting style and young women's relationship quality. Theoretical implications of these results are discussed.

#111
Students in Psychology/
Étudiants en psychologie

THE ASSOCIATION BETWEEN PARENTAL ACCULTURATION AND SMOKING BELIEFS IN CHILDREN

Catherine Malboeuf-Hurtubise, Université de Montréal; Andrew G. Ryder, Concordia University; Simon Racicot, Concordia University; Jennifer J. McGrath, Concordia University

The objective of the present study was to assess the extent to which parental acculturation is associated with beliefs in the benefits of smoking in children and adolescents immigrants (N= 51) from countries in which smoking rates are higher than those in Quebec. It was hypothesized that parental heritage acculturation would correlate positively, and parental mainstream acculturation would correlate negatively, with children's beliefs in the benefits of smoking, controlling for the effects of age. In the final model, the age variable was statistically significant (&#946; = .36, p<.05), along with the Total VIA-H Score variable (i.e. Heritage acculturation; &#946; = .29, p<.05). Despite the small sample, as predicted, parental heritage acculturation was significantly and positively correlated with children's beliefs in the benefits of smoking; children's age was also found to positively relate to children's beliefs in the benefits of smoking. These findings suggest that high heritage culture affiliation has a greater impact on children's views of smoking than time spent immersed in the mainstream culture. If these research findings hold with larger samples, they could assist policy makers targeting future campaigns against tobacco use in children, and decrease smoking rates.

#112
Students in Psychology/ Étudiants en psychologie

SCREENING FOR SUICIDE IN MEDICAL PATIENTS: IS PHQ-9 THE ANSWER?

Ilya Razykov, McGill University; Marie Hudson, McGill University and Jewish General Hospital; Murray Baron, Jewish General Hospital; Brett Thombs, McGill University and Jewish General Hospital

Background: High rates of depression and suicidal ideation are common in chronic illnesses. Item 9 of the Patient Health Questionnaire-9 (PHQ-9) asks whether patients have had "thoughts that you would be better off dead or of hurting yourself in some way." Studies have reported high rates of item 9 endorsement (12-17%), and researchers have suggested that item 9 be used to screen for suicidal ideation in medical settings with mental health referral for positive screens. No studies, however, have compared PHQ-9 item 9 responses to assessments of suicidal ideation or plan with a structured interview. Objective: To test the degree that PHQ-9 item 9 is associated with suicidal ideation or plan among patients with scleroderma. Methods: Patients from the Canadian Scleroderma Research Group were administered the PHQ-9 and the Composite International Diagnostic Interview (CIDI) during phone interviews conducted as part of a study of depression in scleroderma. PHQ-9 item 9 responses were compared to data from the CIDI structured interview. Results: Of 104 patients interviewed, 12 patients (11.5%) endorsed PHQ-9 item 9. Of those, none endorsed daily thoughts of suicide or a suicide plan based on the CIDI interview. Conclusion: Previous attempts to screen for suicide have not been successful. Using item 9 to screen would be costly and unlikely to benefit patients.

#113
Students in Psychology/ Étudiants en psychologie

ANXIETY AS A MODERATOR OF CHILDHOOD AND ADOLESCENT AGGRESSION

Ariel Silver, University of Toronto; Stephanie Bass, University of Toronto; Jennifer L. Tackett, University of Toronto

It has been demonstrated that the comorbidity between anxiety and conduct problems in youth is three times higher than what would be expected by chance (Angold, Costello, & Erkanli, 1999). However, there is a divide in the literature as to the significance of this comorbidity; some have found that anxiety is related to less severe disruptive behaviour for youth with conduct problems (e.g. Walker et al., 1991), whereas others have found no effect (e.g. Berman, Weems, Silverman & Kurtines, 2000), and still others have found that youth with comorbid anxiety and conduct problems have worse outcomes (e.g. Zocolillo, 1992). The purpose of this study was to investigate whether anxiety is a moderator between aggression and social problems in childhood and adolescence. Parent report data on 582 children aged 6-17 was analysed using moderated regression. It was found that anxiety was a significant moderator of aggression and callous-unemotional (CU) traits in youth. For relational aggression and total CU traits, youth high in these constructs who were also high in anxiety had more social problems. However, youth who were high in both uncaring traits and anxiety had fewer social problems than those high in uncaring only. These results suggest that differentiating aspects of disruptive behaviour may help in clearing up the longstanding confusion in this literature.

#114
Teaching of Psychology/ Enseignement de la psychologie

A TRAIL TO BURN-OUT: LINKING JOB STRESS, JOB SATISFACTION AND COPING STRATEGIES TO TEACHER BURN-OUT

Kristine Iaboni, McGill University; Jack De Stefano, McGill University

Over the years, there have been numerous reasons to explain the depletion of a teacher's physical and emotional resources (e.g., behaviour management, time constraints, large classroom sizes, heavy workloads, poor support systems). Some teacher's may find it difficult to effectively cope with the demands of their profession, which could negatively result in an increased risk to their mental and physical health, including a higher chance of burn-out (i.e., fatigue, frustration, or disinterest resulting from extended periods of stress, overwork, or intense activity). The present study aims to investigate the relationship between teacher burn-out, job stress, job satisfaction and coping strategies in both Ontario and Quebec teachers (n=80). In addition, the study aims to identify: (1) specific stressors that deplete teachers' capacities to function optimally, (2) desired changes at the structural level of the education system, and (3) self-care strategies used and requested by this population. It is expected that results will show a positive relationship between job stress and burn-out, while displaying a negative relationship between job satisfaction and employed coping strategies with burn-out. Implications for educators will be discussed.

#115
Teaching of Psychology/ Enseignement de la psychologie

THE IMPACT OF MUSIC ON STUDENTS' PERCEPTIONS OF THE UNIVERSITY CLASSROOM EXPERIENCE

Ryan N.B. Norman, Grenfell Campus, Memorial University of Newfoundland; Jennifer L. Buckle, Grenfell Campus, Memorial University of Newfoundland

Perceptions of the classroom experience are shaped by a wide variety of internal and external factors. The presence of music is one such factor. Although introducing music in the classroom has had mixed results in terms of academic achievement, it has been shown to enhance students' focus, mood, and reduce anxiety. However, little research has examined the role of music in students' perceptions of the university classroom experience. First year students attending Grenfell Campus, Memorial University of Newfoundland, participated in a study designed to assess the impact of exposure to music on perceptions of three elements of the classroom experience: the professor, the course content, and the classroom atmosphere. Two classes of introductory psychology students from two separate sections of the same course, taught by the same professor, under the same conditions, were sampled in the study. The experimental group was exposed to five minutes of music at the beginning and end of each lecture while the control group received no music. The implications of the results, both for students and professors, are presented.

#116
Teaching of Psychology/ Enseignement de la psychologie

PARTICULAR ITEMS SHOW GENDER BIAS IN STUDENT EVALUATION OF TEACHING

Bayley V. Ostenfeldt, Lakehead University; Amy Faught, Lakehead University; Mirella Stroink, Lakehead University; Kirsten Oinonen, Lakehead University

Student responses on satisfaction surveys and teaching evaluations can have a critical effect on an instructor's career. Thus it is important to investigate factors that may influence student ratings. A review of the literature suggests that gender bias can influence ratings, and that there is a need for more controlled research in the area. The present study used a controlled experiment to explore the impact of student gender, instructor gender, and the interaction of these factors on student satisfaction and instructor ratings. Seventy-two participants participated in one of two condensed simulated courses. All aspects of the courses were identical except for instructor gender. Participants then evaluated the instructor using an expanded evaluation form. It was hypothesized that female instructors would be rated higher on relational variables (e.g., support, sensitivity and approachability) and that male instructors would be rated higher on variables related to organization, knowledge of the topic, and competence. Analyses indicated gender stereotypical bias for individual items (but not scales) assessing knowledge competence and student-teacher interactions. There was no evidence of same-sex favourability. Further research is needed to better understand gender bias in student satisfaction surveys and to determine the practical impact of this bias on instructors' careers.

#117
Teaching of Psychology/ Enseignement de la psychologie

QUALITATIVE RESPONSE TO USE OF VIGNETTES IN TEACHING UNDERGRADUATE ETHICS

Lindsay A. Phillips, Albright College

This presentation focuses on using vignette examples of ethical challenges as a tool to teach ethics to undergraduate psychology majors through three modalities. I will provide viewers with information on teaching ethics, including course assignment examples, class activities, and vignette examples. The vignettes at the center of this presentation and qualitative study focused on challenges faced by both students and professionals to expose students to understanding how ethics affects them in their current role and to how ethics will affect them in their future role as a psychology professional. Five students participated in an evaluation following their completion of an undergraduate ethics course. Students indicated that vignettes are a valuable tool and found all three modalities to be helpful, including course readings, in class discussion, and post class discussion through internet-based discussion tools, rating in class discussions as the most beneficial. Their qualitative responses yielded themes indicating that vignettes make the course material "more interesting" and assist them in applying ethical principles. Students also indicated that realistic vignettes were most beneficial and cautioned against use of "far fetched" vignettes. I will present a review of responses and implications to assist instructors in improving their ethics courses.

#118
Teaching of Psychology/ Enseignement de la psychologie

"INSERT GOOD TITLE HERE": HOW TO DESIGN AN EFFECTIVE RESEARCH POSTER

Terence Singh, University of Windsor; Joanna M. Kraft, University of Windsor

Poster sessions at academic conventions are typically designed to compliment paper sessions and symposia by providing opportunities for extended dialogue and exchanges of professional ideas. Poster presentations have also been found to be particularly beneficial training experiences for novice researchers, and have been promoted as a particularly useful communication tool in the ongoing efforts to narrow the clinical-research gap (Heppner et al., 1999). However, researchers often fail to recognize the unique "hybrid" nature of the poster format, which allows for elements of both a published paper and an oral presentation (Miller, 2007). There are currently a number of "how to" instructional articles concerning poster design and individuals who follow these guidelines tend to produce posters of a higher quality (Scott et al., 1996). The aim of the present work is to provide a medium-specific demonstration of how to design research posters to effectively convey study objectives, methods, findings, and implications to a professional audience. Using a quantitative methodology, the authors conducted a review of existing literature on research communication and poster design to identify important considerations for poster content and layout. Illustrated guidelines, containing both annotated samples of ineffective writing and concrete examples of improved presentation, are presented.

#119
Teaching of Psychology/ Enseignement de la psychologie

GOOD TEACHING: XIII. PERCEPTIONS OF OF "IDEAL" TEACHERS ARE MEDIATED BY STUDENTS' COGNITIVE STYLES

Nicholas Skinner, King's University College

Consonance between student cognitive style (the way a student learns) and professor teaching style (the way a professor teaches) is essential for optimal learning. Heuristically, it can be argued that students will demonstrate higher quality learning to the extent that they perceive their professors' approaches to teaching to be student-focused rather than teacher-focused. The present research is intended to show that students' cognitive styles will mediate their preference for professors' teaching approaches. Eighty-five Introductory Psychology students (57 females, 28 males; mean age 18.2 years) at a small university responded to (a) the Adaption-Innovation Inventory (a measure of cognitive style) as it honestly applied to them, and (b) the Approaches to Teaching Inventory (Revised) as they thought it would be completed by their "ideal" teacher. It is predicted that Adaptors (by virtue of their liking for structure/rules/organization) will prefer the teaching approach of Information-Focused professors, whereas Innovators will prefer the teaching approach of Conceptual Change-Focused professors. Support for this hypothesis may suggest ways to obviate the (unavoidable but) very real practical difficulties of matching students' learning styles with professors' approaches to teaching.

#120
Teaching of Psychology/ Enseignement de la psychologie

HEALTHCARE AND PSYCHOLOGY STUDENTS' PERCEIVED KNOWLEDGE OF INTELLECTUAL DISABILITY (ID) AND EXPERIENCE WORKING WITH INDIVIDUALS WITH INTELLECTUAL DISABILITIES

Jonathan Weiss, York University; Emily Eng, Queen's University; Patricia Minnes, Queen's University; Barry Isaacs, Surrey Place Centre

Recent reports acknowledge the need to revise healthcare curricula to better prepare professionals for treatment of individuals with developmental disabilities (DD) (Burge, Ouellette-Kuntz, Isaacs & Lunsky, 2008). This poster examines the knowledge, experience,and feelings of competency in 109 medical students, 102 nursing students, and 56 clinical psychology graduate students from Queen's University and York University. Preliminary analyses of data from 37 medical students indicate differences in self rated knowledge about assessment/diagnosis and treatment of identified diagnostic groups (Autism, Down Syndrome, and Fragile X syndrome) and non specific ID. Fifty-nine percent of medical students reported feeling mildly competent in meeting the needs of children with DD. Thirty-five percent said they had adequate access to info about DD, and of those, 50% said they would prefer web based information over workshops, seminars and written information. Knowledge of identified etiological groups was more common than of non specific DD, and experiences with different diagnostic groups varied accordingly. Comparative analyses with a larger sample of medical students and samples of nursing and graduate psychology students are ongoing and will be reported. Implications of findings for education of healthcare students will be discussed.

#121
Teaching of Psychology/ Enseignement de la psychologie

MULTI-TASKING: THE IMPACT OF USING DIGITAL TECHNOLOGIES DURING A REAL TIME CLASSROOM LECTURE

Lucia Zivcakova, WLU; Eileen Wood, WLU; Petrice Gentile, WLU

This research study examined students' multi-tasking with digital technologies during real-time classroom lectures. Students (n=140) were randomly assigned to one of 7 conditions including; MSN, Facebook, email and cell-phone texting and three control conditions included a paper and pencil control, word application control, and natural technology condition. A repeated measure design required that students use their assigned technologies over three classroom sessions. Each session involved a 20-minute lecture presentation, which was part of the participants' research methods course. During the lecture, participants received messages from Research Assistants who they were required to respond to. After each lecture participants completed a 15- item quiz on the content of the lecture. Preliminary results indicated that using Facebook, MSN and email during lectures significantly hindered learning in comparison to the paper-and-pencil control group. Surprisingly, texting on a cell-phone was not found to have such a detrimental impact of learning. WE are currently investigating the timing of the cell-phone messages to determine if responding was strategic in this condition (i.e., during lulls in the lecture). The educational implications suggests that overall, multi-tasking inhibits learning in real-time contexts.

2011-06-03 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – ESSEX BALLROOM - MEZZANINE LEVEL

Workshop/Atelier
Students in Psychology/ Étudiants en psychologie psychologie

COUNSELLING OR CLINICAL PSYCHOLOGY: WHICH GRADUATE PROGRAM IS FOR ME?

Lara Cross, University of Alberta; Anne C. Wagner, Ryerson University

Counselling and clinical psychology are fields with historically blurred boundaries. In 2009, the Canadian Psychological Association adopted a formal definition of counselling psychology, describing the nature of this distinct specialization within professional psychology. With this new development in the field, it is pertinent to ask how informed are undergraduate students regarding the specifics of these programs? Do students applying to these graduate programs in Canada know the extent of the similarities and differences to make an informed decision regarding their own graduate training and vocational goals? This presentation will be facilitated by clinical and counselling doctoral students to speak to the relevant issues in their respective programs for students, by students. Training models, scopes of practice, areas of research, professional affiliations, licensure and certification requirements, career opportunities, and graduate school application processes for these programs will be discussed. Faculty members in the two respective programs will also be present for questions from the audience. This workshop is intended for students in psychology interested in applying to graduate school in these programs, as well as anyone interested in learning more about them.

2011-06-03 – 12:30 PM to 1:55 PM – 12 h 30 à 13 h 55 – YORK ROOM - MEZZANINE LEVEL

Symposium/Symposium
Extremism and Terrorism/ Extrémisme et terrorisme

THE TORONTO 18 AND RADICALIZATION IN CANADA

Steven Stein, Multi-Health Systems

This panel examines the processes and features of radicalization in the Muslim communities of Canada. Each panelist will present conclusions based on their direct observations of Canadians who have become radicalized. The first speaker, Mubin Shaikh, was one of two agents who infiltrated the "Toronto 18", a group planning attacks on Parliament and various Canadian landmarks. Shaikh&#8223;s talk will focus on the radicalization process of the main leaders of this terror cell. The second speaker, Michael King, is a PhD student in the department of psychology at McGill University. King will present findings from fieldwork conducted within the Muslim communities of Toronto and Montreal, where he investigated commonly held assumptions about factors leading to radicalization. The third speaker, Stewart Bell, is an author and senior reporter for the National Post. His work focuses on terrorism and national security. Bell will discuss current trends in radicalization, focusing on the Somali-Canadians and Al Shabab.

A

THE TORONTO 18: OBSERVATIONS AND REFLECTIONS ON RADICALIZATION

Steven Stein, Multi-Health Systems; Mubin Shaikh, Consultant; Michael King, McGill University; Stewart Bell, National Post

This presentation looks at how suspects in radicalized terrorist groups form into their respective cliques. The focus will be on the "Toronto 18" and the process involved, starting from their meetings and experiences in high school, and the kinds of activities that they engage in, which eventually led towards being arrested in June 2006 on terrorism charges.

B

THE TORONTO 18: OBSERVATIONS AND REFLECTIONS ON RADICALIZATION

Mubin Shaikh, Consultant

This presentation looks at how suspects in radicalized terrorist groups form into their respective cliques. The focus will be on the "Toronto 18" and the process involved, starting from their meetings and experiences in high school, and the kinds of activities that they engage in, which eventually led towards being arrested in June 2006 on terrorism charges.

C

IDENTITY THREAT AND DOMINANCE: A GRASSROOTS THEORY OF HOMEGROWN JIHADI RADICALIZATION

Michael King, McGill University

Homegrown radicalization, whereby citizens come to accept the legitimacy of terrorist attacks against their own country, has become a national security priority for Canada. Despite the importance of understanding the psychological factors enabling terrorism, models of radicalization are numerous, disparate, and lack empirical support. In this presentation, two factors contributing to jihadi radicalization, emerging from fieldwork conducted within Canadian Muslim communities, will be discussed: identity threats and social dominance. Experimental and correlational testing of these two factors will also be presented.

D

WHO IS RADICALIZING CANADIANS?

Stewart Bell, National Post

This presentation explores the growing phenomenon of radicalization in Canada. The main focus will be on recent examples in the Somali-Canadian community and Al Shabab. Information gathered through investigative reporting will be presented as well as the implications.

2011-06-03 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – CITY HALL ROOM - SECOND FLOOR

**Conversation/
Scéance de conversation**

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

Adult Development and Aging/Développement adulte et vieillissement ; Clinical Psychology/Psychologie Clinique ; Community Psychology/Psychologie communautaire ; Developmental/Psychologie du développement ; Family Psychology/Psychologie de la famille ; Perception, Learning and Cognition/Perception, apprentissage et cognition ; Rural and Northern Psychology/Psychologie des communautés rurales et nordiques ; Sport & Exercise Psychology/Psychologie du sport et de l'exercice.

#1
Adult Development and Aging/Développement adulte et vieillissement

WHERE ARE THEY? INCREASING RESEARCH PARTICIPATION IN OLDER ADULTS

Linda Truong, Ryerson University; Andrea Wilkinson, Ryerson University

Integral to research on adult development and aging is the participation of older adults in research studies. This conversation session will discuss the importance of a representative sample and frequent recruitment of older adults, as well as ideas on how to increase participation in this population. This session is designed to stimulate discussion on the issues surrounding generalizability of results (e.g., when using only highly educated participants) to the older adult population, review why it is important to frequently recruit new older participants, as well as discuss various recruitment strategies. The presenters will share methods that have been successful in their lab and discuss the viability of alternative recruitment methods.

#2
Clinical Psychology/Psychologie clinique

IS EFFICACY THE SAME AS EFFECTIVENESS? EXPLORING THE PITFALLS OF THE EMPIRICALLY SUPPORTED TREATMENT MOVEMENT: A CRITICAL EXAMINATION

Maneet Bhatia, McGill University; Shafik Sunderani, McMaster University; Jonathan Petraglia, McGill University; Eric Morris, McGill University; Christopher J. MacKinnon, McGill University; Muhammad Ali, Canadian Psychotherapy Centre

Today, in the arena of mental health we are in a managed care era. As a result, there is an emphasis on short-term treatment options based on the best scientific evidence available. In psychotherapy, a treatment is considered efficacious if it is considered an empirically supported treatment (EST). EST's are considered the 'gold' standard for evidence in psychotherapy. Therefore, a good clinician will base his/her clinical practice around the use of EST's for specific disorders (e.g. CBT for depression). However, EST's are based on a research methodology that is fraught with assumptions. These assumptions make for good research but does this research make for good clinical application? This presentation will explore the assumptions that EST methodology are based upon including 1) psychological processes are highly malleable, 2) most patients have one primary problem, 3) psychological symptoms can be understood and treated in isolation from personality dispositions and 4) controlled clinical trials provide the 'gold' standard for assessing therapeutic efficacy (Westen, Novotny, & Thomspon-Brenner, 2004). The consequences of relying on these assumptions are discussed including 1) the privileging of efficacy research over effectiveness research, 2) overemphasis on one treatment modality over others (e.g. CBT) and 3) under-emphasis of other modalities (e.g. psychodynamic therapy).

#3
Clinical Psychology/
Psychologie clinique

ART IN PROFESSIONAL PSYCHOLOGY: CURRENT STATE OF RESEARCH AND PRACTICE

Marion Ehrenberg, University of Victoria; Marysia Lazinski, University of Victoria; Rotem Regev, University of Victoria; Meghan Bell, University of Victoria

Psychologists have long used art forms to facilitate rapport, evaluate and treat clients. Although most typical as an adjunct to the assessment and treatment of children, art-based methods are also utilized with adults. This round table discussion focuses on current uses of art forms in psychological practice and research. We will summarize the different ways in which art is used to support psychological practice with clients of all ages, by drawing on specific examples of art-based methods and the empirical evidence base for these methods. Following a discussion by round table participants a second presentation will outline how art-based methods of assessment and interventions can be empirically studied and the types of questions that need to be addressed. Reference will be made to the differences in paradigms of the “art therapy lens” and traditional psychological research, as well as how these differences may be bridged by integrating quantitative and qualitative research methods. Following additional discussion, the round table will end with the moderator summing up key themes derived from presentations and commentary, and referring to ethical issues emerging from the use of clients’ art in practice and research.

#4
Clinical Psychology/
Psychologie clinique

AN OVERVIEW OF THE EXAMINATION FOR PROFESSIONAL PRACTICE IN PSYCHOLOGY

John Hunsley, University of Ottawa; Ian R. Nicholson, London Health Sciences Centre; Carole Sinclair, The Hincks-Dellcrest Treatment Centre

The Examination for Professional Practice in Psychology (EPPP) is required for licensure/certification/registration as a psychologist in most jurisdictions in Canada and the United States. Despite having been a central component in determining readiness for practice for over 40 years, many candidates are still unsure about the purpose and nature of the exam. In this session the presenters (all of whom have been actively involved with the EPPP for many years) will discuss the history of the EPPP and the information it provides regulatory/ licensing boards with respect to the knowledge needed for the autonomous practice of psychology. The framework of the current exam will be described, along with the process of developing exam items (via the Item Development Committee) and setting forms of the EPPP (via the Examination Committee). The results of a recent practice analysis will be used to describe the validation process of the exam content and specifications. Opportunities will be provided to raise questions and comment on all aspects of the development and use of the EPPP.

#5
Clinical Psychology/
Psychologie clinique

A QUALITATIVE THEMATIC MICROANALYSIS ON THE EMOTION-FOCUSED THERAPY SESSIONS OF DEPRESSED CLIENTS USING THE OPERATIONALIZED PSYCHODYNAMIC DIAGNOSIS MANUAL OPD-2 AXIS III CONFLICTS

Mark Levin, York University; Kathrin Moertl, York University; Lynne Angus, York University

Various research teams have suggested that distinguished narrative characteristics are markers of self-change in therapy, and as a means by which to identify self-change processes in therapy. Consequently, it is important to focus our attention towards the topics and themes discussed in therapy. This study takes the topics and themes that have previously been delineated using the Narrative Processes Coding System and applies the conflictual themes that have been outlined in the standardized categorical system in the OPD-2 to them. This qualitative study uses the narrative content of six depressed clients’ transcripts, three good outcomes and three poor outcomes, of Emotion-Focused Therapy sessions from the York I depression study (Greenberg & Watson, 1988). This study aims to replicate the findings of predominant themes as pointed out by other researchers (Rost et al., 2010), specifically the “need for care” and “self worth” conflicts. This study also aims to track the progression of the aforementioned themes and their relation to a good or poor outcome of clients as measured by their pre- and post-therapy scores on the Beck Depression Inventory. Results will be presented at the 72nd CPA convention.

#6
Community Psychology/
Psychologie communautaire

THE ROLE OF ETHICS AND VALUES IN MY DISSERTATION RESEARCH

Adele Ciccone-Estrela, Wilfrid Laurier University

The purpose of this presentation will be to discuss the importance of conducting ethical qualitative research towards remaining aware of the power dynamic in the researcher-participant relationship. Ethical questions addressed include, how involved can the researcher be without negatively impacting the process? Is remaining as objective as possible legitimate research? What is considered legitimate research? As an emerging practitioner in community psychology, I will discuss how my values have shaped my personal and professional choices and experiences. The core values I hold as a researcher/practitioner, in particular how they have come to be, how they have led me to the discipline of community psychology, how they are currently situated in my research and practice and the importance of my values in my emerging professional life will be discussed. My doctoral dissertation research entitled Impacts of Parental Support on the Psychosocial Adjustment of Emerging Adults’ High School to University Transition will guide this discussion. It is crucial that the researcher designs ethical procedures and practice, weighing potential risks and benefits and recognizing the character of qualitative research as a human process.

#7
Developmental Psychology/
Psychologie du
développement

EXPANDING THE BORDERS OF PSYCHOLOGY: DEBATING SPECIALIZATION IN OUR TRAINING OF DEVELOPMENTAL RESEARCHERS

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

Canadian Psychologists are at the forefront of making their mark in various sub-disciplines such as neuroscience, developmental psychology and clinical studies, to name a few. While the advances in psychology allow for impressive specialization within these subfields, they also present several challenges for the overarching discipline. For example, within our highly specialized subfields we train personnel including undergraduate and graduate students, postdoctoral fellows, and interns who often end up with minimal “cross-field” knowledge. The risk here is that our “drive to specialization” may inadvertently narrow a learning focus and direct it away from other sub areas of psychology and erect boundaries between areas that might enrich us. The ultimate risk here is that we may limit discoveries or new innovative approaches that require thinking across boundaries. Should we be worried? Should we re-think some of our training models? Using developmental psychology as case study, this conversation opens a forum for discussing these questions as well as examining an often cited concern that specialization leads to certain blind-spots such as making overly rich interpretations of one’s data. The dialogue will engage opinion while also exploring how future psychologists might begin to “extend” their experimental and theoretical borders to inspire the next generation of scientists.

#8
Family Psychology/ Psychologie de la famille

ADDRESSING PARENTING NEEDS OF WAR TRAUMATIZED IMMIGRANT AND REFUGEE PARENTS: A LOCAL COMMUNITY APPROACH

Rajko Seat, Ministry of Children and Youth Services; Amina Warfa, Somali Immigrant Aid Organization; Elizabeth Kalnin, Arab Community Centre; Lillian Campbell, York University

Toronto’s New Horizons: Healing and Hope Coalition addresses the needs of immigrant/refugee families who have experienced war/political oppression. Our study included 11 parents from Sri Lanka, Somalia, Eritrea, Myanmar, and Ethiopia who met once a week over five months. The aim was to: 1) explore the issues and facilitate parental discussion, 2) augment parental skills in dealing with their own and their children’s war trauma, and 3) apply lessons learned to finalize a comprehensive parenting group facilitator’s manual. Quantitative and qualitative findings of this explanatory study revealed challenging parenting dynamics arising from parents’ own trauma experience, confusion in carrying out parental personal agencies, family dynamic change in a new environment, and the settlement, acculturation, and integration demands. Our findings also stressed the benefits of involving parents in group work, of encouraging individual reflections and of helping parents to compare themselves with others to discover new/external standards to judge their parenting experiences and views of child developmental needs. Furthermore, results highlight the importance of creating community-based parenting groups for vulnerable parents/families who are at high psychosocial risk, and of partnering with ethnoracial communities to harness local resources to build capacity, and improve quality of life.

#9
Perception, Learning and Cognition/Perception, apprentissage et cognition

PROFILE ANALYSIS OF EPISTEMIC BELIEFS –AN EXAMINATION OF STUDENTS FROM DIFFERENT DOMAINS AND STUDENTS OF DIFFERENT LEVELS OF SELF-EFFICACY FOR LEARNING

Xihui Wang, McGill University; Dadong Hou, McGill University; Mark Aulls, McGill University; Krista Muis, McGill University

The purpose of this study was to examine whether students from different domains (engineering versus others) have different profiles on their epistemic beliefs, and whether students with different efficacy levels (high self-efficacy versus low self-efficacy) have different profiles on their epistemic beliefs. One hundred and seventeen undergraduate students and graduate students, identified in a Chinese university, completed Epistemic Belief Inventory (EBI) and Self-Efficacy for Learning Form (SELF). Results showed that engineering students had generally higher scores on their epistemic beliefs in each dimension when compared to the students from soft applied science. Students with high self-efficacy scored higher in their epistemic beliefs with regard to Certain Knowledge, Simple Knowledge and Innate Ability, but were not significantly different from the low self-efficacy group in terms of their beliefs in Omniscient Authority and Quick Learning. This study extends the empirical literature by providing evidence that epistemic beliefs are related to learners’ level of self-efficacy, and are also related to learners’ domain background. It also adds to the literature in the sense that empirical studies on epistemic beliefs of a sample from a culture other than US sample have been called for in epistemic research.

#10
Rural and Northern Psychology/Psychologie des communautés rurales et nordiques

PROFESSIONAL STRUGGLES & THE EXPERIENCE OF ETHICS

Judi L. Malone, Athabasca University

This conversation session is meant to explore contextual issues for psychologists practising in rural, small community, or embedded settings. Perspective sharing and some literature review will stimulate conversation to identify and elaborate on sociohistorical features that can impact our current professional practices. There are ethical implications of professional struggles that may affect the context of service delivery, particularly in small and rural communities. Together we will explore some of these such as (a) competition and concern over the delivery of services, (b) the influence of government policies, (c) the prescriptive authority debate, (d) registration and mobility concerns, and (e) professional advocacy. This exploration will also allow participants to share how these experiences may challenge ethical practice.

#11
Sport and Exercise Psychology/Psychologie du sport et de l’exercice

GRADUATE STUDENT OPPORTUNITIES IN SPORT AND EXERCISE PSYCHOLOGY. TALK TO THE EXPERTS

Peter Crocker, UBC School of Human Kinetics; Catherine Sabiston, McGill University; Patrick Gaudreau, University of Ottawa; Kimberely Sogge, Royal Ottawa Hospital; Stephane Perreault, Université du Québec à Trois-Rivières

This conversation session is targeted for graduate and undergraduate students who wish to find out more about research and professional opportunities in the area of sport and exercise psychology. Students will be able to talk directly to CPA members who are either (1) actively involved in professional practices within physical activity settings (sport, rehabilitation/exercise setting, or (2) graduate student training in research and professional areas.

2011-06-03 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – WENTWORTH ROOM - MEZZANINE LEVEL

Workshop/Atelier

TOWARD AN EQUALITY-BASED NATIONAL AGENDA: THE MENTAL HEALTH AND THE LAW ADVISORY COMMITTEE OF THE MENTAL HEALTH COMMISSION OF CANADA

Dorothy Cotton, Psychologist, Kingston, Ontario; Patrick Baillie, ; Anne Crocker,

The Mental Health Commission of Canada (MHCC) is now into the fourth year of its ten-year mandate and a primary objective continues to be the development of a national mental health strategy. The Mental Health and the Law Advisory Committee of the MHCC focuses on promoting the equality of Canadians with mental health illnesses and enhancing the ability of people with mental health illnesses to fully participate in society. This is achieved through the dual mandate of examining the operation of the legislation affecting persons who are vulnerable due to mental illness and addressing issues related to interactions between people with mental illnesses and the justice system. This presentation will outline the vision that this Advisory Committee has of equality rights for people with mental illnesses and how this influences its work and key projects. The key projects include: (1) an evaluation project, looking at the development and utilization of evaluative tools to assess the extent to which mental health laws and their impacts respect the human rights of people with mental health illnesses; (2) a large-scale trajectory study of the mental health and criminal justice system experiences of all individuals declared Not Criminally Responsible on account of Mental Disorder (NCRMD) in three provinces; (3) the development of guidelines, as well as education and training protocols, with supporting research, for police interactions with people with mental illnesses; and, (4) facilitation of the development of standards for correctional system-based mental health services.

2011-06-03 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – KENORA ROOM - SECOND FLOOR

Workshop/Atelier
Clinical Psychology/ Psychologie clinique

PRIVACY LAWS IN THE INTERNET AGE: THE CHALLENGE OF COMPLIANCE

David Walker, Private Consultant; Laurie Hollis-Walker, York University

With internet-connected computers, keeping personal information safe has become increasingly difficult. Highly technical criminals troll incessantly for credit card numbers, passwords, bank accounts, and other personal data. One major target is health information. In 2000, the Canadian government enacted the Personal Information Protection and Electronic Documents Act (PIPEDA) to protect the privacy of data collected from individuals by organizations. Since then, provinces have passed more specific legislation dealing with sensitive health information that supercedes PIPEDA. For instance, the Ontario Government passed the Personal Health Information Protection Act (PHIPA) in 2004. PHIPA specifies responsibilities for collection of personal health data, penalties for non-compliance, obligation to inform of a breach, and individuals' right to sue for mental anguish. In this workshop, we use the Ontario case to examine legislated responsibilities, challenges, and solutions for Health Information Custodians. Participants in the workshop will complete a Privacy Impact Assessment to determine the state of information privacy in their organization and identify gaps that should be addressed. Learning goals include a greater understanding of ethical, legal, and technical aspects of information privacy, as well as the importance of implementing both custodial and technical safeguards.

2011-06-03 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – HURON ROOM - SECOND FLOOR

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

KURT DANZIGER: AN APPRECIATION

Katalin Dzinas, University of Toronto at Scarborough

Kurt Danziger was Professor of Psychology at York University from 1965 to 1994 and is now Professor Emeritus. In 1972 he was elected a Fellow of the Canadian Psychological Association and in 1989 a Fellow of the Royal Society of Canada. He received the CPA Education and Training Award in 1994, having taken a leading role in establishing the History and Theory Option of the Psychology Graduate Programme at York University and having supervised many of the students who took this option during the first 15 years of its existence. Since the late 1970's, Danziger's teaching and research have been largely devoted to the history and theory of psychology. His initial concentration was on the history of psychological methodology. The results of his work in this area were presented in his book, Constructing the Subject: Historical Origins of Psychological Research (1990). More recently, the history of psychological categories has formed the main focus of Danziger's studies. The first major product of this work was titled, Naming the Mind: How Psychology Found its Language (1997). Another book on this subject, Marking the Mind: A History of Memory (2008) has appeared more recently. In this symposium, a group of Danziger's former students, colleagues and admirers will discuss different aspects of his work.

A

KURT DANZIGER AT YORK UNIVERSITY

Raymond E. Fancher, York University

Kurt Danziger's career and accomplishments at York University will be described from my personal standpoint as his colleague and friend for more than 40 years. Kurt was hired in 1965 as only the second Full Professor in York's fledgling Psychology Department, and served as its Acting Chair during its early years of enormous growth as it became the largest in Canada. Among the new appointments during his tenure were several scholars with strong secondary or even primary interests in historical/theoretical issues in psychology, and as a consequence York was unusual in permitting occasional theses and dissertation in those areas. After an official assessment by the Ontario government singled out York's unusual strength in these fields in the late 1970s, Kurt and David Bakan, supported by several younger faculty, took the lead in creating a new program for graduate study in the History and Theory of Psychology. This program has attracted outstanding students, who to date have completed more than 50 theses and dissertations, many of which Kurt supervised. Even in his "retirement" Kurt continued to contribute strongly to the program and to the field, especially through seminal new writings including Naming the Mind and Marking the Mind.

B

THE IMPLICATIONS OF CONTEXTUALIZING PSYCHOLOGICAL METHODS FOR EDUCATION IN PSYCHOLOGY

Richard Walsh-Bowers, Wilfrid Laurier University

In his book Constructing the Subject, Kurt Danziger (1990) examined historical constructions of the investigative situation in psychology between members of the research team and their human sources of data. He also wrote about psychology's methodological imperative, the social context of taken-for-granted methodological norms, and with Katalin Dzinas the origins of the term "variable." He and others showed that, once investigative norms were established, they became deeply embedded in the ideology, mythology, and workaday practice of psychologists' scientific culture. Questioning the value of "purely technical training" in psychological methods, Danziger (1993) recommended critical, interdisciplinary education in methods. I explore the implications of Danziger's standpoint for teaching psychological methods in undergraduate and graduate courses. After reporting the coverage that authors of current textbooks in the history of psychology and research methods have given to the social context of psychological methods, I discuss Danziger's concerns about academic psychologists indoctrinating students in methodological technology without a critical-historical and philosophical education in psychological methods.

C

SUBJECT, OBJECT AND PRACTICE: THREE FUNDAMENTAL CONCEPTS IN KURT DANZIGER'S WORK

Adrian C. Brock, University College Dublin

In an interview which I conducted with Kurt Danziger for the journal, History of Psychology, I pointed to his early interest in Wundt, his subsequent interest in the history of psychological methods and his more recent interest in the history of psychological categories and asked if there was a common thread in this work. This was his reply: "I have used three fundamental concepts to organize historical information. The three concepts are subject, object and practice. The conceptual content of psychology consists of psychological objects which are produced by certain psychological practices. However, those practices ... are always the practices of actual people, historical subjects. So there are three histories to pursue, the history of psychological objects, the history of psychological practices, and the history of the subjects involved with these objects and practices." The history of psychology to date has largely been a history of subjects and much of the originality in Danziger's work is due to its focus on objects and practices. The previous neglect of these topics was probably due to an erroneous belief that they are timeless. Now that it has been shown that they have a history, a shift in emphasis is required.

D

HISTORY IS US: HISTORIOGRAPHY AND THE RELEVANCE OF HISTORY TO PSYCHOLOGY

Henderikus J. Stam, University of Calgary

Histories of psychology have a minimal role to play in a discipline that values history less than the technological advances achieved by appropriating technological tools from neighboring disciplines and professions. As history threatens to quit the curriculum altogether, its practitioners have adopted historiographical tools from the history of science that only ensure its irrelevance to psychologists. Before we exit stage left, historiography can still save the history of psychology but only through the recognition that the forces that have shaped psychology are likewise those very forces that have created the problems of subjectivity that so bedevil us. In this paper I will argue that history can never change the past but always writes it. That is, we write the history of psychology from the point of view of our present conundrums. I propose that Kurt Danziger knows this very well and paves the way for a thorough understanding of the presence of the past in psychology.

2011-06-03 – 12:30 PM to 1:55 PM – 12 h 30 à 13 h 55 – KENT ROOM - SECOND FLOOR

Symposium/Symposium
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

INTERNATIONAL/CROSS-CULTURAL STUDENT SYMPOSIUM PART 2: METHODOLOGY, HERITAGE CULTURE INVOLVEMENT AND DISCRIMINATION EXPERIENCES

Maya A. Yampolsky, Univérsité du Québec à Montréal

This symposium presents current research addressing methodological topics, such as value constructs and innovative measures, as well as processes underlying immigration, namely survivor guilt and discrimination. Calvez and colleagues explore the mutable negotiation of culture through the use of reference categories in self-reported values; they demonstrate that findings differ depending on whether participants refer to first person or third person in their responses. Doucerain, Ryder, and Dere present findings from an innovative, in-depth measure of acculturation, where one's cultural affiliations during daily episodes are predicted by both specific and general experiences. Sampasivam and colleagues' work demonstrate that involvement in one's heritage culture is not necessarily predicted by survivor guilt or by identification. Litchmore and Safdar explore the role of discrimination, religiosity, ethnic identity in Muslim-Canadians' often difficult integration experiences. Taken together, these works demonstrate the multifaceted complexity of cultural construction and acculturation experiences, and emphasize the need for equally comprehensive and sensitive methods.

A

EXPLORING THE METHODOLOGICAL CONSTRUCTION OF CULTURE: INDIVIDUAL VERSUS GROUP NEGOTIATED CONSTRUCTIONS OF CULTURAL VALUES

Kim Chuong, University of Guelph; Stryker C. Calvez, University of Guelph; Saba Safdar, University of Guelph

The concept of culture, either as a variable, a mediating/moderating factor in behaviour or a phenomenon of interest, is often measured using individual reports. A psychological concept of culture is understood as a system of 'shared meanings' used by a unique population (Triandis, 2000) that is only partially realized in the minds of individuals (Keesing, 1974). Each cultural member has his or her own version, or theory, of culture; no single person knows a culture in its entirety (Berry, 2009; Goodenough, 1971). If so, do individual reports on certain aspects of culture (i.e., cultural values) reflect the socially negotiated understanding of culture? The present study examined this question using three experimental groups. Participants were asked to complete the Portrait Values Questionnaire (Schwartz et al., 2001). Fifty participants completed the questionnaire in first-person reference, 50 participants completed the questionnaire in third-person reference about 'Canadians in general', and 150 participants in groups of three completed the questionnaire in third-person reference (same as group 2). As predicted, individual and group negotiated responses showed differences on a number of values. Qualitative data collected during the group discussions was analyzed and the results will be used to discuss the differences between individual and group negotiated responses.

B

USING MULTILEVEL MODELING IN ACCULTURATION MEASUREMENT: DATA FROM THE CULTURE DAY RECONSTRUCTION METHOD

Marina Doucerain, Concordia University; Andrew G. Ryder, Concordia University; Jessica Dere, Concordia University

Recent trends within the acculturation literature underscore the need to move beyond self-report questionnaires and to develop measurement tools that can assess the complex ways in which people experience cultural change and multicultural identitification in their daily lives. The Culture-DRM – an adaptation for acculturation research of the well-validated Day Reconstruction Method (Kahneman et al., 2004) – was developed for this purpose. This new acculturation measure records daily activities by dividing the previous day into discrete episodes, which are then each rated in terms of cultural affiliation, language use, activity, social interaction, and emotional valence. The measure was completed by a culturally diverse sample of 107 undergraduate students, along with a number of adjustment and other acculturation measures. Because of its hierarchical nature – episodes nested within individuals – the data were analyzed using multilevel modelling. The analysis investigated what variables predict individuals' cultural affiliation during an episode. Since cultural affiliation is a categorical variable, generalized linear mixed models were used, namely multilevel logistic regression. Results indicate that both micro-level variables, such as language used during an episode, and macro-level variables, such as psychological adjustment, predict cultural affiliation during an episode.

C

THE EFFECTS OF SURVIVOR GUILT ON HERITAGE CULTURE INVOLVEMENT

Sinthujaa Sampasivam, University of Ottawa; Régine Debrosse, McGill University; Donald Taylor, McGill University

Increase in religious and political conflicts, as well as globalization, has given rise to high rates of migration. Since the typical motivations for migration are to improve lifestyle, immigrants could experience survivor guilt (i.e. the guilt people feel for having more than the group they are affiliated with) for moving to a better situation. Past research indicates that in order to alleviate these feelings, activities that support the ingroup are undertaken (Wayment et al, 1993). Thus, we postulated that in order to resolve their feelings of survivor guilt, immigrants experiencing higher feelings of survivor guilt maintain stronger ties with the heritage culture. In Study 1, Sri Lankan Tamil students (N=28) self-reported their levels of survivor guilt and acculturation. Regressions indicated that participants for whom Tamil identity was central to their self-definition had significant feelings of survivor guilt. However, participants with higher feelings of survivor guilt did not endorse more heritage culture behaviours. Study 2 will involve immigrants from countries that have recently faced devastating natural disasters (including Haiti and Pakistan) and wars (Sri Lanka). Results from study 2 will also be presented. So far, our findings suggest that involvement in heritage culture activities does not depend upon the importance of the heritage culture to the self.

D

PERCEPTIONS OF DISCRIMINATION AS A MARKER OF INTEGRATION AMONG MUSLIM CANADIAN YOUTH: THE ROLE OF RELIGIOSITY AND ETHNIC IDENTITY

Rashelle V. Litchmore, University of Guelph; Saba Safdar, University of Guelph

Muslims in Canada experience several challenges to integration, including higher rates of unemployment and lower yearly earnings than the average Canadian and several other ethnic and religious minority groups (Beyer, 2005; Statistics Canada, 2001). These disparities are even more anomalous as Muslims are on average more educated than the general Canadian population (Beyer, 2005; Statistics Canada, 2001). Additionally, it has been reported that Canadians have a less positive outlook on Muslim-Canadians (Environics, 2006). For example, 57% of Canadians believed that Muslims want to remain distinct from Canadian culture, whereas only 23% of Muslim Canadians believed that this was the case. This study assessed the relationship between the cultural and religious identification of Muslim Canadian youth and their perceptions of discrimination. One hundred students (ages 18 to 25) who self identified as Muslim were recruited in Guelph and Toronto, Ontario. The relationships between religiosity, ethnic identity, and perception of discrimination were examined. The results will be discussed with reference to demographic characteristics of Muslim youth in Canada.

2011-06-03 – 12:30 PM to 1:55 PM – 12 h 30 à 13 h 55 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR

Symposium/Symposium
Psychoanalytic and Psychodynamic Psychology/ Psychologie psychoanalytique et psychodynamique

THE FRAGILITY OF INTEGRITY: PSYCHOANALYTIC REFLECTIONS ON ENACTMENTS, MISDEMEANORS, AND CRIME

Ronald C. Naso, Independent Practice

The present panel owes its inspiration to what Stepansky describes as psychoanalysis's increasing marginalization. It provides a robust argument that psychoanalysis provides insights that less layered theories and methodologies might not, especially with regard to behaviors that are complex and seemingly irrational. The first paper uses case material and empirical data to generate a psychological profile of one type of white-collar offender quite different from the overtly narcissistic or antisocial individuals so often associated with this form of criminality. It underscores the importance of formulating a psychodynamic, multidimensional concept of integrity to more effectively treat such individuals and to contextualize the findings from research on white-collar crime. The second paper particularizes this line of thinking by focusing on the treatment of a police officer who was demoted for insubordination and was engaged in unethical behavior while on active duty. The meaning of being a "good cop," the therapist's reactions to his surprising revelations, and their transferential impact are thoughtfully deconstructed. Jointly, these papers demonstrate the continuing relevance of psychodynamic thinking for the allied fields and offers new directions for further research.

A

1. WHEN MONEY AND MORALITY COLLIDE: INTEGRITY AND ITS COMPROMISE IN WHITE-COLLAR CRIME

Ronald C. Naso, Independent Practice; Jon Mills, Independent Practice

Both case material and empirical data are provided that identify one type of white-collar offender who, psychodyanamically speaking, resembles the vulnerable narcissist (Wink, 1991) in whom the manifestations of grandiosity and exploitiveness are not readily discerned. His struggle with entitled expectations immures him in a cycle of resentment, shame, and inauthenticity. This paper argues, first, that integrity is dynamic, multidimensional, and observed in circumstances of moral ambiguity, temptation, conflict, and/or adversity. Second, it draws selectively upon the rich empirical literature in the fields of criminology and moral psychology to specify the relative strengths and weaknesses of character that establish life-long vulnerability to ethical compromise and to some forms of white-collar offending. Although narcissism plays a vital role in this process, its relationship to integrity is complex and synergistic. The psychoanalyst is uniquely positioned to unify these various threads within a broader tapestry of the offender's object relations and unique moral sensibility because it is not bound by a perspective in which criminality is formulated in purely legal or behavioral terms.

B

THE CASE OF THE "GOOD COP"

Jon Mills, Independent Practice

After commenting on Dr. Naso's presentation, I will provide a detailed case history of the treatment of a police officer who came into therapy after feeling suicidal and homicidal when he was demoted due to charges of insubordination, which led to his subsequent loss of identity and career. The treatment lasts a span of over six years and involves coming to grips with issues of personal integrity and loss that comprised his professional identity as a public servant. The ethic of integrity and self-pride as a moral principle is juxtaposed to his behaviors in the line of duty that are objectively determined to be unethical by any legal standard. This is compounded by the fact that the patient incurred several traumatizing experiences on the job and still struggles with accepting his psychological impairments that prevent him from returning to active work in any capacity. The question of being a good cop is explored in the transference with the therapist, which leads to surprising revelations and countertransference reactions. Dr. Naso will offer his observations and reflections before opening up the discussion to the audience.

C

RESPONSE TO DR. MILLS

Ronald Naso, Private Practice

Dr Naso will respond to several issues raised by Dr. Mills' paper, focusing in particular on the difficulties of working with patients whose integrity is variable and domain-specific, and who cannot be relied upon to be completely forthright in their dealings with the analyst. Issue of theory and technique will be addressed in the hope of generating lively audience participation.

2011-06-03 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – CIVIC BALLROOM - SECOND FLOOR

Invited Speaker (CPA)/
Conférencière invitée (SCP)
Traumatic Stress/
Stress traumatique
SECTION PROGRAM/
PROGRAMME DE LA SECTION

PREVENTING THE RETURN OF FEAR IN HUMANS USING RECONSOLIDATION UPDATE MECHANISMS

Daniela Schiller, New York University

Recent research on changing fears has examined targeting reconsolidation. During reconsolidation, stored information is rendered labile after being retrieved. Pharmacological manipulations at this stage result in an inability to retrieve the memories at later times, suggesting that they are erased or persistently inhibited. Unfortunately, the use of these pharmacological manipulations in humans can be problematic. Here we introduce a non-invasive technique to target the reconsolidation of fear memories in humans. We provide evidence that old fear memories can be updated with non-fearful information provided during the reconsolidation window. As a consequence, fear responses are no longer expressed, an effect that lasted at least a year and was selective only to reactivated memories without affecting others. These findings demonstrate the adaptive role of reconsolidation as a window of opportunity to rewrite emotional memories, and suggest a non-invasive technique that can be used safely in humans to prevent the return of fear.

2011-06-03 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – CONFERENCE ROOM B - MEZZANINE LEVEL

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

FROM PSYCHOLOGICAL CAPITAL AT WORK TO OVERALL PSYCHOLOGICAL CAPITAL WELL-BEING

Fred Luthans, University of Nebraska-Lincoln

The value of happiness/positivity has been recognized throughout the ages. However, it wasn't until the positive psychology movement initiated by Martin Seligman and colleagues a little over a decade ago that the theory, research and valid measurement of positivity received focused attention. After first going over the brief highlights of positive psychology, this presentation traces taking it to the workplace in what we have termed psychological capital (consisting of the positive resources of hope, efficacy, resilience and optimism) and now to psychological capital well-being (consisting of the life domains of work, relationships and health). An up-to-date summary of psychological capital at work precedes reporting on the theory, measurement and initial research findings on the transition currently being made to overall psychological capital well-being. Time is left for Q&A from the audience.

2011-06-03 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – CONFERENCE ROOM C - MEZZANINE LEVEL

Invited Speaker (CPA)/
Conférencière invitée (SCP)
Women and Psychology/
Femmes et psychologie
SECTION PROGRAM/
PROGRAMME DE LA SECTION

DIVERSITY AND OBJECTIVITY: FEMINIST AND POSTCOLONIAL ISSUES
Sandra Harding, Department of Education, UCLA

Feminist and postcolonial projects share central agendas. In several important ways they appear to be complementary to each other, yet their conceptual frameworks conflict. Each strengthens standards for objective research, but each needs the other's insights for maximally objective methods. They take different social relations (such as gender or racial/colonial ones) to be the important ones, different knowledge traditions to be the relevant ones, and different actors/agents to be the ideal ones to transform social relations. Neither can achieve its own professed goals until it also subscribes to the goals of the other. Exploring how to do so is an important intellectual as well as social justice project today in our classrooms, offices, and social worlds which are both multicultural and often yearning for gender-equality.

2011-06-03 – 12:30 PM to 1:55 PM – 12 h 30 à 13 h 55 – CONFERENCE ROOM D - E - MEZZANINE LEVEL

CPA Education and Training Award/
Prix de l'éducation et de la formation

THE PSYD MODEL IN CANADA: HOW WELL IS IT GROWING UP AND FULFILLING ITS MISSION?
Janel Gauthier, Université Laval; John Service, Executive Director of the Practice Directorate; Lorne Sexton, Past Chair of Professional Affairs

In March 1997, a task force was established by the Board of Directors of the Canadian Psychological Association (CPA) to review education and training models in professional psychology and advise on the appropriateness and viability of the scholar-practitioner (PsyD) model for doctoral training in professional psychology in Canada. It was called the PsyD Task Force. In November 1998, the CPA Board received the Final Report of the PsyD Task Force and adopted unanimously its recommendations. The Final Report included key recommendations for CPA to endorse the PsyD model for doctoral training in professional psychology and support the development of university-based PsyD programmes, as articulated in the Report. CPA was also recommended to encourage the implementation of PsyD mid-career training options in collaboration with psychology associations, regulatory bodies and interested universities. The purpose of my presentation will be to examine how well the PsyD model is growing up and fulfilling its mission in Canada. In the first part of my presentation, I will describe the emergence of Canadian PsyD programmes since 1998. I will also look at what has been done in those programs to provide efficient PsyD mid-career upgrading opportunities. In the second part, I will discuss how the new PsyD programs are helping to solve practitioner supply and demand issues, and potentiate the development of a viable national doctoral standard of independent professional practice. I will show that the reasons for the creation and implementation of PsyD programs in Canada have not changed, but have become more compelling than ever.

2011-06-03 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – WINDSOR ROOM EAST - MEZZANINE LEVEL

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

SUBSTANCE ABUSE/DEPENDENCE/TOXICOMANIES
David Teplin, Private Practice; David Teplin, Private Practice

This Section will be conducting their AGM via electronic medium during the course of the Calendar year, as previously discussed. Dr. David Teplin

2011-06-03 – 12:30 PM to 1:25 PM – 12 h 30 à 13 h 25 – WINDSOR ROOM WEST - MEZZANINE LEVEL

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

ENVIRONMENTAL PSYCHOLOGY/PSYCHOLOGIE DE L'ENVIRONNEMENT
Jennifer Veitch, NRC Construction

This is the section's annual meeting. We will discuss our accomplishments and make plans for future activities. We will seek nominations for the position of chair-elect (election to take place during the coming year, and the incoming person will be chair-elect starting in 2012).

2011-06-03 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – CONFERENCE ROOM F - MEZZANINE LEVEL

Workshop/Atelier
Clinical Psychology/ Psychologie clinique

COGNITIVE-BEHAVIORAL TREATMENT FOR ANXIETY DISORDERS DURING PREGNANCY AND THE POST-PARTUM PERIOD

Patricia Furer, St. Boniface General Hospital/University of Manitoba; Rehman Y. Abdulrehman, St. Boniface General Hospital/University of Manitoba

Anxiety symptoms are common during the perinatal period but it is only in recent years that there has been much focus in the literature on this issue. This workshop will provide a review of the research examining the different anxiety disorders during pregnancy and the post-partum period. Potential explanations for the connection between anxiety and the perinatal period will be discussed. We will review the impact of maternal anxiety on the fetus and the newborn as well as the impact of pregnancy and the post-partum period on pre-existing anxiety problems. Pharmacological and psychological treatment options will be discussed, highlighting special considerations with this population. Given that many women prefer non-pharmacological treatments during pregnancy and postpartum, availability of quick and effective psychological treatments is essential. We will provide practical details about the modifications to our standard cognitive behavioral treatment for anxiety disorders that we have found helpful with the perinatal population at our centre. The main components of this treatment include exposure to anxiety triggers, reduction of safety behaviors, cognitive reappraisal, increased focus on life goals and life enjoyment, and relapse prevention. Opportunity for case discussion will be provided.

2011-06-03 – 12:30 PM to 1:55 PM – 12 h 30 à 13 h 55 – CONFERENCE ROOM G - MEZZANINE LEVEL

Symposium/Symposium
Military Psychology/ Psychologie du milieu militaire

OCCUPATIONAL HEALTH PSYCHOLOGY AND WELL-BEING IN THE MILITARY CONTEXT

Jennifer E.C. Lee, Department of National Defence

Research on health and well-being in the workplace has proliferated over the past few decades, as have theoretical developments on the relationships between work characteristics and health outcomes. In the military context, high training demands, personnel and operational tempo as well as separation from friends and family during deployments pose a particular challenge to personnel health and well-being. The unique circumstances surrounding the military career thus call for a more focused consideration of the extent to which theory on workplace health and well-being is applicable or adaptable to the military context. This symposium will present ongoing occupational health psychological research that is being carried out under Director General Military Personnel Research and Analysis, Department of National Defence. Focussing on the early career, Skomorovsky (Sudom) will examine relationships between stress, coping and psychological well-being among Officer Candidates undergoing basic training. Watkins will present her research on deployment characteristics and mental health outcomes, and discuss potential avenues for the development of a conceptual model of deployment stressors. Finally, Hachey will explore some of the psychosocial factors associated with well-being at the end of the military career, during the transition from military to civilian life.

A

PSYCHOLOGICAL WELL-BEING AND ALCOHOL CONSUMPTION OF CANADIAN FORCES RECRUITS: THE ROLE OF PERSONALITY AND GENDER

Alla Skomorovsky, Department of National Defence; Kerry Sudom, Department of National Defence

Research suggests that stress can lead to increased alcohol consumption among military personnel. As well, certain personality characteristics may be associated with alcohol consumption. This study sought to examine whether personality would predict psychological well-being and alcohol consumption in CF recruits during basic training; whether psychological well-being would predict alcohol consumption; and whether the relationship between personality and alcohol consumption would vary by gender. The results suggested that personality, especially neuroticism, predicted well-being and alcohol consumption among male recruits. Furthermore, poorer psychological well-being played an important role in alcohol consumption among male recruits, but not females. Considering personality differences at the recruitment stage can help to select individuals who are less likely to develop psychological health problems or unhealthy coping strategies such as alcohol use.

B

DEPLOYMENT CHARACTERISTICS RELATED TO POST-DEPLOYMENT MENTAL HEALTH OUTCOMES

Kimberley Watkins, Department of National Defence

Military deployment to an area of combat has been associated with adverse mental health outcomes, such as posttraumatic stress disorder (e.g., Fikretoglu et al., 2006; Richardson et al., 2007). With the frequent deployments of current Canadian Forces personnel, particularly to ongoing operations in Afghanistan, this study's aim was to identify the key characteristics of deployments acting as potential stressors and their relationships with post-deployment mental health outcomes, and to draw conceptual parallels with cognitive appraisal theories of stress, through a review of the relevant literature. In addition, data collected from a third location decompression, specifically, items taken from a measure of combat exposure, was analysed, through a factor analysis and descriptive statistics, to obtain a better understanding of the impact of specific current deployment characteristics.

C

PSYCHOSOCIAL FACTORS ASSOCIATED WITH TRANSITION FROM MILITARY TO CIVILIAN LIFE

Krystal Hachey, Department of National Defence

There is no consistently used definition of successful transition from military to civilian life. Previous research has involved only subsets of veterans, and little is known about re-establishment for the entire veteran population. The Survey on Transition to Civilian Life (TCLS) was created in order to measure the re-establishment outcomes of released Canadian Forces (CF) members. The survey was administered to a sample of CF Regular Force members released from 1998 to 2007. The theoretical framework for the survey was based on four pillars of population health research: health, disability, determinants of health, and life course. The presentation will focus on the psychosocial determinants of well-being of former CF members, including the stressors experienced, and the personal and social resources that may mitigate adverse outcomes.

2011-06-03 – 12:30 PM to 1:55 PM – 12 h 30 à 13 h 55 – PEEL ROOM - MEZZANINE LEVEL

Committee Business Meeting /Réunion d'affaires

CPA FOUNDATION BUSINESS MEETING

Phillippe Ramsay, CPAF Executive Director Administration and Finance

2011-06-03 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – KENORA ROOM - SECOND FLOOR

Symposium/Symposium
Substance Abuse/ Dependence/Toxicomanies

SUBSTANCE ABUSE AND GAMBLING IN ADOLESCENCE AND EMERGING ADULTHOOD: EXPLORING FACTORS CONTRIBUTING TO RISK AND RESILIENCE DURING TWO KEY DEVELOPMENTAL STAGES

Abby L. Goldstein, OISE/University of Toronto

Adolescence and emerging adulthood have been identified as periods of particular risk for the development and escalation of substance use and gambling. Understanding factors that contribute to risk and resilience during these key developmental stages is essential for the development of effective prevention and treatment programs. This symposium will explore theoretical and empirical findings pertaining to substance abuse and gambling during adolescence and emerging adulthood. The first paper will present a dual-processing approach to adolescent substance abuse and will discuss empirical findings that support this model. The second paper will discuss empirical findings regarding gambling motives, including social and mood regulation motives, in a sample of university students, highlighting motives as an important predictor of gambling and gambling-related problems. The third paper will build on this research by examining the specific link between mood and gambling behaviour among emerging adults using innovative experience sampling methodology to assess mood and gambling in real-time. The final paper will explore factors associated with substance abuse resilience, including childhood maltreatment, in a high-risk sample of youth who are making the transition into emerging adulthood and out of the child welfare system.

A

FACTORS SUPPORTING RESILIENCE AGAINST DRUG-USE RELATED PROBLEMS IN CHILD WELFARE ADOLESCENTS

Christine Wekerle, McMaster University; Randall Waechter, McMaster University; Ronald Chung, McMaster University

Child maltreatment is a risk factor for later substance use disorders (SUDs), as reflected by generally higher rates of SUDs among youth in the child welfare (CW) system (Aarons et al., 2001; 2008). While much focus has been placed on alcohol, CW-involved youth may have less access to alcohol due to their higher frequency of group home and foster care living (Wekerle et al., 2009). The present CW context is one that emphasizes well-being and resilience, in addition to safety and permanency. Adolescents within CW are transitioning out of this support system towards adult role functioning. Resilience is a multidimensional construct that includes physical, individual, relational, community, and cultural factors (Masten et al., 2004). In this presentation, we examine factors that support resilience (Child and Youth Resilience Measure, Ungar, 2006) against drug-related problems (e.g., Have you ever ridden in a car driven by someone – including yourself - who was "high" or had been using alcohol or drugs?; CRAFFT score) by examining the results of the Maltreatment and Adolescent Pathways (MAP) Project – a longitudinal, epidemiological study of CW-involved youth (initial testing N=565) while accounting for gender, socioeconomic status, age, CW status, and type of maltreatment. Results suggest that emotional maltreatment is related to lower resilient outcomes and at-risk drug use.

B

DUAL-PROCESSING APPROACHES TO SUBSTANCE ABUSE: NEW FINDINGS AND IMPLICATIONS FOR PREVENTION AND TREATMENT IN ADOLESCENTS

Marvin D. Krank, University of British Columbia; Deborah Barkowski, University of British Columbia; Hanie Edalati, University of British Columbia

Dual-processing models of substance use rely on two distinct cognitive processes. One process is automatic and associative, resulting in reflexive or impulsive reactions that may stimulate substance use. Based on dopamine activation, cues elicit impulses, thoughts, urges, and cravings (incentive) enhancing substance use. The other process is controlled and reflective and is influenced by future orientation, planned intentions, and working memory. Cognitive control processes depend on prefrontal cortex development. In adolescents, increased risk arises from a natural imbalance between the rapid rise in dopamine activity (reward sensitivity) and more gradual maturation of prefrontal cognitive control. Also, individual differences depend on both experience and context. Experience yields associations and influences maturation of cognitive control. Context governs associative influences and may also impede cognitive control. For example, both maturation and expression of cognitive control may be impaired by trauma. This model of substance abuse captures many known phenomena in the field and makes novel predictions. These competing cognitive processes also suggest new approaches to treatment and prevention.

C

THE ROLE OF GAMBLING MOTIVES IN UNIVERSITY STUDENT GAMBLING BEHAVIOR AND PROBLEMS

Sherry H. Stewart, Dalhousie University; Sabrina Demetrioff, Dalhousie University; Michael Ellery, University of Manitoba; Michael Wohl, Carleton University

Undergraduate gamblers (n = 281) completed the 15-item Gambling Motives Questionnaire (GMQ; Stewart & Zack, 2008) and various criterion measures. Principal components analysis of the GMQ showed a 3-factor structure (social, coping, enhancement) that explained 63% of the variance. All but 2 items showed salient loadings only on their intended factor. Internal consistencies were good (alphas = .79-.85). In regressions predicting gambling situations, only GMQ coping motives predicted gambling in negatively reinforcing situations, and GMQ enhancement motives were the strongest predictor of gambling in positively reinforcing situations. Men scored higher than women on all 3 motives and younger age was significantly related only to enhancement motives. In regressions predicting 2 indices of gambling behavior, enhancement and social motives were the strongest predictors. In regressions predicting 2 indices of gambling problems, both enhancement and coping motives were significant predictors. Only coping motives proved a significant predictor of gambling problems after controlling gambling behavior. Results support the validity of extending Cooper et al.'s (1992) motivational model to gambling in undergraduates.

D

I'M IN THE MOOD TO GAMBLE: A DAILY PROCESS STUDY OF THE RELATIONSHIP BETWEEN MOOD AND GAMBLING BEHAVIOUR IN EMERGING ADULTS

Abby L. Goldstein, University of Toronto; Sherry H. Stewart, Dalhousie University; Peter Hoaken, University of Western Ontario; Gordon Flett, York University

Rates of problem gambling are higher among emerging adults than among other age groups, with 19.2% of emerging adults experiencing at least one gambling problem (Wiebe, Mun, & Kauffman, 2006). Theoretical studies of gambling have posited that mood plays an important role and gambling has been linked with increases in arousal (e.g., Moodie & Finnigan, 2005) and reductions in anxiety and depression (Blaszczynski & Nower, 2002). To date, however, studies have largely relied on laboratory research or retrospective reports, which lack ecological validity and may be influenced by memory biases. To better understand the mood-gambling connection, the present study utilized experience sampling – an innovative method for measuring behaviour and affective states in real-time. Emerging adult (age 19-24) gamblers responded to mood measures 3 times a day for 30 days and, if they gambled, completed questions about their gambling (i.e., type, time spent, reasons for starting/stopping, money won/lost). Using hierarchical linear modeling (HLM) individual variations in mood (i.e., positive and negative affect) and gambling behaviour are examined. Findings from this study have important implications for theory and practice, highlighting the link between mood and gambling, and the importance of incorporating mood regulation strategies into prevention programs for emerging adult gamblers.

2011-06-03 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – CIVIC BALLROOM - SECOND FLOOR

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

APPLICATIONS OF PSYCHOLOGY TO POLICING

Ramona E. Morris, Ontario Police College

While policing and psychology appear on the surface to be disparate fields, there are many areas of overlap, including clinical, organization and research activities. In this symposium, four examples of the breadth of applications of psychological knowledge to policing will be presented. Presentations include assessments of the use of firearms and driving simulators to train police cadets; an analysis of demographic and other predictors of police cadet performance at police college; and description of a "best practices" model of policing learning in regard to working with people with mental illnesses. Four papers will be presented: 1. Improving Outcomes for Police Interactions with People with Mental Illnesses: The Police Projects of the Mental Health Commission of Canada 2. Demographic Profile and Academy Performance of 15,000 New Officers in Ontario from 1996-2010 3. Training on a Computerized Firearms Simulator 4. Emergency Vehicle Operation Training Environments: Skills Transfer from a Synthetic to Real World Environment.

A

IMPROVING OUTCOMES FOR POLICE INTERACTIONS WITH PEOPLE WITH MENTAL ILLNESSES: THE POLICE PROJECTS OF THE MENTAL HEALTH COMMISSION OF CANADA

Dorothy Cotton, Advisory Committee Of The Mental Health Commission Of Canada

While policing and psychology appear on the surface to be disparate fields, there are many areas of overlap, including clinical, organization and research activities. In this symposium, four examples of the breadth of applications of psychological knowledge to policing will be presented. Presentations include assessments of the use of firearms and driving simulators to train police cadets; an analysis of demographic and other predictors of police cadet performance at police college; and description of a "best practices" model of policing learning in regard to working with people with mental illnesses.

B

DEMOGRAPHIC PROFILE AND ACADEMY PERFORMANCE OF 15,000 NEW OFFICERS IN ONTARIO FROM 1996- 2010

Ramona Morris, Ontario Police College

Since 1996, new recruits at the Ontario Police College (OPC) have completed a detailed survey of their demographic (age, sex, languages spoken, marital status, ethnicity, sexual orientation) educational and occupational background. This data is linked to their academic and skills performance at OPC. The relationships between the demographic characteristics of recruits and performance and how this has changed over time will be presented.

C

TRAINING ON A COMPUTERIZED FIREARMS SIMULATOR

Richard N. MacLennan, University of Regina

Twenty-one police studies students received exclusive training on a computerized firearms simulator to determine if this would transfer to live-fire performance. Their passing rate on the first live-fire evaluation session was substantially lower than that of RCMP cadets (20% vs. 50%), most likely because this was the students' very first exposure to a live-fire pistol. The students exhibited marked improvement on subsequent live-fire evaluation sessions, and by the final qualification test their passing rate was virtually the same as RCMP cadets (90% vs. 92%). Mean percentages scores on the first and final evaluation sessions, however, were significantly lower for the students than RCMP cadets, but not for the second session (which was most similar to the students' training on the simulator). The students were at a disadvantage because they had limited experience with recoil firing during their training, due to technical problems with the recoil pistols. In spite of this, there was still good evidence that training on the computerized firearms simulator did transfer to live-fire performance. Simulators can help alleviate some of the environmental problems with using live-fire ranges, such as hearing loss and lead contamination.

D

EMERGENCY VEHICLE OPERATION TRAINING ENVIRONMENTS: SKILLS TRANSFER FROM A SYNTHETIC TO REAL WORLD ENVIRONMENT

Gregory P. Krätzig, Royal Canadian Mounted Police

Accidents involving emergency vehicles continue to take hundreds of live each year, and while police driver training programs are extremely comprehensive, some situations cannot be trained for in situ. Most police driving programs teach in-car routine patrol drives in a safe manner; however, a full lights and sirens response in a public setting is not possible, and for the most part new police officers first emergency response exposure occurs in the field. The following line of research investigates how time on task has been optimized by emphasizing the use of specific measurable scenarios that have significantly reduced the time needed to achieve intersection clearing proficiency in a simulator. Until now evidence of the transferability of skills from a simulated driving environment to a real world setting has been missing. This paper will report on how cadets were able to achieve 92% accuracy in a real world setting after only 45 minutes in a simulator, whereas previously this would have taken 8 hours of training time. These results will provide evidence that the skills acquired in a synthetic driving environment do transfer in situ. Through the use of only 7 scenarios, simulator technology has permitted cadets to begin training in a police training vehicle at level that previously occurred in the field.

2011-06-03 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – CONFERENCE ROOM B - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

EMPIRICAL EVIDENCE ON PSYCHOPATHY AS A LIFE HISTORY STRATEGY

Grant Harris, Mental Health Centre Penetanguishene

One selectionist account of psychopathy posits that it comprises a frequency dependent life history strategy. Such ultimate accounts are not generally in competition with proximal hypotheses invoking genetic, neurocognitive, or affective explanations. If psychopathy, and its proximal neurophysiological substrate is a (partially) heritable condition, what kind of condition is it? Why has this genetic condition persisted in the human population? Psychopathy does not exhibit evidence of the developmental perturbations associated with such serious mental disorders as schizophrenia, bipolar disorder, or mental retardation. This symposium will briefly describe life history theory and its role in elucidating psychopathy. Several recent empirical tests of this account will be presented. These will include psychopathy and neighborhood-level variables in the explanation of domestic violence, psychopathy and the violent victimization of genetic and nongenetic offspring, psychopathy and the characteristics of victims of sexual offenses, psychopathy and reproductive success, and psychopathy and paternal age. In each instance, the findings could have disconfirmed expectations based on the life history account of psychopathy, but none did so. The possibility that psychopathy does not meet the "harmful dysfunction" definition of mental disorder (Wakefield, 1992) will also be discussed.

A

PSYCHOPATHY AS AN ADAPTATION: INTEGRATING DISPARATE FINDINGS

Marnie Rice, Mental Health Centre, Penetanguishene; Grant Harris, Mental Health Centre Penetanguishene; Zoe Hilton, Mental Health Centre Penetanguishene

In this presentation, we will present several findings that point to the conclusion that psychopathy is not a disorder but rather is an evolutionary adaptation. In one study of male sex offenders, we examined the age and sex of victims and found that the victims of psychopaths are more likely to be females of reproductive age compared to other sex offenders. In another data set, we examine the number of offspring of male psychopathic and nonpsychopathic offenders, as well as age at death. We found that although the psychopaths die at a younger age than other offenders, they have more offspring. In another study of domestic homicide offenders, we examine the victims of male psychopathic and nonpsychopathic offenders and found that psychopathic offenders were less likely to offend against genetic offspring. In another study, we examined the age of the father at the time of birth of male psychopathic and nonpsychopathic offenders. We found that whereas the fathers of men with major mental illness were older at the time of birth than those of the men without major mental disorder, the fathers of the psychopathic men were younger than those of the nonpsychopathic men. We argue that only an evolutionary adaptation explanation can account for these disparate findings.

B

THE ADDITIONAL CONTRIBUTION OF ATTITUDE, RELATIONSHIP, AND NEIGHBORHOOD VARIABLES TO PSYCHOPATHY IN EXPLAINING THE FREQUENCY OF MALE INTIMATE PARTNER VIOLENCE

Grant Harris, Mental Health Centre Penetanguishene; Zoe Hilton, Mental Health Centre Penetanguishene; Marnie Rice, Mental Health Centre, Penetanguishene

We hypothesize that the selectionist, life history strategy account of psychopathy anticipates that psychopaths will be attracted to and differentially locate in some social contexts as opposed to others. Specifically, psychopaths will be found in neighborhoods characterized by low social cohesion and high transience. We measured potential causes of prolonged male violence against female intimate partners in four domains: psychopathy, perpetrator's attitudes and values, aspects of the relationship, and neighborhood characteristics. We also examined perpetrators' substance abuse and the couple's socioeconomic status as possible causes of prolonged intimate partner violence. The dependent variable was the total number of instances of violence against a female intimate partner recorded for each male perpetrator in comprehensive police and criminal justice archives. As expected, psychopathy gave the best evidence of causal status. Variables in each other domain exhibited some explanatory power, but some of the apparent causal role could be attributable to psychopathy.

C

PSYCHOPATHY AND NEPOTISM IN THE SELECTION OF FAMILIAL VICTIMS

Zoe Hilton, Mental Health Centre Penetanguishene; Grant Harris, Mental Health Centre Penetanguishene; Marnie Rice, Mental Health Centre, Penetanguishene

If psychopathy is a viable life history strategy, offenders high in psychopathy should, in theory, exhibit nepotism — their behavior is expected to impose greater cost and fewer benefits to non-relatives as compared to genetic kin. We report on a study in which violent offenders high in psychopathy were much more likely (than nonpsychopathic violent offenders) to have victimized persons not genetically related to them. This effect is attributed to a nonspecific form of kin selection via dispersion — psychopaths (as compared to nonpsychopaths) were more likely to live with persons to whom they were not genetically related. This “micro-dispersion” hypothesis is further tested in a sample of men all of whom hade enagaged in violence towards members of their families. The results indicated that psychopaths represented especially high risk of violence towards all those with whom they lived. Nongenetically related children may be at greatest risk due to aspects of sexual jealousy and possessiveness.

2011-06-03 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – CONFERENCE ROOM C - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

ISSUES IN INTIMATE PARTNER VIOLENCE INTERVENTION: TREATMENT EXPOSURE (DOSAGE), TREATMENT ENVIRONMENT, AND TREATMENT ATTRITION

Andrew L. Gray, Carleton University

Intimate Partner Violence (IPV) remains an on-going public health and public safety concern. World Health Organization forum in 2005 found that for 10 countries studied 15% to 71% of women reported being physically assaulted by an intimate partner at some point in their lives (Garcia-Moreno, Heise, Jansen, Ellsberg, & Watts, 2006). Surveys in the US indicate that 1.3 million women are physically assaulted each year by an intimate partner (Tjaden & Thoennes, 2000) and that 40% to 50 % of all murdered women are killed by an intimate partner (National Institute of Justice, 2000). These three papers examine issues related to the treatment of correctional offenders who have perpetrated IPV. First, treatment exposure both specific to IPV and general correctional treatment will be examined to assess the influence of treatment dosage on treatment gains. Next the environment of the intervention (community versus institution) will be compared to determine the relative gains made in each group and finally predictors of treatment attrition will be reported. Discussion focuses on strategies to optimize IPV treatment gains.

A

TREATMENT EXPOSURE AND OPTIMAL GAINS AMONG OFFENDERS WHO HAVE COMMITTED INTIMATE PARTNER VIOLENCE

Angela D. Connors, Correctional Service of Canada; Jeremy F. Mills, Carleton University; Andrew L. Gray, Carleton University

This paper assesses treatment exposure (dosage) of violent offenders who have committed Intimate Partner Violence (IPV). First, offenders who completed a moderate intensity program (100 hours) were compared with offenders who completed a high intensity program (250 hours) while accounting for criminal risk. Second, prior programme involvement was also considered within groups to determine if prior treatment exposure impacted gains made in the IPV treatment. Offenders are assessed on a variety of self-report measures, facilitator ratings of treatment progress, readiness to change, content knowledge assessed by quizzes, and objective measures of skill application in hypothetical vignettes. Two hypotheses are tested. First, that offenders who have received prior programming will improve at a faster rate than those that are completing a program for the first time and second that more treatment hours will result in greater treatment gains after accounting for criminal risk. The results will be discussed as they relate to IPV intervention and optimizing treatment gains.

B

COMMUNITY VERSUS INSTITUTIONAL INTIMATE PARTNER VIOLENCE (IPV) INTERVENTION AMONG CORRECTIONAL OFFENDERS

Jeremy F. Mills, Carleton University; Angela D. Connors, Correctional Service of Canada; Andrew L. Gray, Carleton University

This paper reports on the comparison of correctional offenders treated in the community (n = 55) versus offenders treated in an institution (n = 225) for intimate partner violence. All offenders were either convicted or had perpetrated intimate partner violence in the past. Offenders were compared on criminal risk, self-report measures relevant to IPV (i.e. Abusive Relationships Inventory, Aggression Questionnaire), Facilitator ratings of treatment progress, content knowledge (module quizzes), readiness to change, and application of skills in hypothetical domestic violence vignettes. The results indicate that community treated offenders tended to be lower on criminal risk than institutionally treated offenders. Despite this, institutionally treated offenders had higher content knowledge scores, higher facilitator ratings of program performance, greater readiness to change ratings, and better performance in skills application. It was observed that attrition in the community was much greater than in the institution thus those among the community group that completed should have been the most motivated. The results are discussed regarding strategies to optimize treatment gains.

C

TREATMENT ATTRITION AMONG DOMESTICALLY VIOLENT OFFENDERS

Andrew L. Gray, Carleton University; Jeremy F. Mills, Carleton University; Angela D. Connors, Correctional Service of Canada

Attrition is a concern when treating domestically violent offenders as they represent some of the highest rates of dropouts (Jewell & Wormith, 2010; Olver, Stockdale, & Wormith, in press). Evidence within the empirical literature suggests that the majority of offenders who dropout of treatment are higher risk (e.g., Wormith & Olver, 2002) and that treatment attrition is a significant predictor of general, violent, and spousal assault recidivism (Olver et al., in press). The present paper will evaluate the predictors of program attrition among a large sample (n = 596) of federally incarcerated male domestically violent offenders. The attrition rate for the current sample is 15%. Predictor variables will include rated assessment measures for general risk, the Statistical Information on Recidivism scale (SIR; Nuffield, 1982), and spousal assault risk, the Spousal

Assault Risk Assessment guide (SARA; Kropp, et al, 1999). Further, demographic characteristics and offender motivation will be incorporated into the analysis. Predictive accuracy will be determined through the area under the curve (AUC) of the receiver operating characteristic for each predictor variable. AUC values for the individual predictor variables will then be statistically compared to determine whether there are any significant differences in predictive accuracy.

2011-06-03 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – WINDSOR ROOM EAST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

CORRECTIONAL TREATMENT: PAYING ATTENTION TO THINGS THAT MAKE A DIFFERENCE

David Simourd, Simourd & Associates

The correctional treatment literature has evolved markedly during the past two decades. There now exists clear direction as to the optimum clinical techniques and procedures that offer offenders the greatest prospects for rehabilitation. In spite of the considerable discussions concerning correctional best practice concepts, challenges at the clinical level remain. These clinical challenges can be at the individual, program, and/or organizational level. The present symposium aims to present a discussion on various field level considerations that may have an impact on clinical outcomes with offenders. The first paper discusses issues related to case conceptualization and treatment approaches in individual counseling among high need offenders. The second paper describes the treatment of criminal attitudes among sexual offenders of a maximum security institution. The final paper discusses the training and implementation of a criminal attitudes treatment program across several institutions in Alaska.

A

CASE CONCEPTUALIZATION AND TREATMENT APPROACHES IN INDIVIDUAL COUNSELING WITH HIGH NEED OFFENDERS

Linda A. Simourd, Correctional Service Canada

Both the correctional and cognitive behavioural literatures show that case conceptualization is an important part of the treatment process. High need correctional clients, those with a multitude of emotional, psychological, and situational difficulties, present with a diversity of treatment needs and clinical challenges. A thoughtful and systematic approach needs to be taken with such offenders to ensure relevant need domains are targeted efficiently. The present paper will examine the clinical treatment process from case assessment/screening through to treatment termination in individual counseling with high needs offenders in a Canadian federal prison. Discussion will include process, relational issues, and outcomes. Barriers to treatment efficacy will also be examined

B

CRIMINAL ATTITUDES: ASSESSMENT, MODIFICATION, AND PREDICTION OF LONG-TERM RECIDIVISM IN A LARGE SAMPLE OF FEDERAL OFFENDERS

Mark Olver, University of Saskatchewan; Ashley L. Viklund, University of Saskatchewan;
David Simourd, Simourd & Associates

The criminal attitudes construct has been identified as one of the “Big Four” covariates of criminal conduct and the assessment and modification of criminal attitudes has been a mainstay of treatment programs in various correctional jurisdictions across offender populations. The Criminal Sentiments Scale is one well established self-report measure of criminal attitudes and has been shown to predict recidivism outcomes in diverse offender populations in Canada and the US. The present investigation presents predictive accuracy data from the CSS on a heterogeneous sample of over 300 federal offenders followed up more than 15 years post-release. Pre and post-treatment CSS data, obtained from a subsample of treated sex offenders are presented, and the extent to which positive treatment-related changes in criminal attitudes are associated with reductions in various recidivism outcomes are examined.

C

A MULTI-SITE OUTCOME EVALUATION OF THE CRIMINAL ATTITUDES PROGRAM (CAP)

David Simourd, Simourd & Associates; Bryan Brandenburg, Alaska Department of Corrections;
Joseph Schmidt, Alaska Department of Corrections

Meta-analytic reviews of the criminological literature indicate that criminal attitudes are one of the top risk factors for antisocial conduct. Clinical experience with offenders confirms the notion that people in conflict with the law have a cognitive set of attitudes/values/beliefs that are of a criminally oriented nature. The Criminal Attitude Program (CAP) is a structured program designed to alter the criminal thinking of offenders. The CAP consists of 15 separate modules that total approximately 45 hours of therapeutic time. There is a comprehensive program evaluation aspect to the CAP that include ratings of pre-treatment/post-treatment attitude measures, facilitator session ratings, graded homework assignments and content tests. In an effort to enhance the clinical services offered to offenders, the Alaska Department of Corrections has begun delivering the CAP on a volunteer basis to offenders in 13 State correctional institutions. The present study reports on the training, quality assurance, and a preliminary examination of the effectiveness of the CAP in modifying offender criminal thinking.

2011-06-03 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – WINDSOR ROOM WEST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

MOVING BEYOND “WHAT WORKS?” TO “HOW?” AND “FOR WHOM?”: A CLOSER LOOK AT INTERVENTIONS FOR OFFENDERS WITH MENTAL ILLNESS

Sarah M. Manchak, University of California, Irvine

Offenders with mental illness (OMIs) are disproportionately represented in criminal justice settings. The insufficiency of traditional corrections-based interventions to meet the high risk and diverse needs of OMIs has led a number of U.S. jurisdictions to implement specialized interventions. Mounting evidence supports general program effectiveness of such interventions, but we are only beginning to understand how such interventions can maximally reduce OMIs’ supervision failure and for whom such interventions will be most appropriate and effective. Although many correctional interventions demonstrate increasing commitment to practices grounded in empirical evidence, recent economic pressures necessitate a more nuanced examination of interventions for OMIs. This symposium highlights key variables that may mediate or moderate OMIs' outcomes. First, we investigate programmatic content of a targeted modular-based intervention for incarcerated OMIs. Second, we examine how the nature and quality of OMIs' relationships with their treatment providers affect recidivism. Third, we explore whether social support affects psychiatric treatment adherence among OMIs of Hispanic Ethnicity. Fourth, we examine whether clinical need and criminogenic risk moderate OMIs' response to specialty supervision programs.

A CHANGING LIVES AND CHANGING OUTCOMES: A TREATMENT OUTCOME STUDY FOR OFFENDERS WITH MENTAL ILLNESS

Robert Morgan, Texas Tech University; Daryl Kroner, Southern Illinois University, Carbondale; Jeremy Mills, Carleton University; Rebecca Bauer, Texas Tech University

The purpose of this study was to field test Changing Lives and Changing Outcomes, an intervention specifically designed to addresses both mental illness and co-occurring criminality in offenders suffering from severe mental illnesses (e.g., schizophrenia, bipolar disorder, major depressive disorder). This intervention includes nine therapeutic modules shown to impact mental health or criminal justice outcomes. Participants consisted of 68 offenders enrolled in the program. Results of pre-post treatment tests measuring symptom improvement, distress, mental illness awareness, criminogenic risk, and substance abuse coping skills will be presented. Results of modular pre-post content tests will also be presented. Finally, results of treatment engagement (e.g., attendance, homework compliance, client satisfaction, working alliance, etc) will be presented. Implications for improving the intervention as well as correctional policy implications will be discussed.

B THE MANDATED TREATMENT RELATIONSHIP: CHARACTERISTICS AND IMPACT ON CRIMINAL OUTCOMES OF OFFENDERS WITH MENTAL ILLNESS

Sarah M. Manchak, University of California, Irvine; Jennifer L. Skeem, University of California, Irvine; Shaudi Adel, University of California, Irvine; Felicia Keith, University of California, Irvine

Current interventions to reduce supervision failure among offenders with mental illness (OMIs) underscore the importance of psychiatric treatment, despite an empirically established weak link between symptoms and criminal behavior. Although interventions for OMIs typically include a treatment mandate, very little research has examined how treatment affects OMIs' criminal outcomes. Two methodologically rigorous studies with this population showed that symptom reduction does not affect supervision failure, but it is possible that psychiatric treatment reduces recidivism through alternative routes. In clinical settings, the therapeutic relationship (TR) is the most important controllable factor in predicting clinical outcomes; in correctional settings, supervision relationships characterized by firmness and fairness reduce OMIs' and general offenders' supervision failure. This dual-role relationship may also characterize the mandated psychiatric TR and also affect OMIs' outcomes. 125 mental health court participants mandated to treatment completed a semi-structured interview that included an assessment of the primary interpersonal features of the mandated TR. Participants' criminal records were coded at eight months. This is the first known study to examine the features of the mandated TR and its importance for affecting recidivism for OMIs.

C EFFECT OF SOCIAL SUPPORT ON HISPANIC PROBATIONERS' COMPLIANCE WITH MANDATED MENTAL HEALTH TREATMENT

Jennifer Eno Louden, University of Texas, El Paso; Megan O'Connor, University of Texas, El Paso

Although Hispanics are the largest and fastest growing minority group in the United States, they are under-researched in mental health and criminal justice settings. Prior research suggest that Hispanics with mental disorder are less likely to receive formal mental health treatment than Whites (Kessler et al., 2005) and instead prefer to utilize informal social support to cope with symptoms (Vega & Lopez, 2001). In the context of community supervision—where mental health treatment is often mandated for offenders with mental disorder, and failure to seek such treatment can lead to incarceration—Hispanics may be at increased risk for failing community supervision due to treatment noncompliance. We conducted 90 structured interviews with probationers on mental health probation caseloads to examine the effects of the following on criminal and treatment-seeking outcomes: (1) composition and quality of probationers' social networks, (2) experience and satisfaction with mental health treatment, (3) barriers to treatment, (4) demographic and contextual variables associated with mental health services receipt (e.g., immigration status and acculturation), and (e) probationers' criminal justice and mandated treatment histories. Understanding the complex influences of social networks on probationers' outcomes can lead to improved treatment adherence and decreased criminal involvement.

D WHAT WORKS FOR WHOM? PROGRAM MODERATORS FOR OFFENDERS WITH MENTAL ILLNESS

Jennifer L. Skeem, University of California, Irvine; Sarah M. Manchak, University of California, Irvine

Offenders with mental illness (OMIs) have attracted substantial attention over recent years, given their prevalence and poor outcomes. A number of interventions have been developed for OMIs, and these interventions share an emphasis on mental illness as the source of and solution to the problem. The focus on psychiatric services may poorly match the policy goal of reducing recidivism. Still, even in "direct cause" interventions, there often is an implicit emphasis on evidence-based correctional principles, like establishing firm, fair and caring relationships with offenders. In this presentation, we use longitudinal data on 360 OMIs to test potential moderators of the effect of specialty probation on re-arrest and violation reports. We evaluate two moderator dimensions: (a) clinical impairment symptoms, and (b) criminogenic risk. We hypothesize that those with greater clinical impairment will manifest greater response to specialty probation (given its emphasis on psychiatric treatment), as will those with greater criminogenic risk (given its emphasis on core correctional practices). We also explore the relation of these potential moderators to (a) psychiatric treatment quantity and quality and (b) core correctional practices. The purpose is to guide further research and the development of efficient interventions that meaningfully reduce recidivism.

2011-06-03 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – CITY HALL ROOM - SECOND FLOOR

Conversation/ Scéance de conversation

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

Counselling Psychology/Psychologie du counseling ; Extremism and terrorism/Extrémisme et terrorisme ; International and Cross-Cultural Psychology/Psychologie internationale et interculturelle.

#1
Counselling Psychology/ Psychologie du counseling

COUNSELLING AND TREATMENT OF FORMER INDIAN RESIDENTIAL SCHOOL STUDENTS IN CANADA

Amanda L. Baldwin, Athabasca University

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. The purpose of this conversation session is to provide information to attendees and to further collaborate on possibilities for research and inquiry.

#2
Counselling Psychology/ Psychologie du counseling

USING BLOGS IN QUALITATIVE RESEARCH WITH ADOLESCENTS

Jennifer Thannhauser, University of Lethbridge

The adolescent population can be difficult to engage in qualitative research due to the depth of self-disclosure sought. However, with the rise of the internet as a social medium, new ways of engaging with this age group. In particular, blogs have become popular among adolescents for self-expression and social interaction. The perceived anonymity that comes with blogging creates the potential for rich, frank disclosures that might not be elicited through face-to-face interviews. This session will provide opportunity to discuss how blogging can be utilized as a qualitative research tool with adolescents. The discussion is embedded in a grounded theory research project focused on the adjustment of adolescents to Multiple Sclerosis. Participants are invited to engage in active dialogue about ethical issues, barriers/challenges to blogging with adolescents, and strategies for optimizing the use of blogs.

#3
Counselling Psychology/ Psychologie du counseling

STUDENT REFLECTIONS ON THE INAUGURAL CANADIAN COUNSELLING PSYCHOLOGY CONFERENCE: CONTINUING THE DIALOGUE

Jennifer Titus, McGill University; Heidi Hutman, Montreal Therapy Centre, OMETZ Agency; Sasha Lerner, McGill University

The Inaugural Canadian Counselling Psychology Conference (ICCPC), the first of its kind in Canada, served as an important forum in which to discuss both the current state and future directions of the discipline of counselling psychology. Many students attended the conference, demonstrating that students want to be involved and have a voice within the discipline. Given that students represent the future of counselling psychology in Canada, including them in this landmark event was crucial. The conference provided a space for students to network and discuss their experiences both with each other and with professionals in the field. In particular, student lunches were held that gave students an opportunity to discuss their understanding of counselling psychology, their role within the disciple, and where they felt the field was headed. During the time between ICCPC and the CPA convention, students will have had to time to reflect on their experiences at the conference and the role they can play as future counselling psychologists to move the discipline forward. As such, this conversation hour will provide a space to continue and expand on the dialogue started at the conference, and serve to continue the positive momentum generated by the conference.

#4
Counselling Psychology/ Psychologie du counseling

SO YOU WANT TO BE A COUNSELLING PSYCHOLOGY PROFESSOR?

K Jessica Van Vliet, University of Alberta

With the wave of retirements that continues to sweep across Canadian universities, new opportunities are emerging for careers in academia. This session is intended to bring together students, professors, and practitioners in a conversation about academic careers in counselling psychology. As a basis for discussion, we will address the following questions: What are the rewards and challenges of being a professor in counselling psychology? How can counselling psychology graduates break into a career in the academia, and what can students do to prepare themselves for an academic career? What can new academics expect in their first few years on the tenure track? How does an academic career in counselling psychology compare with a career in professional practice, and how can the two be combined?

#5
Extremism and Terrorism/ Extrémisme et terrorisme

EXTREMISM/TERRORISM: A ROLE FOR PSYCHOLOGY

Wagdy Loza, Kingston Penitentiary (Ret.)& Adjunct Assistant Professor (Forensic Psychiatry) Queen's University; Ariel Merari, Department of Psychology

During this session we will discuss the role and contribution psychologists can make to combat extremism/terrorism

#6
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

EMPOWERING LATINO ADOLESCENTS IN A WESTERNIZED WORLD: LEARNING TECHNIQUES ON HOW TO HELP THE CLIENT FIT IN, IN A SOCIETY WHERE THEY MIGHT FEEL THAT THEY ARE LEFT OUT

Brenda Perez Gil Romo, Trinity Western University

As a Mexican counsellor living in Canada I have come to encounter (myself) some of the difficulties that the Latino population faces when trying to fit into the Western culture. I have mainly worked with the adolescent population throughout my private practice in Mexico and my Internship in Canada and have come to realize that these struggles come from different levels of understanding. There are intra, inter and extrapersonal challenges, which derive from belonging to one culture, but being immersed in a different one. Therefore individual, social and cultural conflicts arise; causing stress to the adolescent, who might already feel isolated, pointed/left out, or not understood in the Western culture. The counsellor plays a very important role into helping the client understand these challenges and helping them cope with the aforementioned. The techniques that will be addressed are those that will benefit the counsellor understand what the Latino culture represents, how to be culturally aware and how to prepare the client for success within the Western culture.

#7
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

IS THE 'RACE' OVER? CRITICAL CONSIDERATIONS OF 'RACE' AND ITS IMPLICATIONS FOR RESEARCH, POLICY AND PRACTICE

Shafik Sunderani, McMaster University; Maneet Bhatia, McGill University; Steven Arnocky, McMaster University; Christopher J. MacKinnon, McGill University; Faria Sana, McMaster University; Muhammad Ali, Canadian Psychotherapy Centre

Ethnic glossing refers to grouping people together based on superficial or arbitrary characteristics such as skin pigmentation, common ancestral origins, and physiognomic features and then wrongfully assuming they share other similar qualities such as: a common language, religious beliefs, lifestyles, interests, values, goals, motivations, and personalities (Trimble, 1991). This concept is usually applied to 'race' in which the world is divided up into a handful of perceived discrete categories. However, understanding racial differences may not be as meaningful as we previously had thought because of its over-inclusivity. Ethnic glossing is problematic insofar as it is bears serious implications for stereotypes, discrimination, policy, research, and practice. Furthermore, glossing is not limited to lumping together people of similar 'racial' identities and 'ethnicities' but can be further extended to other areas of human socio-cultural life such as 'religious beliefs', 'urban-rural divides' and 'gender'. The purpose of this review is to 1) reformulate the construct of glossing, 2) highlight the importance of having a nuanced understanding of ethno-cultural groups and 3) delineate the implications of glossing in Canada.

2011-06-03 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – KENT ROOM - SECOND FLOOR

Workshop/Atelier
Counselling Psychology/ Psychologie du counseling

READING BETWEEN THE LINES: USING THE PSYCHOLOGY OF HANDWRITING IN COUNSELLING AND PSYCHOTHERAPY

Annette Poizner, Milton H. Erickson Institute of Toronto

In the face of difficult economic realities, contemporary clinicians require assessment tools which can accelerate the therapeutic process and facilitate brief psychotherapy. This workshop introduces graphology, or handwriting analysis, which has been used clinically in Europe for decades alongside other projective techniques. Graphology involves assessing a sample of handwriting according to an established protocol in order to produce a profile describing characteristics and attributes of the writer. The rationale for the clinical evaluation of handwriting will be explored along with a review of the literature. Central postulates of graphological interpretive theory will be presented, demonstrated in application (using the handwriting of well-known celebrities) and considered as principles that therapists can apply in clinical practice. Attendees will participate in small group exercises in order to gain preliminary graphology skills, allowing them to access insight into clients on the basis of handwriting or signature evaluation. Caveats which govern the clinical use of graphology will also be discussed.

2011-06-03 – 2:00 PM to 3:55 PM – 14 h 00 à 15 h 55 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR

Keynote (Section)/ Conférencier de la section
Teaching of Psychology/ Enseignement de la psychologie
SECTION PROGRAM/ PROGRAMME DE LA SECTION

APPLYING PSYCHOLOGY TO TEACHING THE MASSES: ENGAGING STUDENTS WITH PSYCHOLOGY, LEARNING, EACH OTHER, AND US

Philip Smith, University of Prince Edward Island

As psychologists, we introduce students to some of the most fascinating subject matter in the university. We carry disciplinary knowledge and expertise that can, with some consideration on our part, make important, positive differences in our processes for teaching and learning. And, we often are faced with larger and larger classes (with their common challenges of student passivity and anonymity), and practical limits on our opportunities to provide individual guidance and feedback. In this interactive workshop we identify key challenges and opportunities presented by teaching large numbers of students, and we consider practical applications of psychological theory and research to our efforts to enhance student learning in large classes.

2011-06-03 – 2:00 PM to 3:55 PM – 14 h 00 à 15 h 55 – CONFERENCE ROOM D - E - MEZZANINE LEVEL

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

WOMEN AND PSYCHOLOGY/FEMMES ET PSYCHOLOGIE

Carmen Poulin, University of New Brunswick

Section on Women and Psychology (SWAP): Annual business meeting

2011-06-03 – 2:00 PM to 2:55 PM – 14 h 00 à 14 h 55 – PEEL ROOM - MEZZANINE LEVEL

Committee Business Meeting/Réunion du conseil d'affaires

SCIENTIFIC AFFAIRS COMMITTEE BUSINESS MEETING

David Dozois, University of Western Ontario

2011-06-03 – 2:30 PM to 3:25 PM – 14 h 30 à 15 h 25 – ESSEX BALLROOM - MEZZANINE LEVEL

PRESIDENT'S NEW RESEARCHER'S AWARD SYMPOSIUM/ SYMPOSIUM POUR LES RÉCIPIENDAIRES DU PRIX DU NOUVEAU CHERCHEUR

Peter Graf, University of British Columbia; Nathan Hall, McGill University; Jonathan Weiss, York University

A

CONTROL-STRIVING AND DEVELOPMENT ACROSS THE LIFE-SPAN

Nathan Hall, McGill University

Across the life-span, individuals are faced with critical developmental challenges that threaten perceptions of personal control, psychological well-being, physical health, and achievement striving. Recent developments in control theory (Heckhausen, Wrosch, & Schulz, 2010; Psychological Review) suggests that control-striving is optimally fostered by attempts to change one's environment in response to opportunities for success (primary control) in combination with efforts to psychologically adjust to it following failure experiences (secondary control). This talk provides a summary of recent empirical research on the benefits and risks of primary/secondary control for young adults in achievement settings with respect to academic and health outcomes and for older adults with serious health problems (e.g., heart attack, stroke, arthritis) concerning survival, physical health, and life satisfaction. Further evidence in support of the potential effectiveness of primary and secondary control-enhancing interventions will be discussed, as well as critical directions for future research.

B

MENTAL HEALTH CARE FOR CANADIANS WITH DEVELOPMENTAL DISABILITIES: A CRITICAL PLACE FOR PSYCHOLOGY

Jonathan Weiss, York University

My research focuses on the promotion of mental health and the treatment of mental illness in people with developmental disabilities. People with developmental disabilities, which include those with intellectual disabilities or autism spectrum disorders, comprise up to 3% of the population, and half of these individuals will develop mental health problems or serious challenging behaviours at some point in their lives. However, despite this sizable population base, there is a dearth of research investigating protective factors that bolster mental health, and there is a tremendous need for new and more effective treatment options that rectify problems when they arise. There is a necessary role for Canadian psychology in meeting the mental health needs of citizens with developmental disabilities across the country. The current talk describes three streams of research that ultimately aim to promote mental health: 1) studying programs that can promote mental health in people with developmental disabilities, 2) studying families of people with developmental disabilities as agents of mental health promotion, and 3) studying the training needs of graduate students in psychology to provide mental health care to clients with developmental disabilities.

2011-06-03 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – YORK ROOM - MEZZANINE LEVEL

Symposium/Symposium
Environmental Psychology/ Psychologie de l'environnement

ADVANCES IN ENVIRONMENTAL PSYCHOLOGY

Robert Gifford, University of Victoria

Environmental psychologists focus on understanding and improving relations between people and their built and natural environments. These efforts can take a wide variety of forms. In these studies, environmental psychologists engage issues of how people relate to nature and whether that is associated with more pro-environmental behavior, the importance of good design in workplaces, techniques for facilitating pro-environmental behaviour, and issues surrounding housing for Canada's immigrants.

A

PREDICTING PRO-ENVIRONMENTAL BEHAVIOUR FROM NATURE RELATEDNESS

Victoria Wood, University of Victoria; Robert Gifford, University Of Victoria

In order to effect positive change, environmental psychology requires understanding of the reasons people choose to engage in proenvironmental behaviours or not. The General Ecological Behavioural scale (GEB; Kaiser & Wilson, 2000) was developed to measure self-reported proenvironmental behaviour, but some of its items do not translate well into a North American context. The current study aimed to improve the prediction of specific types of proenvironmental behaviours that are more relevant to Vancouver Island residents by using an adapted version of the GEB. 54 undergraduate students completed in the GEB, the Balanced Inventory of Desirable Responding (BIDR; Paulhus, 1988), and the Nature Relatedness scale (NR; Nisbet, Zelenski, & Murphy, 2009). Three GEB sub-scales (ecological automobile use, volunteering in ecological protection activities, and proenvironmental household choices) were predicted using two NR subscales: NR Self, which measures one's personal connection with nature and NR Experience, which measure's the desire to spend time in nature. 59.7% of the variance in a person's likelihood of volunteering in ecological protection activities was predicted by NR Self and NR Experience, and 12.8% proenvironmental household choices were predicted significantly by NR Experience. Neither NR Self or NR Experience significantly predicted ecological automobile use.

B

LIGHTS OFF: THE EFFECTIVENESS OF VISUAL PROMPTS

Reuven Sussman, University of Victoria; Robert Gifford, University Of Victoria

Two early studies showed that visual prompts can be effectively used to encourage people to turn off the lights in unoccupied classrooms, but they were methodologically limited. The current study used an ABAB-B design with an 11-week follow-up to investigate whether two different visual prompts (large and small signs) could be employed to increase "lights off" behaviour in 17 unoccupied washrooms. The odds were eight times higher that lights were turned off in washrooms with signs than washrooms without. Large signs were more effective than small signs, and signs in washrooms with windows appeared to be the most effective. The behaviour change persisted throughout the follow-up period, but reactance by a single washroom user attenuated some of the interventions' effects. Compared to previous research, the current study used an improved methodology with a larger number of study sites, this study demonstrated that a simple, well-designed sign can effectively encourage energy conservation.

C

ENVIRONMENTAL SATISFACTION: MORE THAN A HYGIENE FACTOR

Jennifer A. Veitch, National Research Council; Mariska Stokkermans, Eindhoven University of Technology; Guy Newsham, NRC Institute for Research in Construction

Frederick Herzberg's (1966) two-factor theory of work motivation relegated environmental factors to the realm of "hygiene" factors, for which motivation would not improve if conditions improved beyond some minimal level. This presentation will summarize field and laboratory research that counters this dismissal. Our research group and others have used laboratory methods to demonstrate that people prefer a mixture of direct and indirect lighting that lights the entire workspace, and individual personal control over the local lighting. Both mediated regression models and path analysis of experimental data have linked people's appraisal of their workstation lighting with the appearance of the office, their mood, and their satisfaction with the work environment overall; one study found that the improved mood positively predicted work engagement. Field investigations have taken this farther, showing that satisfaction with the lit environment is an indirect positive predictor of job satisfaction, organizational commitment, and intent to turnover, and a negative predictor of health problems. These findings are notable because all of the workplace conditions studied are more than merely adequate. Steps taken to improve employees' satisfaction with the working environment do influence their motivation at work, in ways that should benefit both individuals and their employers.

D

HOUSING IMMIGRANTS: A LITERATURE REVIEW OF PSYCHOLOGICAL ISSUES

Cheuk F. Ng, Athabasca University

International migration is a common phenomenon. The housing of an immigrant's host society can be very different from that of the society of origin. As new immigrants' experiences of and expectation about housing (e.g., space usage and meaning of home, living arrangements) are often influenced by sociocultural contexts different from that of their host country, they may encounter barriers to seeking and maintaining housing that suits their needs. Over time, immigrants are likely to change their behaviors as they settle in their new society. Immigrants also bring with them the culture of their country of origin, which is often reflected in the design of objects and housing and over time, contributing to the cultural diversity in the urban design of their host country. Sociocultural and psychological factors have important influences on immigrants' choice, preference, use, and satisfaction with housing. This presentation provides an overview of the literature on housing of immigrants from cross-cultural studies, environment-behaviour studies, and environmental psychology. The focus is on the relationships between such socio-psychological processes as crowding, privacy, social support, self-identity, perceived control, and place attachment and aspects of housing, such as dwelling type, density, living arrangement, home ownership, and proximity to other immigrants.

2011-06-03 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – WENTWORTH ROOM - MEZZANINE LEVEL

Symposium/Symposium
Counselling Psychology/
Psychologie du counseling

USING ATTACHMENT THEORY TO INFORM RESEARCH AND COUNSELLING PRACTICE WITH POST-SECONDARY STUDENTS

Helen F. Massfeller, University of Calgary

As clinicians and researchers we are interested in exploring how attachment-informed approaches to counselling enhance our understanding of the factors that promote positive therapeutic outcomes in post-secondary students seeking counselling. This symposium will offer three presentations related to the application of attachment theory to counselling psychology research and practice. The first paper will synthesize and discuss the empirical literature on attachment theory as it relates to the relationship concerns of students seeking counselling, with particular reference to the influence of attachment styles on therapeutic outcomes. The second paper discusses the idea of the counsellor serving as a secure base for adult clients, using Bowlby's perspectives on attachment in the client-therapist dyad to inform clinical practice. The third paper discusses how exploration of self-reported attachment patterns may show how adult attachment styles influence depression and anxiety in post-secondary students. Such insights offer the counsellor unique ways to select appropriate interventions. An opportunity will be provided at the end of the presentations for questions and discussion.

A

RELATIONSHIP CONCERNS: POST-SECONDARY STUDENTS' MOST COMMON REASON FOR SEEKING COUNSELLING

Sharon L. Cairns, University of Calgary; Sander C. Deeth, University of Calgary; Helen F. Massfeller, University of Calgary

Over the last five years relationship concerns have consistently been the most frequently cited reason for post-secondary students seeking counselling. Annually, between 60 and 66% of all students seeking counselling come in for this reason. Within the broad category of relationship concerns, students identify a range of individuals with whom they experience difficulty (e.g., partner, family, children, professor, etc.) and a broad range of types of difficulty (e.g., assertiveness, conflict, betrayal, etc.). Although relationships are vital to our health and are consistently associated with resilience, they can also be a significant source of distress. While it is expected that individuals with insecure attachment styles would encounter relationship difficulties, individuals with secure attachment styles can also encounter difficulty, particularly when relating with individuals with an insecure attachment style. This paper will integrate the detailed relationship concerns with the associated attachment literature.

B

SECURE BASE/SAFE HAVEN: USING ATTACHMENT-INFORMED THERAPY WITH POST-SECONDARY STUDENTS

Carolyn A. Claire, University of Calgary

Bowlby understood attachment bonds between parent and child to have four defining features: proximity maintenance, separation distress, safe haven, and secure base. The developing child is understood to use the attachment figure as a secure base from which to explore the environment and a safe haven to return to for comfort and support in organizing one's emotions. The purpose of this presentation is to explore the usefulness of Bowlby's attachment theory as a theoretical orientation to inform counselling work with post secondary students at the University of Calgary. To be discussed is the author's personal experience in counselling post-secondary students from Bowlby's attachment perspective as it relates to conceptualizing the client's presenting issues, developing goals for therapy, and the selection of therapeutic interventions.

C

USING ATTACHMENT THEORY TO UNDERSTAND DEPRESSION AND ANXIETY IN POST-SECONDARY STUDENTS

Sander C. Deeth, University of Calgary; Sharon L. Cairns, University of Calgary

Among the top three presenting issues of post-secondary students are anxiety and depression. Much has yet to be understood as to why this is so. Since insecure attachment is often associated with significant emotional distress in adulthood, attachment theory may be an appropriate starting point to understand this high rate of occurrence. This presentation will highlight the results of a study that used the Experiences in Close Relationship Scale-Revised (ECR-R) and the Depression and Anxiety Stress Scales (DASS) to investigate the relationship between attachment style and anxiety and depression in post-secondary students. Understanding clients' interpersonal concerns through their attachment styles can provide a direct theoretical link between presenting issues and interventions.

2011-06-03 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – HURON ROOM - SECOND FLOOR

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

THE "WHO" "WHAT" AND "WHY" OF TEACHING HISTORY OF PSYCHOLOGY: EXPLORING THE LANDSCAPE IN CANADIAN UNIVERSITIES

Marissa E. Barnes, York University

Canada is world-renowned for providing opportunities to receive training in the historiography of psychology, with two graduate programs in the country which explicitly specialize in the history and/or theory of psychology — there is a strong historicist research tradition and it is highly regarded when it comes to "doing" historical work. The papers in the symposium address one aspect of academic practice which typically accompanies research and writing on the history of psychology — teaching. Debates about teaching history of psychology are not new, however, prompted by recent discussions at the American Psychological Association, questions about "what is happening" in the Canadian academy ensued. Some members of the history and philosophy section agreed that this prompt could serve as an opportunity to pause, take stock, and revisit our pedagogy and historical practices. The intention of this symposium is to begin these discussions as a preliminary to an action-initiative. The first paper will serve as an introduction, addressing the question of "where we are at," followed by a discussion of the "who," and potentials for our "what," with respect to pedagogical practices. Presentations will be followed by a discussion aimed at moving forward, for example, "What is our pedagogical position on the history of psychology, and how might we envision it?"

A

CONCERNING THE STATUS OF THE HISTORY OF PSYCHOLOGY AT CANADIAN UNIVERSITIES: MAPPING THE TERRAIN IN DEPARTMENTS OF PSYCHOLOGY

Marissa E. Barnes, York University

Based on a review of the recent (un)published literature concerning the teaching and course content of histories of psychology, an active scholarly debate in the U.S. on "how to" or "what is to be done" with regards to the teaching of the history of psychology has been brought to the fore. It might seem that things are relatively unproblematic or not as contentious in Canada, due to the relative silence on such matters in the published literature. Is this assumption correct, and should we be complacent about the status of the history of psychology in Canada? This paper raises questions related to its pedagogical activities within the academy, for example, how often are history of psychology courses offered; are these courses required; who is teaching them; and what types of content are being taught? I will provide a descriptive summary of the landscape in psychology departments of Canadian universities. This description will be based on responses derived from a survey conducted with psychology department heads in Canadian universities, and data collected through research into the programmatic structure of departments of psychology in Canada. Answers to these questions may provide a foundation for moving forward with a timely action-initiative on the who, what, and why of teaching the history of psychology in Canadian Universities.

B

THE "WHO" OF TEACHING THE HISTORY OF PSYCHOLOGY: THE CONSEQUENCES OF CRITICAL HISTORICAL SCHOLARSHIP FOR THE TEACHING AND TEACHERS OF THE HISTORY OF PSYCHOLOGY

Frances Cherry, Carleton University

It has been customary for psychologists rather than historians both to write and teach their discipline's history. This served early on as a way to define and narrow the scope of the discipline as with E.G. Boring's History of Experimental Psychology (O'Donnell, 1979) and several history and systems of psychology textbooks that followed. More recent historical accounts have offered an inclusionary treatment of previously disregarded areas, contributors and investigative practices (Benjamin, 2007; Bohan, 1992; Guthrie, 1998; Pickren & Rutherford, 2010, Scarborough & Furumoto, 1987). These accounts have been built on research that is attentive to historiographic issues, social and philosophical studies of science, and critiques of psychology from a variety of post-positivist frameworks. Professional networks of social, cultural and feminist historians as well as historians of psychology and science have increased the quantity and interdisciplinarity of scholarly material in inclusionary history of psychology textbooks. I will discuss the consequences of a larger and broader base of critical scholarship for teaching history of psychology by using comparative textbook and professional network analyses. I will also take up issues of insider-outsider histories of psychology as well as problematic disconnections among those teaching, writing and researching the history of psychology.

C

TEACHING THE HISTORY OF PSYCHOLOGY IN CANADA: CROWDED OUT OR KEEPING UP?

Alexandra Rutherford, York University

There seems to be a perennial debate about the place of the history of psychology in the undergraduate psychology curriculum in Canada (and elsewhere). With the tension between increasing specialization and the need to expose students to an ever-increasing array of psychological topics, the history course is in danger of getting crowded out even as it comes to play a crucial role in the education of critically-engaged psychological citizens. But beyond lip service to the important role of history, what, specifically, can and should the course offer our students? As Canadian students become increasingly diverse and find themselves navigating a rapidly globalizing world, the history of psychology must keep up by mirroring this diversity. We must move beyond histories that focus only on the American context and instead present the emergence and development of psychological science and practice in many parts of the world. Our histories must include a diversity of actors, including those typically sidelined in traditional histories such as women and psychologists of color. We must demonstrate the role of history of psychology in enhancing our students' ability to contextualize current "advances" in the field. In this presentation, I discuss these issues and present some new pedagogical tools that will help achieve these aims.

2011-06-03 – 2:30 PM to 4:25 PM – 14 h 30 à 16 h 25 – CONFERENCE ROOM F - MEZZANINE LEVEL

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

TREATMENT ISSUES IN BRIEF DYNAMIC THERAPY

Dawn Phillips, Saskatoon Health Region; Sarah K. Hillis, Saskatoon Health Region; Laurene Wilson, Saskatoon Health Region

This workshop will focus on the central treatment issues of complex health patients, within a short term dynamic model. Recorded therapy segments will be reviewed to explore and demonstrate effective treatment components with these challenging patients, such as psychodiagnosis, analysis of defensive functioning, using a graded format to build adaptive capacity, and mobilization of the therapeutic alliance.

2011-06-03 – 2:30 PM to 4:25 PM – 14 h 30 à 16 h 25 – CONFERENCE ROOM G - MEZZANINE LEVEL

Workshop/Atelier
Students in Psychology/ Étudiants en psychologie

ASSUMPTIONS OF MULTIPLE REGRESSION: TESTS, CONSEQUENCES AND CORRECTION

Claire E. Baxter, University of Guelph; Jennifer Dobson, University of Guelph; Ava Thomas-Austin, University of the West Indies (Mona)

An important step in analyzing data using multiple regression analysis is the careful examination and testing of the assumptions. Ensuring that the data meet the assumptions of multiple regression allows for more precise estimates of the effects (Cohen, Cohen, West & Aiken, 2003) and allows researchers to have more confidence in their results. The purpose of this workshop is to explore assumptions of multiple regression analysis. The workshop will cover the assumptions of linearity, normality of residuals, independence of residuals, homoscedasticity, and reliability of measurement. In addition, other related topics such as multicollinearity and model misspecification will be discussed. The presenters will highlight the consequences of violating the regression assumptions by an examination of the robustness of each assumption. The presenters will also demonstrate, using a sample data set, how to test whether each of the assumptions have been met. The presenters will suggest several strategies (e.g., transformations, examination of outliers, a corrected correlation matrix, etc.) that can be used to remedy datasets that violate assumptions. This workshop is specifically suited for psychology students about to commence on thesis or dissertation analysis and for any others who would like a refresher on a topic that, in many cases, is only briefly touched upon.

2011-06-03 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – DOMINION BALLROOM - SECOND FLOOR

Poster/Affiche

POSTER SESSION 'E'/PRÉSENTATION PAR AFFICHAGE

Clinical Psychology/Psychologie clinique

#1
Clinical Psychology/ Psychologie clinique

MULTIDIMENSIONAL PERFECTIONISM AND SHAME AS PREDICTORS OF DISORDERED EATING AND SUBSTANCE USE SEVERITY IN WOMEN WITH COMORBID EATING AND SUBSTANCE USE DISORDERS

Melanie Adler, OISE, University of Toronto; Niva Piran, OISE, University of Toronto; Gordon Flett, York University; Christine Courbasson, Centre for Addiction and Mental Health; Paul Hewitt, University of British Columbia

Research to date has documented high rates of comorbidity between eating and substance use disorders; yet, research on predictors of such comorbidity in clinical samples of women is lacking, especially in the domains of perfectionism and shame. The current investigation examined predictive models of disordered eating and substance use severity based on the Hewitt and Flett (1991) and Frost et al. (1990) Multidimensional Perfectionism Scales (MPS), the Perfectionistic Self-Presentation Scale (PSPS; Hewitt et al., 2003) and the Experience of Shame Scale (Andrews, Qian, & Valentine, 2002). A total of 85 women diagnosed with comorbid eating and substance use disorders participated in the study. In the combined bulimia nervosa and binge eating disorder group (n=59), perfectionistic self-promotion and bodily shame were significant predictors of eating disorder severity while other-oriented perfectionism was a significant predictor of alcohol use severity. In the anorexia nervosa-purging subtype group (n=26), other-oriented perfectionism and bodily shame were significant predictors of eating disorder severity and drug use severity was predicted by the PSPS nondisplay of imperfections factor. This study suggests the relevance of dimensions of perfectionism and shame to disordered eating and substance use behaviours, a finding that can inform future prevention and treatment programs.

#2
Clinical Psychology/
Psychologie clinique

POSTPARTUM DEPRESSION IN MAGAZINE ARTICLES: HOW IS WOMANHOOD AND MOTHERHOOD CONSTRUCTED?

Elizabeth M. Alexander, University of Saskatchewan

Postpartum depression (PPD) exists on a continuum of postpartum mood disorders. Whereas the “baby blues” is experienced by 80% of mothers and spontaneously remits within 10-14 days postpartum, and postpartum psychosis is experienced by 0.002-0.2% of mothers and usually results in mortal consequences for the mother and/or child, PPD is experienced by 10-15% of all mothers who have recently given birth, does not usually remit spontaneously, or usually involve dire consequences. Nevertheless, PPD is considered a serious condition because of its potentially short- and long-term negative impacts on the child(ren), mother and family. How PPD is constructed and conveyed in the media has been scantly researched. The media and society interact in a bidirectional manner, where society’s expectations and beliefs, in part, dictate what is presented in the news and how, and the news influences society’s expectations and beliefs. Using critical discourse analysis I will analyze how womanhood/motherhood is constructed in the context of PPD in Canadian magazine articles. The analysis of such constructions can inform us about prevailing discourses of motherhood/womanhood, which, in turn, could be important for assisting health-care professionals in determining whether, and how, to intervene with women who receive a diagnosis of PPD. As well, this analysis could inform educational programming.

#3
Clinical Psychology/
Psychologie clinique

MATH ON MY MIND: PERFECTIONISM AND RUMINATION AFTER ACADEMIC FAILURE

Chantal Arpin-Cribbie, Laurentian University; Reeshma Haji, Laurentian University

The cognitive salience of perfectionism in the form of automatic thoughts involving the need to be perfect is a consistent predictor of psychological distress. As such, the preoccupation with negative thoughts (i.e., rumination) by those high in perfectionism is central to an understanding of their related distress. Task completion, for example, can play a significant role in the experience of perfectionism. When faced with a threat condition (such as an unsolvable task), those higher in perfectionism experience a greater degree of negative affect than those without salient perfectionistic concerns. By gaining a greater understanding of the salience of perfectionism in individuals faced with task failure, we might be better able to devise interventions that more adequately target the cognitive components most relevant to those who struggle with perfectionism. The purpose of the experiment was to gain a greater understanding of the nature and impact of the cognitive salience of perfectionism in response to situations that were high or low in the threat of task failure. Cognitive salience was assessed with explicit and implicit (reaction-time) measures. Results of the study and the implications of the findings will be discussed. It is hoped that the results will inform current research and knowledge about perfectionism and how people cope with troubling thoughts and worries.

#4
Clinical Psychology/
Psychologie clinique

THE ROLE OF FEAR ASSOCIATIONS AND WORKING MEMORY ON ATTENTIONAL DISENGAGEMENT FROM SPIDERS

Kevin C. Barber, Concordia University; Allison J. Ouimet, Concordia University; Adam S. Radomsky, Concordia University

Impaired attentional disengagement from threat has been linked to the aetiology and maintenance of pathological anxiety. Contemporary models of cognitive vulnerability to anxiety suggest that fear-related associations may predict impaired disengagement, and subsequent fear. Working memory capacity (WMC) has been implicated in the control of attention and behaviour and may be involved in the ability to overcome the influence of such associations. The purpose of the current study was to test the hypotheses that associations between spiders and fear-related concepts predict speed of attentional disengagement from spiders, and moreover, that this relation is moderated by WMC. One hundred twenty-three undergraduate psychology student participants completed a Go/No-Go Association Task, a Visual Search Task, and an Automated Operation Span task. Preliminary analyses suggest partial support of hypotheses. Specifically, a trend for the ability of stronger spider-fear associations to predict impaired (i.e., slower) disengagement from spiders was observed ($p = .06$). No evidence of WMC as a moderator of this relation was found. Results will be discussed in terms of theoretical and clinical implications related to the role of cognition in anxiety.

#5
Clinical Psychology/
Psychologie clinique

TEMPORAL DISCOUNTING AND RISK INVOLVEMENT IN ADOLESCENTS WITH ADHD

Alexandra G. Basile, York University; Denise Paneduro, York University; Rosemary Tannock, Neurosciences and Mental Health Research Program, The Hospital for Sick Children, Ontario Institute; Maggie Toplak, York University

This study examined temporal discounting and risk involvement in a sample of adolescents with and without Attention-Deficit/Hyperactivity Disorder (ADHD). Temporal discounting is believed to be related to a motivational deficit in ADHD (Sonuga-Barke, 2002), including impulsiveness and delay aversion. It was expected that adolescents with ADHD would report more risk involvement and prefer more immediate rewards compared to controls. Higher risk involvement was expected to be associated with a preference for immediate rewards on the temporal discounting task. Forty-six participants with ADHD and 44 controls completed the temporal discounting task and risk behaviour questionnaire.

Additionally, parents, teachers and adolescents completed the Conners' Behaviour Rating Scales. Adolescents with ADHD reported more risk involvement and preferred immediate rewards over the delayed reward on the temporal discounting task compared to controls. There was no significant association between risk involvement and temporal discounting. Risk involvement was significantly associated with behavioural ratings of hyperactivity, impulsivity and inattention. Results suggest that preference for immediate rewards and risk involvement both characterized adolescents with ADHD, but these constructs were not significantly associated. Results have implications for understanding motivational deficits in ADHD.

#6
Clinical Psychology/
Psychologie clinique

AN EXAMINATION OF SELF-ESTEEM AND SOCIAL ANXIETY IN AN ADOLESCENT FEMALE EATING DISORDER POPULATION: AGE AND DIAGNOSTIC EFFECTS

Katelynn E. Boerner, University of Ottawa; Nicole Obeid, Children's Hospital of Eastern Ontario; Annick Buchholz, Children's Hospital of Eastern Ontario

The complex presentation of eating disorders includes the presence of numerous comorbid symptoms, which may vary with age and diagnosis. The present study investigated group differences in self-reported social anxiety and self-esteem between different age groups (mid- and late-adolescence) and eating disorder presentations (restricting symptoms, binge/purge symptoms, and Bulimia Nervosa symptoms) in adolescent girls diagnosed with an eating disorder. An analysis was performed of clinical assessment data from 458 adolescent females between the ages of 12 and 18 years (M = 15.56, SD = 1.39) that presented to a children's hospital for an assessment of an eating disorder. A significant difference was found between eating disordered groups on measures of perceived physical appearance and global self-worth, with patients that presented with restricting symptoms reporting significantly higher self-esteem in these domains than those with binge/purge symptoms or a full diagnosis of Bulimia Nervosa. No significant age differences emerged. Findings also suggested that low Perceived Social Acceptance (r = -.56, n = 361, p < .001) and low Global Self-Worth (r = -.55, n = 361, p < .001) were strongly related with the experience of high social anxiety. Implications for future research as well as practical applications of results in prevention and intervention efforts will be discussed.

#7
Clinical Psychology/
Psychologie clinique

GENDER DIFFERENCE IN IRRATIONAL BELIEFS

Kerri M. Bojman, Memorial University; Christopher M. Duggan, Memorial University; Peter M. Mezo, Memorial University

Maladaptive thought patterns associated with depression are in part maintained by cognitive biases, or irrational beliefs (Beck, 1987). Furthermore, epidemiological studies have consistently reported greater levels of depression in females than in males (Van de Velde & Levecque, 2010). This study examined gender differences in irrational beliefs. 410 undergraduate students completed the Irrational Belief Scale (IBS; Malouff & Schutte, 1986) as part of a larger study. Data analysis revealed that males (M=59.72, S.D.=10.34) endorsed irrational beliefs significantly less than females (M=62.92, S.D=0.02), t(408)=-2.84, p<.01. These findings suggest that female undergraduate students are at an increased risk for having irrational beliefs which may predispose them to develop depressive symptoms. Previous research (Mezo & Wiseman, submitted for publication) has identified that certain irrational beliefs differentially predict anxiety and depression, specifically beliefs 5 (emotions are externally caused), 8 (importance of the past), and 10 (discomfort anxiety). Further analysis revealed that females (M=6.36, S.D.=1.78) endorsed belief 10 significantly more than males (M=6.29, S.D.=1.74), t(408)=2.52, p<.05. Females (M=6.90, S.D.=1.57) also endorsed belief 5 more than males (M=5.85, S.D.=1.86), t(408)=3.34, p<.01.

#8
Clinical Psychology/
Psychologie clinique

THE INFLUENCE OF JUSTIFICATION IDEOLOGIES ON PUBLIC STIGMA AND SELF-STIGMA FOR DEPRESSION

Francois Botha, University of Western Ontario; David JA. Dozois, University of Western Ontario

Public stigma and self-stigma negatively impact public health by discouraging people with depression from seeking help. Justification ideologies that encourage group differentiation and moral judgment may also contribute to increased stigma. Undergraduate participants completed measures of public stigma and self-stigma for depression and provided self-report data on their ideological beliefs. Ideologies related to group differentiation were associated with increased public stigma. Ideologies related to a negative judgment of the self were associated with increased self-stigma. Conflict with regard to gender role expectancies was associated with increased public stigma and self-stigma for both sexes. Current and future anti-stigma programs for mental disorders may need to address the influence of these ideologies in order to be effective.

#9
Clinical Psychology/
Psychologie clinique

ALEXITHYMIA, LANGUAGE IMPAIRMENT AND RELATIONSHIPS: DYADIC ADJUSTMENT AND PERCEIVED SOCIAL SUPPORT

E.B. Brownlie, Centre for Addiction and Mental Health; Shelly-Anne Li, Centre for Addiction and Mental Health; Joseph Beitchman, Centre for Addiction and Mental Health; Anahita Hadioonzadeh, Centre for Addiction and Mental Health; Melba Lui, Centre for Addiction and Mental Health; Nadia Mirdha, Centre for Addiction and Mental Health

Alexithymia is characterized by difficulties processing emotions including (1) difficulty identifying emotional states; (2) difficulty describing feelings; and (3) an externally oriented cognitive style. Recent studies have highlighted an association between difficulty communicating feelings and less perceived social support. Deficits in language skills may be associated with aspects of alexithymia, particularly emotional communication, which may have an impact on relationships. This study examines the relationships between self-reported alexithymia, language impairment and both perceived social support and spousal dyadic adjustment. Participants were part of a 25-year longitudinal study following a community sample of children with speech/language impairment and a matched control group. The age 31 sample consisted of 98 adults from the speech/language impaired cohort and 119 controls. Alexithymia was associated with perceived social support and dyadic adjustment. Difficulty identifying feelings was particularly associated with perceived social support and externally oriented thinking was particularly associated with aspects of dyadic adjustment, controlled for language group, gender, and socioeconomic status. Communication skills did not account for the association between alexithymia and perceived social support nor spousal relationship quality.

#10
Clinical Psychology/ Psychologie clinique

APPRAISAL OF SELF-REFERENCE, DELUSIONAL IDEATION AND MEMORY IN A NORMAL SAMPLE

Madelaine C. Burley, Ryerson University; Todd A. Girard, Ryerson University; Mahesh Menon, Centre for Addiction and Mental Health

This study was designed to determine whether Self-referent appraisal bias (SRB) mediates the relation between delusional thinking and self-referent memory (SRM). 40 healthy adults participated. Participants rated how much 80 statements were about them on a 5-point scale and the ratings were summed to operationalize SRB. Corrected Hit Rate (Pr) from an incidental recognition memory test for these statements was the dependent variable. Peters Delusion Inventory (PDI) score correlated with Pr (r=-.34) and there was a trend toward correlation between SRB and Pr (r=-.25). SRB mediated the relation between PDI score and PR with age, standardized memory and language achievement scores as co-variates (Baron & Kenny, 1986). Bootstrapping analyses confirmed that the change in the model is significant with SRB as a mediator. These findings suggest that individual differences, such as SRB, mediate SRM and that subtle biases could mediate cognitive impairments in psychosis, which has implications for cognitive models of delusion, cognitive rehabilitation for schizophrenia and treatment of delusions.

#11
Clinical Psychology/ Psychologie clinique

RITUALISTIC BEHAVIOUR IN CHILDREN WITH AN AUTISM SPECTRUM DISORDER DIAGNOSIS: A LONGITUDINAL STUDY

Colin A. Campbell, McGill University; Anthony Claro, McGill University; Eric Fombonne, Montreal Children's Hospital, McGill University Health Centre

Children with autistic spectrum disorders (ASD) often display restricted repetitive behaviour (RRB). The Repetitive Behavior Scale-Revised (RBS-R) can be used to assess RRB in six specific areas, including ritualistic behaviour. Previous RRB research on children with ASD indicates that lower non-verbal intelligence is typical of children who display RRB (Richler, Huerta, Bishop & Lord, 2010). However, is this also the case with ritualistic behaviours, which are often complex in nature? The sample for the current study included 84 children diagnosed with an ASD between two and four years of age. Participants were seen at three different time points (T1, T2 & T3) over a two to three year period. The RBS-R was administered at T1, T2 and T3. Participants were administered the Merrill Palmer-Revised (MP-R) to measure cognitive ability at T1 and T3. Overall, RRBs decreased from T1 to T3 but ritualistic behaviour did not. It was found that scores on the MP-R at T1 were positively correlated with ritualistic behaviour at T1 (r (82)=.305, p <.01). A repeated measures regression analysis found that higher cognitive performance at T3 had a strong positive effect on the presence of ritualistic behaviours. Comparisons between ritualistic behaviour and other RRBs will be made and implications for prognosis and treatment will be discussed.

#12
Clinical Psychology/ Psychologie clinique

PREDICTING TREATMENT-SEEKING FOR DEPRESSION: A TEST OF THE SELF-REGULATION MODEL

Melissa Care, The University of Western Ontario; Nicholas Kuiper, The University of Western Ontario

Many depressed Canadians fail to seek available treatment, but we do not fully understand how they arrive at such treatment decisions. The Self-Regulation Model (SRM) proposes that an individual's ideas about the identity, timeline, causes, consequences, and treatment of illness combines with emotional reactions to the illness to drive coping strategies, which then influence decisions about treatment and illness outcomes. The SRM holds promise for predicting treatment-seeking for depression, but, to date, has been minimally tested in this context. As such, the present research used cross-sectional and longitudinal approaches to explore a number of potential predictive pathways in this model. Regression analyses on cross-sectional data aimed to determine which beliefs about depression (e.g., causes, consequences, timeline) are most predictive of seeking (or not seeking) appropriate treatment. Longitudinal research sought to measure individuals' appraisals of their depression symptoms, coping strategies used, and levels of depression periodically over time, such that structural equation modeling could determine which SRM variables predict treatment-seeking from one time point to the next. Results highlighted from this work offer some preliminary answers as to the predictive capability of the SRM for depression, as well as future directions for research in this area.

#13
Clinical Psychology/ Psychologie clinique

BRIDGE TO RECOVERY PROGRAM: EFFECTS OF A SIX-WEEK INTENSIVE PSYCHOSOCIAL REHABILITATION PROGRAM ON THE RECOVERY OF PERSONS WITH SEVERE MENTAL ILLNESSES

Kaki Jacky Chan, McMaster University; Marilyn Korzekwa, St. Joseph's Healthcare, Hamilton; Sean A. Kidd, Centre for Mental Health and Addiction

The use of psychiatric day hospitals for persons with severe mental illness is being increasingly considered as a part of community-based psychiatric services. Day hospitals have the ability to offer more intensive care than standard outpatient care, yet they can provide the flexibility for clients as they readjust to the community. This study seeks to examine the effectiveness of such a six-week psychosocioal rehabilitation program. This program aims to provide the necessary tools to assist clients with their recovery and to prevent future hospital readmission. Using a pre-post evaluation design we will obtain a combination of quantitative and qualitative data from a sample of 20 clients in order to understand clients' experience in the program and clinical outcomes. Key factors that will be examined include program engagement, changes in symptomology, use of effective coping strategies, hospital service use, and their qualitative descriptions of the strengths and weaknesses of the program. The quantitative data will be analyzed with pre-post paired-sample t-tests and content analysis methods will be applied for analyzing qualitative data collected. This study will inform the development of programming within this day hospital and may have implications for similar services in other jurisdictions.

#14
Clinical Psychology/ Psychologie clinique

EXAMINING TEMPERAMENTAL AND PERSONALITY FACETS OF AGREEABLENESS AS PREDICTORS OF PSYCHOPATHOLOGY IN MIDDLE CHILDHOOD

Malcolm Chan, University of Toronto; Shauna Kushner, University of Toronto; Jennifer L. Tackett, University of Toronto

Although ample research has linked low Agreeableness to externalizing psychopathology (Frick & White, 2008), recent research suggests that it may also be related to internalizing psychopathology (Kushner & Tackett, under review). No existing studies, however, have investigated the relations among the lower-order facets of Agreeableness and psychopathology in childhood. The current investigation thus examined the relations among the temperamental and personality facets of Agreeableness and psychopathology in middle childhood. It was hypothesized that externalizing would be associated low Consideration, high Strong Will and high Antagonism, whereas internalizing would be associated with high Affiliation and low Positive Emotions. It was further hypothesized that both internalizing and externalizing symptoms would be associated with high Negative Affect. Participants were parents of 346 youths (mean age = 9.97, SD = .82, 50.6% female). The results from hierarchical regression analyses indicated that internalizing was positively predicted by Consideration, Negative Affect, and Affiliation, and negatively predicted by Antagonism and Strong Will. Externalizing was positively predicted by Antagonism and Strong Will. These results suggest that facets of agreeableness differentially predict internalizing and externalizing symptoms. Implications and future directions will be discussed.

#15
Clinical Psychology/
Psychologie clinique

PERFECTIONISTIC SELF-PRESENTATION, ATTACHMENT STYLES, AND SOCIAL DISCONNECTION

Chang Chen, University of British Columbia; Paul Hewitt, University of British Columbia; Gordon Flett, York University; Susan Birch, University of British Columbia; Tracy Cassels, University of British Columbia; Jonathan Blasberg, University of British Columbia

Perfectionistic self-presentation is a maladaptive interpersonal style that is often associated with significant psychological distress. Individuals who are high on Nondisclosure of Imperfection are prone to interpersonal difficulties. These interpersonal components of perfectionism create experiences of loneliness and social disconnection (Hewitt et al., 2006). Insecure attachment styles are often correlated with interpersonal difficulties (Mikulincer & Shaver, 2007). Previous studies found significant associations between insecure attachment and several perfectionism dimensions (e.g., Mallinckrod et al., 2004). However, no study has examined the possible association between attachment, perfectionism, and social disconnection. In the current study, we measured participants' attachment styles, perfectionistic self-presentation and social disconnection. Results from a sample of adolescents (n=178) revealed significant positive correlations between perfectionistic self-presentation and insecure attachment styles. Nondisclosure of imperfection mediated between fearful attachment and social disconnection. The results suggest both insecure attachment and interpersonal dimensions of perfectionism play a crucial role in the experience of perfectionistic self-presentation. The current study has significant implications for our understanding of the development of perfectionism.

#16
Clinical Psychology/
Psychologie clinique

DOES EXPOSURE WITH RESPONSE PREVENTION REDUCE AVOIDANCE BEHAVIOURS IN OBSESSIVE COMPULSIVE DISORDER?

Brenda Chiang, Anxiety Treatment and Research Centre, St. Joseph's Healthcare; Karen Rowa, Anxiety Treatment and Research Centre, St. Joseph's Healthcare; Martin M. Antony, Ryerson University; Richard P. Swinson, Anxiety Treatment and Research Centre, St. Josephs's Healthcare

Individuals with obsessive compulsive disorder (OCD) engage in broad avoidance of situations related to their symptoms, which likely contributes to lowered quality of life (QOL). Although many treatment outcome studies measure change on some aspect of QOL, no studies have targeted avoidance as an outcome measure. Further, the gold standard symptom outcome measure (Yale-Brown Obsessive Compulsive Scale) does not directly assess avoidance behaviour. The goal of this study was to explore avoidance before and after exposure with response prevention (ERP), including avoidance of multiple situations, places, and more specific day-to-day tasks (e.g. chores, meeting up with friends). Participants were 28 individuals with a principal diagnosis of OCD who received 14 sessions of ERP. Participants completed the Y-BOCS and two measures of avoidance at pre and posttreatment. Results indicate that both Y-BOCS and avoidance scores decreased significantly after treatment. There was a significant correlation between the change in Y-BOCS scores and change in OCD Mobility Scale ratings after treatment (r = .41). This moderate correlation indicates that, for some, ERP might reduce either symptom severity or avoidance of daily activities with less effect on the other domain. Implications for assessing treatment outcome are discussed.

#17
Clinical Psychology/
Psychologie clinique

FRONTAL LOBE FUNCTION AS AN IMPORTANT PREDICTOR OF ACTIVITIES OF DAILY LIVING (ADL) IN AT-RISK AND EARLY DEMENTED ELDERLY

Ara Cho, Sanggye Paik Hospital; Jangnae Kim, Sanggye Paik Hospital; Joohyun Kil, Sanggye Paik Hospital

The status of activities of daily living (ADL) is closely related with the quality of life of the patients with dementia and their caregivers, and is also a useful index of the functions, prognosis and death rate among the demented elderly. In this study, demographic factors, memory functions, depressive symptoms, and frontal lobe functions were measured in 214 subjects who met the criteria of Mild Cognitive Impairment or early dementia. The variable of depressive symptoms was excluded from the analysis as it did not show significant correlation with either B(Barthel)-ADL or I(Instrumental)-ADL. Multiple regression analysis indicated an overall model of one predictor (frontal lobe functions) that significantly predicts B-ADL after controlling for the educational years, age, and sex. When the variable of memory functions was additionally entered into the model, it explained only 2.1% of variance of B-ADL, which was insignificant. Similar results were found for I-ADL. ADL gradually declines in the demented patients, and this may increase the stress level of the patients and their caregivers as well as the healthcare cost and the need for institutionalization. The current study suggests the importance of considering frontal lobe functions, an important predictor of ADL, when developing treatment and rehabilitation programs for the elderly.

#18
Clinical Psychology/
Psychologie clinique

EXAMINING THE ROLE OF AFFECT REGULATION IN THE RELATIONSHIP BETWEEN DEPRESSIVE SYMPTOMS AND BINGE EATING AND PURGING BEHAVIORS

Melanie M. Cochrane, McMaster University

The association between depression and bulimia nervosa has long been established. Although there is evidence to suggest that affect regulation explains the relationship between depressive symptoms and bulimic behaviors, no studies have tested this model. The present study used regression analyses to test this negative affect model of bulimia. Twenty-three female youth, who had been diagnosed with an eating disorder, completed questionnaires pertaining to depressive symptoms (negative mood and ineffectiveness), bulimic symptoms (binge eating and purging behaviors specifically), and specific affect regulation processes (i.e. Nonacceptance, Impulse, Strategies, Clarity, Goals and Awareness). Results indicated that both symptoms of depression were associated with bulimic symptoms, and that these relationships were fully mediated by impulsivity, nonacceptance of emotion, and the possession of few affect regulation strategies. Proposed explanations as to why these specific affect regulation strategies better predict bulimic symptoms than other affect regulation strategies are discussed.

#19
Clinical Psychology/
Psychologie clinique

SELF-REPORTED ADHD SYMPTOMS IN ADOLESCENTS WITH ADHD: WHAT DO THEY TELL US?

Laura Connors, York University; Karen Ghelani, Hospital for Sick Children; Umesh Jain, Centre for Addiction and Mental Health; Rosemary Tannock, Hospital for Sick Children; Maggie E.Toplak, York University

The diagnosis of ADHD is typically based on parent report, often with converging information from teachers (Connors, Connolly, & Toplak, 2010). In this study, we examined associations between self-reported ADHD symptoms with gender, self and parent-reported hyperactivity and internalizing symptoms, and academic functioning in a sample of adolescents diagnosed with ADHD. Participants aged 12-18 were divided into groups based on whether they were high (six or more symptoms) or low (less than six) self-reporters of ADHD symptoms. In a sample of 106 (n=81 males) adolescents diagnosed with ADHD, 40% of the sample were high self-reporters of ADHD symptoms. There were no gender differences in the high versus the low ADHD symptom self-reporters (x^2 =.07, p=.79). When examining how participants differed on parent and self-reported internalizing and hyperactivity scales of the Strengths and Difficulties Questionnaire (Goodman, 1997), self and parent reports of internalizing and hyperactivity symptoms were significantly higher for the high vs. low ADHD symptom self-reporters (p=.01, p=.02, respectively). This pattern of findings was not accounted for by gender. Low vs. high ADHD symptom self-reporters did not differ on broad reading and math scores. These findings contribute to an emerging literature on the diagnostic value of self-reported ADHD symptoms in adolescents with ADHD.

#20
Clinical Psychology/
Psychologie clinique

MODELING A WAITING LIST REDUCTION OPTIONS FOR PARENTS SEEKING CHILDREN'S MENTAL HEALTH SERVICES:A DISCRETE CHOICE CONJOINT EXPERIMENT

Charles E. Cunningham, McMaster University; Patrick McGrath, Dalhousie University; Heather Rimas, McMaster University; Yvonne Chen, McMaster University; Stephanie Mielko, McMaster University; Graham Reid, University of Western Ontario; Ellen Lipman, McMaster University; Penny Corkum, Dalhousie University

We modeled services options for families on wait lists (WL) for children's mental health (CMH) treatment. Parents (n=1060) seeking CMH services chose between options composed of 14 experimentally varied WL service attributes. Latent Class analysis yielded 3 segments. All segments preferred evening WL services enhancing their knowledge and skill, activities involving children, and an opportunity to develop skills to deal with their own difficulties. They preferred WL options supported by both parental experience and research. The High Involvement segment (47.7 %) chose to devote twice as much time to WL options. They preferred 1 to 1 or small group contacts, more frequent checkup calls and wait time updates. Virtual Involvement parents (36.2%) reported higher education and better computer skills. They preferred working in small internet chat groups. Low Involvement parents (16.2%) anticipated fewer benefits to WL services. They preferred working alone, contacts by phone, and less frequent check–up calls and wait time updates. Simulations suggest a differentiated segment-specific strategy would maximize the utilization of WL services.

#21
Clinical Psychology/
Psychologie clinique

MODELING DISTANCE PARENTING PROGRAMS AS WAIT LIST LIST REDUCTION OPTIONS FOR PARENTS SEEKING CHILDREN'S MENTAL HEALTH SERVICES:A DISCRETE CHOICE CONJOINT EXPERIMENT

Charles E. Cunningham, McMaster University; Patrick McGrath, Dalhousie University; Heather Rimas, McMaster University; Yvonne Chen, McMaster University; Stephanie Mielko, McMaster University; Graham Reid, University of Western Ontario; Ellen Lipman, McMaster University; Penny Corkum, Dalhousie University

We modeled distance parenting programs (DPP) as an alternative to children's mental health (CMH) waitlists. Parents (n=1036) seeking CMH services chose between options composed of 14 DPP attributes. Latent Class analysis yielded High (33.4%), Virtual Involvement (37.7%), and Low Involvement (28.8%) segments. All segments preferred programs with readings, video, and practice. The 3 segments differed with respect to the frequency of parenting lessons, homework planning calls, telephone prompts, practice sessions, and progress checks. High Involvement parents preferred live coaches and parenting groups. They were less likely to use virtually–coached programs. Moderate Involvement parents preferred e–mail contact with other parents and more virtually–coached sessions. They were more likely to use a virtually coached program. Low Involvement parents perceived fewer benefits and more barriers to the use of DPPs. Significant others exerted less influence on their decision to use services. They reported they would be less likely to use currently available DPPs. Simulations suggest a range of DPP options is needed to maximize utilization.

#22
Clinical Psychology/
Psychologie clinique

MODELING THE PREFERENCES OF YOUNG ADULTS FOR INFORMATION ABOUT ANXIETY AND DEPRESSION: A DISCRETE CHOICE CONJOINT EXPERIMENT

Charles E. Cunningham, McMaster University; John Walker, University of Manitoba; John Eastwood, York University; Henny Westra, York University; Heather Rimas, McMaster University; Yvonne Chen, McMaster University; Madalyn Marcus, York University; Keyna Bracken, McMaster University

We modeled a mental health (MH) information (I) strategy for young adults. 1035 participants made choices between options composed of 15 MHI attributes. Latent Class analysis yielded 3 segments. Conventional adults (30.2%) preferred MHI recommended by doctors, endorsed by MH professionals, and supported by family doctors. They preferred conventional formats (e.g., books), were less likely to use social networking sites, and would devote more time to the IT process. The Minimal Interest segment (38.6%) chose brief, anonymous MHI on the internet. They wanted to feel more informed but were less interested in symptom reduction. The Distressed segment (31.2%) was more anxious. They chose MHI with self–assessment options and links to service providers. They preferred MHI recommended by young adults who had experienced MH problems. They wanted to reduce loneliness, but chose to pursue MHI independently via the internet. All segments preferred MHI about alternatives (e.g. diet and exercise) to psychological treatment or medication. They chose MHI advertised in traditional media (e.g., TV and radio) rather than social networking sites. Proximity to MH problems, age, gender, immigrant status, and income were unrelated to segment membership. Simulations suggest a differentiated segment-specific strategy would maximize the use of MHI.

#23
Clinical Psychology/
Psychologie clinique

THE ROLE OF EMOTIONAL AND COGNITIVE FACTORS IN FORENSIC CRIMINAL BEHAVIOUR

Jamie D. Curno, McMaster University; Heather McNeely, St. Joseph's Healthcare, Hamilton; Heather Moulden, St. Joseph's Healthcare, Hamilton; Scott Watter, McMaster University

The aim of this study is to investigate the way in which emotional and cognitive factors influence commission of criminal acts in a psychiatric population. Alexithymia is a personality trait characterized by difficulty identifying and describing feelings and is believed to be related to empathy deficits. These affective features are prevalent within psychiatric populations and have been linked to criminal behaviour in non-forensic samples. Empathy is theorized to act as a feedback mechanism which inhibits aggressing. Thus, repeat acts of aggression may relate to a breakdown in this feedback mechanism. However, it is unclear whether this breakdown is due to an inability to experience empathy or whether it also relates to a cognitive deficit in inhibitory control. To elucidate the relationship between these factors we plan to recruit 78 psychiatric inpatients; half from a Forensic Program and half from acute and tertiary care units. Participants will complete the Wechsler Abbreviated Scale of Intelligence (WASI), the Stroop Colour and Word Test, the Toronto Alexithymia Scale-20 (TAS-20) and the Toronto Empathy Questionnaire (TEQ). A multiple regression analysis will be conducted in which levels of alexithymia, empathy and cognitive inhibition will be included to evaluate the extent to which they account for unique and/or shared variance in frequency of criminal behaviours.

#24
Clinical Psychology/
Psychologie clinique

PROFILES OF SELF-HARMING BEHAVIOUR AMONG CHILDREN/YOUTH IN TERTIARY LEVEL RESIDENTIAL TREATMENT FOR SERIOUS MENTAL HEALTH DISORDERS

Melissa Currie, Child and Parent Resource Institute; Ontario Ministry of Children and Youth Services; Shannon L. Stewart, Child and Parent Resource Institute

Prevalence of youth self-harming behaviour has been studied in both hospital-based and community samples. Findings suggest self-harm risk is higher among youth who are female, 12 years or older, have relationship difficulties with parents, have peer relationship difficulties, and/or exhibit symptoms of anxiety, depression, or impulsivity. This study examined whether self-harm risk factors were present among youth entering residential treatment at a tertiary mental health facility in Ontario which treats a population whose mental health issues are too challenging for the community but not necessarily worthy of hospitalization. Using data from the Brief Child & Family Phone Interview (BCFPI; Cunningham et al., 2006), preliminary analyses of over 200 youth (20% female) were conducted to examine relationships between self-harming behaviour and risk factors. Statistically significant predictor variables included relationship difficulties with parents, high anxiety and low impulsivity. Variables not found to be statistically significant predictors of self-harm included age, social participation, depression and sex (although self-harm rates were higher for girls). Results have implications for youth treated for complex, co-morbid mental health problems within residential facilities. Findings have significant treatment and programming implications.

#25
Clinical Psychology/
Psychologie clinique

DID I FORGET TO LOCK THE DOOR? FREQUENT PROSPECTIVE MEMORY FAILURES MAY CONTRIBUTE TO INTRUSIVE DOUBTS AND CHECKING COMPULSIONS

Carrie Cuttler, Concordia University; Steven Taylor, University of British Columbia

The most common manifestation of obsessive-compulsive disorder is checking compulsions. Individuals with checking compulsions have intrusive doubts that they failed to perform a task and feel compelled to check repeatedly to ensure the task was indeed completed. Previous research (Cuttler & Graf, 2007, 2008, 2009) has demonstrated a link between checking compulsions and impaired prospective memory task performance. The results have been used to suggest that a deficit in prospective memory may contribute to the compulsion to check. Specifically, that frequent prospective memory failures may lead to intrusive doubts that tasks were not completed and ultimately to the compulsion to check. To date the link between prospective deficits and intrusive doubts has not been explored. Thus, the purpose of the present study was to examine the links between prospective memory, doubting and checking compulsions. Student participants completed a series of lab- and field-based prospective memory tasks as well as questionnaires used to measure prospective memory, checking compulsions and doubting. Our findings revealed significant correlations between prospective memory, doubting and checking. These results are consistent with the notion that frequent prospective memory failures are related to intrusive doubts that tasks were not completed and ultimately to the compulsion to check.

#26
Clinical Psychology/
Psychologie clinique

GENDER AS A MODERATOR OF THE RELATION BETWEEN ROMANTIC INTIMACY AND DYADIC ADJUSTMENT

Cathy Dandurand, University of Ottawa; Christine Levesque, University of Ottawa; Nicolas Gabbay, University of Ottawa; Marie-France Lafontaine, University of Ottawa

Intimacy is demonstrated to be an important feature of couple functioning (Reis & Shaver, 1988). However, a myriad of research demonstrates that women, when contrasted with men, report higher levels of intimacy in their couple relationship (Reiss, 1998). It has been argued that traditional measures of intimacy (i.e., emotional intimacy) are biased towards a feminine stereotype resulting in men's unique experiences of intimacy being underrepresented (Hook et al., 2003). As such, this study aimed to examine: 1) gender differences among 6 facets of romantic intimacy (emotional, sexual, recreational, intellectual, conventional, and social); 2) the relation between each facet of intimacy and dyadic adjustment; and 3) whether gender accounted for differences (i.e., moderated) in the relation between intimacy and dyadic adjustment. The sample comprised of 165 undergraduate students in a romantic relationship of at least 12 months whom completed a sociodemographic measure, the Dyadic Adjustment Scale, and the Personal Assessment of Intimacy. Using a MANOVA, results demonstrated significant gender differences among 4 facets of intimacy. Additionally, using GLM, each facet of intimacy was demonstrated to be significantly related to dyadic adjustment and the moderation model was supported for emotional, social and intellectual intimacy. Implications of the results are discussed.

#27
Clinical Psychology/
Psychologie clinique

THE IMPACT OF SLEEP MANIPULATION ON ACADEMIC AND BEHAVIOURAL FUNCTIONING IN ELEMENTARY SCHOOL-AGED CHILDREN

Fiona Davidson, Mount Saint Vincent University; Jennifer Vriend, Dalhousie University;
Penny Corkum, Dalhousie University

Sleep is an important component of child development, yet a growing number of children are sleeping less than recommended. Correlational research has showed significant relationships between shortened sleep and difficulties with academic performance, attention and behaviour, however very few studies experimentally manipulate children's sleep to evaluate the daytime consequences. This study examined the impact of sleep restriction on attention, behaviour, and academics in typically developing children. Sleep duration was restricted and extended by one hour from baseline sleep for 4 nights each. The impact of these sleep conditions was assessed through both objective (one-to-one tests) and subjective (parent, teacher, RA, child questionnaires) measures. We hypothesized that all informants would report decreased behavioural functioning and perform less well on tasks of academic functioning when sleep restricted compared to sleep extended. Preliminary analysis found no significant differences on teachers' ratings of behaviour in the extended sleep condition, however parents and children reported significant changes. The research assistant was blind to experimental condition and also reported significant changes. Results indicate that even modest amounts of sleep loss can affect daytime behaviour in children, however the changes may be subtle and not observable in the classroom.

#28
Clinical Psychology/
Psychologie clinique

EXPLORING THE INTERNAL CONFIGURATION OF BIPOLAR DISORDERS: A RORSCHACH COMPREHENSIVE SYSTEM STUDY

Loray Daws, private practice; Maurice Aronstam, Lecturer- University of Pretoria

Objectives: Scientific mapping and exploration of the experience of self (self representation), of others (object representation) and its direct implication on affect regulation is central to the understanding of the internal world of Bipolar Disorders. The current study assessed the modulating of affect, viewing the self, and finally, relating to others. Method: 50 Bipolar Disorder respondents at two provincial academic hospitals (South Africa) were selected through opportunity sampling and evaluated through the Rorschach Comprehensive System (CS). Results: According to the Rorschach results the sample seemed to have difficulties in areas such as the modulation of affect in moderation, maintaining adequate self-esteem, forming a stable sense of identity, being self-aware, anticipating interpersonal intimacy, as well as balancing interpersonal collaboration with assertiveness. Conclusion: Self-regulation, possible perceptual differences in sensory-affective reactivity and processing, maintaining trust and intimacy in relationships, as well difficulties in representational elaboration and differentiation needs further exploration.

#29
Clinical Psychology/
Psychologie clinique

THE BIFACTOR MODEL OF ATTENTION-DEFICIT/HYPERACTIVITY DISORDER IN CLINIC-REFERRED CHILDREN

Anthony DeBono, York University; David B. Flora, York University; Karen Ghelani, The Hospital for Sick Children; Rosemary Tannock, The Hospital for Sick Children; Maggie E. Toplak, York University

The symptom domains of Attention-Deficit/Hyperactivity Disorder (ADHD) consist of inattention and hyperactivity/impulsivity, despite heterogeneity in the expression of the condition. There is substantial debate regarding the conceptualization of the disorder, particularly with respect to the seemingly distinct symptom domains that characterize the condition. The purpose of the current study was to examine the symptom structure of ADHD in a sample of clinic-referred children using Confirmatory Factor Analysis. One hundred forty-nine school-aged children (110 males; 39 females) between the ages of 6 and 12 years (M = 9.13; SD = 1.70) referred for assessment of ADHD participated in this study. The Strengths and Weaknesses of ADHD-Symptoms and Normal Behavior scale was administered to 138 parents and 139 teachers to rate ADHD symptoms. The fit of the five factor structures were examined: a unidimensional (one factor) model, two correlated models, and two bifactor models. A bifactor model with a general ADHD factor that accounted for the symptoms across domains along with two specific factors of inattention and hyperactivity/impulsivity best fit the data, irrespective of the informant. This research has important implications for the conceptualization of ADHD, suggesting unity between the symptom domains.

#30
Clinical Psychology/
Psychologie clinique

SELF-REGULATORY FACTORS IN ACCEPTANCE AND CONTROL-BASED COPING FOR PAIN: THE BENEFIT OF SELF-EFFICACY AND THE COST OF CONTROL

Matthew Decter, Department of Psychology, University of Manitoba; Ross McCallum, Department of Psychology, University of Manitoba; Edward A. Johnson, Department of Psychology, University of Manitoba

This study explored two possible bases for differences in the efficacy of acceptance versus control-based coping for analogue (cold pressor) pain in a college sample (N=190). The study assessed one cost of control-based coping (ego depletion) and a benefit of acceptance (improvement in perceived self-efficacy;Bandura, 1997). As acceptance may be a qualitatively different form of control (i.e., "letting co control", Shapiro, 1998) it was hypothesized that relative to control-based coping, successful acceptance would be associated with improved pain coping self-efficacy. In contrast, control-based coping efforts, which engender a self-regulatory cost were expected to be associated with decreases in perceived self-efficacy. Results showed post-intervention between group improvements in self-efficacy for the acceptance condition relative to suppression but no differences on ego depletion measures. Discussion focuses on the role of self-regulatory factors in pain coping success.

#31
Clinical Psychology/
Psychologie clinique

CHANGES IN PARENTING AS A PREDICTOR OF SEVERITY OF NIGHT WAKING IN 2-5 YEAR OLDS OVER 6-MONTHS

Justine Dol, The University of Western Ontario; Graham J. Reid, The University of Western Ontario; Judith Aimee Coulombe, The University of Western Ontario

Background: Night waking is a common sleep problem among preschool-age children. Parental presence at sleep onset and interactions during the night may affect the maintenance of sleep problems. This study examined maternal presence at sleep onset and active comforting and limiting setting behaviours at night in relation to children's night waking over 6 months. Methods: Mothers (N=94) of 2-to-5 year olds rated their children's severity of night waking and their maternal behaviour related to their child's sleep at baseline and 6-months. Mothers were grouped based on changes in their behaviour over time. Repeated-measures ANOVA were run compare the changes in night waking as a function of changes in maternal behaviour. Results: The severity of night waking decreased in all children ($t(93)=4.41$, $p < .001$). Mothers who increased the frequency of their presence at sleep onset reported more severe night waking 6 months later than those who maintained low presence ($p < .05$). Changes in limit setting or active comforting parent behaviours were not related to changes in children's night waking. Conclusion: Decrease in severity of night waking occurred in all children over 6 months, suggesting that night waking may decrease naturally. Mothers who increased their presence at sleep onset may have children who have difficulty settling at bedtime, requiring more interaction.

#32
Clinical Psychology/
Psychologie clinique

DO PARENTS CONSIDER EMPIRICAL SUPPORT WHEN SELECTING TREATMENTS FOR THEIR CHILDREN WITH AUTISM SPECTRUM DISORDERS?

Brianne E. Drouillard, University of Windsor; Marcia N. Gragg, University of Windsor; Rita T. Miceli, Parent Advisor; Ashley M. Mullins, University of Windsor; Amanda J. Beneteau, University of Windsor

The current study examined the importance of empirical support in parents' treatment selection for their children with autism spectrum disorders (ASD). Participants were 19 parents of children with ASD under the age of 6 from Southwestern Ontario who individually completed brief questionnaires and semi-structured interviews regarding factors influencing their treatment selection for their children with ASD. Although thematic analysis is ongoing for 7 participants, preliminary results are consistent with previous findings that the empirical support for each treatment does not appear to be the most important factor in parents' treatment selection. Only 1 of the 5 treatments most frequently selected by parents is classified as empirically established. Implications and recommendations are discussed.

#33
Clinical Psychology/
Psychologie clinique

DIFFERENTIATING EFFECTS OF PARENTAL BELIEFS ABOUT CHILDREN'S NEGATIVE EMOTIONS IN PREDICTING SYMPTOMS OF ANXIETY AND DEPRESSION IN CHILDREN

Megan Duffett, University of Windsor; Kimberley Babb, University of Windsor

The present study examined emotion-related parenting beliefs as predictors for symptoms of depression and anxiety in children in a nonclinical sample. The sample consisted of 58 parents ($M = 30.13$, $SD = 7.56$), with children aged 3 to 12 ($M = 6.38$, $SD = 2.76$). Eighty-one percent of the parents were mothers and 45% of the sample was ethnically diverse. Multiple regression analyses were conducted to examine whether emotion-related parenting beliefs differentially predicted levels of anxiety and depression symptoms in children. The predictor variables included four emotion-related parenting styles: emotion-coaching, parental rejection of negative emotion, parental acceptance of negative emotion, and feelings of uncertainty/ineffectiveness. Outcome variables included parent report of their child's symptoms related to anxiety and depression. Parental internalizing problems were controlled in both regression analyses. The results revealed that low emotion coaching and high parental acceptance of emotion predicted higher levels of child depression where as higher levels of parental rejection of negative emotion predicted higher levels of child anxiety. The current study suggests that the way in which parents approach negative emotions may be differentially associated with anxious and depressive symptoms in children. Implications for the findings are discussed.

#34
Clinical Psychology/
Psychologie clinique

EMOTION-RELATED PARENTING STYLES AND PARENTAL COPING SOCIALIZATION STYLES: CORRELATES OF ANXIETY SYMPTOMS IN RELATION TO FIVE ANXIETY DISORDERS IN CHILDREN

Megan Duffett, University of Windsor; Kimberley Babb, University of Windsor

The present study examined the relation between emotion-related parenting styles, parental coping socialization styles, and anxiety symptoms, which map onto five anxiety disorders in children. The nonclinical sample consisted of 58 parents ($M = 30.13$, $SD = 7.56$), with children aged 3 to 12 ($M = 6.38$, $SD = 2.76$). Eighty-one percent of the parents were mothers. Pearson correlations were conducted between four emotion-related parenting styles (emotion-coaching [EC], parental rejection of negative emotion [PR], parental acceptance of negative emotion [PA], and feelings of uncertainty/ineffectiveness [UN]), six coping socialization variables (distress reactions, punitive reactions, minimizing reactions, expressive encouragement, emotion-focused reactions, and problem-focused reactions), and five anxiety disorders (separation [SA], social [SOC], generalized [GAD], obsessive compulsive [OCD], and panic [PD]). The results suggested that low EC relates to higher levels of OCD symptoms, high PR relates to higher levels of SA and OCD symptoms, high PA relates to higher levels of GAD symptoms, and high UN relates to higher levels of SAD, GAD, OCD, and PD symptoms. With regards to parental coping socialization, in general, more negative reactions related to higher levels of SA and GAD symptoms, while less positive and more negative reactions related to higher levels of OCD and PD symptoms.

#35
Clinical Psychology/
Psychologie clinique

THE EFFICACY OF IMMERSIVE MEDIA FOR THE DELIVERY OF A PROGRESSIVE MUSCLE RELAXATION INTERVENTION

Chris M. Duggan, Memorial University of Newfoundland; Peter G. Mezo, Memorial University of Newfoundland; Jeanna Hall, Memorial University of Newfoundland

Progressive Muscle Relaxation (PMR) is a generally accepted anxiety management intervention that is aimed at training individuals to systematically tense and relax several different muscle groups. Individuals subsequently learn how to distinguish between the sensations of muscle tension and relaxation, which helps individuals achieve deep relaxation (Barlow, 2001). Research evidence indicates that PMR techniques are effective in reducing heart rate, respiration, skin resistance (Wallace & Benson, 1972), and state anxiety (Pawlow & Jones, 2002). New immersive media PMR interventions are being marketed to clinicians, highlighting the need to establish the efficacy of this unique mode of intervention delivery. The purpose of this research was to compare the efficacy of two different modes of PMR delivery in the reduction of anxiety and physiological arousal, immersive media and in-person. Participants were assigned to either the in-person condition or immersive media condition. The results indicated that after the PMR intervention the participants in the immersive media and in-person condition did not differ in terms of negative affect, F(1,10) = 0.52, p = .49, heart rate variability, F(1,9) = 1.92, p = 0.18, or satisfaction with the intervention, t(10) =2.20, p = 0.052. These results suggest that immersive media PMR interventions are just as efficacious as in-person sessions.

#36
Clinical Psychology/
Psychologie clinique

EXAMINING THE INFLUENCE OF BODY REGARD ON INDICES OF NON-SUICIDAL SELF-INJURY SEVERITY

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

Body regard involves thoughts, feelings, and behaviours related to an individual's perception of their body and physical appearance. Negative body regard is a risk factor for suicidality, yet research is limited on the relationship between body regard and non-suicidal self-injury (NSSI). NSSI is deliberate, self-inflicted damage to body tissue without suicidal intent, for purposes not socially sanctioned. The present study examined the influence of body regard on indices of NSSI severity among a sample of 128 first-year university students who reported engaging in NSSI. Cases with missing data were removed, for a final sample of 124 participants (73% female; M = 19.5, SD = 1.3). Participants were grouped by high (n = 32; M = 85.9, SD = 9.6) and low (n = 92; M = 55.3, SD = 10.8) ratings of body regard, based on Body Influence Assessment Inventory (BIAI) scores. The BIAI is a 28-item self-report questionnaire that assesses feelings about one's body and appearance. Results indicated significant differences concerning methodology, t(1) = -.208, p < .05, with the high group reporting more methods of self-injury (M = 3.53, SD = 4.9) compared to the low group (M = 2.24, SD = 2.1). The high BIAI group was more likely to self-injure with suicidal intent, &#967;2(1) = 4.72, p < .05. Discussion focuses on the association between negative body regard and NSSI severity profiles.

#37
Clinical Psychology/
Psychologie clinique

THE ROLE OF HUMOUR IN AN ANTI-STIGMA INITIATIVE: RESULTS FROM AN EFFICACY AND FEASIBILITY STUDY EVALUATING STAND UP FOR MENTAL HEALTH

Kim R. Edwards, University of Western Ontario; Rod A. Martin, University of Western Ontario; Paul M. Kohn, York University; Abraham Rudnick, Regional Mental Health Care; David Podnar, University of Western Ontario; Sara Caird, The University of Western Ontario; Marnie Wedlake, Canadian Mental Health Association; David Granier, Stand Up for Mental Health; Jeffrey Reiss, University of Western Ontario; Charles Nelson, University of Western Ontario; Patricia van Egmond, Canadian Mental Health Association; Richard Owen, London Health Sciences Centre

Clinicians and researchers have suggested that humour may play an important role in mental health and resiliency, boosting positive emotions, enhancing interpersonal relationships, and serving as a way to gain perspective on a problem (Martin, 2007). Given that humour could be used as a coping tool for people with mental illness, a program was developed called "Stand up for Mental Health" which teaches mental health service users how to develop stand up comedy routines targeting mental health related issues. This study was the first to examine the efficacy and feasibility of the program. Two other groups were included for comparison purposes: a comedy DVD group and a standard wait list control group. Participants completed a number of mental health questionnaires prior to being randomly assigned to one of the three groups as well as immediately post and three months after the intervention. Twenty-two participants remained in the program at the three month follow-up. Results indicated that the Stand-Up Group showed a marginally significant increase in self-esteem relative to the control group, although all other analyses were non-significant. While this study demonstrated that it is feasible to study humour-related interventions with people who have mental health challenges, the results did not provide strong support for the efficacy of comedy training as an intervention.

#38
Clinical Psychology/
Psychologie clinique

DURATION AND DIFFICULTY OF DECISIONS TO SEEK PSYCHOTHERAPY: RELATIONSHIP TO CLIENT CHARACTERISTICS, DISTRESS, AND THERAPY OUTCOME

Katherine P. Elliott, University of Ottawa; Robin Westmacott, University of Ottawa; Orly Rumstein-McKean, Ottawa Couple and Family Institute; Marlene Best, University of Ottawa; John Hunsley, University of Ottawa

The present study examined the duration and difficulty of clients' decisions to seek psychotherapy, and whether difficulties were predictive of therapy process and outcome. Seeking psychotherapy can be conceptualized as having three stages after problem recognition: Deciding therapy might help, deciding to seek therapy, and contacting a therapist. Duration and difficulty of decisions were examined in a sample of 156 adult clients seeking individual psychological service from a university training clinic. Clients were assessed before intake, between the third and fourth sessions, and post-therapy. Before intake, clients reported that the first step was the most difficult and took the longest, with each subsequent step becoming easier and shorter. At each step, the more difficult the decision, the more time clients took to make it. Duration and difficulty of decisions were unrelated to age, gender, and education level. Higher distress was associated with more difficulty in deciding therapy might help and deciding to seek therapy. Contrary to hypotheses, duration and difficulty of decisions to seek therapy were not predictive of expectations or evaluations of difficulty experienced working on problems in therapy, commitment to therapy, or symptom improvement measured after session 3 and post-therapy. The relevance of results to clinicians and intervention programs is discussed.

#39
Clinical Psychology/
Psychologie clinique

THE PROGRESS OF CHILDREN DIAGNOSED WITH AUTISTIC DISORDER WHO RECEIVED INTENSIVE BEHAVIOURAL INTERVENTION

Jennifer Falcioni, Child Care Resources; Elizabeth Levin, Laurentian University; Tom Managhan, Private Psychologist; Cynthia Whissell, Laurentian University; Shelley Watson, Laurentian University

The main purpose of the current study was to retrospectively examine the effectiveness of IBI as utilized by one centre. The research was designed to determine if participants' functioning level, length of treatment and chronological age were correlated with improvements in scores from pretest to posttest. The study also attempted to determine if there were specific predictors of a child's success in the IBI program. The sample included 37 files of children diagnosed with autistic disorder who had previously received and been discharged from an IBI program. Program effectiveness was demonstrated as participants decreased the severity of symptoms displayed, increased adaptive functioning, and increased learning rates following IBI. The bi-variate correlation matrix demonstrated that having less severe symptomology at the onset of treatment was related to a greater overall decrease in symptom severity following treatment and that chronologically younger children showed greater improvements in decreasing symptom severity, increasing adaptive functioning skills and learning rate. The multiple regression identified age as a useful predictor of treatment outcomes. Results of the current study are consistent with the findings of previous research regarding the benefits of IBI and has implications in program efficacy, earlier diagnosis and wait list lengths.

#40
Clinical Psychology/
Psychologie clinique

THE CLINICAL USE OF MINDFULNESS FOUND IN THE DESCRIBED EXPERIENCE OF PATIENTS

Donald Ferren, Ph.D., C.Psych., Peterborough Regional Health Centre; Leanne Lamothe, MSW, RSW, Peterborough Regional Health Centre

This poster describes the results from a series of mindfulness based group interventions run in two psychiatric hospital settings. Participants had a variety of diagnoses including depression, anxiety and personality disorder. A history of trauma was common. A grounded theory analysis of participant post group interviews and metaphors of their life pre and post, bring depth to the understanding of change experienced with mindfulness practice. This adds to the growing quantitative outcome research supporting the clinical benefits of mindfulness programs for a variety of patient groups and diagnostic conditions. The changed relationship to experience, ability to respond more skillfully to difficult situations, increase in self compassion and changed relations with others are all common experiences noted. As one participant commented, her most crucial learning was, "it's okay to not be okay". Another one noted, "I learned to trust strangers more than i ever thought possible. Learning to not make judgments on myself was the most important experience of all".

#41
Clinical Psychology/
Psychologie clinique

PREDICTING PATTERNS OF SUBSTANCE ABUSE AND DEPENDENCE AMONG AXIS I AND II DISORDERS: FINDINGS FROM A NATIONALLY REPRESENTATIVE SAMPLE

Mathew Fetzner, University of Regina; Katherine A. McMillan, University of Regina; Gordon J. G. Asmundson, University of Regina

Pharmacological properties of substances may serve to ameliorate deleterious symptoms of mental disorders; therefore, patterns of substance abuse (ABU) and dependence (DEP) among individuals with Axis I and II disorders are important for psychological treatment and research. The present study assessed rates of depressant, stimulant, hallucinogen, and inhalant ABU and DEP among individuals with anxiety, mood, personality and psychotic disorders. Participants were from the National Epidemiologic Survey of Alcohol and Related Conditions ($n = 34{,}653$). Logistic regression analyses, adjusted for sociodemographics and other mental disorders, indicated anxiety disorders predicted depressant ABU (AOR=1.41[CI95%1.25-1.58]) and DEP (2.10[1.79-2.47]), and stimulant ABU (1.57[1.16-2.14]) and DEP (2.37[1.44-3.90]). Mood disorders predicted stimulant (3.58[2.15-5.98]) and depressant (2.17[1.81-2.61]) DEP, and depressant (1.34[1.15-1.56]) and stimulant (2.19[1.52-3.16]) ABU. Personality disorders predicted depressant DEP (2.58[2.16-3.07]), and stimulant (1.71[1.48-1.98]) and hallucinogen (3.20[2.22-4.62]) ABU. Psychotic disorders did not predict any substance ABU or DEP. Results suggest that anxiety, mood, and personality disorders are more closely associated with DEP than ABU issues. Specific associations and theoretical implications will be discussed.

#42
Clinical Psychology/
Psychologie clinique

ANTECEDENT EXERCISE AND STUDENTS' DISRUPTIVE BEHAVIOURS: AN EXPLORATORY ANALYSIS OF TEMPORAL EFFECTS

Anthony Folino, University of Toronto; Joseph Ducharme, University of Toronto

Low autonomic arousal (measured by low resting heart rate) is one of the best-replicated biological correlates of antisocial behaviour (AB). The stimulation seeking theory (SST) suggests that low arousal represents an unpleasant physiological state. In line with the SST, antisocial individuals engage in AB to increase stimulation and achieve optimal arousal levels. If, as the SST suggests, the function of AB is to increase arousal, exposing antisocial individuals to functionally equivalent forms of arousing situations (e.g., aerobic exercise) should reduce AB. Although a growing body of literature clearly indicates that antecedent exercise reduces AB, the temporal effects (i.e., how long the beneficial effects lasts) of this approach remains unknown. The present study involved 4 students (age range 11-14) enrolled in a closed behavioural classroom due to severe AB. Through the use of an alternating treatment design with baseline, students were exposed to baseline conditions and then to two experimental conditions, (i.e., an antecedent exercise condition and control condition) in a randomized fashion. Results indicated that 30 minutes of moderate to intense aerobic exercise resulted in approximately 90 minutes of behavioural improvements for all participants. The use of antecedent exercise as a treatment alternative in schools is discussed.

#43
Clinical Psychology/
Psychologie clinique

USING A BEHAVIOURAL APPROACH TEST TO EVALUATE THE IMPACT OF IMAGINAL EXPOSURE

Katie Fracalanza, Ryerson University; Naomi Koerner, Ryerson University; Martin M. Antony, Ryerson University

Systematic exposure to threatening mental images (imaginal exposure [IE]) may reduce GAD symptoms. This study explored the utility of a behavioural assessment of IE. People with GAD engaged in written IE for 20 minutes on 3 days. They were assigned to consistent IE (CIE), varied IE (VIE), or neutral writing (NW). They completed a behavioural approach test (BAT) prior to and 1 week after writing. The BAT involved imagining the worst case scenario coming true and rating fear and desire to avoid it. All conditions showed reduced fear over time. People in the CIE condition reported significantly decreased avoidance, people in the VIE condition showed a trend toward decreased avoidance, and people in the NW condition did not change. Thus, consistent IE reduced avoidance the most. These findings support the theory that IE improves GAD through reducing cognitive avoidance of threatening mental images. A mental image BAT provides a useful assessment of changes in fear and cognitive avoidance following IE.

#44
Clinical Psychology/
Psychologie clinique

MODERATORS AND PREDICTORS OF TREATMENT CHANGE IN AN EVIDENCE-BASED PARENTING PROGRAM AS DELIVERED IN A COMMUNITY-BASED CLINIC

Jessica Franks, Lakehead University; Fred Schmidt, Childrens Centre Thunder Bay; Alexandra Kruse, Lakehead University; Suzanne Chomycz, Lakehead University; Carolyn Houlding, Lakehead University

Past effectiveness studies of the Triple P parenting program have neglected the examination of moderators and mechanisms of treatment improvement. Information of this nature, however, is critical for the refinement of evidence-based parenting programs which are delivered under the real world conditions of community-based clinics. The current study collected prospective data on parent and therapist measures of therapeutic alliance, parent psychopathology, parent motivation, and social support as moderators of both child and parent treatment outcomes. Participants included 85 families (78 mothers and 29 fathers) who completed treatment. Results revealed that parental participation in the Level 4 group Triple P program significantly improved child behavioural functioning as well as parenting practices and parent self-efficacy. Results also indicated that the quality of therapeutic alliance was a significant predictor of treatment effectiveness for both parent and child outcome measures. In addition, support was obtained for parent motivation and parent psychopathology as moderators for the effectiveness of the Triple P intervention. Overall, this research provides a step toward understanding the factors related to more effective Triple P interventions for parents of children with behavioural problems within a community-based clinic.

#45
Clinical Psychology/
Psychologie clinique

WHAT IS THE RELATIONSHIP BETWEEN HEALTH ANXIETY AND PHYSICAL ACTIVITY IN A MEDICAL SAMPLE?

Lindsay N. Friesen, University of Regina; Heather D. Hadjistavropoulos, University of Regina

Health anxiety (HA) refers to fear that one has a serious illness based on the misinterpretation of bodily sensations or changes (Abramowitz & Braddock, 2008). Some level of concern about health is present within most individuals and is generally viewed as adaptive if it provides motivation to engage in appropriate actions (e.g., exercise); this may be especially true among individuals with medical conditions. The extent to which HA motivates individuals to engage in health conscious behaviours such as physical activity (PA) is unknown. The purpose of the current study was to explore the relationship between HA and PA in a community sample with medical conditions (n = 96). All participants completed the Short Health Anxiety Inventory and the Physical Activity Scale, which provided two measures of PA, an hourly measure and a daily measure. The results revealed that those with increased HA unexpectedly reported lower levels of PA on both measures. It, therefore, appears that although HA is associated with increased reassurance seeking from medical professionals or checking one's body, it is not necessarily associated with PA to promote a healthy lifestyle. Our findings suggest that in individuals with medical conditions, HA may be associated with avoidance of health promoting behaviours. These findings have implications for clinical interventions and theoretical models of HA.

#46
Clinical Psychology/
Psychologie clinique

RELATIONSHIP BETWEEN BAD DREAM FREQUENCY, RELATED DISTRESS AND PSYCHOSOCIAL ADJUSTMENT IN CHILDREN

Aline Gauchat, Université de Montréal, Ste-Justine Hospital Research Center; Antonio Zadra, Université de Montréal; Richard E. Tremblay, Université de Montréal, Ste-Justine Hospital Research Center, International Laboratory for Child an; Jean R. Séguin, Ste-Justine Hospital Research Center, Department of Psychiatry, Université de Montréal

Disturbing dreams are commonly experienced by children and have been linked to anxiety, behavioral difficulties and other sleep problems. Recent findings in adults indicate that the extent to which people are negatively affected during wakefulness by their disturbing dreams is a better predictor of global psychopathology than these dream's actual incidence. Our objective was to investigate if similar patterns exist in children by examining bad dream frequency and associated distress in relation to levels of psychosocial adjustment. Self-, teacher-, and father-reported psychosocial adjustment and self-reported dreaming were assessed for 197 eleven year old children. 148 (75%) of the children reported experiencing bad dreams. Bad dream frequency over the past month was positively and significantly correlated with anxiety, oppositional behavior, aggressivity, hyperactivity, inattentiveness, social withdrawal, and emotional problems. When compared to children without bad dream distress, children who reported being distressed by their bad dreams obtained significantly higher scores on measures of inattention, opposition, social withdrawal, emotional troubles, proactive aggression, and lower scores on prosociality. These findings suggest that in children, bad dream frequency is associated with a greater range of behavioral and emotional difficulties than is bad dream distress.

#47
Clinical Psychology/
Psychologie clinique

THE DIFFERENTIAL EFFECT OF FOUR VERSIONS OF AN INTERPERSONAL APPROACH TO THE TREATMENT OF SOCIAL PHOBIA : STATISTICAL AND CLINICAL SIGNIFICANCE

Danitka Gibbs, Université de Montréal; Angela Kyparissis, Université de Montréal; Lise Lachance, Université du Québec à Chicoutimi; Ariel Stravynski, Université de Montréal

An Interpersonal Approach (IA) to the treatment of social phobia aiming to improve the social functioning of individuals is available. Four versions of the IA were evaluated in both individual and group format, all involving targeted social activities in between sessions. All treatment conditions led to statistically significant reductions in anxiety but the magnitude of their therapeutic effects, nor their clinical significance are known. 172 social phobic adults were treated by one of four versions of the IA. The Social Anxiety and Distress scale was the main outcome variable. The clinical status (DSM-IV) of the patients was a secondary one. All versions of the IA led to significant and equivalent reductions of social anxiety at post-treatment and 1-year follow-up (FU). Notably, they all induced large effects. An index determining the improvement of each patient in comparison to a non-clinical sample was calculated. The proportion of patients achieving a clinically significant improvement at post-treatment and FU was equivalent in each group. Similar results obtain in terms of remission. These findings confirm that all versions of the IA results in meaningful improvement in social anxiety and the overall pattern of social functioning. At FU, the largest percentages of clinically significant change on both indicators are associated with the IA-Individual version.

#48
Clinical Psychology/ Psychologie clinique

EMOTIONAL COMPETENCIES AS PREDICTORS OF OBSESSIVE-COMPULSIVE MOTIVATIONAL DIMENSIONS

Karen L. Gillis, Trent University; Patricia H. Kloosterman, Queens University; James D.A. Parker, Trent University; Laura J. Summerfeldt, Trent University

A recent novel model proposes that obsessive-compulsive (OC) behaviours represent attempts to compensate or to seek a proxy for deficits in the ability to access or monitor internal states (Lazarov et al., 2010). That is, compulsive behaviours arise from a fundamental problem with emotional competencies. The present study explored this model's premise of a causal relationship between poor access to and recognition of affective states – key components of emotional competency – and OC tendencies. We used latent variable path analysis with data from a large nonclinical sample (n = 360) to test models of interrelationship between two core trait motivational dimensions of OC behaviours – harm avoidance and incompleteness – and three recognized domains of emotional competency – difficulty identifying feelings, difficulty describing feelings, and externally-oriented thinking – as assessed by the Toronto Alexithymia Scale. Only difficulty identifying feelings emerged as relevant. Consistent with Lazarov et al.'s model difficulty identifying feelings appeared to predict both obsessive-compulsive-related dimensions. When the two were considered jointly, however, only its association with harm avoidance remained significant; that with incompleteness – the tendency to have "not just right" experiences – did not. Potential mechanisms and directions for future research are discussed.

#49
Clinical Psychology/ Psychologie clinique

THE APPLICATION OF COGNITIVE-BEHAVIOURAL THERAPY TO DYSPAREUNIA

Corrie Goldfinger, Queen's University; Sophie Bergeron, Université de Montréal; Caroline F. Pukall, Queen's University; Paulina Ezer, Queen's University

Provoked vestibulodynia (PVD) is the most common form of chronic vulvar pain, is commonly described as a sharp or burning pain at the entrance of the vagina in response to contact or pressure to this area, and results in dyspareunia (i.e., painful sexual intercourse). PVD has significant and negative impacts on sexual functioning, psychological well-being, and overall quality of life. Cognitive-behavioural therapy (CBT) for women with PVD is based on theoretical models reflecting the cyclical nature of pain in affected women. The CBT cycle of pain focuses on: (1) the maintaining and exacerbating role of psychological variables such as pain catastrophizing, fear of pain, and hypervigilance to pain, (2) the involvement of the pelvic floor muscles, specifically the heightened muscle tension, in maintaining the pain of PVD, and (3) sexual functioning. Given the cyclical nature of these models, these key components can all be understood as both contributors to, and outcomes of, the pain itself. Combining the principles of cognitive-behavioural pain management and sex therapy results in a treatment approach that aims to reduce pain, reduce negative correlates of pain, improve pelvic floor muscle functioning, and improve sexual functioning. Improvements in pain and psychosexual functioning following CBT have been documented in a small number of studies of women with PVD.

#50
Clinical Psychology/ Psychologie clinique

DELIBERATE SELF-HARM: A REVIEW OF THE LITERATURE

Jennifer Gomez, The University of Western Ontario

Currently, the causes and motivations of deliberate self-harm (DSH) remain under intense debate and adequate methods of possible treatment remain in their infantile stages. Sadly, DSH is more common in both clinical and non-clinical populations than is often realized, with prevalence rates of approximately 4% in the general adult population and approximately 15% in the general adolescent population. The prevalence rates in clinical populations are even higher, with rates of 20% and 40 – 80% respectively, for adults and adolescents (Klonsky & Muehlenkamp, 2007). This poster presentation provides a review of current theories regarding the etiology of DSH and reviews the literature to date on DSH in adolescence, personality disorders, depression, substance use and substance abuse disorders, eating disorders, as well as in clinical populations. Proposed psychosocial and pharmacological treatment methods are also reviewed and the question of whether DSH should be a separate clinical disorder is also addressed. By providing an overview of the literature on DSH, this review can help to facilitate the understanding of this highly prevalent and troubling act. Given the high prevalence rate of DSH in both clinical and non-clinical populations it is imperative that greater levels of understanding regarding the causes and treatment methods of this behaviour be reached.

#51
Clinical Psychology/ Psychologie clinique

PREDICTING THE ACQUISITION OF SOCIAL AND ADAPTIVE SKILLS IN SCHIZOPHRENIA DURING A PSYCHOSOCIAL INTERVENTION: THE ROLE OF BASELINE COGNITION, COURSE OF ILLNESS, AND SYMPTOM VARIABLES

Maya Gupta, Queen's University; Katherine Holshausen, Queen's University; Christopher R. Bowie, Queen's University

Functional recovery is an important treatment target in schizophrenia. While medication effectively reduces positive symptoms, these advances do not translate to improved independent living, community involvement, or social behaviour. Individuals in these analyses were randomized to receive a psychosocial treatment, Functional Adaptation Skills Training. Regression analyses determined if demographic and course of illness variables and baseline cognition predicted acquisition of social and adaptive skills during treatment. Improved Social Competence was predicted by psychomotor speed and low positive symptoms. Gains in Adaptive Competence were predicted by processing speed. Medication Management was predicted by younger age at baseline in the first step and low negative symptoms and better processing speed in the second step. Interpersonal

Behaviour was predicted by age of first hospitalization in the first step and working memory in the second step. Community Activity was predicted by age of first hospitalization in the first step and executive function in the second step. Cognitive and symptom variables limited the extent to which patients acquire skills through psychosocial intervention. Although they may acquire skills in treatment, those with earlier onset or long hospital stays might benefit from additional efforts to translate these gains to community behaviour.

#52
Clinical Psychology/ Psychologie clinique

THROUGH THE LENS OF GENDER: NARRATIVES OF COMING TO TERMS WITH AND ADJUSTING TO A BURN INJURY

Garrett Hnatiuk, University of Manitoba; Sulaye Thakrar, University of Manitoba; Tevya Hunter, University of Manitoba; Maria I. Medved, University of Manitoba; S Logsetty, University of Manitoba; D Hiebert-Murphy, University of Manitoba; Jens Brockmeier, University of Manitoba; J Sareen, University of Manitoba

Research demonstrates that men and women have differing recovery trajectories in terms of psychologically adjusting to a burn injury. One way to understand this divergence is in terms of the differential expectations placed on men and women. In western culture, women are socialized to believe appearance is a defining characteristic whereas men are socialized to believe functional performance is important. While quantitative research has outlined recovery in men and women, there is almost no research which has directly asked individuals who have been burned how they experience and understand the consequences of their injury. This was the aim of this study. Four men and four women (1 week to 1 year post burn, with an average age of 35.5 years) were recruited from a hospital burn clinic to participate semi-structured, in-depth interviews. The interviews lasted approximately one hour, were audio recorded and transcribed. Transcripts were analyzed using a narrative-discourse methodology. The findings indicate that while women are in fact disturbed by their changed appearance, they feel it is “weak” to be sad about this. This leads to isolation. Men, on the other hand, try to ignore their functional limitations, often going against physician recommendations. The results will be discussed in terms of gender sensitive rehabilitation recommendations for burn injury health professionals.

#53
Clinical Psychology/ Psychologie clinique

COMMUNICATION ABNORMALITIES PREDICT SOCIAL FUNCTIONING IN SCHIZOPHRENIA: DIFFERENTIAL ASSOCIATIONS WITH SOCIAL COMPETENCE, SOCIAL BEHAVIOUR, AND QUALITY OF LIFE

Katherine Holshausen, Queen’s University; Maya Gupta, Queen’s University; Christopher R. Bowie, Queen’s University

Cognitive deficits and communication abnormalities (CA) are central features of schizophrenia. Although cognition is a robust predictor of adaptive functioning, recent evidence suggests that CA better predict social functioning. We examined the contribution of cognition and two subtypes of CA (disconnected speech and poverty of speech) to impairments in social functioning. Social functioning was measured by social competence, social behaviour, and quality of social life (QOL). Disconnected speech and poverty of speech predicted social outcomes after accounting for cognition. Groups trichotomized as ‘disconnected’, ‘poverty of speech’ or ‘without CA’ related to various aspects of social function. All three measures of social functioning were differentially predicted by Disconnected speech and Poverty of speech. The poverty of speech group had greater impairments than the group without CA in two domains of social competence, while subjects with disconnected speech performed worse than the group without CA in only one domain. Moreover, the disconnected speech group reported more impaired QOL than the poverty of speech group. Communication abnormalities predict social functioning even after accounting for cognition. Discrete abnormalities are differentially associated with specific social competencies and behaviour, and may be considered treatment targets for social functioning.

#54
Clinical Psychology/ Psychologie clinique

PREDICTORS OF PROBLEM GAMBLING TREATMENT SEEKING

Jenny Horch, University of Calgary; David C. Hodgins, University of Calgary

Objective: To identify rates, characteristics, and predictors of treatment seeking in individuals with a gambling problem. Method: Participants with “concerns about their gambling” were recruited via classifieds and posters in locations with VLTs. Data from 149 individuals (143 male, 45 female) who scored three or greater on the NODS were included in analyses. Participants indicated whether they had sought treatment, types of treatment sought, and barriers to treatment seeking. To identify predictors of treatment seeking we conducted a binary logistic regression with lifetime treatment seeking as the outcome variable. Results: Almost half (46%) had sought treatment for a gambling problem. The most sought treatment was Gamblers Anonymous. The most consulted professionals were counselor/social workers and then physicians. Barriers most endorsed were a desire to handle the problem alone, too embarrassed, and concerns regarding cost. The strongest predictor was problem severity; for every unit increase individuals were 1.5 times more likely to have sought help. Older individuals, women, and those with more positive attitudes towards treatment were more likely to seek help. Conclusions: A significant portion of problem gamblers had sought mental health treatment, yet over half had not. Of the predictors considered problem severity most increased the likelihood of seeking treatment.

#55
Clinical Psychology/ Psychologie clinique

EFFICACY OF DIALECTICAL BEHAVIOR THERAPY: AN EVALUATION OF EMERGENCY ROOM AND INPATIENT FACILITY USE AMONGST INDIVIDUALS WITH BORDERLINE PERSONALITY DISORDER

Gary Hotson, Grey Nuns Community Hospital; Linzy Bohn, Grant MacEwan University; Kimberly Masliuk, Grant MacEwan University; Rebecca Ryan, Grant MacEwan University

Borderline Personality Disorder (BPD) is a psychiatric disorder frequently characterized by emotional dysregulation, poor interpersonal relationships, substance use, self-harm, and suicidal behaviours. As such, people with BPD are often frequent users of emergency and inpatient psychiatric services. Dialectical Behaviour Therapy (DBT) is a skills-based treatment for BPD. One aim of DBT is to improve participants’ ability to cope with distress which, incidentally, reduces the need for other costly hospital services. The number of emergency room (ER) visits and inpatient days, before, during, and after DBT treatment, were compared for 25 participants who completed a full year of DBT at the Grey Nuns Community Hospital. ER visits decreased from an average of 2.3 visits per participant the year prior to the program, to 0.6 the year following treatment. Inpatient days reduced from an average of 45.9 per participant the year before the program, to 11.2 the year following treatment. These data imply that participants are coping better in the community following DBT, and thus may be assumed to have a higher quality of life. Furthermore, the significant reduction in ER visits and inpatient days may translate to substantial cost savings to the hospital.

#56
Clinical Psychology/
Psychologie clinique

THE ROLE OF HUMOR IN EMOTION REGULATION

M. Sol Ibarra-Rovillard, The University of Western Ontario; Nicholas A. Kuiper, University of Western Ontario

Past research has shown that humor is related to psychological well-being. In turn, emotion regulation strategies have strong implications for the experience of affect and well-being. As such, this study investigated how humor use and exposure to humor may relate to cognitive emotion regulation strategies. Undergraduate participants (n=264) reported on their use of four different humor styles (affiliative, self-enhancing, self-defeating, and aggressive) by completing the Humor Styles Questionnaire. They also indicated how much they were exposed to the use of each humor style by others. Participants also described their use of cognitive emotion regulation strategies by completing the Cognitive Emotion Regulation Questionnaire. Findings indicated that increased use of each humor style was related to greater use of cognitive emotion regulation strategies, with this pattern being the strongest for self-enhancing humor. These findings are consistent with past conceptualizations of self-enhancing humor as a coping strategy, and suggest that this humor style may play a prominent role in the regulation of emotions. Furthermore, exposure to aggressive humor use by others was related to maladaptive cognitive emotion regulation strategies. This suggests that receiving aggressive comments (even if humorous) may hinder the coping ability of individuals.

#57
Clinical Psychology/
Psychologie clinique

MECHANISMS OF CHANGE IN GROUP EMOTION-FOCUSED THERAPY FOR EATING DISORDERS

Iryna Ivanova, OISE/University of Toronto; Jeanne C. Watson, OISE/University of Toronto

Current difficulties treating eating disorders (ED) highlights the importance of investigating specific mechanisms that lead to change. Little is known about whether interventions designed to treat ED produce the intended results. Process researchers examining the mechanisms of change in the treatment of depression found that repeated changes in specific cognitive-affective problems over the course of therapy related to specific interventions were significantly associated with the reduction of depressive symptoms (Watson & Greenberg, 1996). Similar processes have yet to be identified in clients undergoing treatment for ED. The objective in this study is to identify a proposed pathway to change in a group of clients undergoing an Emotion Focused Treatment (EFT) (Elliot, et al., 2004) for ED. Videotapes from fifteen women that completed 16-wks of group EFT for ED were analyzed using observer-rated process and self-report outcome measures. It was hypothesized that resolution of specific cognitive-affective problems and self-reported levels of change at the end of the session would result in better outcome. The identification of pathways to change in group treatments using EFT for ED highlights the specific role of therapeutic interventions in facilitating intermediate and final outcome in group treatments of ED.

#58
Clinical Psychology/
Psychologie clinique

SOCIODEMOGRAPHIC AND DISEASE-RELATED PREDICTORS OF BODY IMAGE DISTRESS AMONG PEOPLE WITH SCLERODERMA: EXAMINING ACQUIRED DISFIGUREMENT FROM A CHRONIC DISEASE

Lisa R. Jewett, McGill University; Marie Hudson, McGill University and Jewish General Hospital; Murray Baron, Jewish General Hospital; Brett D. Thombs, McGill University and Jewish General Hospital

Objective:Body image distress is common among individuals with acquired disfigurement from injury or illness; however, it is understudied. The objective was to identify sociodemographic and disease correlates of dissatisfaction with appearance and social discomfort among people with scleroderma, a chronic and disfiguring autoimmune disease. Methods:Scleroderma patients came from the 15-center Canadian Scleroderma Research Group Registry. Sociodemographic information was based on self-report, and disease characteristics were obtained from physicians. The Brief-Satisfaction with Appearance Scale was used to measure dissatisfaction with appearance and social discomfort. Structural equation models were conducted with MPlus to assess relationships between body image and predictor variables. Results:A total of 788 patients (694 female) were included. Dissatisfaction with appearance and social discomfort were robustly associated with worse overall skin disfigurement (standardized regression coefficient .26,$p<.01$ and .24,$p<.01$, respectively), and skin disfigurement to the face and hands/fingers. Men appraised their appearance more positively than women (.09,$p=.03$), and older age was associated with (.17,$p<.01$) less social discomfort. Conclusion:Both disease and social factors are important to understand the impact of disfigurement on body image among patients with scleroderma.

#59
Clinical Psychology/
Psychologie clinique

TEACHING SELF-COMPASSION TO REDUCE SHAME: A RANDOMIZED CONTROLLED TRIAL

Edward Johnson, University of Manitoba; Karen O’Brien, University of Manitoba

Shame is a negative self-conscious emotion that has been linked to a wide-range of psychological symptoms. The purpose of the present study was to examine whether self-compassion is helpful for detoxifying experiences of shame in those prone to shame. 90 students at the University of Manitoba completed the study. In phase one, students completed baseline measures of shame-proneness. Those who scored above the median went on in phase two to report an experience of shame. Participants were then randomly assigned to one of: (a) self-compassion, in which the shameful experience is re-examined to promote self-kindness and mindful awareness, and reduce isolation (Leary et al., 2007); (b) therapeutic writing (Pennebaker, 1997); and (c) a no writing control. Subsequently, all participants rated their negative affect and state shame. Participants completed this procedure three times in one week. One week later they completed follow-up assessments of the baseline measures. Results showed that those employing self-compassion reported (a) significantly lower levels of state shame and negative affect; (b) significantly lower correlations between current shame and negative affect; and (c) significantly lower levels of shameproneness. The implications of the present findings for the treatment of shame-prone individuals within both self-help and cognitive-behavioral therapies are discussed.

#60
Clinical Psychology/ Psychologie clinique

PREDICTORS OF TREATMENT ACCEPTANCE AND REFUSAL AMONG WOMEN WITH ANOREXIA NERVOSA

Leah Keating, Carleton University, Psychology; Giorgio Tasca, The Ottawa Hospital/ University of Ottawa, Psychology; Hilary Maxwell, Carleton University, Psychology; Sharmin Hares, University of Ottawa, Psychology; Anne Trinneer, The Ottawa Hospital Research Institute; Ann Barber, The Ottawa Hospital, Mental Health Program; Jacques Bradwejn, University of Ottawa, Faculty of Medicine; Hany Bissada, The Ottawa Hospital/University of Ottawa, Psychiatry

The purpose of this study is to identify predictors of acceptance and refusal of intensive eating disorder treatment among women with anorexia nervosa (AN). Method: Between September 2000 and April 2006, 106 women received a first consultation at a medium-sized urban hospital, were diagnosed with AN, and were offered intensive eating disorder treatment. Of these women, 41% refused treatment. Using logistic regression, we examined whether AN subtype and pre-treatment measures of anxiety, depression, obsessions and compulsions, eating disorder severity and self-esteem predict acceptance and refusal of intensive treatment. Results: AN binge purge subtype, and higher depression and body dissatisfaction controlling for AN subtype predicted acceptance of intensive treatment. Discussion: Clinicians may focus on enhancing motivation to increase acceptance of intensive treatment, especially among women with AN restricting type and/or among those with lower levels of depression and body dissatisfaction.

#61
Clinical Psychology/ Psychologie clinique

EXAMINING THE RELATION BETWEEN BIS AND ALCOHOL-RELATED COGNITION: THE ROLES OF BAS AND MOOD AS MODERATORS

Matthew T. Keough, Concordia University; Roisin M. O'Connor, Concordia University

Gray's revised Reinforcement Sensitivity Theory posits that the behavioural inhibition system (BIS) resolves conflict towards stimuli by allocating resources for approach (behavioural activation system [BAS]) or avoidance. Persons with strong BIS over-attend to threat, leading to high anxiety and inhibition of behaviour. The role of elevated BIS in alcohol use is complex, as anxiety may lead to self-medication drinking while attention to threat may be a protective factor. This study aims to provide clarity by examining the moderating role of BAS. We hypothesized that when in an anxious mood, high BIS will be associated with: (1) elevated tension reduction alcohol associations (relaxing) when BAS is also high; (2) elevated negative alcohol associations (angry) when BAS is low. 144 undergraduates were randomly assigned to a positive or anxious mood induction condition. BIS/BAS, pre/post-manipulation state affect, and post-manipulation alcohol cognitions (Implicit Association Test) were assessed. BAS was not supported as a moderator of the BIS-tension reduction cognition relation. In contrast, simple slopes analyses revealed that when in an anxious mood, high BIS was associated with elevated negative alcohol associations, but only at low BAS. The results provide some support for the utility of conceptualizing BIS as a conflict resolution system in examinations of alcohol use risk.

#62
Clinical Psychology/ Psychologie clinique

THE INFLUENCE OF 4-WEEK MINDFULNESS MEDITATION INTERVENTION ON DEPRESSED MOOD, SYMPTOMS OF STRESS AND MINDFULNESS

Brenda Key, University of Calgary; Tavis S. Campbell, University of Calgary; Linda Carlson, Tom Baker Cancer Centre, Holy Cross Site; Kristen Zernicke, The University of Calgary

The central aim of the present study was to assess the influence of a 4-week mindfulness meditation intervention on mindfulness, depressed mood and symptoms of stress. 101 undergraduate students were randomized to either a mindfulness or control condition. Participants in the mindfulness condition received a 4-week mindfulness meditation intervention while participants in the control condition received no intervention. Self-report data was collected from participants pre and post 4-week intervention or waiting period. Results indicated that, compared to participants who did not receive the intervention, mindfulness participants reported increases in mindfulness (observing $F = 13.40$, $p < .01$, and non-judging $F = 6.37$, $p = .01$), as measured by the Five Factor Mindfulness Questionnaire, and decreases in depressed mood ($F = 5.06$, $p = .03$), as measured by the Beck Depression Inventory II. The brief mindfulness intervention was not associated with changes in symptoms of stress, as measured by the Calgary Symptoms of Stress Inventory, or changes in the describing, acting with awareness, and non-reactive scales of the Five Factor Mindfulness Questionnaire. The preliminary findings of the present study suggest the efficacy of a 4-week mindfulness meditation intervention for decreasing depressed mood and increasing aspects of mindfulness compared to a no-intervention control.

#63
Clinical Psychology/ Psychologie clinique

COMPARISON OF ADULTS WITH INTELLECTUAL DISABILITY WHO VISIT THEIR LOCAL EMERGENCY DEPARTMENT BECAUSE OF MEDICAL VERSUS PSYCHOLOGICAL DISTRESS

Alin Khodaverdian, Centre for Addiction and Mental Health; Yona Lunsky, Centre for Addiction and Mental Health; Christine Jaskulski, Centre for Addiction and Mental Health; Susan Morris, Centre for Addiction and Mental Health; Ian Dawe, St. Michael's Hospital; Deborah Elliott, DDCOT, Providence Care Mental Health; Suzanne Robinson, Centre for Addiction and Mental Health

Individuals with intellectual disabilities (ID) are a complex group of patients and studies have shown they have higher rates of emergency department (ED) visits than the general population. Most research has focused on the medical reasons as to why people with ID visit the ED. However, sometimes, they visit the ED due to psychological distress that they are experiencing. The current study examines information on crises and emergency visits by individuals with ID collected from developmental agencies in Kingston, Peel and Toronto. To better understand differences in demographics, clinical outcomes and presenting concerns, individuals who used the ED for medical reasons (N=89) and individuals who presented with psychological distress (N=130) were compared. Overall, individuals experiencing psychological distress were younger in age, and more likely to be admitted to hospital. A better understanding of psychological distress in this group of patients may help to improve response in hospital and prevent ED visits.

#64
Clinical Psychology/
Psychologie clinique

EVALUATING RELATIONSHIP SATISFACTION, EMOTIONS, AND ATTACHMENT IN DISTRESSED COUPLES USING THE ACTOR-PARTNER INTERDEPENDENCE MODEL

Hilary Kitchener, University of Ottawa; Melissa Burgess Moser, University of Ottawa; Tracy L. Dalgleish, University of Ottawa; Susan M. 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 an eventual weakening of attachment bonds. Research has found that a lack of emotional responsiveness is a prime cause of the relationship breakdown. The purpose of the present study was to examine the level of relationship satisfaction of romantic partners experiencing relationship distress by assessing how their levels of attachment security, emotional self-awareness and emotional control influenced individuals' own and their partners' outcome level of relationship satisfaction. Fifty-two moderately distressed couples seeking therapy were recruited. The Dyadic Adjustment Scale, Emotional Self-Awareness Questionnaire, Courtauld Emotional Control Scale, and Experiences in Close Relationships Inventory were administered. Using the Actor-Partner Interdependence Model, actor-partner pathways were looked at via structural equation modeling. Analyses indicated differences in attachment security and emotional self-awareness between partners; that is, individuals' attachment orientation and ability to regulate and express their emotion affected their own and their partners' level of relationship satisfaction. Findings support how these variables are related to the maintenance of healthy relationships and the interventions that are used in creating secure connections through EFT.

#65
Clinical Psychology/
Psychologie clinique

ROBUST TESTS OF EQUIVALENCE FOR K INDEPENDENT GROUPS

Andy Koh, York University; Robert Cribbie, York University

Researchers in Psychology are often interested in determining if the means of K independent groups are equivalent. Failure to reject the null hypothesis of equal population means (e.g., Ho: &#956;1 = … = &#956;K) with a traditional test of mean differences (e.g., ANOVA F test) does not imply that the population means are equivalent. In this case, an equivalence-based test, such as Wellek's (2003) one-way test of equivalence, is necessary. However, the standard error of Wellek's test of the equivalence of K independent groups is identical to that of a standard one-way ANOVA F test, which has been shown to not be robust to violations of the homogeneity of variance assumption. The purpose of this study was to derive and evaluate a heteroscedastic version of the Wellek test of equivalence. Further, we also investigated and compared methods for conducting multiple comparison tests in the presence of a non-significant one-way test of equivalence. Results support the use of the heteroscedastic test of equivalence when population variances and group sample sizes differ. Further, the advantages (and disadvantages) of different multiple comparison strategies are discussed.

#66
Clinical Psychology/
Psychologie clinique

THE IMPACT OF CHILDHOOD PSYCHOLOGICAL MALTREATMENT ON ADULT BODY DISSATISFACTION: THE MEDIATING ROLE OF ADULT ATTACHMENT SECURITY AND PERCEIVED SOCIAL SUPPORT

Michael A. Kong, University of Windsor; Josée L. Jarry, University of Windsor

This study investigated the impact of child psychological abuse (CPA) on adult body dissatisfaction (BD), examining adult attachment style (AAS) and perceived social support (PSS) as mediators. Female participants (N &#8776; 300) completed a set of questionnaires on-line that assess the proposed constructs. Research has shown a negative relation between CPA and AAS, PSS, and BD. Attachment style was examined as a two dimensional model including a model-of-self (positivity about self-worth) and a model-of-other (positivity of others as a reliable source of care). A positive relation has been demonstrated between both attachment dimensions and PSS, but only the model-of-other has been related to BD. It is hypothesized that the relation between CPA and BD will be mediated through AAS and PSS. More specifically, regardless of CPA, a positive model-of-self and model-of-other will benefit the development of PSS, which in turn will act as a buffer for BD. Three models will be tested through structural equation modeling. Model 1 hypothesizes mediation between CPA and BD through both attachment dimensions and PSS. Model 2 hypothesizes mediation to occur only through the model-of-self, with PSS having a relation to both AAS and CPA but not with BD. Finally, Model 3 hypothesizes mediation pathways through both AAS and PSS to BD.

#67
Clinical Psychology/
Psychologie clinique

RELATIONSHIP BETWEEN EMOTIONAL PROCESSING AND THE SEVERITY OF SYMPTOMS IN ANOREXIA NERVOSA

Karolina Konieczna, McGill University; Jennifer Bauer, McGill University; Isabelle Assouline, McGill University; Marilyn Fitzpatrick, McGill University; Howard Steiger, Douglas Hospital

Several conceptualizations of anorexia nervosa (AN) point to the role of difficulties in the processing of emotions as an important factor in the development and maintenance of AN (e.g. Geller, Cockell, Hewitt, Goldner, & Flett, 2000). These conceptualizations have received some empirical and clinical support; people with AN have been shown to have more deficits in emotional processing than the general population (e.g. Gilboa-Schechtman, Avnon, Zubery, & Jeczmien, 2006) and to respond well to emotion-focused therapy which addresses these deficits (Dolhanty & Greenberg, 2009). Despite these several studies that have addressed emotional functioning in AN, this topic remains insufficiently researched (Fox, 2009). The purpose of this study is to explore the relationship between difficulties in emotional processing and the severity of symptoms of AN. Emotional processing is conceptualized through three dimensions: the awareness, expression and regulation of emotions. Valid and reliable measures of AN symptomatology and emotional processing were distributed among patients with AN at a hospital clinic for eating disorders. Results indicate that certain dimensions of emotional processing are significantly related to the severity of symptoms of AN. These results are discussed in the context of existing research and in light of their implications for clinical practice.

#68
Clinical Psychology/
Psychologie clinique

COGNITIVE BEHAVIOUR THERAPY FOR INSOMNIA IN THOSE WITH CHRONIC FATIGUE SYNDROME

Angela M. Lachowski, Ryerson University; Colleen E. Carney, Ryerson University; Andrea L. Harris, Ryerson University; Jack D. Edinger, Duke University Medical Centre; Andrew D. Krystal, Duke University Medical Centre

Chronic Fatigue Syndrome (CFS) is a prevalent, debilitating, and poorly understood condition that contributes to impaired functioning and increased health care utilization. The vast majority of CFS patients complain of sleep problems (e.g., insomnia) that could exacerbate symptoms such as fatigue, mood disturbance, and reduced quality of life. It is possible that insomnia may act as a perpetuating factor in CFS, such that the insomnia that develops comorbid to the CFS interacts with and worsens CFS. In a pilot randomized controlled trial, we tested the efficacy of a 4-session cognitive behaviour therapy for insomnia (CBT-I) for improving sleep among CFS patients with accompanying insomnia. We hypothesized that CBT-I + usual medical care (CBT-I) would be more effective than usual medical care for CFS (UC) for reducing wakefulness after sleep onset (WASO) and increasing the efficiency of sleep (SE). Wilcoxon Two-Sample Tests on WASO and SE data revealed no baseline differences between the groups on WASO(p=.22) and SE (p=.12), but significant post-treatment group differences for both measures (p=.03 and p=.03 respectively). Results from this trial provide support for the use of CBT-I among those with Chronic Fatigue Syndrome. Such results could potentially lead to enhanced CFS outcomes by treating the comorbid insomnia effectively.

#69
Clinical Psychology/ Psychologie clinique

AN EXPERIMENTAL STUDY OF SENSORY PERFECTIONISM AND THE OBSESSIVE-COMPULSIVE-RELATED TRAIT OF INCOMPLETENESS

Meagan L. Lacroix, Trent University; Bethany Sehl, Trent University; Shaun J. Gilbert, Trent University; Laura J. Summerfeldt, Trent University

Incompleteness – the tendency to have "not just right" experiences – has been proposed as a core dimension underlying obsessive-compulsive symptoms and behaviours. Research and clinical accounts link this trait with ordering, arranging, and symmetry related symptoms. This suggests that individuals high in trait Incompleteness (INC) may have processing preferences for symmetrical visual information, though this can only be inferred given design limitations of existing studies. The present study sought to directly investigate whether differences exist between groups of participants high and low in INC in their attunement to and preference for symmetry in visual stimuli. Nonclinical participants (n = 57) were selected into high vs. low INC groups, and shown symmetrical and asymmetrical images of everyday objects. Preference ratings as well as reaction time (i.e. time to decide about preference) were measured. While all participants preferred symmetrical images, an interaction effect was found for reaction time. The high INC group responded faster to asymmetrical than symmetrical images; the opposite was found for the low INC group. These findings suggest differences in cognitive processing, with high INC associated with enhanced selective attention for asymmetrical features of the environment. Potential mechanisms and directions for future research are discussed.

#70
Clinical Psychology/ Psychologie clinique

FACTOR STRUCTURE AND RELIABILITY OF THE DYADIC COPING INVENTORY

Christine Levesque, University of Ottawa; Josée Fitzpatrick, University of Ottawa; Jamie Lyn Flesch, University of Ottawa; Marie-France Lafontaine, University of Ottawa

Bodenmann (2005) described dyadic coping as a stress communication process that initiates both partners' coping responses. One individual's appraisal of stress is communicated to a romantic partner, who interprets these signals (verbally or nonverbally) and responds by acting on or ignoring the stress communication (Bodenmann, 2005). In order to assess dyadic coping in a meaningful way, measures that are valid and reliable are required. This study was undertaken to assess the construct validity and internal reliability of the English version of the original German Dyadic Coping Inventory (DCI; Bodenmann, 2008). The sample consisted of 742 (80% female) primarily Caucasian university students between the ages of 17 and 25 years and currently involved in a heterosexual romantic relationship. Participants completed a sociodemographic questionnaire and the Dyadic Coping Inventory. The results indicate that the factorial structure replicates the nine-factor model of the original version: stress communication by oneself and by the partner, supportive dyadic coping by oneself and by the partner, delegated dyadic coping by oneself and by the partner, negative dyadic coping by oneself and by the partner, and common dyadic coping. Each subscale demonstrates good internal reliability. This study serves to increase the few validated measures aimed at assessing dyadic coping.

#71
Clinical Psychology/ Psychologie clinique

OUTCOMES IN ADOLESCENTS AND ADULTS WITH AUTISM: A FOLLOW-UP STUDY OF TRE-ADD YOUTH

Alissa Levy, York University; Adrienne Perry, York University, Treatment, Research and Education for Autism and Developmental Disabilities (TRE-AD

Studies on the outcomes of adolescents and adults with autism have examined a number of different domains including diagnostic severity, cognitive functioning, language and academic performance, behavioral functioning and social outcomes. The literature suggests that outcomes in this population are highly variable and dependent on factors such as IQ, language development, additional psychopathology and access to intervention services. However, there are a number of limitations to this research. Studies have largely evaluated high-functioning individuals, have examined one aspect of outcome rather than providing a comprehensive evaluation and have utilized a range of methodologies. The current study addressed these limitations. This study followed a high needs group of adolescents and adults who received comprehensive services through TRE-ADD, an Ontario specialized intensive tertiary-care program for children and youth with extreme forms of autism. These individuals received a comprehensive evaluation including an assessment of diagnostic severity, cognitive, language and academic functioning, adaptive behavior, social outcomes and comorbid psychopathology. In addition, longitudinal data was available on all participants. The psychological and behavioral profiles of these individuals and their developmental trajectory will be presented.

#72
Clinical Psychology/ Psychologie clinique

A LONGITUDINAL STUDY OF SUICIDE IDEATION IN UNIVERSITY UNDERGRADUATES: THE ROLES OF DEPRESSION, HOPELESSNESS, AND SHNEIDMAN'S CONSTRUCT OF PSYCHACHE

Ashley M. Lowndes, Queen's University; Ronald Holden, Queen's University; Talia Troister, Queen's University

Historically, depression and hopelessness are regarded as the pre-eminent psychological predictors of suicide. Accumulating evidence, however, suggests that Shneidman's construct of psychache (i.e., unbearable psychological pain, hurt, anguish) may be a more important antecedent of death by suicide. The current research investigated the relative importance of depression, hopelessness, and psychache in a 5-month longitudinal study of suicide ideation in 256 undergraduates. Findings indicated that for predicting changes in overall suicide ideation, changes in depression and in psychache each provided significant unique explanatory variance, whereas changes in hopelessness did not. For predicting changes in suicide motivation, changes in depression but not changes in either hopelessness or psychache contributed significant unique variance. Finally, for changes in suicide preparation, changes in psychache and depression, but not in hopelessness, had added predictive value. Implications for the role of psychache in suicide are discussed.

#73
Clinical Psychology/
Psychologie clinique

BEHAVIOURAL INHIBITION, BEHAVIOURAL ACTIVATION, AND THE MOOD DISORDERS

Laura MacKew, University of Toronto; Lena C. Quilty, Centre for Addiction and Mental Health; R. Michael Bagby, Centre for Addiction and Mental Health; University of Toronto

Background: Despite theorizing regarding the role of Gray's behavioural activation system (BAS) and behavioural inhibition system (BIS) in the mood disorders, inconsistent evidence exists for the associations between these systems and major depressive disorder vs. bipolar disorder. Further, how the varied expressions of BAS sensitivity are associated with mood dysregulation has yet to be thoroughly evaluated. Objective: To explore the associations between BIS and BAS sensitivity, and depressive and bipolar disorder symptoms and severity. Method: A total of 275 (64% female) psychiatric outpatients with a depressive (n=138) or bipolar disorder (n=137) completed the BIS BAS Scales, Hamilton Rating Scale for Depression and Young Mania Scale. Results: Patients with bipolar disorder were elevated on each domain of BAS as compared to patients with depressive disorders. Mania severity was positively associated with Fun Seeking, whereas depressive severity was positively associated with BIS and negatively associated with Reward Responsiveness and Drive. BIS and BAS sensitivity demonstrated unique patterns of association with mood symptoms. Conclusion: Depressive and bipolar disorder symptoms and severity demonstrated differential relationships to BIS and the domains of the BAS. These results underscore the importance of analyses of the fine-grained expressions of BAS and mood disorder.

#74
Clinical Psychology/
Psychologie clinique

OLANZAPINE AS AN ADJUNCTIVE TREATMENT FOR ADOLESCENT FEMALE INPATIENTS WITH AN EATING DISORDER: A RETROSPECTIVE CHART REVIEW

Danijela Maras, Department of Psychology, University of Ottawa; Mark Norris, Children's Hospital of Eastern Ontario Regional Eating Disorder Program; Annick Buchholz, Children's Hospital of Eastern Ontario Regional Eating Disorder Program; Wendy Spettigue, Children's Hospital of Eastern Ontario Regional Eating Disorder Program; Katherine Henderson, Children's Hospital of Eastern Ontario Regional Eating Disorder Program; Rebecca Gomez, Children's Hospital of Eastern Ontario Regional Eating Disorder Program

Eating disorders (EDs) are life-threatening and should be treated promptly to improve prognosis. The present study examined psychological and medical profiles of a sample of female adolescent inpatients diagnosed with an ED, who were treated with the antipsychotic medication olanzapine. A retrospective, cross-sectional, matched-group comparison study was performed. Medical files of 22 female inpatients treated in an ED program at a tertiary care centre from January 1, 2000 to December 31, 2006 were examined. Patients were matched on ED diagnosis and age, and divided into an olanzapine (n=11) and comparison (n=11) group. It was found that upon admission the body mass index (BMI) of patients treated with olanzapine did not differ significantly from the BMI of those in the comparison group, however those in the olanzapine group initially seemed more ill as determined by psychological measures and comorbid diagnoses. Those in the olanzapine group gained weight at a slightly higher rate than those in the comparison group, stayed in hospital significantly longer, and were discharged with significantly higher BMIs. Results suggest that patients treated with olanzapine represent a more pathological group at baseline. This study may help guide future research in the direction of demonstrating the effectiveness of adjunctive olanzapine use in the treatment of severe restrictive type EDs.

#75
Clinical Psychology/
Psychologie clinique

THE EFFECTS OF POSTTRAUMATIC GROWTH ON TASK-FOCUSED COPING BEHAVIOUR POST-TRAUMA: THE ROLES OF SELF-EFFICACY AND RUMINATIVE THOUGHT

Jennifer Marcus, University of Windsor; Kenneth Cramer, University of Windsor

Research shows that traumatic events occur frequently within both the general population and undergraduate student populations. Whereas some may experience posttraumatic stress symptoms, others experience posttraumatic growth, defined as personal and interpersonal gains above pre-trauma functioning following the experience of traumatic events. This adaptive aspect of trauma recovery has been the focus of positive psychologists for more than a decade, yet few studies have asked how experiencing growth post-trauma relates to active coping when faced with later life stressors. The current study tested this relation and aimed to discover whether self-efficacy and rumination acted as mediators within a path model from growth to coping. Undergraduate students completed surveys regarding reactions to past traumatic events and coping strategies used for current stressors. Competing models were compared and the hypothesized model was found to be an adequate fit for the data. Posttraumatic growth predicted task-focused coping related to current stressors as well as recent rumination about a past traumatic event. Self-efficacy also positively predicted task-focused coping, but was negatively impacted by rumination. The present findings will guide future research on recovery from trauma and practical outcomes of growth.

#76
Clinical Psychology/
Psychologie clinique

EATING BEHAVIOURS AND PERSONALITY FACTORS IN CHRONIC MAJOR DEPRESSIVE DISORDER: IMPLICATIONS FOR OVEREATING AND WEIGHT GAIN IN DEPRESSIVE DISORDERS

Martha S. McKay, University of Toronto; Arun V. Ravindran, Centre for Addiction and Mental Health; Franco J. Vaccarino, University of Toronto Scarborough; Robert D. Levitan, Centre for Addiction and Mental Health

Appetite disturbances are common within major depression with a significant proportion of individuals experiencing hyperphagia and weight gain. An association between depression and obesity is well documented though it is not clear which one precedes the other. Emotional eating

(eating in response to distress) would seem likely within depressed populations; though few investigations have been conducted. The Dutch Eating Behaviour questionnaire (DEBQ), personality, and depression severity measures were administered within two studies of chronic or treatment resistant depression. Compared to healthy participants, depressed patients had significantly higher levels of emotional but not external or restrained eating. Depression severity scores were associated with all eating behaviours of the DEBQ, indicating a positive relation between depression and emotional, external, or restrained eating behaviours. Yet only emotional eating was correlated with BMI. Associations between personality factors and emotional eating were found, though only neuroticism was associated with all three eating behaviours of the DEBQ. Specific traits were associated with emotional and external but not restrained eating. These results may have treatment implications for comorbid depression and obesity. Future studies should include a larger sample and comparisons of depressive subtypes and gender.

#77
Clinical Psychology/ Psychologie clinique

READING ACHIEVEMENT IN PREGNANT TEENS

Jessica Menard, University of Windsor; Carlin J. Miller, University of Windsor

Teen pregnancy is once again increasing, which is concerning because teen pregnancy predicts poor outcomes for mother and baby. Teen mothers are more likely to drop out of school, live in poverty and suffer from psychological issues. Their children are more likely to require special education and have behavioural problems. What is unclear is the relationship between teen pregnancy and academic achievement, a critical issue in a knowledge- and skill-oriented society. Poor reading skills are linked with low SES and predict reading problems in later generations. The present study examined the relationship between teen pregnancy and reading achievement. Pregnant and never-pregnant girls (14-17 yrs) were compared on measures of reading achievement with groups matched for demographic factors. Data were analysed via MANOVA with follow-up ANOVAs to compare higher-order reading skills. Differences in higher- but not lower-order skills were hypothesized. No between-group differences were noted, suggesting that teen pregnancy and reading achievement are in fact unrelated and reading skills may be an asset in a group at-risk for poor outcomes. Although teen mothers have significant need for support, prevention of reading failure may be unwarranted. Future studies should focus on applications of reading skills such as occupational success indicators and second-generation effects on reading.

#78
Clinical Psychology/ Psychologie clinique

ASSESSING COGNITIVE ERRORS: FACE VALIDITY OF THE COGNITIVE ERROR RATING SCALE

Evgenia Milman, McGill University; Martin Drapeau, McGill University

Cognitive errors (CE) and their interpretation are considered a central component of Cognitive Behavioural Therapy (CBT) (Sacco and Beck, 1995). Although the CE construct is broadly defined as the expression of faulty approaches to the processing of life events, there are no observer-rated methods to identify CEs as they appear in a therapy session and there is a corresponding lack of consensus in the literature as to how CEs manifest (Leahy, 2003; Sacco and Beck, 1995). This is problematic because self-report questionnaires are prone to various limitations (Blankstein & Segal, 2001; Glass & Arnkoff, 1997). Given the theoretical and clinical significance of CE, the Cognitive Errors Rating Scale (CERS) has been developed to clarify the ambiguity surrounding the manifestation of CE and to provide an observer-rated means of assessing CEs. This study aims to determine whether the CERS's presentation of CE accurately reflects the way in which they are construed among CBT researchers and practitioners. An online survey (n=126) regarding the CERS was distributed to professional psychological organizations. Results indicate that researchers and practitioners feel the CE construct warrants a number of clarifications. Results also indicate that the CERS accurately portrays how each CE can be defined and identified. Findings are discussed from both a theoretical and clinical perspective.

#79
Clinical Psychology/ Psychologie clinique

THE IMPACT OF SAFETY BEHAVIOUR USE DURING A BEHAVIOURAL EXPERIMENT

Irena Milosevic, Concordia University; Adam S. Radomsky, Concordia University

Recent discussion suggests that the judicious use of safety behaviour during exposure-based treatments for anxiety disorders might promote approach behaviour, thus facilitating disconfirmatory experiences and fear reduction. To explore this hypothesis, we investigated the effects of spider fearful participants' (N=126) use of protective safety gear on behaviour and subjective distress during a 20-minute session with a live spider in which they were asked to test the validity of a targeted negative belief. The results demonstrated trends at 10 and 15 minutes into the session, indicating a greater number of participants who used safety gear, compared to those who did not, removed the lid from the spider terrarium while gathering information about the spider. A significant difference was observed for ratings of subjective distress, with participants in the control group reporting a decrease in distress between 5 and 10 minutes, whereas those in the safety gear group reported an increase in distress during this interval. Both groups experienced significant and robust pre- to post-session decreases in the distance of closest approach to the spider and declines in distress ratings at the closest approach. Results and implications will be discussed in terms of the role of safety behaviour in cognitive-behavioural and exposure-based treatments for anxiety disorders.

#80
Clinical Psychology/ Psychologie clinique

UPWARD COUNTERFACTUAL THINKING IN SOCIAL ANXIETY

Jennifer Monforton, Ryerson University; Kristin Vickers, Ryerson University; Martin M. Antony, Ryerson University

While much research has focused on the effects of anticipatory cognitions in social anxiety (SA), a newer body of literature is examining post-event processing (PEP). PEP consists of one's ruminative thoughts following a stressful social event. One form of PEP relevant to SA is counterfactual thinking, which imagines alternative outcomes to past events. In particular, upward counterfactuals (U-CFT; "If only…" thoughts) imagine better possible outcomes, and have been linked to negative affect and distress in those with SA (e.g., Kocovski et al., 2005). The current study sought to replicate the finding that SA symptoms are correlated with U-CFT and to examine potential moderators of this relationship. Participants (n= 89) were randomly assigned to generate U-CFT in response to either a controllable or uncontrollable social-evaluative scenario. In the controllable scenario condition, SA and U-CFT were positively correlated; however, this relationship was moderated by Doubts about Actions Perfectionism (DA), a tendency to doubt the correctness of one's actions. For those high in DA, SA significantly predicted U-CFT. For those low in DA, no such predictive relationship emerged. Overall, high levels of SA symptoms appear to be associated with increased U-CFT generation; however, this finding may be tempered by the moderating role of DA Perfectionism.

#81
Clinical Psychology/
Psychologie clinique

ATTENTION TO EMOTIONAL IMAGES IN PREVIOUSLY DEPRESSED INDIVIDUALS

Kristin R. Newman, University of Calgary; Jody E. Arndt, University of Calgary; Charmaine L. Thomas, University of Calgary; Jennifer D. Ference, University of Calgary; Christopher R. Sears, University of Calgary

Depression and dysphoria are associated with biased attention and memory for emotional information (Williams, Watts, MacLeod, & Mathews, 1997; Yiend, 2010). This study looked for evidence of attention and memory biases in individuals with a self-reported history of depression. Participants viewed sets of depression-related, anxiety-related, positive, and neutral images while their eye fixations were tracked and recorded. Incidental recognition of the images was assessed seven days later. Consistent with previous studies (Kellough, Beevers, Ellis, & Wells, 2008; Sears, Thomas, LeHuquet, & Johnson, 2010), dysphoric individuals spent significantly less time attending to positive images than never depressed individuals. Previously depressed individuals exhibited the same attentional bias. Unlike dysphoric individuals, previously depressed individuals attended to anxiety-related images more than never depressed individuals. A bias in the initial orienting of attention was also observed, with previously depressed and dysphoric individuals orienting to depression-images more frequently than never depressed participants. The recognition memory data showed that previously depressed and dysphoric individuals had poorer memory than never depressed individuals, but there was no evidence of a memory bias for either group. Implications for cognitive models of depression are discussed.

#82
Clinical Psychology/
Psychologie clinique

EFFECT OF A NEGATIVE MOOD INDUCTION ON ATTENTION TO EMOTIONAL IMAGES IN PREVIOUSLY DEPRESSED AND NEVER DEPRESSED INDIVIDUALS

Kristin R. Newman, University of Calgary; Amber D. Flowers, University of Calgary; Jody E. Arndt, University of Calgary; Christopher R. Sears, University of Calgary

Cognitive models of depression propose that attentional biases play a role in the onset, maintenance, and recurrence of depressive episodes (e.g., Gotlib & Joormann, 2010; Yiend, 2010). According to these models, attentional biases are trait-like characteristics of individuals experiencing depression and should therefore be observed in those at-risk for future depressive episodes. Although some research suggests that attentional biases must be activated by negative events to be observed (Just et al., 2000), research to date is equivocal on this point. In the present study, a negative mood induction was used to test this idea. Participants viewed sets of depression-related, anxiety-related, positive, and neutral images while their eye fixations were continuously tracked and recorded. There were two key questions addressed in this study. First, do those who have recovered from depression exhibit attentional biases like those of depressed and dysphoric individuals or are these biases present only for those currently experiencing a negative mood state? Second, does a negative mood induction create attentional biases in never depressed individuals? Results are discussed in terms of their implications for cognitive models of depression.

#83
Clinical Psychology/
Psychologie clinique

PSYCHOMETRIC PROPERTIES OF THE BRIEF CHILD AND FAMILY PHONE INTERVIEW (BCFPI) SOCIAL PHOBIA SCALE

Matilda E. Nowakowski, Ryerson University; Charles E. Cunnigham, McMaster University; Angela E. McHolm, McMaster University; Donna Bohaychuk, McMaster University; Shannon Edison, McMaster University; Jeff St. Pierre, Child and Parent Resource Institute; Louis A. Schmidt, McMaster University

The Brief Child and Family Phone Interview (BCFPI; Cunningham et al., 2000) was developed to provide children's mental health service providers with a short structured assessment tool for intake and for the measurement of treatment outcome. The BCFPI assesses for symptoms of a number of childhood disorders, including anxiety disorders. The present study sought to establish the validity of a new social phobia scale for the potential inclusion in the BCFPI. Two hundred and five children between the ages of 4 and 16 were recruited from both clinics and the community. Parents completed the BCFPI and the Screen for Child Anxiety Related Emotional Disorders – Parent Version questionnaire (SCARED-P; Muris et al., 1998), a well-established assessment tool for childhood anxiety disorders. Factor analysis established the validity of the single social phobia construct. Cronbach alpha reliability estimates were high (&#945; = .95). The BCFPI social phobia scale showed good construct validity. There was a statistically significant positive relation between the BCFPI social phobia scale and the SCARED-P social phobia scale (r(195) = .85) as well as with the other SCARED-P anxiety scales. The BCFPI social phobia scale has strong psychometric properties, thus making it a valid brief tool for the assessment of social phobia symptoms in children.

#84
Clinical Psychology/
Psychologie clinique

DISPOSITIONAL AND EXPERIENTIAL FACTORS IN MATH ANXIETY

Krystle O'Leary, Memorial University; Darcy Hallett, Memorial University; Cheryll Fitzpatrick, Memorial University

It is very common in today's society to encounter individuals who have a fear of math and numbers – what is called math anxiety. Richardson and Suinn (1972) defined math anxiety as unpleasant feelings, specifically, those of tension and anxiety that impede an individual's ability to manipulate numbers and solve math problems in a variety of situations. There are many factors that have been shown to be associated with math anxiety, all of these can be divided into one of three categories: situational, dispositional, or environmental factors (Baloglu and Kocak, 2006). Although all of these factors contribute to math anxiety, most of the research has focused on situational factors, with very little research investigating the dispositional and environmental factors. Given this lack of research, the current study seeks to investigate both dispositional (e.g., big five personality traits) and environmental factors (e.g., math experiences) associated with math anxiety. Approximately 100 undergraduates were given paper and pencil measures of math anxiety, text anxiety, general anxiety, personality characteristics, and a newly developed measure of mathematical experiences. Results indicate that, compared to test anxiety and general anxiety, math anxiety has unique relations with reported math experiences. Significant relations with personality variables are also discussed.

#85
Clinical Psychology/
Psychologie clinique

SEX DIFFERENCES IN PHYSICAL ACTIVITY: IMPLICATIONS FOR MENTAL AND PHYSICAL HEALTH

Janine V. Olthuis, Dalhousie University; Margo C. Watt, Saint Francis Xavier University

Research indicates that physical activity (PA) benefits physical and mental health (Salmon, 2001). Studies show that men report greater PA than women although the reasons for this difference are unclear. As such, the present study investigated sex differences in PA and its association with mental and physical health. Participants were 365 undergraduate students who completed self-report measures. Men reported engaging in significantly more moderate and vigorous PA per week than women (F=17.29, p<.001). Moreover, for men, PA was positively associated with energy (r=.21) and general health (r=.22). For women, on the other hand, PA was significantly correlated with energy (r=.22), emotional well-being (r=.20), social functioning (r=.18), and general health (r=.13). Given the seeming importance of PA for women's overall health, we explored why women engage in less PA than men by examining perceived benefits and barriers. Women reported more perceived benefits (p<.001), but not barriers (p>.10), of PA than men, and regression analyses showed that both perceived benefits and barriers significantly predicted women's PA. By contrast, only perceived benefits significantly predicted men's PA. Results suggest that perceived barriers to PA are a challenge to women's engagement in PA. Public health and community efforts to increase PA among women should focus on decreasing these obstacles.

#86
Clinical Psychology/
Psychologie clinique

EFFECTS OF ELECTROCONVULSIVE THERAPY ON COGNITION: A SYSTEMATIC REVIEW AND META-ANALYSIS

Carolina Oremus, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Matthew King, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Melissa Parlar, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Bruce Christensen, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Gary Hasey, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Bruno Losier, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Peter Bieling, Department of Psychiatry and Behavioural Neurosciences, McMaster University; Margaret McKinnon, Department of Psychiatry and Behavioural Neurosciences, McMaster University

Major depressive disorder (MDD) is the leading cause of disability in the U.S. for persons ages 15-44, affecting approximately 14.8 million adults. Despite numerous psychopharmacological and psychotherapeutic treatments developed for MDD, current evidence suggests that only 60 to 70% of persons who tolerate anti-depressants will respond to first-line drug treatment and that approximately one third of persons treated for MDD will become treatment resistant. ECT is an effective treatment for treatment resistant depression where, in North America, approximately 100,000 persons with MDD annually receive ECT in the U.S. To date, the use of ECT is still controversial due to concerns about cognitive impairment as result of acute ECT treatment. We are engaged in the systematic review and meta-analysis of the effects of ECT on cognition in persons with MDD. We will search Medline, PsychINFO, Embase, CINAHL, and Cochrane databases from commencement to January 2011, as well as track references from earlier reviews related studies. Only comparative studies published in English will be included in our study. Two reviewers will independently check search results and extract data from the identified studies following stringent inclusion criteria. Data will be analyzed using Comprehensive Meta-analysis 2.0 software. Final results will be presented at the Conference.

#87
Clinical Psychology/
Psychologie clinique

COGNITIVE-BEHAVIORAL GROUP THERAPY FOR COMORBID DEPRESSION AND GENERALIZED ANXIETY: A PILOT STUDY

Gabrielle Pagé, Outpatient Mental Health Department, Markham Stouffville Hospital; Gina Di Giulio, Outpatient Mental Health Department, Markham Stouffville Hospital; Kylie Francis, Royal Ottawa Mental Health Centre; David Davies, Royal Ottawa Mental Health Centre; Jakov Shlik, Royal Ottawa Mental Health Centre

Introduction: The goal of this pilot study is to evaluate a Group-based Cognitive Behavioural Therapy (GCBT) program for Comorbid Depression and Generalized Anxiety Disorder (GAD) aimed at reducing worries and depressive and anxiety symptoms. This evidence-based program was developed for individuals in the community with mild to severe depression and generalized anxiety. Method: 32 individuals aged 18 to 65 years old participated in a 14-week GCBT program in the Outpatient Mental Health Program at Markham Stouffville Hospital, ON. Patients completed a set of questionnaires at pre, post and 3-months post-treatment (GAD-Q-V, GAD-7 (weekly), IUS, PSWQ, WSAS, BAI, BDI). Measures of motivation and client expectancy were also administered at pre-treatment only. Results: The data are currently being analyzed and will be finalized for presentation well before the conference date. The effectiveness of this treatment service will be evaluated by examining levels of depressive and anxiety symptoms at pre-, post-treatment and at 3-months post-group treatment. It is anticipated that levels of depressive and anxiety symptoms will significantly decrease from pre- to post-treatment. Discussion: Results from this study will provide preliminary evidence for the efficacy and effectiveness of an adult GCBT program for Comorbid Depression and GAD. Future directions for research will be discussed.

#88
Clinical Psychology/
Psychologie clinique

THE RELATIONSHIP BETWEEN THE INTERPERSONAL PATTERNS OF DEPRESSIVE PATIENTS AND THERAPEUTIC OUTCOMES IN COGNITIVE BEHAVIOURAL THERAPY

Kathryn Palmer, McGill University; Katherine L. Thompson, McGill University; Debora D'Iuso, McGill University; Deborah Schwartzman, McGill University; Keith Dobson, University of Calgary; Martin Drapeau, McGill University

Individuals typically react to people and stressors in their lives using a set of idiosyncratic communication patterns (Benjamin et al., 2006). Depressed clients display different interpersonal patterns at the beginning and end of therapy (Constantino et al., 2008). This study will attempt to replicate findings of change in interpersonal patterns across time and examine whether clients' interpersonal patterns in early sessions predict therapeutic outcome. Specifically, do clients with friendly and autonomous interpersonal patterns experience fewer depressive symptoms at the end of therapy than those with hostile and submissive behaviours. The data for this pilot study was collected as part of a landmark component study by Jacobson and colleagues (1996). The sessions of 15 female clients with Major Depressive Disorder were analyzed using the Structural Analysis of Social Behaviour assessment tool (SASB; Benjamin, 1978). Therapeutic outcome was established by the clients' scores on two depression inventories at termination. The results suggest that friendly and hostile interpersonal communication strategies are differentially associated with therapeutic outcome. Developing an awareness of their role in predicting outcome will promote a better understanding of how clients participate in therapy, thereby facilitating the development of more effective treatment strategies.

#89

Clinical Psychology/
Psychologie clinique

SAFETY BEHAVIOURS ASSOCIATED WITH EMETOPHOBIA

Megan R. Pearson, Ryerson University; Martin M. Antony, Ryerson University; Maria Gurevich, Ryerson University

Emetophobia (fears related to vomiting or vomit) appears to be more common and consequential than its presence in the literature to date and recognition among professionals would imply. Recent preliminary research indicates that such fears are often associated with other psychopathology and can exert a destructive influence in a wide range of health and functional domains. This exploratory study sought support for a cognitive-behavioural model of emetophobia, including administration of a new measure assessing safety behaviours associated with emetophobic fears among 60 members of an online support site for people with these fears. Results indicated that such behaviours are pervasive and can resemble symptoms of OCD, social anxiety, and agoraphobia. Behaviours aimed at reducing anxiety related to food, contagion, and even routine health care and medications were especially pronounced in this sample. Examples of commonly reported behaviours included: avoidance of travel, public spaces and events, perceived sources of contamination (e.g., door handles, public restrooms), and health care settings; refusal of most medications and common use of anti-emetics; pronounced limitations on what food is consumed and under what conditions; and intense attention to the physical symptoms of self and others. Implications of these findings for research and clinical practice will be discussed.

#90

Clinical Psychology/
Psychologie clinique

ASSESSMENT OF COGNITIONS RELATED TO EMETOPHOBIA

Megan R. Pearson, Ryerson University; Martin M. Antony, Ryerson University; Maria Gurevich, Ryerson University

Emetophobia, a cluster of vomit-related fears, appears to be a relatively common but largely unrecognized, poorly understood phenomenon that can have meaningful negative implications across a range of functional domains, and for mental and physical health in general. Exploratory studies published in the last decade indicate that emetophobia's impact on affected individuals' lives and health can be severe and warrants further investigation, most usefully within a cognitive-behavioural framework. This study sought preliminary support for this model and included the administration of a pilot cognitions measure to 60 members of an online support site for people with emetophobia, assessing beliefs about causes and consequences of vomiting and including open-ended items allowing participants to provide additional examples of each type of cognition. Results indicated that people with these fears often perceive a number of everyday situations (e.g., travel by car) as very high-risk, and believe that vomiting themselves or being exposed to others' vomit or vomiting are likely to have catastrophic results (e.g., death, loss of sanity or control, contagion). In addition, responses to open-ended items provided considerable information to facilitate constructive revisions of the measure (in progress as part of an ongoing program of research) for use with general and clinical populations.

#91

Clinical Psychology/
Psychologie clinique

PREDICTING CHANGES IN AFFECT AND ANXIETY FOLLOWING WORRY: THE ROLE OF TRAIT WORRYING, GAD SYMPTOMS, AND BELIEFS ABOUT WORRY

Alexander Penney, Lakehead University; Dwight Mazmanian, Lakehead University; Caitlin E. Rudanycz, Lakehead University

People with generalized anxiety disorder (GAD) hold positive and negative beliefs about worry. Dugas and Koerner (2005) view positive beliefs as a maintaining factor in GAD. Wells (2005) argues that the negative beliefs about worry maintain GAD. The current study tested whether the beliefs, trait worry, or current GAD symptoms predicted changes in state affect and anxiety caused by worrying. Participants in a non-clinical sample ($N = 156$) completed measures of trait worry, GAD symptoms, positive beliefs, and negative beliefs. Approximately one week later, they completed a worry-induction and reported their state positive and negative affect, and state anxiety pre and post induction. Regression equations were conducted on the change scores, with trait worrying, GAD symptoms, positive beliefs, and negative beliefs as predictors. Negative beliefs about worry and GAD symptoms significantly predicted decreases in positive affect ($ps < .05$). Only negative beliefs predicted increases in anxiety ($ps < .05$). No single factor predicted increases in negative affect. These variables only accounted for between 8% and 11% of total variance, however. These findings suggest that people with negative beliefs about worry find worry more distressing, which may play an etiological role in GAD. Additional research is needed to examine other factors that influence the distress caused by worrying.

#92

Clinical Psychology/
Psychologie clinique

FACTORS ASSOCIATED WITH RECENT SUICIDE ATTEMPTS IN GAMBLERS

Alexander M. Penney, Lakehead University; Dwight Mazmanian, Lakehead University; John Jamieson, Lakehead University; Nancy Black, St. Joseph's Care Group

While past suicide attempts, presence of a mood disorder, and polysubstance use are predictive of suicide in general, sub-groups may have unique risk factors. One sub-group that is receiving increased attention is problem gamblers. Previous research has found that gamblers with mental health and substance issues are more likely to attempt suicide (Hodgins et al., 2006). The present study examined data for gamblers who were assessed at an Addiction Treatment Centre from 2001-2008. Clients with a gambling problem who reported being hospitalized due to a suicide attempt ($n = 22$) were compared to all other clients with a gambling problem ($n = 923$). In individual logistic regression analyses, predictors of hospitalization for a suicide attempt included younger age; being single; less education; poorer employment; having major depressive disorder (MDD), bipolar disorder, attention deficit/hyperactivity disorder (ADHD), or a personality disorder (PD); and problems with amphetamines, ecstasy, or medications ($ps < .05$). In a combined regression analysis, being less educated and having MDD, bipolar disorder, ADHD, or a PD were found to be significant independent predictors of attempting suicide ($ps < .05$) and accounted for 30% of the variance. No substance emerged as a unique predictor. The reason why less education is associated with suicide attempts in gamblers warrants further study.

#93

Clinical Psychology/
Psychologie clinique

ACADEMIC TRAJECTORIES OF CHILDREN DIAGNOSED WITH ADHD

Anna Polotskaia, McGill University, School/Applied Psychology; Natalie Grizenko, Douglas Research Institute; Ning Nan Wang, Douglas Research Institute; Shalaka Shah, McGill University/Douglas Institute; Ridha Joober, Douglas Research Institute

According to Statistics Canada, over 6,000.000 Canadians do not have high school diplomas, indicating a high rate of school dropouts in adolescents and young adults. Academic failure and dropping out of school are associated with increased risk of antisocial behaviour, lower income rates and health risks. Attention-Deficit/Hyperactivity Disorder (ADHD) is a complex disorder characterized by inattention, hyperactivity, and impulsivity. It has been shown that there is a higher prevalence of academic failure in children diagnosed with ADHD compared to healthy peers. Despite the fact that psychostimulants have been in clinical practice for over 70 years, long-term effects of treatment on academic functioning remains unclear. The project is a prospective follow-up study that aims at identifying the academic trajectories of children treated for ADHD.Children are assessed using standardized and curriculum based measures every three months for the duration of two years. First phase of the project will be presented.

#94
Clinical Psychology/
Psychologie clinique

DO THE PREVALENCES OF COMMON MENTAL HEALTH PROBLEMS DIFFER BETWEEN CANADIAN FRANCOPHONES AND ANGLOPHONES IN MINORITY AND MAJORITY SITUATIONS?

Chassidy Puchala, University of Saskatchewan; Anne Leis, University of Saskatchewan; Hyun Lim, University of Saskatchewan; Raymond Tempier, University of Saskatchewan

Background: Within Canada, use of official language (French or English) and minority-majority language status differs between Quebec (French-majority/English-minority) and outside Quebec (French-minority/English-majority). Research has not yet examined the mental health of official language minority groups in Canada. The purpose of this study is to determine whether mental health disparities exist between minority and majority Francophones and Anglophones in Canada. Methodology: Data from the Canadian Community Health Survey: Mental Health and Well-being, Cycle 1.2 was used to make two main comparisons: 1) Quebec Francophones to Quebec Anglophones, and 2) outside Quebec Francophones to outside Quebec Anglophones. Both twelve-month and lifetime prevalences of common mental disorders (Major Depressive Episode, Anxiety disorders, and Alcohol and Substance Abuse/Dependence) were compared through a series of chi-square analyses. Results: Mental health problems between minority and majority language groups were more similar than different. However, some regional differences were, in fact, observed. Specifically, both Anglophones and Francophones outside Quebec had higher prevalences of poor self-rated mental health and low self-rated life satisfaction than Anglophones and Francophones in Quebec, respectively.

#95
Clinical Psychology/
Psychologie clinique

DO OCD SUBTYPES HAVE AN IMPACT ON INFERENCE BASED APPROACH COGNITIVE THERAPY ?

Magali Purcell Lalonde, Université de Montréal; Monique Lahoud, Centre de recherche Fernand-Séguin; Marc Lavoie, Centre de recherche Fernand-Séguin; Kieron O'Connor, Centre de recherche Fernand-Séguin

The heterogeneity in obsessive-compulsive disorder (OCD) is well recognized, but little is known about treatment response of all OCD subtypes to cognitive therapy. Although cognitive behavior therapy (CBT) is often the treatment of choice for OCD, many patients are resistant to its exposure and response prevention (ERP) component and fail to benefit sufficiently from the treatment. In particular, patients with hoarding symptoms have often shown poor response to CBT techniques created largely for other OCD symptoms. In this study, 42 subjects diagnosed with OCD were treated at the Fernand-Séguin Research Center in a 20-week Inference Based Approach (IBA) cognitive therapy program which relies on the premise that OCD is a disorder of reasoning or faulty beliefs. Symptoms were assessed with the clinician-rated Yale-Brown Obsessive-Compulsive Scale symptom checklist (Y-BOCS) and categorized into four subtypes: checking compulsions, contamination obsessions, hoarding compulsions, and impulse obsessions. Preliminary analyses indicated that all subtypes responded to treatment, but there was no significant difference in outcome measures between groups.

#96
Clinical Psychology/
Psychologie clinique

POSITIVE MOOD REACTIVITY AND TREATMENT OUTCOME IN MAJOR DEPRESSION

Lena Quilty, Centre for Addiction and Mental Health; Barbara Mancini, University of Toronto; Peter Farvolden, CBT Associates; Michael Bagby, Centre for Addiction and Mental Health; University of Toronto

Background: Clinical research has clearly demonstrated that major depressive disorder consists of not only the presence of negative affect, but also the absence of positive affect. Yet, incentive motivation as indexed by measures of Extraversion and Behavioural Activation System (BAS) sensitivity have been inconsistently associated with depressive symptoms and course. In fact, Neuroticism and Behavioural Inhibition System (BIS) sensitivity have been more robustly associated with the symptoms and signs of depression. Objectives: To investigate the degree to which positive reactivity is associated with the personality traits of the Five Factor Model, and BIS and BAS sensitivity, as well as treatment outcome, in depressed outpatients. Methods: A total of 101 outpatients with major depressive disorder completed the NEO Personality Inventory-Revised, the BIS/BAS Scales, and a positive mood induction procedure, prior to 16 weeks of treatment with pharmacotherapy or psychotherapy. Results: Positive mood reactivity was associated with facets of Extraversion, Openness and Agreeableness. Moreover, positive mood reactivity was predictive of treatment response over and above pre-treatment depressive severity, Extraversion, and BAS sensitivity. Conclusions: The current investigation underscores the prognostic import of reactivity to positive cues in the environment in major depression.

#97
Clinical Psychology/
Psychologie clinique

THE PROCESSES OF INVOLVEMENT OF OLDER MALE ADULTS IN MEN'S SHEDS COMMUNITY PROGRAMS

Kristin A. Reynolds, University of Manitoba; Corey S. Mackenzie, University of Manitoba

The number of adults 65 years and older is increasing dramatically, characterizing Canada as an aging society. Unfortunately, a large and growing number of older adults are experiencing mental health problems. One factor contributing to mental health problems in late life is loneliness. Men's Sheds, developed in Australia in the 1990's, strive to integrate older men into the community, decrease loneliness, and increase social support, mental health and well-being. A Men's Shed is being piloted in Winnipeg, which has provided an opportunity to examine reasons for, barriers to, and meaning related to involvement for older men. Ten adults 65+ completed a 60-minute semi-structured qualitative interview. Authors transcribed and analyzed interviews using grounded theory methodology. Emergent themes regarding initial attraction and continued involvement in the Men's Shed included alleviation of loneliness through fellowship and close bonds, role fulfillment, building and giving back to the community and skill development. Participants identified personal or family illness and responsibilities to complete home projects as barriers to participation. Regarding the meaning of their involvement, participants emphasized decreased loneliness, improved quality of life, having a purpose and feelings of mutual respect and acceptance.

#98
Clinical Psychology/
Psychologie clinique

EFFECTS OF AGE AND GENDER ON MENTAL HEALTH SERVICE USE FOR SPECIFIC MOOD AND ANXIETY DISORDERS IN THE GENERAL POPULATION: FINDINGS FROM THE NATIONAL EPIDEMIOLOGIC SURVEY ON ALCOHOL AND RELATED CONDITIONS

Kristin Reynolds, University of Manitoba; Corey S. Mackenzie, University of Manitoba; John Cairney, McMaster University; Jitender Sareen, University of Manitoba; David Streiner, McMaster University

The objectives of this study were to use a large, nationally representative community sample to: Provide current estimates of the prevalence of help-seeking for specific mood and anxiety disorders across the adult lifespan; Explore the impact of gender on help-seeking; and Compare rates of help-seeking of young adults (18-34) and middle-aged adults (35-64) with older adults (65+). Authors used Wave 2 data from the National Epidemiologic Survey on Alcohol and Related Conditions. This survey of 34,653 individuals provides information on professional help-seeking for individuals with each axis I disorder diagnosis. Help-seeking was highest for dysthymia (48.6%) followed by major depression (35.2%), panic disorder (31.3%), generalized anxiety disorder (29.0%), mania (20.4%), social phobia (14.6%), post-traumatic stress disorder (12.0%) and specific phobia (2.9%). Chi-square analyses indicated significant age differences in the prevalence of help-seeking for each disorder, with the greatest likelihood of help-seeking among middle-aged adults. The effect of gender on help-seeking was not significant, indicating that the percentage of men versus women seeking help did not vary across age groups. Logistic regression analyses indicated that the likelihood of seeking help was significantly higher for young and middle-aged adults compared to older adults (Odds Ratio range:1.15-3.57).

#99
Clinical Psychology/
Psychologie clinique

THE INFLUENCE OF NEGATIVE OUTCOME EXPECTANCIES ON MOTIVATIONAL READINESS TO CHANGE IN TREATMENT RESISTANT PATHOLOGICAL GAMBLERS

Amanda ER. Robinson, University of Windsor; Kenneth E. Hart, University of Windsor

This study tested the potential motivating effects of negative outcome expectancies on the process by which pathological gamblers come to value the change goal of abstinence. Respondents consisted of 62 Canadian, community-dwelling, pathological gamblers who aspired to become abstinent without professional assistance. A questionnaire methodology was used to assess strength of negative outcome expectancies (NOE) of continued wagering and level of readiness to change (RTC). As predicted, regression analyses revealed that higher levels of NOE were significantly related to higher levels of RTC, controlling for DSM-IV-TR severity and self-deception bias. Pending replication, these findings suggest that brief motivational interventions that bolster NOE might prove useful in facilitating behaviour change in treatment resistant gamblers.

#100
Clinical Psychology/
Psychologie clinique

DEVELOPMENT AND PRELIMINARY VALIDATION OF THE SOCIAL ANXIETY SEVERITY SCALE

Jenny Rogojanski, Ryerson University; Valerie Vorstenbosch, Ryerson University; Heather K. Hood, Ryerson University; Martin M. Antony, Ryerson University

Social anxiety disorder is characterized by a fear of social or performance situations in which one could be embarrassed or scrutinized by others (Antony & Rowa, 2008). Although several validated self-report measures of social anxiety exist, most measures purporting to assess severity are confounded by the fact that severity is based primarily on the number of situations in which the individual feels anxious, rather than the impairment caused by the anxiety. The purpose of the present study was to develop a measure of social anxiety severity (Social Anxiety Severity Scale; SASS) that addresses this issue by separately measuring the range of social situations in which one feels anxious and the overall distress/impairment associated with the individual's social anxiety. The second aim was to evaluate the psychometric properties of the SASS by examining its reliability and validity (internal consistency, concurrent and convergent validity). Preliminary data from a high and low socially anxious sample will be presented. This is the first measure to distinguish between the range of social situations avoided and the consequent impact of social anxiety on one's quality of life. This newly developed measure will allow for more precise measurement of severity, which can be used in research and clinical practice to measure change throughout treatment for social anxiety disorder.

#101
Clinical Psychology/
Psychologie clinique

RISK FACTORS FOR PROBLEM GAMBLING IN OLDER ADULTS

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

Predictors of problem gambling were examined in a sample of 307 adults aged 50 and older (mean age = 66.8; SD = 9.47; 72% female) from Northern and Southern Ontario. Participants completed the Northern Opinion Research Centre DSM Screen for Gambling Problems (NODS), South Oaks Gambling Screen (SOGS), the Alcohol Use Disorders Identification Test (AUDIT), and a background information questionnaire. A discriminant analysis was conducted to predict group membership as either recreational (n = 184) or problem/pathological gamblers (n = 28) using a series of demographic (e.g., sex, education, income), descriptive (e.g., types of gambling activities), and clinical variables (e.g., parents with gambling problems, alcohol use). The discriminant function was significant ($p < .001$, canonical R squared = .78), with frequency of going to the casino ($r = .72$), frequency of playing slot machines ($r = .52$), the degree to which other people in the household gamble ($r = .46$), and whether or not parents had a gambling problem ($r = .30$) making the most contribution. Problem gamblers went to the casino and played slot machines more than once a week, had individuals in their household who gambled more regularly, and reported that one or both parents had a gambling problem. Correcting for chance, 89% of cases were correctly classified into the recreational and problem/pathological gambling groups.

#102
Clinical Psychology/
Psychologie clinique

UNDERSTANDING HOW HIGH RISK FACTORS CONTRIBUTE TO VIOLENT BEHAVIOR AMONG MALE OFFENDERS

Jesus Enrique G. Saplala,

Pincus and Lewis theoretical proposition that for violent behavior to occur, two or more factors should be present: substance intoxication, child abuse, neurologic deficit, and mental illness. From 12 participants, 5 Life Term convicted felons with violent crimes and one participant whose case is nonviolent and their relatives were interviewed to explore similarities or differences between violent and non-violent offenders. The narratives show abusive childhood could be a reason to abuse illegal substances or alcohol to dissociate himself from trauma. The abuse of these substances could also contribute to paranoia or contribute neurologic deficits. Dysfunctional family relationships, intergenerational belief systems, and circumstances such as tragic deaths also contribute to a poor self-concept, low self-esteem, and impair cognitive resources necessary for insight and better social relationships. However, harsh and sometimes cruel treatment of offenders, the absence of an offender's family, the lack of resources to help change their thinking and behavior may also reinforce violent behavior.

#103
Clinical Psychology/
Psychologie clinique

THE (DUBIOUS?) BENEFITS OF SECOND CHANCES IN BATTERER INTERVENTION PROGRAMS

Katreena Scott, University of Toronto; Colin King, University of Toronto

Dropout is a significant problem for many treatment programs serving clients who have been socially or legally mandated to change, including batterer intervention programs. In response, some batterer programs have aligned with a risk management philosophy and promote swift and sure judicial consequences in response to dropout. Other programs view cessation of problem behaviour as a long-term process and promote flexibility in policies around attendance. In this paper, we explore the implications of these approaches using data collected from 296 men court-mandated to attend batterer intervention. Just over half of clients completed intervention on their first attempt. Using a flexible re-entry approach, 48 clients were reinstated once, 20 twice and 6 clients reinstated three or more times over a 3 year period. Clients who re-entered had higher dropout rates and, even with multiple attempts, were no more successful than initial completers in meeting program goals. Moreover, the costs of re-enrolling clients in treatment were quite high. On average, reinstatement was associated with an average of 15 extra contacts by facilitators, above and beyond the time and effort required for men's attendance in group. Results are discussed in terms of the need for clear program policies that involve either better judicial partnerships or increased funding to support client re-entry.

#104
Clinical Psychology/
Psychologie clinique

GENDER DIFFERENCES IN ANXIETY SENSITIVITY AND WORRY

Megan M. Short, Lakehead University; Peter G. Mezo, Memorial University of Newfoundland

Anxiety Sensitivity (AS), the fear of sensations related to anxiety, and pathological worry, a form of negative repetitive thought focused on future events, are risk factors for the development of psychopathology (Floyd et al., 2005). Research reveals that AS is strongly related to worry, even when accounting for psychological distress (Floyd et al., 2005). Thus, AS and worry share a common underlying feature beyond general distress. Previous research also supports robust gender differences in AS and worry, namely, that women experience higher levels of AS and worry (Sherry et al., 1997; Robichaud et al., 2003). This study aims to examine these gender differences further, and to determine whether they still exist, even when controlling for the other and general distress. An undergraduate sample of 109 women and 109 men completed measures of AS, worry, and negative affect (NA). Semi-partial correlations revealed that gender was significantly correlated with worry, independent of AS and NA ($r = .23$, $p < .05$). The correlation between gender and AS disappeared when controlling for worry and NA ($r = .05$, $p > .05$). The findings of this study suggest that inherent gender differences exist in pathological worry, however, the gender difference found in AS can be accounted for by its association with worry and psychological distress. The implications of these findings will be discussed.

#105
Clinical Psychology/
Psychologie clinique

WORKING WITH DOMESTIC ABUSERS WHO IDENTIFY THEMSELVES AS CANADIAN MUSLIMS: WHAT ARE THE PROPHET'S WORDS?

Atif Shujah, University of Regina

The provision of culturally-integrative services is postulated on the negotiation of various ethical dilemmas. Among the most challenging dilemma is a therapist's attempt to balance a client's right to affirm specific values with the potential clinical necessity to shift a client's values. This dilemma is ideally resolved through a mutual agreement on therapeutic goals. However, perpetrators of domestic abuse who are court mandated for treatment can be resistant to treatment. This presentation will provide a narrative account of one Canadian Muslim therapist's attempt to provide culturally-integrative services to perpetrators of domestic violence who are Canadian Muslims and who justify their behaviours partially using their religious identity. The data was collected as part of a broader research project on elucidating avenues for providing culturally-integrative services to Canadian Muslim clients. Implications for client-therapist matching; clinical training; and organizational design will be highlighted in the discussion.

#106
Clinical Psychology/
Psychologie clinique

CATASTROPHIZING ABOUT BREATHLESSNESS IN INDIVIDUALS WITH CHRONIC OBSTRUCTIVE PULMONARY DISEASE

Brahm K. Solomon, University of Ottawa; Keith G. Wilson, Psychology, The Ottawa Hospital Rehabilitation Centre; University of Ottawa; Peter Henderson, Psychology, The Ottawa Hospital Rehabilitation Centre; University of Ottawa; Patricia Poulin, Psychology, Institute for Rehabilitation Research and Development, The Ottawa Hospital Rehabilitatio; John Kowal, Psychology, The Ottawa Hospital Rehabilitation Centre; University of Ottawa

In Chronic Obstructive Pulmonary Disease (COPD) breathlessness appears to be a central determinant of a patient's level of functioning. Physical measures of lung function are used as indicators of lung capacity, yet often are poor predictors of actual disability. This project examined whether a fear-avoidance model can contribute to a better understanding of disability in COPD. Catastrophizing about symptoms, in particular, has been associated with functional disability, and has sometimes been found to be more disabling than the symptom itself. Sixty-three patients with COPD completed a battery of questionnaires before participation in a pulmonary rehabilitation program. The battery included the Breathlessness Catastrophizing Scale (BCS; adapted from the Pain Catastrophizing Scale), measures of anxiety, depression and self-efficacy. Analyses revealed that the BCS correlates strongly with anxiety ($r = .72, p < .001$), depression ($r = .52, p < .001$) and self-efficacy ($r = -.76, p < .001$). These preliminary results suggest that catastrophizing may be relevant to the understanding of disability in COPD.

#107
Clinical Psychology/
Psychologie clinique

THE ROLE OF CORTISOL AND PARENTING IN SELECTIVE MUTISM AND ANXIETY DISORDERS

Gillian Stanley, Ottawa Carleton District School Board; Mary Ann Evans, University of Guelph; Charles E. Cunningham, McMaster Children's Hospital; Angela E. McHolm, McMaster University Medical Centre; Louis A. Schmidt, McMaster University

Caregiving has been shown to influence children's physiological and behavioural reactions. We examined the role of caregiving behaviours, specifically warmth, overcontrol, and criticism, as well as caregiver anxiety, as moderators of the relation between cortisol reactivity and behavioural anxiety in children with selective mutism, an anxiety disorder, or no diagnosis. 122 children aged 5-18 and their primary caregivers completed a series of standardized measures and participated in a speech task. Caregiver and child behaviours were coded during the speech task. Children provided salivary cortisol samples before and after the speech task. We found that children showed more observable signs of anxiety, and caregivers showed more critical and overcontrolling behaviours and less warmth in response to the speech-related stressor. Caregiving behaviours were associated with cortisol reactions for girls but not for boys. Although caregiver overcontrol and criticism were not found to act as moderating variables, the current study provided some evidence that caregiver warmth and anxiety may perform a moderating function in the relation between cortisol and anxiety. The implications for the development of selective mutism and anxiety disorders are discussed, along with recommendations for prevention and intervention.

#108
Clinical Psychology/
Psychologie clinique

THE CLASSIFICATION OF SELECTIVE MUTISM: EVIDENCE FROM SALIVARY CORTISOL RESPONSES

Gillian Stanley, Ottawa Carleton District School Board; Mary Ann Evans, University of Guelph; Charles E. Cunningham, McMaster Children's Hospital; Angela E. McHolm, McMaster University Medical Centre; Louis A. Schmidt, McMaster University

The purpose of this study was to explore the relation between selective mutism and anxiety disorders. There is an ongoing debate as to whether selective mutism should be considered a separate disorder or a symptom of social anxiety disorder. In the current study, the relation between cortisol and anxious and selectively mute symptoms was investigated. 122 children aged 5-18 and their primary caregivers completed a number of questionnaires and participated in a low- and high-anxiety interactive speech task. Children provided salivary cortisol samples before and after the speech task. The results of the study indicated that children with selective mutism showed a pattern of cortisol activity distinct from both anxious and control children. Further, increased cortisol reactivity was significantly associated with both self- and caregiver-rated anxiety. The small effect sizes, as well as the complexity of the effects of cortisol, indicated that there are likely additional factors involved in understanding the relation between cortisol and anxiety. The diagnostic and developmental implications of these results are discussed.

#109
Clinical Psychology/
Psychologie clinique

TELL IT TO ME LIKE IT IS: EXCESSIVE REASSURANCE SEEKING AND NEGATIVE FEEDBACK SEEKING

Kaitlin B. Stefanovich, Lakehead University; K. Amanda Maranzan, Lakehead University

Existent literature has acknowledged the ability of interpersonal behaviours to create negative social interactions between people. Two such interpersonal behaviours include excessive reassurance seeking, characterized by one's desire for reassurance about one's worth or lovability, and negative feedback seeking, characterized by a desire to be provided criticism about oneself that confirms one's negative self-concept. It has been argued that both of these behaviours are self-propagatory in that, as regards psychopathology, each induces the other; furthermore, both of these behaviours have been associated with depression. A review of the theoretical and empirical literature is provided, beginning with the conceptual bases of the behaviours found in Coyne's interpersonal theory as well as Swann's self-verification theory. The authors also explore the empirical evidence linking these two behaviours to the onset and maintenance of depression and depressive symptoms, examining the support for these behaviours as self-propagatory. Future research directions are provided.

#110
Clinical Psychology/
Psychologie clinique

REJECTION SENSITIVITY AND SEXUAL INTIMACY IN YOUNG ADULT DATING RELATIONSHIPS

Jeremy G. Stewart, Queen's University; Kate L. Harkness, Queen's University

Rejection sensitivity (RS) is a cognitive-affective processing disposition wherein individuals higher in this trait anxiously expect, readily perceive and overreact to rejection from close others (Downey & Feldman, 1996). Sexual intercourse, which demands physical and psychological intimacy between partners, poses a uniquely stressful event for individuals high in RS. We examined the effects of RS on engaging in sexual intercourse or not in a sample of 224 (170 females) heterosexual undergraduate students in current romantic relationships. Participant answered questions about RS, attachment style, self-esteem, and whether or not they had ever had sexual intercourse. RS was negatively associated with ever having intercourse and added predictive power above the effects of attachment style and self-esteem, but only for females. To gain fine-grained understanding of the specific experiences females high in RS have within their relationships, we are recruiting a sample of dating couples. Female participants will complete a detailed semi-structured interview about their current and past romantic relationships. We hypothesize that high RS will be associated with shorter relationship duration, more negative stressful experiences within relationships, and lower current relationship quality. We will examine whether these factors mediate the relationship between RS and sexual intimacy.

#111
Clinical Psychology/
Psychologie clinique

PEOPLE WITH PETS: UNDERSTANDING THE INFLUENCE OF HUMAN-COMPANION ANIMAL ATTACHMENT ON EMPATHY AND RESILIENT COPING IN ADULTHOOD

Kelly L. Stickle, University of Northern British Columbia

The purpose of this research is to investigate the association of current human-companion animal attachment with adult levels of empathy and resilient coping. The history of humans and companion animals is long and research findings have been reported identifying various benefits (Ascione, 2004; Kruger & Serpell, 2006). However, a better understanding is needed of the human-companion animal relationship, and the associations which that relationship may have with human prosocial and protective factors (Fine, 2006). Pet-owning adults (n = 277) completed an online survey including the Companion Animal Bonding Scale, as well as the Interpersonal Reactivity Index and the Brief Resilient Coping Scale. Participants also completed the Relationship Questionnaire to help clarify the significance of any benefits associated with the human-animal attachment bond found above the human-human bond. Preliminary hierarchical multiple regression analyses indicates that there are significant but modest positive associations between human-animal attachment and overall empathy (R2 = .08, p = .02) as well as with a fantasy component of empathy (R2 = .12, p < .03) when moderated by human-human attachment styles, but not with resilient coping. The implications of these findings for individuals, health care facilities, mental health therapists, and correctional institutions will be discussed.

#112
Clinical Psychology/
Psychologie clinique

EMPATHY HELPS AND PITY HINDERS THE WILLINGNESS TO INTERACT WITH THOSE PRONE TO DEPRESSION: A VIGNETTE STUDY

Leora Swartzman, The University of Western Ontario; Courtney McAskile, Department of Psychology, The University of Western Ontario; Jamie Smith, Department of Psychology, The University of Western Ontario; Ross Norman, Department of Psychiatry, The University of Western Ontario; Karen Zhang, Department of Psychology, The University of Western Ontario

Mild to moderate depression, a common mental health challenge faced by university students, often remains hidden and thus un-addressed. Students' reluctance to acknowledge or seek help may stem, in part, from the fear of being tarnished by the label of mental illness. This vignette study examined whether this fear is founded, and if so, the extent to which the effect is mediated by anticipated emotional reactions – empathy, pity and comfort - to the target. Undergraduates (N=318) read a vignette describing a person with a set of symptoms labeled as due to either depression or asthma. Consistent with predictions, participants were less willing to interact with a target whose symptom were labeled as due to depression than asthma. Notably, this effect was observed for desire for intimate (p < .003) but not casual social contact. Participants anticipated experiencing empathy for (p < .05), less comfort around (p < .01) and more pity (p < .05) for the depressed than asthmatic target. Mediational analyses indicated that the tendency to avoid those with mental (as opposed to physical) health problems is driven, in part, by feelings of pity for, and lack of empathy for the target, and the sense that interacting with this individual would be uncomfortable. Implications of these findings for on-campus social marketing campaigns to decrease the stigma of depression are discussed.

#113
Clinical Psychology/
Psychologie clinique

QUALITY OF CARE FOR ANXIETY AND DEPRESSION: PREDICTING RATES OF ADHERENCE TO MINIMAL ADEQUACY GUIDELINES

France Talbot, Université de Moncton; David A. Clark, University of New Brunswick; Angela V. Liuzzo, Université de Moncton; Vickie Roy, Université de Moncton

Despite the availability of evidence-based guidelines, a high proportion of the population suffering from anxiety or depression remain untreated or inappropriately treated. A survey was sent to 147 family physicians and 267 mental health professionals across New-Brunswick (N=414) to examine predictors of adherence to recommended treatment guidelines. Guidelines used for minimally adequate treatment were: &#8805; 2 months of pharmacotherapy plus at least 4 visits or, for psychotherapy, &#8805; 8 visits (American guideline) or &#8805; 12 visits (Canadian guideline). Nearly all family physicians and psychiatrists (n=157; 95.2%) reported offering levels of care at or above minimal guidelines for pharmacotherapy. A substantial number of mental health professionals reported offering &#8805; 8 visits (59.2%; n=158) while much lower rates were reported for &#8805; 12 visits (36.7%; n=98). Multivariate logistic regression analyses indicated that the use of symptom-based rating scales to monitor progress was the most significant predictor of adherence to both &#8805; 8 visit (OR, 2.24; 95% CI, 1.23 – 4.09) and &#8805; 12 visit guidelines (OR, 2.51; 95% CI, 1.40 – 4.50). Data on health care delivery may help to identify strategies to promote quality of care.

#114
Clinical Psychology/
Psychologie clinique

ATTENTIONAL BIASES IN POSTTRAUMATIC STRESS DISORDER (PTSD)

Charmaine L. Thomas, University of Calgary; Lauren D. Goegan, University of Calgary; Christopher R. Sears, University of Calgary

Previous research suggests that individuals with PTSD preferentially attend to threat-relevant cues in their environment (e.g., Shipherd & Salters-Pedneault, 2008). Although this threat-related attentional bias is hypothesized to contribute to the persistence of PTSD symptoms, its precise nature is not well understood. In the present study, attentional biases associated with PTSD were explored by examining the orientation, allocation, and disengagement of attention. We used an eye-tracking paradigm to determine how participants with PTSD symptoms attend differently to threat-related stimuli relative to other emotional stimuli. Participants were shown sets of four images (one each of threat-related, negative, positive, and neutral) and their eye movements were recorded continuously while they examined the images. The dependent variables were the type of image first attended to, the number of fixations to each image, and the total fixation time to each image. Disengagement of attention was measured using a gaze-contingent endogenous cueing procedure which required participants to immediately move their gaze off an attended probed image. The relation between attentional biases and the mechanisms hypothesized to maintain symptoms of PTSD is discussed.

#115
*Clinical Psychology/
Psychologie clinique*

WAITING FOR CHILDREN'S MENTAL HEALTH SERVICES: PARENT DECISIONS TO USE INTERIM OPTIONS AND THE MODERATING EFFECTS OF DEPRESSIVE SYMPTOMS

Diana Urajnik, McMaster University; Charles E. Cunningham, McMaster University; Yvonne Chen, McMaster University; Heather Rimas, McMaster University; Stephanie Mielko, McMaster University; Patrick McGrath, IWK Health Centre; Graham J. Reid, The University of Western Ontario; Ellen Lipman, McMaster University

Many families of children with mental health problems must wait to receive services. This necessitates the development of alternate approaches for parents while they wait. Consistent with a consumer-driven system, it is critical that client input is sought. However, a better understanding of parental decision-making regarding service use is required. This research examined parent intentions to use interim options. We tested a structural model (SEM) based on the Theory of Planned Behavior (TPB). Participants were 360 consecutive referrals (parents of youth 4-18 years) to six central intake services in Ontario, Canada. The hypothesized model achieved an excellent fit (CFI=0.99, RMSEA=0.05). Parents who believed that interim options (e.g. readings or videos, workbook exercises) would be beneficial (&#946;=0.21), were encouraged by others (e.g. therapist) (&#946;=0.18), and had confidence in their ability to help their child (with few perceived barriers) (&#946;=0.57), had greater intentions to use interim service options. Furthermore, depressive symptoms moderated relationships. Higher depressive scores attenuated the confidence/control–intentions relationship. Moreover, the association between perceived benefits and intentions was stronger for parents with, as opposed to without depressive symptoms. Results suggest a strategy for maximizing the use of waitlist options.

#116
*Clinical Psychology/
Psychologie clinique*

INDIVIDUAL DIFFERENCES IN PERPETRATORS OF VIOLENCE AGAINST CHILDREN: NEGATIVE AFFECT AND SUBCOMPONENTS OF THE PSYCHOPATHIC PERSONALITY

Geoffrey A. Urch, University of British Columbia; Zach Walsh, University of British Columbia; Audra Roemer, University Of British Columbia

The extent to which individual differences associated with violence against adults can be extended to predict violence against children (VAC) has not been extensively examined. Although psychopathy is a robust predictor of adult violence, the association between psychopahty and VAC has not been examined. Negative affect has been identified as a predictor of VAC, and is inversely associated with core elements of the psychopathic personality. This pattern of relationships raises questions regarding association between psychopathy and VAC. We examined associations between VAC, subcomponents of the psychopathic personality, and negative affect, among 735 civil psychiatric patients drawn from the MacArthur Violence Risk Assessment Study. The results indicated a small inverse association between the interpersonal/affective element of the psychopathic personality (Factor 1) and VAC (X2 = 6.12, R2 = .02, p < .05). The impulsive/antisocial elements of psychopathy (Factor 2) were not associated with VAC. Negative affect was positively associated with VAC (X2 = 11.37 R2 = .033, p < .05). However, negative affect did not mediate the relationship between Factor 1 and VAC. These novel findings contribute to the understanding of VAC and personality, and suggest distinct risk profiles for violence against children compared to violence against adults.

#117
*Clinical Psychology/
Psychologie clinique*

ROBUST NORMATIVE COMPARISON TESTS FOR EVALUATING CLINICAL SIGNIFICANCE

Katrina van Wieringen, York University; Robert Cribbie, York University

There has been considerable interest lately in evaluating the clinical significance of the interventions employed by psychologists. Kendall et al. (1999) introduced an equivalence-based method for assessing clinical significance at the group level. This method involves evaluating whether the clients who received the intervention are now equivalent to a normal comparison group on the issue of interest (e.g., depression). The test underlying Kendall's approach is Schuirmann's two independent-samples test of equivalence. However, the standard error of Schuirmann's test is identical to that of the traditional independent-samples t test, which has been shown to not be robust to violations of the normality (e.g., skewness, outliers) or homogeneity of variance assumptions. The problem is that the variances and distribution shapes of the clinically treated and normal comparison groups are often markedly different. The purpose of this study was to modify the original Schuirmann test by incorporating trimmed means and a heteroscedastic test statistic, in order to produce a test that would be valid for evaluating the equivalence of treated and normal comparison groups. Findings indicate that the proposed test performs much better than the originall Schuirmann test when distributions are skewed, outliers are present, and/or the variances are unequal.

#118
*Clinical Psychology/
Psychologie clinique*

EFFECTS OF SLEEP LOSS ON DAYTIME FUNCTIONING IN CHILDREN

Jennifer Vriend, Dalhousie University; Fiona Davidson, Mount Saint Vincent University; Sunny Shaffner, Dalhousie University; Penny Corkum, Dalhousie University; Ben Rusak, Dalhousie University

There has been little scientific work studying the effects of chronic sleep loss in children. In this study, parents of 30 typically developing 8-12 year-old children completed diaries about their child's sleep and the children wore actigraphs (recording devices that provide information about sleep). During the baseline week, information from the sleep diary and actigraphy was used to estimate how long the child typically sleeps. In the second week, the child was randomly assigned to go to bed either one hour earlier or one hour later than their typical bedtime. Each child then completed the opposite schedule for the third week of the study. After each of the three weeks, cognitive and emotional functioning were examined using various tasks and questionnaires. Baseline data revealed that on average children were sleeping one to two hours less than recommended. Furthermore, results revealed that when sleep was restricted, children had impairments in memory and attention and decreased expression of positive emotions compared to when sleep was extended. The results of this study suggest that even a small degree of chronic sleep restriction can have negative consequences for children's daytime functioning. These findings have important implications for understanding how inadequate sleep can affect cognitive and emotional development of children.

#119
Clinical Psychology/
Psychologie clinique

THE MEDIATIONAL ROLE OF HEALTH-RELATED BEHAVIOURS LINKING CHILDHOOD MALTREATMENT AND STRESSFUL EVENTS WITH ADVERSE ADULT HEALTH OUTCOMES

Hope Walker, University of Victoria; Marsha Runtz, University of Victoria

The link between childhood maltreatment and adverse adult health outcomes has been well established, and pathways attempting to explain this effect are emerging in the literature as important targets for intervention and prevention; the present analysis tested a behavioral pathway. Structural equation modeling was used to examine the roles of health-promoting behaviours and health-risk behaviours as mediators of the relationship between childhood maltreatment and stressful family events and current adverse health in 258 adult women. Three structural models were tested: the full model (model 1) was trimmed for low-loading pathways; in model 2, the health-promoting latent variable was removed due to counter-intuitive findings (health promotion behaviors were positively related to both childhood maltreatment and adverse health outcomes). The final model (model 3) yielded the best fit to the data, &#967;2 (32, N = 258) = 69.898, p = .000, &#967;2/df = 2.18, CFI = .93, RMSEA = .068; CI = .046-.090, indicating that health-risk behaviours partially mediated the relationship between childhood maltreatment and adverse adult health outcomes. This finding builds upon previous research that explored health behavioral correlates of childhood maltreatment, and suggests that adult health is negatively affected by increased health risk behaviors that may result from early maltreatment.

#120
Clinical Psychology/
Psychologie clinique

PERCEPTIONS AND USE OF EMPIRICALLY-SUPPORTED PSYCHOTHERAPIES FOR EATING DISORDERS

Laurel M. Wallace, University of Calgary; Kristin M. von Ranson, University of Calgary

Despite widespread support for empirically-supported treatments, uptake of empirically-supported psychotherapies for eating disorders (EDs) has been low (von Ranson & Robinson, 2006). However, use of psychotherapies for EDs has not been examined since the American Psychiatric Association published guidelines on ED treatment in 2006. This study explores psychotherapy provision and seeks to elucidate the role of empirical evidence in ED treatment selection. A web-based survey was distributed to 1230 members of the Academy for Eating Disorders and the Eating Disorders Research Society, two international organizations of practitioners and researchers. 446 recipients responded: 407 participated, 27 were ineligible, and 12 opted not to participate. Data analyses are underway. We will present results describing ED specialists' use of specific psychotherapies for patients with anorexia nervosa, bulimia nervosa, and binge eating disorder, and perceptions of which psychotherapies have adequate empirical support to conclude they are effective for each ED. The extent to which knowledge and use of empirically-supported psychotherapies overlap among ED specialists will be described. In addition, we will compare researchers' (n = 54), practitioners' (n = 162), and researcher-practitioners' (n = 191) perceptions and use of psychotherapies, exposing differences across the research-practice gap.

#121
Clinical Psychology/
Psychologie clinique

THEORY OF MIND DECODING AND REASONING ABILITIES IN DEPRESSION, SOCIAL PHOBIA, AND COMORBID CONDITIONS

Dustin Washburn, Queen's University; Kate L. Harkness, Queen's University

The foundation of social cognition is theory of mind (ToM). ToM is to the ability to both decode and reason about others' mental states (e.g., intentions) in an effort to understand and predict their behaviour. Although previous research suggests that individuals with a history of MDD evidence an enhanced sensitivity to decoding mental states, little research has examined the more complex task of reasoning. Furthermore, although over 50% of individuals with depression have a comorbid anxiety disorder, there is no research investigating the effect of anxiety on ToM decoding or reasoning. Therefore, the goal of this research is to investigate whether heightened ToM accuracy in those with a history of MDD is caused by social anxiety. ToM decoding skills are assessed using the 'Reading the Mind in the Eyes' task; ToM reasoning skills are assessed using two validated tasks that tap reasoning about emotions and intentions, respectively. This is a study in progress that includes the following participant groups as determined by structured interview: (a) pure past MDD, (b) pure social anxiety disorder, (c) comorbid past MDD and social anxiety disorder, and (d) matched controls with no psychiatric history. The expected results will have implications for understanding how social anxiety accounts for the enhancement of social cognitive function in individuals with MDD vulnerability.

#122
Clinical Psychology/
Psychologie clinique

PREDICTORS OF SOCIAL AND RECREATIONAL ACTIVITIES OF CHILDREN AND YOUTH WITH SEVERE DEVELOPMENTAL DISABILITIES

Keeley White, Brock University - GO4KIDDS; Rosemary Condillac, Brock University - GO4KIDDS; Adrienne Perry, York University - GO4KIDDS; Jonathan Weiss, York University - GO4KIDDS; Patricia Minnes, Queens University - GO4KIDDS; James Bebko, York University - GO4KIDDS

Social and recreational opportunities can have a positive influence on quality of life. Children with severe developmental disabilities (DD) engage in fewer social and recreational activities compared to their peers without disabilities. It remains uncertain how children with DD and children with autism differ in this important area of functioning. Insight into the factors that predict the level of social and recreational activities of these children may impact clinical practices and related policy. This concern was investigated in the CIHR Team: GO4KIDDS Basic Survey, which assesses the health, wellbeing, and social inclusion of Canadian children with severe DD and that of their families. Data collection is ongoing. Thus far, 98 parents of children aged 6 to 18 years of age (M = 11.49, SD = 3.60) have participated in the survey about their child's health, wellbeing and social inclusion. Sixty percent of the children were diagnosed with autism in addition to DD. Preliminary analyses suggest that children with autism participate in significantly fewer social activities than children with severe DD. Regression analyses will further examine the impact of diagnosis, age, support needs, health, problem behaviour, and social interaction skills on social/recreational participation. Implications of the findings for clinical practice and policy development will be presented.

#123
Clinical Psychology/
Psychologie clinique

EMOTIONAL AND SOCIAL COMPETENCIES AND SOCIAL ANXIETY: SELF-REPORTS OF CHILDREN AND ADOLESCENTS

Kelly R. Woodley, Trent University; Karen L. Gillis, Trent University; Patricia H. Kloosterman, Queens University; James D.A. Parker, Trent University; Laura J. Summerfeldt, Trent University

Adult social anxiety has been found to be associated with lower self-reported emotional and social competencies, operationalized by the interpersonal and, particularly, intrapersonal (within the self) domains of emotional intelligence (EI) (Summerfeldt et al., 2006, 2010). These findings pose a crucial question: Which occurs first? Lowered competencies may lead to problematic social anxiety. Alternatively, cognitive models suggest that longstanding social anxiety may consolidate biases in self-perceptions of these competencies. We set out to indirectly investigate whether social anxiety is a cause or consequence of low self-reported emotional competencies by examining data from an age group for whom social anxiety is less longstanding, and anxiety-related biases in self-perception plausibly less crystallized. Measures of social anxiety and EI were completed by a large nonclinical sample of children and youths aged 10 – 17 (n = 488). Results replicated those found with nonclinical and clinical adult samples. Lower inter- and intrapersonal EI predicted social anxiety, and intrapersonal intelligence was the stronger predictor of the two. Results are discussed as indirect support for the possibility that self-perceived problems with emotional competencies precede, as well as arise from, social anxiety. Possible mechanisms behind these relationships will be discussed.

#124
Clinical Psychology/
Psychologie clinique

CONCORDANCE BETWEEN CHOICE PRESENTATION MODES AND DISCRIMINATION SKILLS OF PEOPLE WITH DEVELOPMENTAL DISABILITIES

C.T. Yu, University of Manitoba & St. Amant Research Centre; Chelsey Michalyshyn, University of Manitoba & St. Amant Research Centre; May S.H. Lee, University of Manitoba & St. Amant Research Centre; Garry L. Martin, University of Manitoba & St. Amant Research Centre

Choices are commonly presented to persons with developmental disabilities using one of three modes: objects (the actual items), pictures of the items, or by describing the options vocally. Studies have shown that the ability to indicate preferences in each of the above modes is related to the discrimination skills the person is able to perform. Specifically, a person who can perform simple visual discriminations is able to indicate their preferences with objects only; a person who can perform visual conditional discriminations is able to indicate their preferences with either objects or pictures; and a person who can perform auditory-visual conditional discriminations is able to indicate their preferences with all three modes. In this study, we examined the extent of concordance between the presentation mode used by 20 direct care staff members and the discrimination abilities of 43 clients. Overall, concordance was significantly higher than chance suggesting that the majority of choice presentations could be discriminated by the clients. However, staff members had a tendency to use objects for individuals who could discriminate pictures. This practice may limit the choices being presented to this group because it is impractical to always have a large number of items available for presentation compared to pictures.

2011-06-03 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – CITY HALL ROOM - SECOND FLOOR

Conversation/
Scéance de conversation

ROUND-TABLE CONVERSATION SESSION ‘C’/SÉANCE DE CONVERSATION DE TABLE RONDE

Psychologists in Education/Psychologues en éducation ; Industrial/Organizational Psychology/Psychologie industrielle et organisationnelle ; Sexual Orientation and Gender Identity Issues/Orientation sexuelle et identité sexuelle ; Students in Psychology/Étudiants en psychologie ; Substance Abuse/Dependence/Toxicomanies ; Teaching of Psychology/Enseignement de la psychologie ; Traumatic Stress/Stress traumatique

#1
Psychologists in Education/
Psychologues en éducation

WHAT DO WE REALLY KNOW ABOUT WRITING OF SCHOOL PSYCHOLOGY REPORTS: EXTENDING THE EVIDENCE

Barry Mallin, University of Manitoba

This conversation follows on the upcoming 2011 special issue of the Canadian Journal of School Psychology that presents empirical, practical and theoretical material regarding the School Psychology Report. Parents or school personnel often seek formal evaluations from school psychologists with the purpose of explaining and improving functioning of the student in need. To be useful, School Psychology reports must help recipients understand issues related to the reason for the referral and recommend appropriate interventions that can be implemented within the available resources. To achieve this goal, practitioners must write reports that are readily understood by recipients, acceptable within their context, and that maximize the probability that the suggested interventions are implemented effectively. There is no lack of material containing guidance on writing psychological assessment reports but much is quite dated with few research-based guidelines. This is a problematic situation given the view of Psychology as a profession promoting evidence-based practice. The articles in the special issue will be reviewed and used as a catalyst for the discussion to solicit the viewpoints and collaboration of a greater variety of academics and practitioners and to generate further research ideas and access a wider participant group to increase generalization.

#2
Psychologists in Education/
Psychologues en éducation

SCHOOL PSYCHOLOGY: A SPECIALTY? A FUTURE?

Juanita M.K. Mureika, School Psychologist II; Don Saklofske, Univeristy of Calgary

The recent CPA Task Force addressing the “Future and Challenges to Public Service Psychology” included a sub-committee focusing on School Psychology. Unique and pressing challenges to the training, accreditation and scope of practice of school psychologists across Canada were identified by the committee. Unless these challenges are addressed and resolved at both provincial and national levels, the practice and unique contributions of psychologists in schools may be eroded and disappear entirely. This roundtable discussion will discuss these issues and especially focus on what CPA and CASP can do to ensure the future of psychological services in the schools.

#3
Industrial and Organizational
Psychology/Psychologie
industrielle et organisationnelle

NEW IMMIGRANT WORKERS IN CAREER TRANSITION

Charles P. Chen, University of Toronto; Barbara J. Mancini, University of Toronto

As part of the significant and invaluable human resources for nation development in Canada, new and recent immigrant workers represent a fast-growing workforce in the Canadian labour market. The vocational wellbeing of this population needs much attention. The purpose of this study was to examine the worklife adjustment and career development experiences of new immigrants to Canada. In focusing on the participants' subjective views, the study intended to provide an understanding of the lived experiences and their related factors that contribute to this unique life-career transition. Using a qualitative methodology, in-depth interviews were conducted and a combined narrative and grounded theory approach to data analysis was employed. Central themes emerged and key findings were generated. The participants' experiences were fraught with adversity and barriers to career goal achievement. Narratives highlighted themes of action and resilience with the majority of workers employing coping strategies to promote their career development. Human agency, vocational identity, career resilience and compromise were identified as being core aspects of immigrant worklife adjustment and career development. Findings have theoretical and practical implications for vocational and career psychology, cross-cultural psychology, human resources management, and studies in related areas.

#4
Industrial and Organizational Psychology/ Psychologie industrielle et organisationnelle

OVERCOMING THE CHALLENGES OF DEVELOPING LEADERS

Vykinta Kligyte-Culver, Development Dimensions International; Francine MacInnis, CBC Radio Canada; Marjory Kerr, Development Dimensions International

The accelerating pace of change, greater pressure to do more with less, severe competition, and the need for employees to take on increasingly fluid jobs and roles against shifting job expectations, have increased employee anxiety and insecurity. In these times of turbulence, organizations look to leaders who can rise above change and obstacles to execute organization's strategic objectives. Despite the time and money that organizations invest into leadership development, under-prepared leaders are still moving into key positions without the necessary skills, tools and training they need to succeed. The goal of the session is to discuss 1) key factors contributing to leadership confidence, 2) most prevalent and useful leader and high-potential development practices, and 3) differences between skills necessary to lead locally and globally. The discussion will be based on the findings of the Global Leadership Forecast study, conducted by DDI in May-September 2010, which examines leadership development practices among 1,500 organizations in different industries and major economies across the globe. The survey was completed by HR professionals and leaders across different levels. The highlight of the conversation will be the discussion of key geographic differences around the world, including how Canadian leadership stacks up against emerging economies like India and China.

#5
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

ASEXUAL EXPERIENCES: FORGING UNDERSTANDING THROUGH OUTSIDER PERSPECTIVES

CJ Chasin, University of Windsor; John JR. Vipperman, The Asexual Visibility and Education Network

Researchers have only recently begun to investigate asexuality. To date, almost all published works on asexuality have been written by non-asexual people. We already recognise the necessity for heterosexual researchers to try to bracket their heterosexual perspectives and to acknowledge their heterosexual privilege when studying lesbian, gay and bisexual people. It is now time for non-asexual researchers to begin doing the same with respect to asexuality. Unfortunately, public education and resources are only recently beginning to emerge to help people challenge sexualnormativity, the unmarked privileges and assumptions that stem from society's ignorance about and disregard for asexuality and asexual people. In this presentation, drawing from the tradition of anti-heterosexism education, we will attempt to offer some insight from asexual perspectives to help non-asexual people come to understand asexuality better. Beyond "asexuality 101" we will explore some aspects of what it means to be asexual that sexual people may not anticipate, including some encounters with discrimination unique to asexual experiences. We hope to give people a better understanding of what being asexual is about and how it feels, drawing from our own experiences and experiences from others in our community. Implications for research and practice with asexual participants will be discussed.

#6
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

HOW CAN PSYCHOLOGISTS RESPOND TO HOMOPHOBIC BULLYING IN OUR SCHOOLS?

Roy Gillis, University of Toronto

The issue of homophobic bullying in schools in both Canada and the United States has gained widespread media attention in this past year. Some cases of well-publicized suicides of gay and lesbian youths have led to extended feature stories on CNN, CTV, and statements to the media by gay and lesbian celebrities, as well as a popular web-based series of supportive messages to lesbian, gay, bisexual and trans youth. Various anti-gay bullying initiatives have been established in school boards across Canada with varying degrees of success, and there has been a focus on homophobic bullying led by gay affirmative teacher groups, and gay and lesbian rights associations. However, a public and formal response from Canadian psychologists has been absent. This conversation session will update participants on the most current evidence about the extent of the problem of homophobic bullying in Canada and the various efforts being made by the different stakeholders across Canada who are working to end homophobic bullying in our schools. Participants will be asked to brainstorm about initiatives that could be undertaken to reduce homophobic bullying in schools, and to commit themselves to undertake some personal actions to address the problem.

#7
Students in Psychology
Étudiants en psychologie

FUNDING/TRAINING OPPORTUNITY FOR PSYCHOLOGY GRADUATE STUDENTS INTERESTED IN PRIMARY HEALTH CARE RESEARCH: TUTOR-PHC ("TRANSDISCIPLINARY UNDERSTANDING AND TRAINING ON RESEARCH – PRIMARY HEALTH CARE")

Lisa Votta-Bleeker, Canadian Psychological Association

FRIDAY / VENDREDI

Are you a psychology graduate student interested in primary health care research? Are you a graduate student looking for a unique funding/training opportunity in the area of primary health care research? If you answered yes to either of these questions, be sure to attend this session and find out more about TUTOR-PHC and the funding/training opportunity it can provide! Previous trainees as well as current program mentors will be on hand to answer all of your questions. TUTOR-PHC ("Transdisciplinary Understanding and Training on Research – Primary Health Care") program is a national interdisciplinary research training program in primary health care (PHC) designed to increase research capacity in this area. The program has been active for 7 years, has graduated 77 trainees over that time with 14 trainees currently enrolled in this program year, and has been awarded with 6 additional years of funding from the Strategic Training Initiative in Health Research (STIHR) program of the Canadian Institutes of Health Research (CIHR). Along with the University of Western Ontario, there are 6 other universities across Canada that are partnered with TUTOR-PHC.

#8
Substance Abuse/ Dependence/Toxicomanies

SUBSTANCE USE DISORDERS & ADULT ADHD -WHAT'S THE DEAL?

Dr. David Teplin, Private Practice

This Conversation topic is to address the commonly observed overlap and co-existence of Substance Use Disorders & Adult ADHD. While each are independent disorders, there are several factors involved as to why there exists such high co-morbidity rates, both in Substance Use Disorder treatment settings, as well as in Adult ADHD clinical settings. This Conversation will also focus on the assessment, diagnosis and treatment of such disorders, as well as the notion of an integrated approach. In addition, the issue of whether or not to prescribe stimulant medication in such cases, will be addressed.

#9
Teaching of Psychology Enseignement de la psychologie

TEACHING DEVELOPMENTAL PSYCHOLOGY IN THE 21ST CENTURY: TIPS AND APPROACHES

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

Scanning any undergraduate program in Canada reveals the plethora of ways that human development appears in the curriculum, ranging from courses on Infancy, to Child and Life-Span Development, to Adolescence, to Developmental Research Methods. Human development is a foundation for the study of Psychology and it "cuts across" the core curriculum in Psychology as well as connecting to the curricula of allied professions (e.g., Nursing, Social Work, Child Study, Youth Care, Midwifery, etc.). Given its multiplicity and cross-disciplinary importance, we propose to explore the unique challenges of teaching developmental psychology. The focus of this conversation hour is to discuss some of best practices (including pedagogical techniques, assessment, and modeling). We will share and discuss tips and approaches for teaching developmental psychology in the twenty-first century classroom.

#10
Teaching of Psychology Enseignement de la psychologie

INTRODUCING SASKATCHEWAN'S PROFESSIONAL PRACTICE GUIDELINES

Karen Messer-Engel, Saskatchewan College of Psychologists; Tim Claypool, University of Saskatchewan

In March 2010 the Saskatchewan College of Psychologists established its first set of Professional Practice Guidelines. This document is intended to serve as an adjunct to the Canadian Code of Ethics for Psychologists 3rd Edition and attempts to provide practical direction to psychologists in their daily work. This session will provide a general overview of these guidelines as well as summarize the outcome of two workshops designed to provide members with opportunities to explore this document in depth. Discussion around resolving common ethical challenges will be encouraged.

#11
Traumatic Stress/ Stress traumatique

THE REPERCUSSIONS OF EARLY RELATIONAL TRAUMA AND THE LATER DIAGNOSIS OF 'PERSONALITY DISORDERS'

Maureen Maxwell, Lincoln University

The aim of this paper is to explore the effects of early relational trauma on later psychosocial functioning and to challenge the diagnosis of 'personality disorder' in adulthood. In the light of recent research from neuro-bio-psychological studies, we need to reconceptualise what we mean by 'personality disorders' as well as contemporary treatments of it. Furthermore, the racial and gendered constructions of personality disorders and the discrimination these engender must also be challenged. And, lastly, non-discriminatory, accessible and effective therapies must be made available.

2011-06-03 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – KENORA ROOM - SECOND FLOOR

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

Business meeting for the Sport and Exercise Psychology Section

2011-06-03 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – KENT ROOM - SECOND FLOOR

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

COUNSELLING PSYCHOLOGY/PSYCHOLOGIE DU COUNSELING

José F. Domene, University of New Brunswick

Meeting to conduct ongoing business of the Counselling Psychology Section of CPA. All Section members are invited to attend and eligible to vote. Elections for open positions on the Section Executive will be held during the meeting.

2011-06-03 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – CIVIC BALLROOM - SECOND FLOOR

Plenary Session/ Session plénière
NACCJPC Invited Speaker/Conférencière invitée (NACCJPC)
NACCJPC

MENTAL ILLNESS AND CRIMINAL JUSTICE INVOLVEMENT: A NEW PARADIGM FOR RESEARCH AND POLICY

Jennifer Skeem, University of California, Irvine

Individuals with serious mental illness who commit crimes often garner significant media attention. Additionally, they are dramatically overrepresented in the criminal justice system. With significant implications for public safety, health, and spending, the past decade has seen policymakers become increasingly aware of these individuals with their high prevalence and poor outcomes. Although a number of interventions have been developed for this population, including mental health courts and specialty probation, these interventions share an emphasis on one dimension as the direct source of, and solution to, the problem: mental illness. Although this model is simple and intuitively appealing, a large body of research suggests that, for the vast majority of offenders with mental illness, provision of psychiatric services will not reduce criminal behavior. In this talk, I will present a newly developed multidimensional conceptual framework (Skeem, Manchak, & Peterson, in press) and unpack the evidence about what really works to decrease recidivism for offenders with mental illness. We propose that there are three different pathways to criminal behavior for individuals with serious mental illness. These will be described, and the priorities for advancing research, informing policy, and improving practice with this population to promote better outcomes will be discussed.

2011-06-03 – 3:00 PM to 3:55 PM – 15 h 00 à 15 h 55 – CONFERENCE ROOM B - MEZZANINE LEVEL

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

EXPLORING BICULTURAL AND BIRACIAL IDENTITIES: THE CHALLENGES OF MINING CULTURAL COMPARISONS

Richard N. Lalonde, York University

Our research examines the experiences of bicultural individuals, focusing on second generation Chinese and South Asian Canadians who have access to two sets of cultural norms. Their heritage norms come mainly from their families, but also from their peers and neighbourhoods. Their mainstream norms come from the larger social context, as well as their peers and neighbourhoods. There is a potential for bicultural identity conflict when these norms are contradictory and there are certain situations in which these contradictions are more likely to surface. More recently, we have also begun to examine the experience of biracial identity. Throughout our research program, we have encountered difficulties in setting the boundaries for cultural group inclusion for the sake of making cultural comparisons. The metaphor of mining will be used to talk about comparative cultural research. Successful mining involves finding bodies of ore that have purer forms of base metals while cross-cultural research is most successful when homogeneous cultural groups can be isolated. As with mining, however, cross-cultural research is often done in the dark and it is messy. Examples from our research will be used to demonstrate the challenges involved in making cultural comparisons and trying to find, for better or for worse, relatively homogeneous cultural groups.

2011-06-03 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – CONFERENCE ROOM C - MEZZANINE LEVEL

Symposium/Symposium
Health Psychology/ Psychologie de la santé

MYTHS AND MEASURES: MENTAL HEALTH ASSESSMENT IN MEDICAL SETTINGS

Brett Thombs, McGill University and SMBD-Jewish General Hospital

The objective of the proposed symposium is to examine evidence for or against a series of assumptions about mental health measurement in medical settings. The first paper examines untested assumptions about whether the PHQ-9 may be biased when used with medical patients due to endorsement of somatic symptoms that may be related to either medical illness or depression. It compares responses on somatic items of the PHQ-9 of scleroderma patients to responses from non-medically ill persons. The second paper provides a rigorous test of claims that women endorse disproportionately more somatic symptoms of depression than men by comparing somatic symptoms on the Beck Depression Inventory among male and female outpatients with major depression and male and female college students, in each case matching for cognitive/affective symptoms. The third paper examines the common practice of using scores from English and French depression scales interchangeably in analyses.

Although some scales have been validated in English and French populations, there are few examples, where the equivalency of the scale scores has been demonstrated, which is the topic of this paper. The fourth paper assesses whether item #9 on the PHQ-9, which assesses both thoughts of death and thoughts of self-harm, can be reasonably used to screen for suicidal ideation in medical patients, as has been proposed.

A

ARE SELF-REPORT DEPRESSION SCALES BIASED IN MEDICAL SETTINGS? SOMATIC SYMPTOMS REPORTED ON THE PHQ-9 BY PATIENTS WITH SCLERODERMA COMPARED TO A GENERAL POPULATION SAMPLE

Allison R. Leavens, Jewish General Hospital; Scott Patten, University of Calgary; Marie Hudson, Jewish General Hospital and Lady Davis Research Institute; Murray Baron, Jewish General Hospital; Brett Thombs, McGill University and SMBD-Jewish General Hospital

Background: Depression symptom measures that include somatic symptoms may inflate severity estimates among medically ill patients, including scleroderma patients. The Patient Health Questionnaire is regularly used in medical settings, but it is not known to what degree PHQ-9 scores are influenced by somatic symptoms common in medical illness. Objective: To assess whether scleroderma patients had higher somatic symptom scores on the PHQ-9 than non-medically ill respondents from the general population matched on cognitive/affective scores. Methods: Comparison of total scores on 4 somatic items from the PHQ-9 between scleroderma patients from the Canadian Scleroderma Research Group Registry and respondents from a random population survey of Alberta residents free of chronic disease. Scleroderma patients were matched with Alberta population respondents on total scores from 5 PHQ-9 cognitive/affective items, sex, and, as close as possible, age. Results: Somatic symptoms accounted for 64% of total PHQ-9 scores for scleroderma patients (N=762) compared to 56% for the Alberta population sample (N=762), a mean difference of 1.0 point or 19% of total scores for the scleroderma patients (Hedges's g=0.38). Conclusions: PHQ-9 scores among patients with scleroderma may reflect a small to moderate amount of variance from somatic symptoms not necessarily related to depression.

B

REVISITING THE ROLE OF SOMATIC SYMPTOMS AMONG DEPRESSED WOMEN AND MEN: MUCH ADO ABOUT NOTHING?

Vanessa C. Delisle, McGill University and Jewish General Hospital; Aaron T. Beck, University of Pennsylvania; Keith S. Dobson, University of Calgary; David JA. Dozois, University of Western Ontario; Brett D. Thombs, McGill University and Jewish General Hospital

Background: Women have a higher prevalence of major depressive disorder and report more severe depressive symptoms than men. This has been attributed to high levels of somatic symptoms among women. However, no studies have adequately tested this hypothesis by assessing somatic symptom levels, controlling for non-somatic symptoms. Objective: To determine if women report more somatic symptoms than men, controlling for non-somatic symptoms. Methods: Cross-sectional comparisons of somatic symptom scores on the Beck Depression Inventory-II (BDI-II) between (1) female and male psychiatric outpatients and (2) female and male undergraduate students. In each comparison, female and male patients or students were matched on cognitive/affective symptom scores. Results: The samples included 940 psychiatric outpatients (470 female, 470 male) and 634 students (317 female, 317 male). Somatic symptom scores accounted for 37.5% of total BDI-II scores for female patients and 34.7% for male patients, a difference of 1.3 points or 4.5% of total BDI-II scores ($p < 0.001$). Somatic symptom scores accounted for 45.6% of total BDI-II scores for both female and male undergraduate students, with no difference between female and male students. Conclusions: It is unlikely that higher rates of depression among women are due to women reporting higher levels of somatic symptoms.

C

ARE FRENCH AND ENGLISH VERSIONS OF THE PHQ-9 COMPARABLE? AN ASSESSMENT OF DIFFERENTIAL ITEM FUNCTIONING

Erin Arthurs, Montreal Jewish General Hospital; Marie Hudson, Jewish General Hospital and Lady Davis Research Institute; Murray Baron, Division of Rheumatology, Jewish General Hospital; Brett Thombs, Institute of Community and Family Psychiatry, Jewish General Hospital

Background: The Patient Health Questionnaire-9 (PHQ-9) measure of depressive symptoms has been translated into 25 languages, including English and French. To combine English and French scores in analyses or compare PHQ-9 scores between English and French respondents, the equivalency of scores across English and French versions of the PHQ-9 must be demonstrated. This is typically done by testing for Differential Item Functioning (DIF), or whether English and French PHQ-9 respondents with similar levels of depressive symptoms respond similarly to PHQ-9 items. Objective:To determine whether PHQ-9 items exhibit DIF versus having equivalent measurement properties among English and French-speaking Canadians with scleroderma. Methods: Patients from the Canadian Scleroderma Research Group Registry completed the PHQ-9. MIMIC models in Mplus were used to identify items displaying possible DIF. Results:A one-factor model fit the PHQ-9 data well (NEng=635; NFr=204; CFI=0.98, TLI=0.99, RMSEA=0.07). Statistically significant DIF was identified in one item (anhedonia; $p<0.001$). However, the magnitude was small, and English-French differences in the latent depression factor were minimal with adjustment for DIF (&#8710;=0.02±0.18 SD)or without(&#8710;=0.06±0.18 SD). Conclusions:French and English PHQ-9 scores are on the same measurement scale and can be directly compared.

D

SCREENING FOR SUICIDAL IDEATION AND INTENT IN MEDICAL PATIENTS: IS PHQ-9 THE ANSWER?

Ilya Razykov, McGill University; Marie Hudson, Jewish General Hospital and Lady Davis Research Institute; Murray Baron, Jewish General Hospital; Brett Thombs, McGill University and SMBD-Jewish General Hospital

Background: High rates of depression and suicidal ideation are common in chronic illnesses. Item 9 of the Patient Health Questionnaire-9 (PHQ-9) asks whether patients have had "thoughts that you would be better off dead or of hurting yourself in some way." Studies have reported high rates of item 9 endorsement (12-17%), and researchers have suggested that item 9 be used to screen for suicidal ideation in medical settings with mental health referral for positive screens. No studies, however, have compared PHQ-9 item 9 responses to assessments of suicidal ideation or

plan with a structured interview. Objective: To test the degree that PHQ-9 item 9 is associated with suicidal ideation or plan among patients with scleroderma. Methods: Patients from the Canadian Scleroderma Research Group were administered the PHQ-9 and the Composite International Diagnostic Interview (CIDI) during phone interviews conducted as part of a study of depression in scleroderma. PHQ-9 item 9 responses were compared to data from the CIDI structured interview. Results: Of 104 patients interviewed, 12 patients (11.5%) endorsed PHQ-9 item 9. Of those, none endorsed daily thoughts of suicide or a suicide plan based on the CIDI interview. Conclusion: Previous attempts to screen for suicide have not been successful. Using item 9 to screen would be costly and unlikely to benefit patients.

2011-06-03 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – WINDSOR ROOM EAST - MEZZANINE LEVEL

Symposium/Symposium
Psychologists in Education/
Psychologues en éducation

CURRENT ISSUES IN ASSESSMENT, DIAGNOSIS, AND ACCOMMODATION FOR POST-SECONDARY STUDENTS WITH LEARNING DISABILITIES

Gina Harrison, University of Victoria

The number of students with learning disabilities (LD) transitioning from the K-12 school system into post-secondary settings in Canada is increasing. Documentation of permanent disability status related to functional academic impairment is required in order for students to receive academic accommodations at the post-secondary level. Students rely primarily on the quality of assessments and reports completed by psychologists in providing this documentation; however, many psychological assessments fail to adhere to any one approach in formulating an LD diagnosis. There is also a lack of accountability or standards for professionals regarding LD diagnosis. This symposium includes a series of four presentations by practicing psychologists and professionals working within post-secondary disability services on current best practices in the adult assessment of LD including: (1) research on persistent cognitive and linguistic processing deficits related to LD in adults; (2) recommended assessment methods and specific measures; (3) formulating a diagnosis, and (4) methods for logically linking the diagnosis to academic accommodations at the post-secondary level.

A

A CANADIAN CONTEXT FOR THE DIAGNOSIS OF POST-SECONDARY STUDENTS WITH SPECIFIC LEARNING DISABILITIES

Allyson Harrison, Queens University

An overview of current best practices in the assessment and diagnosis of learning disabilities in adults within higher education will be presented. Relevant Canadian data will be reviewed that examines how documentation for permanent disability status for learning disability is operationalized, and the relationship between psychologists' assessment and diagnosis practices.

B

COGNITIVE AND LINGUISTIC ASPECTS OF ADULT LEARNING DISABILITIES

Gina Harrison, University of Victoria; Laurie P. Keenan, University of Victoria

This presentation will summarize current research on the nature of persistent processing deficits in adults with a history of developmental learning disorders. Component skills and processing deficits related to reading, spelling, and writing will be the main focus. Contemporary methods and measures for assessing the presence of these deficits will be described.

C

ACADEMIC ACCOMODATIONS FOR POST-SECONDARY STUDENTS WITH LEARNING DISABILITIES

Carolyn Wiens, Queens University

Adult students with documented learning disabilities are entitled to academic accommodations at the post-secondary level. These accommodations are intended to by-pass persistent processing deficits that are impairing academic functioning. The presentation will present an overview of some of the most common accommodations and describes methods to assist psychologists in logically connecting suggested accommodations with assessment results.

D

ADULT LEARNING DISABILITIES ASSESSMENT AND REPORT WRITING

Kathleen Goodall, Private Practice

The psychologist's report represents the most important piece of documentation that students with learning disabilities provide to disability service providers within post-secondary settings. This report provides the necessary information on the diagnosis, processing deficits, and the areas of functional impairment. However, there is great variability in the quality of psychological reports that can impact the provision of disability services within post-secondary settings. This presentation will outline the components of adult learning disabilities assessments with a focus on the reporting of results.

2011-06-03 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – WINDSOR ROOM WEST - MEZZANINE LEVEL

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

THE ROLLERCOASTER OF LOVE: RELATIONAL SCIENCE EXPLORING POSITIVE AND NEGATIVE ASPECTS OF CLOSE RELATIONSHIPS

David R. Kille, University of Waterloo

This symposium highlights current research and theory in relationship science with an emphasis on the joys and pains inherent in interpersonal functioning. Stephanie Spielmann's research details the experience of being single—namely by focusing on the role of fear and anxiety about being single and the interpersonal outcomes of such fears. The other speakers will review their research on the maintenance of long-term romantic relationships. Cheryl Harasymchuk will discuss an understudied maintenance challenge that couples face, relational boredom. David Kille will focus on how to help individuals who often struggle with low relational satisfaction (e.g., people with low self-esteem) by encouraging them to capitalize on positive information from their partners. Finally, Lorne Campbell will present a series of studies based on the Ideal Standards Model (Simpson, Fletcher, & Campbell, 2001) that investigates the emotional and regulatory outcomes of perceiving different forms of partner discrepancies. In sum, the presenters will showcase current trends in relationship research.

A

INDIVIDUAL DIFFERENCES IN FEARS ABOUT BEING SINGLE: UNDERSTANDING WHAT PEOPLE FEAR AND ITS RELATIONAL CONSEQUENCES

Stephanie S. Spielmann, University of Toronto; Geoff MacDonald, University of Toronto

A series of studies contributed to the development and validation of a scale assessing anxiety about being single and its consequences for relationships. While some individuals may be comfortable being without a romantic partner, others may feel particularly anxious in this state, feeling alone and lost without a close partner to turn to. Preliminary studies verified that both single individuals and those in relationships articulated fears about being single. Analysis of open-ended responses and factor analyzed scale items revealed that participants were most concerned about lacking long-term companionship, missing out on the opportunity for children and a family, being judged by others for being single, and feeling that the inability to find or keep a partner reflected their worthlessness. As expected, fears about being single were predicted by anxious attachment style, as well as a number of factors associated with interpersonal sensitivity, such as rejection sensitivity, proneness to hurt feelings, the need to belong, and loneliness. Follow-up studies explore a variety of relational consequences of worrying about being single, such as initiation and maintenance of unsatisfying relationships. Understanding the relational effects of fears about being single may shed light on why some individuals engage in maladaptive relationship behaviours.

B

RELATIONAL BOREDOM: CONCEPTUALIZATION AND VALIDATION OF A SHORTENED MEASURE

Cheryl Harasymchuk, Carleton University

Relational boredom has been identified as an understudied challenge to the maintenance of relationships. A series of studies were conducted to, a) examine the meaning of relational boredom, b) develop a measure of relational boredom, and c) explore its correlates. In the first series of studies, a prototype analysis identified what laypeople (in dating and marital relationships) view as most central to the meaning of relational boredom. A measure of relational boredom was developed based on the most central features. In follow-up studies, people in dating (N= 233) and marital relationships (N=56) completed the Relational Boredom Scale and a battery of relationship and individual differences measures. There was evidence that: a) boredom uniquely predicts decreased positive affect, appetitive motivation, and time spent with partner, b) that this pattern of findings is distinctive to relational boredom and does not apply to conflict, individual differences in the boredom experience, nor other low arousal emotions such as loneliness, and finally, c) relational boredom is linked to decreased satisfaction above and beyond a host of individual difference and relationship variables. Furthermore, there was evidence that a shortened version of the Relational Boredom Scale is psychometrically sound and displays the same pattern of findings as the full version.

C

IT'S NOT WHAT YOU THINK, BUT HOW YOU THINK IT: HOW TO HELP PEOPLE WITH LOW SELF-ESTEEM CAPITALIZE ON POSITIVE RELATIONAL EVENTS

David R. Kille, University of Waterloo; Richard P. Eibach, University of Waterloo; John G. Holmes, University of Waterloo; Joanne V. Wood, University of Waterloo

Low self-esteem individuals (LSEs) often cannot take a compliment. This is a problem in close relationships because compliments are an important medium through which partners communicate their regard for one another, and perceptions of one's partner's regard is critical to relationship satisfaction. We test a new strategy for helping LSEs accept their partners' compliments based on construal-level theory: priming an abstract mindset. Given that priming an abstract (vs. concrete) mindset encourages people to draw broader conclusions about a single event, we hypothesized that LSEs in an abstract mindset would find more meaning in partners' compliments and thus would experience higher perceived regard and relationship satisfaction than LSEs in a concrete mindset. Results supported this hypothesis. In the concrete condition, LSEs evaluated their relationships less favourably than HSEs. When primed with an abstract mindset, however, LSEs thought they were just as valued by their partners and were equally satisfied as HSEs. Mediated moderation analyses showed that the abstract condition increased LSEs' perceived regard, which in turn led to more positive relationship perceptions. Implications for improving LSEs' relationship satisfaction are considered.

D

MEASURING UP: THE UNIQUE EMOTIONAL AND REGULATORY OUTCOMES OF DIFFERENT PERCEIVED PARTNER-IDEAL DISCREPANCIES IN ROMANTIC RELATIONSHIPS

Lorne Campbell, University of Western Ontario

Guided by the Ideal Standards Model (ISM; Simpson, Fletcher & Campbell, 2001), this research investigated the emotional and regulatory consequences of different forms of perceived partner discrepancies in a relationship context. Studies 1 (dating sample) and 2 (married sample) demonstrated that perceiving one's partner to be the source of a partner discrepancy (i.e., a PD-partner) was associated with dejection emotions whereas perceiving oneself to be the source of the partner discrepancy (i.e., a PD-self) was associated with agitation emotions. Study 3 provided experimental support for the findings of studies 1 and 2 by demonstrating that participants primed with either a PD-partner or a PD-self exhibited facilitated responses to dejection and agitation emotions, respectively. Studies 4 and 5 provided experimental support for the prediction that a PD-partner also results in a promotion focus regulatory style whereas a PD-self results in a prevention focus regulatory style. The importance of understanding the emotional and regulatory ramifications of evaluation outcomes within a romantic relationship context is discussed.

2011-06-03 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – YORK ROOM - MEZZANINE LEVEL

Keynote (Section)/
Conférencier de la section
Extremism and Terrorism/
Extrémisme et terrorisme
SECTION PROGRAM/
PROGRAMME DE LA SECTION

OVERVIEW OF THE NATIONAL SECURITY ENVIRONMENT IN CANADA

Gilles Michaud, Royal Canadian Mounted Police

This presentation will outline the RCMP's lead role in Canada's law enforcement efforts to engage all communities, including diverse ethnic, cultural and religious communities in the protection of Canada's national security through the understanding of mutual goals and concerns and appropriate communications in times of crisis. The National Security Community Outreach was a direct response to the concerns of minority communities that included perceptions of being marginalized or branded as terrorists because of race or ethnicity, and fears of being victimized by any anti-minority backlash that might follow a major terrorist incident. Examples of the success of RCMP efforts in times of particular crisis will be presented.The presentation will conclude with an overview of our future priorities that include developing effective means of using community resources to identify at-risk young people; to undertake "pre-charge diversion"; and to get them into alternate settings and environments.

2011-06-03 – 4:00 PM to 5:55 PM – 16 h 00 à 17 h 55 – WENTWORTH ROOM - MEZZANINE LEVEL

Workshop/Atelier
Psychologists in Education/
Psychologues en éducation

PSYCHOEDUCATIONAL ASSESSMENT OF STUDENTS WITH AUTISM: CHALLENGES AND SUGGESTIONS FOR SUCCESS

Rashmeen Nirmal, M.A., Doctoral Student, The University of British Columbia; Dr. Georgina Robinson, Administrator, Provincial Outreach Program for Autism and Related Disorders; Dr. William McKee, Assistant Professor/Director of the Psychoeducational Research and Training Centre, UBC

Given the increase in prevalence of autism spectrum disorder (ASD) in pre-school and school-age populations, school psychologists are receiving more referrals for psychoeducational assessment of students with ASD (Kohrt, 2004). However, the complexity of the disorder and the associated atypical behaviour patterns makes it challenging for school psychologists to assess students with ASD and obtain an accurate and valid description of their current abilities. Consequently, several of these students are labeled as "untestable" and without an idea of what the student is capable of doing (Brock, Jimerson, & Hansen, 2006). This interactive workshop will address key characteristics of autism, the challenges they present for psychoeducational assessment, and suggestions for success. Topics will include key areas to assess (e.g., cognition, executive functioning, social cognition, language and communication), hallmark assessment measures, and evidence-based strategies and supports to use before, during, and after the assessment. Review of case scenarios and videos will be used to examine real-life cases and implications for assessment and intervention. Attendees will leave the workshop with a "tool box" of strategies and supports to increase the likelihood of obtaining valid assessment results, and deriving meaningful and purposeful recommendations for students with autism.

2011-06-03 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – KENORA ROOM - SECOND FLOOR

Keynote (Section)/
Conférencier de la section
Sport and Exercise Psychology/Psychologie du sport et de l'exercice
SECTION PROGRAM/
PROGRAMME DE LA SECTION

PERFORMANCE ENHANCEMENT BEST-PRACTICES NEED A RE-THINK: INTEGRATING COGNITIVE NEUROSCIENCE, ENDOCRINOLOGY, AND CLINICAL MODELS FOR A RENEWED SYNTHESIS

Hap Davis, Private Practice and Swim Canada

In high performance sport, with a nearly obsessive emphasis – in Canada and elsewhere - on the medal tally at a major games, it is little surprise that performance enhancement has long dominated the focus of sport psychology practitioners. This narrow focus, however, comes at a cost: practitioners and researchers, alike, devote little time to enriching the broad synthesis of the distinct, but related, disciplines of sport psychology, clinical psychology, cognitive neuroscience, and endocrinology. Still less attention is given to drawing from its conclusions. In this presentation, I cover the evolution of a research program within Swimming Canada in which at its inception we identified how under-recovery and competitive set-backs affect not only the clinical status of an athlete but the athlete's performance, as well. We moved next to explore how insights derived from our own multi-disciplinary data sets in clinical psychology, applied endocrinology, fMRI, and DTI (diffusion tensor imaging) could inform our evolving best-practices for assisting in athletes to activate and prepare for competition.

2011-06-03 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – HURON ROOM - SECOND FLOOR

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

THEORETICAL AND EMPIRICAL REFLECTIONS ON CIVIC AND POLITICAL ENGAGEMENT

Jason R. Goertzen, University of Alberta, Augustana Campus

In this symposium, we present theoretical and empirical reflections on the topic of civic and political engagement (CPE). The first three presentations, guided in part by an intercontextual theoretical framework, center on ongoing theoretical and empirical (both qualitative and quantitative) research on the CPE of senior undergraduate students. The results of this research are presented, along with implications for the guiding theory of intercontextualism. The final presentation features a case example of a highly engaged activist who uses non-violent action to bring attention to the destruction of old-growth forests. This presentation also involves discussion of Work That Reconnects (WTR), which is a facilitated group process aimed at working through the apathy and despair that can arise from the failure of civic and political action.

A

EXPLORING THE RELATIONSHIP BETWEEN THE REFLECTION DIMENSION OF CIVIC AND POLITICAL ENGAGEMENT AND INTELLECTUAL DEVELOPMENT

Kailyn M. Jones, University of Alberta, Augustana Campus; Katharine P. Stabb, University of Alberta, Augustana Campus; Jason R. Goertzen, University of Alberta, Augustana Campus

In this presentation, we will introduce three core dimensions of civic and political engagement (CPE) that emerged from a grounded theory study involving senior undergraduate students: being involved, reflection, and change orientation. Being involved is overt civic and/or political action or behaviour. Reflection involves an intentional, critical thought process on one's own (and others') personal understanding of civic and political matters. Finally, change orientation is the degree to which one wants change relative to particular civic and/or political matters. Following this introduction, we will present findings from a quantitative follow-up study wherein we explore the relationship between the reflection dimension and intellectual development amongst undergraduates. In particular, the quantitative study examines the hypothesis that higher stages of intellectual development correspond with higher levels of reflection. The implications of this quantitative exploration will be discussed relative to the findings from the initial grounded theory study.

B

EXPLORING THE RELATIONSHIP BETWEEN CIVIC AND POLITICAL ENGAGEMENT STYLES AND CONFLICT HANDLING STYLES

Katharine P. Stabb, University of Alberta, Augustana Campus; Kailyn M. Jones, University of Alberta, Augustana Campus; Jason Goertzen, University of Alberta, Augustana Campus

Based upon the three dimensions presented in the core model in the first presentation, eight different engagement styles were derived as logical extensions of our qualitative data. These eight styles are divided into three tiers: disengaged, partially engaged, and engaged. The disengaged tier contains two styles: disaffected and compliant. The partially engaged tier is comprised of four styles: content, cynical, conventional, and contrarian. Finally, the engaged tier contains two styles: affirmative and critical. In this presentation, we will also discuss the results of a quantitative follow-up study that explored the relationship between these engagement styles and conflict handling styles. In particular, this quantitative study examines the hypothesis that there are significant relationships between the way in which one approaches civic and political engagement and the way in which one handles conflict. The implications of this quantitative exploration will be discussed relative to the findings from the initial grounded theory study.

C

EMPIRICAL ELABORATIONS OF THE THEORY OF INTERCONTEXTUALISM: CIVIC AND POLITICAL ENGAGEMENT AS A CASE EXAMPLE

Jason R. Goertzen, University of Alberta, Augustana Campus; Kailyn M. Jones, University of Alberta, Augustana Campus; Katharine P. Stabb, University of Alberta, Augustana Campus

In this presentation, I will begin by introducing my theory of intercontextualism, which is grounded in the theoretical work of David Bohm and Jose Medina, amongst others. Following this introduction, and drawing from the first two presentations in this symposium, I discuss empirical elaborations of intercontextualism, focusing on civic and political engagement as a case example. In doing so, I attempt to demonstrate how the situated perspectives of (dis)engaged citizens can come into contact and potentially into conflict. I frame these situated interactions as characteristic of intercontextual relations and discuss how this framing can be theoretically examined in terms of intercontextual dynamics and intercontextual dialogue.

D

JULIA BUTTERFLY HILL: ONE ACTIVIST WHO DID NOT BURNOUT, AT LEAST NOT UNTIL MISSION ACCOMPLISHED

Laurie Hollis-Walker, York University; Jennifer Calvano, Brock University

Surrounded by clear cuts, on the edge of a cliff in northwestern California for 2 years 18 days, Julia Butterfly Hill lived in the redwood Luna, employing non-violent action to bring attention to the destruction of old–growth forests. Julia's efforts are historically important for impact on public knowledge of the impending disappearance of the watershed Headwaters, so remote it remained undiscovered until 1989. Headwaters is saved and viewed as the last viable watershed in the bioregion, North American Marine West Coast Forest. After closing the deal that protects Luna under the stewardship of Circle of Life foundation, Julia turned personal notes from her stay into a book, in which she describes a struggle with and triumph over what is known as burnout among activists. In long-term social movements, preventative to burnout, individual activists are supported for stresses, including resources for family, material, and emotional needs. For emotional needs, the Work That Reconnects (WTR) is a facilitated group process to address despair and apathy that can arise from the inevitability that most actions will, in the traditional sense fail. Using Julia's autobiography as case material, we describe the emotional process of WTR including gratitude, grief and despair, seeing with new eyes the radical interdependence of life, and going forth, before she once again set foot on ground.

2011-06-03 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – KENT ROOM - SECOND FLOOR

Keynote (Section)/
Conférencière invité
de la section
Counselling Psychology/
Psychologie du counseling
SECTION PROGRAM/
PROGRAMME DE LA SECTION

LOOKING TOWARD THE FUTURE: THE OUTCOMES AND NEXT STEPS RESULTING FROM THE INAUGURAL CANADIAN COUNSELLING PSYCHOLOGY CONFERENCE

Ada Sinacore, McGill University

In June 2009, the Section for Counselling Psychology put forth an official definition of Canadian Counselling Psychology to solidify Counselling Psychology's unique contribution to applied psychology in Canada. The Inaugural Canadian Counselling Psychology Conference was organized in the spirit of this definition and aimed to document the history of Canadian Counselling Psychology, identify the current state of the discipline and conceptualize future directions. In essence, The Inaugural Canadian Counselling Psychology Conference opened a pan-Canadian dialogue for professionals and students with regard to the discipline, its identity and future. The conference was organized around six topics; Professional Issues and Identity, Research and Scientific Issues, Career Development, Multicultural Counselling, Social Justice and Advocacy and Health, Wellness and Prevention. Thus, the goal of this keynote will be to present the outcomes from this conference and present directions for the future with special attention given to professional issues salient to the discipline of counselling psychology.

2011-06-03 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR

Keynote (Section)/ Conférencière invitée de la section
Developmental Psychology/ Psychologie du développement
SECTION PROGRAM/ PROGRAMME DE LA SECTION

MOVEMENT UNBOUND: THE REAL-TIME INTERACTIONS BETWEEN LEARNING AND DEVELOPMENT DURING INFANCY

Karen E. Adolph, New York University

Development is marked by a rich and expansive repertoire of motor actions. Early in life infants engage in basic looking, reaching, and walking acts, while late in childhood, children engage in more complex acts like playing hopscotch and making a running catch of a ball. The underlying development of such motor actions cannot be explained by maturation alone but rather involves a sophisticated learning process. Learning to move is one of the important accomplishments of infancy and learning new ways of moving is an ultimate life-long developmental journey. Using recent findings from our lab, this keynote presentation explores 3 core aspects relating to how infants learn to move: (1) New recording technologies allow us to obtain detailed descriptions of opportunities for learning in infants' everyday interactions; (2) Using new experimental paradigms, we offer several suggestions regarding what is learned (and what isn't) as infants' movements become increasingly sophisticated and adaptive; and (3) We aim to understand how developmental change constrains and facilitates the real-time interactions between learning and development. With a combination of video, graphic illustrations, and new data, this talk illustrates how infants and children learn as they acquire new motor skills, while also discussing some of the surprising mechanisms that underlie the learning process.

2011-06-03 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – CONFERENCE ROOM D - E - MEZZANINE LEVEL

Keynote (Section)/ Conférencier invité de la section
Women and Psychology/ Femmes et psychologie
SECTION PROGRAM/ PROGRAMME DE LA SECTION

BENDING BUT NOT BREAKING: FEMINIST RESEARCH ON VIOLENCE AGAINST WOMEN WITHIN THE CONSTRAINTS OF THE DISCIPLINE AND THE ACADEMY

Charlene Senn, University of Windsor

My research career began when I entered graduate school wanting to provide evidence of what every shelter worker already knew, that pornography was harmful to women. I spent nearly ten years working in that area before being drawn to questions surrounding sexual assault. Twenty years after graduation I am applying social psychological and feminist theories to develop sexual assault resistance education for university women and working with colleagues to implement a campus wide strategy for changing norms about sexual assault. In this talk, I will discuss the findings of studies conducted by my students and me over the years, within the context of a discussion of the political/personal sacrifices and compromises that I made to succeed within the disciplinary and academic context and to actively resist cooptation. I hope to prompt reflection and discussion with the audience on the possibilities and limitations of feminist research in academia.

2011-06-03 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – CITY HALL ROOM - SECOND FLOOR

Symposium/Symposium
Aboriginal Psychology/ Psychologie autochtone

INDIGENOUS WELLNESS: COLONIAL TRAUMA, CULTURE AND RESISTANCE

Terry Mitchell, Wilfrid Laurier University

The relevance of a framework of colonial trauma for addressing gross health disparities endured by Indigenous peoples worldwide is discussed reflecting on intersecting issues of culture, cultural disruption, colonial violence, trauma, post traumatic stress responses, resistance, resilience and political pathways to healing. Two Indigenous graduate students present preliminary findings from their thesis and doctoral research on health and wellness with attention to social justice, the government apology for residential schools and the truth and reconciliation process. Two non-Indigenous community psychology professors one working with Indigenous peoples in Chile and one working with Indigenous people in Canada discuss the theory, application, and relative utility of the concepts of colonial trauma and traumatic stress response within and across continents.

A

COLONIAL TRAUMA AND POLITICAL PATHWAYS TO HEALING

Terry Mitchell, Wilfrid Laurier University

While there is a tremendously rich diversity among and across Indigenous peoples within North America and around the world characterized by distinct, histories, languages, cultures, and social organization Indigenous communities by their cultural and political nature share in common both a deep connectedness to their land and the takeover or displacement of their territories. Indigenous peoples around the world continue to collectively resist and suffer the colonial forms of violence: depopulation, dislocation, and the repression and interference of culture. Systemic racism, policies of assimilation, and cultural genocide are the shared elements of colonial violence endured by the world's first peoples resulting in colonial trauma and collective experiences of post traumatic stress. Colonial trauma is described as complex, continuous, cumulative and collective phenomenon that situates and assigns agency to the trauma as an external and politically imposed phenomenon. The necessity of identifying and supporting political pathways to healing the individual and collective are discussed.

B

STRATEGIES FOR RECONCILIATION BETWEEN ABORIGINAL POPULATIONS AND CANADA: A PILOT ACTION RESEARCH PROJECT

Darren Thomas, Wilfrid Laurier University

Canada's Truth and Reconciliation Commission's (TRC) five year mandate to hear testimony, document the history and bring about reconciliation for Indian Residential Schools (IRS) in Canada raises concern for what strategies of reconciliation have been created for the Aboriginal community. The literature on community change, colonial trauma and the intergenerational impacts of trauma necessitates a clear and deliberate strategy of empowerment to be established. This pilot study engaged Aboriginal and non-aboriginal participants through an Indigenous methodology of "sharing circles" to ask for their reflections on what the Canadian apology for IRS, the TRC and reconciliation represents to them. Aboriginal participants felt IRS was only a piece of the long standing issue of colonial violence. While the other issues of social justice remain unresolved a process of reconciliation was viewed as absurd and undesirable. Non-Aboriginal participants were shocked at not knowing about the history of Native White relations and questioned why they are not being involved in the reconciliation process. Collectively both circles felt a shared learning must move this country forward to understand the context of the IRS history and a commitment to support the cultural safety and renewal and wellness of Aboriginal communities. Implications and future directions will be discussed.

C

"COLONIAL TRAUMA IN MAPUCHE PEOPLE OF CHILE"

Gonzalo G. Bustamante Rivera, Université de Québec en Outaouais; Joaquín Saavedra, universidad de la frontera; Pablo Mancilla, universidad de la frontera; Gabriela Martínez, universidad de la frontera

The importance and benefit of sharing experiences of models of working with Indigenous peoples within Canada and Latin America is highlighted in this presentation. The complementarity of a Latin American "intercultural health" approach with the North American colonial trauma approach is discussed. We reflect on the exchange of experiences and approaches with Community Psychologists engaged with Mapuche People striving for self-determination in Araucania Region, south of Chile, during a Canadian community psychologist`s three month sabbatical visit in Chile. The exchange allowed us to discuss the local pertinence of a colonial trauma approach, which we were just beginning to know and use, in Indigenous health issues in Chile. The first uses of a colonial trauma approach in two different Mapuche territories in Chile will be discussed, providing some empirical findings and conclusions from these experiences.

D

EXPLORING ABORIGINAL WOMEN'S CONCEPTIONS OF HEALTH AND SOCIAL JUSTICE

Melissa St Germaine-Small, Wilfrid Laurier University

As an Indigenous woman and feminist, I continue to see the need for a greater contribution of health and social-justice oriented scholarship by Aboriginal women about Aboriginal women. My doctoral research emphasizes an Indigenous, feminist methodology and exploratory, generative methods informed by feminist-constructive grounded theory. Working from a multidimensional interest in social justice that includes attention to the severe impact of colonial trauma and the continuing growth of decolonizing research practice, my dissertation focuses on diverse voices of self-identified Aboriginal women through selected scholarship, personal interviews and sharing circles. In the present forum, I will discuss the first phase of my dissertation work: analysis and reflective exploration of a multidisciplinary, purposive sample of contemporary graduate work written by self-identified Aboriginal women. This graduate work is in the form of Master's theses and Doctoral dissertations pertaining to health-related topics for Aboriginal women within a Canadian context. I discuss the findings of this initial work within the context of my primary dissertation question: How do Aboriginal women connect beliefs about health with conceptions of social justice?

2011-06-03 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – CIVIC BALLROOM - SECOND FLOOR

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

EXPANDING THE LANDSCAPES OF SEXUAL ORIENTATION AND GENDER IDENTITIES IN CANADA

Robert Roughley, University of Calgary - Division of Applied Psychology

The Canadian movement toward diversity consciousness and affirmative practice with people of sexual and gender difference necessitates ongoing collaborative efforts to expand scholarship in these areas. Current innovations in Canadian research continue to challenge dominant discourse, while de-pathologizing the once pathological other. In this symposium, four key areas will be explored: gay fatherhood, transensual femmes, resilience and sexual identity narratives, and potentially harmful psychological practices to suppress sexual identities.

A

A PHENOMENOLOGICAL INVESTIGATION OF GAY FATHERHOOD IN ALBERTA

Robert Roughley, University of Calgary - Division of Applied Psychology; Kevin G. Alderson, Division of Applied Psychology, The University of Calgary

The notion of gay fatherhood within the contexts of the Canadian multicultural milieu represents a phenomenon that is underrepresented in the scholarship of queer psychology. What are the experiences of gay men as they negotiate their individual gay identities while fostering their life-roles as fathers? This phenomenological study explores the lived experiences of 8 gay fathers living in Alberta, Canada. As biological fathers formerly married to women, this study describes the lived experience of gay fatherhood in Alberta, while expanding the peripheral landscape necessary in gaining deeper insights to this social phenomenon. While the field of psychology has created milestones in our understanding of gay male identity and fatherhood, a newer or queerer approach might place emphasis on meaning and process as viable next steps in moving beyond the pathological other.

B

SURFACING RESILIENCE: NARRATIVES OF YOUNG SAME-SEX ATTRACTED ACHIEVERS

Andrew Estefan, Faculty of Nursing, University of Calgary; Robert Roughley, University of Calgary - Division of Applied Psychology

In the last decade, mental health professionals who work with young people have participated in a shift in social and clinical consciousness, from a concern with risks to a deeper exploration of protective factors that promote adaptation, health, and wellbeing. Despite this shift, much work remains to be done towards understanding how young same-sex attracted people develop resilience. Even though changes in attitudes towards sexual difference same-sex attracted young people continue to face developmental and social challenges related to their emerging sexual identity. While the literature abounds with material that explores the various difficulties and psychopathologies of same-sex attracted young people, the research that explores their strengths, resiliencies and successes is limited. This current study represents scholarship that aims to extend conversations about how same-sex attracted young people negotiate internal and external experiences that can lead to mental health and social problems. Our findings situate resilience as an experience that is simultaneously individual, social, and temporal. The rich, individual stories from the participants resist a reductionist reading and invite mental health professionals into reflections about the importance of place, “language of self”, and transition in constructions of struggles and wellbeing for this population.

C

CONVERSION THERAPY AND POTENTIAL FOR HARM: IMPLICATIONS FOR ETHICAL PRACTICE IN CANADA

Robert Roughley, University of Calgary - Division of Applied Psychology

Despite advances in the literature that emphasize the importance of affirmative and non-discriminatory practice for sexual minority individuals, efforts to change sexual orientation continue. Conversion therapy refers to approaches “in psychotherapy to changing sexual orientation [that] exclusively involve efforts to change ‘homosexual’ and bisexual orientations to a heterosexual orientation” (Stein, 1996, p. 525). Historical and current efforts to change sexual orientation and same-sex behaviours have been rooted in the medical model and in fundamental religions and belief systems. Often missing from the academic and religious debates are accurate representations of consumers of conversion therapy efforts. Responsible caring and the potential for harm are salient concerns in this discussion. Counselling psychologists often report the conundrum in attempts to: (a) respect the integrity and wishes of clients who request sexual orientation interventions, (b) identify and balance the own conflicting personal beliefs and ethical principles, and (c) address the consequences of conversion therapy practice assumed on the continuum of perceived oppression and affirmative practices. This presentation will explore next steps for professional psychological practice in Canada.

D

TRANSENSUAL FEMMES: NAVIGATING THE WATERS OF IDENTITY AND DESIRE

Carolyn Claire, Univeristy of Calgary

The term ‘transensual femme’ is intended to be a progressive and empowering identity label that denotes a femme who exclusively desires transmen or female-to-male transsexuals. In the late 1990s, the identity label began to be claimed as a means to create community and address issues facing lesbians whose female born partners began transitioning. This presentation will highlight some of the identity issues facing transensual femmes (as identified by this community), and discuss directions for future research.

2011-06-03 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – CONFERENCE ROOM B - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

PSYCHOPATHY: CURRENT CONTROVERSIES AND ADVANCES

Adelle Forth, Carleton University

This symposium deals with research focused on psychopathy from a variety of perspectives. This symposium highlights research on the field reliability and predictive utility of the Hare Psychopathy Checklist- Revised (PCL-R), potential differential correlates in undergraduates and offenders in terms of etiology, and implications of the label of psychopathy in mock juror decision making. Looman presents research investigating the interrater reliability of the Hare PCL-R with incarcerated sexual offenders. Gray and Mills will present research that compares them long-term predictive utility of the Hare PCL-R facet scores and investigates the incremental validity of the facet scores. Broom, Forth, Humey, and Orton will present research examining the specific relationship between the separate facets of psychopathy and response performance on a modified version of the Iowa Gambling task in samples of offenders and undergraduates. Blais, Lamont, and Forth will present research on the potential biasing effect a psychopathy or psychosis diagnosis may have on mock juror decision making while exploring the influence of risk level.

A

INTER-RATER RELIABILITY OF THE PSYCHOPATHY CHECKLIST – REVISED IN AN APPLIED SETTING

Jan Looman, Regional Treatment Centre

The Psychopathy Checklist- Revised is the most widely used rating tool for psychopathy currently available. One reason for this is the considerable amount of research demonstrating the reliability and validity of ratings based on this scale (Hare, 2003). However, in recent years some concern has been raised about the use of the instrument in applied contexts, given that considerable weight is given to conclusions regarding psychopathy in court decisions. Some of this concern is based on what is termed the field reliability of the instrument. Specifically, concerns have been raised about the extent to which the reliability results presented in the manual are replicated in real-world settings. For example, Boccacinni, Turner, and Murrie (2008) examined inter-rater reliability for ratings on 22 sexual offenders assessed for Civil Commitment in Texas and reported an

ICC of .47, reporting that 20% of the variance in scores was attributable to whether the evaluator was contacted by the prosecution or the defence. The current research explored the inter-rater reliability of PCL-R ratings in a sample of 180 sexual offenders assessed independently on two separate occasions in the Ontario Region of the Correctional service of Canada. Data will be analyzed at the item, facet and full scale score level via ICC. Implications for practice will be discussed.

B COMPARING THE LONG-TERM PREDICTIVE ACCURACY OF THE PSYCHOPATHY CHECKLIST-REVISED FACET SCORES

Andrew Gray, Carleton University; Jeremy Mills, Carleton University

Recent research utilizing the Psychopathy Checklist-Revised (PCL-R; Hare, 1991; 2003) has found that Facet 4 (Antisocial) was more efficacious and provided incremental validity in predicting violent recidivism when compared to the remaining three facets (Walters & Heilbrun, 2010; Walters et al., 2008). The current paper will seek to replicate these findings with a sample (n = 248) of federally incarcerated male offenders. The average follow-up period for the current sample was 11.1 years. Further, this paper will expand on previous research by first statically comparing the validity of the individual facet scores in predicting violent, nonviolent, and general recidivism through receiver operating characteristic (ROC) analysis. Secondly, stepwise linear regression analyses will be conducted to assess whether Facets 1, 2, and 3 provide any incremental validity to Facet 4 in the prediction of recidivism. Finally, the items within the Violence Risk Appraisal Guide (VRAG; Harris et al., 1993) and the HCR-20 (Webster et al., 1995) incorporating the PCL-R total score will be re-calculated using Facet 4 scores to test whether incorporating Facet 4 as opposed to the total PCL-R score yields any meaningful increase or decrease in the predictive validity of the two risk measures. Implications for incorporating the measurement of psychopathy within risk assessment will be discussed.

C PSYCHOSIS, PSYCHOPATHY, AND DUAL DIAGNOSES: POTENTIAL FOR STIGMA IN MOCK JURORS

Julie Blais, Carleton University; Amelia Lamont, Carleton University; Adelle Forth, Carleton University

Previous studies have found specific, general, and criterion labeling effects in mock juror decision making (see Boccaccini et al., 2008). To date, no studies have examined the influence of dual diagnoses on mock juror's beliefs about sentencing, treatment, and risk for future violence. This study was designed to address discrepancies across studies by manipulating two variables: diagnostic label (psychopathy, psychosis, psychopathy and psychosis, and no disorder) and risk for violence (high or low). A sample of 263 male and female university students were randomly assigned to four conditions. Contrary to our predictions, no significant effects of risk level on sentencing were found. Participants in the no disorder condition gave the harshest sentences, while participants in the psychosis condition gave the most lenient sentences. Participants in both the psychosis and dual diagnoses conditions were more likely to recommend the defendant be found not criminally responsible on account of mental disorder than the other conditions. In addition, participants in the psychosis condition were least likely to recommend the death penalty as compared to the other three conditions. Future research clarifying the role of co-morbid mental disorders in laypeople's beliefs and the influence of a diagnostic label on mock juror decision making is warranted.

D PSYCHOPATHY AND RISKY DECISION MAKING IN OFFENDERS AND UNDERGRADUATES: PERFORMANCE ON THE MODIFIED IOWA GAMBLING TASK

Ian Broom, Carleton University; Adelle Forth, Carleton University; Courtney Humeny, Carleton University; Laura Orton, Carleton University

The relationship between Iowa Gambling Task (IGT) performance and psychopathy in non-forensic samples suggests orbitofrontal cortex (OFC) related dysfunction in individuals higher in psychopathic traits (Mahmut, Homewood, & Stevenson, 2008). Findings with incarcerated psychopaths have been mixed, with two studies failing to find the expected deficits on the IGT (Lösel & Schmucker, 2004; Schmitt, Brinkley, & Newman, 1999). These differences may have been due to sample selection, or IGT task parameters such as point, rather than monetary rewards and costs. Other studies have found impaired response reversal in incarcerated psychopaths, suggesting further evidence of OFC dysfunction (Mitchell et al., 2002). The current study builds on the existing understanding of the relationship between OFC dysfunction and psychopathy in a sample of incarcerated offenders (n = 60) and a sample of undergraduate students (n = 70) by examining the specific relationship between the separate facets of psychopathy (interpersonal, affective, lifestyle, antisocial) and response performance on a modified version of the IGT which includes a reversal condition. Using the method described in Yechiam and colleagues (2005) IGT performance will be examined in terms of the relative impact of rewards and punishments, the rate contingent payoffs are learned, and the consistency between learning and responding.

2011-06-03 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – CONFERENCE ROOM C - MEZZANINE LEVEL

Symposium/Symposium THERAPEUTIC PROCESS ISSUES IN THE TREATMENT OF SEXUAL OFFENDERS

NACCJPC

Geris A. Serran, Rockwood Psychological Services; Liam E. Marshall, Rockwood Psychological Services

Recent research looking specifically at work with sexual offenders has demonstrated the importance of group cohesion (Beech & Fordham, 1997), as well as the importance of emotional expression to induce treatment-related change (Pfäfflin, Bohmer, Cornehl & Mergenthaler, 2005). Further research has demonstrated that positive therapist characteristics contribute to treatment change and participation in program (Marshall, Serran, Moulden, et al., 2002; Marshall, Serran, Fernandez, et al., 2003) while behaviours such as harsh confrontation reduce group alliance and reduce the benefits of programming (Hudson, 2005; Thornton, Mann, & Williams, 2000; Williams, 2004). The current symposium is designed to highlight research concerning the importance of the therapist characteristics, therapeutic alliance, group cohesion, and the motivational approach in the treatment of sexual offenders. This presentation will be relevant for anyone conducting group therapy or programs for offenders, specifically those working with sexual offenders.

A

THERAPEUTIC ALLIANCE AND TREATMENT PROGRESS IN SEXUAL OFFENDER TREATMENT

Geris A. Serran, Rockwood Psychological Services; William L. Marshall, Rockwood Psychological Services

The relationship between the client and therapist is considered the foundation of therapeutic work (Luborsky, 1994). In fact, effect sizes of 0.22 (Martin et al., 1994) and 0.26 (Horvath & Symonds, 1991) have been associated with the influence of the therapeutic alliance. Research suggests that client ratings of alliance are stronger predictors of treatment outcome than therapist ratings (Horvath & Symonds, 1991; Luborsky, 1994). Limited research has explored this issue with sexual offender clients, although Drapeau and his colleagues (Drapeau, 2005; Drapeau et al., 2004) found that sexual offenders judged the role of the therapist to be crucial to any benefits they derived from treatment. In the current study, the Working Alliance Inventory (Horvath & Greenberg, 1989) was administered to sexual offenders participating in group therapy to measure therapeutic alliance. Treatment change on relevant indices as measured by the Therapist Rating Scale (Marshall, 2010) were also measured. This presentation will discuss the findings in the context of suggestions for clinical practice and future research.

B

THE IDENTIFICATION OF THERAPIST FEATURES AND THEIR RELATIONSHIP TO BEHAVIOUR CHANGE IN SEXUAL OFFENDERS

Geris A. Serran, Rockwood Psychological Services; William L. Marshall, Rockwood Psychological Services; Yolanda M. Fernandez, Correctional Service Canada

Therapist qualities such as empathy, warmth, and genuineness have been shown to influence outcome in the treatment of various psychological disorders (Keijers et al., 2000). While positive features such as these are known to lead to positive outcome, various problematic features such as aggressive confrontation (Garland & Dougher, 1991; Patterson & Forgatch, 1985) appear to reduce treatment effectiveness. We conducted the first research project examining the influence of therapist characteristics on treatment induced change with sexual offenders (Marshall et al., 2003, 2002). This presentation will discuss the findings of this research and offer suggestions on how to improve upon current intervention with sexual offenders

C

A MOTIVATIONAL PREPARATORY PROGRAM FOR INCARCERATED SEXUAL OFFENDERS

Liam E. Marshall, Rockwood Psychological Services; William L. Marshall, Rockwood Psychological Services; P. Bruce Malcolm, National Parole Board; Yolanda M. Fernandez, Correctional Service Canada; Heather M. Moulden, St. Joseph's Healthcare, Hamilton

In 1997 we designed and implemented a motivational preparatory treatment program for incarcerated sexual offenders. This program draws on a number of theoretical approaches to the enhancement of motivation, such as Miller and Rollnick's (2002) motivational interviewing, positive psychology (Linley & Joseph, 2004), the multifactor offender readiness model (Ward, Day, Howells, & Birgden, 2004), hope theory (Snyder, 2000), self-efficacy theory (Bandura, 1977), self-determination theory (Ryan & Deci, 2000), and the good-lives model (Ward, 2002; Ward & Stewart, 2003). Research on the efficacy of the preparatory program showed participants made many significant gains such as: a more positive outcome in terms of recidivism than did a matched comparison group, increased motivation for change, greater readiness for treatment and self-efficacy, and an increased sense of hope and personal responsibility for change. The program and outcome will be described, and implications for the enhancement of regular treatment programs will be discussed.

D

GROUP CLIMATE IN SEXUAL OFFENDER TREATMENT PROGRAMS

Liam E. Marshall, Rockwood Psychological Services; Geris Serran, Bath Institution; Alison Davies, St. Lawrence Valley Correctional Centre

This presentation summarizes our research on group climate in offender, primarily sexual offender, treatment programs. Previous research has demonstrated that a positive treatment group climate, as measured by Moos' (1991) Group Environment Scale, is related to positive changes on measures of dynamic risk factors in sexual offenders (Beech et al, 1998; 2005). We have used Moos' group climate measure to examine differences between open-ended versus closed-ended programs, and a typical prison population treatment group versus one in a facility for mentally disordered offenders. We also compared our results with both the creator of the scale's (Moos, 1991) extensive comparison data and research conducted specifically on offenders (e.g., Beech et al, 1998; 2005). Results demonstrate support for the treatment approach used, the use of open-ended groups, and that a good group climate can be achieved in a treatment program for psychiatrically ill offenders. Possible methods for enhancing group climate are reported and demonstrated.

2011-06-03 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – WINDSOR ROOM EAST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

RISK ASSESSMENT AND TREATMENT PLANNING: ADHERING TO THE RISK, NEED, AND RESPONSIVITY PRINCIPLES IN THE JUVENILE JUSTICE SYSTEM

Michele Peterson-Badali, Ontario Institute for Studies in Education, University of Toronto

Many youth in Canada have engaged in criminal behavior; most desist from crime as they enter adulthood, but a small minority will not. Identifying those individuals who are likely to persist is a fundamental task in the assessment of justice-involved youth. In addition, under Canada's youth justice policy, rehabilitation is an important principle; an empirically supported model of assessment and service delivery is crucial to achieve these goals. The Correctional Psychology principles of attending to risk, criminogenic need, and responsivity (the RNR framework) provides direction regarding assessment and intervention approaches most likely to achieve these goals. Drawing on previous RNR research, as well as our current research program and forensic practice, the proposed session will focus on the identification and assessment of youth based on RNR principles, developing recommendations for service based on assessed RNR factors, as well as adherence to the principles and challenges with respect to matching youths' individual needs with appropriate services. Particular attention will be given to elucidating responsivity factors which, although critical to the RNR framework, have received relatively little attention. In addition we examine the use of the RNR framework through a gender lens to consider whether and how gender needs to be considered in case management.

A LONG-TERM OFFENDING PATTERNS IN ADOLESCENT OFFENDERS: IDENTIFICATION OF YOUTHS AT RISK OF PROLIFIC HIGH RISK OFFENDING

Mary Ann Campbell, Centre for Criminal Justice Studies; University of New Brunswick - Saint John; Fred Schmidt, Children's Centre Thunder Bay and Lakehead University; Alexandra Kruse, Lakehead University

The current study examined the longitudinal offending patterns (between 12 and 30 years of age) of 130 Canadian offenders who initially had been referred to a youth justice assessment clinic when they were between 12 to 17 years of age. Consistent with past research (Moffitt, 1993), males showed an increase in the rate of overall offending from 12 to 15 years of age before steadily declining into adulthood. This pattern was similar for females. Latent class analysis based on known offending behaviour between 12 and 20 years of age identified two major offender profiles: a general offender profile (93%) and a prolific offender profile (7%) reminiscent of Moffitt's adolescent limited and life-course persistent delinquency pathways. Profile comparisons indicated that prolific offenders were typically male, had a higher annual rate of offending, scored higher on formal risk assessment instruments, and displayed more criminogenic needs and psychopathic traits than general offenders. Prolific offenders were also more likely to have a history of physical abuse and involvement with social services/foster care. The benefits of adhering to the risk-need-responsivity model for the risk assessment and case management of this high risk offender group will be discussed.

B IS TREATMENT MATCHING BASED ON THE RISK-NEED-RESPONSIVITY FRAMEWORK EQUALLY EFFECTIVE FOR MALE AND FEMALE JUSTICE INVOLVED YOUTH?

Nina Vitopoulos, Ontario Institute for Studies in Education, University of Toronto; Tracey Skilling, Centre for Addiction and Mental Health; University of Toronto; Michele Peterson-Badali, Ontario Institute for Studies in Education, University of Toronto

Research supports rehabilitative programming addressing youths' risk to reoffend, criminogenic needs and responsivity factors. However, the RNR framework takes a 'gender neutral' approach that critics assert overlooks the unique psychological, emotional, and health needs of girls. Due to limited sample sizes and a lack of large scale quantitative studies involving female youth who offend, it remains largely unknown whether matching treatment to RNR identified needs is as effective for girls in reducing recidivism as it has been shown to be for boys (e.g., Vieira, Skilling & Peterson-Badali, 2009). Comparative analyses of 76 justice system involved youth (39 male, 37 female) indicate that across RNR categories, on average, females and males have a similar number of needs identified across categories of assessment, and have these needs met by probation services at a similar rate. However, while the RNR assessment tool predicted risk for recidivism equally well for males and females in the sample, the matching of probation services to identified RNR needs appears to be far more potent in reducing recidivism for boys than it is for girls. These results indicate a moderating effect of sex on the relationship between RNR matched treatment and re-offending. Implications for theory and practice are discussed.

C EXPLORING THE ROLE OF RESPONSIVITY IN THE RISK-NEED-RESPONSIVITY FRAMEWORK: MODERATORS OF TREATMENT SUCCESS FOR JUSTICE INVOLVED YOUTH

Sarah McCormick, Ontario Institute for Studies in Education, University of Toronto; Tracey Skilling, Centre for Addiction and Mental Health; University of Toronto; Michele Peterson-Badali, Ontario Institute for Studies in Education, University of Toronto

Considerable evidence supports the utility of the Risk-Needs-Responsivity framework in Correctional Psychology but the Responsivity principle has received comparatively little empirical attention. Responsivity variables are thought to moderate the success of treatment and thereby indirectly affect outcomes such as recidivism. The present study examined the contribution of attending to responsivity factors in predicting youths' desistance from crime. The sample was composed of youth who received court-ordered assessments and subsequent treatment services coordinated by probation; youth in the current sample were specifically assessed as requiring medication to address mental health needs. We examined the contribution of attending to this responsivity variable in relation to recidivism generally and more specifically while receiving treatment in several areas of criminogenic need. The data were analyzed using binary logistic regression, with tests of moderation. Results suggest that attending to medication needs when providing intervention to address needs in the area of education, employment, personality, and attitudes is associated with decreased recidivism. These results provide evidence supporting the role of Responsivity in correctional treatment and contribute to understanding how Responsivity functions to moderate the success of treatment for justice involved youth.

D CLINICIAN ADHERENCE TO THE RISK, NEED, AND RESPONSIVITY PRINCIPLES IN ASSESSING YOUTH INVOLVED WITH THE JUVENILE JUSTICE SYSTEM

Tracey Skilling, Centre for Addiction and Mental Health; University of Toronto; Michele Peterson-Badali, Ontario Institute for Studies in Education; University of Toronto; Michael Seto, Royal Ottawa Health Care Group

The rehabilitation of justice-involved youth is an important goal of clinicians working in this system. Despite its importance, the role of clinician adherence to the Risk-Need-Responsivity (RNR) principles in the assessment and treatment planning for young offenders has been neglected. Indeed, the impact of adherence may be substantial, as the extent to which RNR factors are addressed in treatment will be related to clinicians' adherence to the principles, which in turn can impact treatment success, and ultimately the likelihood of reoffending. In this study, we evaluated clinician adherence to the RNR principles in assessment and intervention planning in a sample of youth referred for court ordered assessments. Specifically, we examined agreement between the youths' scores on a measure of risk to reoffend and criminogenic needs (the YLS/CMI) and clinician-identified risk factors and treatment recommendations. Overall, results indicated clinicians generally adhered to the RNR principles. At the same time, though, the strength of these relationships was variable, indicating adherence could be higher. Specifically, clinicians showed

strong adherence in some criminogenic needs areas (e.g., substance abuse), moderate adherence in others (e.g., personality), and poor adherence in yet other domains (e.g., family). Implications for theory and practice are discussed.

2011-06-03 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – WINDSOR ROOM WEST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

IMPROVING OUR RISK COMMUNICATION: NON-ARBITRARY METHODS FOR QUANTIFYING OFFENDERS' RISK FOR CRIME AND VIOLENCE

Kelly Babchishin, Carleton University

Risk assessment is one of the core functions of correctional and forensic psychologists. Despite considerable advances in the methods used to evaluate risk, little has changed in the methods used to communicate risk. Most evaluators continue to use nominal categories, such as "low", "moderate", or "high" to describe the recidivism risk of specific offenders. Decision-makers like nominal categories, but these labels are imprecise indicators for quantifying risk levels, and they are interpreted differently by decision-makers in different settings. Risk communication could and should be improved by grounding nominal categories in non-arbitrary definitions. In this symposium we present three easily-interpreted, non-arbitrary methods of quantifying recidivism risk: percentile ranks, absolute recidivism rates, and risk ratios. Each presenter will describe the strengths and weaknesses of one of these approaches, and demonstrate how they can be calculated and presented in applied reports. The data used to demonstrate the calculation of these numeric indicators were drawn from the STATIC development project (Helmus, 2009), which examined the accuracy of empirical actuarial risk tools (Static-99R; Static-2002R) to predict sexual, violent, and other recidivism across diverse samples of sexual offenders (> 20 samples; n > 7,000).

A

CALCULATING AND PRESENTING PERCENTILE RANKS FOR THE RISK OF CRIME AND VIOLENCE

R. Karl Hanson, Public Safety Canada

One versatile metric for describing relative risk is the offender's percentile rank. For example, the offender can be described as being in the top 10% in terms of risk for violence. The widespread use of metrics such as T-scores and Z-scores in psychological testing is based on the assumption that the primary value of test results is to describe is the offender's position relative to others (e.g., IQ scores). With few exceptions, percentile ranks are rarely reported for actuarial risk measures for violence. They should be routine. The ideal normative group would be a random sample of the population to which the offender is to be compared (e.g., all Canadian sexual offenders). Given that the ideal is rarely achieved, this presentation examines some methods for approximating random samples (e.g., stratified sampling, unselected samples from diverse settings) and the consequences of using convenience samples for setting percentile norms. Percentile ranks have heuristic value, but they can be easily misunderstood to mean that the risk scores have a symmetrical and uniform relationship to recidivism risk. Consequently, percentile ranks need to be supplemented with other indicators in applied risk communication.

B

CALCULATING AND PRESENTING ABSOLUTE RECIDIVISM ESTIMATES FOR THE RISK OF CRIME AND VIOLENCE

Leslie Helmus, Public Safety Canada

Absolute recidivism estimates specify the proportion of similar offenders that would be expected to re-offend within a specific time frame (e.g., 27% reconviction for violence after 5 years at risk). This is a useful metric as it is directly relevant for many applied decisions. This presentation will briefly review methods commonly used to compute recidivism rates estimates, and focus on logistic regression models. One advantage of logistic regression is that it uses information on the relationship between a scale and recidivism in the full dataset to make predictions for a given score, thereby minimizing random fluctuations. Furthermore, logistic regression provides separate estimates for B0, the recidivism base rate, and B1, the ability of the scale to discriminate between recidivists and non-recidivists. In our meta-analyses of Static-99R and Static-2002R recidivism studies, we have found the discriminative properties of the scales to be consistent across samples and settings (no significant variability for B1); however, the overall recidivism base rates varied considerably. Consequently, evaluators wishing to report absolute recidivism rate estimates must determine the offenders' relative risk compared to a normative reference group, as well as make a separate judgement concerning the appropriate base rate for that normative group.

C

CALCULATING AND PRESENTING RISK RATIOS FOR THE RISK OF CRIME AND VIOLENCE

Kelly Babchishin, Carleton University

Relative risk ratios compare the offender's estimated recidivism rate to that of other offenders (e.g., the offender is 2.5 times more likely to sexually reoffend compared to the typical sexual offender). Risk ratios are easily interpretable, are stable across samples, and lead to fewer interpretation errors than the use of nominal risk categories (e.g., low, moderate, high). The current paper describes how risk ratios can be calculated using cox regression proportional hazard survival models. Cox regression models control for time at risk and base rate variability across samples. By using transformations, it is also possible to estimate models in which the association between scores and recidivism rates need not be uniform or consistent. In particular, we found that log transformations of the predictor scores significantly and meaningfully improved the fit of certain prediction models (e.g., Static-2002R predicting violent recidivism). Although risk ratios are a popular method of risk communication in many fields (e.g., public health, environmental protection), they are difficult to interpret in the absence of base rate information. For example, a risk ratio of 2.0 (double the risk) would be interpreted differently if the base rate was 5% versus 50%. Consequently, risk ratios should be supplemented with other numerical indicators of risk.

2011-06-03 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – CONFERENCE ROOM F - MEZZANINE LEVEL

Symposium/Symposium
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

UNPACKAGING CULTURE AND ITS INFLUENCES THROUGH CLINICAL AND COUNSELLING RESEARCH: DIVERSE CULTURAL CONSTRUCTS WITH DIVERSE POPULATIONS

Ben CH. Kuo, University of Windsor

Of late, the ability to ‘unpackage culture’ or to discern culture’s impacts on psychological processes with concise and meaningful cultural constructs marks a major advancement in cross-cultural psychological research (Smith & Bond, 2003). However, incorporation of critical cultural constructs into clinical and counselling psychological research is still relatively new and rare. This is especially true within the Canadian context due to the scarcity of culture-based psychological research and research on Canada’s vast ethnically diverse populations. Therefore, the purpose of the present symposium is to illustrate the efficacy and the methodological rigor associated with integrating cultural constructs into clinical and counselling research by presenting four studies conducted with diverse samples in Canada. Across these studies empirically-validated cultural constructs, including cultural mistrust, culture-specific coping, africentric values, acculturation, intercultural competency, racial identity, internalized oppression and multicultural counselling competencies, were assessed and examined in some depth. This symposium intends to stimulate interests and discussions among Canadian scholars and researchers to further cultural clinical and counselling research in Canada and beyond.

A

WILLINGNESS TO SEEK PROFESSIONAL PSYCHOLOGICAL HELP AMONG CANADIANS OF AFRICAN DESCENT: A CULTURALLY BASED HELP-SEEKING MODEL

Justine Joseph, University of Windsor; Ben CH. Kuo, University of Windsor

The present study examines psychological and cultural antecedents to seeking professional psychological help among Canadians of African descent (N=193). Using path analysis, culturally based models of willingness to seek professional psychological help were tested to determine whether they adequately explain the psychological treatment-seeking behaviour of Canadians of African descent. The models included the following constructs: cultural mistrust, africentrism, africultural coping, self-concealment, social support, psychological distress, attitudes toward seeking professional psychological help, and willingness to seek professional psychological help. The results provide support for culturally indicated pathways to seeking professional psychological help. Implications of these findings are discussed and form the basis of recommendations for mental health promotion campaigns and the delivery of culturally competent mental health services in Canadian communities of African descent. Recommendations are made for future investigations.

B

SIBLING ACCULTURATION DISCREPANCY, SIBLING RELATIONSHIP QUALITY AND ADJUSTMENT AMONG VIETNAMESE AND CHINESE CANADIAN YOUNG ADULTS: A MIXED-METHODS INVESTIGATION

Trang Le, University of Windsor; Ben CH. Kuo, University of Windsor

This study explores the relationship among perceived sibling acculturation differences, sibling relationship quality and adjustment outcomes, including psychological adjustment and intercultural competence among Vietnamese and Chinese Canadian young adults (N=150). The study employed a bidirectional model of acculturation, assessing participants’ Canadian Acculturation vs. Heritage Acculturation. The results indicated that neither perceived heritage acculturation discrepancy nor perceived Canadian acculturation discrepancy between siblings was associated with psychological adjustment or intercultural competence. Sibling conflict positively predicted psychological adjustment and intercultural competence after controlling for acculturation level, years residing in Canada, and language proficiency. An interaction effect also existed between perceived heritage acculturation discrepancy and sibling conflict for intercultural competence such that perceived heritage acculturation discrepancy positively predicted intercultural competence for siblings reporting low conflict. Furthermore, qualitative analyses offered additional insights into the complex interplay among the key variables in the study. Implications of the findings for future research and service provision are discussed.

C

RACIAL IDENTITY, FAMILY, AND PSYCHOLOGICAL ADJUSTMENT IN BIRACIAL YOUNG ADULTS IN CANADA AND THE U.S.

Vanessa Chong, University of Windsor; Ben CH. Kuo, University of Windsor

The present study investigates the relationships between biracial identity orientation, family variables, and psychological adjustment variables in a unique sample (N=356) of Asian-White biracial young adults (aged 18-30) living in Canada and the US. Biracial young adults were recruited to complete a self-report questionnaire either through online survey or in-person at the researchers’ lab. Biracial identity orientations and family variables predicted positive and negative psychological adjustment. The moderating effects of family relationship quality on the relationship between racial-ethnic socialization and each of the biracial identity orientations were also tested. Path analysis was used to establish a preliminary model of biracial identity development and adjustment. In sum, the results showed that: 1) internalized oppression was predicted by marginal and singular-majority identity, 2) psychological distress was predicted by marginal identity and poor family relationship quality, 3) positive affect was predicted by integrated-combinatory identity, integrated-universality identity, singular-minority identity, and racial-ethnic socialization, and 4) self-esteem was predicted by good family relationship quality. Healthy versus unhealthy biracial identity pathways and implications for psychotherapy and future research are discussed.

D

PREDICTORS OF MULTICULTURAL COUNSELLING COMPETENCIES AMONG CLINICAL THERAPIST TRAINEES: MINDFULNESS SKILLS, MULTICULTURAL LIFE EXPERIENCES AND EXPERIENTIAL PRACTICUM TRAINING

Beatriz Rodriguez-Rubio, University of Windsor; Ben CH. Kuo, University of Windsor

This study examines the effect of mindfulness and student therapists' previous multicultural life experiences on their acquisition of multicultural counselling competencies. Doctoral-level therapists (N=4) who are enrolled in a supervised multicultural practicum providing psychotherapy to refugee clients complete measures of multicultural counselling competencies, multicultural self efficacy, mindfulness, and therapy working alliance at the beginning (Pre-Test) and at the end of the practicum course (Post-Test). Therapists' weekly journals completed after each therapy session with their clients are also collected as qualitative data. Moreover, refugee clients (N= 6-8) are asked to assess the quality of their working relationship with their therapists by completing additional measures. Higher levels of mindfulness skills and more diverse multicultural life experiences on the part of the therapists are hypothesized to predict a greater gain in multicultural competencies over the course of this training. Further, this gain in multicultural competencies would be corroborated by therapists' qualitative journals and by their clients' evaluation of the client-therapist relationship. The findings of this study will contribute toward the development of 'best-practice' models of multicultural training for future psychologists and counsellors.

2011-06-03 – 4:30 PM to 5:55 PM – 16 h 30 à 17 h 55 – CONFERENCE ROOM G - MEZZANINE LEVEL

Symposium/Symposium
Environmental Psychology/ Psychologie de l'environnement

BRINGING TOGETHER ENVIRONMENTAL, PERSONALITY, AND SOCIAL PSYCHOLOGY APPROACHES TO SUSTAINABILITY

John M. Zelenski, Carleton University

As the urgency of environmental problems (e.g., climate change, habitat loss, pollution, etc.) increases, so too does the desire to increase sustainability. Because environmental problems depend largely on human behaviour, psychology is in an excellent position to help solve them by developing our knowledge and expertise in changing environmental attitudes and behaviours. This symposium brings together recent research in environmental, social, and personality psychology that highlights ways to increase sustainable attitudes and behaviours. Nisbet focuses on individual differences in nature relatedness, showing how this construct can link nature contact and psychological well-being with increased motivation for and engagement in sustainable behaviours. Ferguson examines the group identity level, showing that people bolster their green ingroup identities when they are asked to compare themselves with less environmentally conscious outgroups. Lavellee adds an important caveat showing that strong motivations to protect the environment lead to sustainable behaviour only when consequences of behaviour are clear and there is a critical mass of other people conserving. Together this research suggests complementary ways to increase sustainable behaviours. As moderator, Zelenski will integrate the approaches and findings to suggest better strategies for promoting sustainability.

A

THE PATH TO CONSERVATION: UNDERSTANDING THE WHOLE INDIVIDUAL IN CONTEXT

Loraine Lavallee, University of Northern British Columbia

Most environmental objectives, such as reducing GHG emissions or protecting critical tropical forests habitat, are complex collective problems that the individual cannot solve on their own. Furthermore, our economic system separates people from the life cycle of the products they consume and thus most people are completely unaware of the environmental impact of their behaviour. These contextual factors surrounding the individual are frequently ignored in studies of conservation behaviour and, instead, people's environmental inaction is often attributed to problems of individual motivation or conscience. I will review the research from three studies investigating people's values toward the environment and conservation behaviour. The findings suggest that the majority of people care about the environment, understand the logic of conservation, and are motivated to achieve environmental goals when they understand the impact of their behaviour on a shared resource. Additional evidence suggests that people's willingness to sacrifice for collective environmental goals has a limit. If the majority of group members are not conserving, even the most committed environmentalists are unlikely to persist. Consequently, conservation efforts directed at strengthening collective action are likely to be more effective than efforts to strengthen individuals' attitudes and values.

B

"GREENING" THE INGROUP THROUGH INTERGROUP COMPARISON

Mark A. Ferguson, University of Calgary; Nyla Branscombe, University of Kansas

Two experiments examine whether comparing ingroups with less eco-friendly outgroups encourages sustainable behavior, and whether such effects are mediated by stronger eco-friendly beliefs and values. In Study 1, undergraduate students compared themselves with high school students or graduate students. They then completed measures of eco-friendly values and sustainable behavior. As expected, participants who compared themselves to high school students reported greater willingness to engage in sustainable behavior than those who compared to graduate students. This effect was mediated by stronger eco-friendly values. In Study 2, current undergraduate students compared themselves to undergraduates in the year 1960 or 2060. They then completed measures of climate change beliefs and willingness to engage in sustainable behavior. As expected, participants who compared themselves to undergraduates in 1960 reported more willingness to engage in sustainable behavior than those who compared to undergraduates in 2060. This effect was mediated by stronger, eco-friendly beliefs about climate change. The results of these studies suggest that strategically using intergroup comparison to "green" ingroup identity can encourage environmental sustainability.

C

BRIDGING SUSTAINABILITY AND WELL-BEING WITH THE NR-6, A BRIEF NEW MEASURE OF NATURE RELATEDNESS

Elizabeth K. Nisbet, Carleton University; John M. Zelenski, Carleton University

Nature Relatedness (NR) is defined as a subjective sense of connectedness with the natural environment. The 21-item NR scale captures the cognitions, emotions, and experiences that contribute to human-nature relationships. Individual differences in NR may provide a basis for environmentally sustainable behaviour and also predict happiness. This research investigates the validity of a 6-item shortened version of the NR scale, and further explores how NR predicts environmental concern, behaviour, and well-being in a longitudinal experience sampling study of 207 community and student participants. NR predicts nature contact over a 4-week period, correlates with environmental concern ($r = .48$), sustainable behaviour ($r = .37$), and other measures of connectedness ($r = .70$). NR also predicts positive ($r = .22$) and negative emotions ($r = -.16$), autonomy ($r = .32$), personal growth ($r = .31$), and purpose in life ($r = .19$). Together, NR's correlates suggest that, for some people, sustainable behaviour is linked with well-being, and this suggests potential benefits,for individuals and the environment, of increased nature contact.

2011-06-03 – 4:30 PM to 5:25 PM – 16 h 30 à 17 h 25 – PEEL ROOM - MEZZANINE LEVEL

Committee Business Meeting/Réunion du conseil d'affaires

SCHOOL PSYCHOLOGY TASK FORCE MEETING
Juanita Mureika, School Psychologist II

2011-06-03 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – YORK ROOM - MEZZANINE LEVEL

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

RECEPTION
Wagdy Loza, Kingston Penitentiary (Ret.)

Reception

2011-06-03 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – KENORA ROOM - SECOND FLOOR

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

Reception for Sport and Exercise Psychology

2011-06-03 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – KENT ROOM - SECOND FLOOR

Reception/Réception
Counselling Psychology/ Psychologie du counseling
SECTION PROGRAM/ PROGRAMME DE LA SECTION

COUNSELLING PSYCHOLOGY RECEPTION
José F. Domene, University of New Brunswick

All members of the section and anyone else interested in Counselling Psychology are invited for an informal time of networking and connecting. Snacks are provided. Winners of the Counselling Psychology Section best thesis/best poster prizes for 2011 will be announced.

2011-06-03 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR

Reception/Réception
Developmental Psychology/ Psychologie du développement
SECTION PROGRAM/ PROGRAMME DE LA SECTION

CELEBRATING DEVELOPMENTAL PSYCHOLOGY
Jean-Paul Boudreau, Ryerson University

2011-06-03 – 5:00 PM to 5:55 PM – 17 h 00 à 17 h 55 – CONFERENCE ROOM D - E - MEZZANINE LEVEL

Reception/Réception
Women and Psychology/ Femmes et psychologie
SECTION PROGRAM/ PROGRAMME DE LA SECTION

RECEPTION/RÉCEPTION: WOMEN AND PSYCHOLOGY SECTION (SWAP)
Carmen Poulin, University of New Brunswick

The Section on Women and Psychology (SWAP) invites its members and those considering membership in the section to join us for this reception. We extend a special welcome to our distinguished members and former coordinators. We particularly encourage student members to attend and meet other feminist psychologists in an informal and friendly environment.

2011-06-03 – 6:00 PM to 7:55 PM – 18 h 00 à 19 h 55 – OSGOODE BALLROOM - LOWER CONCOURSE

CPA Plenary Session/ Session plénière de la SCP Annual General Meeting/ Assemblée générale annuelle

ANNUAL GENERAL MEETING/ASSEMBLÉE GÉNERALEE ANNUELLE

2011-06-03 – 6:00 PM to 10:00 PM – 18 h 00 à 22 h 00 – ESSEX BALLROOM - MEZZANINE LEVEL

Plenary Session/ Session plénière
NACCJPC

CELEBRATION OF EXCELLENCE RECEPTION & LIVE MUSIC

Notes

Notes

– 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – YORK ROOM - MEZZANINE LEVEL

Section Business Meeting/ Réunion d'affaires des sections **SECTION PROGRAM/ PROGRAMME DE LA SECTION**	**FAMILY PSYCHOLOGY/PSYCHOLOGIE DE LA FAMILLE** Ranjana Jha, Argyle Institute of Human Relations, Montreal

It is general meeting - all the members are invited.

2011-06-04 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – CITY HALL ROOM - SECOND FLOOR

Committee Business Meeting/Réunion du conseil d'affaires	**PAST PRESIDENTS' COMMITTEE BUSINESS MEETING** Peter Graf, University of British Columbia

2011-06-04 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – WENTWORTH ROOM - MEZZANINE LEVEL

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 Dyck, University of Manitoba

2011-06-04 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – KENORA ROOM - SECOND FLOOR

Section Business Meeting/ Réunion d'affaires des sections **SECTION PROGRAM/ PROGRAMME DE LA SECTION**	**DEVELOPMENTAL PSYCHOLOGY/PSYCHOLOGIE DU DÉVELOPPEMENT** Jean-Paul Boudreau, Ryerson University

2011-06-04 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – HURON ROOM - SECOND FLOOR

Section Business Meeting/ Réunion d'affaires des sections **SECTION PROGRAM/ PROGRAMME DE LA SECTION**	**PSYCHOLOGY AND RELIGION/PSYCHOLOGIE ET RELIGION** Marvin McDonald, Trinity Western University

Section business meeting for Psychology and Religion

2011-06-04 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – KENT ROOM - SECOND FLOOR

Section Business Meeting/ Réunion d'affaires des sections **SECTION PROGRAM/ PROGRAMME DE LA SECTION**	**TEACHING OF PSYCHOLOGY/ENSEIGNEMENT DE LA PSYCHOLOGIE** Nicholas Skinner, King's University College

2011-06-04 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – CONFERENCE ROOM B - MEZZANINE LEVEL

Oral Paper Session/ Séance de présentation orale *NACCJPC*	**SEXUAL OFFENDER TREATMENT**
A	**MOTIVATIONAL INTERVIEWING IN TREATMENT WITH SEXUAL OFFENDERS** David Prescott, Becket Programs of Maine

Motivational interviewing has gained currency in treatment with criminal offenders. However, there are few resources on its application with sexual offenders. This conversation discusses tips and challenges in using motivational interviewing with sexual offenders. It is not an introduction to motivational interviewing. Although it provides a brief orientation to the concepts involved, this discussion is of interest to those seeking new ideas for motivational enhancement in the treatment of sexual offenders. Specific areas of focus in this conversation include: Two specific methods for incorporating motivational interviewing into group therapy Two methods for providing feedback to offenders in a fashion that adheres to motivational interviewing principles Motivational goal setting using approach goals An overview of how motivational interviewing can be used to assist in matching services to the need and responsivity principles

B

MOTIVATION AND CHANGE IN THE TREATMENT OF SEXUAL OFFENDERS:CONSIDERATIONS FOR PRACTICE

David Prescott, Becket Programs of Maine

The literature on the treatment of sexual offenders has changed dramatically in the past 25 years; much of it remains controversial. A recent meta-analysis by Karl Hanson and his colleagues highlights the importance of the risk, need, and responsivity principles in reducing risk, but offers little guidance on implementation. Meanwhile, recent studies into sexual offender treatment-provider style offer insights into how professionals can match treatment programs to the responsivity principle. This conversation reviews major findings and offers concrete suggestions for the way forward in sexual offender treatment. Topics addressed include: Collaborative goal setting Tips and traps in using motivational interviewing with sexual offenders Strategies for motivational enhancement in group therapy Directive versus guiding approaches in individual and group therapy Applications in both in- and outpatient settings are considered.

2011-06-04 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – CONFERENCE ROOM C - MEZZANINE LEVEL

Oral Paper Session/ Séance de présentation orale
NACCJPC

GENDER ISSUES

A

THE ASSESSMENT OF FEMALE ADOLESCENT PSYCHOPATHY IN A FORENSIC MENTAL HEALTH SAMPLE

Robert Rowe, Family Court Clinic

There is a growing body of literature that supports the predictive validity of utilizing the psychopathy construct in the assessment of youth in conflict with the law. However, a recent meta-analysis failed to find a strong link between psychopathy and female adolescent recidivism. This finding has led some researchers to question whether measures such as the PCL:YV can and should be used when assessing adolescent females in forensic settings. The current research examined 150 youths referred for court ordered psychological assessments. Approximately half the sample was female. A comprehensive assessment was conducted that included semi-structured interviews to implement measures of risk/needs, psychopathy, and mental health symptoms. The PCL:YV was utilized as a measure of psychopathy. Initial findings show strong correlations between the PCL:YV and measures of risk and psychiatric symptoms for both genders. Although the PCL:YV was predictive of future antisocial activity, this relationship was stronger for males than females and was moderated by age. It was found that having younger adolescents in the sample significantly impacted on predictive validity of the PCL:YV and other risk measures. The findings have direct implications for the assessment of adolescent offenders as well as gender specific intervention policies.

B

GENDER DIFFERENCES IN RISK FACTORS FOR YOUTH: A CLOSER EXAMINATION OF PEER RELATIONSHIPS AND SUBSTANCE ABUSE

Robert Rowe, Family Court Clinic

The literature has been clear that both peers relationships and substance abuse are important risk factors for both male and female young offenders. A more recent meta-analyses has argued that substance abuse is a salient risk factor for adolescent females after it was found to have a stronger relationship with recidivism for adolescent females than with males. Further, several theorists have argued that although peer relationships are strong predictors of recidivism for both genders, the nature of these relationships may be different for females. The current research examined 150 youth referred for court ordered psychological assessments. Approximately half the sample was female. In addition to risk/needs instruments, comprehensive measures of substance abuse and peer relationships were gathered through both self-report and semi-structured interviews. Preliminary results indicate that composite measures of peers and substance abuse tended to be similar for both males and females. However, when specific indicators were examined differences in substance use and peer relationship risk factors across gender were found. As such, different processes may be involved in the development and maintenance of risk factors for each gender. The findings have direct implications for the assessment of adolescent offenders as well as gender specific intervention policies.

C

GENDER-INFORMED CORRECTIONAL INTERVENTIONS: DEVELOPMENT, IMPLEMENTATION AND EVALUATION

Doris Fortin, Correctional Service of Canada; Dena Derkzen, Correctional Service of Canada; Julie Dorais, Correctional Service of Canada

Evidence suggests that programs that are responsive to gender (e.g., trauma-informed, address emotional regulation difficulties, recognize gendered pathways to crime), achieve positive results. Two new interventions targeting women's risk factors include: a Women's Violence Prevention Program for federally sentenced women who have a history of violent offending and a Modular intervention for women housed in maximum security settings. Evaluation of interventions is particularly important given the novelty of the programs. Furthermore, assessing their implementation and outcomes are essential in order to ensure their success. In order to examine treatment-related change on various treatment targets, pre- and post-results on over a 100 women were assessed using psychometric measures such as: Criminal Sentiments Scale, Aggression Questionnaire, University of Rhode Island Change Assessment and Social Problem Solving Questionnaire. Facilitator and participant feedback was assessed regarding program content, group experience and individual rapport with the facilitator. Finally, implementation and preliminary program outcomes in terms of institutional behaviour will be discussed. The implications of these findings for our understanding of women's violence and criminal behaviour and for the further advancement of gender-informed treatment are provided.

2011-06-04 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – WINDSOR ROOM EAST - MEZZANINE LEVEL

Oral Paper Session/ Séance de présentation orale
NACCJPC

JURY DUTY & DECISION MAKING

A

DANGEROUS DECISIONS WITH FEMALE DEFENDANTS: THE IMPACT OF GENDER AND TRUSTWORTHINESS ON JUROR DECISION-MAKING

Natasha Korva, University of British Columbia; Julia Shaw, University of British Columbia; Stephen Porter, University of British Columbia

Over the past two decades research has demonstrated that judges and jurors make implicit assessments about defendants that affect their legal decisions. Dangerous Decisions Theory (DDT; Porter & ten Brinke, 2009) posits that intuitive evaluations of trustworthiness based on the face may particularly impact the evaluation of evidence presented in courtroom settings. The present study expands on recent research exploring the DDT, and examines the role of gender in sentencing decisions. Gender is inherently related to trustworthiness, as females are typically rated to be more trustworthy than males, especially in legal contexts. Replicating the methodology used by Porter, ten Brinke and Gustaw (2010), participants (N=100) were presented with two vignettes describing severe or petty crimes, accompanied by a photograph of the supposed male or female defendant. Photos of defendants were previously rated as highly trustworthy or untrustworthy in appearance. Following the presentation of evidence in each case, participants then rated the defendant's culpability. Participants required less evidence to arrive at a guilty verdict, and were more likely to uphold a guilty verdict in the face of exonerating evidence, for male defendants than for female defendants. The present research supports the DDT and has implications for legal decision-making practices.

B

THE PSYCHOLOGICAL IMPACT OF JURY DUTY

Lana Stermac, OISE/University of Toronto; Theresa C. Kelly, London Psychology Consultants Ltd.; Christine Cabral, Univeristy of Toronto; Jennifer Robinson, University of Toronto; Krystle Martin, University of Toronto

Jury duty is considered a vital component of the Canadian judicial system and an important civic duty. While significant attention has been focused on procedures used for jury selection as well as the characteristics of the jury, less is known about the experience of being a juror or about the psychological effects of jury service on individuals in Canada. Research on jury duty in the U.S. and international jurisdictions suggests that the experiences of individual jurors are varied; however, stress related to jury service is commonly identified. Previous work demonstrates that specific trial characteristics seen as stressful, e.g., duration of the trial, nature of the deliberations, and particularly the nature of graphic evidence presented, are associated with negative psychological impact and the development of stress-related responses in jurors. In this session, we review findings on the psychological impact of jury duty and discuss the importance of research addressing mental health issues among jurors. We present relevant international research on jury duty and examine factors associated with various psychological reactions. We discuss the impact of traumatic stress on the ability of jurors to perform their duties and the impact of this on the judicial system as a whole.

2011-06-04 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – WINDSOR ROOM WEST - MEZZANINE LEVEL

Oral Paper Session/ Séance de présentation orale
NACCJPC

QUALITATIVE RESEARCH

A

HOPE AT WORK: THE STORIED EXPERIENCE OF HOPE FOR FRONTLINE WORKERS WHO COUNSEL IN FORENSIC SETTINGS

Stillman F. Jacquard, Boyd & Pick Psychological Services

This qualitative research study explored the lived experience of hope and the role it plays in the lives of ten frontline workers who counsel in forensic settings. The research followed a narrative inquiry approach within a paradigm of positive psychology. Participants (N=10) were nominated by peers as exemplars of hope. The results suggest that incorporating hope into interactions influences both the work and the well being of the frontline worker and has inferences for developing therapeutic rapport with clients. Results revealed that exemplars of hope are involved in the being and doing of hope in specific ways. In hopeful being, frontline workers incorporate empathy, live compassionate awareness, advance humbleness, invite metaphor, sense humor, and acknowledge spirituality and religiousness in their everyday lives and in their work. The research also suggests that frontline worker possess a wealth of professional experience and a clear understanding of their role both within the forensic setting and within that of society. The research also suggests that the doing of hope involves engaging in working sideways, hope bonds, hope scaffolding, hope incubation, hope hooks, and attending to rhythms. Implications from the study apply to the training of frontline workers, professional development and future research considerations in the field of hope research.

B

COMMUNITY PERCEPTIONS ON SEX OFFENDER MANAGEMENT: IS IT MAKING OUR CHILDREN SAFER?

Katie Seidler, LSC Psychology; Jenna Bollinger, University of New South Wales

The management of sex offenders in our communities has gained increasing public attention in recent years. This has happened in conjunction with changes in legislation that have seen sex offenders curtailed and limited more than any other group of offender, with harsh prohibitions and punitive consequences for any breach of these limits. Recent qualitative research in Australia with offenders has supported international empirical research t hat demonstrates little positive effect on recidivism of such measures, in addition to which concerns are raised that they may actually be placing offenders at increased risk in terms of dynamic risk factors. However, what do the community think about these methods of sex offender management? The present research will explore qualitative and quantitative data in response to questions of an Australian community sample about attitudes and beliefs relating to sex offender management strategies and the impact of this on child protection.

2011-06-04 – 8:00 AM to 8:55 AM – 8 h 00 à 8 h 55 – PEEL ROOM - MEZZANINE LEVEL

Committee Business Meeting/Réunion du conseil d'affaires

PUBLIC SERVICE TASK FORCE
Lorne Sexton, Winnipeg Regional Health Authority

2011-06-04 – 9:00 AM to 9:55 AM – 9 h 00 à 9 h 55 – OSGOODE BALLROOM - LOWER CONCOURSE

Plenary Session/ Session plénière Science & Applications Keynote Address/ Conférence "Science et Applications"

NEW SCIENTIFIC FINDINGS ON SUBJECTIVE WELL-BEING
Ed Diener, University of Illinois at Urbana Campaign

The field of subjective well-being, covering topics such as life satisfaction, enjoyment of life, low levels of anger and depression, and optimism is growing very rapidly, with thousands of new studies appearing each year. Thus, many psychologists are unaware of the most recent findings in the field. In this talk Dr. Diener will present new research in several important areas in the field of subjectivewell-being: Differences in how material resources such as money versus psychosocial resources affect subjective well-being, The benefits of subjective well-being for health and longevity, The benefits of subjective well-being for social and workplace functioning, Individuals' congruence with their culture raises subjective well-being, Varying patterns of religion and well-being across the globe, Societal influences on subjective well-being (most earlier research was on individual determinants), Progress in implementing national accounts of subjective well-being for policy use. In covering these topics the speaker will use data from the first-ever representative sample of the globe, the Gallup World Poll of ½ million people sampled representatively from 155 nations. With over 30,000 citations to his credit, he is listed as one of the most highly cited psychologists by the Institute of Scientific Information. A recipient of many distinguished awards and honorary doctorates, his research focuses on the measurement of well-being; temperament and personality influences on well-being; theories of well-being; income and well-being; and cultural influences on well-being. Recently he has been studying the effects of subjective well-being on health and effective functioning.

2011-06-04 – 9:00 AM to 10:25 AM – 9 h 00 à 10 h 25 – CONFERENCE ROOM B - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

SOMETHING OLD AND SOMETHING NEW: INNOVATIONS IN OFFENDER ASSESSMENT
J. Stephen Wormith, University of Saskatchewan

The practice of offender assessment when linked to the principles of risk, need, and responsivity (RNR) can improve offender classification, recidivism prediction, prevention, and rehabilitation. Several assessment tools and practices, "old" and "new," can supplement risk assessment measures to augment the identification of responsivity issues and to inform treatment. This symposium examines innovations in offender assessment employing both classic and newly developed methodologies. The first presentation examines the use of the MMPI measures in forensic assessment contexts, specifically via the responsivity principle. The second presentation features the PCL-R and data are presented examining possible subtypes of psychopathy and the implications these subtypes may have for risk (i.e., long-term recidivism) and responsivity. The third paper examines the assessment of defense mechanisms with Canadian federal offenders and presents data featuring the use of defense mechanism information to inform appraisals of RNR . Finally, an important responsivity consideration, the screening of cognitive ability to inform service planning and delivery, is the focus of the fourth presentation. These presentations speak to the need to incorporate diverse assessment measures and strategies to better inform treatment planning and address responsivity issues in corrections.

A

A CLUSTER ANALYTIC INVESTIGATION OF PSYCHOPATHY SUBTYPES AND THEIR RELATIONSHIP TO CRIMINAL BEHAVIOR CRITERIA
Mark E. Olver, University of Saskatchewan; Lindsay A. Sewall, University of Saskatchewan; Gordon E. Sarty, University of Saskatchewan; Stephen C.P. Wong, University of Nottingham

There is a growing body of literature to suggest that psychopathy is a heterogeneous syndrome and not necessarily a uniform constellation of traits and behaviors. Put simply, there's more than one way to be a psychopath, and researchers accepting this stance have identified two (Skeem et al., 2007) to four (Herve, 2003) possible subtypes. The present investigation uses cluster analytic techniques to identify psychopathy subtypes in a sample of 275 Canadian federal inmates with archivally rated Psychopathy Checklist-Revised (PCL-R) total scores of at least 25 points. Analyses are also presented employing multiple recommended diagnostic cutoffs. The psychopathy subtypes are compared on several criminal behavior criteria including age of onset of criminality, previous violence, length of criminal career, and long-term recidivism. Potential clinical implications pertaining to the characteristics of these subtypes are discussed.

B

"AN OLDIE BUT A GOODIE?" PROFILES OF PSYCHOPATHOLOGY AND PREDICTION OF OFFENSE CRITERIA USING THE MMPI IN A SAMPLE OF 918 FEDERAL INMATES: A 20-YEAR FOLLOW-UP
Mark E. Olver, University of Saskatchewan; Richard B.A. Coupland, University of Saskatchewan; Tyson J.E. Kurtenbach, University of Saskatchewan

The Minnesota Multiphasic Personality Inventory (MMPI) and its variants are among the most frequently used and well researched clinical measures of personality and psychopathology in North America, and have received widespread use in forensic populations. The present study is an examination of MMPI profiles and correlates of basic clinical and validity scales in a sample of 918 federally incarcerated offenders, followed-up approximately 20 years post-release. Data are presented examining cross-sectional age-related trends in MMPI profiles, predicted comparisons among specific offender types on selected scales (e.g., OH, Mf), and MMPI profile comparisons among Aboriginal and non-Aboriginal offenders. Data are also presented examining the use of specific codetype patterns (e.g., 4/9) to predict offense criteria, including various long-term recidivism outcomes and sex offender treatment noncompletion. Implications regarding the clinical utility of self-report measures of personality and psychopathology in forensic assessment contexts are discussed.

C **DEFENSE MECHANISMS IN MALE FEDERAL OFFENDERS**

Michael Sheppard, Correctional Service of Canada; J Wormith, University of Saskatchewan

Knowledge of the defense mechanisms of offenders can be used to provide information about recidivism risk, criminogenic needs, and treatment responsivity. However, defenses are rarely assessed in offenders. To address this issue, the defence mechanisms of a sample of approximately 60 male federal offenders from the Prairie Region were assessed using the Defense-Q (Davidson & MacGregor, 1996), the Adaptiveness of Defenses Scale (ADS; Sheppard, 2009), and the Defense Style Questionnaire (DSQ; Bond, et al., 1983). The most characteristic defences identified with the Defense-Q include defences at the adaptive (e.g., rationalization), neurotic (e.g., intellectualization), and maladaptive (e.g., acting out) levels. ADS ratings showed that characteristic defences tended to be used at middle and lower levels. DSQ findings suggest that this instrument is inappropriate for use with offenders. Results are discussed within the framework of risk, needs, and responsivity.

D **CONSIDERATION OF THE GENERAL ABILITY MEASURE FOR ADULTS (GAMA) AS A COGNITIVE SCREENING TOOL FOR FEDERAL INMATES**

Tyson J.E. Kurtenbach, University of Saskatchewan; Brian Cassells, Millhaven Institution;
Brian Farrell, Millhaven Institution

Cognitive testing has increasingly been recognized as an essential component of mental health screening for offenders entering the federal correctional system. The General Ability Measure for Adults (GAMA) has been identified as a potentially suitable measure of cognitive functioning for this population, given its amenability to computerized group testing. The purpose of the current study was to determine the efficacy of the GAMA as a valid estimate of cognitive functioning within a federal inmate population. The sample consisted of twenty Canadian federal inmates, who were administered both the GAMA and the Wechsler Abbreviated Scale of Intelligence (WASI). The WASI was chosen as the cross-validation tool for this study given its well-established validity as a measure of cognitive functioning. Results of the current study suggest a relatively good degree of concordance between overall GAMA scores and both full scale WASI IQ scores and WASI PIQ scores, highlighting the potential utility of the GAMA as a relatively accurate IQ screening tool for federal offenders. Limitations, implications, and future directions for cognitive screening among offender populations are discussed.

2011-06-04 – 9:00 AM to 10:25 AM – 9 h 00 à 10 h 25 – CONFERENCE ROOM C - MEZZANINE LEVEL

Symposium/Symposium **FORENSIC PSYCHOLOGY: DEVELOPMENTS IN FORENSIC PRACTICE IN THE UK**

NACCJPC Carol A. Ireland, University of Central Lancashire: UK

The symposium will explore developments in the assessment and treatment of forensic clients form a UK perspective. Specifically, this set of papers will explore current treatment options both in prisons and forensic mental health settings. The focus is on delivering high quality and effective interventions, which attend to recent research developments, in order to contribute to risk reduction and risk management. The papers will cover a broad remit of forensic interventions including problem solving and creativity in offenders, the treatment of sexual aggression, innovations in aggression therapy and intervention, and applications of crisis negotiation to individuals with mental disorder.

A **PROBLEM SOLVING AND CREATIVITY IN OFFENDERS**

Neil Gredecki, Ashworth High Secure Hospital

The current paper will discuss theoretical developments in the field of problem solving and creativity in offender populations before considering the application of the literature to the development of group and individual therapy designed to enhance problem solving and creativity. Specifically, the paper will explore developments in areas of psychological literature including positive psychology, self-determination theory and social cognition. In addition, this paper will address the importance of focussing on ‘information processing’ rather than ‘problem solving’ per se in cognitive skills interventions, with the notion that individuals process the information within a particular situation rather than try to solve the problem. Finally, the paper will consider the application of the theory to the design of cognitive skills interventions which focus on developing a range of cognitive skills associated with an individual’s offending behaviour (e.g. “Thinking Minds”: Gredecki & Ireland, 2009).

B **APPLICATION OF CRISIS NEGOTIATION TO INDIVIDUALS WITH MENTAL DISORDER**

Carol A. Ireland, University of Central Lancashire: UK

Crisis negotiation forms part of critical incident management. Here an individual’s ability to cope with a situation has been exceeded, leading to a crisis and extreme response. Such responses may include hostage-taking, barricades and rooftop protests. Conflict situations may also lead to such responses, although conflict is a goal-directed response, where an individual has clear aims and plans within the situation. Crisis is where the individual is emotionally over-whelmed, and enters the situation, such as a barricade, with minimal thought and planning. As such, they may have little understanding of what they wish to achieve from such a situation. Despite the literature indicating that individuals with mental disorder comprise a larger proportion of such crisis events, there has been little focus as to the management of such individuals in crisis situations, such as hostage-taking, root top protests and barricades. This presentation will focus upon the suggested management strategies that have been developed in the UK, specifically in a high secure hospital for individuals with mental disorder, and in order to support a peaceful resolution of the crisis. This will introduce the negotiation strategies for such management, as well as consideration of modifications in regard to characteristics and traits that may present challenges to this negotiation process.

C INNOVATIONS IN AGGRESSION THERAPY AND INTERVENTION: LIFE MINUS VIOLENCE-ENHANCED®™

Jane L. Ireland, University of Central Lancashire: UK; Carol A. Ireland, University of Central Lancashire: UK

This paper describes the need for aggression therapy to focus on core theory in both its development and application, arguing further for research into effective methods of delivery. To illustrate innovation the paper will outline the Life Minus Violence-Enhanced®™ programme a long term seven module therapy programme for habitual aggressors based primarily on information processing theory. The programme reflects recent advances in theory. This includes implicit processing, resilience theory, thought suppression, the importance of including emotional reactivity and acceptance as opposed to focusing solely on regulation, the importance of looking beyond the use of role play alone as a victim empathy technique, and also increasing application of the General Aggression Model to therapy. The paper will outline the importance of regularly updating both the content and process of therapy to ensure that it remains current. It will include some initial results from the research evaluation as applied to high secure male psychiatric patients, and outline directions for further research and practice in this important area of intervention.

D INNOVATIONS IN THE TREATMENT OF SEXUAL AGGRESSION

Ruth E. Mann, National Offender Management Service: England & Wales

The National Offender Management Service in England and Wales has been revising its national treatment programme for convicted adult male sexual offenders, creating a new suite of programmes that bring together the prison and probation services. This paper will describe some of the considerations that underpinned the redesign of our treatment approach, proposing a holistic bio-psycho-social approach based on the latest research into sexual offending. The paper will describe evidence-based treatment targets and methods, and will explain an underlying model of change for sexual offending programmes. The paper will also consider the contexts in which sexual offender treatment takes place, and how contextual support should be maximised. The limitations of treatment will also be discussed.

2011-06-04 – 9:00 AM to 10:25 AM – 9 h 00 à 10 h 25 – WINDSOR ROOM EAST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

GENDERED PATHWAYS, RISK ASSESSMENT AND NON-SUICIDAL SELF-INJURIOUS BEHAVIOR IN FEMALE OFFENDERS: UTILIZING QUALITATIVE AND QUANTITATIVE APPROACHES

Shelley L. Brown, Carleton University

Interest in female-focused correctional research has proliferated exponentially in recent years. Nonetheless, the female offender knowledge base remains small relative to male offenders. This symposium presents the findings of four studies currently underway within the Gender and Crime Lab at Carleton University. First, Greiner and Brown present preliminary results of an on-going qualitative study examining the extent to which pathways to delinquency may vary as a function of gender in a sample of custody youth in Ontario (15 male, 15 female). Second, Perkins and Brown describe the results of a latent class analysis that examined gender differences in typological membership. The results are based on archival data provided by Correctional Service of Canada (N = 733 females, N = 725 males). Third, Jones and Brown present 2 year, predictive validity results for the Youth Assessment Screening Inventory (YASI) for a sample of male and female youth on probation in New York State (N = 188 females, N = 660 males). Lastly, Power, Usher, and Brown present path analytic results that tested three hypothesized pathways to non-suicidal self-injurious behavior in a sample of 150 Canadian women offenders. Challenges and strategies for integrating quantitative and qualitative methodologies are discussed.

A A QUALITATIVE EXPLORATION OF GENDERED PATHWAYS TO DELINQUENCY: PRELIMINARY RESULTS

Leigh Greiner, Carleton University; Shelley L. Brown, Carleton University

Feminist pathways research suggests that for young women, the pathway to delinquency stems primarily from childhood trauma. However, developmental life course criminologists and correctional researchers have found there are at least two to three female pathways to crime stemming from many individual, familial and community factors and while some of these pathways are gender-specific, others are conceptually similar to male pathways to crime. Consequently, an exploratory qualitative approach is being used as a first step to understanding pathways to youthful delinquency in a Canadian sample. Thirty youthful offenders (15 male, 15 female) housed in either open or closed custody facilities in the Ontario region are being interviewed to explore: 1) if there is one, or several clusters or types of youthful female offenders; and 2) to what extent youthful female cluster(s) are similar as well as different from youthful male offender cluster(s). Implications for risk assessment, treatment and future research are discussed.

B EXAMINING ADULT OFFENDER GENDER DIFFERENCES IN TYPOLOGICAL MEMBERSHIP USING LATENT CLASS ANALYSIS: ARE FEMALE OFFENDERS DIFFERENT?

Kathryn Perkins, Carleton University; Shelley Brown, Carleton University

This study contributed to the gender neutrality/specificity debate by using an innovative quantitative approach (Latent Class Analysis) to assess whether or not female offenders are different from male offenders. To do so, data from a large sample of adult female (n = 733) and adult male (n = 726) offenders from Canada's federal correctional system were assessed using 10 feminist-informed dichotomous indicators drawn from two portions of the Offender Intake Assessment Process (the immediate risk concerns assessment and the Dynamic Factors Identification and Analysis; Brown & Motiuk, 2005; Motiuk, 1997). The results offer support for gender-specificity as females and males statistically differed according to the resultant optimal classification solutions. Specifically, findings revealed a four-class solution for females with classes similar to proposed feminist pathways theories (e.g., classes characterized by mental health variables, poor coping, substance abuse and parenting responsibilities) and a two-class solution for males (i.e., one characterized by an absence of the feminist pathways variables and another characterized by gender neutral variables such as substance abuse, associating with substance abusers and poor coping). Implications for risk assessment and treatment are discussed.

C

THE YOUTH ASSESSMENT AND SCREENING INSTRUMENT (PRE-SCREEN VERSION): A PSYCHOMETRIC EVALUATION BY GENDER

Natalie J. Jones, Carleton University; Shelley L. Brown, Carleton University

Primarily grounded in gender-neutral theories of delinquency, the Youth Assessment Screening Instrument (YASI; Orbis Partners, 2000) is a developmentally informed risk assessment protocol currently administered to male and female youth on probation across several jurisdictions in North America. An abridged version of the Full Assessment, the YASI: Pre-Screen is administered to all youth at intake; tapping risks/needs, the latter serves an initial triage function by assigning individuals to risk categories and directing the intensity of subsequent interventions. The aim of the study is to examine the psychometric properties of the YASI: Pre-Screen based on a sample of 188 female and 660 male juvenile delinquents on probation across New York State. Preliminary analyses reveal moderate levels of internal consistency within the measure's two primary domains (i.e., Legal and Social History, with alphas &#8776; .70). Logistic regression and ROC analyses indicate that overall, the Pre-Screen is statistically equivalent in predicting new arrests over a 2-year follow-up in female compared to male youth (AUC = .64 vs. AUC = .67, respectively). A finer examination of potential gender differences in predictive validity at domain/item levels will be conducted. Adopting gender-informed strategies to guide risk assessment in youth populations will be discussed.

D

PATHWAYS TO NON-SUICIDAL SELF-INJURY IN FEDERALLY SENTENCED CANADIAN WOMEN

Jenelle Power, Correctional Service of Canada; Carleton University; Amelia Usher, Correctional Service of Canada; Shelley L. Brown, Carleton University

Non-suicidal self-injury (NSSI) poses a serious threat to the safety and well-being of offenders and staff within the Correctional Service of Canada. NSSI may be defined as the intentional destruction of body tissue without suicidal intent and for purposes not socially sanctioned (e.g., cutting, burning, ligature use). Little is currently known about the origins of this behaviour in women offenders. The purpose of this study was to explore the pathways to NSSI in federally sentenced women. Interview and questionnaire data was gathered from federally sentenced women across Canada. Of the 150 participants, 57 women had a history of NSSI. Using a path analytic approach, this study tested three pathways models: the Childhood Abuse Model, the Anger/Impulsivity/Aggression Model, and the Incarceration Model. The Incarceration Model was not supported. The strongest support was found for the Childhood Abuse Model. Incarceration does not appear to play a significant role in the initiation of NSSI for the majority of federally sentenced women. Childhood abuse likely plays a significant role in NSSI for many women offenders who engage in these behaviours.

2011-06-04 – 9:00 AM to 10:25 AM – 9 h 00 à 10 h 25 – WINDSOR ROOM WEST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

RECRUITING AND RETAINING A HEALTHY CORRECTIONAL MENTAL HEALTH WORKFORCE: DEVELOPMENTAL PERSPECTIVES

Patti Butterfield, Federal Bureau of Prisons

"The penal institution offers an excellent field for young psychiatrists, psychologists, social workers, and clergymen…some means must be found to attract earnest and capable workers to this much neglected missionary field at our very door." - Sheldon & Eleanor Glueck (1930). Researchers continue to illustrate offender's needs for correctional mental health and substance abuse services, yet virtually no studies have examined the workforce that is recruited, trained and hopefully retained to provide these services. Given the extraordinarily complex clinical presentations of offenders, the unique systems factors that influence correctional mental health services, and the type and volume of services conducted by clinicians, this lack of focus on the correctional mental health workforce is alarming. The systematic study of graduate student educational training experiences sets the stage for understanding recruitment and retention in correctional psychology. Practicum and internships in corrections remains an integral part of developing the correctional mental health workforce. The purpose of this symposium is to examine several educational perspectives and the nexus that they form to correctional mental health training and retention programs. These will be presented from developmental (graduate schools, internship and staff psychologist) perspectives.

A

UNDERSTANDING SUPPLY AND DEMAND IN THE CORRECTIONAL MENTAL HEALTH WORKFORCE

Patti Butterfield, Federal Bureau of Prisons; Ben Wheat, Federal Bureau of Prisons

Over the past decade nearly 90% of Bureau of Prisons interns had Criminal Justice system exposure through practicum training prior to placing on internship. Nearly half of BOP facilities currently host practicum students either routinely or on occasion. Nearly half of all BOP psychology staff received training through practica, internship or postdoctoral training in the BOP. Using a supply and demand perspective to workforce issues, the purpose of this presentation is to provide an overview of the various programs in place within a corrections system to attract and retain quality mental health professionals. In addition to student training programs we will review the role of financial strategies for recruitment and retention, including the role of loan repayments, competitive salaries, early retirement benefits, and training opportunities will be reviewed. Come learn about the larger workforce realities that are shaping our recruitment and retention efforts and listen to initiatives that the BOP is taking in response.

B — VIEWS FROM THE IVORY TOWER: AN EMPIRICAL FIRST LOOK AT HOW GRADUATE PROGRAMS VIEW CORRECTIONS TRAINING PLACEMENTS

Gross Nicole, Texas Tech University; Patterson Katherine, Marymount University; Magaletta Philip, Federal Bureau of Prisons; Marc Patry, Saint Mary's University

The purpose of this presentation is to examine how clinical practice in corrections is being conveyed in graduate level psychology training. To date, no studies have ever examined the ways in which graduate level psychology training programs approach and introduce corrections as an area of study or a venue for practice. The result is a failure to understand which academic programs are developing and producing a psychology workforce for corrections. We completed phone surveys with 193 accredited clinical and counseling psychology program Directors of Training in the US, for a 65% response rate. Early findings indicate that although almost none of the graduate programs are offering a course in corrections and the process of change in offenders, almost 30% do offer practicum training in jails or prisons. Frequently endorsed barriers to corrections placements indicate that lack of faculty interest related to lack of student corrections training placements. Interestingly, only 15% of all Directors surveyed indicated that safety was a barrier. By identifying and investigating the top producing programs in this specialty market corrections agencies can strategically focus and refine its recruitment and outreach efforts.

C — TWO DECADES OF PRE-DOCTORAL INTERNS: WHO ARE THEY, WHERE DID THEY COME FROM AND WHERE DID THEY GO?

Magaletta Philip, Federal Bureau of Prisons; Marc Patry, Saint Mary's University

The purpose of the present study examines over 1000 Bureau of Prisons (BOP) psychology trainees over 20 years who completed a one-year US prison based pre-doctoral psychology internship. This represents training that occurred in 27 different prisons, including the 12 that have received accreditation by the APA. Of the interns with gender data available (N = 674), 38.3% (n=258) were men, and 61.7% (n=416) were women. Of the interns with age data available (n = 228) the median age was 30 and the range was 24-58. For data that were available over a 16-year period (n=674) a clear trend was discerned between gender and year of internship placement. Overall, the correlation between sex and year of placement was .167 ($p<.001$). Of the interns who had post internship hiring outcomes available (n=267); 31.5% were ineligible to be a BOP hire because of a failure to meet a specific criteria (e.g., age, completing the dissertation…). Of the remaining interns who were eligible for employment in the BOP, and for whom data were available (n= 183) 75.4% (n=138) were hired into the BOP or were interviewing at the time the data were collected. These early findings suggest that pre doctoral internship programs are an effective means for developing a strong, uniquely qualified workforce for this much needed area of professional practice.

D — TRAINING INTERNS: USING THE LOCAL CLINICAL SCIENTIST MODEL TO ENHANCE COMPETENCY IN SUICIDE RISK ASSESSMENTS IN PRISON

Maureen Burris-Gonzalez, Federal Bureau of Prisons; Lisa Hope, Federal Bureau of Prisons; Magaletta Philip, Federal Bureau of Prisons; Patti Butterfield, Federal Bureau of Prisons

There is no question that jails and prisons are considered high risk environments for individuals in terms of suicide risk. Mental health professionals who work in these settings are well aware of the legal and ethical mandates to identify, assess and intervene with suicidal inmates. David Rudd, et. al., (2005) identified the core competencies involved in suicide risk assessment and his work has been an invaluable training tool for interns and new psychologists alike. As a way of enhancing development of these core skills and supervisory tasks, it is suggested that mental health professionals learn to think and act like "local clinical scientists." The Local Clinical Scientist training model was developed by Stricker and Trierweiler (2006). The model not only recognizes the contributions of science as a way to inform practice, but incorporates the realities of the local clinical situation. The prison setting is viewed as a "laboratory," with idiosyncratic and unique elements that must be integrated into a comprehensive suicide risk assessment. Mental health staff must be proficient in the core competencies of suicide risk assessment, and adopt the mindset of a local clinical scientist. This model is particularly relevant to internship training programs.

2011-06-04 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – DOMINION BALLROOM - SECOND FLOOR

Poster/Affiche — POSTER SESSION 'F'/PRÉSENTATION PAR AFFICHAGE

Social & Personality/Psychologie sociale et de la personnalité

#1 — THE RELATIONSHIPS BETWEEN INTRINSIC AND EXTRINSIC GOALS AND IMPLICIT THEORIES ABOUT THE SELF AND OTHERS

Social and Personality/ Psychologie sociale et de la personnalité

Jessica A. Abrami, University of Victoria; Frederick Grouzet, University of Victoria

Self-Determination Theory (Deci & Ryan, 2000) proposes the distinction between extrinsic (e.g., to be wealthy, popular, and attractive) and intrinsic (personal growth, close relationships and community involvement) goals. Grouzet et al. (2005) proposes that intrinsic and extrinsic goals can be organized along a self continuum. Research on the Self has shown that individuals can hold different self-theories about whether their traits are malleable (incremental theory) or nonmalleable (entity theory) (Dweck & Leggett, 1988). Entity theorists focus on demonstrating their abilities to others to enhance their self-esteem while incremental theorists focus on the pursuit, progress and mastery of challenging tasks (Dweck, 1999). The aim of this study is to examine the relationships between personal goals and implicit theories about the Self and others. The results from univarate (regression) and multivariate (multimensional scaling) analysis of a large sample (N=600) showed that an entity theory is positively related to extrinsic goals whereas an incremental theory is positively related to intrinsic goals. The distinction between implicit theories about the Self versus others is also observed on a two-dimensional representation of personal goals and theories. The relationship between implicit theory and each goal will further be discussed.

#2
Social and Personality/ Psychologie sociale et de la personnalité

THE FUTURE IS NOW: THE IMPACT OF SUBJECTIVE TEMPORAL DISTANCE AND PERCEPTION OF SOCIAL NORMS ON ENVIRONMENTAL BEHAVIOURS

Susan Alisat, Wilfrid Laurier University; Anne Wilson, Wilfrid Laurier University

In spite of increased environmental concern, people continue to make unsustainable choices. This study examined the effect of subjective temporal distance and social norms on environmental behaviours. Temporal self-appraisal theory states that individuals are more influenced by events which feel subjectively close, while remote outcomes are less motivating. Social norms research indicates that people are more likely to engage if they believe that others are also engaging in similar behaviours. This study examined the impact of these constructs on the reported environmental behaviours of 153 students. Participants read about future environmental consequences of climate change, then were induced to view those outcomes as either subjectively close or far away. In order to alleviate the "drop in a bucket" feeling and promote strong social norms, half of the participants learned that most Canadians engage in environmental behaviours, while the remainder did not receive this information. Results indicated that the combination of a feeling that the future was close and that engagement was the norm resulted in the greatest increase in both environmental intentions at the time of the manipulation, and environmental engagement two weeks following the manipulation. It appears that the combination of both of these factors were most effective in encouraging environmental engagement.

#3
Social and Personality/ Psychologie sociale et de la personnalité

EXPERIENCES OF GAY AND LESBIAN EMPLOYEES WHO TAKE PARENTAL LEAVE FROM WORK: CANADIAN PERSPECTIVES

Christine Alksnis, Wilfrid Laurier University; Serge Desmarais, University of Guelph

While there has been research done with gay fathers and lesbian mothers that documents the processes and challenges involved in becoming parents, and experiences of resistance and support from family, friends and health-care providers when taking on the parenting role, no published studies have examined the phenomenon of parental leave-taking from work and how gay fathers and lesbian mothers experience that event. The goal of this project was to address this gap. A qualitative interview study was conducted, investigating: (1) factors influencing decisions regarding which parent would take leave from work; (2) perceptions of how leave-taking affects both formal workplace evaluations and informal social interactions at work for gay and lesbian parents; and (3) coping strategies used by respondents to deal with any negative leave-related work outcomes. Thirty-one parents were interviewed; the final sample consisted of 19 mothers and 12 fathers. Overall, most people in this sample had quite a positive experience with respect to parental leave-taking, however there were a few people who reported very serious work-related penalties in the realm of promotions, benefit eligibility and job loss. The results are discussed in the context of same-sex marriage and human rights legislation in Canada.

#4
Social and Personality/ Psychologie sociale et de la personnalité

THE IMPACT OF PRIVACY TRAINING ON DISCLOSURE AND USE OF FACEBOOK PRIVACY SETTINGS

Karin Archer, Wilfrid Laurier University; Amanda Nosko, Wilfrid Laurier University; Eileen Wood, Wilfrid Laurier University; Krista Westfall, Wilfrid Laurier University

How can we encourage users to practice "safe" social networking when using online networks such as Facebook? This study examined the impact of providing explicit privacy training on the amount and type of information users disclose. Existing Facebook users were assigned to one of two groups: explicit instruction (n= 40) and choice of instruction in privacy settings (n=40). Explicit instruction participants viewed a 15-minute video outlining key privacy settings available within Facebook, along with step-by-step instructions on how to employ each setting. The video was also presented as modules that could be accessed while participants updated their Facebook accounts. In the choice condition, participants had the option of viewing the video and the modules while accessing and updating their Facebook accounts. Preliminary observations suggest that viewing the video impacts participants' use of privacy settings. Using existing categories of risk (Nosko et al, 2010), we are currently examining which, if any, particular privacy threat is changed. The choice condition will help determine what variables predict who is likely to access the videos from the outset, and/or during the revision of their Facebook accounts. This study provides a foundation for understanding how and why people use privacy settings and the impact of explicit instruction in encouraging safer disclosure online.

#5
Social and Personality/ Psychologie sociale et de la personnalité

DEVELOPMENT OF AN INDIRECT SOCIAL SUPPORT SEEKING BEHAVIOUR SELF-REPORT INVENTORY

Anna Arcuri, University of Windsor; Cheryl D. Thomas, University of Windsor

Some researchers have found that anxious attachment correlates with reduced direct support seeking, whereas others have failed to find this relationship. Mikulincer and Shaver (2007) suggest that inconsistent findings may reflect anxious individuals' tendency to communicate indirect expressions of support seeking. To date, studies that have evaluated indirect support seeking have been observational; a measure of indirect support seeking is not available in the literature. In the current study, a measure to assess indirect social support seeking behavior was developed. Five items adapted from Barbee and Cunningham's (1995) coding scheme were constructed and appended to the Focusing On and Venting Emotions (FOVE) subscale of the COPE Scale (Carver, Scheier, & Weintraub, 1989). Constructed items were based on two strategies in the coding scheme: indirect-verbal strategies (e.g., complaining) and indirect-nonverbal strategies (e.g., sighing or sulking). Each item was rated on a 4-point Likert scale. In the current study, the alpha coefficient for the final measure was .75 ($N = 169$). The correlation between the constructed items and the FOVE subscale, an indirect method of support seeking, was .49 ($p < .01$). These findings provide some preliminary evidence for the reliability of a self-report measure of indirect social support seeking behaviors.

#6
Social and Personality/ Psychologie sociale et de la personnalité

MEDIATION EFFECTS OF COMMITMENT ON THE RELATION BETWEEN ROMANTIC ATTACHMENT AND DYADIC ADJUSTMENT

Anne-Rose Bouaziz, Université d'Ottawa; Catherine Dandurand, Université d'Ottawa; Marie-France Lafontaine, Université d'Ottawa

Since its extension to adult romantic love, attachment theory has provided a useful framework for understanding couple relationships. Specifically, research has shown that insecure attachment patterns are associated with a lower level of dyadic adjustment (Mikulincer & Shaver, 2007). In order to further explore this relation, the present study postulated two models whereby commitment, as defined by Strachman and Gable (2006), mediates how dyadic adjustment is related to anxious attachment on one hand, and to avoidant attachment on the other hand. Strachman and Gable (2006) conceptualized two types of commitment: approach commitment (the desire to maintain a relationship due to benefits inherent in the relationship), and avoidance commitment (the desire to maintain the relationship to avoid potential losses that would occur from relationship dissolution). Bootstrap analyses were conducted among a preliminary sample of 195 students involved in a couple relationship. The model was supported with approach commitment mediating the relation between avoidant attachment and dyadic adjustment. However, avoidant commitment was not supported as a mediator between anxious attachment and dyadic adjustment. Results emerging from a sample size of approximately 350 individuals will be presented, with comparable findings expected. The implications for both models will be discussed.

#7
Social and Personality/
Psychologie sociale
et de la personnalité

SOCIAL IDENTITY AND POLITICAL EFFICACY AS PREDICTORS OF CIVIC AND POLITICAL INVOLVEMENT AMONG ENGAGED YOUTH

David Y. Bourgeois, Saint Mary's University; James E. Cameron, Saint Mary's University

One means by which young people might become involved in civic and political activities is via identification with specific groups in which they are engaged. This study explores the associations between 3 dimensions of social identification (centrality, ingroup ties, and ingroup affect), internal and external political efficacy, perceived injustice, and various indices of civic and political participation in a sample of 124 university-aged students. Multiple regression analyses indicate that facets of social identity and political efficacy dimensions are uniquely predictive of the following types of youth involvement: political activities, community activities, passive involvements, and helping activities. In particular, internal political efficacy and the ingroup affect and centrality components of social identity are the strongest predictors of civic and political engagement. Measures of perceived injustice (distributive, procedural, and relative deprivation) did not have predictive value with respect to any of the involvement types. Results are consistent across age-group and gender. Overall, these findings suggest the value of a multidimensional conceptualization of identity and political efficacy in explaining the predictors of youth involvement.

#8
Social and Personality/
Psychologie sociale
et de la personnalité

"WHAT'S ON YOUR MIND?": PSYCHOLOGICAL MOTIVATORS FOR FACEBOOK USE

Kate Bowers, Grenfell Campus, Memorial University of Newfoundland; Jennifer Buckle, Grenfell Campus, Memorial University of Newfoundland

The internet has significantly transformed social interaction by providing instant and simple methods for establishing and maintaining social connections. The recent emergence of social networking websites has contributed to this transformation by providing more on-line interactive opportunities to connect with others. Statistics indicate Facebook to be the most popular social networking website among undergraduate students. While previous research has provided insight into general Facebook use, there is a paucity of information exploring specific psychological motivators that fuel the significant uptake of use. The present study investigated psychological motivators associated with Facebook use, including status updates (a feature encouraging users to post personal updates by prompting: "What's on your mind?"). Undergraduate students attending Grenfell Campus, Memorial University of Newfoundland, were asked to participate in the study by answering questionnaires designed to asses Facebook use, public and private self-consciousness, and interpersonal relationships. The results of this study are discussed within the context of understanding the psychological factors that contribute to the popularity of this recent social phenomenon.

#9
Social and Personality/
Psychologie sociale
et de la personnalité

A MACHIAVELLIAN-BASED MODEL OF PERSONALITY TRAITS

Andrew E. Brankley, University of Toronto; Stephanie L. Bass, University of Toronto; Jennifer L. Tackett, University of Toronto

Research has found that Machiavellianism in children predicts relational aggression (RA) and callous-unemotional (CU) traits (Kerig, & Stellwagen, 2009; Peeters, Cillessen, & Scholte, 2010). The Mach-IV scale (Christie, 1970), the most widely used scale for assessing Machiavellianism, is divided into three areas; interpersonal tactics, views of human nature, and morality. There is a paucity of research on whether the divisions of the Mach-IV scale constitute lower order factors of Machiavellianism. In the current study, we hypothesized that a Machiavellian based model (MBM) comprised of traits of dominance, paranoid traits, and lack of empathy would predict RA and CU traits in children. Parents of children ages 5-18 (N=586) completed the Dimensional Personality Symptom Itempool for Children (De Clercq, & De Fruyt, 2003), the Inventory for Callous-Unemotional Traits (Frick, 2004), and the Children's Social Behavior Scale (Crick, 1996). Multiple regression analyses confirmed that the MBM predicted RA and CU traits. This empirical data supports the theoretical relationship between MBM traits and Machiavellianism. Future research on sub-types of Machiavellianism and their relation to RA and CU traits will give insight to intervention strategies.

#10
Social and Personality/
Psychologie sociale
et de la personnalité

EXPLORING STATE AND TRAIT PERFECTIONISM AND RUMINATION IN A SOCIALLY ANXIOUS SAMPLE

Jaclyn R. Brown, Wilfrid Laurier University; Nancy Kocovski, Wilfrid Laurier University

Those with social anxiety (SA) have elevated levels of perfectionism and engage in excessive rumination following social interactions. The present study examined the impact of rumination on state SA and state perfectionism, as well as the impact of state perfectionism on post-event rumination. Socially anxious students (n = 61 currently; completion N = 120) were recruited to complete two parts. At time 1 (T1), trait SA, perfectionism, and rumination were assessed, participants delivered a 3 minute speech, and then were randomly assigned to one of three conditions (rumination, distraction, control) Finally, state SA and perfectionism were assessed. At time 2 (T2), two days later, post-event rumination was assessed. It was expected that participants in the rumination condition would have the highest state SA and perfectionism scores at T1, and the highest rumination scores at T2. Also, increased state perfectionism at T1 was expected to be significantly correlated with increased rumination at T2. Since data is still being collected, there is not sufficient power to test all hypotheses. However, there is support for the final hypothesis - state perfectionism at T1 was positively correlated with rumination at T2 (r=.55, p<.001). The present research could aid in understanding how perfectionism and rumination are interrelated and how these variables may serve to maintain SA.

#11
Social and Personality/
Psychologie sociale
et de la personnalité

CHEATING ON PRACTICE TESTS: A MATTER OF SELF-DECEPTION?

Erin E. Buckels, University of British Columbia; Delroy L. Paulhus, University of British Columbia

Why would people cheat on practice GRE tests when they know that they have exaggerated their performance? In Study 1, participants (N = 278) were randomly assigned to complete a vocabulary test in one of three conditions: (1) a self-enhancement condition, where the test was described as predicting future life success; (2) a reward condition, where a prize of $200 was awarded for a top score; or (3) a control condition. As expected, participants in the self-enhancement condition displayed the greatest amount of cheating behavior, as compared to the reward and control conditions. Study 2 (N = 331) examined whether the effect could be reversed by adding a self-handicapping condition: Here the test was described as being predictive of an undesirable characteristic (schizophrenic creativity). Again, participants in the self-enhancement condition displayed the greatest amount of cheating behavior while participants in the self-handicapping condition displayed the least. Self-handicappers appeared to sabotage their performance. Together, these results confirm the self-deceptive nature of cheating on practice tests, and further suggest that such behavior is part of a more general (and apparently non-conscious) tendency to shift predictors in the direction of desired outcomes.

#12
Social and Personality/
Psychologie sociale
et de la personnalité

THE ROLE OF ATTACHMENT IN VIOLENT BEHAVIOUR: AN EXPLORATORY STUDY WITH ADULT MALE OFFENDERS

Erin Buhr, Trinity Western University; Fernando Larrea, Corrections Canada

The main purpose of this study was to explore the relationship between attachment and violence. Studies show securely attached individuals have a strong sense of trust in themselves and others, while insecurely attached individuals are more likely to have negative views of either themselves or others. This study compared a group of violent offenders (n = 79), non-violent offenders (n = 84), and university students (n = 71) on measures of attachment using the Relationships Scales Questionnaire (RSQ), and measures of aggression using the Aggression Questionnaire (AQ). Participants were classified into attachment groups of secure, preoccupied, avoidant, or dismissing, and were rated on physical aggression, verbal aggression, hostility, and anger. An ANOVA found significant differences between the groups and attachment style. Post-hoc tests found significant differences between the students and both the violent offender and non-violent offender groups, but no differences between violent offenders and non-violent offenders on attachment scores. Correlations between high scores of physical aggression and low scores of 'other' approached significance. Implications from the study are discussed.

#13
Social and Personality/
Psychologie sociale
et de la personnalité

MEASURING INDIVIDUAL DIFFERENCES IN SPREADING OF ALTERNATIVES

Caitlin M. Burton, University of Toronto; Penelope Lockwood, University of Toronto

Spreading of alternatives (SoA) is a process through which we may justify a decision by favouring a chosen option more, and valuing a non-chosen option less, than before we decided between them. Although past research has noted relationships between variables such as behavioural approach sensitivity and SoA (Harmon-Jones, et al., 2010), studies have not yet focused on SoA itself as an individual difference variable. Hence, we created a scale designed specifically to measure individual differences in SoA. 88 participants responded to 30 SoA items along with related scales and indicated their feelings toward a difficult decision they recently made. Through selecting items with good psychometric properties and factor analyses, we derived a 15-item Spreading of Alternatives Scale. The SoA scale was associated with less trait neuroticism, higher optimism, and higher satisfaction with life. As well, the SoA Scale scores significantly increased our ability to predict participants' feelings of closure/regret about a past decision over and above 7 other individual difference variables (Rmodel=.60; R2change=.06, p=.012). Thus, the SoA scale is a new means of assessing the tendency to spread alternatives; this scale may be used to predict individuals' propensities to fret over made decisions, switch their choices, or to learn from their poorer decisions.

#14
Social and Personality/
Psychologie sociale
et de la personnalité

LAUGHTER AND LOVE: THE IMPACT OF HUMOUR STYLES ON RELATIONSHIP SATISFACTION AND LONGEVITY

Sara Caird, The University of Western Ontario; Rod A. Martin, The University of Western Ontario

It is often suggested that humour is beneficial to romantic relationships. However, humour can be used in negative as well as positive ways. The current study investigates how positive (e.g., affiliative) and negative (e.g., aggressive) styles of humour impact relationship satisfaction and longevity among undergraduate dating couples. During an initial testing session, participants completed measures assessing the degree to which they use potentially beneficial and detrimental styles of humor in their relationship, as well as questionnaires on relationship satisfaction. Over the next three weeks, they completed six online questionnaires assessing the daily use of positive and negative humour styles, daily events in their dating relationship, and current relationship satisfaction. Participants were contacted six months later to determine whether they were still in the same dating relationship. Hierarchical linear modeling analyses revealed that, among other findings, more frequent daily use of positive humor styles and less frequent use of negative humor with one's partner were associated with increased relationship satisfaction over time and a reduced likelihood of breaking up. Thus, as predicted, humour may be either detrimental or beneficial for relationships, depending on how it is used. Implications and future directions will be discussed.

#15
Social and Personality/
Psychologie sociale
et de la personnalité

SINGERS TAKE CENTRE STAGE! PERSONALITY TRAITS AND STEREOTYPES OF NON-CLASSICAL MUSICIANS

James E. Cameron, Saint Mary's University; Melissa Duffy, McGill University; Brittni Glenwright, Saint Mary's University

Despite evidence that musicians tend to have distinct personality characteristics (e.g., W. Gillespie & B. Myors, 2000), there is little understanding of how specific positions in bands might be correlated with certain traits. Moreover, there is the possibility that such correlations are exaggerated via stereotypic social perception. In an online sample of more than 300 people who play in a band (including 87 bassists, 48 drummers, 115 guitarists, and 30 vocalists), we evaluated (a) differences in self-reported personality characteristics along the Big Five dimensions; and (b) perceptions of each kind of musician in terms of social category membership (e.g., "What are guitar players like?"). On average, singers were significantly more extraverted and agreeable than other band members. Whereas there were few differences among other musicians in self-reported personality, the various categories evinced stereotypes that were moderated by participants' own positions in the band. For example, bass players were generally seen as the most agreeable band members, but this was especially true in the eyes of the bassists themselves. Results are interpreted with reference to biases associated with social categorization and group membership.

#16
Social and Personality/
Psychologie sociale
et de la personnalité

ON THE CONSEQUENCES OF HARMONIOUS AND OBSESSIVE PASSION FOR AN ACTIVITY SHARED WITH ONE'S ROMANTIC PARTNER

Noémie Carbonneau, Université du Québec à Montréal; Robert J. Vallerand, Université du Québec à Montréal

The Dualistic Model of Passion (Vallerand et al., 2003) defines passion as a strong inclination toward a self-defining activity that individuals like, that they find important, and in which they invest time and energy. Two types of passion are posited: harmonious and obsessive passion. Harmonious passion is present when individuals freely accept a loved activity as important for them such that activity engagement is personally endorsed. Conversely, when individuals feel an incontrollable urge to engage in a beloved activity, they are said to have an obsessive passion. The purpose of the present study was to examine the consequences of individuals' harmonious and obsessive passion toward an activity shared with their romantic partners. In line with the Dualistic Model of Passion, harmonious passion was expected to be related with more positive outcomes than obsessive passion. Participants were 250 young adults currently involved in a romantic relationship who reported sharing an interesting and valued activity with their partners. Results revealed that harmonious passion was associated with more positive outcomes (e.g., positive emotions, collaboration with one's partner, etc.) than obsessive passion. Results suggest that taking part in a shared activity with the loved one does not ensure positive outcomes; the type of passion one has toward the activity still matters.

#17
Social and Personality/
Psychologie sociale
et de la personnalité

NEED FOR MYSTERY AND RELIGIOUS BELIEFS

Jasmine M. Carey, University of British Columbia; Delroy L. Paulhus, University of British Columbia

Need for Mystery (nMyst) is a personality construct relating to the need to have beliefs about the universe that are not susceptible to rigorous proof. As measured by a new self-report instrument, the nMyst scale, the construct comprises two factors, Anti-Science (AS) and Pro-magic (PM). Anti-science individuals maintain mystery by rejecting concrete explanations for vital worldviews whereas Pro-Magic individuals take pleasure in mystical attributions for new phenomena. In data from an online community sample (N = 501), the two subscales were moderately correlated (r = .37). The data revealed a number of links with religious beliefs. Religious individuals tended to be higher on AS, but not on PM. The two factors were also tied to religious affiliation. Catholics scored higher than Protestants on PM whereas Buddhists and Jews scored lowest on AS. Those who had converted to a different religion were significantly lower on AS than those who had not changed religions. Those who became Atheists were significantly lower on both than those who became Agnostics. In addition to religious beliefs, PM also correlates with believing in the supernatural (ghosts, vampires) and conspiracy theories. We conjecture that nMyst operates as a means of threat reduction regarding fundamental worldview beliefs.

#18
Social and Personality/
Psychology/Psychologie
et de la personnalité

CONSISTENCY OF PERSONALITY EXPRESSION

Cherry Chan, University of Toronto; Jennifer Tackett, University of Toronto

Personality expression is influenced by both trait (stable, internal) and situational (transient, external) factors. Since Neuroticism (N) and Extraversion (E) are closely related to mood constructs (Negative and Positive Affect); it is hypothesized that negative mood will affect the expression of N, and positive mood will affect the expression of E. 43 boys and 37 girls aged 8-11 were interviewed, and their mothers provided the children's personality ratings through filling out the Inventory of Children's Individual Differences (ICID). The children's interviews were recorded, and observers used a short form of the ICID to rate the children's personalities in 3 clips: 1) best-memory task, 2) sad-memory task, and 3) red-green-sign task. The best- and sad-memory tasks were mood induction tasks where the children recalled their best and sad memories. The red-green-sign task was a neutral task where the children put up their left or right hand according to a red or green sign. Results showed that children who were dispositionally high on N and E were rated as being high on N and E consistently across the 3 tasks. However, children who were dispositionally low on N were rated as being more neurotic in the sad-memory task than the red-green-sign task. Therefore, this study showed that personality is both stable and flexible, and mood induction affects one's personality expression.

#19
Social and Personality/
Psychologie sociale
et de la personnalité

TEACHER EMOTIONS SELECTIVELY INFLUENCE EVALUATION OF STUDENT ESSAYS

Lillia Cherkasskiy, Yale University; Marc A. Brackett, Yale University; James Floman, Rutgers University; Claire Ashton-James, University of Groningen

Teachers tend to report feeling a variety of emotions throughout their workdays. Two studies investigated whether experiencing sadness versus happiness influenced how teachers evaluated a student essay. According to the Feelings as Information theory, experiencing incidental positive (negative) emotions should result in positive (negative) judgments of an ambiguous target because the emotion is wrongfully attributed to it. We therefore predicted that for subjective criteria, experiencing sadness should lead to lower evaluations of the student essay while experiencing happiness should lead to higher evaluations. This was observed in study 1 with college students enacting the role of a middle school teacher, and replicated in study 2 using actual middle school teachers. Across both studies, participants induced to experience happiness by recalling a happy memory evaluated student essays to be more creative but not more structured or grammatically correct than participants induced to feel sadness. Moreover, this effect was not mediated by teaching experience. These results suggest that how teachers feel during their workdays is likely influencing their grading regardless of teaching experience. In future studies we hope to develop simple interventions to help teachers minimize the influence of their mood on grading, thereby allowing them to grade their students more fairly.

#20
Social and Personality/
Psychologie sociale
et de la personnalité

PRIVACY IN AN INFORMATION SOCIETY. DIFFERENCES BETWEEN INFORMATIONAL AND PERSONAL PRIVACY

Emily Christofides, University of Guelph; Serge Desmarais, University of Guelph

Many of the theories we rely on for understanding privacy (e.g. Altman, 1975; Westin, 1967) no longer capture the contemporary dimensions of our society, which has changed with the advent of new technology and the structure and mobility of our communities. It is important to understand how people manage privacy in their lives within this current environment. This study used qualitative interviews to explore the way people manage their information and interactions and found that people distinguish between informational and personal privacy. While they may develop rules for sharing their email or giving information over the phone, this data is perceived to be beyond their control as technology makes it harder to keep private. However, decisions about sharing personal stories, feelings, and opinions are largely within their control, which is an important aspect of privacy (Petronio, 2002). In addition, the consequences of sharing these types of information differ. Participants were very aware of issues such as identity theft, which may result from poor protection of their information, but felt relatively ill equipped to manage them. On the other hand, the decision to share personal information rests largely on relationships, and the consequence of sharing that information tends to be relational. Implications for our understanding of privacy as a unified concept are discussed.

#21
Social and Personality/
Psychologie sociale
et de la personnalité

FRENCH TRANSLATION AND VALIDATION OF A SHORT VERSION OF THE OBJECTIFIED BODY CONSCIOUSNESS SCALE

Geneviève Cléroux, Université du Québec en Outaouais; Isabelle Green-Demers, Université du Québec en Outaouais

Pressure to conform to high attractiveness standards can generate an unhealthy focus on one's physical appearance. The Objectified Body Consciousness Scale (OBCS; McKinley & Hyde, 1996) measures physical self focus. It comprises three subscales: surveillance (8 items), body shame (8 items) and appearance control beliefs (8 items). The goal of the present project was to translate and validate a short version (4 items/subscale) of this instrument in french. The original version was back translated by a panel of experts. Three hundred and thirty high school students (128 boys and 202 girls) from grades 9 to 12 completed the translated version along with a variety of construct validity questionnaires (propensity toward guilt and shame, integrated, ego-invested, and impersonal self orientations, as well as contingent self-esteem). The factorial structure of the scale was corroborated by the results of an exploratory factor analysis. The items presented substantial loadings on their target factor. There were no cross-loadings. Significant correlations with relevant constructs were obtained. The internal consistency of all subscales was satisfactory. These results offer preliminary support for the validity and reliability of the shortened french version of the OBCS. Results are discussed in terms of their fundamental, psychometric, and applied implications.

#22
Social and Personality/
Psychologie sociale
et de la personnalité

THE RELATIONSHIP BETWEEN ADULT ATTACHMENT DIMENSIONS AND COGNITIVE EMOTION REGULATION

Tracy Clouthier, Téluq; Janie Hébert, Université du Québec à Trois-Rivières; Audrey Brassard, Université de Sherbrooke; Catherine St-Germain, Université de Sherbrooke

The dimensions of adult attachment are closely related to emotion regulation (Mikulincer, Shaver, & Pereg, 2002). In particular, anxiety is related to strategies involving the hyperactivation of negative emotions, and avoidance is related to strategies involving the inhibition of emotional experience (Mikulincer & Shaver, 2007). However, previous studies on this topic did not control for the effect of trait anxiety, and most often used student samples. The goal of the present study is to evaluate the relationship between these dimensions of adult attachment and cognitive emotion regulation strategies when controlling for trait anxiety. In a community sample of French Canadian adults (n = 203), adult attachment dimensions were assessed using the Experiences in Close Relationships (ECR) inventory, trait anxiety was assessed using the State-Trait Anxiety Inventory (STAI-Y), and cognitive emotion regulation strategies were assessed using the Cognitive Emotion Regulation Questionnaire (CERQ). Hierarchical multiple regression analyses showed that, when trait anxiety was controlled for, attachment anxiety and avoidance were predictors of the following cognitive emotion regulation strategies: self-blame and rumination (anxiety), putting into perspective (avoidance), and positive reappraisal (both anxiety and avoidance). Detailed results and clinical implications will be discussed.

#23
Social and Personality/
Psychologie sociale
et de la personnalité

MINDFULNESS, SELF-COMPASSION, AND HAPPINESS IN NON-MEDITATORS

Kenneth Colosimo, Brock University; Laurie Hollis-Walker, York University

This study examined relationships between mindfulness and indices of happiness and explored a five factor model of mindfulness. Previous research using this mindfulness model has shown that several facets predicted psychological well-being (PWB) in meditating and non-meditating individuals. The current study tested the hypothesis that the prediction of PWB by mindfulness would be augmented and partially mediated by self-compassion. Participants were 27 men and 96 women (mean age = 20.9 years). All completed self-report measures of mindfulness, PWB, personality traits (NEO-PI-R), and self-compassion. Results show that mindfulness is related to psychologically adaptive variables and that self-compassion is a crucial attitudinal factor in the mindfulness–happiness relationship. Findings are interpreted from the perspective of a healthy personality.

#24
Social and Personality/
Psychologie sociale
et de la personnalité

NO BENEFIT OF THE DOUBT? PERCEIVERS FAIL TO EXCUSE EGO-DEPLETED IMMORAL BEHAVIOUR

Paul Conway, The University of Western Ontario; Irene Cheung, The University of Western Ontario; James M. Olson, The University of Western Ontario

When nondispositional factors (e.g., situations) facilitate behaviour, people attribute weaker internal causation to that behaviour (discounting) than when situations inhibit behaviour (augmentation, see Kelley, 1972). Thus, judgments of moral character—a disposition—should be sensitive to nondispositional factors such as resource depletion: DeWall et al. (2008) found that depleted participants were less willing to help than refreshed participants. Helping despite depletion implies better moral character than helping when refreshed, and withholding aid when refreshed implies worse moral character than when depleted. We examined whether people consider resource depletion when judging moral character. 111 participants read vignettes where actors were either refreshed or depleted, and either helped or failed to help someone. Participants judged the actor's state of depletion, morality, and their willingness to aid the actor. Although participants were sensitive to the actor's state of depletion, this knowledge did not affect moral judgments: only a main effect of helping was observed, such that helpers were perceived as more moral than nonhelpers regardless of depletion. Moreover, participants were more willing to aid helpers than nonhelpers, regardless of depletion. These findings suggest that even morality is vulnerable to the correspondence bias (Jones & Nisbett, 1971).

#25
Social and Personality/
Psychologie sociale
et de la personnalité

THE POWER OF SOCIAL CONNECTIONS: COGNITIVE AND BEHAVIOURAL CONSEQUENCES OF SHARED GOALS

Kassandra Cortes, Wilfrid Laurier University; David Cwir, University of Waterloo; Gregory M. Walton, Stanford University; Steven J. Spencer, University of Waterloo

The current experiment assessed the link between social connectedness and goal-sharing in light of the empirical literature concerning the need to belong and shared intentionality. We hypothesized that simply sharing task-irrelevant preferences in common with a stranger would result in the propensity to take on that person's goals and increase helping behaviour. We manipulated participants' sense of connectedness with a confederate by having them share common interests with the confederate (social-connected condition) or not (no-connection condition). Participants then completed a series of lexical decision tasks (LDT's) while the confederate completed a coin retrieval task and a puzzle solving task. As predicted, participants in the social-connection condition tended to internalize the goals of the confederate as indicated by response times to target words related to the confederate's goals, and persisted longer in helping with the confederate's tasks, relative to controls. Implications for cognitive experience and for the social bases of self are discussed.

#26
Social and Personality/
Psychologie sociale
et de la personnalité

PERFECTIONISM, RUMINATION, WORRY, AND DEPRESSIVE SYMPTOMS IN EARLY ADOLESCENTS

Lisa-Marie Coulter, York University; Gordon L. Flett, York University; Paul L. Hewitt, University of British Columbia; Taryn Nepon, York University

Perfectionism has been linked consistently with psychological distress. The present study examined trait perfectionism, automatic perfectionistic thoughts, rumination, worry, and depressive symptoms in early adolescents. A group of 81 elementary school students in Grades 7 and 8 completed the Child-Adolescent Perfectionism Scale, the Perfectionism Cognitions Inventory, the Children's Response Styles Questionnaire, the Penn State Worry Questionnaire for Children, and the Center for Epidemiologic Studies Depression Scale. The correlational results revealed associations between both trait perfectionism and perfectionistic automatic thoughts and the indices of depression and worry. Rumination was associated with perfectionistic automatic thoughts, self-oriented perfectionism, depression, and worry. Further tests indicated that rumination mediated the association between perfectionism and depressive symptoms. These results highlight the role of maladaptive forms of cognitive reactivity in perfectionism. Our findings suggest that perfectionistic children and youth are at-risk due to cognitive vulnerabilities and they should benefit from programs focused on reducing perfectionism, associated cognitive tendencies, and susceptibility to depression and worry.

#27
Social and Personality/
Psychologie sociale
et de la personnalité

THE DIVIDED SELF REVISITED: RE-EXAMINING THE LINK BETWEEN SELF-CONCEPT DIFFERENTIATION AND PSYCHOLOGICAL ADJUSTMENT

William L. Dunlop, The University of British Columbia; Lawrence J. Walker, The University of British Columbia

The relationship between self-concept differentiation (SCD; the tendency to have different personality characteristics across contexts) and psychological adjustment has been characterized in previous research by the (a) assessment of SCD in terms of behavioral traits and (b) conflation of mean-level variance and differentiation across contexts. Although this research has indicated a negative relationship between SCD and adjustment, this relationship is not found once mean-level variance is accounted for. In the current study, measures of SCD based on idiographic motivations and narrations were developed and validated. The ability of motivational-, narrative-, and trait-based SCD to predict adjustment was then examined. Participants (N = 92) produced a list of goals they were pursuing in, and a self-defining memory from, their professional and personal lives. They also rated their behavioral tendencies in these contexts and completed measures of adjustment. Goals and memories were coded thematically for values. All measures of SCD were corrected for mean-level variance. Consistent with past work, trait-based SCD did not predict adjustment. In contrast, measures of SCD based on the values embedded in participants' motivational and narrative data positively predicted adjustment, suggesting that delineating one's implicitly endorsed values between contexts may be beneficial.

#28
*Social and Personality/
Psychologie sociale
et de la personnalité*

DOES CONTEMPLATION LEAD TO CULPABILITY? THE EFFECT OF DELIBERATION ON PERCEPTIONS OF ACADEMIC DISHONESTY

Anna Ebel-Lam, Department of National Defence; Tara K. MacDonald, Queen's University

A 2 x 2 between-subjects design was used to assess the way in which choice and contemplation interact to influence students' perceptions of academic dishonesty. Participants (N = 170) read a scenario describing a hypothetical university student who had either succumbed to or resisted the temptation to cheat on a class assignment. Furthermore, half of the participants in each preceding condition were informed that the student had decided to cheat quickly and easily, while the other half were informed that the student had struggled with his (or her) decision and had deliberated about it beforehand. Findings indicated that participants' evaluations of a hypothetical student who contemplated plagiarizing an assignment depended on both the choice that was made and the length of time spent deliberating about it (cf., Tetlock et al., 2000). When participants were informed that the student refrained from cheating, the length of time that this individual spent considering the decision had no impact on their subsequent behavioural or character evaluations. However, when participants were informed that the student had succumbed to the temptation to cheat, they evaluated the individual more harshly if he (or she) had spent a long time deliberating about his (or her) actions beforehand than if the decision to plagiarize had been made easily, without a lot of forethought.

#29
*Social and Personality/
Psychologie sociale
et de la personnalité*

RELATIONSHIP IDENTIFICATION AND AUTOMATIC ATTENTIONAL ADHESION TO ATTRACTIVE ALTERNATIVES

Humara Edell, McGill University; Lisa Linardatos, McGill University; John Lydon, McGill University

Attractive alternative dating partners threaten relationship survival by capturing attention at early stages of visual processing, a phenomenon called "attentional adhesion" (Maner, Gailliot, Rouby, & Miller, 2007). We tested the hypothesis that a relationship incorporated into one's identity will allow for the effortless detachment of attentional adhesion by directing relatively automatic relationship-protective responses. Such responses are important, as we are often limited by the time and energy available to defend against relationship threats. Seventy-seven heterosexual dating participants watched a video of an attractive participant (confederate) of either the same sex (control condition) or the opposite sex (threat condition) with whom they expected to meet. Participants then completed a dot probe task (Maner, Gailliot, & DeWall, 2007) to measure attentional adhesion to images of attractive men, attractive women, average-looking men, and average-looking women. In the relationship threat condition, relative to each group's baseline, those high on identification showed decreased attentional adhesion to attractive opposite sex targets, while those low on identification showed the opposite pattern. No between-group differences were found in the control condition. This suggests that relationship identification predicts relatively automatic relationship-protective responses.

#30
*Social and Personality/
Psychologie sociale
et de la personnalité*

THE GENERAL FACTOR OF PERSONALITY (GFP) AND COGNITIVE AND EMOTIONAL FACETS OF EMPATHY

Stephen Erdle, Huron University College; Kasha Herba, Huron University College

Correlations among the Big Five personality factors have revealed a single, higher-order, General Factor of Personality (GFP) with high scores reflecting extraversion, openness, conscientiousness, agreeableness, and low neuroticism (Musek, 2007). Neuroticism has been found to be negatively and positively related to cognitive and affective facets of empathy, respectively (Lee, 2009). This study examined the relationships between the GFP and facets of empathy. Participants were 94 undergraduate students who voluntarily completed self-report measures of the Big Five and empathy. As expected, the GFP was positively correlated with "perspective-taking" (a cognitive facet of empathy), and negatively correlated with "personal distress" (an emotional facet of empathy). The two facets of empathy contributed independently to the prediction of the GFP, together accounting for 28% of the variability in GFP scores. Results are discussed in terms of the cognitive and affective correlates of the GFP.

#31
*Social and Personality/
Psychologie sociale
et de la personnalité*

INTENDING THE BETTER BUT DOING THE WORSE: PROCRASTINATION, STUDYING INTENTIONS, AND SUSCEPTIBILITY TO TEMPTATIONS

Emrah Eren, Carleton University; Fuschia M. Sirois, Bishop's University

Procrastination occurs when individuals needlessly delay following up on prior intentions. One possible explanation is that procrastinators take on too much work then fail to follow through because of tempting alternatives. This would also explain why some individuals knowingly choose the "worse", a form of behavioural incontinence historically identified by the Greeks as "akrasia", literally meaning lack of mastery. The aim of this study was to prospectively investigate the relationship between intention formation, intention follow through, and procrastination. We also assessed if and how temptations played a role in procrastination on academic tasks. Students (N = 190) completed Lay's (1986) trait procrastination scale and were asked to indicate how much they plan on studying over the next two weeks. At the two week follow-up, 184 students completed a measure of academic temptations and reported how much time they had spent 'actually' studying. Overall, students' intentions to study were high but follow through was low. Although procrastinators' study intentions were low, their intention-action gap was larger than non procrastinators. Trait procrastination and social temptations significantly predicted lack of follow-through, and as Aristotle's theory of akrasia would suggest, low academic self-efficacy explained the link between procrastination and temptations.

#32
*Social and Personality/
Psychologie sociale
et de la personnalité*

INDIVIDUAL DIFFERENCES IN THE PERCEPTION OF STALKING: THE ROLE OF GENDER AND EXPERIENCE

Heather A. Finnegan, University of Windsor; Patti A. Timmons Fritz, University of Windsor

According to Statistics Canada, 1 in 10 Canadians report that they have been the target of stalking behaviour that has caused them to fear for their own safety of the safety of someone close to them. The determination of whether stalking occurred is highly dependent on the target's perception of harm. In the case of intimate partner stalking, when does typical courtship behaviour become stalking? The current study sought to investigate individual characteristics that influence this decision. We were specifically interested in whether participants' gender and their experience with stalking and intimate partner violence (IPV) play a role in perceptions of hypothetical stalking scenarios. Results from 349 undergraduate students revealed that females were more likely to consider the scenarios as representative of stalking compared to their male counterparts. Females were also more likely to express concern for the target and to recommend help-seeking. Experience as the perpetrator of stalking was significantly correlated with perceptions of stalking; individuals who reported that they had engaged in stalking behaviour were less likely to perceive the scenarios as stalking and provided lower ratings across all domains. This study suggests that individual factors play a role in how stalking behaviour is perceived, which has implications in both the legal and clinical arena.

#33
Social and Personality/
Psychologie sociale
et de la personnalité

PERFECTIONISM AND INTEREST IN COSMETIC SURGERY

Skye Fitzpatrick, Dalhousie University; Nikola L. Hartling, Dalhousie University; Simon B. Sherry, Dalhousie University; Paul L. Hewitt, University of British Columbia; Gordon L. Flett, York University; Dayna L. Sherry, Queen Elizabeth II Health Sciences Center

Socially prescribed perfectionism is a form of trait perfectionism involving perceptions of others as placing unrealistic demands on oneself (Hewitt & Flett, 1991). Perfectionistic self-promotion (i.e., promoting an image of perfection to others) is a self-presentational style of perfectionism (Hewitt et al., 2003). Building on theory suggesting perfectionism is involved in cosmetic surgery (Goldwyn, 1991), socially prescribed perfectionism and perfectionistic self-promotion were hypothesized to interact in predicting interest in cosmetic surgery. A sample of community members (N = 119) and university students (N = 156) completed measures of perfectionism and interest in cosmetic surgery. Results indicated socially prescribed perfectionism and perfectionistic self-promotion interacted to predict increased interest in cosmetic surgery. People high in socially prescribed perfectionism and perfectionistic self-promotion may be motivated to gain approval and to avoid criticism through improved physical appearance. Though cosmetic surgery may initially garner more positive attention, without a parallel improvement in interpersonal functioning, people high in perfectionism may experience cosmetic surgery as dissatisfying.

#34
Social and Personality/
Psychologie sociale
et de la personnalité

PERSPECTIVE-TAKING IN ATTRIBUTIONS AND CONFLICT RESOLUTION IN INTIMATE RELATIONSHIPS: THE INFLUENCE OF GENDER AND RELATIONSHIP EXPERIENCE

Jamie Lyn Flesch, Laurentian University; Run-Min Zhou, Laurentian University; Marie-France Lafontaine, University of Ottawa

This study investigated the influence of gender and gender perspective on individuals' attributions for a hypothetical partner's negative behaviour and conflict resolution strategies in intimate relationships, as well as on the association between these two processes. Relationship satisfaction and relationship experience were included as variables of influence. The sample consisted of 105 male and 103 female university students. Participants completed a scenario-based questionnaire by assuming the perspective of either a male or female protagonist and by indicating to what degree they thought the protagonist would agree or disagree with each attribution and strategy. Profile analyses indicate no gender differences in ratings of attributions and strategies. Gender perspective, however, did influence the ratings of conflict resolution strategies, especially those characterized by withdrawal and demand. Stepwise regression analyses indicate that attributions, relationship satisfaction, and relationship experience predict the choices of conflict resolution strategies, but these predictions depended on gender and gender perspective. Finally, individuals tended to attribute more adaptive strategies to the self than to the partner. Gender and gender perspective therefore have significant theoretical implications for attribution-making and problem-solving in intimate relationships.

#35
Social and Personality/
Psychologie sociale
et de la personnalité

PERCEPTION OF DIGITAL AVATARS AND INTERPERSONAL SENSITIVITY

Katrina Fong, York University; Raymond A. Mar, York University

The current study investigates whether individuals can accurately perceive trait personality in digital environments. Participants judged the personality of another person based upon an avatar (cartoon representation) created by that person, and predictors of accuracy were examined. Participants were 140 undergraduate students (111 female) who provided personality ratings for a set of avatars created by 18 female undergraduate students. Participant personality ratings were subsequently correlated with creator self-ratings to calculate accuracy. Participants also completed the Mind in Eyes task (MIE; Baron-Cohen et al., 2001) as a measure of interpersonal sensitivity. Individuals who performed better on the MIE also were more accurate in judging the personalities of the avatar creators, $r = .42$, $p < .05$. A regression controlling for gender and age indicated that scores on the MIE remained a significant unique predictor of rating accuracy scores, R2 = .20, MIE: &#946; = .41, p <.05; gender: &#946; = .12, p = .13; age: &#946; = .03, p = .67. These results demonstrate that individuals perform better on tasks of interpersonal sensitivity using "real-life" cues are also better at decoding subtle cues embedded in less detailed stimuli such as avatars. Further analyses indicate that additional predictors of accuracy are based on gender and self-reported measures of empathy.

#36
Social and Personality/
Psychologie sociale
et de la personnalité

THE ROLE OF GENERAL SELF-DETERMINED MOTIVATION IN THE 2 X 2 MODEL OF DISPOSITIONAL PERFECTIONISM

Véronique Franche, Université d'Ottawa; Patrick Gaudreau, Université d'Ottawa

The recently developed 2 x 2 model of perfectionism posits that four within-person combinations of self-oriented and socially prescribed perfectionism can be conceptualized into four subtypes of perfectionism (Gaudreau & Thompson, 2010). Our study strived to examine whether the subtypes of perfectionism were distinctively associated with self-determined motivation, as hypothesized by the 2 x 2 model. A sample of 1,816 undergraduate students (74% female), ranging from 16 to 24 years of age, completed measures of perfectionism (MPS; Hewitt & Flett, 1991) and general self-determined motivation (GMS; Pelletier & Dion, 2007). Results of a hierarchical cluster analysis provided support for a 4-cluster solution categorizing perfectionism into four distinct within-person combinations (i.e., pure socially prescribed perfectionism, mixed perfectionism, pure self-oriented perfectionism, non-perfectionism). Moreover, results from ANOVAs indicated that pure self-oriented perfectionism, mixed perfectionism, and pure socially prescribed perfectionism were distributed on a continuum ranging from the highest to the lowest levels of self-determined motivation. This study lent credence to key hypotheses of the 2 x 2 model of perfectionism, while highlighting the benefits of studying the combined effects of the self and social dimensions of dispositional perfectionism on psychological adjustment.

#37
Social and Personality/ Psychologie sociale et de la personnalité

PSYCHOMETRIC SOUNDNESS OF THE DYADIC TRUST SCALE WITH INDIVIDUALS IN GAY AND LESBIAN ROMANTIC RELATIONSHIPS

Nicolas Gabbay, University of Ottawa; Marie-France Lafontaine, University of Ottawa; Leta Bourque, University of Ottawa

As the body of empirical research with Gay, Lesbian, Bisexual and Transgender (GLBT) individuals continues to grow, so must the availability of psychometric tools that have been validated with this population. This study examined the unidimensionality of the Dyadic Trust Scale (DTS; Larzelere & Houston, 1980) factor structure with a sample of individuals involved in same-sex romantic relationships (N=141; 111 females). In addition, the scale's reliability was assessed. Participants were of various ages, cultures and socioeconomic backgrounds, and were recruited by posters and pamphlets distributed throughout the Canadian capital. Results were obtained with confirmatory factor analysis (CFA), using chi-square analyses and other indexes of fit. The scale's internal consistency was assessed with Cronbach alpha. The results demonstrate an excellent fit of our data to Larzelere and Houston's (1980) initial unidimensional model, thus supporting its construct validity with this population. The internal consistency of the scale was also found to be excellent. Overall, findings supported the use of the DTS with individuals involved in same-sex romantic relationships.

#38
Social and Personality/ Psychologie sociale et de la personnalité

RUMINATION IN THE AFFECT INTENSE INDIVIDUAL: A RISK FACTOR FOR DISTRESS AND HEALTH SYPMTOMS

Ingrid Galfi, York University; Taryn Nepon, York University; Gordon L. Flett, York University; Paul L. Hewitt, University of British Columbia

Previous research on people with high affect intensity indicates that they have negative subjective reactions to stressful events and they are high in emotion-oriented coping and self-focused attention. These data suggest that people with elevated scores on the Affect Intensity Measure (AIM) likely engage in ruminative thinking that exacerbates the emotional impact of stressful events. Given past associations between the AIM and somatoform symptoms, and new data linking rumination and health problems, perhaps affect intensity also plays a role in health problems. At present, the link between affect intensity and ruminative brooding has not been investigated. Accordingly, in the current study, a sample of 218 university students completed the AIM as well as measures of ruminative brooding, rumination about an interpersonal offense, rumination in the form of perfectionistic thinking, and health symptoms. As expected, the AIM was associated significantly with brooding-type rumination, rumination about an interpersonal offence, and perfectionistic rumination. Secondary analyses showed that the AIM negative emotion subscale showed stronger correlations with all forms of rumination and it was also linked with somatic symptoms. Discussions focuses on the need for interventions designed to decrease the rumination and the stress experienced by people high in affect intensity.

#39
Social and Personality/ Psychologie sociale et de la personnalité

EVIDENCE FOR SITUATION-TRAIT CONTINGENCIES IN MIDDLE CHILDHOOD

Wenjun Gao, University of Toronto; Jennifer L. Tackett, University of Toronto; Natasha A. Jawa, University of Toronto

Within-person variability in personality and behavior is common in personality research, making it imperative to identify whether this variability is systematic when the context is better accounted for.The answer to this question could potentially contribute to our understanding of a long-standing debate: whether situation elements should be added to personality theory and measurement, and how?The present research examined state-trait contingency and its application. In Study1, 346 children aged 9-10 participated in 15 different lab-based situations which were videotaped and coded for personality traits using a thin-slice approach.The second ratings phase is currently underway, undergraduate students were recruited to rate the psychologically active characteristics of each situation using items from validated measures of situational dimensions.It is hypothesized that within-person variation in personality states will be systematically associated with variation in situational characteristics.Specifically, we predict that individuals will differ reliably in their contingencies and that individual differences in contingency magnitudes will predict individual differences in the amount of within-person variability.Implications of these results will be discussed in the context of integrating the existing personality theories and the application of contextual personality measurement.

#40
Social and Personality/ Psychologie sociale et de la personnalité personnalité

THE DEVELOPMENT OF AN EMBARRASSMENT BY OTHERS SCALE: ARE INDIVIDUALS HIGH IN SOCIAL ANXIETY EMBARRASSED BY CLOSE OTHERS?

Bethany A. Gee, Ryerson University; Martin M. Antony, Ryerson University; Naomi Koerner, Ryerson University

Social anxiety disorder is characterized by an intense fear of social or performance situations, and a fear of acting in a way that will be humiliating or embarrassing. However, the extent to which individuals high in social anxiety are embarrassed by the behaviour of close others remains unknown. The Embarrassment by Others Scale, was created to assess the extent to which individuals with social anxiety are embarrassed by others. This questionnaire is a 10-item, self-report measure that includes questions such as, "I am easily embarrassed by the behaviours of others" and "When I am with others, I worry they will do something that I will find humiliating." To assess the psychometric properties of this measure, 162 undergraduate students low and high in social anxiety completed the Embarrassment by Others Scale, along with additional questionnaires. An exploratory factor analysis suggested a single factor. The measure demonstrates high internal consistency, as well as convergent validity with measures of social anxiety and fear of negative evaluation. Discriminative validity was found, with participants high in social anxiety scoring significantly higher on the Embarrassment by Others Scale than participants low in social anxiety. The utility of this scale for research and clinical practice will be discussed.

#41

Social and Personality/
Psychologie sociale
et de la personnalité

THE PROCESS OF IDENTITY RECONSTRUCTION AFTER THE ONSET OF A DISABILITY

Anne Gendreau, Université de Montréal; Roxane de la Sablonnière, Université de Montréal

A major life disruption like the onset of a disability represents a critical life transition. Many rehabilitation psychologists and researchers underscore the impact of an acquired disability on identity. However, the process by which identity is transformed is understudied. One model has focused on the process of identity integration and development (Amiot, de la Sablonnière, Terry & Smith, 2007), but in the context of social identity transformation (e.g., immigration). The aim of the present study is to investigate the process by which personal identity is reconstructed following the onset of a disability. Specifically, the qualitative interview data of eleven participants with an acquired disability (traumatic brain injury, spinal cord injury or serious burns) was analysed to evaluate its consistency with the theoretical model of Amiot & al. (2007). Interpretative Phenomenological Analysis (Smith & Osborn, 2003) yielded results that where consistent with the theoretical assumptions of the model and pointed to the importance of social roles, close relations and social expectations toward disabled persons. Measures of life satisfaction were also consistent with the theoretical assumptions of the model. Results are discussed in terms of our theoretical understanding of long-term personal identity reconstruction as well as clinical work and feelings of continuity through life.

#42

Social and Personality/
Psychologie sociale
et de la personnalité

GOAL CONGRUENCE, RELATIONSHIP QUALITY, AND WELL-BEING IN ROMANTIC RELATIONSHIPS

Judith Gere, University of Toronto; Ulrich Schimmack, University of Toronto

105 heterosexual dating couples completed assessments of their relationship quality, and subjective well-being, then listed their own and their partner's goals. After listing these goals, they provided multiple ratings of goal conflict between their own and their partner's goals, and also rated how good and bad their relationship was for each of their 5 most important goals. The multiple ratings were then used to model each couple's goal congruence. Using structural equation modeling, we tested the relations between the partner's goal congruence, the quality of their relationship, and their subjective well-being. Results showed that both men's and women's ratings of higher levels of goal congruence were related to higher levels of relationship quality, which in turn was related to higher well-being for both males and females. Thus, goal congruence was related to both higher relationship quality (directly), and higher well-being (indirectly, mediated through higher relationship quality).

#43

Social and Personality/
Psychologie sociale
et de la personnalité

MINDFULNESS INCREASES IMPLICIT SELF-ESTEEM

Miranda Giacomin, Wilfrid Laurier University; Glen Gorman, Wilfrid Laurier University; Christian H. Jordan, Wilfrid Laurier University

The present study investigated the effect of mindfulness on implicit self-esteem. Implicit self-esteem is an automatic evaluation of one's self while explicit self-esteem is a reasoned self-evaluation. Both types of self-esteem are distinct and predict unique psychological outcomes. Indeed, high implicit self-esteem may be quite beneficial. It predicts lower neuroticism, for example, and among people with high explicit self-esteem, those with high implicit self-esteem are less narcissistic and defensive (Jordan et al., 2003). Mindfulness includes attending to, and accepting, experiences occurring in the present moment (Brown et al., 2007). Relatively little is known about how implicit self-esteem can be increased, yet mindfulness may be effective in increasing implicit self-esteem because it makes people more accepting of their thoughts and feelings, which may make them more accepting, and less critical, of themselves, even at a relatively automatic level. In the current study, it was found that higher levels of mindfulness increased implicit self-esteem. Participants who received a mindfulness induction had higher implicit self-esteem relative to participants who received a mindfulness reduction or did not receive mindfulness training. The current study expands what is known about how implicit self-views are altered by mindfulness.

#44

Social and Personality/
Psychologie sociale
et de la personnalité

SEXUAL AND RELATIONSHIP CORRELATES OF SEXUAL BOREDOM PRONENESS

Corrie Goldfinger, Queen's University; Terry Humphreys, Trent University

The purpose of this study was to explore the relationship between the Sexual Boredom Scale (Watt & Ewing, 1996), a measure of the tendency to experience boredom in sexual aspects of one's life, and a variety of demographic, sexuality, and relationship variables. Four hundred and fifteen female and 98 male university students participated in an online study of sexuality. Respondents completed measures of sexual boredom proneness, sexual desire, perceived partner desire, and sexual satisfaction. Male respondents and those who were not in a committed relationship had higher sexual boredom proneness. After controlling for age, shorter relationship duration was associated with higher sexual boredom proneness. Higher sexual boredom proneness was significantly related to lower sexual satisfaction and a higher number of sexual partners in both genders, and to having engaged in sexual intercourse for males only. The relationship between sexual boredom proneness and sexual desire was moderated by gender such that the variables were not correlated among male respondents, but were significantly negatively correlated among female respondents. The negative correlation was partially mediated by sexual satisfaction. The study results contribute to the research linking sexual boredom to a multitude of negative sexual outcomes and have numerous clinical implications.

#45
Social and Personality/
Psychologie sociale
et de la personnalité

FUTURE HEALTH CARE PROVIDERS' ATTITUDES TOWARDS OVERWEIGHT RAPE VICTIMS

Sandra Gotovac, University of Windsor

This study examines two types of victim blaming: victim blaming for body weight and victim blaming for rape. Weight stigma and rape victim blaming have been shown to be a significant problem among health care providers, so this study recruited a sample of future health care providers to examine their differential attitudes towards rape victims depending on her weight (normal weight/overweight) and her sexual history (limited/extensive). Hypothetical patient files were presented with the victim's weight and sexual history manipulated to create a between-subjects experimental design; this was followed by a victim blaming measure and an antifat attitudes measure. Although a significant main effect for weight was not found in this small sample, a correlational analysis of victim blaming and antifat attitudes revealed a striking gender difference. Victim blaming of overweight victims was strongly correlated with antifat attitudes for male participants; however, female participants' victim blaming of overweight victims did not correlate with their antifat attitudes. These results indicate that the overweight prejudice that men hold may have a strong, and negative, effect on their attitudes towards, and treatment of overweight patients. The implications and future directions are discussed in the context of eliminating biases in health education to improve patient quality of care.

#46
Social and Personality/
Psychologie sociale
et de la personnalité

UNIVERSITY STUDENTS' RESPONSES TO BREASTFEEDING: AN OBJECTIVE STUDY USING THE IMPLICIT ATTITUDES TEST

Chelsea Gould, St. Francis Xavier University; Erin Austen, St. Francis Xavier University

The World Health Organization (2004) recommends that infants be exclusively breastfed for the first 6 months of life. Breastfeeding duration rates in Canada, however, are low; one reason being a perceived lack of support for breastfeeding mothers. The present study will assess undergraduate university students' attitudes toward breastfeeding using a subjective measure (infant feeding survey) and an objective measure (Implicit Attitudes Test). Participants will sit in front of a Tobii eye-tracking monitor and participate in three study phases. In the first phase, they are shown infant feeding pictures and are asked to categorize them as either breastfeeding or bottle-feeding. In the second phase, they are shown words and are asked to categorize them as either 'good' or 'bad'. The third phase is mixed, wherein participants are presented with pictures and words separately in random order. Half of participants are assigned the same key for 'breastfeeding' and 'good', while the other half are assigned the same key for 'breastfeeding' and 'bad'. The latter mapping should result in faster response times for those who responded negatively to breastfeeding on the survey. It is predicted that this group will also show greater variance in eye movements when presented with breastfeeding pictures.

#47
Social and Personality/
Psychologie sociale
et de la personnalité

HASSLES, SOCIAL SUPPORT, FACEBOOK USAGE AND PERCEIVED STRESS

Alyssa Guttman, York University; Paul M. Kohn, York University

The relationships among university/college students' Facebook usage, perceived social support, daily hassles, and perceived stress levels were examined. A sample of 124 undergraduate university/college students at York University and Seneca College were surveyed using measures of the foregoing constructs. Results indicate that hassles-exposure is a positive predictor of perceived stress and that social support, specifically from "significant others", is a negative predictor. However, no buffering or main effect was found for Facebook usage which proved unrelated to social support, hassles and perceived stress levels. Thus, Facebook may not be as useful in providing beneficial social support as prior literature would suggest.

#48
Social and Personality/
Psychologie sociale
et de la personnalité

IMPACTS OF SELF-ESTEEM AND FEEDBACK ON PERCEIVED FAIRNESS OF AN EVALUATOR TARGET

Christian M. Hahn, Saint Mary's University; Lucie Kocum, Saint Mary's University; Kate MacDonald, Saint Mary's University

Self-esteem has been examined as a predictor of mood response to negative feedback. Individuals with low, as opposed to high, self-esteem have been found to have less desire to improve mood and level of self-worth; this tendency is due to an avoidance of risk and low feelings of deservingness. In the present experiment, the impacts of self-esteem and (randomly assigned positive, negative, and neutral) feedback on perceived fairness of an evaluator target were examined among N=40 undergraduate students at a small urban university. Moderated regression analysis revealed that, contrary to anticipated results, all individuals regardless of self-esteem level rated their evaluator as less fair in response to negative (as opposed to positive) feedback. In line with expectations, individuals with lower self-esteem did not react with diminished perceptions of evaluator fairness in the neutral as opposed to positive feedback conditions, as did participants with higher self-esteem. Therefore, people respond to negative feedback through negative bias leveled at their evaluators, and this bias disappears at neutral and positive feedback levels among individuals with lower self-esteem. Findings have theoretical and practical implications for understanding how individual differences moderate reactions to the valence of feedback delivered.

#49
Social and Personality/
Psychologie sociale
et de la personnalité

VALUES AFFIRMATION PROMOTES LONG-TERM WEIGHT LOSS

William M. Hall, William Hall; Christine Logel, University of Waterloo; Elizabeth Page-Gould, University of Toronto; Geoffrey L. Cohen, Stanford University

To achieve a long-term health goal like weight loss, people need to maintain a sense of their worth and efficacy even in the face of short-term failure. Allowing people to affirm self-worth in alternative domains may help buffer them against such failure and thus promote goal attainment.

Participants were women whose actual weight exceeded their ideal weight and whose body mass index were above 23. At Time 1, participants completed either a self-affirmation task where they wrote about an important personal value unrelated to health (such as relationships with family) or a control task where they did not. While participants in both conditions had equivalent weight at baseline, eight to ten weeks later at a second session affirmed women had lost more weight, had a lower BMI index, and had smaller abdominal circumference than nonaffirmed women. Discussion centers on the role of self-evaluative concerns in long-term goal pursuit.

#50
Social and Personality/ Psychologie sociale et de la personnalité

DISTRESS TOLERANCE, BELIEFS ABOUT EMOTIONS, SHAME, AND PSYCHOLOGICAL DISTRESS: AN ANALYSIS OF EMOTIONAL PERFECTIONISM

Sabrina Hassan, Department of Psychology, York University; Gordon L. Flett, Department of Psychology, York University; Paul L. Hewitt, Department of Psychology, University of British Columbia

Perfectionism has been characterized as destructive, in part due to its links with various indices of maladjustment. One topic not addressed thus far is the concept of "emotional perfectionism" as described by Burns (i.e., the belief that one should not experience or express negative feelings). The current study investigated the associations between perfectionism and distress intolerance (i.e., the inability to tolerate negative psychological states) and beliefs about emotions (i.e., beliefs about the unacceptability of experiencing or expressing negative emotions). The associations among perfectionism, characterological shame, and extreme distress (i.e., psychache) were also assessed. A sample of 140 undergraduate students completed several measures, including scales tapping trait perfectionism and perfectionistic self-presentation. As predicted, socially prescribed perfectionism and perfectionistic self-presentation were associated with distress intolerance, more negative beliefs about emotions, shame, distress, and psychache. Our findings indicate that certain perfectionists experience extreme psychological distress and feelings of shame, yet they are low in tolerance of emotional distress. The findings point to the potential usefulness of interventions that reduce distress and shame but facilitate the ability to accept and regulate negative emotional experiences.

#51
Social and Personality/ Psychologie sociale et de la personnalité

TRAIT EMOTIONAL INTELLIGENCE AND ITS RELATIONS TO GENERAL, ACADEMIC, AND INTERNET PROCRASTINATION: THE IMPORTANCE OF SELF-CONTROL IN UNDERSTANDING SELF-REGULATORY FAILURE

Eric Heward, Carleton University; Timothy A. Pychyl, Carleton University

Procrastination is noted primarily as a failure to regulate behaviour. Chronic procrastinators show difficulty in exerting self-control and give into impulsive behaviours instead of initiating or maintaining work on assigned tasks. Self-control can also be undermined by the prioritization of repairing negative moods over long-term goal pursuit. As such, emotional competencies, such as emotional intelligence (EI) would potentially prove beneficial in understanding and preventing the short-term prioritization of mood repair. The purpose of this study was to examine the relations between the components of a measure Trait EI and measures of procrastination. A sample of 125 undergraduate students (104 females) completed a series of questionnaires online to measure EI as well as general, academic and Internet procrastination. Regression analysis showed that only the self-control component of EI was a significant predictor of a combined measure of procrastination, however there were significant negative relations between the EI components of well-being, emotionality, and sociability with academic and Internet procrastination. The results are discussed in relation to understanding the central role of self-control in reducing procrastination and how effective emotion regulation is necessary to prevent the prioritization of mood repair over long-term goal pursuit.

#52
Social and Personality/ Psychologie sociale et de la personnalité

MAJOR LIFE EVENTS AND APPRAISALS OF THREAT

Dean Hodge, York University; Esther Greenglass, York University

Major life events can cause significant stress. One factor contributing to an event's stressfulness is its level of threat which decreases with coping based on control, and when the event is seen in terms of its potential benefits rather than harm. We tested these ideas in a 2x2 online experiment with 472 university students who were asked to think of a positive or negative life event, and to write about it from a positive focus (focusing on benefits) or a negative one (focusing on harm), creating 4 experimental conditions. The event's degree of threat, negative affect and associated depression were then measured. Proactive coping was assessed which is based on control. There were significant correlations between threat, depression and negative affect associated with the event. A regression was conducted with event (positive or negative), focus (positive or negative), proactive coping, and their interactions, as predictors and the event's threat as the criterion. There was a significant two-way interaction between focus x proactive coping on threat. As coping increased, perceived threat decreased, but only in the positive focus condition. Implications are discussed for interventions to lessen perceptions of threat associated with life events.

#53
Social and Personality/ Psychologie sociale et de la personnalité

THE DISPOSITION TO APOLOGIZE: EXPLORING ITS NOMOLOGICAL WEB

Andrew J. Howell, Grant MacEwan University; Raelyne L. Dopko, Carleton University; Jessica B. Turowski, Grant MacEwan University

"It takes a great deal of character strength to apologize quickly out of one's heart rather than out of pity. A person must possess himself and have a deep sense of security in fundamental principles and values in order to genuinely apologize" ~~ Walt Whitman. Should the capacity to apologize be recognized as a strength of character? Is it related to other aspects of personal functioning? We correlated responses to a newly devised Proclivity to Apologize Measure (PAM) with measures of related and dissimilar constructs. In Study 1, with 160 undergraduate students, PAM scores (controlling for socially desirable responding) correlated positively with emotional, psychological, and social well-being, mindfulness, and self-compassion, and PAM scores correlated negatively with self-monitoring. In Study 2, with 240 undergraduates, PAM scores correlated positively with forgiveness, neuroticism, extraversion, and agreeableness, and PAM scores correlated negatively with narcissism and entitlement. In Study 3, with 240 undergraduates, PAM scores correlated positively with valuation of harm/care as a moral foundation, and with compassion toward others and other positive emotions. Results are discussed in light of the need for a body of research concerning interpersonal apology which mirrors the more established domain of forgiveness research.

#54
Social and Personality/
Psychologie sociale
et de la personnalité

THE GENERAL FACTOR OF PERSONALITY: A CRITICAL TEST

Caroline Just, Department of Psychology, University of Western Ontario; Livia Veselka, Department of Psychology, University of Western Ontario; Kerry L. Jang, Department of Psychiatry, University of British Columbia; Andrew M. Johnson, University of Western Ontario; Philip A. Vernon, Department of Psychology, University of Western Ontario

This poster presents evidence in support of the existence of a General Factor of Personality (GFP). The GFP, a personality analogue of Spearman's g, is proposed to exist at the apex of a hierarchy of personality traits. According to GFP theory, an individual high on this factor is agreeable, altruistic, open to experience, and possesses high self-esteem. The major criticism of the GFP is that its existence is merely a statistical artifact caused by social desirability bias. To critically assess the validity of this super-factor, we extracted a GFP from two distinct test batteries, and computed the correlations between them. Specifically, in two samples of adult MZ and same-sex DZ twins (n1 = 309, n2 = 313), one GFP was extracted from the NEO-PI-R, a measure of normal personality traits, and another GFP was extracted from the Dimensional Assessment of Personality Pathology (DAPP), a measure of abnormal personality traits. The correlations between these two GFPs were r = .781 (Sample 1) and r = .774 (Sample 2). These values are comparable in magnitude to correlations observed between Spearman g factors extracted from different tests of mental ability. Although these findings do not definitively prove the existence of the GFP, they do provide additional evidence in its favour.

#55
Social and Personality/
Psychologie sociale
et de la personnalité

PERFECTIONISM, DEPENDENCY, SHAME, AND STRESS WITHIN THE CONTEXT OF EVALUATIVE THREAT

Janet Kaldas, University of British Columbia (UBC); Gordon L. Flett, York University; Paul L. Hewitt, University of British Columbia (UBC)

The current study examined the link between personality vulnerability factors and dispositional shame and whether interpersonal perfectionism, self-criticism, dependency, and shame would predict increased cortisol following a social-evaluative laboratory task. A sample of 80 healthy undergraduate women answered questionnaires, completed the in-laboratory stressor, and provided salivary cortisol samples throughout the session. Participants completed the Multidimensional Perfectionism Scale, the Perfectionistic Self-Presentation Scale, the Depressive Experience Questionnaire, and trait and state shame measures. Dispositional shame was associated with perfectionistic self-presentation, self-criticism, and dependency, and perfectionistic self-presentation was associated with baseline measures of state shame. Cortisol increased following exposure to the experimental situation and higher cortisol was detected among participants characterized jointly by shame and perfectionistic self-presentation. A three-way interaction was also found for dependency, other-oriented perfectionism, and shame-proneness in the prediction of cortisol. Collectively, these data suggest that perfectionists who need to seem perfect in public yet feel that their limitations are known publicly are particularly at risk for stress-related health problems and associated forms of psychological distress.

#56
Social and Personality/
Psychologie sociale
et de la personnalité

MAPPING WITHIN-PERSON VARIABILITY IN EMOTIONAL INTELLIGENCE: A LATENT PROFILE ANALYSIS

Kateryna V. Keefer, Queen's University; James D.A. Parker, Trent University; Laura M. Wood, Trent University

Emotional intelligence (EI) is a multidimensional construct comprising a number of abilities and dispositions related to perceiving, understanding, and managing emotions of self and others. Despite this conceptual heterogeneity, no research to date has examined the extent or nature of within-person variability in various EI domains. To identify stable configurations of EI competencies, we performed a latent profile analysis (LPA) of scores on the Intrapersonal, Interpersonal, Adaptability, and Stress Management competencies, assessed with the Emotional Quotient Inventory: Short, in a sample of 1,015 undergraduates. Five unique LPA classes were identified representing a combination of the overall EI level (high, average, low) and the degree of discrepancy among various EI dimensions (relative strengths/weaknesses). Members of Classes A and B presented consistent scores across all four EI dimensions, with Class A scoring higher, on average, than Class B. In contrast, members of Classes C, D, and E showed marked discrepancies in several EI domains, such that Class C had particularly high Interpersonal but low Stress Management scores; Class D showed a reverse pattern; whereas Class E had low scores in both of these domains. The LPA solution showed significant incremental utility over the individual EI dimensions in predicting students' objective university outcomes.

#57
Social and Personality/
Psychologie sociale
et de la personnalité

CONGRUENCE BETWEEN SELF AND OTHER RATINGS OF EMOTIONAL INTELLIGENCE: AN EXAMINATION OF THE EQ-360

Kateryna V. Keefer, Queen's University, Trent University; Laura M. Wood, Trent University; Howard Stone, Learning Ways Inc.; James D.A. Parker, Trent University

The Emotional Quotient Inventory (EQ-i) is a widely used self-report measure of emotional intelligence in organizational settings, often complemented with observer ratings in a 360 assessment design. The present study examined congruence between self and other EQ ratings in a professional sample of 211 school principals and vice-principals, each rated by several direct reports (DR), peers (PE), and family/friends (FF; 3,482 raters in total). Self-other correlations were significantly higher for FF than for DR or PE ratings, and congruence was strongest for the interpersonal skills across all raters. Analyses of variance by rater group, degree of familiarity, and gender revealed a number of significant effects. On average, FF provided higher ratings than PE, who provided higher ratings than DR. Raters who knew the participant (PA) well or fairly well provided the most congruent evaluations, whereas raters who knew the PA too well tended to overestimate, and raters who did not know the PA well enough tended to underestimate participants' EQ. This familiarity effect was strongest for DR and weakest for FF raters. Among PE raters, females gave higher EQ ratings than males. The results suggest that factors other than one's EQ may be systematically influencing observer ratings and must be taken into account when using EQ-360 as a benchmark for evaluating the veracity of self-reports.

#58
Social and Personality/
Psychologie sociale
et de la personnalité

CHEERING-UP YOU MEANS CHEERING-UP ME: INCLUDING OTHER IN THE SELF PROMOTES EMOTIONAL CONTAGION AND MOOD REGULATION

David R. Kille, University of Waterloo; Joanne V. Wood, University of Waterloo

The aim of our investigation was to illuminate one process through which romantic partners influence each other's negative moods. Namely, we reasoned that feeling a strong sense of connection with a romantic partner would increase the likelihood of "catching" the partner's emotions (Hatfield, Cacioppo, & Rapson, 1994). Further, we expected that such emotional contagion would in turn predict motivation to regulate the partner's negative mood (i.e., to cheer-up one's partner). Using a hypothetical scenario in which participants were asked to vividly imagine their partner expressing upset, we obtained support for our mediation hypothesis. Specifically, participants who felt more connected with their partner (as measured by Aron, Aron, & Smollan's Inclusion of the Other in the Self Scale) thought they would catch their partner's distress to a greater degree than less connected participants, which in turn predicted their motivation to improve their partner's moods. These results suggest that deeply connected people may try to alleviate their partner's negative moods because they themselves are more personally affected.

#59
Social and Personality/
Psychologie sociale
et de la personnalité

WHEN OUR BASIC PSYCHOLOGICAL NEEDS ARE THREATENED (AND MET): EXPERIMENTAL EVIDENCE OF SAME- AND OPPOSITE-SEX SEXISM

Lucie Kocum, Saint Mary's University; Kate MacDonald, Saint Mary's University; Amelia E. Talley, University of Missouri-Columbia; Christian Hahn, Saint Mary's University

People have three basic psychological needs (Deci & Ryan, 2001), of which one is competence. One way to meet these needs is through social role enactments, such as through our roles as students, workers, etc. The more our needs are met through these important and valued social roles, the better our psychological well-being (Bettencourt & Sheldon, 2001). What happens when these needs are threatened, however? Do we lash out with prejudice? In this laboratory experiment, we tested the effects of manipulating self-perceived competence via delivery of positive or negative feedback by either a male or female evaluator. Perceptions of the evaluator were collected among N=54 undergraduate students at a small, urban university. A 2 (positive vs negative feedback) x 2 (evaluator sex) x 2 (participant sex) ANOVA revealed that judgments of male evaluators by male participants were particularly harsh in the negative feedback condition, whilst judgments of female evaluators remained stable and high among all participants in that condition. Interestingly, male evaluators were also judged harshly by female participants in the positive feedback condition, as were female evaluators by male participants. Therefore, when competence needs are met through positive feedback, people tend to value same-sex feedback yet discount the same feedback delivered by evaluators of the opposite sex.

#60
Social and Personality/
Psychologie sociale
et de la personnalité

THE ROLE OF PEER ACCEPTANCE, PEER REJECTION, AND FRIENDSHIP IN CHILDREN'S AGGRESSIVE AND DEPRESSIVE SYMPTOMS

Tamara Kornacki, University of Toronto; Bukowski M. William, Concordia University

Using a sample of 430 early adolescents, a path analytic model was used to investigate whether peer acceptance, peer rejection and friendship jointly mediate the association between aggression and depressed affect. Furthermore, it was hypothesized that this mediational model would be specific to the reactive subtype of aggression. Fifth and sixth grade students and their teachers completed peer-assessment, self-assessment, sociometric and teacher questionnaires. The results of the analyses demonstrate that peer rejection, peer acceptance and friendship fully mediate the association between reactive aggression and self-assessed depressed affect and partly mediate the association between reactive aggression and peer-assessed depressed affect. As predicted, the mediators did not explain the association between proactive aggression and depressed affect. These findings suggest that social skills training programs may be effective in preventing depressed affect among reactively aggressive youth.

#61
Social and Personality/
Psychologie sociale
et de la personnalité

NON-ADAPTIVE PERSONALITY TRAITS AND THE DARK TRIAD: AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN THE TWO DOMAINS

Yuliya Kotelnikova, University of Western Ontario; Julie Aitken Schermer, University of Western Ontario; Livia Veselka, University of Western Ontario; Philip A. Vernon, University of Western Ontario

The Schedule for Non-adaptive and Adaptive Personality (SNAP) is a self-report measure designed to measure personality traits in the normal and abnormal range. It exhibits a three factor structure similar to the one proposed by Tellegen. The Dark Triad is an umbrella term describing offensive, yet non-pathological personalities: Narcissism, Machiavellianism, and Psychopathy. The association between the Big Five and the Triad has been examined extensively. However, the Triad's non-adaptive personality correlates have not been examined yet. We are, thus, examining the SNAP traits as predictors of the Triad facets, as well as the underlying common structure and heritability in a large adult twin sample. Preliminary analyses suggested a three-factor joint structure of the SNAP traits and the lower order facets of the Triad. Similarly, Psychopathy was predicted by the Negative and Positive Temperament and Disinhibition scales of the SNAP, Narcissism – by Positive Temperament, and Machiavellianism – by Negative Temperament. We are conducting bivariate behaviour genetic analyses to evaluate the extent of genetic, common and unique environmental contributions to correlations between the non-adaptive personality traits and the lower-order facets of the dark triad. The results will be reviewed from the perspective of implications for research on the structure of abnormal personality.

#62
Social and Personality/
Psychologie sociale
et de la personnalité

PERSUASIVENESS OF DESCRIPTIVE AND INJUNCTIVE NORMATIVE APPEALS: DO EXTRAVERSION AND SELF-MONITORING PLAY A ROLE?

Maia Kredentser, Queen's University; Leandre R. Fabrigar, Queen's University; Steven M. Smith, Saint Mary's University; Jason Slaunwhite, Saint Mary's University

We examined how extraversion and self-monitoring may impact a persuasive appeal within the framework of the Elaboration Likelihood Model of persuasion (ELM; Petty & Cacioppo, 1986). During prescreening, participants completed the NEO-Five Factor Inventory (McCrae & Costa, 2004) and the Self-Monitoring Scale (Snyder, 1974), and were then scored as either high, medium, or low on these traits. In the lab, 283 participants read a persuasive appeal to join a university exercise program that either featured descriptive or injunctive norms. Elaboration was manipulated by decreasing personal relevance and distracting participants when they read the message (low elaboration condition). For high elaboration, there were no distracters and personal relevance was high. Participants then answered questions about their intent to join the program, completed a thought listing task (TLT; Cacioppo & Petty, 1981), and were asked to provide their email address if they were interested. Under low elaboration, we expected the descriptive message to be more persuasive for high self-monitors and extraverts and the injunctive message to be more persuasive for those low on these traits. Instead, we found a significant message type by level of elaboration interaction on intent to join the program, such that descriptive messages were more persuasive under conditions of low elaboration and injunctive messages were more persuasive under conditions of high elaboration, with no moderating role of extraversion or self-monitoring. This is the first research to demonstrate the impact of descriptive and injunctive norms within the framework of the ELM, and implications of the findings will be discussed.

#63
Social and Personality/
Psychologie sociale
et de la personnalité

ASSESSING THE RELATIONSHIP BETWEEN ADHD SYMPTOMATOLOGY AND EMOTIONAL INTELLIGENCE USING MULTIPLE INFORMANTS: THE INCREMENTAL UTILITY OF COMBINING SELF WITH PARENT REPORTS

Holly A. Kristensen, Trent University; Kateryna V. Keefer, Queen's University and Trent University; James D.A. Parker, Trent University

Clinical and empirical literature on ADHD in school-aged populations has reported difficulties with self-reflection and self-evaluation, posing limitations to individuals serving as valid informants of their own behaviour. As a result, researchers and practitioners often rely on parent ratings to assess the extent of children's externalizing problems. However, many socio-emotional deficits associated with ADHD are inherently subjective and may not be apparent to an observer. The present study examined the incremental utility of self-rated emotional intelligence (EI) over parent-rated EI to predict parent-rated ADHD symptomatology in a community sample of children and adolescents (N= 438), ages 12 to 18 years. Results of hierarchical multiple regressions revealed that parent-rated EI accounted for 23% of the variance in Inattentive and 15% of variance in Hyperactive-Impulsive ADHD symptomatology. The inclusion of EI self-ratings significantly improved the prediction of Inattentive symptoms (&#916;R^2=.013), but not Hyperactive-Impulsive symptoms, suggesting that youth's self-reports contain unique and relevant portions of information not available from parent evaluations. Implications are discussed in terms of using multiple informants to enhance the assessment of ADHD symptoms and the usefulness of the EI framework for understanding the associated socio-emotional difficulties.

#64
Social and Personality/
Psychologie sociale
et de la personnalité

MODERATORS OF THE RELATIONSHIP BETWEEN PSYCHOLOGICAL DISENGAGEMENT AND SELF-ESTEEM: A META-ANALYSIS

Joelle Laplante, University of Ottawa; Francine Tougas, University of Ottawa; Lucie Kocum, Saint Mary's University

The study of psychological disengagement and more precisely, the effect of adopting the discounting and devaluing mechanisms on self-esteem has generated unstable results. This meta-analysis conducted using 30 distinct samples was first aimed at determining whether, in accordance to its definition, psychological disengagement protects self-esteem. Moreover, several moderators were evaluated in order to explain the variance observed in the results of previous studies: 1) the domain in which the study was conducted (school or work domain); 2) the status of the group (minority or majority status); 3) the identity threatened by negative feedback (sex, age or race); 4) the study type (self-report using a survey or laboratory study); 5) the status of the domain (low or high); and 6) the type of self-esteem measured (global or state). Results show that, among other things, discounting and devaluing are harmful to self-esteem; the domain seems to moderate these two links. The status of the group, the threatened identity and the study type moderate the relationship between discounting and self-esteem in the school domain, whereas the status of the domain moderates the link between devaluing and self-esteem for studies conducted in the work domain. Theoretical implications and future directions of research are discussed.

#65
Social and Personality/
Psychologie sociale
et de la personnalité

PERCEPTIONS OF IMMIGRANTS WHO CLAIM EMPLOYMENT DISCRIMINATION IN CANADA

Natalia Lapshina, University of Western Ontario; Victoria M. Esses, University of Western Ontario

The present study examined Canadians' attitudes towards immigrants who claim employment-related discrimination, and explored factors that may contribute to these attitudes. Canadian-born undergraduates first completed several attitudinal questionnaires, including their meritocratic beliefs. Next, they were asked to read a fictitious newspaper article describing a claim of employment-related discrimination by an individual. Within the article, the characteristics of the discrimination claimant were varied so that he was described as a non-immigrant, immigrant from a similar culture (Britain), immigrant from a dissimilar culture (Iran), or second-generation immigrant from Iran. The race of all claimants was kept constant (using a photograph embedded in the article) to avoid confounding race with the cultural similarity of the claimant. After reading the article, participants completed a variety of dependent measures, including attitudes toward the claimant, deservingness of the treatment he received, attributions of responsibility for the outcome, emotional reactions, stereotypes, and support for government policies aimed at protecting victims of discrimination. The results are discussed in terms of attributions and justifications of attitudes toward culturally similar and dissimilar claimants, and the role of emotional reactions and stereotypes in these attitudes.

#66
Social and Personality/
Psychologie sociale
et de la personnalité

THE INFLUENCE OF BIOLOGICAL GENDER AND GENDER STEREOTYPES ON SCHOOL MOTIVATION AND RELATED OUTCOMES

Isabelle Larabie, Université du Québec en Outaouais; Isabelle Green-Demers, Université du Québec en Outaouais; Marie-Hélène Letourneau-Picard, Université du Québec en Outaouais

It has recently been suggested that girls are better suited to the school environment than boys. The goal of the present project was to assess the associations between biological gender, gender stereotypes, school motivation, and a variety of relevant outcomes. Three hundred and seventy-one elementary school students (188 boys, 183 girls) from grades 5 and 6 completed a research questionnaire comprising the Children's Sex Role Inventory, the Academic Motivation Scale, and various scales measuring school outcomes. Results pertaining to biological gender revealed that school motivation and school perseverance were higher for girls than for boys, and that boys were more often scolded and punished than girls. Results pertaining to gender stereotypes indicated that androgynous and feminine types were more highly motivated than masculine and undifferentiated types. Interesting differences between gender stereotypes were also identified for school performance, perseverance, perceived competence, self-esteem, school related emotions, and school misbehaviors. Results are discussed in terms of their implications for educational research and intervention.

#67
Social and Personality/
Psychologie sociale
et de la personnalité

RELATIONSHIPS BETWEEN THE DARK TRIAD AND HUMOR STYLES

Jessica Lastuk, University of Western Ontario; Philip A. Vernon, University of Western Ontario; Livia Veselka, University of Western Ontario

Veselka et al. (2010) reported correlations between the three Dark Triad variables (narcissism, Machiavellianism, and psychopathy) and four humor styles: two positive (affiliative and self-enhancing) and two negative (aggressive and self-defeating). They found significant positive correlations between the negative humor styles and the Dark Triad traits of psychopathy and Machiavellianism, and between the positive humor styles and narcissism. In the present study we replicated and expanded on Veselka et al. (2010). Two hundred undergraduate students completed measures of the Dark Triad and the Humor Styles Questionnaire. Correlations between the total scores from these measures replicated the majority of Veselka et al.'s results. To expand upon these initial findings, we also assessed the extent to which four subfactors of paychopathy, three subfactors of Machiavellianism, and four subfactors of narcissism correlated with the HSQ styles. As expected, many of the subfactors of psychopathy and Machiavellianism correlated positively with the negative humor syles, while the subfactors of narcissism correlated positively with the positive humor styles. Our results add to the growing body of literature concerning the Dark Triad and contribute to research on humor styles.

#68
Social and Personality/
Psychologie sociale
et de la personnalité

EXAMINING THE ASSOCIATIONS BETWEEN GUILT, SHAME, AND PSYCHOLOGICAL WELL-BEING IN ADOLESCENCE

André Lauzon, Ottawa University; Isabelle Green-Demers, Université du Québec en Outaouais

Guilt is generated by perceived misdeeds. It involves anxious affects and a sense of regret and remorse over the offense and its effect on others, often motivating restorative endeavours. Conversely, shame is created by a negative evaluation of the self. It is an experience of worthlessness and powerlessness that motivates avoidance. Studies have consistently linked shame (but not guilt) to negative psychological symptoms. Although many studies investigated the relationships between guilt, shame, and psychological health, very few have examined these associations in teenagers. The purpose of this study was thus to examine the associations between guilt, shame, and various aspects of well being (self-esteem, life satisfaction, depression, stress and anxiety) in adolescents. A self-reported questionnaire package was distributed to 317 high school students (140 boys and 177 girls). Results revealed that guilt was positively and significantly associated with self-esteem and life satisfaction, and moderately associated with anxiety. Shame was associated negatively with self-esteem and life satisfaction, and positively with depression, stress, and anxiety. Results are discussed in light of their fundamental and applied implications.

#69
Social and Personality/
Psychologie sociale
et de la personnalité

COLLECTIVE RELATIVE IMPROVEMENT AND TRADITIONAL RACISM: THE MODERATING EFFECT OF STABILITY

Josée LeBlanc, Université de Moncton; Ann M. Beaton, Université de Moncton; Iain Walker, Murdoch University

Favourable social comparisons are a mixed blessing: they may generate outgroup derogation (Guimond & Dambrun, 2002) or positive intergroup outcomes (Beaton & Deveau, 2005). The object of this study is to disentangle these findings by examining whether the stability of the advantaged ingroup status moderates the link between favourable social comparisons and racial prejudice. Students (N=188) were presented a graph depicting the superior employment rate of graduates from their alma mater relative to graduates from a neighbouring university. The chart also conveyed information about the stability of the advantaged status by introducing three conditions: stable (n=46), ingroup decline (n=53) or outgroup progress (n=56). No chart was presented to a control group (n=33). Collective relative improvement as well as racist attitudes were assessed. Results of a multiple regression analysis, controlling for modern racism and social dominance orientation, revealed a significant interaction between the stability of the advantaged status and collective relative improvement on traditional racism. Post hoc regression analyses revealed that collective relative improvement was positively associated with traditional racism in the unstable condition, while this relationship did not hold in the stable condition. The implication of these findings on intergroup conflict resolution is discussed.

#70
Social and Personality/
Psychologie sociale
et de la personnalité

INTRINSIC AND EXTRINSIC ASPIRATIONS AND ATTITUDES TOWARDS DEMOCRATIC PARTICIPATION: AN ANALYSIS OF THEIR RELATIONSHIP DURING A PROVINCIAL ELECTION

Samuel Y. LeBlanc, Université de Moncton; Gaëtan F. Losier, Université de Moncton

Based on Self-Determination Theory (SDT; Deci & Ryan, 2002, 2010), recent work suggests that intrinsic and extrinsic aspirations (Kasser & Ryan, 1993, 1996) are distinctively associated with prosocial behaviors (Weinstein, Przybylski, & Ryan, 2009). The goal of the present study is to examine relations between these aspirations and attitudes toward political participation. Toward that end, 164 undergraduate students (108 women, 56 men; M = 19.4 years of age) completed questionnaires both before (Time 1) and after (Time 2) the 2010 New-Brunswick election vote. Results revealed that extrinsic aspirations are positively associated with introjected regulation toward politics, the use of social medias to seek information about the electoral campaign, and with a passive reliance on others to decide how to vote. Conversely, intrinsic aspirations were unrelated to these factors. The implications of the results are discussed.

#71
Social and Personality/ Psychologie sociale et de la personnalité

PARADOXICAL EFFECTS OF ANTI-PREJUDICE CUES: HOW MOTIVATIONAL PRIMING EXACERBATES (AND REDUCES) PREJUDICE

Lisa Legault, University of Toronto Scarborough; Michael Inzlicht, University of Toronto Scarborough

Evidence suggests that being internally motivated to control prejudice is more effective for prejudice reduction than being externally motivated (e.g., Plant & Devine, 1998; Legault et al., 2007). Until now, however, one's source of motivation to regulate prejudice has been construed as a trait-level attribute. This experiment expands recent research on motivation to regulate prejudice by examining the influence of subtle contextual cues on the source of motivation to control prejudice and on prejudice itself. Participants (N=100) were primed with motivation words relevant to the goal of prejudice reduction. These primes varied in the degree to which they activated personal and self-determined motivation versus externally controlled motivation. In line with our hypotheses, results demonstrated that participants primed with internal motivation to regulate prejudice displayed less implicit prejudice (as measured by the IAT) and less symbolic racism than those primed with external motivation. Internal priming also yielded less prejudice than no priming. Interestingly, priming participants with external motivation to control prejudice produced more prejudice than not priming participants at all. Results are discussed in terms of the potentially detrimental implications of enforcing anti-prejudice standards, and strategies for reducing prejudice are outlined.

#72
Social and Personality/ Psychologie sociale et de la personnalité

WAY BACK WHEN? LINKS BETWEEN SUBJECTIVE FEELINGS OF TIME AND OBJECTIVE DATE ESTIMATES

Scott A. Leith, Wilfrid Laurier University; Anne E. Wilson, Wilfrid Laurier University; Jennifer McKay, Wilfrid Laurier University

People's sense of subjective time (how distant a past event feels) often differs from their objective date judgments. Yet, paradoxically, objective date estimates are often highly subjective. People do not usually encode dates and must estimate them, sometimes systematically reconstructing the chronology of events, and sometimes relying on heuristic processing and subjective impressions of elapsed time (Friedman, 1993). The present study investigated the extent to which subjective perceptions of time predicted objective date estimates. We hypothesized that participants would rely more heavily on heuristic processes if they were given less time to reconstruct an event's date. We also predicted that participants who are experiential in orientation (Epstein et al., 1996) will be especially influenced by "gut feelings" of subjective distance. Participants indicated the subjective distance of news events, and were then given either 10 seconds or 3 minutes to estimate each event's objective date. Dating errors were more strongly linked to subjective feelings of temporal distance in the 10 second condition, and were especially biased for participants high in experiential orientation. Results suggest that both individual differences in reliance on subjective feelings and differences in processing time affect the degree to which dates are biased by people's subjective sense of time.

#73
Social and Personality/ Psychologie sociale et de la personnalité

POLITICAL IDEOLOGY

Kevin Leung, University of Waterloo

Past research has found that political ideology along the liberal-conservative continuum is correlated with sets of individual differences that are structured primarily by variability in the need to reduce uncertainty and threat. This view is tested by expanding the range of political categorization to include social and economic conservatism, and by using refined measures of personal characteristics. It was hypothesized that self-identified ideology does not reflect both economic and social conservatism, and that political positions along the two domains may each be associated with a pattern of characteristics. Fifty-six participants self-identified their political orientation, completed measures on social and economic conservatism and inventories on values, personality, and lifestyle preferences. Contrary to the first hypothesis, self-identifications were positively correlated with both social and economic conservatism. The latter hypothesis was partially supported: Social conservatism was associated with lower preferences for unconventional stimuli and institutions of social change, values of tradition, and less openness to experience; economic conservatism was not associated with the same pattern of differences. The results suggest that previous findings may be reflecting differences between liberals and conservatives in the social domain but not the economic domain.

#74
Social and Personality/ Psychologie sociale et de la personnalité

THOUGHTS VERSUS DEEDS: HOW SOCIAL NORM INFLUENCE JUDGMENTS OF INTENTIONALITY AND MORAL RESPONSIBILITY

Lindie H. Liang, University of Waterloo; Jason E. Plaks, University of Toronto

Prior research has shown that religious identification influences people's judgment of moral responsibility: "thought-focused" religions emphasize the actor's underlying intent, whereas "action-focused" religions focus on the actor's observable behaviour. The present study examines whether the social norm of being religious in a given culture moderates this effect. 371 religious and non-religious participants living in China and Canada judged the blameworthiness of an actor depicted in written scenarios. The scenarios varied according to whether the actor possessed "proximal intent" (focused only on performing the critical act) and "distal intent" (focused only on the overarching goal while performing the critical act). Thus, the design was 2 (Intentionality: Proximal or Distal) x 2 (Country: China or Canada) x 2 (Religiosity: High or Low). A significant country by religion by intentionality interaction was observed: religious Chinese and non-religious Canadians rated the actor more blameworthy in the distal intent condition than in the proximal intent condition. We reasoned that these participants took the actor's internal state into account more than non-religious Chinese and religious Canadians. From these data, we propose a model of how religiosity and majority/minority status intersect to influence judgments of intentionality and, in turn, moral responsibility.

#75
Social and Personality/ Psychologie sociale et de la personnalité

COMPARING COMMUNICATIONS IN ONLINE CHAT AND FACE-TO-FACE CONVERSATIONS

Maciej Lipinski-Harten, University of Toronto; Romin W. Tafarodi, University of Toronto

Online technologies are rapidly changing interpersonal communication and the types of relationships that people are able to develop and maintain. Our research examines these changes by comparing the processes and outcomes of online chats (e.g., Blackberry Messenger, Windows Live Messenger) and face-to-face conversations. Looking at general conversations, we have found a greater focus on instrumentality in online chats at the cost of reduced conversational effort toward building harmony. In further studies examining conversations that focused on specific topics, we found that participants' attitudes became more dissimilar following online chats, whereas face-to-face encounters were followed by greater attitude similarity among participants. This pattern of findings, supported by conversation analysis and participant reports, indicates that online chats preserve and even enhance interpersonal disjuncture. Underpinning this phenomenon, we propose that online chat reduces felt accountability and presence between interlocutors. Our findings suggest that while online chat may be valuable as a facilitator of divergent thinking, it falls significantly short of being a replacement for face-to-face communication.

#76
Social and Personality/ Psychologie sociale et de la personnalité

SELF-CRITICISM AND PERSONAL STANDARDS DIMENSIONS OF PERFECTIONISM AND WELL-BEING OVER 2 YEARS: THE MEDIATING ROLE OF BASIC PSYCHOLOGICAL NEEDS

Denise Ma, Jewish General Hospital-McGill University; David Dunkley, Jewish General Hospital-McGill University; Ellen Stephenson, McGill University; Amber Shattler, McGill University

Perfectionism is a cognitive-personality factor related to higher negative affect and inversely associated with indicators of subjective well-being (e.g., positive affect, life satisfaction) over periods up to several years. The current study examined self-criticism (SC) and personal standards (PS) dimensions of perfectionism, and their respective relations to decreased well-being in community adults (N=160) over 2 years. Specifically, we examined how the satisfaction of basic psychological needs for autonomy, relatedness and competence may mediate the relation between perfectionism and subjective well-being. At Time 1, participants completed self-report measures on perfectionism and subjective well-being. At Year 2, participants completed measures assessing needs satisfaction, while outcome measures of subjective well-being were reassessed. After controlling for baseline measures of indicators of subjective well-being, SC but not PS, still accounted for a significant proportion of the variance in negative affect, positive affect, and life satisfaction 2 years later. Path analyses showed that all three basic needs mediated the relationship between SC perfectionism and negative affect, positive affect, and life satisfaction, with relatedness playing a key role in explaining the association between SC perfectionism and decreased subjective well-being over time.

#77
Social and Personality/ Psychologie sociale et de la personnalité

DEHUMANIZATION AND PREJUDICE TOWARD HOMOSEXUALS, BISEXUALS, AND ASEXUALS

Cara C. MacInnis, Brock University; Gordon Hodson, Brock University

The present study investigated attitudes toward members of different sexual orientation groups (i.e., heterosexuals, homosexuals, bisexuals, and asexuals). Few existing studies examine attitudes toward these sexual orientation groups simultaneously, and none consider prejudice toward asexuals. Attitudes toward these groups are compared, and unique factors predicting positive and negative attitudes toward these groups are examined. In particular, dehumanization (i.e., the denial of full "humanness" to others, see Haslam, 2006) was considered as a predictor of attitudes toward members of different sexual orientation groups. Previous research has shown that dehumanization predicts negative attitudes toward stigmatized groups (e.g., Hodson & Costello, 2007). In the present study we examine the degree to which distinct forms of dehumanization (e.g., denying human uniqueness vs. denying human nature, see Haslam, 2006) predict attitudes toward members of distinct sexual orientation groups. Prejudice-relevant individual difference variables (e.g., disgust sensitivity, right wing authoritarianism) are also explored. Implications and future directions are addressed.

#78
Social and Personality/ Psychologie sociale et de la personnalité

A BEHAVIORAL GENETIC STUDY OF THE DARK TRIAD OF PERSONALITY AND MORAL FOUNDATIONS

Sarah V M. Mackrell, The University of Western Ontario; Julie A. Schermer, The University of Western Ontario; Livia Veselka, The University of Western Ontario; Philip A. Vernon, The University of Western Ontario

The present study is a behavioral genetic investigation of relationships between the Dark Triad of personality-Machiavellianism, narcissism, and subclinical psychopathy-and moral foundations. The Moral Foundations Questionnaire is a five factor measure used to assess five universal or "intuitive ethics": harm/care, fairness/reciprocity, ingroup/loyalty, authority/respect, and purity/sanctity. Associations between the Dark Triad and measures of moral reasoning have only been studied in one previous behavioral genetic study, finding higher scores on Dark Triad variables are related to lower levels of moral development. Correlations between the Dark Triad and moral foundations and the extent to which correlations between the Dark Triad and moral foundations are attributable to genetic and/or environmental factors will be examined. Participants are 207 monozygotic twin pairs and 46 same-sex dizygotic twin pairs. Consistent with previous findings, high scores on Machiavellianism and psychopathy were negatively correlated with harm/care, fairness/reciprocity, authority/respect, and purity/sanctity while narcissism was negatively correlated with harm/care and purity/sanctity. Behavioural genetic analyses will be conducted to evaluate the extent of genetic and shared and nonshared environmental contributions to correlations between the Dark Triad traits and moral foundations.

#79

Social and Personality/
Psychologie sociale
et de la personnalité

MALE SEXUAL DYSFUNCTION: A QUALITATIVE APPROACH

Lorraine McDonagh, Natioanl University of Ireland, Galway; Todd G. Morrison, University of Saskatchewan

The current diagnostic classification system of sexual dysfunctions originated in Masters and Johnson's (1966) human sexual response model; work based primarily on the study of heterosexual males and females. Although this model has been further modified, a heterocentric perspective is still maintained with most research focusing on sexual dysfunctions experienced by heterosexual men incapable of engaging in vaginal penetration. To better understand men's perceptions and experiences of sexual dysfunctions, a series of focus groups and personal interviews were conducted with gay (N = 16) and heterosexual (N = 16) men. This paper also examined whether dysfunctions (and their interpretation) reported by gay men differed to those reported by heterosexual men. Recordings were transcribed verbatim and thematically analyzed. Preliminary analysis identified the main theme with gay men was the experience of pain during anal sex. In relation to differences in interpretations of sexual dysfunctions, the main theme identified was in relation to erectile dysfunction. Heterosexual men strongly associated erectile dysfunction with loss of "manhood"; this theme did not emerge as strongly for gay men. Limitations of this study and directions for future research are outlined.

#80

Social and Personality/
Psychologie sociale
et de la personnalité

FRENCH-CANADIAN VALIDATION OF THE SELF-REGULATION SCALE (SRS)

Paule Miquelon, Université du Québec à Trois-rivières; Jean-Michel Pelletier, Université du Québec à Trois-rivières; Samuel Morin-Carignan, Université du Québec à Trois-rivières; Martine Gendron, Université du Québec à Trois-rivières

Self-regulation can be considered a dispositional variable that may be responsible for self-regulatory actions in a broad range of situations. The "Self-regulation Scale" (SRS; Schwarzer, Diehl, & Schmitz, 1999) is used to evaluate attention control in goal pursuit. Attention control is a key component of self-regulation when individuals pursue their goals in face of barriers and setbacks. Although the SRS, originally developed in Germany, has been validated in English and other languages, it has not yet been translated and validated in French. The goal of the present study was thus to develop and validate a French version of the SRS. The scale was translated and adapted to the French language using the parallel back translation method (Vallerand, 1989). Results of a first study (N=170) were used to examine the SRS internal consistency, convergent (with a measure of general self-efficacy), and criterion validity (with measures of active coping, efforts and progress toward personal goal attainment). In addition, a confirmatory factor analysis performed with results of Study 1 confirmed the unidimensional factorial structure of the SRS. Finally, results of a second study (N= 90) were used to examine the SRS test-retest reliability over a five weeks interval. Overall, results demonstrated that the French-Canadian version of the SRS possesses satisfying reliability and validity.

#81

Social and Personality/
Psychologie sociale
et de la personnalité

MIND THE GAP: EVIDENCE THAT INEQUALITY CAUSES RISKY BEHAVIOUR

Sandeep Mishra, University of Lethbridge; Martin L. Lalumière, University of Lethbridge

Income inequality has been associated with various forms of risky behaviour at the aggregate level, including teenage pregnancy, violence, substance abuse, and crime. Little experimental research, however, has examined whether there is a causal link between inequality and risk-taking. In four experiments involving 345 young men and women, we examined whether people exhibit elevated risky behaviour after experiencing inequality manifesting through (1) external systemic inequality, or (2) perceived intrinsic competitive disadvantage. Results indicate that both systemic inequality and competitive disadvantage appear to play a causal role in motivating risky behaviour. The experience of inequality elevated risky behaviour, and removal of the experience of inequality decreased risky behaviour across all four experiments. Results were obtained controlling for individual differences in risk-propensity and sensitivity to justice violations. These findings represent the first experimental evidence demonstrating that inequality causes risk-taking. The results have important implications: Aiming to affect modifiable environmental causes of risk-taking—such as inequality manifesting through unequal access to health care, education, and other opportunities—may contribute to reductions in such societally harmful risky behaviours as delinquency, excessive gambling, and crime.

#82

Social and Personality/
Psychologie sociale
et de la personnalité

ARE WE "CREEPING" OR JUST INFORMATION SEEKING? THE EFFECT OF JEALOUSY TRIGGERS ON FACEBOOK

Amy Muise, University of Guelph; Emily Christofides, University of Guelph; Serge Desmarais, University of Guelph

Past research suggests that spending time on Facebook is associated with increased jealousy in romantic relationships and that these factors have a cyclical relationship: jealousy triggers lead to information seeking, exposing individuals to more jealousy triggers, prompting more information seeking (Muise, Christofides & Desmarais, 2009a). The current study tests this relationship using an experimental design. One hundred and fifty undergraduate students (75 men and 75 women) accessed a simulated Facebook site that ostensibly belongs to their romantic partner. Participants viewed a photo of their partner and an attractive member of the opposite sex that matched one of the following three scenarios: the person in the photo is their partner's sibling, a mutual friend, or someone the participant does not know. Participants were then able to search for further information; search behaviours, and reactions were recorded. Based on a previous study (Muise et al., 2009), we predicted that women would be more likely to seek out additional information whereas men would avoid looking at their partner's Facebook page. Preliminary analyses show surprisingly few differences between men and women, indicating that actual behaviour may be at odds with the way men and women describe their approach to information seeking.

#83

Social and Personality/
Psychologie sociale
et de la personnalité

THE ASSOCIATION BETWEEN LITERARY EXPOSURE AND SEXUAL ATTITUDES

Justin B. Mullin, York University; Katrina Fong, York University; Raymond A. Mar, York University

We examined the attitudes and beliefs associated with reading literary fiction and expository nonfiction, hypothesizing that fiction would be associated with more liberal attitudes even when controlling for trait openness to experience. Fiction, unlike nonfiction, allows readers to vicariously experience a wide range of perspectives through the lives of literary characters. These experiences may promote imagination and a flexibility of thought that is more accepting of diverse attitudes. 182 participants completed a measure of familiarity with fiction and non-fiction authors, along with several measures related to gender equality and sexual conservatism. Hierarchical linear regressions were conducted to examine whether exposure to fiction was associated with more liberal attitudes, controlling for gender, age, and openness. Our initial hypothesis was confirmed. Familiarity with fiction predicted more egalitarian attitudes (R^2 = .19; &#946; = .17; all ps < .05), less belief in gender stereotypes (R^2 = .12; &#946; = -.22), and less sexual conservatism (R^2 = .11; &#946; = -.16). A parallel set of regressions revealed that familiarity with non-fiction had no such relationships with these attitudes. Because these data are correlational, a number of possible explanations exist. These are discussed along with possible future studies.

#84
Social and Personality/
Psychologie sociale
et de la personnalité

THE ROLE OF MINDFULNESS IN CONDITIONS THAT ELICIT AUTONOMOUS AND CONTROLLED FORMS OF MOTIVATION

Sumin Na, McGill University; Marina Milyavskaya, McGill University; Richard Koestner, McGill University

Self-Determination Theory (Ryan & Deci, 2000) is a conceptualization of human motivation that focuses on conditions that promote or undermine autonomous forms of motivation. Mindfulness refers to “the state of being attentive to and aware of what is taking place in the present” (Brown & Ryan, 2003). Presently, there is little research on the role of mindfulness in situations that elicit autonomous or controlled types of motivation. Eighty-one adults completed the Mindfulness Attention Awareness Scale (Brown & Ryan, 2003), followed by a puzzle task with autonomy supportive or controlling instructions. Results indicated that individuals high in mindfulness performed better on the puzzle task in the autonomy supportive condition (M = 19.82) compared to individuals who were less mindful (M = 16.7), while the opposite was true in the controlling condition (M of high mindfulness = 17, M low mindfulness = 17.88). In addition, individuals low in mindfulness perceived the puzzle task to be more challenging than those who were more mindful. Thus, individuals high in mindfulness appear to be more susceptible to conditions that support or undermine autonomous forms of motivation compared to individuals low in mindfulness.

#85
Social and Personality/
Psychologie sociale
et de la personnalité

THE ROLES OF EFFORTLESS PERFECTION AND PERFECTIONISTIC SELF-PRESENTATION IN PSYCHOLOGICAL DISTRESS

Taryn Nepon, York University; Gordon Flett, York University; Paul Hewitt, University of British Columbia

Recent studies have established that the need to appear perfect has been linked with anxiety, depression, and eating disorder symptoms. Students at Duke University in North Carolina have described a recruiting campaign and a social climate encouraging young women to be perfect and make it seem effortless. This concept of “effortless perfection” has received extensive public scrutiny, but has not been empirically studied. The purpose of the present study was to examine effortless perfection as an extreme facet of perfectionistic self-presentation, and evaluate how it relates to psychological distress and the prevention orientation described by Higgins and colleagues. A sample of 155 university students completed a battery of measures that included our recently created measure of effortless perfectionism and the Multidimensional Perfectionism Scale, the Perfectionistic Self-Presentation Scale, and measures of depression, social anxiety, and prevention orientation. The results revealed that effortless perfection was correlated positively with self-oriented perfectionism, socially prescribed perfectionism, all facets of perfectionistic self-presentation, social anxiety, and a prevention orientation. These findings highlight the need to consider the potentially destructive effects of effortless perfection as an extreme aspect of perfectionistic self-presentation.

#86
Social and Personality/
Psychologie sociale
et de la personnalité

A COMPARISON OF SELF-AFFIRMATION AND SELF-COMPASSION AS TOOLS TO DECREASE SELF-ENHANCEMENT

Karen O’Brien, University of Manitoba; Edward A. Johnson, University of Manitoba

This study evaluates two distinct interventions, self-affirmation (SA) and self-compassion (SC), in terms of reducing self-enhancement in the face of threat. It also examines whether self-enhancement is driven in part by a failure to take self-diminishing experiences into account when engaging in self-assessment. SA has been shown to facilitate the assimilation of threatening health information, to lessen attitude and belief adjustment in the face of cognitive dissonance, and to make participants more open to opinions contrary to their own. SC has been shown to increase the acknowledgement and acceptance of negative aspects of the self and the acceptance of responsibility for negative outcomes. In this study, participants wrote about a negative experience, engaged in a SC, SA or neutral writing intervention, and then completed measures of psychological distress and well-being and a measure of self-enhancement that included a memory-listing task. Analysis showed the distress resulting from the negative experience recall was removed with SA but not with SC. However, SA resulted in greater impression management which in turn was correlated with decreased psychological well-being. The discussion considers why the SC intervention may not have had the predicted effect and explores how the self-enhancing or self-diminishing nature of the memories listed mediated the observed results.

#87
Social and Personality/
Psychologie sociale
et de la personnalité

AN INVENTORY OF GROUP-BASED OPTIONS FOR COPING WITH DISCRIMINATION: A PRELIMINARY INVESTIGATION OF FACTOR STRUCTURE

H. Robert Outten, Simon Fraser University; Lisa S. Giamo, Simon Fraser University; Michael T. Schmitt, Simon Fraser University

Coping options in response to discrimination are typically conceptualized as beliefs about what an individual acting alone can do to deal with discrimination (individual coping options). However, believing that one’s disadvantaged group as a whole can respond to discrimination (group-based coping options) can be more important than individual coping options for psychological well-being (Outten, et al., 2009). Guided by Stress and Coping Theory (Lazarus & Folkman, 1984) and Social Identity Theory (Tajfel & Turner, 1979) we attempted to construct an inventory of group-based coping options. 705 participants from three disadvantaged groups (Blacks, deaf people and homosexuals) completed a survey containing group-based coping items. We submitted 36 items to a maximum likelihood factor analysis with a promax rotation. We retained 9 factors, accounting for ~55% of the variance. The factors included humour, ingroup social support, collective action, ingroup blame, emotional expression, social creativity, individual mobility, separatism and wishful thinking. All resultant loadings except one were above .30, most were above .50. Moreover, separate factor analyses for each of the three groups revealed that the factor loadings and interfactor correlations were fairly consistent across groups. The findings suggest that constructing an inventory of group-based coping options is possible.

#88
Social and Personality/
Psychologie sociale
et de la personnalité

DOES ATTACHMENT AVOIDANCE MODERATE THE ASSOCIATION BETWEEN ATTACHMENT ANXIETY AND NEUROTICISM?: A RELATIONSHIP SPECIFIC INVESTIGATION

Ashlyn M. Patterson, Acadia University; Lachlan A. McWilliams, Acadia University; Diane Holmberg, Acadia University

Attachment anxiety has a moderate to strong positive association with neuroticism. Crawford, Shaver, and Goldsmith (2007) proposed that attachment avoidance is an interpersonal affect regulation strategy that attenuates the relationship between attachment anxiety and neuroticism (i.e., a buffering effect). Using a global measure of romantic attachment, they found a cross-over moderation effect that partially supported this hypothesis. Given the modest degree of overlap between global and relationship specific measures of attachment, it is possible that this finding may not generalize to specific attachment relationships. To address this possibility, the current study examined whether attachment avoidance moderates the relationship between attachment anxiety and neuroticism across four specific attachment relationships. A sample of undergraduates ($N=160$) completed self-reports of relationship specific attachment (i.e., best friend, mother, father, romantic partner) and neuroticism. When considering best friend, mother, and romantic partner attachment, there were no significant moderation effects. However, there was a moderation effect for the father relationship. Contrary to Crawford et al.'s (2007) hypothesis, attachment avoidance with father magnified the relationship between attachment anxiety and neuroticism. Potential explanations for these findings are discussed.

#89
Social and Personality/
Psychology/Psychologie
et de la personnalité

COMPETITIVE STATUS AND SEXUAL AGGRESSION

Cathrine Pettersen, Carleton University; Kevin L. Nunes, Carleton University

Although some theories suggest that competitive disadvantage plays a causal role in rape, this hypothesis has not been tested in experimental research. The purpose of this study was to examine the effect of perceived competitive status (i.e., financial status, physical strength, and academic performance)) on attitudes towards sexual coercion. Perceived competitive status was manipulated by presenting participants with highly exaggerated (disadvantaged condition) or understated (advantaged condition) profiles of male students (i.e., their peers). Male students ($N = 148$) at Carleton University were randomly assigned to either the disadvantaged or advantaged condition. Participants in the disadvantaged condition expected significantly less negative outcomes from forcing a woman to have sex. Perceived competitive disadvantage may be an important factor in the etiology of sexual aggression.

#90
Social and Personality/
Psychologie sociale
et de la personnalité

PERSONALITY AND INDIVIDUAL DIFFERENCES IN EYEWITNESS IDENTIFICATION ACCURACY

Jennifer L. Prentice, University of Calgary; Melissa A. Boyce, University of Calgary

Eyewitness confidence refers to an eyewitness's belief that s/he correctly identified the culprit in a lineup. Findings are inconsistent regarding the relationship between eyewitness confidence and accuracy. This study examines whether personality factors such as the Big 5 (i.e., openness to experience, conscientiousness, extraversion, agreeableness, and neuroticism), and individual differences in emotional intelligence account for variance in ID accuracy and the confidence-accuracy relationship. Preliminary analyses indicate that eyewitness confidence is significantly positively correlated with neuroticism ($p = .001$) and extraversion ($p = .034$) for correct IDs, and positively correlated with openness to experience ($p = .038$) for incorrect IDs. A hierarchical regression will also be conducted to determine the incremental predictive validity of each of the dimensions of the Big 5 and emotional intelligence after taking into account the prediction outcomes of eyewitness confidence. The findings of this study will determine whether specific personality and individual difference factors affect the strength of the confidence-accuracy relationship. These results may inform research on new interview and ID procedures that take into account the type of witness being questioned in an attempt to reduce the number of misidentifications and related false convictions that may result.

#91
Social and Personality/
Psychologie sociale
et de la personnalité

NO STRINGS ATTACHED: AVOIDANT ATTACHMENT AND RELATIONSHIPS WITH FICTIONAL CHARACTERS

Marina Rain, York University; Raymond A. Mar, York University

Avoidant attachment can be separated into the fearful-avoidant and dismissing-avoidant. The dismissing-avoidant do not desire close relationships whereas the fearful-avoidant have this desire but fear rejection. This latter group may be more likely to develop attachments to fictional characters who provide social closeness without the risk of rejection. We examined whether attachment is related to fiction exposure and forming parasocial bonds with television characters. Participants were 172 undergraduates (129 females) who completed questionnaires assessing attachment style, parasocial interaction tendencies and exposure to narrative fiction and non-fiction. Only the fearful-avoidant attachment style was positively correlated with both parasocial interaction and exposure to narrative fiction, $\text{rho} = .23$, $p < .05$ for both. A regression controlling for the contributions of gender and age showed that fearful-avoidant attachment style was a unique predictor of parasocial interaction and narrative fiction (&#946; = .21, $p < .05$; &#946; = .18, $p < .05$, respectively), whereas dismissive-avoidant attachment was not, &#946; = .10, $p > .05$; &#946; = .07, $p > .05$, respectively. The contribution of these findings to attachment research and the social nature of fiction literature and television programs is discussed.

#92
Social and Personality/
Psychologie sociale
et de la personnalité

EXPLAINING THE GAMBLER'S FALLACY: TESTING A GESTALT EXPLANATION VERSUS THE "LAW OF SMALL NUMBERS"

Chris Roney, King's University College, U. of Western Ont; Natalie Sansone, University of Waterloo

The gambler's fallacy is the belief that continuation of a run in a sequence of random events is less likely than a change. The present study tests a gestalt (closure) explanation for the gambler's fallacy against a judgment explanation (the law of small numbers). 61 university students placed hypothetical bets on a series of coin tosses. In all conditions one outcome, heads or tails, was dominant (8 versus 4), but in a closure condition the run was ended prior to the critical trial (e.g. HHHT), and in a non-closure condition the run remained open (e.g. THHH). As hypothesized, participants showed the gambler's fallacy in the non-closure condition, but not in the closure condition. A memory test indicates that this difference is not due to differential memory for the outcomes. Unexpectedly, exploratory analyses also revealed a tendency for men, and people with more previous experience gambling, to show a greater gambler's fallacy. Overall, we argue that the fallacy is better explained by the Gestalt law of closure.

#93
Social and Personality/
Psychologie sociale
et de la personnalité

NARCISSISM AND THE BELIEF IN AN UNJUST WORLD: THE INFLUENCE OF PERSONALITY ON PERCEPTIONS OF INJUSTICE, DRIVING ANGER, AND AGGRESSIVE DRIVING

James Roseborough, York University; David Wiesenthal, York University; Rob Cribbie, York University; Gordon Flett, York University

The purpose of the study was to provide a better understanding of how aggressive driving behaviours result from anger and perceptions of injustice. A model of driving aggression derived from the General Aggression Model (GAM) was proposed and tested. It was proposed that unjust world beliefs (UJWB) and narcissism influence perceptions of injustice and anger, internal states that prime acts of aggressive driving. An undergraduate sample of 157 participants viewed four Internet-based animated videos of different unjust driving behaviours. Participants' perceptions, and affective and behavioural reactions were assessed. Regression analyses identified direct links between UJWB and driving anger. Greater endorsement of UJWB was linked to increases in driving anger. Path analyses identified relations between UJWB and attributions of injustice. Greater endorsements of UJWB were linked to increases in attributions of intentionality and personal causation. The perception of injustice and attributions of violations of entitlement, each significantly contributed feelings of anger. Increased feelings of anger and perceptions of injustice were linked to retaliatory aggressive driving. Results support the GAM, and identified an important pathway that led from UJWB, to perceptions of injustice and anger, to driving aggression. Implications and future directions will be discussed.

#94
Social and Personality/
Psychologie sociale
et de la personnalité

UNFORGIVENESS IS NOT ALL BAD: EXPLORING THE BENEFITS OF DECISIONAL UNFORGIVENESS

Rachel Ross, University of Calgary; Susan D. Boon, University of Calgary

Worthington (2006) defines unforgiveness as a cold emotional complex that consists of bitterness, resentment, anger, and fear, coupled with rumination on the event. In contrast to this, our analysis of 18 semi-structured interviews with victims of serious offenses indicates that there is variability in how victims experience unforgiveness, on both an emotional and a cognitive level. Indeed, our research indicates that unforgiveness can be emotional or decisional. Consistent with previous research, emotional unforgiveness is characterized by rumination and strong negative affect. In contrast, decisional unforgiveness is a set of unforgiving cognitions that are independent from affect or rumination. Importantly, when unforgiveness was decisional, victims reported being at peace with the offense; they also reported many advantages to withholding forgiveness, such as feelings of control in low-control situations, holding the offenders accountable for their actions and putting distance between themselves and the offenders. Although decisionally unforgiving participants could think of disadvantages of unforgiveness, such as awkward encounters with the offender, distress amongst mutual friends and discomfort around the offender, these consequences were generally perceived as minor. These findings suggest that unforgiveness is not always a negative experience.

#95
Social and Personality/
Psychologie sociale
et de la personnalité

WELL-BEING: THE ROLE OF GRATITUDE AND FORGIVENESS

Jessica Rourke, University of Victoria; Amanda Newton, University of Victoria; Robert Gifford, University of Victoria

Our aim was to examine the virtuous behaviours of gratitude and forgiveness and how they relate to well-being and personality. Results may have applied implications, as both virtues can be increased with intervention. Participants ($N = 69$) were placed into a gratitude, hassles, or neutral/control group. They completed pre- and post-test questionnaires and a condition-appropriate two-week, daily diary listing things they were grateful for, annoyances, or neutral events. Results demonstrated lower well-being among the Hassles group, as compared to the Gratitude group. For instance, the Hassles group was more aggressive (Mdiff = 10.20, SE = 3.98, $p = .01$), experienced less positive affect (Mdiff = 5.25, SE = 2.36, $p = .03$), and less gratitude (Mdiff = 10.0, SE = 4.54, $p = .03$). For all groups, higher negative affect and lower forgiveness were associated with lower well-being. In the Gratitude and Neutral groups, gratitude was associated with higher well-being. In the Gratitude and Hassles groups, forgiveness was associated with higher well-being. Gratitude was positively associated with Honesty Humility ($r = .39$, $p = .001$), Openness to Experience ($r = .45$, $p < .001$), and Extraversion ($r = .51$, $p < .001$). Forgiveness was positively associated with Honesty Humility ($r = .39$, $p = .001$) and Agreeableness ($r = .42$, $p < .001$).

#96
Social and Personality/
Psychologie sociale
et de la personnalité

ATTACHMENT AND THE EXPRESSION OF THE PERSONALITY TRAIT ABSORPTION

Candace Sabiston, University of Winnipeg

The purpose of this study is to determine whether a relationship exists between attachment organization and the expression of the personality trait absorption. Past literature suggests that absorption is related to dissociation and they are linked via attachment style as a mediator. This study will look at the relationship between absorption and mindfulness, and consider whether attachment style is a mediator in this relationship as well. Data is currently being collected from undergraduate students enrolled in an introductory psychology class, using the Tellegen Absorption Scale, The Mindfulness Attentional Awareness Scale, The Toronto Mindfulness Scale, The Curious Experiences Survey, and The Experiential Permeability Scales.

#97
Social and Personality/
Psychologie sociale
et de la personnalité

THE IMPACT OF IMPORTANT IDENTITY CONFLICT ON IDENTITY INTEGRATION

Marie-Claire Sancho, Université de Montréal; Roxane de la Sablonnière, Université de Montréal

Negotiating different identities in the self-concept is a much studied concept in literature and can have an impact on individual's well-being. Traditional models of identity integration as well as more recent ones neglect the impact an important identity conflict can have on identity integration. An important identity conflict is characterized by an incompatibility between the fundamental norms and values of each identity, which makes identity integration impossible. Therefore, we argue that in the presence of an important identity conflict, the importance of the identities with the lower status will decrease in one's self-concept. Furthermore, we also proposed that if the identity that loses importance in one's self concept is a negative identity, the identity loss generated by an important identity conflict consist in a life trajectory change (i.e., pro-social values and norms). In a study conducted on a sample of young girls placed in a rehabilitation center, we tested the hypothesis that important identity conflict is negatively associated to the identification towards one's original identity. We also tested the hypothesis that the integration of the new identity is negatively related to the norms and values associated to the original identity. Results support both hypotheses, indicating that an important conflict has an impact on identity integration process.

#98
Social and Personality/
Psychologie sociale
et de la personnalité

PLURALISTIC IGNORANCE AND INFIDELITY: UNDERGRADUATE STUDENTS' MISPERCEPTION OF THE SOCIAL NORMS FOR CHEATING IN COMMITTED RELATIONSHIPS

Rowan Sciban, University of Calgary; Sarah Watkins, University of Calgary; Susan Boon, University of Calgary

Abstract Dating infidelity occurs frequently and can have devastating consequences for both the relationship and the individuals involved. The present study examined whether pluralistic ignorance occurs with respect to undergraduate students' beliefs about infidelity, that is, whether a discrepancy exists between students' own attitudes toward infidelity and those they attribute to students in general. One hundred and five female and 83 male undergraduate students completed a self-report measure of pluralistic ignorance. As hypothesized, participants believed their peers thought it was more acceptable for students in serious committed relationships to cheat on their dating partners than they themselves thought it was. Both males and females estimated that the average student has cheated on a dating partner more often than they reported that they themselves had cheated on a dating partner. These results provide evidence of pluralistic ignorance in that students misperceive the social norms with respect to both the acceptability of infidelity and the frequency with which it occurs. Previous research has shown that pluralistic ignorance occurs with alcohol use and non-committed sexual behaviours; this study extends these findings to other risky behaviours in university students.

#99
Social and Personality/
Psychologie sociale
et de la personnalité

FOR BETTER OR FOR WORSE? AN EXAMINATION OF STRESS-RELATED GROWTH AND DISTRESS FOLLOWING RELATIONAL DISSOLUTION

Kenneth E. Sheppard, University of Calgary; Susan D. Boon, University of Calgary; Samantha Lowden, University of Calgary; Megan Gorham, University of Calgary

Few experiences in life are capable of producing more distress, anguish, and suffering than the dissolution of a romantic relationship (Simpson, 1987). Researchers also believe that individuals may experience stress-related growth following distressing events. Stress-related growth refers to the notion that people can grow beyond their previous level of psychological functioning in response to a traumatic event (Tedeschi, Park & Calhoun, 1998). However, few studies have examined growth after a breakup. In addition to examining distress, the purpose of the present study was to explore the ways in which individuals experience growth following relational dissolution. Participants were 219 undergraduate students (129 women) who had recently experienced a romantic breakup. Responses were coded into four categories; personal, other, relational, and environmental. Analyses indicated that personal changes (i.e., more independence; 43%) were the most commonly cited growth, followed by other (i.e., finding a better partner; 14%) and relational (i.e., gained experience; 14%). Factors related to distress were personal (42%), other (23%), and environmental (i.e., impacting school; 16%). Thus, in addition to experiencing distress following a breakup, people also find ways to grow as well. Implications concerning factors related to growth and distress following dissolution will be discussed.

#100
Social and Personality/
Psychologie sociale
et de la personnalité

AN OPTIMISTIC VIEW OF SOCIAL BEHAVIOUR IS ABSENT IN HIGH HOSTILE INDIVIDUALS

Weronika E. Sroczynski, University of Northern British Columbia; Kenneth M. Prkachin, University of Northern British Columbia

High hostile individuals appear to possess a cynical world view causing them to evaluate both other people and social support more pejoratively than their low hostile counterparts. Little research has examined how the self-concept of high hostile individuals relates to their negative view of others. Accordingly, the present study investigated whether high hostile individuals evaluate supportive behaviour differently when it is attributed to the self than when it is attributed to another person. Participants were 134 students (80 women, 54 men) whose hostility scores fell in the upper or lower quartile ranges of the Aggression Questionnaire. Participants evaluated a series of hypothetical responses to six stressful situations in one of two conditions. They either imagined providing support to a friend (self-referent condition) or receiving support from a friend (other-referent condition). Analysis revealed that low hostile individuals evaluated hypothetical behaviour as more reasonable when attributed to a friend than the self, whereas high hostile individuals evaluated the behaviour the same regardless of who it was attributed to. These findings perhaps suggest that low hostile individuals view the social behaviour of others as more benign or are more willing to tolerate unfavorable social behaviour in others than high hostile individuals.

#101
Social and Personality/ Psychologie sociale et de la personnalité

THE DARK TRIAD PERSONALITY TRAITS: ROTTEN AT THE CORE

Rebecca Stead, Queen's University; Cynthia Fekken, Psychology Department, Queen's University; Alexandra Kay, Queen's University; Kate McDermott, Queen's University

Paulhus and Williams (2002) recently proposed that Machiavellianism (manipulation of others), Narcissism (grandiosity, entitlement, dominance and superiority), and Psychopathy (high impulsivity and thrill seeking plus low empathy and anxiety) co-occur, triggering research on the link between the "Dark Triad" and normal personality. Using two distinct measures of psychopathology, our research illustrates that social malevolence is at the core of the Dark Triad for independent student samples (N1 = 232, N2 = 198). Maximum likelihood factor analyses confirmed the same three factor structure across both samples. Of particular interest was the second factor, marked by all three "Dark Triad" traits, negative agreeableness and social symptomatology, which was defined as lack of impulse control, alienation from society and interpersonal problems. Our findings contribute to a nuanced understanding of the components of the Dark Triad and set the stage for future research that evaluates etiological or life experiences that might contribute to the development of such socially deviant features of personality.

#102
Social and Personality/ Psychologie sociale et de la personnalité

INFORMATION CONTACT, ITS CHARACTERISTICS AND IMPORTANCE FOR PREJUDICE REDUCTION

Key Sun, Central Washington University

This paper examines the importance of the notion of information contact, which is a largely overlooked issue in research on the contact hypothesis. Allport (1954) presented the first outline of the contact hypothesis, claiming that true acquaintance lessens prejudice. According to Allport, optimal intergroup contact contains a number of essential elements, including equal status, cooperation towards a superordinate goal, institutional support, and positive outcome(see Tropp & Pettigrew, 2005). However, the contact hypothesis has its limitations. One of them involves the assumption that the face-to-face contact is the only form of contact. The current research proposes and investigates the notion of information contact, which refers to intergroup contact through information about the out-group's evaluations of the in-group conveyed in available mass media (e.g., books, newspapers, TV news, internet). The methods of the study involve qualitative analyses of the information contact, which is defined as the availability of information about the other's evaluations of the in-group. Preliminary analyses of the contents of major newspapers in the U.S. and China in the last ten years showed that China's media are more likely to report the U.S.'s evaluations of China than the vice versa. The implications for reducing intergroup prejudice are also discussed.

#103
Social and Personality/ Psychologie sociale et de la personnalité

GENDER ROLE, SEX, AND SEXUAL ORIENTATION RELATED DIFFERENCES IN EMOTIONAL INTELLIGENCE

Laurie Sykes Tottenham, University of Regina; Bianca Hatin, University of Regina

Sex differences, favoring women are often observed on measures of emotional intelligence (EI). Related to this, Guastello and Guastello (2003) found that gender role is associated with differences in EI; androgynous psychological gender role and feminine sex-role behaviours were found to be related to self-reported EI in college students and their parents. The current study examined the relationships among sex, gender role, and EI in a sample of self-identified homosexual and heterosexual women and men; sexual orientation was examined since previous reports suggest that homosexual populations have a higher prevalence of sex-atypical and androgynous gender roles compared to heterosexual populations. Participants' gender role was determined using the Bem Sex Role Inventory, the Sex-Role Behaviour Scale, and single question self-report; EI was assessed using both self-report and performance measures. A complex pattern of results emerged whereby sex, sexual orientation, and gender role showed differing effects and interactions depending on the type of EI assessment used. Further, discrepancies between performance and self-report measures were observed in some subgroups but not others. The findings highlight the importance of accounting for these subject-variables in EI studies, while also suggesting that not all populations can accurately self-report their EI.

#104
Social and Personality/ Psychologie sociale et de la personnalité

TEXTING FREQUENCY AND THE MORAL SHALLOWING HYPOTHESIS: HEAVY TEXTERS TEND TO BE UNREFLECTIVE AND MATERIALISTIC

Paul Trapnell, University of Winnipeg; Lisa Sinclair, University of Winnipeg

Cell phone texting frequency has increased at an astonishing rate among teenagers over the past three years. Recent Nielson Corporation data suggests a mean texting rate among American teenagers 13-17 years of age of just over 4,000 per month for girls, and just over 2500 for boys, rates double those of 2008. These trends have recently prompted concerns among some religious authorities (e.g., the Vatican) and some affective neuroscientists (e.g., Immordino-Yang) that heavy daily use of cell phone texting may so reduce daily opportunity for reflective thought and morally richer forms of social communication that very frequent texting may have a "moral shallowing" effect over time with nontrivial moral developmental consequences. Given these concerns, we examined trait and value correlates of texting frequency in two large annual samples of first year undergraduates. Surprisingly, the most consistent correlates of texting frequency, other than extraversion, were for measures most conceptually relevant to the moral shallowing hypothesis: in both samples, trait reflectiveness, openness, and explicit moral motivation were negatively associated, and materialistic and erotic life goals, and outgroup prejudice (low moral inclusiveness), positively associated, with texting frequency.

#105
Social and Personality/ Psychologie sociale et de la personnalité

THEY LAUGH, I LAUGH: HOW MEDIA PRESENTATION AND CULTURE CAN IMPACT PEOPLE'S IMPLICIT NORMATIVE EVALUATIONS

Crystal Tse, University of Waterloo; Steven J. Spencer, University of Waterloo; Mark P. Zanna, University of Waterloo

People's implicit attitudes can influence perception and guide behaviour, but people's automatic associations between other people's preferences and an object, which we have termed implicit normative evaluations, has received less attention. We argue that implicit normative evaluations arise from people's knowledge of culturally shared beliefs, and reflect how social groups are depicted in society. The current study investigated whether we could change people's implicit normative evaluations of Black people by exposing them to a media presentation that would make them aware that people approved or disapproved of racist comments. Participants were shown a comedy video clip featuring a White comedian making racist remarks. The clip was manipulated so that the audience expressed disapproval or laughed at the joke. Participants' implicit normative evaluations of Black people were then measured using a normative version of the Implicit Association Test, assessing whether they thought most people liked or disliked Black people. Results showed that participants' implicit normative evaluations reflected whether the video clip displayed positive or negative cultural norms of how Black people are treated in society. Detailed results of this experiment and a follow up study examining the dissociation between implicit attitudes and implicit normative evaluations will be discussed.

#106
Social and Personality/ Psychologie sociale et de la personnalité

WRITING A CULTURAL NARRATIVE: A CONSTRUCTIVE EXERCISE FOR CLARIFYING CULTURAL IDENTITY AND RELIEVING FEELINGS OF NORMLESSNESS?

Esther Usborne, Université de Montréal; Roxane de la Sablonnière, Université de Montréal

In our multicultural world, individuals exist in increasingly culturally complex social environments. Those who are attempting to navigate two or more cultures or to emerge from a history of oppression are thought to face considerable challenges impacting the clarity of their cultural identities (Taylor, 2002). Drawing upon research demonstrating the beneficial well-being effects of writing (e.g., Pennebaker, 1997) and the clarifying capacity of constructing a personal or cultural narrative (e.g., McAdams, 1995), the present research tests a novel methodological tool—a cultural narrative writing task—that might be used to clarify cultural identity. Forty-six Anglophone Quebecers were randomly assigned to one of three cultural narrative writing conditions, which asked them to 1) write their own narrative documenting the history of their cultural group, 2) write a narrative based on historical information about their group provided by the researchers, or 3) write the cultural narrative of a group that is different from their own. Participants who wrote their own cultural narrative experienced significantly higher levels of cultural identity clarity and lower levels of normlessness compared to those in the other two conditions. The results provided initial evidence for the clarifying capacity of constructing and writing one's own cultural narrative.

#107
Social and Personality/ Psychologie sociale et de la personnalité

TRAIT EMOTIONAL INTELLIGENCE AND THE DARK TRIAD TRAITS OF PERSONALITY

Livia Veselka, University of Western Ontario; Philip A. Vernon, University of Western Ontario; Julie A. Schermer, University of Western Ontario; K. V. Petrides, University College London

The present study is the first behavioral genetic investigation of relationships between trait emotional intelligence (trait EI) and the Dark Triad traits of narcissism, Machiavellianism, and psychopathy. In this study, 214 pairs of adult twins from North America completed the Narcissistic Personality Inventory measuring narcissism, the MACH-IV assessing Machiavellianism, the Self-Report Psychopathy Scale examining subclinical psychopathy, and the Trait Emotional Intelligence Questionnaire (TEIQue). The TEIQue yielded 15 trait EI facet scores, 4 trait EI factor scores, and one global score of trait EI. Results revealed that trait EI correlated positively with narcissism, but negatively with the other two Dark Triad traits. Generally, this pattern of correlations was consistent across the four factors and fifteen facets of the TEIQue. Behavioral genetic analyses further revealed that the phenotypic associations were primarily due to correlated genetic factors and secondarily attributable to correlated non-shared environmental factors, with shared environmental factors being non-significant in all cases. These findings provide insight into the potentially adaptive functions of trait emotional intelligence, and shed light on the shared etiology of the individual difference variables we examined.

#108
Social and Personality/ Psychologie sociale et de la personnalité

LAUGHTER AND RESILIENCY: A BEHAVIORAL GENETIC STUDY OF HUMOR STYLES AND MENTAL TOUGHNESS

Livia Veselka, University of Western Ontario; Julie A. Schermer, University of Western Ontario; Rod A. Martin, University of Western Ontario; Philip A. Vernon, University of Western Ontario

The present study investigated phenotypic, genetic, and environmental correlations between mental toughness and four humor styles— two positive (affiliative, self-enhancing) and two negative (aggressive, self-defeating). Participants were 201 adult twin pairs from North America who completed the Humor Styles Questionnaire, assessing individual differences in the humor styles, and the MT48, measuring global mental toughness and its eight factors (Commitment, Control, Emotional Control, Control over Life, Confidence, Confidence in Abilities, Interpersonal Confidence, Challenge). Positive correlations were found between the positive humor styles and all mental toughness factors, with all but one relation reaching significance. In contrast, negative correlations were found between all mental toughness factors and the negative humor styles, with the mental toughness factors of Control, Emotional Control, Confidence, Confidence in Abilities, and Interpersonal Confidence exhibiting significant correlations. Subsequent behavioral genetic analyses revealed that these phenotypic correlations were primarily attributable to common genetic and common non-shared environmental factors. These findings may have implications for our understanding of the potential effects of humor styles on well-being, and the possible selective use of humor by mentally tough individuals.

#109
Social and Personality/ Psychologie sociale et de la personnalité

ARE SKILLED FICTION WRITERS UNUSUALLY GOOD AT ADVANCED PERSPECTIVE-TAKING AND EMPATHY? A MATCHED-PAIR STUDY

Rebecca Wells-Jopling, University of Toronto

It has recently been proposed that skilled writers of fiction must work at levels of intentionality understanding significantly higher than those of average humans (Dunbar, 2005). Skill in advanced perspective-taking would allow writers of fiction to create fictional characters, convincing developmental trajectories for these characters, and sufficiently complex social scenarios in which characters read each others' minds and emotions. The fiction writer must also attend to the emotional plausibility of these interactions, and to how the potential reader of the work might respond cognitively and emotionally. Although one study has demonstrated a relationship between fiction writing and empathic tendency in adults (Taylor, Hodges, & Kohányi, 2002), no empirical work has demonstrated that fiction writers are better at advanced perspective-taking. The present study is the first to examine the relationship between skill in fiction writing and advanced perspective-taking, and the first to examine the relationship between empathic tendency and fiction-writing skill among adolescents. A group of highly-skilled adolescent fiction writers is compared to a group of controls matched on age, present level of achievement in an English course, and school attended. Measures include advanced perspective-taking and several components of empathic tendency.

#110
Social and Personality/
Psychologie sociale
et de la personnalité

BACKWARD PLANNING: EXAMINING CONSEQUENCES OF PLANNING DIRECTION FOR MOTIVATION AND PREDICTION

Jessica L. Wiese, Wilfrid Laurier University; Dr. Roger Buehler, Wilfrid Laurier University

Although the backward planning approach – first imagining goal attainment and then identifying the required steps in reverse-chronological order – is often recommended by project management professionals, little research has examined its psychological consequences. In two studies we examined the impact of backward planning (vs. forward planning) on motivation and predictions concerning a future project. In Study 1, participants reported higher motivation to prepare for an exam when they were instructed to develop their study plan in a backward rather than a forward direction. In Study 2, in contrast, backward planning resulted in decreased motivation, less optimistic predictions, and less successful completion of various academic and personal projects nominated by participants. Potentially important differences between the studies include the type of project (e.g., exam preparation vs. project completion) and the format of the planning exercise. Whereas participants in Study 1 were guided by a highly structured timeline (ranging from today to exam day), those in Study 2 listed their plans in an unstructured, free-response format. An implication of the results is that backward planning has potential to increase or decrease motivation, and its specific effects may depend on how it is implemented (e.g., structured or unstructured format) and features of the target project.

#111
Social and Personality/
Psychologie sociale
et de la personnalité
personnalité

THE INTERNAL CONSISTENCY OF CHILD-FRIENDLY RACE IATS: AN EXAMINATION OF CROSS-CULTURAL RESPONSES

Amanda Williams, York University; Jennifer Steele, York University

Despite decreases in the endorsement of blatant racism, subtle forms of racial bias are still expressed by majority group members (i.e., Dovidio et al., 2002). The discrepancy between overtly and subtly expressed beliefs may reflect social desirability concerns, and as such researchers have developed tools to assess uncontrolled (implicit) racial attitudes, such as the Implicit Association Test (IAT; Greenwald et al., 1998). Although administered frequently to adults, this measure is starting to be modified and administered to child participants, including children from minority groups and in cross-cultural settings (Dunham et al., 2007, 2008). However, little is known about the reliability of pictorially-based child-friendly IATs. In the present study we examined the reliability of three race attitude ch-IATs, completed in succession and administered cross-culturally. In total, 247 Malay and Chinese participants (87 6-year-olds, 112 9-year-olds, and 48 adults) from the Southeast Asian country of Brunei each completed randomly ordered ch-IATs assessing their relative bias towards White, Black, and Chinese targets. Coefficient alphas ranged from .51 to .78, suggesting that the responses of children and adults on repeatedly administered ch-IATs demonstrate acceptable levels of internal consistency that are comparable to those obtained on adult measures.

#112
Social and Personality/
Psychologie sociale
et de la personnalité

L'INFLUENCE DES PERSONNAGES FICTIFS

Jean-Luc Williams, Universite de Moncton; John Tivendell, Université de Moncton

Toutes les cultures ont un archétype de ce qu'est un héros et, entre les cultures, la nature et l'influence qu'ont ces héros seraient relativement similaires (Pollard-Gott, 2010). Au niveau individuelle il semble aussi que ces héros fictifs sont influent (Altersitz, 2003; Wertham 1954) et on peut postuler que les plus influents seront à certains égards plus similaires au répondant. L'étude explore la nature de personnage fictif et leur influence sur le comportement. En plus, si on s'identifie avec ces héros, en plus est-ce que cette identification est influencée par la question anxiogène de la théorie de la gestion de la terreur (Greenberg, Pyszczynski & Solomon, 1986). Cent quatre étudiants universitaires, dont 75 femmes et 29 hommes, ont jusqu'à date complété le questionnaire Nos résultats suggèrent que les gens décrivent les héroines comme plus aimables et les héros comme plus extravertis, et qu'ils s'identifient aux personnages qui leur sont plus familiers et ayant des caractéristiques qui leur sont plus familières, ce qui appuient les recherches antérieures (Hoorn & Konijn, 2003). Nous poursuivons la cueillette des données afin d'explorer plus adéquatement l'impact de deux variables propres à la théorie de la gestion de la terreur (Solomon, Greenberg, Pyszczynski, Cohen & Ogilvie; in press).

#113
Social and Personality/
Psychologie sociale
et de la personnalité

USING A VIDEOGAME AVATAR TO PRIME GENDER: THE EFFECT OF STEREOTYPES ON PERFORMANCE AND ATHLETIC SELF-PERCEPTIONS

Elizabeth Wong, Ryerson University; Michelle M. Dionne, Ryerson University

Stereotype threat has been shown to have a detrimental effect on the performance of vulnerable groups, and these stereotypes can be primed in very subtle ways. The purpose of this study was to investigate whether gender of a video game avatar and stereotype information affect women's performance on a sports video game and athletic self-perceptions. In a 2x2 design, 80 female participants were instructed, while playing with either a male or female avatar, that men and women performed equally (stereotype nullification) or that men perform better than women (stereotype threat) on the video game task. Measures of athletic self-perceptions were also completed. Results indicate that playing with a male avatar in the stereotype threat condition caused significantly better performance $F(1, 75) = 6.07$, $p < .05$. While no significant interactions between avatar gender and instructions on self-report measures of athletic attitudes were found, significant main effects of avatar gender revealed that playing with a male avatar boosted athletic self-perceptions. Participants playing with the male avatar reported enhanced perceptions of physical condition and physical self-worth compared to those playing with the female avatar. The results have implications on the role of priming gender on women's athletic attitudes, and may provide insight into gender differences in sports participation.

#114
Social and Personality/
Psychologie sociale
et de la personnalité

PERSONALITY DIFFERENCES BETWEEN LIBERAL AND CONSERVATIVE POLITICAL DISCOURSE

Xiaowen Xu, University of Toronto; Jordan B. Peterson, University of Toronto

Research in political psychology has revealed that major personality differences exist between liberals and conservatives. Specifically, conservative individuals tend to be more conscientious, which is a Big Five personality trait characterized by orderliness, neatness, and industriousness. Liberal individuals, however, tend to score higher in openness to experience – a trait characterized by creativity, ingenuity, and artistry. Given this relationship between political preference and personality, it is important to ask whether specific personality characteristics play a role in political discourse between liberal and conservative candidates. If so, how would this affect the perceived persuasiveness of their speeches? The current study examined whether candidates from one end of the political spectrum are more likely to use specific personality trait words than the other. The political speeches by liberal and conservative candidates from past elections were analyzed for contents related to personality trait words. The results indicate that there is indeed a difference in the frequency and types of personality trait words used by different parties (&#967;2 = 45.52, p < 0.001). Specifically, liberal candidates are more likely to use words related to openness to experience, while conservative candidates were more likely to use words related to agreeableness and extraversion.

#115
Social and Personality/
Psychologie sociale
et de la personnalité

THE HEALTHY OR UNHEALTHY OLD ME: THE ROLE OF PAST SELVES IN MOTIVATING FUTURE HEALTHY EATING GOAL PURSUIT

An Gie Yong, Wilfrid Laurier University; Anne Wilson, Wilfrid Laurier University

A national poll indicated that 9 in 10 Canadians care about healthy eating and say they want to achieve this goal. However, people often fail to achieve their goals in the long run as more immediate temptations seem to get the best of them. Past research has investigated the role of social comparison, and possible future selves in motivating goal pursuit. However, there is little research investigating the role of past selves in motivating goal pursuits. We suggest that past selves can function as guides for future behavior, and can act to inspire or demoralize goal pursuit. In the current study, participants were asked to recall either a better (healthier) or worse (unhealthier) past self than they are now. Participants then read a passage that highlighted that eating habits were either controllable, or uncontrollable. Participants reported their psychological distance and perceived similarity to their past self, and their motivation and behavioural intentions for future healthy eating. Remembering a better past self was more motivating than a worse past self, especially when eating habits were seen as controllable. Participants also felt more similar and psychologically close to their better than their worse past selves. Results suggest that past selves may be used as "role models" or guides to future behavior. Implications for actual eating behaviour will be discussed.

#116
Social and Personality/
Psychologie sociale
et de la personnalité

HOW DOES THE TYPE OF TRANSGRESSION EXPERIENCED IN ROMANTIC RELATIONSHIPS INFLUENCE FORGIVENESS FOR DEPENDENTS AND SELF-CRITICS?

Rebecca Young, York University; Careen Khoury, York University; C. Ward Struthers, York University

Forgiveness is important in repairing interpersonal relationships damaged by conflict. It may be especially important, however, for individuals with dependent and self-critical personality traits. Dependent individuals are relationship-focused, have fears of abandonment, and preserve their relationships at all costs. In contrast, self-critics are self-focused, achievement-oriented, and have difficulty being satisfied in relationships. Given the nature of dependency and self-criticism, we predicted that individuals would respond differently to transgressions that are relevant to their specific personality type, namely relationship transgressions (e.g., breakup) and self-transgressions (e.g., personal insult). The purpose of this study was to examine if the type of transgression dependents and self-critics experienced would influence their tendency to forgive in romantic relationships. As predicted, we found that individuals high in self-criticism were less likely to forgive self-transgressions compared to individuals low in self-criticism ($p < .05$). Contrary to our predictions, individuals high in dependency were more likely to want to seek revenge, but instead hold a grudge after experiencing a relationship transgression compared to individuals low in dependency ($p < .05$). These results support the importance of personality and transgression type in the forgiveness process.

2011-06-04 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – YORK ROOM - MEZZANINE LEVEL

Symposium/Symposium
Extremism and Terrorism/
Extrémisme et terrorisme

THE AVAILABLE MEASURES FOR ASSESSING EXTREMISM AND TERRORISM

Yolanda Fernandez, Correctional Service of Canada

In this symposium Dr. D. Elaine Pressman and Dr. Wagdy Loza will talk about the VERA-2 and the belief diversity scale, and present information on the revised SPJ risk assessment tool for violent extremists. This will include: (1) empirical information on its use with convicted terrorists, (2) results from the application in high risk management correctional settings, (3) results from other applications, (4) limitations and constraints. Dr. Wagdy Loza and Adarsh Kohli will talk about the process of assessing violent extremists. Adarsh Kohli will present empirical data to support the use of the Belief Diversity Scale as a tool for assessing violent extremists including a content analysis of the measure based on responses from male and female subjects from India. This measure was developed based on ideologies of middle-eastern extremists. Other results presented by Dr. Loza will include samples from Australia, Canada, Egypt, and South Africa.

A THE VIOLENT EXTREMIST RISK ASSESSMENT (VERA-2) CONSULTATIVE PROTOCOL: REVISIONS AND FEEDBACK FROM USE WITH CONVICTED TERRORISTS. UTILITY AND LIMITATIONS OF THE APPROACH

D. Elaine Pressman, Private Practice

Dr. D. Elaine Pressman will describe the VERA-2, and present associated information on this revised SPJ risk assessment tool for violent extremists. This will include: (1) empirical information on its use with convicted terrorists, (2) results from the application in high risk management correctional settings, (3) results from other applications, (4) limitations and constraints of the approach. The VERA-2 is in use in Australia and Canada and is being considered currently for implementation in Indonesia, Europe.

B ASSESSMENT AND TREATMENT SCALE FOR RADICALIZATION(ATSR) AS A MEASURE FOR ASSESSING EXTREMIST VIEWS IN INDIA

Adarsh Kohli, Institute of Medical Education and Research; Aditi Sharma, Department of Psychology

Assessment and TREATMENT Scale for Radicalization(ATSR)was administered to 80 subjects, both males and females, belonging to middle socio-economic group, varied educational and occupational status. The groups belonged to four religious communities: 20 hindus, 20 sikhs, 20 muslims and 20 christians. The views will be analysed based on the scale content.

C ASSESSMENT AND TREATMENT SCALE FOR RADICALIZATION (ATSR) AS MEASURE FOR ASSESSING VIOLENT EXTREMISTS

Wagdy Loza, Private Practice

Dr. Wagdy Loza will talk about the process of assessing violent extremists. He will present empirical research data to support the use of the Assessment and Treatment Scale for Radicalization (ATSR) as a tool for assessing violent extremists. This measure was developed based on ideologies of middle-eastern extremists. Results presented will include samples from Australia, Canada, Egypt, and South Africa.

2011-06-04 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – CITY HALL ROOM - SECOND FLOOR

Symposium/Symposium
Counselling Psychology/
Psychologie du counseling

TRAINING PSYCHOTHERAPISTS: THE MECHANICS OF PROCESS

Gabriela Ionita, McGill University

There is currently little empirical data indicating which specific topics and skill sets are most important in the training of novice therapists. Some research indicates that targeting helping skills, such as open-ended questioning, reflections and paraphrasing, may be appropriate in the beginning stages of training. However, trainees need to learn more than micro-skills to become competent psychotherapists (Hill, Stahl, & Roffman, 2007). This panel explores several topics that have direct implications for psychotherapy training: therapist differences, narrative processes, client interest, and client involvement. The first paper presents research-based descriptions of the skills novice therapists actually use in psychotherapy sessions. The second paper focuses on the identification of critical narrative processes in psychotherapy and discusses the implication of this identification on training. The third paper presents findings on the development of an observer-rated measure of vocal acoustic parameters to help trainee therapists recognize clients' experiences of the emotion interest. Finally, the last paper proposes a pan-theoretical means of conceptualizing client involvement and presents a new measure for assessing client involvement. This panel will address pertinent topics that warrant further exploration in the training of psychotherapists.

A THE INFLUENCE OF TRAINEES' SKILLS ON CLIENT EMOTIONAL EXPERIENCING

Louise Overington, McGill University; Beth Cruchley, McGill University; Michelle Vitti, McGill University; Norm O'Brien, McGill University; Marilyn Fitzpatrick, McGill University

Findings from numerous psychotherapy research studies support the integral role of the therapist in bringing about client change (Wampold, 2001). It is clear, however, that not all therapists are equal in their ability to promote this change (Howard et al., 1993). To date, the reasons underlying these therapist differences are not well known, however evidence suggests that therapist behaviours may be a promising factor to consider (Anderson et al., 2009). Without an understanding of the skills that contribute to therapist differences, it is difficult to know what should be emphasized in clinical training programs in order to produce competent therapists. The current study examined whether two aspects of trainee therapists' behaviour – facilitative interpersonal skills (FIS) and verbal response modes (VRM) – influenced their clients' process. FIS and VRM were compared across two-minute video segments preceding either deepening levels of client emotional experiencing (N = 30) or unchanging levels (N = 30). FIS and VRM were unrelated to one another and to differences in client experiencing, however, this study provides a descriptive account of the skills that trainees employ with clients during their first year of clinical training. Implications for training, challenges of research in this field, limitations of the current study and avenues for future research are discussed.

B NARRATIVE PROCESSES IN CRITICAL INCIDENTS WITH TRAINEE COUNSELLORS

Calli R. Armstrong, McGill University; Isabelle Assouline, McGill University; Marilyn Fitzpatrick, McGill University

In verbal therapies, narratives are the central process through which therapy is delivered. Though productive therapy includes three types of narratives: external (descriptions of events), internal (descriptions of emotional experiences), and reflexive (analysis of events or experiences) (Angus, Levitt, & Hardtke, 1999), narrative processes are seldom the focus of psychotherapy training. Despite their seemingly necessary role in the therapy process, few studies have focused on narrative processes and how they relate to helpfulness (Grafanaki & McLeod, 1999; Meier, 2002). The present study addresses the question: What narrative processes do clients identify as critical in early sessions? This study explores the relationship between narrative process modes in random incidents and client-identified critical incidents. Participants included 24 therapist trainees and 24 volunteer clients. Transcripts of random incidents and critical incidents were coded and analysed using the Narrative Process Coding System (NPCS; Angus, Hardtke, & Levitt, 1996). The narrative processes in critical and random incidents were compared and the narrative processes which clients identify as critical were identified. Implications for training and clinical practice will be discussed.

C

DECODING INTEREST: THE DEVELOPMENT OF AN OBSERVER-RATED MEASURE OF CLIENT EMOTION

Clare L. Foa, McGill University; Marilyn Fitzpatrick, McGill University

Positive emotion plays an important role in psychotherapy, however research needs to better understand the interaction between emotional functioning and the psychotherapeutic process. Research into the moment to moment fluctuations of emotion is essential, although reliable measurement has thus far proven problematic. The current project seeks to address this measurement challenge, by building on recent findings regarding the vocal expression of emotion. Working with the emotion of interest, a commonly occurring positive emotion in the therapeutic context, vocal acoustic analyses of participants highest, median, and lowest interest intensity, revealed that vocal parameters of pitch, volume, volume variance and speech rate formed different profiles at changing levels of emotional intensity. In the current study, trainee therapists received 20 hours of training to become proficient at recognizing these vocal parameters and the interest level predicted by their different profiles. Trainee therapists' ratings of participants' interest were compared to participants' own ratings. Results show that based on vocal cues alone, trainee therapists are able to accurately perceive participants' level of interest, and compared to no-training, trainees show greater acuity to participants' highest levels of interest. Implications for research, training, and clinical domains will be discussed.

D

CONCEPTUALIZING AND MEASURING CLIENT INVOLVEMENT IN THERAPY

Eric Morris, McGill University; Marilyn Fitzpatrick, McGill University; Gabriela Ionita, McGill University

Engaging clients in the therapeutic process is one of the challenges for trainee therapists. While studies have indicated that active client involvement is an important predictor of treatment outcome, there is no clear definition of involvement, no psychometrically strong measures of the construct, and no training tools derived from or related to those methods. Involvement has been vaguely defined in ways that fail to concretize its individual components and capture its scope. This presentation will briefly review the relationship between client involvement and outcome, will highlight some of the limitations of previous measures of involvement, and will present a pan-theoretical means by which to conceptualize client involvement. A new observer-rated measure of client involvement developed from this conceptualization and tested using data from a population of trainee therapist-client dyads will be presented. Training implications of the new conceptualization will be considered.

2011-06-04 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – WENTWORTH ROOM - MEZZANINE LEVEL

Workshop/Atelier

THE PRESENCE OF PSYCHOLOGY IN THE FIELD OF EMERGENCY PREPAREDNESS

Lisa Votta-Bleeker, Canadian Psychological Association; Maggie Gibson, St. Joseph's Health Care London; Ester Cole, Ontario Psychological Association; Lisa Brown, Aging and Mental Health Disparities, University of South Florida

Emergencies, disasters and infectious diseases, like any life stressor, challenge the way people cope. In emergencies and disasters, psychologists are increasingly called to provide short, population-based interventions. This workshop will look at the presence in and contribution of psychology to the field of emergency preparedness. Beginning with a presentation that will provide an overview of psychological first aid in the U.S., participants will then hear from three additional speakers representing the Canadian national, provincial and local perspectives. By the end of this session, participants will have heard and discussed various ways that psychology and psychologists can continue to make a contribution to the field of emergency preparedness, and how Canadians can help their communities plan for and recover from disasters.

2011-06-04 – 10:00 AM to 11:55 AM – 10 h 00 à 11 h 55 – KENORA ROOM - SECOND FLOOR

Workshop/Atelier
Family Psychology/
Psychologie de la famille

WHEN MOMMY OR DADDY HAVE BEEN ABUSED AS CHILDREN

Audrey Ann Boler M.Ed., CCC

Learn more about what is going on behind the scenes in a family unit which dances with the ghosts of childhood abuse in the mother, father, or both. Research is clear that children benefit most when parenting is shared by mom and dad and the parents are functioning as a team. "In healthy parental relationships children develop strong character, good behaviour, and healthy learning habits" (Michele Borba,Nov/09 blog). But what happens if mom or dad have come from dysfunctional homes, or have been sexually abused as children? What happens when one, or both, is (are) intermittently unable to function at the level of self-awareness and self-confidence necessary to maintain a healthy, reflective negotiating stance? This workshop will address distortions common in a parenting team dealing with the invisible effects of childhood sexual abuse in one, or both, of the parenting adults. We will examine two or three examples in which teamwork has broken down. We will discuss what went wrong as a result and we will offer suggestions of potential tools that the client(s) might use to move himself or herself to a healthier stance which would, in turn, reintegrate the parent into the team as a stabilizing force. This workshop will make use of a Powerpoint Presentation, small group activities, discussion, and some role-playing. However, participation to depend on comfort level.

2011-06-04 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – HURON ROOM - SECOND FLOOR

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

OBJECTS OF INQUIRY

A

THE UNKNOWN OTHER IN THE DIALOGICAL AND ARCHETYPAL SELF

William Smythe, University of Regina

The dialogical self has come into psychology during the past few decades in response to the limitations of traditional notions of self based on monological, reflexive consciousness. According to theories of the dialogical self, the self is constituted, not in detached acts of monological self-reflection but, rather, in our involved, dialogical relations with others. Hubert Hermans and his colleagues, in particular, construe the dialogical self as a dynamic multiplicity of voiced positions in a dialogical landscape of mind. In this formulation, the self is not only inherently dialogical but is also not wholly transparent to itself, as it is embedded in real and imagined dialogues with others who are not fully known. The theme of "otherness" within the self was also taken up in C. G. Jung's theory of the archetypal self, which posits an unknown background of mental life beyond the conscious ego. Notwithstanding his emphasis on individualism and interiority of the mental, Jung's thinking was also consistently dialogical, beginning with his early childhood experiences and culminating in his development of the theory of archetypes and the method of active imagination. The common theme of the "unknown other" in the dialogical and archetypal self, in any case, warrants further scrutiny for an understanding of the self, which it will be the purpose of this paper to pursue.

B

THE MACHINE METAPHOR AND THE FALLACY OF MISPLACED CONCRETENESS: WHITEHEAD'S CONTRIBUTION TO THEORY OF PSYCHOLOGICAL ONTOLOGY

Benjamin Zabinski, York University

This paper examines contemporary understanding of psychological ontology in relation to Alfred N. Whitehead's process metaphysics. Whitehead's philosophy has recently achieved some resurgence in analyzing Psychology's disciplinary foundations. This paper seeks to extend this resurgence to a discussion of how psychological experience is conceptualized. The machine metaphor of mind has long been used (and criticized) as a basis for thinking about psychological ontology. The technological basis of this metaphor has been extensively discussed, but this paper suggests that the appeal of this metaphor comes from more than the novelty or popularity of certain technologies. The metaphor is additionally situated within the more broadly reaching bias of understanding that Whitehead refers to as the fallacy of misplaced concreteness, the common and mistaken metaphysical presumption that physical things are simply composed of little discrete bits of static matter. This paper endeavors first to elucidate this fallacy and related aspects of Whitehead's metaphysical framework, second to describe the relation between the machine metaphor of mind and this fallacy, and finally to suggest a reconceptualization of psychological ontology that avoids this fallacy.

C

LOCATING 'STRESS': TENSIONS IN UNIFYING A SCIENTIFIC CONSTRUCT

Eric Oosenbrug, York University

Given the pervasiveness of the concept of stress in contemporary language and culture, the construct has received surprisingly little attention by historians of psychology. Drawing from a combination of archival material, including newspaper articles, journal entries, and written correspondence, I examine some of the threads that have historically pulled and held together the concept of stress, analyzing the ways in which relationships between body, mind, and society are manifested historically in stress discourse. Focusing specifically on the post World War II era and the work of endocrinologist Hans Selye, I highlight the tensions arising out of attempts by experts, psychologists and physiologists, alike, to consolidate the meaning of stress as an object of scientific inquiry. In doing so, this paper reveals how the notion of stress relies on concepts intimately bound to processes of reflexive and dialectic meaning-making, rather than on stable entities. This paper contributes to our limited understanding of the complex emergence of 'stress' and the ways in which such concepts become imbued with new meanings while continuing to rest on foundational, sometimes even falsified, assumptions.

2011-06-04 – 10:00 AM to 3:55 PM – 10 h 00 à 15 h 55 – KENT ROOM - SECOND FLOOR

Workshop/Atelier

ACCREDITATION SITE VISITOR WORKSHOP

Patrick Baillie, Calgary General Hospital

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 2011 Accreditation Standards and Procedures, followed by instruction on how to prepare for and conduct a site visit for the Panel.

2011-06-04 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR

Keynote (Section)/ Conférencier de la section
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle
SECTION PROGRAM/ PROGRAMME DE LA SECTION

WHAT MAKES FOR A GOOD LIFE? A FOUR-NATION STUDY

Romin W. Tafarodi, University of Toronto

How do we assess the value of our lives? What makes the life we live a good or worthy one in our own eyes? What are its aims? The answers to these questions are implicit in the often unarticulated commitments by which people define their selves, purposes, and actions. These commitments structure the moral framework that guides our everyday qualitative distinctions and positions us within a unified narrative of continuity and change. The substantive conception of a good life, we argue, presupposes but is not reducible to a set of basic values. As an initial exploration of cultural variation, Canadian, Chinese, Indian, and Japanese university students were compared on what they held to be most important for assessing the worth of their lives. The results revealed considerable commonality of content with notable differences consistent with the cultural ethos of each group.

2011-06-04 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – CONFERENCE ROOM D - E - MEZZANINE LEVEL

Keynote (Section)/
Conférencier de la section
Psychoanalytic and
Psychodynamic Psychology/
Psychologie psychoanalytique
et psychodynamique
SECTION PROGRAM/
PROGRAMME DE LA SECTION

OTTO WEININGER MEMORIAL AWARD ADDRESS

Morris N. Eagle, Derner Institute, Adelphi University

Dr. Morris Eagle is the 2011 recipient of the Otto Weininger Memorial Award. In his paper, he presents a critical overview of the last sixty years of significant developments and trends in psychoanalysis. He will try to demonstrate the degree to which these developments reflect broader cultural and philosophical trends in the Zeitgeist. In particular, he discusses the increasing disjunction between the “Enlightenment Vision” – in which classical psychoanalysis was embedded – and some contemporary philosophical and psychoanalytic developments. This disjunction is reflected in skepticism toward the therapeutic value of insight and self-knowledge and even toward the very possibility of learning truths about oneself. I also discuss some developments that allow a new form of links between psychoanalysis and the “Enlightenment Vision”.

2011-06-04 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – CONFERENCE ROOM F - MEZZANINE LEVEL

Symposium/Symposium
Environmental Psychology/
Psychologie de
l’environnement

HOW TO USE ESTABLISHED THEORIES TO FACE CURRENT CHALLENGES IN PRO-ENVIRONMENTAL RESEARCH

Nicole M. Aitken, University of Ottawa

At the heart of the precarious state of environmental affairs is a cognitive and behaviour change challenge, but one that environmental psychology is equipped to engage. Environmental psychology uses a variety of theories to help predict and explain pro-environmental behaviour. This symposium will present research which uses established theories (i.e., cognitive dissonance, self-determination, theory of planned behaviour) to highlight how the field can benefit from incorporating strong theory into study design. The first paper targets the connection between nature relatedness and message framing on environmental attitudes and satisfaction with government action on the environment. Related to this, the second paper focuses on intrinsic and extrinsic message framing related to self determined motivation toward the environment and the influence on pro-environmental action. The third paper presents research combining self determined motivation and cognitive dissonance theory to reduce the environmental belief-action gap. The final paper is about different environmental behaviour profiles and using the elements of the theory of planned behaviour with specific pro-environmental behaviours. Overall, this symposium will show how current research in environmental psychology is finding ways to tackle the cognitive and behaviour change challenges and work toward a sustainable future.

A

EFFECTS OF NATURE RELATEDNESS AND ENVIRONMENTAL MESSAGE FRAMING ON GOVERNMENT SATISFACTION AND ENVIRONMENTAL CONCERN

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

Nature relatedness (NR; subjective connectedness to the natural environment) predicts environmental concern and behaviour. NR may also influence responses to environmental messages, which can be framed positively (gains) or negatively (losses). We tested how high and low NR undergraduate students ($N = 96$) responded to information about transportation (e.g., gas prices, light rail) and the perceived severity and threat of pollution and climate change. NR was assessed prior to the study. Students were randomly assigned to read a positively or negatively framed fact sheet about transportation (driving, public transit, biking, walking), then reported on their environmental attitudes and satisfaction with government action on the environment. ANOVA results indicated a significant interaction between NR and framing, $F(1,90) = 5.41$, $p < .05$. Low NR participants who read the negative fact sheet were the least satisfied with government action. NR was positively associated with perceived health threat ($r = .19$, $p = .067$), environmental affect ($r = .27$, $p < .05$), and commitment to ecological action ($r = .31$, $p < .05$). Those disconnected from nature may not view climate change as personally threatening but react to negative environmental information by blaming government. Results are discussed in terms of effective communication for those who may be unconcerned with environmental problems.

B

THE DIFFERENCES BETWEEN INTRINSIC AND EXTRINSIC ENVIRONMENTAL MESSAGE FRAMING: THE INFLUENCE OF CONTEXT

Nicole M. Aitken, University of Ottawa; Luc G. Pelletier, University of Ottawa; Mihnea Voloaca, University of Ottawa

To address environmental issues there must be a shift in people’s thinking and behaviour toward the environment. To help motivate this shift environmental information needs to be communicated in the boldest and most compelling manner possible. Specific framing of information can create more persuasive messages (Salovey & Wegener, 2003). The goal of this study is to explore how information framed in extrinsic versus intrinsic ways is related to environmental self determined motivation and to participation in pro-environmental action. Participants were randomly presented with information about bottled water in one of four conditions (NGO author & Intrinsic frame, NGO & Extrinsic, Government & Intrinsic, Government & Extrinsic). Next, their motivation toward the environment was assessed and participants were asked to sign a petition to ban bottled water. ANCOVA indicates that individuals who signed the petition have a more self-determined motivation toward the environment, and information presented from NGOs is related to a different motivational pattern than information presented from the government. Follow-up analyses explore the differences between information originating from NGO's and from the government on pro-environmental action. Results are discussed in terms of framing of environmental messages for maximum effectiveness.

C

CLOSING THE ENVIRONMENTAL BELIEF-ACTION GAP: THE ROLE OF SELF-DETERMINED AND NON SELF-DETERMINED MOTIVATION IN THE REDUCTION OF ENVIRONMENTAL DISSONANCE

Karine J. Lavergne, University of Ottawa; Luc G. Pelletier, University of Ottawa

The documented environmental belief-action gap (Kollmuss & Agyeman, 2002) suggests that many people do not always act in a manner consistent with their own pro-environmental attitudes. According to dissonance theory, detecting such inconsistencies produces psychological discomfort (i.e., negative affect) and, in turn, motivates the use of strategies to reduce cognitive dissonance (CD; Elliot & Devine, 1994). The goal of two studies (N=1915 and N=440) is to examine the support for four types of strategies (inaction, saving face, self-bolstering, and behavioural monitoring) to reduce CD and to examine how self- versus non self-determined motivation toward the environment leads to differences in the experience of CD and to the different proposed strategies to reduce environmental dissonance. Participants completed a questionnaire designed to assess the frequency of detecting, and the negative affect experienced as a result of, everyday dissonance, as well as a measure designed to assess the four strategies. Results of the first study offer some support for the factorial structure of the proposed strategies to reduce CD while results of the second study suggest that when participants experience CD and report being self-determined, they are more likely to play an active role in the reduction of CD.

D

PRO-ENVIRONMENTAL BEHAVIOURS: HOW FREQUENT AND DIFFICULT ARE THEY AND WHAT FACTORS PREDICT THEM?

Carla Sowinski, Carleton University; Nicole M. Aitken, University of Ottawa; Elizabeth K. Nisbet, Carleton University; Mary L. Gick, Carleton University

The current study was designed to gain information about pro-environmental behaviours and the factors that might predict these behaviours. Undergraduate participants (N=245) self-reported how frequently they engaged in a list of behaviours as well as the difficulty associated with each behaviour; these frequencies and difficulty ratings will be presented. Cluster analyses revealed that participants tended to fall into one of two groups—one group reported greater engagement in pro-environmental behaviours than the other. A description of the two groups will illustrate which behaviours were common among the two groups and which behaviours differentiated between the two. Multiple regression analyses revealed that specific environmental attitudes, subjective norms and perceived control—constructs from the Theory of Planned Behavior (Ajzen, 1991)—were predictive of specific environmental behaviours, such as conserving energy and using a refillable mug. Other factors, such as environmental attitudes (as measured by the New Ecological Paradigm; Dunlap, Van Liere, Mertig & Jones, 2000) and materialism will also be examined as potential predictors of pro-environmental behaviours. The discussion will focus on creating good, reliable self-reports of pro-environmental behaviours and which factors should considered as predictors these behaviours in future research.

2011-06-04 – 10:00 AM to 11:25 AM – 10 h 00 à 11 h 25 – CONFERENCE ROOM G - MEZZANINE LEVEL

Symposium/Symposium
Clinical Psychology/
Psychologie clinique

COLLABORATIVE MENTAL HEALTH CARE: MAXIMIZING ACCESS TO PSYCHOLOGICALLY INFORMED SERVICES

Karen Dyck, University of Manitoba

Collaborative care is often promoted as a powerful means of addressing current health care shortages and as an effective strategy for increasing access to and improving the quality of health care, including mental health care. Psychology has been quick to embrace this model of practice and many psychologists now find themselves working within collaborative care teams. The goal of this symposium is to explore the concept of "collaborative care" and its potential for increasing access to "psychologically informed services." The symposium will begin with a general overview of the concept of "collaborative mental health care" followed by a review of survey data from two rural communities aimed at answering the question "What do service providers think of mental health services?" Using case examples, two psychologists will share their unique experiences working within a collaborative mental health care model in two very distinct settings, a northern community and a large urban centre. Potential advantages and challenges of a collaborative care model will be discussed.

A

THE ROLE OF PSYCHOLOGY IN COLLABORATIVE MENTAL HEALTH CARE

Karen Dyck, University of Manitoba

Collaborative mental health care is a relatively new concept that emphasizes collaboration among health care partners as a means of more effectively meeting the mental health needs of Canadians. Although psychology, as a profession, has been quick to embrace collaborative care, many psychologists remain unfamiliar with this concept and are uncertain about their potential role within this framework. This presentation will introduce audience members to the concept of collaborative mental health care, the potential roles for psychologists, and how this framework has the potential to increase access to "psychologically informed services." Lastly, the presenter will briefly touch on some of the challenges associated with collaborative mental health care.

B

WHAT DO SERVICE PROVIDERS THINK OF MENTAL HEALTH SERVICES?: THE RURAL MENTAL HEALTH PROVIDER SURVEY

Andrea Lee, Reesor Pigeon Psychology Professional Corp.; Melissa Tiessen, University of Ottawa Heart Institute; Karen Dyck, University of Manitoba

In rural and northern areas, there is a clear need for enhanced services and novel service delivery models. Based on community mental health needs surveys conducted by the authors, a complementary survey of service providers in two rural Manitoba regions was undertaken, intended to gather information about health professionals' preferences for recommending particular mental health resources, and potential barriers and facilitators to making such recommendations. Targeted service providers include regional Community Mental Health Workers, family physicians, home care workers, public health workers, and hospital staff. In addition to providing health professionals' opinions about how mental health services can be enhanced in these regions and the barriers to the provision of services, the results of this survey also point to ways to increase effective collaboration between mental health and other health care providers.

C

JUST BEHIND THE FRONT LINES OF COLLABORATIVE CARE

Shelley Rhyno, University of Manitoba

Collaborative and primary care delivery models of health services are fast becoming the model of choice. The role of psychology in collaborative health care has sparked considerable debate in the research literature. Using a case presentation format, I will present my involvement as a consulting psychologist in the context of the collaborative care of a client with an eating disorder. As the client's story unfolds, it becomes clear to the listener that the role of a psychologist in a collaborative model of care is not necessarily concretely defined or static when psychology is not on the front lines of care. Even with such barriers as limited accesses to services, cross border considerations, and care team competencies, there are many benefits to collaborative care. I will discuss how these types of system barriers shaped the context of collaborative care. Finally, I will explore the positive outcomes and lessons learned by the team.

D

PRACTICING COLLABORATIVE CARE AS A PSYCHOLOGIST IN AN URBAN PRIMARY CARE SETTING

Julie Beaulac, University of Manitoba

The first point of access into the health care system for many Canadians is through primary care and it is here where most concerns about mental health and chronic disease management are brought. Psychologists have considerable expertise in these areas yet have not commonly been included within primary care in Canada, nor are we otherwise accessible to most Canadians. A current initiative within CPA's practice directorate is to increase access to psychological services within primary care. Consistent with this initiative, a number of collaborative care teams in Canada now include psychologists. As an example, I will provide a description and history of the Winnipeg Shared Mental Health Care Program. I will also discuss how the role of a psychologist in collaborative practice differs from that of a psychologist in traditional clinical practice. A case example will be used to illustrate collaborative practice in the context of an urban primary care setting.

2011-06-04 – 10:00 AM to 10:55 AM – 10 h 00 à 10 h 55 – PEEL ROOM - MEZZANINE LEVEL

Committee Business Meeting/Réunion du conseil d'affaires

PUBLICATIONS COMMITTTEE BUSINESS MEETING

Jean-Paul Boudreau, Ryerson University

2011-06-04 – 10:30 AM to 11:55 AM – 10 h 30 à 11 h 55 – CIVIC BALLROOM - SECOND FLOOR

Plenary Session/
Session plénière
NACCJPC Invited Speaker/
Conférencière invitée (NACCJPC)
NACCJPC

TREATMENT INTEGRITY: THE RELATIONSHIP BETWEEN PROGRAM LEVEL CHARACTERISTICS AND OFFENDER RECIDIVISM

Paula Smith, University of Cincinnati

2011-06-04 – 10:30 AM to 11:25 AM – 10 h 30 à 11 h 25 – CONFERENCE ROOM B - MEZZANINE LEVEL

Conversation Session/
Scéance de conversation

THE AGREEMENT ON INTERNAL TRADE (AIT) AND ITS IMPLICATIONS FOR PSYCHOLOGY OVER THE NEXT TEN TO TWENTY YEARS

John Service, CPA Practice Directorate

The purpose of the session is to discuss the impact of the AIT on professional psychology in Canada and how we can make the best of the opportunities and difficulties it presents. A goal of the Act is to reduce barriers to labour mobility through harmonization of standards `to the extent possible'. This has significant implications for every profession in terms of entry to practice standards, harmonization of licensing processes, the interface of accreditation and licensing requirements, the advocacy and promotion of psychology, and the possibility of a national licensing standard for psychology. The AIT is demanding change in the regulation of psychology and other professions and requires that we look at the disparities and realities regarding training models and requirements, entry to practice, scope of practice, title and the role of supervision. These issues will be explored with ample time for discussion.

2011-06-04 – 10:30 AM to 11:25 AM – 10 h 30 à 11 h 25 – CONFERENCE ROOM C - MEZZANINE LEVEL

Workshop/Atelier
Students in Psychology/ Étudiants en psychologie

MARKET RESEARCH, BEHAVIOURAL MARKETING, BEHAVIOURAL ECONOMICS... THE OTHER STUDIES OF HUMAN BEHAVIOUR, AND HOW PSYCHOLOGY FITS

Brenden Sommerhalder, Saint Mary's University; Justin Feeney, University of Western Ontario

Throughout training in psychology, many students think ahead and ask themselves: What types of jobs will I be able to get once I graduate? Traditional careers, such as professor in a university, or practitioner in one's particular field of psychological training, tend to come to mind. It is often overlooked, however, that once students graduate from a psychology program, they are equipped with a set of skills that can be applied across a variety of different careers. In this workshop, we discuss how those with training in psychology can, and do, work in business settings such as market research, behavioural marketing, behavioural economics/financing, etc. The session will include a presentation, panel discussion, and question and answer session with individuals currently working in these settings who were trained in psychology. The learning objectives of this workshop are to provide students with information on how their training in psychology makes them versatile and employable in a setting not always considered by students of psychology, and to explore how psychological skills (including statistics, research design, knowledge of human behaviour, etc.) can fit into these contexts.

2011-06-04 – 10:30 AM to 11:25 AM – 10 h 30 à 11 h 25 – WINDSOR ROOM EAST - MEZZANINE LEVEL

Theory Review/ Examen théorique

THEORY REVIEW SESSION 'G'/SESSION EXAMEN THÉORIQUE

Extremism and terrorism/Extrémisme et terrorisme; Traumatic Stress/Stress traumatique.

#1
Extremism and terrorism/ Extrémisme et terrorisme

DOGMATISM: A SCAR ON THE FACE OF REASON

Judy J. Johnson, Mount Royal University

Science, politics and religion are influential forces that alter the course of human history. Dogmatism—a lesser known but no less potent force—disrupts the best intentions of all three. Up until 2009, no comprehensive theory on the psychological underpinnings of dogmatism had been developed to expand on Milton Rokeach's inaugural treatise (1960) that focused primarily on research results from his Dogmatism Scale. To address the gap in psychological literature on the nature of dogmatism, this presentation draws from a recent book that outlines a landmark theory on the psychology of dogmatism. The author's theoretical premises are derivative of traditional and contemporary personality theories that contributed to: 1) a comprehensive, psychological definition of dogmatism as a personality trait, 2) thirteen proposed subtraits of cognitive, emotional, and behavioral clusters (a minimum of six subtraits are assumed necessary to determine trait presence), and 3) proposed developmental factors that include biological predispositions, social learning, and environmental influences. Hopefully, these fundamentals will inspire scholars to empirically examine the presenter's theoretical assumptions so that we can better understand dogmatic tendencies within ourselves, our children, and our institutions—especially the political socialization and militarization of youth.

#2
Traumatic Stress/ Stress traumatique

A SYSTEMATIC REVIEW ON THE EFFECTS OF PROPRANOLOL TO BLOCK CONSOLIDATION AND RECONSOLIDATION OF EMOTIONAL MEMORY IN HEALTHY INDIVIDUALS AND PTSD PATIENTS

Lening A. Olivera Figueroa, Hospital Louis H. Lafontaine, Université de Montréal; Michelle H. Lonergan, Douglas Hospital Research Centre; Alain Brunet, Douglas Hospital, McGill University

A growing body of research literature suggests that the beta blocker Propranolol has the capacity of selectively affecting the consolidation and reconsolidation of emotional memories. These findings have inspired researchers to investigate the effects of this agent in healthy controls and patients with Post Traumatic Stress Disorder. One interesting hypothesis considers the role of Propranolol in reducing emotional memory for negative material, thus serving as a pharmacological treatment for PTSD. However, results across these studies have been contradictory. Methods: To address this conundrum, we performed a systematic review on the efficacy of Propranolol in blocking consolidation and reconsolidation of emotional memories in non-clinical individuals, as well as in PTSD patients. This was conducted through an extensive literature search on the PubMed and PsycInfo databases. Results: We found 23 studies examining the effect of Propranolol on consolidation and reconsolidation of emotional memory in non-clinical populations. Furthermore, 7 articles were found on the role of Propranolol in treating PTSD populations by modulating emotional memories. Conclusions: These findings support the notion that Propranolol affects the consolidation and reconsolidation of emotional memories. Moreover, the overviewed literature supports the use of Propranolol for the treatment of PTSD symptoms.

2011-06-04 – 10:30 AM to 11:55 AM – 10 h 30 à 11 h 55 – WINDSOR ROOM WEST - MEZZANINE LEVEL

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

GRADUATE STUDENT RESEARCH IN I-O PSYCHOLOGY

Thomas A. O'Neill, University of Western Ontario; Travis J. Schneider, University of Western Ontario

The current symposium showcases Canadian graduate student research in I-O psychology. Accordingly, all first authors and presenters are graduate students. Moreover, each presenter is affiliated with a different Canadian university. A common theme of the present symposium involves an examination of psychometric issues and/or nomological nets. The first paper, by Kam and Meyer, explores the possibility that item valence may have important implications for the dimensionality of constructs in general. The second paper, by Francis et al., reports on the creation of a novel measure of healthy workplaces by incorporating elements from two preexisting theoretical models. The third paper, by Nguyen, Bourdage, and Kendall, considers the importance of Honesty-Humility as one of the personality variables used to predict leadership emergence. The last paper, by Aujla, Hausdorf, and Shalla, investigates the relations of three dispositional factors with a measure of workplace incivility and provides a theoretical model for understanding the structural factors associated with workplace incivility. Together, these studies provide some insight into what some of Canada's top I-O graduate students are researching, and the coverage of a wide range of interesting topics makes this symposium highly germane to those interested in I-O.

A GOOD CONSTRUCT/BAD CONSTRUCT: ITEM VALENCE AND THE CONSTRUCT DIMENSIONALITY DEBATE

Chester Kam, University of Western Ontario; John P. Meyer, University of Western Ontario

There continues to be debate about the dimensionality of important psychological constructs (e.g., job satisfaction). The standard procedures for determining whether a construct is unidimensional or two-dimensional have been to (a) conduct factor analyses and (b) test for differences in the nomological network of correlations with other variables. We argue, and demonstrate empirically, that these approaches can sometimes produce misleading results. Using self-esteem as an example, we conducted multi-trait multi-method and nomological network analyses on data from one sample to show how the valence (favorability) of item content, and of the constructs included in a nomological network, can bias findings in favor of a two-dimensional interpretation. Implications for future research pertaining to the dimensionality of constructs are discussed.

B DEVELOPMENT OF THE HEALTHY WORKPLACE SCALE: FROM FOCUS GROUPS TO FACTOR ANALYSIS

Robbie Francis, Saint Mary's University; Nikola Hartling, Saint Mary's University; Ashley Leopold, Saint Mary's University; Ryan Quinn, Saint Mary's University; Mandi MacDonald, Saint Mary's University; Jennifer Wong, Saint Mary's University; Arla Day, Saint Mary's University

Over the past two decades, the average work year has increased by almost 700 hours per working couple (NIOSH, 2002), and occupational stress has now been declared one of the leading causes of workplace death in the United States (Sauter, Murphy, & Hurrell, 1990). With increasing time spent at work and its impact on well being, it is imperative to develop a better understanding of employee health. Currently, two theoretical frameworks of healthy workplaces dominate the literature (Kelloway & Day, 2005; Grawitch et al., 2006). Although similar on many levels, these two models differ in several key respects and neither has been empirically tested. The goal of the current research was to develop a scale that can reliably measure aspects of a healthy workplace, and that is based on current conceptualizations of the construct. This development was done in two stages. First, focus groups and interviews were conducted with full- and part-time employees to identify the recurring themes of a healthy workplace. Based on this information, items were developed, which were then reviewed and sorted by subject matter experts to help establish themes and subscales. Second, the scale was piloted to examine the reliability and validity of the items and their subscales. The final scale will help quantitatively measure aspects of healthy workplaces, informing research, interventions, and training.

C LET THE LIARS LEAD: INVESTIGATING PERSONALITY AND LEADERSHIP EMERGENCE

Brenda Nguyen, University of Calgary; Joshua Bourdage, University of Calgary; Megan Kendall, University of Calgary

Past research has shown that personality predicts leadership emergence but no research has examined whether leadership emergence is influenced by an honesty-related trait. Therefore, the current study extended the leadership research to include the personality variable Honesty-Humility (H-H) from the HEXACO model of personality. We predicted that personality would show similar results to previous findings (i.e., Extraversion, Conscientiousness, and Openness would correlate positively with leadership emergence; Judge, Bono, Ilies, & Gerhardt, 2002). Regarding the H-H trait, we predicted that the sincerity facet (i.e., the tendency to be genuine) of H-H would relate negatively to leadership ratings. We collected self-ratings of personality and peer-ratings of leadership emergence for business students working on a group project. Self-ratings of personality were collected at the beginning of the semester while peer-ratings of leadership were collected six weeks later. Our findings confirmed results from meta-analytic data regarding leadership emergence. Specifically, Extraversion was found to be the strongest correlate with leadership emergence. Additionally, the results also indicated that the sincerity facet of H-H was negatively related to leadership, indicating that individuals who used manipulation tactics were perceived as being more leader-like than those who were sincere.

D EXPLORING THE STRUCTURAL TENETS OF WORKPLACE INCIVILITY USING A MIXED METHODS RESEARCH APPROACH

Sandeep Aujla, University of Guelph; Peter Hausdorf, University of Guelph; Vivian Shalla, University of Guelph

Workplace incivility represents intentionally ambiguous low-intensity deviant behaviours that violate social norms in organizations. This study incorporated quantitative (Phase 1) and qualitative (Phase 2) research methods to develop a structural theory of workplace incivility. Using an online survey for a sample of 327 individuals, Phase 1 examined the roles of three dispositional factors—a tendency to make Personalistic Attributions, the extent of Dispositional Anger felt towards experiences of Incivility, and Anger-Control— in predicting employees' likelihood to respond with incivility after experiencing incivility (Reactive Incivility). Hierarchical regression analyses indicated that individuals with higher Personalistic Attributions perceived a greater amount of Experienced Incivility, which partially mediated the relation between Personalistic Attributions and Reactive Incivility. Dispositional Anger towards Incivility also moderated the relation between experienced incivility and reactive incivility, but no effect was found for anger-control. In Phase 2, semi-structured telephone interviews were conducted with nine participants who, in the online survey, indicated experiences of incivility spiral. Grounded theory analysis of the transcribed interviews resulted in a theoretical model for understanding the structural factors that affect workplace incivility.

2011-06-04 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – ESSEX BALLROOM - MEZZANINE LEVEL

CPA Gold Medal Award/ Prix de la médaille d'or

ARE WE STILL INDOMITABLE? HOMO INVICTUS FOURTEEN YEARS LATER

Peter Suedfeld, University of British Columbia

Fourteen years ago, I had the honour of receiving CPA's Donald O. Hebb Award. My presentation on that occasion was entitled Homo Invictus: The Indomitable Species, and the topic was something that I then thought few psychologists were studying: human toughness and the ability to benefit from stressful experiences. A number of developments, both in the world at large and within psychology, have had an impact on our views of this issue. My talk will review societal changes that may affect group and individual reactions to stress and danger, data from traumatic challenges (natural and industrial disasters, unconventional warfare) and inviting ones (such as the prospect of interplanetary space exploration). I will also discuss the implications of new psychological insights and concepts relevant to our indomitability: for example, the growth of positive psychology, the theory of post-traumatic growth, and the use of community rather than exclusively clinical samples in studies of survivors.

2011-06-04 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR

Symposium/Symposium
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

INTERCULTURAL RELATIONS

Saba Safdar, University of Guelph

In this symposium, we examine specific domains of acculturation using mixed methods. In the first presentation, the relation between religious dress code and language use on the acculturation orientation and helping behaviour of others is examined using a field study. In the second presentation, acculturation pressures and resolutions among indigenous people, immigrants, and sojourners in Mexico are examined using an ethnographic account. In the last two presentations, factors associated with acculturation of immigrants in France and in Canada are examined using quantitative methods. The third presenter examines the Multidimensional Individuals Difference Acculturation (MIDA) model among youth immigrant groups in France. The last presenter examines the Multiculturalism hypothesis and the Integration hypothesis among immigrant workers in Brandon, Manitoba.

A

A FIELD EXPERIMENT TESTING THE IMPACT OF THE ISLAMIC VEIL ON CROSS-CULTURAL HELPING BEHAVIOUR IN MONTREAL

Shaha El-Geledi, Université du Québec à Montréal; Rana Sioufi, Université du Québec à Montréal; Richard Bourhis, Université du Québec à Montréal; Linda Tip, University of Sussex; Jan Pieter van Oudenhoven, University of Groningen

The impact of religious and linguistic category membership was examined on the acculturation orientations and cross-cultural helping behavior of Quebec Francophone attending a French language university in Montreal. Undergraduates (N = 323) on campus were randomly approached by the same female experimenter who voiced a plea for directions in either English or French, wearing either western clothing, a hijab, or a niqab. Results showed that 98% of Francophones converged to English while giving accurate directions regardless of the dress code of the experimenter. While 66% of participants completed the questionnaire in the control condition with western clothing, only 52% completed it in the hijab condition and an overwhelming 87% in the niqab condition. Endorsement of acculturation orientations remained stable across linguistic and religious dress code conditions attesting to the stability of such orientations. Aversive racism and counterstereotype help account for the cross-cultural helping results.

B

ACCULTURATION CHANGE IN SOUTHERN MEXICO

Randal G. Tonks, Camosun College

An ethnographic account of acculturative pressures and outcomes among the peoples of South-Eastern Mexico is presented. This account makes use of participant observations, key-informant interviews and archival analyses in examining cultural changes among three primary groups: indigenous peoples, naturalized immigrants and international sojourners. Beginning with an historical overview, this account discusses various collective pressures and resolutions to the ongoing interchange of cultural values and practices. The communities and individuals under consideration are situated in a variety of social and ecological contexts, including: modern and colonial cities, historical ruins, as well as rural villages along the developing natural frontiers of the region. Issues examined include those regarding employment, cultural products and activities, relationship to nature, spirituality and healing. An overview of acculturative pressures for the people of this region is provided while considering the global/cross-cultural implications of this diverse sample of acculturative experiences.

C

INTERCULTURAL RELATIONS IN A PRAIRIE COMMUNITY

Robert Annis, Brandon University; Ryan Gibson, Memorial University; John Berry, Queen's University

As apart of the international study of Mutual Intercultural Relations In Plural Societies {MIRIPS], a study was carried out of immigrant workers {from China, Central America}and long-term residents of Brandon, Manitoba. Two hypotheses were examined: The Multiculturalism Hypothesis (a sense of security in cultural, economic and personal domains)is associated with more positive intercultural attitudes (Multicultural Ideology and Tolerance);and The Integration Hypothesis (being engaged in both cultures, rather than one, the other, or none) is associated with greater wellbeing (higher Self-esteem, and Sociocultural Competence, and fewer psychological problems). Both hypotheses were confirmed in all three samples. Combined with evidence from other MIRIPS sites, we conclude that these hypotheses have general validity.

D

ADJUSTMENT OF IMMIGRANT YOUTH IN FRANCE: VALIDATION OF THE MIDA MODEL

Saba Safdar, University of Guelph; Colette Sabatier, Université Victor Segalen, Bordeaux II

Successful adaptation of second-generation immigrants are associated with psychological and school adjustments. Participants in the study were second generation immigrants between ages of 12 and 18 year-old (N =500). Structural equation analyses were conducted examining the validity of Multidimensional Individual Difference Acculturation (MIDA) model. The relations between ethnic and national identities, friendship networks from ethnic group and the larger society, and perceived discrimination on the adjustment variables, including psychological distress, school adjustment, and deviant behaviours were examined. The results will be discussed in terms of differences and similarities between immigrants groups on psychological and behavioural adjustment in the French society.

2011-06-04 – 11:00 AM to 12:25 PM – 11 h 00 à 12 h 25 – CONFERENCE ROOM D - E - MEZZANINE LEVEL

Symposium/Symposium
Psychoanalytic and Psychodynamic Psychology/ Psychologie psychoanalytique et psychodynamique

NARCISSISTIC PERSONALITY DISORDER: PSYCHODYNAMIC ASSESSMENT AND TREATMENT APPROACHES

Michelle Presniak, Saskatoon City Hospital

This symposium will highlight various psychodynamic understandings of Narcissistic Personality Disorder (NPD). The first presentation will focus on the assessment of NPD using defense mechanisms, highlighting both theory and research, as well as utilizing case transcripts for illustration. The second presentation will discuss the treatment of narcissism from the approach of Dr. J.F. Masterson, which characterizes individuals with NPD as having a unique split internal world with unique defenses erected against ‘abandonment depression’. The third presentation will discuss NPD from an integrated forensic psychology and psychodynamic perspective. Interpersonally aggressive manifestations of narcissism (e.g., psychopathy) increase sexual violence risk dramatically when combined with sexual deviancy. However, sexual violence risk is also increased by interpersonally inadequate manifestations of narcissism and sexual deviancy. This presentation will explore sexual aggression with respect to the object relations that are part of narcissism and sexual deviancy. Finally, the last author will present a complex case of NPD. The treatment approach utilized was short-term psychodynamic therapy and the author will discuss the process of psychotherapy (including the identification and restructuring of defenses) utilizing videotaped segments of therapy.

A

INTEGRATING DEFENSE MECHANISMS INTO THE ASSESSMENT OF NARCISSISTIC PERSONALITY DISORDER

Michelle Presniak, Saskatoon City Hospital; J. Christopher Perry, Jewish General Hospital, McGill University

The classification of Narcissistic Personality Disorder (NPD) according to the DSM-IV-TR is based on behavioural and interpersonal symptoms (e.g., grandiose sense of self-importance, sense of entitlement, requires admiration). According to psychodynamic theory, NPD both develops and is maintained by the use of certain defense mechanisms, which serve to protect the individual from their unconscious ‘devalued self’. These defenses include the prominent use of grandiosity, devaluation, denial, projection, and rationalization. The goal of the current presentation is to discuss which defenses are characteristic of NPD, how they can be observed and assessed by clinicians, and how each defense can be utilized to differentiate NPD from other Personality Disorders such as Antisocial and Borderline Personality Disorders. Case transcripts will be utilized to demonstrate the assessment of defenses.

B

THE MASTERSONIAN APPROACH TO THE EXHIBITIONISTIC, CLOSET AND DEVALUATIVE NARCISSISTIC DISORDERS OF THE SELF

Loray Daws, British Columbia Masterson Institute

Analytic approaches to the treatment of narcissism and narcissistic states have been described by various psychoanalytic scholars such as Sigmund Freud, Otto Kernberg, Heinz Kohut, Sheldon Bach, and James F. Masterson, to name a few. The developmental self and object relations approach of Dr. J.F. Masterson describes the narcissistic character as a pre-Oedipal disorder characterized by a split internal world kept intact through unique defenses erected against ‘abandonment depression’, that differentiates it from both borderline and schizoid disorders of the self. It is the aim of the paper to critically explore both the metapsychological theory and technical approach of James F. Masterson to the intrapsychic structure and object relations of the exhibitionistic, closet and devaluing narcissistic disorders of self. Emphasis will be on the differential diagnosis each narcissistic type, accessing the intrapsychic world of the various narcissistic disorders, technical difficulties in treatment, as well as various considerations in the interpretation of narcissistic vulnerability. Clinical cases will be included to illustrate the therapeutic process and difficulties.

C

SHARKS AND BOTTOM FEEDERS: NARCISSISM AND SEXUAL AGGRESSION

Michael Sheppard, Correctional Service of Canada

The attitudes of the perpetrators of crimes toward their crimes, others, and themselves, inform treatment providers. Some of the overtly narcissistic features of psychopathy (e.g., grandiose sense of self, lack of empathy) increase sexual violence risk dramatically when combined with sexual deviancy (e.g., pedophilia) (Hare, 2003). However, sexual violence risk is also increased by the combination of covert narcissistic features (e.g., interpersonal doubt, anxiety) and sexual deviancy (e.g., Hanson & Harris, 2007). This paper will explore patterns of sexual aggression with respect to the object relations that are part of overt and covert narcissism. Case examples will be used to illustrate concepts.

D

SHORT-TERM DYNAMIC TREATMENT OF NARCISSISTIC PERSONALITY DISORDER
Sarah Hillis, Saskatoon Health Region

Short-term dynamic psychotherapy effectively treats characterological disorders including narcissism. In this segment, the treatment of a complex case with comordid depression, anxiety and multiple health problems is presented. Videotaped segments of therapy, early and late in treatment, will be shown. The process of psychotherapy will be discussed, including the identification and clarification of defenses, turning the client against the defenses, and restructuring the defenses. Better defensive functioning, as demonstrated in an increase of genuine affect, better interpersonal relationships, and overall functioning, is displayed.

2011-06-04 – 11:00 AM to 11:55 AM – 11 h 00 à 11 h 55 – PEEL ROOM - MEZZANINE LEVEL

Committee Business Meeting/Réunion du conseil d'affaires

PUBLIC POLICY COMMITTEE BUSINESS MEETING
Peter Graf, University of British Columbia

2011-06-04 – 11:30 AM to 12:55 PM – 11 h 30 à 12 h 55 – YORK ROOM - MEZZANINE LEVEL

Symposium/Symposium
Extremism and Terrorism/ Extrémisme et terrorisme

RADICALIZATION TO VIOLENCE: PSYCHOLOGICAL CAUSES AND OPERATIONAL CONSIDERATIONS
Lianne McLellan, Defence Research and Development Canada - Toronto

Radicalization to violence is a clear and present threat to public safety and security in Canada. The RCMP defines radicalization as the process by which individuals — usually young people — are introduced to an overtly ideological message and belief system that encourages movement from moderate, mainstream beliefs towards extreme views. Although radical views are not inherently a problem, they can be when used to promote or condone violence or other forms of extremist behavior, including terrorism. Presenters will draw upon experimental evidence and empirical observations within the Canadian operational picture to help delineate complexities of radicalization to violence. Causes of religious radicalization, characteristics of neo-jihadist messaging, and considerations for dealing with terrorist prisoners will be discussed toward a better understanding of processes and manifestations of radicalization.

A

RELIGIOUS RADICALIZATION AFTER ANXIOUS UNCERTAINTY THREATS TO ACHIEVEMENT, ROMANTIC, AND ECONOMIC GOALS
Chelsea Ferriday, York University; Kyle Nash, York University; Ian McGregor, York University

In three experiments (N = 339) anxious uncertainty threats (achievement, romantic, and economic) heightened participants' willingness to kill, die, and go to extremes for their religious beliefs. In Study 1, this reactive religious radicalization was most pronounced among eager participants with frustrated daily goals. In Study 2 the reactive religious radicalization was strongest when the anxious uncertainty threats disrupted experimentally activated goals. In Study 3, reactive religious radicalization and vengefulness were most severe among participants with personality traits that tended more toward action than rumination. Results suggest that radicalization is a compensatory response to goal frustration. De-radicalization strategies should focus on supporting daily goals of at-risk individuals and groups.

B

YOU TALKIN' TO ME? NEO-JIHADIST MESSAGES AND THE FUTURE OF TERRORISM
Angus Smith, RCMP National Security Criminal Investigations

Neo-jihadist messaging is evolving in terms of both sophistication and accessibility. Groups like Al-qaeda in the Arabian Peninsula (AQAP) are able to communicate a clear, coherent message about both the need for "jihad," and also the specific means of carrying it out. Under the influence of figures like Anwar al Awlaki, that message is conveyed in a sort of American vernacular that would-be Western neo-Jihadists can understand intuitively. AQAP's Inspire magazine is an excellent example of such new wave communications, and appears intended to take the battle to the enemy in a number of critical respects. AQAP and its communications strategy is the future of AQ and of neo-jihadist terrorism.

C

TERRORIST PRISONERS: A DIFFERENT BREED OF INMATE?
Phil Gurski, CSIS

With the conviction and incarceration of several Canadians on charges of Islamist terrorism over the past five years, federal correctional institutions are forced to deal with a new kind of inmate. What are the unique characteristics of terrorist prisoners? What are the hopes for rehabilitation/deradicalization? What are the experiences of other nations? What happens once terrorists re-enter society? This presentation will explore these issues from a security intelligence perspective.

2011-06-04 – 11:30 AM to 12:55 PM – 11 h 30 à 12 h 55 – CITY HALL ROOM - SECOND FLOOR

Symposium/Symposium
Women and Psychology/ Femmes et psychologie

FEMINIST PERSPECTIVES ON WOMEN'S EXPERIENCES: SYSTEMATIC REVIEWS ON LESBIAN DISCLOSURE, RAPE ACKNOWLEDGMENT, AND SEXUAL CONSENT
CJ Chasin, University of Windsor

This symposium discusses systematic reviews on aspects of women's health, bodies and sexuality. Collectively, the reviews acknowledge the history and politics from which the research has evolved and through which feminist goals have been both achieved and undermined. To identify a conceptual paradigm linking our research, we begin with the notion that integral to bodily determination is the ability to take responsibility and ownership of our bodies and health. From women owning their bodies we move to an understanding of women's violated bodies as they are subjected to men's claims of entitlement. As women's bodies remain a battleground for ownership, we explore the ongoing struggle for societal recognition of bodily integrity as it pertains to sexual contact. First, to promote the visibility of lesbians in healthcare contexts, we discuss the importance of lesbian disclosure of sexual orientation to healthcare providers. Next, we theorize rape acknowledgement, with consideration of the challenges women face in a culture that delegitimizes and silences sexual violence. Finally, we explore the meaning of women's experiences with sexual consent, conceding that while consent is currently overdetermined by mechanisms of oppression, and thus not easily given freely, through the careful dissolution of these constraints women may one day experience the autonomous capacity for consent.

A

"COME OUT, COME OUT, WHEREVER YOU ARE": A SYSTEMATIC REVIEW OF LESBIAN DISCLOSURE IN HEALTHCARE

Melissa St. Pierre, University of Windsor

One significant barrier to seeking healthcare for lesbians is related to disclosure of sexual orientation. Because of disclosure-related fears (e.g., anticipated mistreatment by healthcare professionals), the literature suggests that lesbians often avoid seeking healthcare. We also know that disclosure can be a protective factor for women; that is, given supportive responses, "coming out" can lead to health benefits. Coming out also serves a political function, promoting the visibility of lesbians in healthcare settings. Inspired by Personal Risking theory, which is grounded in the lived experiences of lesbians (Hitchcock & Wilson, 1992), this review examines what factors facilitate disclosure by lesbian women to their healthcare providers. Searches were conducted electronically through Scholar's Portal, CINAHL, Medline, and Ovid, and manually through the bibliographies of other key publications. Combinations of the following search terms were used: disclosure; coming out; lesbian; primary healthcare. Thirty-three articles met the inclusion criteria. Key findings were that both internal and external factors influence lesbian disclosure in this context. These included: patient attributes, the healthcare environment, the healthcare provider, and the patient-provider relationship. The critical role of healthcare providers in facilitating disclosure is highlighted.

B

THE HIDDEN RAPE VICTIMS ARE STILL HIDING: FEMINIST THEORIZING OF THE RAPE ACKNOWLEDGEMENT LITERATURE

Dusty J. Johnstone, University of Windsor

Sexual assault is a pervasive social problem in Canada, with conservative estimates suggesting that as many as 1 in 4 women are sexually assaulted in their lifetime. However, research has shown that up to 84% of assaulted women who report experiences that align with legal definitions of rape and sexual assault do not actually label their experience as such. These women are known as unacknowledged victims, and a systematic review was undertaken to examine the factors that determine acknowledgement and the subsequent outcomes of acknowledgment. Searches were conducted electronically, using PsycInfo, PubMed, CINAHL, Google Scholar and Scholar's Portal as well as reference lists. Search terms included: rape acknowledg*, sexual assault acknowledg*, hidden rape, rape attributions, rape label, unwanted sexual experience and unacknowledg* rape. Twenty-three articles met the inclusion criteria. This review revealed that acknowledgement has been modestly theorized by psychology, and desperately requires a feminist analysis. I have applied Gavey's work on "the technologies of heterosexual coercion" (1992) and "the cultural scaffolding of rape" (2005) to illustrate the influence of dominant discourses of heterosexuality and coercion, which set parameters for normative heterosexual interactions, and undermine women's ability to acknowledge, label and resist sexual coercion and assault.

C

SAYING "WELL, OKAY": REVIEWING WOMEN'S CONSENT TO UNWANTED SEXUAL CONTACT

CJ Chasin, University of Windsor

Many women's experiences include situations where they have consented to unwanted yet voluntary sexual contact. For example, a woman may decide to engage in sexual behaviour for reasons other than her own sexual desire, i.e., because her partner really wants sexual contact at that time. This review addresses what it means for women to give sexual consent in non-violent situations, when the idea of sexual consent (i.e., agreeing to have sexual contact) is distinguished from the related notion of sexual wantedness (i.e., genuinely wanting to have sexual contact). Very broad searches were conducted through several databases using paired key words: "consent" AND "sex*"; and "unwanted sex*" OR "sexual compliance". Articles were included only if they dealt with either a) actual instances of competent women having given sexual consent, or b) real situations of women having agreed to engage in unwanted sex, freely or under pressure from a partner, provided the women viewed their participation as voluntary. Key findings note coercion often is involved in women's decisions to participate "voluntarily" in unwanted sexual contact. Drawing from second-wave feminist theory, and making links to more recent postmodernist and sex-positive feminist ideas, I discuss implications for understanding women's sexual consent, looking forward to when women's consent will exist independent of coercion.

2011-06-04 – 11:30 AM to 12:55 PM – 11 h 30 à 12 h 55 – HURON ROOM - SECOND FLOOR

Symposium/Symposium
History and Philosophy of Psychology/Histoire et philosophie de la pychologie

THEORY & METHODS

A

THEORIZING FEMINIST PSYCHOLOGY IN THE 21ST CENTURY

Lorraine Radtke, University of Calgary

This paper explores the possibilities for sustaining feminist scholarship in contemporary Canadian psychology. The shifting terrain for such scholarship includes fewer scholars who explicitly identify themselves as feminist scholars and less scholarship explicitly identified as feminist. My paper is concerned with feminist research practices within this context – the epistemology, theory, and methodology of such research. I ground this critical evaluation in a comparison of recently published research on the topic of violence against women conducted by Canadian psychologists with varying political commitments. As an area of study, violence against women has been a central focus for second wave feminist psychologists and continues to be intensely researched, although no longer strictly within an explicit feminist framework. It provides a fruitful context in which to evaluate the variety of philosophical assumptions that underlie this work as well as the differences in researchers' theories, their articulation of the problem of violence against women, and their conclusions. Of interest, is the difference feminist theory and epistemology makes within this body of research. My analysis points to what is needed for a 21st century Canadian feminist psychology.

B

SEX, POWER & PSYCH 101: AN ANALYSIS OF SEXUAL STATUS HIERARCHY CONTENT IN PSYCHOLOGY TEXTBOOKS

Steven T. Gravatt, York University Graduate Psychology Department

In this paper I will analyze the 'sexual status hierarchy' content of the ten most popular introductory social psychology and general psychology textbooks in Canada and the United States. I understand 'sexual status hierarchy' as social organization wherein individuals with certain characteristics are considered more sexually desirable, seen as having higher attractiveness status, and enjoy more opportunities for sexual and romantic relationships than others. Textbooks often link sexual hierarchy status to other unequally distributed assets, such as good looks and wealth. Experimental findings are often explained by reference to evolutionary psychological theories, which assume that attracting and mating with the fittest possible partners is the fundamental, hard-wired objective of human life. I will examine which studies and theories relating to 'sexual status hierarchy' are reported in the textbooks, the message the authors attempt to convey through these citations, and whether alternative critical perspectives are also reported. I will also assess textbooks from the early 1970s to explore whether 'sexual status hierarchy' content became more prevalent after the emergence of sociobiology and evolutionary psychology in the 1970s and 1980s.

C

TAMING THE LERNEAN HYDRA: WHAT IS NOT WHAT IN PSYCHOLOGY'S MANY VALIDITIES

Maria Nikol, Simon Fraser University; Masha Tkatchouk, Simon Fraser University; Kathleen L. Slaney, Simon Fraser University

There are currently in use within psychological science numerous different types and conceptions of validity, including, but not limited to those born out of psychometric theory and practice. Included in this list are external and internal validities, construct validity, face validity, consequential validity, ecological validity, etc. More and more varieties of validity have been created as psychological science has become increasingly specialized and new research procedures have been developed to address more and more specific questions. Given the multitude of validities and the diversity in the roles played by each, we believe psychological researchers would benefit well from a classification system in which the different types of validities are grouped and organized in such a way that researchers will be able to determine where a given type should be used and how the different types of validity relate to one another. The goal of this paper is first to provide an overview of the major types of validity that have appeared throughout history in psychological discourse. Then we will examine both theoretical and applied psychological literature in order to track the various extant validities at play and organize these into a classification system that respects the primary epistemic role for which each has been developed.

D

THE HISTORY OF MAZES AND PUZZLE BOXES IN EARLY EXPERIMENTAL PSYCHOLOGY, 1880-1940

John B. Connors, Canadian University College; Richard Brown, Dalhousie University

At the turn of the 20th century, the use of animals in the study of learning began with the use of puzzle boxes and mazes. This was a time when psychology was differentiating itself from philosophy by measuring and quantifying behavior rather than just speculating about it. However, it would be some time before this methodology was accepted by mainstream psychology. The initial experiments were carried out by young doctoral students or junior faculty. They were small scale experiments with little financial support. There was no readymade technology at the time or any standard animals or genetic breeding of hybrids. Questions raised were more of specific issues rather than general implications for learning or memory. Can animals learn by imitation? Is discrimination training different in separate species? Does any given species possess "consciousness?" Psychology journals were not specialized at that time and lab studies with animals were published alongside papers on reaction times, schizophrenia, child development, and consciousness. Well-known contemporary psychologists of the time such as William James and James Baldwin were regarded as philosophers as much as psychologists. The only graduate schools primarily interested in research in North America were Johns Hopkins University in Baltimore and the University of Chicago.

2011-06-04 – 11:30 AM to 12:55 PM – 11 h 30 à 12 h 55 – CONFERENCE ROOM C - MEZZANINE LEVEL

Symposium/Symposium
Traumatic Stress/
Stress traumatique

COUPLE-BASED INTERVENTIONS FOR INDIVIDUAL PROBLEMS: ACHIEVING MULTIPLE OUTCOMES

Candice Monson, Ryerson University

The association between individual psychopathology and intimate relationship problems is well-established, and relational problems are often the impetus for mental health treatment-seeking. Existing treatments for individual mental health problems do not usually improve intimate relationship functioning; however, there is evidence that intimate relationship problems can interfere with individual treatment delivery and its efficacy. This symposium includes four papers focused on the application of couple interventions designed to simultaneously ameliorate individual mental health conditions and enhance intimate relationship functioning and factors influencing dissemination of these interventions. The first of these papers will present outcomes from a multi-couple group intervention designed to prevent aggression in couples with a male veteran diagnosed with PTSD. The second paper focuses on the development of a couple treatment for comorbid PTSD and substance use disorders. The final two papers will describe results from a randomized controlled trial of a conjoint intervention for posttraumatic stress disorder (PTSD) in the community, and a study investigating clinician factors that predict uptake of that conjoint therapy.

A

STRENGTH AT HOME COUPLES PROGRAM: INITIAL FINDINGS AND IMPLICATIONS

Jamie Howard, U.S. VA National Center for Posttraumatic Stress Disorder; Casey Taft, U.S. VA National Center for Posttraumatic Stress Disorder

Studies of veterans demonstrate a strong relationship between posttraumatic stress disorder (PTSD) and intimate partner violence (IPV). This presentation will describe the Strength at Home Couples Program, an intervention designed to prevent IPV in returning veterans. Initial results indicate that veterans who received the Strength at Home Couples intervention showed significant reductions in physical violence perpetration (F = 4.628, p = .047), and veterans who received treatment-as-usual remained nonviolent. A trend emerged by which psychological violence perpetration decreased for veterans who received the Strength at Home Couples intervention and increased for veterans who received treatment-as-usual. The magnitude of this overall trend is large (partial &#951;2 = .117). Relationship quality increased in both groups from baseline to post-treatment (partial &#951;2 = .094), but decreased in both groups from post-treatment to 6-months post-treatment (partial &#951;2 = .129). A trend emerged in self-reported PTSD symptom severity such that veterans who received the active treatment showed decreased symptoms and veterans who received treatment-as-usual showed increased symptoms from baseline to post-treatment, but symptoms returned to approximately baseline at 6-month follow-up. Clinical implications of these results will be reviewed.

B

RANDOMIZED CLINICAL TRIAL OF BEHAVIORAL COUPLES THERAPY FOR HETEROSEXUAL WOMEN WITH ALCOHOL DEPENDENCE

Jeremiah A. Schumm, Cincinnati, OH VA Medical Center & University of Cincinnati School of Medicine; Timothy J. O’Farrell, VA Boston Healthcare System & Harvard School of Medicine; Marie Murphy, Harvard Medical School; Patrice Muchowski, AdCare Hospital of Worcester, Inc

Behavioral Couples Therapy (BCT) for substance use disorders is the most well-researched family treatment for promoting sobriety while improving couples’ relationships. Although there is strong evidence that BCT is an efficacious treatment among men with substance use disorders, there is little research examining the efficacy of BCT among women with alcoholism. This presentation will summarize the outcomes from a randomized clinical trial comparing BCT plus individual recovery counseling versus individual recovery counseling (IRC) alone among heterosexual, cohabitating women from the US (N = 105). Women and their male partners were assessed prior to and immediately following treatment and then reassessed quarterly for the 12 months following treatment. Results from the intent-to-treat sample showed that compared to those who received IRC only, women who received BCT evidenced better retainment of sobriety during the year following treatment. Male partners who received BCT reported higher relationship happiness following treatment versus those whose partners received IRC only. Women who reported worse relationship adjustment prior to treatment had better relationship outcomes following BCT versus IRC only. These results build upon previous studies of men with alcoholism by suggesting that BCT may be an efficacious treatment for heterosexual women with alcoholism.

C

COGNITIVE-BEHAVIOURAL CONJOINT THERAPY FOR POSTTRAUMATIC STRESS DISORDER: RESULTS FROM AN ONGOING RANDOMIZED CONTROLLED TRIAL

Candice M. Monson, Ryerson University

Introduction/Objectives: Left untreated, PTSD is a chronic, pernicious, and debilitaitng disorder. In addition, PTSD symptoms are known to affect and be affected by intimate relationship functioning. Cognitive-Behavioural Conjoint Therapy for PTSD (CBCT for PTSD) is a manualized therapy with the simultaneous goals of improving PTSD and enhancing intimate relationships. Prior uncontrolled trials support its efficacy with male veterans with chronic PTSD and their wives and a community sample with different types of trauma and couples. Method: A total of 40 couples in which one member of the couple is diagnosed with PTSD will be randomized to receive the treatment immediately or wait for 3 months to receive the therapy. To date, 30 couples have been randomized. Results: Recent analyses of treatment effects indicate that the pre- to post-treatment effect sizes for PTSD symptoms are quite large (d = 2.15-3.46) and relationship satisfaction treatment effects are also large (d = 1.10-2.09). Conclusions: CBCT for PTSD holds promise to be an efficient and efficacious treatment for PTSD, as well as the intimate relationship problems associated with the condition.

D

AN EXAMINATION OF INDIVIDUAL PROVIDER CHARACTERISTICS IN THE DISSEMINATION AND UPTAKE OF COGNITIVE-BEHAVIOURAL CONJOINT THERAPY FOR POSTTRAUMATIC STRESS DISORDER

Amy Brown-Bowers, Ryerson University; Derek J. Cozzi, Ryerson University; Anne Wagner, Ryerson University; Candice M. Monson, Ryerson University

Evidence-based psychological practice in Canada is growing as policy makers, mental health professionals, and researchers endorse the selection of treatments for psychological disorders based on the best available science. Yet, a small minority of mental health clinicians report regularly using evidence-based treatments in their clinical practice. This discrepancy between psychological science and clinical practice warrants empirical attention. The current study examined individual provider characteristics in the uptake of Cognitive-Behavioural Conjoint Therapy for Posttraumatic Stress Disorder (CBCT for PTSD), after dissemination of the therapy. 300 mental health clinicians attended a training on CBCT for PTSD. A number of individual provider characteristics were assessed (e.g., attitudes toward manualized treatments, prior training experiences, predominant therapeutic orientation) and examined in relation to clinicians’ later uptake of the protocol. Expected Results/Conclusions: It is hypothesized that a number of individual provider characteristics (e.g.., positive attitudes toward manualized treatments, and a predominantly cognitive-behavioural therapy orientation) will be positively associated with implementation. Results will contribute to the development of an evidence-based dissemination model for CBCT for PTSD.

2011-06-04 – 11:30 AM to 12:55 PM – 11 h 30 à 12 h 55 – WINDSOR ROOM EAST - MEZZANINE LEVEL

Symposium/Symposium
Counselling Psychology/
Psychologie du counseling

TRAUMA AND LEARNING: EXAMINING THE EDUCATIONAL NEEDS, EXPERIENCES AND ACHIEVEMENTS OF TRAUMA SURVIVORS

Lana Stermac, OISE/University of Toronto

It is well known that individuals who are exposed to traumatic events in youth may suffer a disruption in developmental processes affecting their cognitive and intellectual growth (Akbulut-Yuksel, 2009; Perry, 2002; Santa Barbara, 2006). Traumatic exposure in youth as well as adulthood may interfere with the central processes of attention, memory and motivation that affect learning and can result in an inability to concentrate, learn new material and attend to appropriate stimuli. Resultant emotional and behavioural disturbances (Vasterling & Brewin, 2005) can all have implications for the learning processes of trauma-exposed individuals and their ability to function and perform well in the classroom. This symposium examines issues addressing the learning challenges, needs and experiences of survivors of sexual and non-sexual traumatic events. We present research studies on 1) alternative education programs for women experiencing violence, 2) Aboriginal students' academic experiences in residential schools, 3) war-zone trauma and academic performance, and 4) academic participation and outcome for survivors of intimate partner violence. The overall findings are discussed in terms of the effects of trauma on learning as well as the effects of learning environments on the symptoms of traumatic stress.

A

THE EDUCATION EXPERIENCES OF WOMEN WHO HAVE EXPERIENCED VIOLENCE: THROUGH HER VOICE

Susan Rodger, University of Western Ontario

Existing research documents the many challenges to educational success for women who have experienced violence as children or adults, including head injuries and resultant memory problems (Banks, 2007), trauma and academic success (Wagner & Magnusson, 2005), experience of abuse and chronic health problems (Sutherland, Bybee & Sullivan, 2002), and mental health difficulties and learning. In this paper we examine the use of traditional outcomes measures such as attendance as a measure of academic engagement and compare these to women's own description of their participation in adult education. Data are presented resulting from a strengths-based analyses of interviews with 41 women with experience with violence who were enrolled in a three-year adult alternative education program, regarding their conceptualization of and experience with, success in education, the personal strengths and supports necessary to sustain their success, and where they hoped this experience would take them and their children. Themes include the need to feel part of a community, the importance of hope, and the development of a sense of self as capable. Implications for research, policy and programming are presented.

B

ABORIGINAL STUDENTS EDUCATIONAL EXPERIENCES IN RESIDENTIAL SCHOOLS: STORIES OF TRAUMA AND RESILIENCY

Nina Josefowitz, University of Toronto; Rosemary Barnes, Private Practice; Esther Cole, Private Practice

Between 1875 and about 1970 First Nations children were forcibly removed from their families and communities and placed in residential schools. The schools' goals, according to published documents at the time, were to eradicate "Indian" culture from the children and to provide the children with skills that would enable them to take menial jobs in Euro-Canadian society. This paper examines the overall impact of the residential schools with specific focus on the educational and academic experiences of students. The paper uses a theoretical model based on existing psychological research to understand factors that contribute to the risk of disrupted development and factors contributing to resiliency and normal development. In particular the effect of racism, various forms of maltreatment, the adequacy of the academic education and overall educational environment will be examined. The impact of cumulative abuse coupled with issues specific to the role of education in fostering normal development or disrupted development will be discussed. The paper will focus on a number of cases in relation to the educational and subsequent vocational harms caused by sexual and physical abuse experienced in the residential schools.

C

WAR-ZONE IMMIGRANT YOUTH IN CANADA: POST-IMMIGRATION EDUCATIONAL EXPERIENCES AND ACADEMIC TRANSITIONS

Allyson Clarke, Univeristy of Toronto; Lana Stermac, OISE/University of Toronto; Christine Cabral, University of Toronto

Immigrant and refugee youth often face a number of academic challenges as a result of language barriers, unfamiliar academic norms and expectations, discrimination, and lack of formal and informal resources (Baffoe, 2006; Belazelkoska, 2007; Hyman et al., 2000; Lauture, 2007; Kaprielian-Churchill, 1996). Those with pre-immigration experiences of war-related trauma may face additional barriers to academic success because of post-traumatic psychological difficulties, although research in this area has yielded somewhat inconsistent findings. Using data from Cycle 1 of the Statistics Canada (2000) Youth in Transition Survey, the present research examined the educational experiences of 18 – 20 year old youths, comparing the academic performance, school experiences and self perceptions of youth arriving in Canada from war-zones and areas of extreme social unrest with those of immigrant youth from non-war-zone countries and Canadian-born youth. Analyses revealed that, despite some difficulties in academic performance, self-confidence and social relationships, youth from war-zone areas were generally successful in both secondary and post-secondary education and exhibited high levels of academic engagement and aspirations. Implications of these findings for educational programming and clinical interventions are discussed.

D

IN SPITE OF FEAR AND DOUBT: ACADEMIC PARTICIPATION BY WOMEN WHO HAVE EXPERIENCED INTIMATE PARTNER VIOLENCE

Rebecca T. Machado, University of Western Ontario

Past research has demonstrated positive correlations between self-efficacy, academic participation and outcome (Devonport & Lane, 2006; Wood & Locke, 1987), and a negative correlation between trauma symptoms and academic participation (Duncan, 2006). Thus, the presence of trauma symptoms and reduced self-efficacy in women who have experienced intimate partner violence (IPV) would seem to predict diminished participation in educational programs. However, this relationship was not found among 39 women enrolled in a specialized adult education program for women who had experienced IPV. Instead, neither variable predicted participation, and some women with low self-efficacy and high intrusion by trauma symptoms were long-term attendees. This paper explores quantitative and qualitative information gleaned over the course of a three-year program, and proposes explanations for the absence of expected relationships between trauma, self-efficacy, and academic involvement for women who had experienced IPV. The importance of the classroom as a "safe space," which at times served as a haven for participants, and flexibility regarding attendance, which kept enrollment open for women who would have been deregistered from traditional programs, are discussed.

2011-06-04 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – CONFERENCE ROOM F - MEZZANINE LEVEL

Workshop/Atelier
Clinical Psychology/ Psychologie clinique

AN OVERVIEW OF PALLIATIVE CARE FOR THE CLINICAL PSYCHOLOGIST

Joseph R. Pellizzari, St. Joseph's Healthcare Hamilton/McMaster University; Kathleen Baba Willison, St. Joseph's Healthcare Hamilton/McMaster University; Jenny Legassie, St. Joseph's Healthcare Hamilton/McMaster University

Roles for clinical psychologists in palliative care are becoming increasingly recognized. The time periods typically identified for the role of clinical psychologists are: i) before a life-threatening illness is diagnosed (e.g., advanced care planning); ii) during advanced illness and the dying process (e.g., assessment and treatment of psychological distress); and iii) support for caregivers and the bereaved (e.g., grief interventions). Considering these time frames, this workshop will present the following key topics and areas of competency for the clinical psychologist wishing to enter this emerging area of practice, with an explicit focus on the adult patient population: i) Definitions and Scope of Palliative Care; ii) Making the Case for the Role of Clinical Psychology in End-of-Life Care; iii) Assessment and Treatment of Psychological Distress in the Dying; iv) Pain, Cognitive Changes, and General Symptom Management at the End of Life (Assessment & Treatment); v) Evidence-based Treatment Models of Grief and Bereavement; vi) Working on a Palliative Care Team. Given the inter-professional nature of palliative care, this workshop will be led by a clinical psychologist, a palliative care nurse, and a palliative care physician. Practical tools and case-based material will be utilized to highlight content areas.

2011-06-04 – 11:30 AM to 1:25 PM – 11 h 30 à 13 h 25 – CONFERENCE ROOM G - MEZZANINE LEVEL

Workshop/Atelier
Counselling Psychology/ Psychologie du counseling

THE ETHIC OF SOCIAL RESPONSIBILITY

Michael Mandrusiak, Adler School of Professional Psychology; Larry Axelrod, Adler School of Professional Psychology

Principle IV of the CPA Code of ethics, Responsibility to Society, states that psychologists have a responsibility to society to speak out and advocate for change when the rights and dignities of others are infringed upon by unjust social structures. The new Practice Directorate has also recognized the importance of socially responsible practice – a way of working that incorporates a commitment to personal and social change in the pursuit of justice. Social justice is a related concept that refers to an equitable distribution of resources in society. There have been recent calls to develop a set of social justice competencies that can be integrated into professional psychological training. Some have recognized the failure of traditional psychological theory and practice to incorporate principles of social responsibility, tending instead to overemphasize the importance of individual factors in understanding human functioning. Yet despite an emerging awareness of social responsibility as an important competency in clinical practice, confusion and conflict permeate the discussion as to how it can be integrated into current psychological training and practice. This workshop is designed to explore and advance our understanding of the concept of socially responsible practice and how to implement it in training programs and professional practice.

2011-06-04 – 12:00 PM to 12:55 PM – 12 h 00 à 12 h 55 – ESSEX BALLROOM - MEZZANINE LEVEL

CPA Donald O. Hebb Award/ Prix Donald O. Hebb

FROM MOTIVATION TO PASSION: IN SEARCH OF THE MOTIVATIONAL DETERMINANTS OF A MEANINGFUL LIFE

Robert Vallerand, Université du Québec à Montréal

The purpose of this presentation is to provide an overview of research on motivational processes that has been conducted in our laboratory over the past 30 years. Such research subscribes to an organismic view of human motivation (Deci & Ryan, 1985) where people are seen as active agents who strive to fulfill their potential. Four lines of research are briefly presented: (1) the role of social factors in intrinsic motivation; (2) the determinants and outcomes of motivational processes in real-life settings; (3) an integrative perspective on the role of personality, task, and social factors in motivational processes and outcomes (the Hierarchical Model of Intrinsic and Extrinsic Motivation; Vallerand, 1997); and (4) a new perspective on passion for life activities (the Dualistic Model on Passion; Vallerand,2010; Vallerand et al., 2003). Key studies are highlighted and directions for future research are proposed.

2011-06-04 – 12:00 PM to 1:25 PM – 12 h 00 à 13 h 25 – WENTWORTH ROOM - MEZZANINE LEVEL

Symposium/Symposium
Social and Personality/ Psychologie social et de la personnalité

THE MALLEABILITY OF THE SELF AND IDENTITY

Crystal Tse, University of Waterloo

This symposium presents new approaches in research on the self and identity with a focus on the malleability of the self-concept. The talks emphasize the influence of subtle environmental cues on self-perception, and the fluidity of the identity concept. Courtney Plante will present work suggesting that self-perceptions of impulsivity change depending on the visual perspective from which a video game is played: a third (versus first) person perspective has a greater impact on a person's self-perception. Darcy Dupuis will present work demonstrating how money primes create self-perceived deficiencies in psychological need satisfaction in individuals of lower economic status due to the perception that the wealthy are more capable of meeting these needs. Cindy Ward will show how individuals have different perceptions of their past selves depending on their lay beliefs about change. Her research demonstrates that incremental theorists are more critical of their past moral selves compared to entity theorists. Lastly, Megan Johnston will examine the dissociation between people's implicit and explicit moral identities, and show how the two can predict different moral behaviours using behavioural and physiological measures. Taken together, these talks illustrate the flexibility of self-concepts and identities.

A EFFECTS OF VISUAL PERSPECTIVE IN VIDEOGAME SIMULATIONS OF HIGH-RISK BEHAVIORS ON SELF-PERCEPTIONS OF IMPULSIVITY

Courtney Plante, University of Waterloo

Prior research suggests that playing videogames can promote analogous behaviors outside the game. These studies overlook a videogame's visual perspective as a moderator of this effect. Also, little research exists on the role of self-perception as a mediator of videogame effects. Mental imagery research shows that visualizing an action from the third-person perspective (picturing oneself from another's perspective) is more likely to lead to a self-perception consistent with the visualized action than visualizing the same action from the first-person perspective (picturing the scene from one's own perspective). This happens because when a behavior is visualized from the third-person perspective people connect the behavior to their self-concept. To test whether similar effects are found with visual perspective in videogames undergraduates played a videogame simulating risky behavior: motorcycle racing. Half the participants played from the first-person perspective while the other half played from the third-person perspective. Carryover effects on impulsivity were measured, to test the hypothesis that simulating high-risk behavior from the third-person perspective would foster a self-perception of impulsivity. As predicted, participants in the third-person condition showed significantly greater impulsivity than those in the first-person condition.

B THE PSYCHOLOGICAL IMPACT OF MONETARY CUES: THE PRESENCE OF MONEY CAN LEAD TO SELF-PERCEIVED DEFICIENCIES IN PSYCHOLOGICAL NEED SATISFACTION

Darcy R. Dupuis, University of Guelph; Ian Newby-Clark, University of Guelph

Recently, Vohs, Mead, and Goode (2006) established that money primes can cause individuals to exhibit more self-sufficient behaviour. However, the motivational mechanisms by which this behaviour occurs remain uncertain. There is some evidence that individuals view the wealthy as more capable of meeting basic psychological needs (e.g., Srivastava et al., 2001). For example, people perceive the wealthy as more competent and in control (Dittmar, 1992). We theorized that monetary cues cause individuals to feel disadvantaged in their ability to satisfy basic psychological needs as compared with the wealthy. Three hypotheses were explored: money leads to deficiencies in satisfaction of autonomy, competence, and control; money heightens the motive to satisfy deficient needs; and those of lower economic status will be most affected. One hundred participants were given a money or control prime and asked about self-perceived need satisfaction. For those of lower economic status, money led to lower scores on satisfaction of autonomy, control, and competence, and to a greater need for structure. Thus, monetary cues seem to decrease satisfaction of psychological needs. An enhanced need for structure offers preliminary support for a motive to recover control by simplifying life (cf. Whitson & Galinsky, 2008). We are now exploring motivational effects in a series of behavioural studies.

C I LOVED ME, I LOVED ME NOT: HOW LAY THEORIES ALTER PERCEPTIONS OF PAST SELVES AND EVENTS

Cindy L. Ward, Wilfrid Laurier University

Temporal self-appraisal theory suggests that to maintain a favorable view of themselves people often derogate a distant past (i.e. revise a past self downward) and subjectively distance earlier negative events from their current self. However, these strategies might not be effective for everyone. The goal of the present research was to examine whether such tendencies might be moderated by participants' lay theories (i.e. beliefs about change). Incremental theorists believe their basic attributes can change with time and may benefit from temporal self-memory modifications. In contrast, entity theorists, who believe attributes are stable, may hesitate to criticize even distant aspects of their self. We asked students (study 1) and a general population sample (study 2) to rate a past moral self that was subtly manipulated to feel either temporally 'close' or 'distant.' As predicted, incremental theorists (but not entity theorists) were more critical of their distant (but not close) moral self. In study 3 we asked participants to recall a past social success or failure and indicate how close or far away the event feels. As predicted, the overall tendency to distance the social failure more than the success was driven by incremental theorists. These findings suggest that lay theories importantly moderate the strategies with which people construct their personal histories over time.

D CAN MORAL IDENTITY BE RE-CONCEPTUALIZED AS AN IMPLICIT SELF-REPRESENTATION?

Megan E. Johnston, University of Toronto; Amanda Sherman, University of Toronto; Joan E. Grusec, University of Toronto

Present measures of moral identity ask participants to explicitly report on their value structures, which assumes accurate verbalization of the self-concept that is free of self-presentation biases. Previous research assessing self-representations suggests this is not the case; thus, implicit techniques may provide a more accurate indication of true moral identity. Our goal was to compare implicit and explicit measures of moral identity in the prediction of moral outcomes (e.g., prosocial behavior). Undergraduate participants completed questionnaire, physiological, and behavior assessments. Implicit moral identity was measured with response latencies to identifying moral traits as belonging to the self. Questionnaires assessed explicit moral identity. Additionally, blood pressure was measured while participants listened to audio recordings of students supporting unethical opinions. Moral identity scores obtained implicitly were not correlated with moral identity scores obtained through explicit means. Whereas explicit moral identity was not predictive of prosocial behavior, implicit scores approached significance in this regard. Further, increased blood pressure in response to unethical opinions was predicted by implicit, but not explicit, moral identity scores. The findings of this research have implications for the conceptualization and assessment of "moral identity."

2011-06-04 – 12:00 PM to 1:55 PM – 12 h 00 à 13 h 55 – KENORA ROOM - SECOND FLOOR

Workshop/Atelier
Clinical Psychology/
Psychologie clinique

POSITIVE PSYCHOTHERAPY: A STRENGTH-BASED THERAPEUTIC APPROACH

Tayyab Rashid, University of Toronto-Scarborough/Values in Action Institue

Positive psychotherapy is positive psychology movement's therapeutic extension to broaden the scope of traditional psychotherapy. It's primary premise is that building positive emotions, strengths and meaning, in addition to undo symptoms, is efficacious in treating psychopathology. Positive emotions, strengths and meaning serve us best not when life is easy but when life is difficult. For a depressed client, having and using strengths such as optimism, hope, zest, social intelligence become more urgent then in good times. Using a strength-based approach, this workshop will hlep clinicians and practitioner to learn skills and specific strategies which cultivate and enhance positive emotions, character strengths and meaning, within the traditional context of psychotherapy.

2011-06-04 – 12:00 PM to 1:55 PM – 12 h 00 à 13 h 55 – CIVIC BALLROOM - SECOND FLOOR

Workshop/Atelier
Counselling Psychology/
Psychologie du counseling

GROUP THERAPY FOR POST-CRISIS SUICIDAL ADOLESCENT CLIENTS

Melissa J. Seaborg, Athabasca University

This workshop will be focused on understanding adolescent suicidal behaviour and learning how to facilitate a group for post-crisis suicidal adolescents through the introduction and discussion of a group therapy manual. It is intended for counsellors who are eager to move forward in adolescent suicide prevention and intervention when working with adolescents who have experienced suicidal behaviours. This group intervention will be helpful to counsellors who work in schools, agencies, or private practice. The manual will provide counsellors with the tools and direction to effectively intervene with post-crisis suicidal clients in a group format. It is comprised of eight session plans to be used over the course of four to eight weeks to ensure time for participants to process the group discussions and content. The group is aimed at providing adolescent clients with the tools necessary to move forward in life more positively. It will also provide participants the opportunity to connect with other adolescents who have experienced suicidal behaviours. This in turn will increase the size of each teenager's social network and support system. Groups are facilitated by the therapist by educating the client about suicide, suicidal ideation and behaviours, the potential link of depression, and safety. The manual will is approximately fifty pages in length with attached appendixes.

2011-06-04 – 12:00 PM to 12:55 PM – 12 h 00 à 12 h 55 – CONFERENCE ROOM B - MEZZANINE LEVEL

Theory Review/
Examen théorique

THEORY REVIEW SESSION 'F'/SESSION EXAMEN THÉORIQUE

International and Cross-Cultural Psychology/Psychologie internationale et interculturelle.

#1
International and Cross-Cultural Psychology/
Psychologie internationale et interculturelle

MORITA THEORETICAL PRINCIPLES AND CLINICAL IMPLICATIONS

Charles P. Chen, University of Toronto

Japanese Morita therapy is a unique therapeutic intervention that has its deep roots in the Zen Buddhism ideology and the Eastern philosophy of perceiving and developing a harmonious relationship between the self and its interaction with various intrapersonal, interpersonal, and extra-personal contexts and experiences. With a set of theoretical constructs that are very different from most of the traditional theories and therapeutic frameworks in the Western world, Morita concepts and tenets present a distinctive wealth of principles for helping clients deal with psychological difficulties caused by nervousness and social anxiety ("shinkeishitsu" in Japanese). Notwithstanding the fact that Morita therapy has been one of the very few most renowned Eastern/Asian therapeutic models in the West, it is still a relatively less studied and practiced model in the Western professional helping realm. The purpose of this presentation is to promote the effective use of Morita therapy in clinical intervention. First, it takes a look at some of the key Morita theoretical constructs. Second, it addresses the therapeutic value of using these theoretical principles in current counselling and psychotherapy practice in general, and in treating social anxiety in particular. Third, it illustrates Morita-based strategies as a viable alternative approach for helping clients make positive change.

#2
International and Cross-Cultural Psychology/
Psychologie internationale et interculturelle

THE SCIENCE OF WISDOM THROUGH AUTOBIOGRAPHY

Michel Ferrari, OISE University of Toronto

This paper explores the science of wisdom and the choices that need to be made in undertaking such a science. Two main approaches have been adopted in the scientific study of wisdom. One approach is task-focused, exemplified by the work of Paul Baltes and Ursula Staudinger, in which wisdom is discerned through how skillfully one completes a task said to involve 'the fundamental pragmatics of life'. The other approach is person focused, as seen in the work of Monika Ardelt, which assumes wisdom is the expression of a particular sort of personality. Wisdom on this view is assessed both through implicit theories of what makes someone wise and by testing explicit theories of wisdom though self-report questionnaires designed to measure factors associated with wisdom and its relation to quality of life. This talk proposes that, considered developmentally across the lifespan, autobiographical narratives of wisdom, as exemplified in the work of Shih-Ying Yang (in Taiwan) or Judith

Glueck and Susan Bluck (in Austria and the USA), allow us to integrate the strengths of both earlier approaches to studying wisdom scientifically, and to do so cross-culturally. What is more, autobiographical memories of personal wisdom illustrate personal engagement with cultural narratives that highlight how people make sense of wisdom in different cultures, and thus what they most value in their lives.

2011-06-04 – 12:00 PM to 12:55 PM – 12 h 00 à 12 h 55 – PEEL ROOM - MEZZANINE LEVEL

Editorial Board Meeting/ Réunion du conseil d'affaires

CJBS EDITORIAL BOARD MEETING

Todd Morrison, University of Saskatchewan

2011-06-04 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – DOMINION BALLROOM - SECOND FLOOR

Poster/Affiche

POSTER SESSION 'G'/PRÉSENTATION PAR AFFICHAGE

Environmental Psychology/Psychologie de l'environnement; Industrial/Organizational Psychology/Psychologie industrielle et organisationnelle; International and Cross-Cultural Psychology/Psychologie internationale et interculturelle; Sexual Orientation and Gender Identity Issues/Orientation sexuelle et identité sexuelle; Sport & Exercise Psychology/Psychologie du sport et de l'exercice; Women and Psychology (SWAP)/Femmes et psychologie.

#1
Environmental Psychology /Psychologie de l'environnement

THE IRONIC IMPACT OF "TYPICAL" ENVIRONMENTALISTS: NEGATIVE PERCEPTIONS REDUCE PRO-ENVIRONMENTAL MOTIVATION

Nadia Y. Bashir, University of Toronto; Penelope Lockwood, University of Toronto; Alison L. Chasteen, University of Toronto; Indra Noyes, University of Toronto; Dan Dolderman, University of Toronto

As ambassadors of the pro-environmental movement, environmentalists may be instrumental in promoting environmental responsibility in order to ensure a sustainable future. Members of the public may be receptive to the efforts of environmentalists, however, only to the extent that they have favourable impressions of this group. Indeed, if individuals perceive environmentalists negatively, viewing them as eccentric tree-huggers or militant activists, they may be unresponsive to pro-environmental initiatives. In two studies, we examined this possibility. In Study 1, participants described their perceptions of a typical environmentalist. In Study 2, participants read a pro-environmental appeal ostensibly written by a "typical" tree-hugging environmentalist, an atypical, more mainstream environmentalist, or a typical Canadian. Participants then rated their pro-environmental behavioural intentions. As predicted, participants characterized typical environmentalists unfavourably as either oddball tree-huggers or hostile activists. Furthermore, participants were less motivated to behave pro-environmentally when they received the appeal from the typical environmentalist. Ironically, "typical" environmentalists may alienate members of the public and reduce motivation to lead sustainable lifestyles.

#2
Environmental Psychology/ Psychologie de l'environnement

COPING AND INTIMACY OF WOMEN IN EXTREME ENVIRONMENTS

Jelena Brcic, University of British Columbia; Katya Legkaia, University of Victoria; Peter Suedfeld, University of British Columbia; Jessica Chmilar, University of British Columbia

It is important to investigate the psychological and social demands on individuals who live and work in extreme and unusual environments (EUEs). The present study seeks to enhance our understanding of intimacy affiliation motive and coping strategies of women working in EUEs. First-person narratives of 25 women astronauts and 23 women Antarctic explorers/researchers were analyzed via thematic content analysis (TCA). Problem-oriented coping strategies were utilized more than emotion-oriented ones. The groups differed on only one specific coping strategy, Endurance/Obedience/Effort, with astronauts mentioning it more than the Antarctic women. Compared to a group of male astronauts (Suedfeld, Brcic, & Legkaia, 2009), the women mentioned Seeking Social Support more and Accepting Responsibility less. In addition, we found that women astronauts mentioned the intimacy motive at a higher rate than Antarctic women. Overall, women are able to use a variety of coping strategies to cope with social and physical demands of the EUE. Interestingly, they demonstrate more similarities than differences, despite differences between the environments in which they live and work.

#3
Environmental Psychology/ Psychologie de l'environnement

PERSONALITY PROCESSES AND ENVIRONMENTAL ACTIVISM AMONG YOUTH

Brendan Fernandes, Kwantlen Polytechnic University; M. Kyle Matsuba, Kwantlen Polytechnic University; Amy Baykey, Kwantlen Polytechnic University

Our study investigated the personality processes of environmental exemplars by applying Stern's (2000) Values, Beliefs, Norms (VBN) Model to determine whether global values, environmental beliefs, and personal environmental norms can discriminate between environmental exemplars from non-exemplars. We recruited 70 environmental exemplars by contacting environmental organizations, such as Greenpeace, asking for nominations of people who have dedicated significant time and resources towards environmental causes. A comparison group from the community was included. Participants completed questionnaires including Schwartz's (1994) Universalism and Benevolence Values Subscales, Dunlap and Van Liere's (1978) New Environmental Paradigm (NEP) Scale (i.e.., our belief measure), and Clayton's (2003) Environmental Identity (EI) Scale (i.e., our personal norms proxy). Results showed exemplars scored higher than non-exemplars on our measures. A follow-up stepwise logistic regression with exemplar status as the outcome variable showed that global values have both direct and indirect effects in predicting exemplar status. That is, global values' effect on exemplar status was, in part, moderated by participants' environmental beliefs and identity. Our results illustrate the utility of Stern's VBN Model in understand the underlying personality processes associated with environmental activism.

#4
Environmental Psychology/
Psychologie de
l'environnement

NEIGHBOURHOOD PREDICTORS OF QUALITY OF LIFE

Robert Gifford, University of Victoria; Jessica Rourke, University of Victoria; Amanda McIntyre, University of Victoria; Christine Kormos, University of Victoria; Leila Scannell, University of Victoria

Various aspects of a neighbourhood may contribute to, or detract from, residents' well-being. Our aim was to explore how several key subjective and objective neighbourhood constructs uniquely and jointly affect quality of life (QoL). Constructs examined included: social support, neighbourhood involvement, place attachment, physical activity, residential satisfaction, neighbourhood satisfaction, and distance to local amenities. Study 1 ($N = 121$) established reliable measures of these constructs through reliability analyses of their respective indices and a preliminary examination of their latent variable structures. Study 2 ($N = 171$) assessed a meditational model and confirmed the reliability and factor structure of the measures using a sample from more diverse neighbourhoods. Results demonstrated that residents who live farther from neighbourhood amenities report lower levels of QoL. In addition, residents with higher median incomes and those who live in more aesthetically pleasing neighbourhoods reported higher QoL. Neighbourhood and residential satisfaction as well as neighbourhood attachment were strong predictors of QoL, accounting for 26% of its variance (&#946; = .53, $t(165) = 7.99$, $p < .001$). Finally, results of the meditational analysis indicate that subjective neighbourhood factors mediate the association between objective neighbourhood factors and QoL.

#5
Environmental Psychology/
Psychologie de
l'environnement

PASSION TOWARD THE ENVIRONMENTAL CAUSE AND MAINSTREAM AND RADICAL BEHAVIORS: THE MEDIATING ROLE OF EMOTIONS

Anne-Sophie Gousse-Lessard, Université du Québec à Montréal; Robert J. Vallerand, Université du Québec à Montréal

The Dualistic Model of Passion (Vallerand et al., 2003) proposes two distinct types of passion: harmonious passion (HP) and obsessive passion (OP). HP is characterized by a volitional engagement in an activity that one loves. Conversely, OP leads individuals to experience an incontrollable urge to engage in the beloved activity. Initial research concerning passion toward the environmental cause has shown that HP is positively associated with mainstream behaviors and not associated with radical behaviors, whereas OP is positively related to both types of behaviors. In line with Fredrickson's Broaden-and-Built theory of emotions, it was postulated that emotions would mediate the relationship between the type of passion and the type of behaviors. In light of the above, the following integrative model was proposed: HP should positively predict positive emotions and negatively predict negative emotions, whereas OP should positively predict both positive and negative emotions. Moreover, positive emotions should predict the intention to adopt mainstream behaviors whereas negative emotions should predict the intention to adopt radical behaviors. Participants ($N=89$) were people actively engaged in the environmental cause. Results of structural equation modeling analyses supported the proposed model. Results are discussed in light of the passion, emotion, and environmental literatures.

#6
Environmental Psychology/
Psychologie de
l'environnement

GENERATIVITY, EXEMPLAR AND GENDER DIFFERENCES IN PUBLIC AND PRIVATE ENVIRONMENTAL ACTIONS OF ADULTS

Florence Mak, Wilfrid Laurier University; Michael W. Pratt, Wilfrid Laurier University

Erikson (1963), defined generativity as the care and concern for the next generation, and environmental concern has been related to higher levels of generativity. Pro-environmental actions include behavior in the public sphere, such as environmental activism, or in the private sphere, such as personal choices to conserve energy (Stern, 2000). This study examined environmental behaviors in a young and midlife adult sample. A sample of 120 individuals was collected, including 60 youth (18-27) and 60 midlife (28-55) adults, both men and women, half exemplars involved in environmental organizations and half non-exemplars. Participants were interviewed about involvement in both private and public environmental activities. A repeated measures ANOVA on total numbers of public and private actions showed that exemplars were higher on both types of actions than non-exemplars. Also males engaged in more public actions in comparison to females, but there were no gender differences in the levels of private actions and no age differences. Regression analyses revealed that generativity assessed on a standard measure was a positive predictor of both public and private actions, as expected, controlling for exemplar status and sex. These findings support the value of distinguishing types of environmental behaviors, and the importance of generative motivation to environmental action.

#7
Environmental Psychology/
Psychologie de
l'environnement

AUTOMATIC ATTITUDES TOWARD CLIMATE ACTION: THE ADAPTATION OF AN IMPLICIT MEASUREMENT TOOL

Leila Scannell, University of Victoria; Robert Gifford, University of Victoria; Jeffrey Gardiner, University of Victoria

The precise measurement of climate change attitudes is important for social scientists as they endeavour to explain, predict, or change such attitudes. However, extant research on this topic has relied on self-reported attitudes, which are susceptible to social desirability effects. To obtain more accurate measurements of attitudes toward climate change, implicit techniques may be useful. Toward this aim, a go/no-go association task (GNAT; Nosek & Banaji, 2001) was developed. Participants' automatic attitudes about climate action were captured by their reaction time to target words that appear under different evaluative contexts. Preliminary results delineate effective parameters of this GNAT, including the positioning of word categories on the screen and the relevant stimuli for target categories and distracters. Furthermore, implicit attitudes toward climate action were more positive when response deadlines were longer (i.e., 833 ms, $M = 34.42$, $SD = 39.19$) than shorter (i.e., 650 ms, $M = -3.89$, $SD = 34.52$), $t(20) = -2.43$, $p = .03$. This difference suggests that shorter response deadlines may better capture automatic attitudes toward climate action than longer response deadlines. Importantly, this tool will contribute to the measurement of climate change attitudes, and will generate new possibilities for future research.

#8

Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

ENGAGEMENT, ORGANIZATIONAL COMMITMENT, AND INCREMENTAL VARIANCE IN THE MEASUREMENT OF JOB SATISFACTION, PERFORMANCE, AND TURNOVER INTENT WITHIN THE CANADIAN FORCES

Peter Beatty, Director General Military Personnel Research and Analyses; Janet Mantler, Carleton University

As one of the most recent concepts being used to describe employees' atti¬tudes toward their jobs, employee engagement has been garnering significant attention within both the popular and scientific literature. To address shortfalls in the contemporary research, a cross-sectional correlational study using a military sample (N=275) examined the relationship between employee engagement and organizational commitment in the measurement of job satisfaction, job performance and turnover intent. In addition, the relationship between the three factors of Engagement (Vigor, Dedication, and Absorption) and the identified outcome variables were investigated. The results of the study did not support the three-dimensional model of employee engagement, as reported by Schaufeli et al. (2002). Instead, the three factors of Vigor, Dedication, and Absorption loaded on a higher-order factor, engagement. Results supported the hypothesis that employee engagement would be positively correlated with job satisfaction and performance but negatively correlated with turnover intentions. Finally, employee engagement was found to be em¬pirically distinct from organizational commitment and accounted for more incremental variance when predicting job satisfaction, performance, and turnover intentions than organizational commitment alone.

#9

Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

BUILDING RELATIONSHIPS FOR THE WORKPLACE: WOMEN'S STRATEGIES FOR BUILDING GUANXI IN TAIWAN

Olwen Bedford, Nanyang Technological University

Relationships (guanxi) are an important work resource in the Chinese culture. Socializing with colleagues, superiors, clients, and suppliers is a crucial business practice. In Taiwan, this socializing often takes place at hostess clubs, posing a barrier to Taiwanese women who also need to build workplace relationships. This study used a qualitative approach to explore the obstacles Taiwanese women face when trying to build guanxi for work purposes and identified common tactics and strategies women employed to build relationships. 29 women (mean age 36.2) were interviewed. Analysis of transcripts was conducted using Spradley's (1979) developmental research sequence method. Results indicated 4 major obstacles, 3 strategies for addressing them, and a number of tactics for implementing each strategy. A follow-up survey of 120 Taiwanese women (Mean age 39.7) supported these findings and indicated the most common strategy was to focus on building an emotional connection while downplaying their own femininity.

#10

Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

THE EFFECTS OF BEING TREATED FAIRLY: THE MODERATING ROLE OF LEADER GENDER

Ramona Bobocel, University of Waterloo; Jayna L. Mitchell, University of Waterloo

Organizational justice research has demonstrated that interactional fairness is an important predictor of employee reactions, particularly in instances where negative outcomes are delivered. However, research has not examined whether the effect of interactional fairness, is equally beneficial for both male and female managers. One hundred and twenty-four individuals participated in the current study, which investigates recipient reactions towards either a male or female manager, who delivers negative feedback with either high interactional sensitivity or without interactional sensitivity (i.e., a control condition). Measures included outcome fairness, outcome satisfaction, perceptions of the manager's skill, and perceptions of the manager's likeability. The study reveals several significant results indicating that male managers do indeed benefit more from being interactionally sensitive when delivering negative feedback, compared with female managers. However, measures which may have been influenced by other factors are discussed. The current study contributes to existing organizational justice literature and highlights the need for further investigation.

#11

Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

BIG BROTHER IS WATCHING: A SYSTEMATIC REVIEW OF ELECTRONIC MONITORING AND EMPLOYEE RELATED OUTCOMES

Andrea M. Butler, University of Windsor; Greg A. Chung-Yan, University of Windsor

The use of electronic monitoring in the workplace is a common phenomenon. Opponents of the use of electronic monitoring argue that electronic monitoring will negatively affect important employee outcomes such as job satisfaction, turnover intentions, and organizational commitment. The goal of this study was to conduct a systematic review of the literature to determine what employee related outcomes are associated with the use of electronic monitoring as well as what theories have been offered to explain the relationship between electronic monitoring and employee related outcomes. A review of empirical articles published since 1992 was conducted and a total of 25 articles were included in the final review. Perceptions of monitoring fairness was found to be the most studied employee outcome associated with the use of electronic monitoring, and organizational justice theory was found to be the most commonly applied theoretical orientation. Results indicate that it is not the specific type of monitoring system used that determines employee attitudes, but how the electronic monitoring system is implemented that ultimately affects whether employees respond favorably towards the use of such systems.

#12
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

THE BUFFERING ROLE OF SOCIAL SUPPORT ON THE WORKPLACE BULLYING - JOB SATISFACTION RELATIONSHIP

Tammy Carroll, Université du Québec en Outaouais; Martin Lauzier, Université du Québec en Outaouais

Over the past decade in Canada, workplace bullying has retained the interest of employers, unions, and governments, as evidenced by recent legislations that have been adopted by certain provinces. Research shows that workplace bullying can produce serious negative consequences on an individual's quality of life, health and wellness (Notelaers, De Witte & Einarsen, 2010). This study's objective is twofold. First, it investigates the prevalence of workplace bullying in a Canadian sample. Second, it takes a closer look at the potential buffering role of social support on the relationship between workplace bullying and job satisfaction. A total of 249 individuals (142 women, 107 men) completed a self-reported questionnaire assessing different variables including: workplace bullying (NAQ-R), job satisfaction, and social support (i.e., supervisor and colleague). Results showed that 27 percent of the sample reported being a victim of one or more of the negative acts within the past 12 months and on a weekly to daily basis. In addition, analyses confirmed the buffering role of social support on the workplace bullying - job satisfaction relationship. These findings are discussed in terms of their practical significance and their implications for a comprehensive model of workplace bullying.

#13
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

PERCEIVED ORGANIZATIONAL JUSTICE, MANAGEMENT VISIBILITY, AND INTENTION TO ENGAGE HOSPITAL SAFETY: A STRUCTURAL EQUATION MODELING APPROACH

Yvonne Chen, McMaster University; Charles E. Cunningham, McMaster University; Linda Kostrzewa, McMaster Children's Hospital; Susan Blatz, McMaster Children's Hospital; Alida Bowman, McMaster Children's Hospital; Don Buchanan, McMaster Children's Hospital; Ken Deal, McMaster University; Barbara Jennings, McMaster Children's Hospital; Randy Calvert, McMaster Children's Hospital; Heather Rimas, McMaster University

Organizational justice, the role of fairness as it directly relates to the workplace, affects employees' trust in the supervisor and the system as a whole. Low organizational justice is linked to poor work performance, absenteeism, turnover rate, and both cardiovascular diseases and mental health issues among employees. Weiner (2007) also suggested that organizational justice might also be linked to hospital safety climate. The present study examined the relationship among perceived organizational justices, management visibility, and intent to improve hospital safety via a structural equation model (SEM). Data was derived from a larger program of research to involve health care professionals and other hospital staff (N = 652) in the design of strategies to improve organizational justice in a regional children's hospital. The hypothesized model achieved a close fit: &#967;2 (16) = 39.1, RMSEA = 0.047 (90% CI = 0.029-0.066). The latent predictors, perceived organizational management visibility were positively associated with staff's intention to engage hospital safety (accounting for 42.1 % of the variance). Results illustrate a strong link among perceived organizational justice, communication with management and intention to perform safety behaviours suggest that improving organizational justice should constitute a component of health service safety initiatives.

#14
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

COMPARER L'INFLUENCE DE LA PERSONNALITÉ ET DE LA MOTIVATION SUR LA SATISFACTION ET LA PERFORMANCE AU TRAVAIL

Mireille Demers, Université de Moncton; John Tivendell, Université de Moncton

De nos jours, les entreprises cherchent la recette magique pour avoir un personnel satisfait et performant et ainsi demeurer efficaces et productives. Entre autres variables, les chercheurs proposent que les caractéristiques des employés y jouent un rôle important (Barrick & Mount, 1991), mais certains définissent celles-ci en termes de traits de personnalité et d'autres en termes de motivation. Dans une première étude auprès de 101 travailleurs, on compare l'explication que fournissent deux mesures de la personnalité (Goldberg et Holland) et une de motivation (Tremblay, et al 2009). En bref, on observe un lien entre la satisfaction et la performance au travail et la personnalité, mais aucun lien avec la motivation. Avec un échantillon et un paradigme similaire, notre deuxième étude utilise une autre mesure de motivation, le IMI (adapté de Deci et al., 1994). De plus, nous y explorons le rôle de la culture organisationnelle comme facteur pouvant expliquer la satisfaction et la performance au travail. Enfin, nous discutons de l'impact de ces variables pour expliquer la satisfaction et la performance individuelle, et la productivité et l'efficacité organisationnelle.

#15
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

PERSONALITY AND THE PREDICTION OF GROUP PROCESSES AND EMERGENT STATES

Kevin Doyle, University of Western Ontario; Thomas A. O'Neill, University of Western Ontario; Natalie J. Allen, University of Western Ontario

Research has demonstrated that the Five-Factor Model of personality is related to conflict and potency in work teams. In the current research we examined the relations involving personality, task conflict, relationship conflict, and team potency. A major contribution of this research was that personality was operationalized using facets as opposed to factors. Study respondents were students in engineering design teams, charged with completing two major group assignments, collectively worth approximately 50% of their course grade. Personality information was obtained on the first day of classes, and the group process (e.g., task conflict) data were collected two (time 1) and six (time 2) months into the teams' tenure. At time 1, relations were found between task conflict and trait Anger, task conflict and social aspects of Extraversion (i.e., Gregariousness, Friendliness, and Positive Emotion), and between potency and trait Self Efficacy. At time 2, a relation between relationship conflict and Vulnerability/Self-Consciousness was found. These findings add to a growing body of evidence suggesting that personality affects how individuals perceive their team. More detail regarding this research, and its implications for future research and practice, will be discussed at the conference.

#16
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

WHAT DIFFERENCE DOES A CO-OP DEGREE MAKE IN THE TRANSITION TO THE LABOUR MARKET?

Maureen Drysdale, St. Jerome's Univiversity/University of Waterloo; Caitlin Chiupka, University of Waterloo

This project examines cooperative education and the variables(self-concept,self-efficacy,hope,procrastination,and study skills)believed to be important for success in the transition to the labour market.Self-concept is important because workplace success is linked to perceived evaluations of the self(Schwalbe,1988),and one way to enhance these perceptions is through task-mastery.(Fletcher,1990).The premise of cooperative education is that it allows for task-mastery.Co-op also enhances self-regulatory self-efficacy-which involves organizing and regulating motivation (Fletcher,1990).Hope in the context of co-op has not been previously examined-however it is predicted that positive work experiences would lead to high levels of hope,further leading to increases in self-concept and self-efficacy.Procrastination has been linked to the constructs mentioned above-students who procrastinate tend not to be self-regulated learners and tend not to exhibit high levels of self-efficacy,and hope(Schunk & Ertmer,2000).It is relevant to determine if self-regulated learners are attracted to co-op or co-op develops self-regulated learners.Including study skills along with procrastination provides a measure of work ethic.It will be determined if an enhanced work ethic is a positive outcome of co-op.The findings will be presented and discussed in terms of their importance in the transition to the labour market.

#17
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

EXAMINING THE UTILITY OF EXPATRIATE SELECTION

Justin Feeney, University of Western Ontario; Richard Goffin, University of Western Ontario

The tremendous surge in globalization has put pressure on corporations to relocate top talent to new corporate divisions in other countries. Researchers interested in personnel selection have responded by trying to determine the abilities and personality characteristics that make for successful and long-lasting expatriate assignments. Despite promising results, research shows that practitioners have been reluctant to use psychological testing in expatriate selection. The purpose of this poster is to illustrate that the majority of corporations are not employing psychological testing in expatriate selection because they offer little utility. To do this, I examine the major factors in utility calculations and show how only a minority of corporations would reap substantial financial benefit from using psychological testing for these appointments. I conclude that in order for psychological testing to be useful in expatriate selection, researchers must increase the utility of these methods by investigating how companies can improve their recruitment procedures.

#18
Social and Personality/ Psychologie sociale et de la personnalité

COMPARING LIVE AND REMOTE MODELS IN EATING CONFORMITY RESEARCH

Justin Feeney, University of Western Ontario; Janet Polivy, University of Toronto Mississauga; Patricia Pliner, University of Toronto Mississauga; Margot D. Sullivan, York University

Research demonstrates that people conform to how much other people eat. This conformity occurs in the presence of other people (live model) and when people view information about how much food prior participants ate (remote models). The assumption in the literature has been that remote models produce a similar effect to live models, but this has never been tested. To investigate this issue, we randomly paired participants with a live or remote model and compared their eating to those who ate alone. We found that participants exposed to both types of model differed significantly from those in the control group, but there was no significant difference between the two modeling procedures.

#19
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

EXAMINING GENDER AS A MODERATOR OF THE INTERVIEW ANXIETY – INTERVIEW PERFORMANCE LINK: SUPPORT FOR THE SEX-LINKED ANXIETY COPING THEORY

Amanda Feiler, University of Guelph; Deborah Powell, University of Guelph

The sex-linked anxiety coping (SLAC) theory states that females' anxiety levels may be less detrimental to their selection test performance because they have more available coping resources and engage in more adaptive coping strategies prior to and during selection tests. As a result, the link between selection test performance and job candidates' anxiety tends to be weaker for females than for males. Although previous research has provided support for this theory in the test-taking domain, little research has examined whether this theory applies to the job interview context. This research project sought to examine whether gender moderates the link between interview anxiety and interview performance. Co-op students (N = 121) participated in a mock interview as part of a course requirement. The results indicated that gender moderated the relation between self-rated interview anxiety and interview performance. This finding is consistent with the SLAC theory and suggests that anxious males (vs. females) experience significantly greater impairments to performance in the job interview. In contrast, gender did not moderate the relation between interviewer-rated interview anxiety and interview performance, which supports preliminary research evidence that perceptions and the experience of interview anxiety are not necessarily congruent. Implications of these findings are discussed.

#20

Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

IT'S NOT WHAT YOU SAY; IT'S HOW YOU SAY IT: EXAMINING ACCENT BIAS AND THE EMPLOYEE INTERVIEW

Kelcie D. Gale, St. Francis Xavier University; Jennifer F. Sullivan, St. Francis Xavier University

The purpose of the current study is to determine if job candidates with various Canadian accents or a standard British accent will be rated differently in a job interview. Previous research indicates that accent can lead to stereotyping of the speaker on characteristics such as socioeconomic status, intelligence, and educational background. In research conducted in the United States, participants were found to rate accented job candidates more negatively. This study focuses on perceptions of common accents in Canada that may lead to stereotyped perceptions of job candidates. In this study, 320 students will be randomly assigned to listen to 1 of 4 mock interviews. The 4 accent conditions are Ontario, Newfoundland, French-Canadian, and British. Participants will complete a 22-item scale measuring competence, intelligence, suitability, and interpersonal characteristics of the candidate, and will make a hiring decision. It is predicted that the interviewee in the British accent condition will be rated most suitable for the position, the Ontario accented interviewee will be rated second most suitable, and the Newfoundland accented interviewee will be rated least suitable. Implications for human resource personnel making hiring decisions are discussed.

#21

Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

MEANINGFULNESS IN LIFE: A BUFFER AGAINST STRESS

Omar Ganai, San Jose State University; Sharon Glazer, San Jose State University

Correlations of human values (intrinsic vs. extrinsic and self-enhancement vs. self-transcendent) and locus of control with meaningfulness in life, as well as the buffering effects of meaningfulness in life on stress were examined. Participants from two courses (N = 48) completed a questionnaire that measured human values, locus of control, meaningfulness in life, and stressors and strains. Results indicated that (1) extrinsic and self-enhancement values are more strongly related to meaningfulness in life than intrinsic and self-transcendent values, (2) external locus of control is associated with meaninglessness in life, and (3) meaningfulness in life buffers the course anxiety experienced from role ambiguity.

#22

Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

ENHANCING MOTIVATION THROUGH PERSONAL VISIONING

Stephanie Goyert, University of Waterloo; John Michela, University of Waterloo; Elizabeth Whittington, University of Waterloo

A small, growing literature within Management (e.g., Neck & Manz, 2007) and Psychology (e.g., Wurf & Markus, 1991) indicates that personal visions—articulated images of a desired future—can increase motivation and effort, and lead to successful goal achievement. We report experiments to verify and explain these effects. In each of two randomly-assigned conditions, undergraduate student participants discussed academic goals and were provided with study skills information (i.e., with means for success). Individuals in the vision condition also formulated a personal vision for their academic success (means+ends condition). A first study found work effort (self-reported hours of studying) to be higher among vision condition participants than among control participants ($p<.05$). A second study found greater self-rated motivation and inspiration immediately after visioning ($p<.05$), and a marginal decline in problematic study behaviours (e.g., allowing distractions) ($p<.10$). Our in-progress studies examine a wider range of potential behavioural impacts and affective/cognitive mediators of visioning. In theory, visioning provides an additional source of motivation besides the tangible benefits of high academic performance, involving identity verification and enhancement

#23

Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

EMPLOYEE SCHEDULING CONTROL: MANAGING THE WORKFORCE THROUGH TOUGH ECONOMIC TIMES

Kyle Handley, Adler School of Professional Psychology

The current economic climate has created a shift away from the work-life balance initiatives that gained traction prior to the financial collapse. However, research indicates that organizations that choose to abandon flexible scheduling options may be compromising their stability and continued viability. The extended hours and increased strain during times of uncertainty places employees at a greater risk for physical and emotional afflictions that can negatively impact job satisfaction, organizational commitment, retention, and increase burnout rates. Preserving employee scheduling control measures during these difficult periods can translate into improved employee mental and physical health outcomes, as well as valuable business outcomes such as a decrease in employee absences and dramatically increased expected retention rates. Additionally, employees who believe they hold a certain degree of control over where, when, or how they work have been found to be able to work longer hours before reporting the adverse effects of work-life conflict, which is crucial during times when organizations are forced to operate with limited resources. Ultimately, the research suggests that the seemingly counter-intuitive measure of preserving employee scheduling control during an economic downturn can have a significant positive impact on an organization's bottom line in times of uncertainty.

#24

Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

SUPPORTING OR RESISTING EMPLOYMENT EQUITY POLICIES: THE EFFECT OF SELF-EFFICACY AND BENEFICIARY STATUS

Ivona Hideg, Joseph L. Rotman School of Management, University of Toronto; D. Lance Ferris, Lee Kong Chian School of Business, Singapore Management University

In the 21st century, women are still facing barriers in the workplace that hinder their career advancements. For example, corporate boards in Canada are still mainly male, while the gender gap in earnings persists. To address these inequalities, organizations regulated under the Canada Labour Code are required to implement employment equity (EE) policies. However, considerable research suggests that EE initiatives can produce negative responses, especially from nonbeneficiaries (i.e., men) (Tougas & Veilleux, 1988). Some research suggests that beneficiaries (i.e., women) might also resist these policies because of fear being stigmatized if hired under these policies (Heilman, Block, & Stathatos, 1997). To resolve these inconsistencies and provide a more comprehensive account on when beneficiaries and nonbeneficiaries resist a gender-based EE policy, we examine how self-efficacy interacts with beneficiary status. Individuals with high self-efficacy tend to have higher aspiration levels and a gender-based EE policy may aid these goals for women yet threaten them for men. Thus, we suggest and find that men with high self-efficacy are particularly likely to resist these policies because they threaten their chances of succeeding. In contrast, women with high self-efficacy may be particularly likely to support these policies because these policies may aid achievement of their goals.

#25
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

PREDICTING EXPERIENCED CUSTOMER AGGRESSION: THE ROLES OF EMPLOYEE EI, PERSPECTIVE TAKING, AND EMPATHIC CONCERN

Camilla Holmvall, Saint Mary's University; Sonya Stevens, Saint Mary's University

Research on workplace aggression has typically focused on organizational insiders (e.g., coworkers, supervisors) as sources of aggression, yet research suggests that aggression is more likely to originate outside the organization (e.g., with customers; Grandey, Kern, & Frone, 2007). Extant research on customer aggression suggests that it has deleterious consequences for employees. For example, Grandey, Dickter, and Sin (2004) found that verbal aggression from customers was related to emotional exhaustion and absenteeism. Although research on the consequences of customer aggression is growing (e.g., see Yagil, 2008), less is known about its antecedents. We examined the links between three employee individual difference variables (emotional intelligence, perspective taking, and empathic concern) and experienced customer aggression. We reasoned that employees higher in these three characteristics would be better able to manage relationships with customers (e.g., understand the customer's emotions, put themselves in the customer's shoes) and by doing so might experience less aggression. A correlational study showed evidence for these relationships, albeit the relationship between aggression and perspective taking was only marginally significant. Our findings may have implications for personality assessment as a selection tool for customer-service jobs.

#26
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

LENIENCY IN CONTEXT: SIMULATING THE SOCIAL CONTEXT OF PERFORMANCE APPRAISAL

R. Blake Jelley, University of Prince Edward Island; Richard D. Goffin, The University of Western Ontario; Robyn MacDougall, The University of Western Ontario; Heather Tasker, University of Prince Edward Island

Employee performance appraisals (PA) can have significant consequences for individuals. Scholars have often studied PA in laboratory contexts, using undergraduate students role-playing as raters. Lab studies afford greater researcher control than would be possible in organizational settings. Moreover, empirical assessments in a variety of research areas have shown higher lab-field effect size consistency (mean r = 0.73; Anderson, Lindsay, & Bushman, 1999) than negative portrayals of lab studies assume. However, most lab studies fail to simulate important elements of the modal applied PA setting (i.e., Bernardin & Villanova, 1986). In the present research we report leniency scores from lab samples in which the social context of appraisal was either simulated or not (i.e., simulated social context vs. typical lab context). In both samples, participants watched an identical videotaped performance vignette, completed questionnaires, and provided performance ratings after a delay. In contrast to the typical lab context, participants in the simulated social context interacted with the ratee, provided face-to-face feedback, and were led to believe (erroneously) that their ratings were consequential. We demonstrate marked differences in the leniency of raters in the two contexts. We discuss implications of this research for future lab simulations of PA.

#27
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

RUMINATION AND THE NEGATIVE EFFECTS OF WORKPLACE BULLYING ON YOUNG WORKERS

Wendy Josephson, University of Winnipeg

Previous research has established that bullying at work has a negative impact on the wellbeing of young workers. The current study investigated the role of rumination as a contributor to the negative effects of having been bullied at work. A sample of 676 employed Introductory Psychology students (mean age 19.7) completed a survey in which they reported on whether they had been bullied at work or not, and completed measures of negative affect, depressive symptoms, fear, and work engagement. Forty-seven percent had experienced bullying at work. Gender, ethnicity, and religious affiliation were unrelated to being bullied at work, but it was associated with having a low level of conscientiousness and low emotional stability. Those who had been bullied at work reported significantly higher levels of negative affect, fear, and depression than those who did not. Although main effects were found for rumination and having been bullied at work, the expected interaction of was not found. Exploratory post hoc analyses indicated that resilience to the effects of workplace bullying was associated with avoiding rumination by taking action to change one's frame of mind or distracting oneself with something positive or fun.

#28
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

TRENDS IN POLICE PSYCHOLOGY RESEARCH: A CONTENT ANALYSIS OF THE JOURNAL OF POLICE AND CRIMINAL PSYCHOLOGY

Alexandre Juneau, University of Ottawa; Sacha Maimone, Carleton University; Shauna Holland, Carleton University; Christina Holmes, Carleton University; Alyssa Taylor, Carleton University; Dr. Craig Bennell, Carleton University; Dr. Brent Snook, Memorial University

Within any field, it is important to understand the nature of the research being conducted. Little attention has been paid to this issue within the field of police psychology. In an attempt to fill this gap, we conducted a content analysis of articles published in The Journal of Police and Criminal Psychology, one of the major publications in this field. The content analysis was completed by multiple coders so that inter-rater reliability could be assessed and covered all articles published in the journal between 1999 and 2009. The focus of the content analysis was on the amount of space dedicated to various topics published in the journal, as well as on article characteristics such as: author background, methodological approach, statistical analyses, and the topic area (both broad and specific). The results of the content analysis provide important information about research and publication trends in the field of police psychology. This information speaks to the sort of activities police psychologists are currently involved in and how these activities are examined by researchers. This information also highlights areas that may need further exploration by researchers in this field.

#29
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

STUDY ON WORK SATISFACTION IN RELATION TO MUSCULOSKELETAL PAIN IN PROFESSIONAL ORCHESTRA'S MUSICIANS

Valérie Lamontagne, Université du Québec à Montréal (UQÀM); Claude Bélanger, Université du Québec à Montréal (UQÀM)

Musculoskeletal pain is highly prevalent in professional musicians. Characteristics that are common to the playing of all musical instruments such as repetitive motions and sustained postures are known to contribute to the condition. However, despite a set of similar requirements related to the instrumental playing, not all musicians suffer from pain, and not always to the same extent. It is an interesting avenue to study the potential influence of psychosocial factors at work such as job satisfaction on musculoskeletal pain. In professional cooks, low job satisfaction has been related to the presence of pain (Nagasu et al., 2007). Such data pertaining to a musician's population isn't presently available. The objective of the present study is to measure the association between work satisfaction and musculoskeletal pain in a sample of professional musicians. The Minnesota Job Satisfaction Questionnaire (Weiss, Dawis, England, & Lofquist, 1977) and the Musculoskeletal Pain Questionnaire for Musicians (Lamontagne & Bélanger, unpublished material) will be administered to 185 musicians from three symphonic orchestras of the Montreal area. We expect the relationship between work satisfaction and pain to be negative in a musician's sample. Data collection will be completed by February 1st 2011, and results will be available shortly after.

#30
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

PSYCHOMETRIC PROPERTIES OF THE BEHAVIORAL TRUST INVENTORY FOR MEASURING TRUST IN MENTORING RELATIONSHIPS

Joanne D. Leck, University of Ottawa; Annie Robitaille, University of Victoria

Background: The role of trust in mentoring relationships is an area of research that warrants to be further studied. Yet, to our knowledge, no measure of trust has been validated to measure willingness to be vulnerable in mentoring relationships. Objective: The objective of the current study was to examine the psychometric properties of the Behavioral Trust Inventory (Gillespie, 2003) for a sample of mentors. Data and Methods: The Behavioral Trust Inventory includes 10 items designed to measure two dimensions (Reliance and Disclosure) of people's willingness to be vulnerable in work-related relationships. Reliance measures willingness to rely on other people's abilities, skills, judgement, and knowledge and Disclosure measures readiness to share privileged information with others. The factor structure (confirmatory factor analysis) and internal consistency of the scale were examined for a sample of 222 mentors. Results: The confirmatory factor analysis revealed acceptable fit indices for the 2-factor structure similar to the original one. Cronbach's alphas were high for both dimensions of trust (Reliance = .84 and Disclosure = .76). Interpretation: The Behavioral Trust Inventory appears to be a psychometrically sound instrument for use in research on mentoring relationships.

#31
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

ANALYSE DES CHOIX PROFESSIONNELS SUITE AU BURNOUT

Jean-François Martel, Correctional Service Canada - Springhill Institution; John Tivendell, Université de Moncton

Une pléiade d'études explore la nature du burnout et de ses antécédents (Lee & Ashforth, 1993, 1996). Cependant qu'arrive-t-il aux travailleurs suite au burnout, à leur retour au travail? Notre recherche explore les choix d'Adaptation Professionnelle post-burnout, et ses liens avec les variables antécédentes soit les caractéristiques de la personne, du poste occupé et de l'environnement de travail et, avec l'intensité du stress vécu (burnout). En bref 156 enseignants participèrent à la recherche. Les qualités psychométriques des instruments sont acceptables et, quoique plusieurs des relations inter-variables mentionnées dans la littérature furent reproduites, les trois analyses de régressions hiérarchiques principales n'ont pas établi de rôle pour les caractéristiques de l'environnement ni l'intensité du stress vécu (burnout) pour expliquer l'Adaptation Professionnelle. Les caractéristiques du poste semblent généralement mieux expliquer cette Adaptation Professionnelle. Aucun effet médiateur du burnout ne fut observé. Finalement les implications des données et des recommandations pour les recherches futures sont présentées.

#32
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

PERSONALITY CORRELATES OF WORKAHOLISM

Cynthia Mathieu, Université du Québec à Trois-Rivières; Ronald J. Burke, York University

Workaholism has received considerable attention in the popular press but relatively little research has been undertaken to further our understanding of it. Workaholism has negative consequences for individuals, families and the workplace. The present study uses a trait and personality model and examines the relationship of personality factors with three workaholism measures (Schaufeli et al., 2008): Working excessively (WE), Working compulsively (WC), and Overwork (OW). Seven personality factors were included: The Big 5 (neuroticism, extraversion, openness to experience, conscientiousness, agreeableness), narcissism, and obsessive compulsive personality disorder (OCPD). Data were collected from 116 employees working for a large Canadian financial institution have completed a questionnaire. Respondents indicating higher levels of neuroticism scored higher on all three workaholism measures; respondents scoring higher on OCPD indicated higher levels of WE and a stronger preference to OW. Narcissism was unrelated to all three workaholism scales. Personal demographics and work situation characteristics were generally unrelated to the three workaholism measures. These findings both replicated previous research and extended our understanding of workaholism through the use of new personality predictors. Implications for individuals, organizations and future research will be offered.

#33
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

DOES POST-SECONDARY COOPERATIVE EDUCATION INFLUENCE CONFIDENCE, IMPACT GOAL SETTING, AND CHANGE THE WAY STUDENTS 'THINK' IN THE WORKPLACE?

Margaret L. McBeath, University of Waterloo; Maureen Drysdale, St. Jerome's University/University of Waterloo

Research has indicated that students accepted into co-op have different academic profiles than those accepted into non co-op programs. Grades, gender, and work ethic appear to play a role (Drysdale, et al., 2007). Of growing interest is not only if students accepted into post-secondary cooperative education programs are different from their non-coop counterparts but how they are different when they graduate and transition to the workplace. Does co-op change a student in terms of their attitudes and behaviours? Do co-op students 'think' differently? Are they more confident? Do they set and achieve more and bigger goals? The aim of this study was to address these questions by examining the relationship between cooperative education and the variables believed to enhance positive, goal-oriented thinking, and contribute to a successful transition from school into the workforce. More specifically, Self-Concept - math, verbal, academic, problem solving, and general esteem; Hope - setting goals, developing pathways to meet the goals, and having the confidence to attain the goals; and Tacit Knowledge – practical knowledge acquired through informal means were examined. The results will contribute to the understanding of the benefits of cooperative education on the transition to the labour market.

#34
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

DEVELOPMENT AND VALIDATION OF THE ADAPTED TRANSFORMATIONAL LEADERSHIP ASSESSMENT SCALE (ATLAS)

Matthew McDowell, University of New Brunswick; Barry Spinner, University of New Brunswick

The present study proposes that the measurement of transformational leadership (TFL) has been flawed from a methodological standpoint. It is proposed that using an aggregate score to measure conceptually independent behaviours that can co-occur will miss important contextual moderators. A new approach is used in the development and validation of the Adapted Transformational Leadership Assessment Scale (ATLAS). The present study measured the ATLAS leadership profiles of the leaders of Canada's three main political parties as rated by 126 undergraduate students. A separate factor analysis was applied to each party leader to obtain three individual leadership profiles. The individual leadership profiles were then compared to determine their similarity and differences. Results are discussed for theoretical implications.

#35
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

CAPACITÉ DE DÉCROCHER DU TRAVAIL ET RÉPIT: UNE ÉTUDE AUPRÈS DE PROFESSEURS D'UNIVERSITÉ

Julie Menard, Université du Québec à Montréal; Paul Flaxman, City University-London

Le détachement psychologique serait essentiel à la récupération suite au stress vécu au travail. L'incapacité de dérocher est caractérisée par des cognitions et comportements liés au travail durant les périodes de repos. De par les standards élévés, les professeurs sont une population particulièrement préoccupante. Le perfectionnisme autocritique pourrait jouer un rôle crucial sur le détachement psychologique puisque les individus avec un haut niveau de perfectionnisme autocritique auraient tendance à ruminer et à être préoccupés par la critique et le fait de commettre des erreurs. Sur la base des "diary studies", un devis de répit durant le congé pascal (T1=deux semaines avant; T2=fin du congé; T3=deux semaines après) fut développé afin de déterminer l'impact de la rumination et du perfectionnisme sur le répit.Les résultats à partir des réponses de 114 répondants révèlent que: A. Le long congé a produit un effet de répit. Ainsi, l'épuisement et la fatigue ont significativement diminué suite au congé. B. Les professeurs ayant davantage de ruminations sont significativement plus épuisés au temps 3 et, ce même après avoir contrôlé la fréquence des pensées, la pression et l'épuisement au temps 1. C.Les professeurs avec de plus haut niveaux de perfectionnisme autocritique ont un répit moins prononcé et moins durable que ceux avec de faibles niveaux de perfectionnisme autocritique.

#36
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

JOB-RELATED ATTITUDES FOLLOWING A LABOUR STRIKE: THE EXPERIENCE OF UNIVERSITY PROFESSORS

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

Labour union strikes often result in considerable disruptions of organizational functioning. Research suggests that labour strikes not only have substantial economic implications for both employers and employees, but also adversely affect employees' health and well-being during the labour dispute and for up to 6 months thereafter. Conceivably, strained labour relations may also affect employees' view of their workplace; however, studies of employees' job-related attitudes following a strike are limited. The present study investigated the effects of an 18-day labour strike on university professors' attitudes toward their job and their organization four months after the end of the strike. Participants completed an online questionnaire, including measures assessing negatively perceived strike events, job satisfaction, and turnover intent. Further, participants answered open-ended questions about how the strike affected their attitudes toward their work and their organization. The results suggest that negatively perceived strike events had significant adverse effects on professors' job-related attitudes and workplace experiences, including reduced job satisfaction and increased turnover intentions. Study limitations and implications as well as future research directions are discussed.

#37
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

CONSTITUENT COMMITMENT AND PERSONALITY VARIABLES IN THE WORKPLACE

Brenda Nguyen, university of calgary; Kibeom Lee, University of Calgary

Research has demonstrated that attachment to people in an organization is linked to job embeddedness which has significant effects on turnover intentions (Mitchell, Holtom, Lee, Sablynski, & Erez, 2001). Some personality traits tend to result in closer relationships in the workplace. For example, extraverts seek social relationships in any situation, while agreeable individuals emphasize harmony in their relationships. Subsequently, these individuals may have stronger ties to their coworkers. Self-ratings of personality from 82 coworkers were collected using the HEXACO model of personality as well as both self- and peer-ratings of how close employees feel to their coworkers. The data was analyzed for each personality dimension to determine which personalities report closer relationships with their coworker. The results of this study will be discussed in terms of the implications on the turnover literature. Specifically, organizations that that are concerned about turnover may want to select individuals with personalities that have a higher propensity to commit to the constituents of their organization.

#38
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

USE (AND MISUSE?) OF MULTIPLE REGRESSION COEFFICIENTS IN MANAGEMENT RESEARCH

Thomas A. O'Neill, University of Western Ontario; Matthew J. McLarnon, University of Western Ontario; Robert C. Gardner, University of Western Ontario

It is common for management researchers to test their hypotheses using multiple regression (MR). Our review of the literature suggests that a significant MR coefficient (e.g., beta) is routinely and inappropriately interpreted as a variable's measure of association with the criterion rather than as an index of the variable's unique contribution to the MR equation. However, MR does not identify significant predictors — it identifies variables that add significantly to prediction. This applies to variables considered to be "main effects," product terms, polynomials, or mediators. In this study we identified articles in the most recent five years of a prestigious management journal, the Academy of Management Journal, in which ordinary least squares MR with a continuous criterion was reported. Of the 57 articles recovered, over 90% examined MR coefficients within a larger equation, yet the regression coefficients appeared to be interpreted as measures of association instead of what they are: measures of unique contribution. This practice has the potential to hinder the advancement of management theory by producing misleading hypothesis tests. At the conference we will present a more detailed description of our findings and discuss relevant issues involved in the application of multiple regression.

#39
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

TECHNOLOGY AIDED INTERVENTIONS FOR WORKPLACE DEPRESSION

Melina Ovanessian, University Health Network; Dr. Sagar V. Parikh, University Health Network

Background. We studied the effects of technology-aided interventions, including web- based multimedia programs, e-mail counseling, computerized cognitive behavioral therapy (CBT), and telephone interventions, on depression and work performance. Method. A review of 9 randomized controlled trials. Results. Each technology-aided intervention provided promising results. The results of several of the studies indicated that web-based stress management and self-help programs can reduce worker stress. Some studies demonstrated that the telephone may be an effective method to deliver psychosocial interventions to workers. Others demonstrated that compared with no treatment, e-mailed standardized CBT moderately reduced stress and induced small to moderate improvements on depression and emotional exhaustion. Conclusions. In conclusion, these studies addressed the efficacy of technology-aided interventions, and found that they show great potential on alleviating worker stress and depressive symptoms.

#40
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

THE ROLE OF EMOTIONAL INTELLIGENCE IN JUDGMENTAL ACCURACY OF PERSONALITY TRAITS

Daniella Permack, University of Guelph; Deborah Powell, University of Guelph

Recently there has been increased interest in using employment interviews to judge personality (Christianson, 2005; Powell & Goffin, 2009). However, not all personality traits are accurately detected. Previous research has demonstrated that Neuroticism has been a trait which has been difficult to correctly identify (Lippa & Dietz, 2000; Powell & Goffin, 2009; Watson, 1989). Neuroticism differs from the other Big Five traits because of its affective nature. It is proposed that those that are superior at detecting emotion will be better at judging Neuroticism in others. The purpose of the current research is to examine whether Emotional Intelligence contributes to accuracy of personality judgements. Participants will watch videos clips of interviews to assess the levels of Neuroticism in candidates. It is expected that those with higher scores on the ability to perceive emotion will be more accurate in their judgements of Neuroticism.

#41

Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

PREDICTING TASK SPECIFIC PERFORMANCE: AN INTEGRATION OF THE THEORIES OF PLANNED BEHAVIOUR AND TRAIT ACTIVATION

Stephen D. Risavy, University of Guelph; Peter Hausdorf, University Of Guelph

Understanding the factors that predict task-specific performance has been relatively ignored in the work performance literature. The current research tested a novel and integrative model of task-specific performance, that integrates the theories of planned behaviour (Ajzen, 1985, 1987, 1991, 2005) and trait activation (Tett & Burnett, 2003; Tett & Guterman, 2000). Three laboratory studies with student samples were conducted and the results were analyzed using bivariate correlational, hierarchical multiple regression, and structural equation modelling methods. The results of Studies 1 and 3 found that Conscientiousness and Perfectionism had significant and positive correlations with behavioural, normative, and control beliefs. Attitude towards the behaviour, subjective norm, and perceived behavioural control were related to intentions (Studies 2 and 3) and behaviour (Study 3) with Conscientiousness and Perfectionism adding incremental validity. Overall, trait activation theory was not supported (with the exception of one case from Study 2). Study 3 found that personality variables best fit as direct antecedents of task-specific performance behaviour. Theoretical and practical implications, limitations, and resulting future research directions are discussed.

#42

Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

NEGATIVE PERFORMANCE FEEDBACK & SUBSEQUENT TASK PERFORMANCE: WHAT HAS PERFECTIONISM GOT TO DO WITH IT?

Sana Rizvi, University of Waterloo; Eliza Wicher, Roosevelt University; Chris Wright, San Francisco State University; Ryan Howell, San Francisco State University

Central to motivational theories, people need to know whether they have, or have not, met performance standards. Thus, many studies have examined the effects of providing employees with performance feedback. Whereas it is theorized that negative feedback (falling short of the standard) should enhance motivation (relative to no feedback), the evidence reveals that it can have adverse effects. We examined the role of perfectionism (Hewitt & Flett, 1991) in generating maladaptive responses to negative feedback. Perfectionists and non-perfectionists engaged in parallel versions of the "word puzzle" task, where they solved four letter anagrams, prior to and post presentation of negative feedback. State affect levels and cognitive and performance levels were assessed at various stages. As expected, compared to non-perfectionists, perfectionists displayed greater levels of negative affect on receiving negative feedback, and this in turn resulted in a significant decline in subsequent task performance. Thus, perfectionists had difficulty regulating their negative affective responses, and as a result they performed less well on a subsequent task.

#43

Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

FIGHTING WORK STRESS: AN ANALYSIS OF COPING MECHANISMS AND HEALTH OUTCOMES BY MANAGERS AND CLERICAL WORKERS IN A HEALTHCARE INSTITUTION

Laura Rudy, Saint Mary's University; Dr. Catherine Loughlin, Saint Mary's University

Work stress levels have skyrocketed in recent years prompting a global work stress epidemic (Avey, Luthans & Jensen, 2009). Increased work stress has been related to spiraling organizational health care costs, loss of employee morale and productivity, and increased absenteeism and turnover. Previously, research has argued that there are sex based differences in coping with stress at work, with women being more likely to use emotion-based coping and men more likely to use direct action coping. However, these studies did not typically control for organizational level and access to coping resources. We empirically investigate these potential confounds arguing that different outcomes will arise when organizational levels and type of industry vary from the norm. Survey data were collected from managers and clerical workers at a large academic healthcare institution to explore these hypotheses. With greater understanding of the relationship between gender, work stress coping mechanisms and health, stress prevention strategies may be developed to minimize strain accordingly.

#44

Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

INFLUENCE OF RELATIONAL CONSTRUAL ON NEGOTIATION: COMPARISON OF CANADIAN AND IRANIAN DYADS

Zhaleh Semnani-Azad, University of Waterloo; Wendi Adair, University of Waterloo

Prior research shows that negotiators with a relational orientation, concerned with interdependence and relationship building, are more accommodating and less competitive (Amanatullah et al., 2008; Curhan, 2006; Elfenbein et al. 2008). While prior research examined relational construal in North American and East Asian sample (Marcus & Kitayama, 1991; Ting-Toomy et al., 2001), there is limited research on Middle Eastern cultures, which are relationship oriented. In our study, we primed Canadian (North American) and Iranian (Middle Eastern) students with relational goals prior to a negotiation task, which included an optional issue, where if discussed, it can create relationship conflict but can increase economic gain. We examined participants' level of trust, individual and joint outcome, and discussion about the optional issue. The results indicate that when in a relational mindset, regardless of trust, Canadian negotiators are more attuned to economic goals (e.g. maximizing gains), while Iranian negotiators are more attuned to relational goals (e.g. relationship building and avoiding conflict). Moreover, Canadians were more likely to discuss the optional issue compared to Iranian participants. This is because North Americans hold a deep-seated cultural assumption that emotion has no role in professional as opposed to personal relationships (de Tocqueville, 1840).

#45
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

THE EFFECTS OF GROUP IDENTITY AND SELF CONSTRUAL ON FORGIVENESS

Elizabeth A. Shantz, University of Waterloo; D. Ramona Bobocel, University of Waterloo

Existing research on self-construal indicates that individuals high in interdependence (who define themselves according to their relationships with others) show greater forgiveness of their transgressors compared to individuals low in interdependence, because forgiveness restores their relationship-based sense of self-worth. Individuals high in independence (who define themselves according to their own unique accomplishments) tend to seek revenge more than individuals low in independence, because revenge restores their achievement-based sense of self-worth (Bobocel & Zdaniuk, 2010). In the present research, we extend these findings by demonstrating that reactions to injustice depend on both the victim's self-construal and the perpetrator's group membership. Responses to a hypothetical injustice demonstrated that compared to when the independent self is primed, when the interdependent self is primed, people are more forgiving and less vengeful of an in-group perpetrator but they are less forgiving and more vengeful of an out-group perpetrator. Individuals primed with independence do not differentiate between perpetrator's group membership, and were overall less forgiving.

#46
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

THE MEDIATING EFFECT OF WORK-FAMILY CONFLICT ON THE RELATION BETWEEN EMOTIONAL LABOUR AND JOB OUTCOMES

Rima C. Tarraf, University of Western Ontario; Stephanie 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

Recently, researchers have taken an interest in the role of emotions in understanding the work-family interface (e.g., Elby, Maher, & Butts, 2010). For instance, Demerouti, Bakker, and Schaufeli (2005) found that work-family conflict mediates the relation between job demands (including emotional demands) and outcomes such as emotional exhaustion and life satisfaction. However, despite increased attention to affect in the context of the work-family interface, few researchers have examined the role of emotional labour specifically. To contribute to this limited body of research, we examined the role of perceived severity of work-family conflict as a mediator between emotional labour and negative job outcomes. We conducted mediation analyses using survey data from a sample of 195 full-time employed adults. In general, results supported our hypothesis that work-family conflict partially mediates the relation between emotional labour and outcomes such as organizational commitment and turnover intentions. Results suggest that performing emotional labour increases employees' perception of work-family conflict, which in turn is associated with negative job attitudes. Implications for managing employees who work in emotionally demanding environments are discussed.

#47
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

INTER-GROUP SOCIAL COMPARISON AND COLLECTIVE EFFICACY

Hayden Woodley, University of Western Ontario; Mary J. Ducharme, York University

Historically, research on social comparison theory has been conducted at the individual level. This study examined whether social comparisons exist at the group level and, if so, how they might impact collective efficacy. Participants were 117 university students, each assigned to one of 39 work groups. Upon completion of a bogus task, participants were led to believe that their group performed better than another group (downward comparison condition), worse than another group (upward comparison condition) or were given no comparison information (control condition). Following this feedback, participants responded to a collective efficacy measure. It was hypothesized that if social comparisons exist at the group level, group members would compare themselves with other work groups to evaluate their performance and, thus, report higher collective efficacy scores in the downward comparison condition than in the upward comparison condition. Results supported this hypothesis. Implications for managing work groups in organizations will be discussed.

#48
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

MEASURING NEGATIVE AND POSITIVE BEHAVIOURS AT WORK: THE ©WORKPLACE BEHAVIOUR MEASUREMENT SYSTEM (©WBMS)

John Yardley, Metrics@Work; Mokhtar Noka, Metrics@Work; Zak Rochon, Metrics@Work

Organizational psychology has long measured human behaviours at work, however, definitions and measurements of negative acts is problematic. Hershcovis (2010; In Press) recently called for a reconciliation of these types of measures. We demonstrate the reliability and validity of the ©Workplace Behaviour Measurement System (©WBMS), which is designed most notably for negative acts (e.g., harassment, discrimination, violence and unwanted sexual attention). Working progressively since 2005, we have refined the ©WBMS from Mikkelsen and Einarsen's (2002) 18-item scale, to capture negative behaviours and recently added positive workplace behaviours to the system. Using our databases (18 organizations with 13,000 responses) we demonstrate multiple forms of validity. Because of the use of compound statements to describe the behaviour factors, we have limited measures of reliability (e.g., across forms reliability and test-retest over a long period). Notably, correlational results from the ©WBMS clearly substantiate recent research (e.g., Hershcovis & Barling, 2009) of different organizational and personal outcomes by perpetrator type (e.g., co-worker, supervisor, outsider). We conclude the ©WBMS demonstrates characteristics of reliability and validity as well as parsimoniously capturing behaviours that vary in intensity and frequency while accounting for multiple perpetrators.

#49
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

THE ROLE OF ATTACHMENT, ACCULTURATION, AND SOCIAL SUPPORT IN PREDICTING THE PSYCHOSOCIAL ADJUSTMENT OF VISIBLE MINORITY IMMIGRANTS: TOWARDS AN INTEGRATIVE MODEL

Rana Ahmed, Concordia University; Tomas Jurcik, Concordia University; Andrew G. Ryder, Concordia University

Disjointed research literatures suggest the role of mainstream acculturation, social support and adult romantic attachment style in predicting psychosocial adjustment of immigrants and culturally diverse individuals. This study attempts to integrate attachment style, acculturation and social support as predictors of psychosocial adjustment outcomes, namely depression and well-being. Data collection is ongoing and currently a sample of 88 visible minority students have completed an online survey that includes the Vancouver Index of Acculturation (VIA), Multidimensional Scale of Perceived Social Support (MSPSS), Experiences in Close Relationships (ECRS), and Centre for Epidemiological Studies-Depression (CES-D). Hierarchical multiple regression and bootstrapping mediation tests will be conducted to determine if acculturation style and levels of social support mediate the relation between attachment and psychosocial adjustment. Preliminary findings with a subsample suggest correlational trends in the predicted direction between mainstream and heritage acculturation and social support; attachment avoidance, attachment anxiety and social support; and between heritage and mainstream acculturation and attachment avoidance. The expected findings will have implications for professional intervention with immigrant students who have difficulty adjusting to a new sociocultural context.

#50
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

FACE DUE TO THE PERFORMANCE OF A RELATED OTHER: TESTING THE SELF-EVALUATION MAINTENANCE MODEL IN A CONFUCIAN CULTURE

Olwen Bedford, Nanyang Technological University

Face represents the subjective feelings that arise when one's moral or social conduct is evaluated by others. Face impacts self-esteem when social evaluations are made about the people with whom one is closely identified. Tesser's (1988) self-evaluation maintenance model suggested closeness and relevance are the two factors that determine whether one person's actions impact the face of another. This study investigated whether Tesser's predictions hold in a Confucian culture. Three groups of 30 Taiwanese participants (mean age 21.7) evaluated an individual's feeling of face due to a related actor's performance in 8 scenarios to test a series of hypotheses derived from the theoretical model of Confucian relationalism. The scenarios entailed 3 within-subject variables: 2 types of performance results (success or failure) x 2 types of distinctiveness (vertical or horizontal) x 2 affection states (positive or negative). Three types of interpersonal relationships were examined as the between-subjects variable: parent-child, teacher-student, and classmates. Results reflected the features of relationships in Chinese cultures and all hypotheses were generally supported; Tesser's model held for horizontal but not vertical relationships in a Confucian culture. Results highlight the necessity of developing theoretical models for indigenous social psychology in non-Western countries.

#51
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

THE REVISED MULTI ETHNIC IDENTITY MEASURE : A TEST OF THE MEASUREMENT INVARIANCE

Mathieu Chalifoux, Université de Moncton; Ann Beaton, Université de Moncton; Denis Leblanc, University of New Brunswick; Jimmy Bourque, Université de Moncton; Yolanda Levi, Elsipogtog Health and Wellness center; DJ Joseph, Elsipogtog Health and Wellness center

In her review of the Multigroup Ethnic Identity Measure (MEIM), Phinney (2007) has proposed that ethnic identity is composed of two dimensions, namely exploration and commitment. Exploration refers to the propensity to learn more about one's ethnicity. Commitment is defined as the amount of personal attachment and investment in one's ethnic group. Both dimensions are touted as being non-group specific, that is, they are meaningful and stable across ethnic groups. However, to date, this claim has not been investigated. The purpose of this study is to test the factorial structure of the revised MEIM, through confirmatory factor analysis and to examine whether these components remain stable across ethnic groups in light of structural invariance. Adolescents of First Nation (n = 98) and European descent (n = 161) completed a survey containing the revised MEIM. Results demonstrate strong invariance between groups, &#967;2 (23) = 34.72 p = .05, NNFI = .98, CFI = .98, RMSEA = .06, furthering the claim that the underlying dimensions of the MEIM, that is exploration and commitment, are non-group specific. Implications for future research are discussed.

#52
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

CHILD-REARING STRATEGIES AMONG CHINESE CANADIAN AND EUROPEAN CANADIAN MOTHERS: A CROSS-CULTURAL STUDY

Jessica Chan, York University; Yvonne Bohr, York University

The present study explored caregiving practices among 14 Chinese Canadian (CC) immigrant mothers and 11 European Canadian (EC) mothers with infants between the ages of 1.5 and 3. Semi-structured interviews were conducted with participants and responses were analyzed using Interpretive Phenomenological Analysis. Participants from both groups were encouraged to share their personal experiences with parenting and to discuss the factors which they felt were necessary for the successful development of children. Interviews with participants revealed that both groups endorsed the importance of giving love, care and support to children, providing opportunities to learn and grow, and ensuring children's happiness. However, CC mothers placed a greater emphasis on academic achievement, the development of empathic characteristics in children, close connections with extended family and friends, hierarchical relationships and respect for elders, and actively teaching, guiding, and directing children, particularly through play. EC mothers were more likely to encourage the development of independent behavior, learning through exploration of the environment, sociability, and the expression of physical affection and emotion in their children. Implications for clinical practice with diverse populations will be discussed.

#53
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

ACQUAINTANCE RAPE PERCEPTION: EFFECTS OF VICTIM AND PERPETRATOR RACE

Sabrina Chang, University of British Columbia; Boris Gorzalka, University of British Columbia; Cara Dunkley, University of British Columbia

Past studies have demonstrated that perception of acquaintance rape is influenced by the ethnicity of the perpetrator and victim. By manipulating the perpetrator and victim ethnicity to be either African-American, Latino or Euro-Caucasian, these previous studies revealed that the attitudinal differences toward sexual assault corresponded with the sexual stereotypes assigned to that particular culture. The present study is the first to examine the effects of East Asian stereotypes on acquaintance rape perception. In this study, questionnaires were administered that contained a rape vignette where the victim's and perpetrator's race were manipulated to be either Chinese or Euro-Caucasian. Previous literature on East Asian sexual stereotypes found that men were typified to be relatively asexual and women to be sexually submissive. Based on these stereotypes, we predict that people will assign less culpability to East Asian perpetrators and possibly less blame to East Asian victims, compared to their Euro-Caucasian counterparts. The results of this study will be presented and may have important implications for perception of sexual assault by judges and juries.

#54
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

DO SELF-CONCEPTS MEDIATE CULTURAL DIFFERENCES IN THE SELF-REGULATION OF SHAME?

Kangeun Cho, York University; Michaela Hynie, York University; Chang Su, York University

Shame is felt when the self is negatively evaluated following a transgression and has been associated with social withdrawal to protect the self. Because cultures differ in how they construct the self, we investigated whether self-concepts mediated the effects of culture (East-Asian Canadian, South-Asian Canadian, European Canadian) and gender on withdrawal responses to shame when with close friends. We expected more avoidance to shame by European Canadians than the other two groups, and among men than women (e.g., Bagozzi, Verbeke, & Gavino, 2003; Su, 2010) and that cultural differences would be mediated by interdependence, but that gender differences would be mediated by interrelatedness. 172 undergraduates (39 East Asian, 77 South Asian, and 52 European) read 3 shame eliciting scenarios and completed measures of interrelatedness, interdependence, felt shame, and the Self Regulation of Shame and Guilt Scale (Su & Hynie, 2010). Regression analysis found no evidence of mediation, but those higher in interdependence avoided less and those experiencing more shame avoided more. An interaction between being East-Asian (versus not) and amount of shame felt showed that, unlike the other groups, East-Asian Canadians' avoidance did not differ as a function of amount of shame felt. The results suggest that more research into other determinants of self-regulation of shame is required.

#55
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

EFFECT OF SOCIAL RESOURCES ON MENTAL HEALTH OUTCOMES OF CANADIAN IMMIGRANTS

Nurun L. Chowdhury, Memorial University

Lifetime prevalence of mental illness in Canada is 20% and some research indicates that immigrants are at higher risk of mental disorders. With the visible minority population of Canada expected to exceed 8 million by 2017, it is important to understand factors that safeguard the mental health of this growing sector of Canadians. The current project utilizes data from the 2005 Canadian Community Health Survey (CCHS) to establish the directionality of difference in the mental health of Canadians and immigrants. Further, it investigates the role of social resources in terms of mental health outcomes for Canadian immigrants. The sample includes responses from 2,764 respondents who completed the distress scale of the survey. Factors explored include self-perceived level of satisfaction towards physical, mental and financial state, relationship with friends and family, sense of belonging to community, self-esteem, tangible social support, affection, positive social interaction and emotional support. Immigrants are expected to score higher on the distress scale and experience lower levels of satisfaction. These effects may be mitigated by increased length of time in Canada, higher levels of social and emotional support and a sense of community belonging; however, the availability of tangible support is expected to have a negative impact.

#56
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

MIGRATION AND LIVELIHOODS: LESSONS FROM THE SUSTAINABLE LIVELIHOODS FRAMEWORK

Jorida Cila, York University

The sustainable livelihoods framework (SLF; Chambers & Conway, 1992) conceives of the individual as possessing five different assets which are necessary for having positive life outcomes. These are: human, social, physical, financial and natural capital. The SLF was used in this study to explore both the causes and the impact of migration on the livelihoods of rural Albanians moving to the urban capital. Data were collected through a semi-structured household questionnaire (N=60), three focus group discussions (with women, men and youth), and over ten interviews with migrants as well as local authorities. Households were randomly selected, whereas participants for the interviews and focus group discussions were recruited through convenience and snowball sampling. As predicted, economic reasons were important in making the decision to migrate; however, they were not the most important. The motivation to provide a better life for one's children emerged as the main factor, highlighting educational, cultural and intellectual aspects of the migration destination. Despite a reported importance of education, findings indicated that both the value attached to education and opportunities to access it were higher for boys than girls. Reported pre and post migration socio-economic status were significantly correlated, reflecting a segmentation effect of the outcomes of migration.

#57
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

TWO VIEWS OF BUDDHIST WISDOM IN SRI LANKA

Chandimaa Fernando, OISE, University of Toronto

Sri Lanka is a small island to the south east of India. Its population of about 19 million people includes Sinhalese (74%), Tamils (18%), Moors (7%) and Burgher, Malay and Veddah (1%). Of these, 69% are Buddhist, 15% Hindu, 8% Christian, 7% Muslim, with 1% non-identified. From 1983 to 2009 tensions between Tamil separatists (Liberated Tamil Tigers of Eelam) and the Sinhalese majority torture and trauma tactics were commonly used to dehumanize individuals and disrupt families and communities. Protective factors for civilians include religious practices that promote the personal wisdom to cope with adversity. We contrast two prominent Buddhist monks who represent opposing responses to the current political crisis. A monastic forest monk, who lives the mountainous forests surrounding Colombo (the capital) and spends his time meditating to reach enlightenment, living as close to the Buddha's own training methods as possible—methods that have existed for centuries; he feels this the best way to preserve Buddhist insights. The other is a city monk who has established a temple and an orphanage in Colombo, where he takes in orphan boys; he feels that in times of political crisis monks must show compassion through their social actions, not isolated meditation. These two cases show the actual and varied manifestation of Buddhist wisdom practices in Sri Lanka today.

#58
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

THE EFFECTS OF PARENTAL AUTONOMY SUPPORT AND ACCULTURATION ON SECOND-GENERATION CANADIAN, FEMALE STUDENTS' ACADEMIC PERFORMANCE

Karen K. Gill, Concordia University College of Alberta; Gagan K. Dhillon, Concordia University College of Alberta; Bryan Rooney, Concordia University College of Alberta

Canadian adolescents raised in immigrant households experience many difficulties trying to assimilate within the Canadian culture, and also having to satisfy the demands of their immigrant parents. We hypothesized that the degree to which parents accept Canadian culture and are supportive of their child's autonomy will be related to more positive developmental outcomes in areas such as academic achievement. Conversely, parents who lack acceptance of Canadian Culture and do not support their child's autonomy, will be associated with children who show poor academic performance. We surveyed 40 female, second-generation Canadian, university students and had them rate their perception of their parents' acceptance of Canadian culture, their parents' degree of autonomy support, and their GPA and satisfaction with their academic performance. We found that participants who perceived their parents as being autonomy supportive and accepting of the Canadian culture rated themselves as doing well academically, as measured by their GPA, $r(38) = .432$, $p = .005$, and satisfaction with school performance $r(38) = .441$, $p = .004$. Our results may assist educators in having a better understanding of their second-generation students, and allow immigrant parents to become aware of the consequences some of their behaviors have on their children's developmental outcomes.

#59
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

HOW ACCULTURATION AFFECTS THE ATTITUDE TOWARD VIOLENCE AMONG MUSLIM STUDENTS?

Narges Hosseini-Sedehi, Ontario Institute for Studies in Education of the University of Toronto

According to Canadian General Social Survey (GSS, 2005) 7% of women who were married or were in intimate relationship had experiences of 9physical or/and sexual abuse from their spouse during the last 5 years. In addition 18 % of Canadian women suffered from psychological abuse. There are many factors that may contribute in IPV. One of the risk factors that is significantly related to IPV is attitude toward violence (e.g., Stith et al., 2004). Research also showed that the process of immigration and acculturation may influence the acceptance of wife beating. A higher level of acculturation may be related to a lower acceptance of IPV (e.g., Bhanot & Senn, 2007). While Muslim immigrants are one of the most rapidly growing groups, representing 2% of the total population in Canada (Statistic of Canada, 2004), there are scarcely any empirical studies to investigate the attitude toward wife beating among Muslims immigrants. Studies from Muslim countries showed that Muslims Justify and accept wife beating in some circumstances (e.g., Haj-Yahia, 2003), however it is not clear how the process of acculturation may affect acceptance of IPV. To address this question 80 Muslims students were recruited to participate in this research. The results and implications of this study will de discussed.

#60
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

IDENTIFYING PREDICTORS OF RESILIENCE AMONG BAHAMIAN ADOLESCENTS

Giavana F. Jones, Department of Psychology, University of Windsor; Kathryn D. Lafreniere, Psychology Department, University of Windsor

Not all kids who grow up in disadvantaged communities have poor outcomes. Resilience has been the focus of many research studies, where certain universal factors are credited to promote success in the face of adversity. Very rarely, however, does research look at the significance of such factors in the context of particular cultural norms. What may be important to the promotion of positive outcomes in one culture may differ when considered in another culture (Ungar, 2008). The purpose of this study was to identify the positive influences that protect and/or buffer the effects of community-level risk factors and ultimately promote resilience in at-risk Bahamian youth. To truly capture the urban Bahamian experience, a questionnaire was constructed based on feedback received from interviews with older Bahamian youth. One hundred students from the 9th and 11th grades of the public school system in the Bahamas completed a questionnaire packet in an effort to identify factors that are associated with resilience. The presence and strength of existing relationships with parents and other adults, involvement in meaningful activity, and school engagement were the community-level factors assessed. Spirituality and self-efficacy were also included as predictors in the resilience model. Findings support the importance of considering a cultural context in understanding youth resilience.

#61
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

PSYCHOLOGICAL BARRIERS TO LABOUR MARKET INTEGRATION OF IMMIGRANT WOMEN

Jana Kotrcova, University of Saskatchewan, Department of Psychology; Peter R. Grant, University of Saskatchewan, Department of Psychology

Immigrant women, and especially those who belong to visible minorities, are disadvantaged in the Canadian labour market as can be shown by statistical data comparing the income of recent immigrants with Canadian-born persons. These findings are equally supported by anecdotal evidence and personal testimonies of recent female immigrants. Immigrant women often experience greater difficulties in securing full-time employment than immigrant men or Canadian-born women. Despite an increasing number of studies on factors that prevent the economic integration of immigrant women, the exact cause of this phenomenon is not well known and researched. This study, which is currently in progress, examines social psychological factors that both support and act as a barrier to the career aspirations of skilled immigrant women. Using a culture learning perspective, the study examines motivation and expectations before immigration, language and career self-efficacy, coping strategies, perceived cultural distance, and perceived discrimination against immigrant women in the Canada labour market. This presentation (poster) will present preliminary results from this study and will discuss the career aspirations of skilled immigrant women in light of these results.

#62
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

SUBJECTIVE WELL-BEING AMONG SECOND GENERATION CHINESE CANADIANS: DOES FAMILY AND CULTURE MATTER?

Andrea MS. Lee, University of Ottawa; Marta Young, University of Ottawa; Marcela Olavarria, University of Ottawa; Emilie Gravel, University of Ottawa

Although the past few decades have seen a proliferation of studies on the determinants of subjective well-being, few have focused on the roles played by family and culture. The main goals of this study were: to examine the role of culture and family in predicting family life satisfaction and to determine the mediating role of family life satisfaction between Chinese identity and overall life satisfaction. Second generation Chinese-Canadians (n=100) between the ages of 18 and 25 completed the following measures: family connectedness, intergenerational conflict, ethnic identity (Canadian and Chinese), family life satisfaction, and overall life satisfaction. A multiple regression analysis revealed that greater family connectedness, less family conflict and greater Chinese identity significantly predicted family life satisfaction. A mediation analysis showed that family life satisfaction mediated the relationship between Chinese identity and overall life satisfaction. This suggests that a higher level of Chinese identity affects life satisfaction positively, but only through its effect on family life satisfaction. The obtained results and implications of the study will be discussed in the context of current findings in the cross-cultural and positive psychology literature.

#63
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

THE PSYCHOLOGICAL ADAPTATION OF BOSNIAN REFUGEES: A ONE YEAR FOLLOW-UP PILOT STUDY

Blanka Miletic, University of Ottawa; Marta Young, University of Ottawa

Past research with Bosnian refugees residing in the U.S. suggests significant difficulties in their adjustment that persisted over time. Given the limited data on Bosnian refugees living in Canada, the present longitudinal study explored, from a multidimensional perspective, the psychosocial adaptation of Bosnians living in the Ottawa-Gatineau area. Eighty-six Bosnian refugees completed a questionnaire assessing their psychological adaptation (life satisfaction, homesickness, depression, PTSD), ethnic and Canadian acculturation (identity, behaviour, language), social support (immigrant, ethnic, Canadian), personal resources (mastery, religiosity), and post-migration hassles (general and acculturation-specific). A follow-up study with 40 of the original participants was conducted twelve months later. Results showed a significant decline in the level of Bosnian and Canadian identity and behaviour as well as French language competence over the 1-year period. Results of the 1-year follow-up also demonstrated a significant decrease in Bosnians' level of religiosity. No significant difference was found between the two time frames with regard to Bosnians' psychological adaptation, English and Bosnian language competence, social support, mastery, and post-migration hassles. The findings will be discussed within the current theories of acculturation and adaptation.

#64
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

SOCIOECONOMIC AND DEMOGRAPHIC PREDICTORS OF ACCULTURATIVE STRESS IN KOREAN IMMIGRANTS IN TORONTO, CANADA

Miea Moon, University of Windsor; Samuel Noh, Centre for Addiction and Mental Health

This study examined the socioeconomic and demographic predictors of acculturative stress in a sample of 860 adult Korean immigrants living in Toronto, Canada. Acculturative stress was measured with the multidimensional Acculturative Stress Index (ASI). Multiple regression analyses revealed that age, Canadian education level, and length of residence were associated with lower levels of acculturative stress. Korean education level was associated with higher levels of acculturative stress, particularly in the areas of socioeconomic adjustment and discrimination. Overall, levels of acculturative stress were independent of household income and gender. The adverse effects of pre-migration education on acculturative stress levels may be explained by the concept of relative deprivation. Consistent with previous research, the findings suggest that immigrants with high levels of foreign education may experience structural and systemic barriers to receiving recognition of their foreign qualifications.

#65
International and Cross-Cultural Psychology Psychologie internationale et interculturelle

INDEPENDENCE AND NAÏVE DIALECTICISM MODERATE VARIETY PREFERENCE

Andy Ng, York University; Michaela Hynie, York University

Culture may influence preference for variety in decision making situations because of its influence on personality characteristics. European North Americans (ENAs) typically emphasize their abilities to regulate their behaviours and control their environment (Markus & Kitayama, 1991) as well as their uniqueness (Kim & Markus, 1999). Thus, to assert their autonomy and their uniqueness, ENAs may prefer more variety when making a choice. East Asians tend to exhibit naïve dialecticism, anticipating change in their environment, and in their own behaviours to fit future environments (Peng et al., 2006). Because their future needs remain highly uncertain East Asian North Americans (EANAs) may want more variety when making choices. Thus, while both ENAs and EANAs may prefer more variety when choosing, they should do so for different reasons. We examined the number of choices people prefer in two consumer settings (upscale restaurant, clothing store) with 49 European Canadian and 55 East Asian Canadian student participants. ENAs reported higher independence and EANAs reported higher naïve dialecticism. Culture did not predict preferred number of options ($B = .13, p = .22$) whereas independence ($B = .33, p < .01$) and naïve dialecticism ($B = .25, p = .02$), but not need for uniqueness ($B = .05, p = .63$), did. Implications of these findings are discussed.

#66
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

L'INFLUENCE DE LA CULTURE, LA RELIGIOSITÉ ET LA FAMILLE SUR LES SCRIPTS SEXUELS DE JEUNES FRANCO-ONTARIENS ET HAÏTIENS-CANADIENS DE DEUXIÈME GÉNÉRATION

Marcela Olavarria, Universite d'Ottawa; Marta Y. Young, University of Ottawa

Le contexte multiculturel canadien fournit une excellente occasion d'examiner l'influence de l'appartenance à un groupe ethnoculturel particulier sur la sexualité. De fait, en raison des différentes attitudes et comportements documentés entre les franco-canadiens et anglo-canadiens, bon nombre d'auteurs suggèrent l'existence de plusieurs sexualités au sein de la population canadienne. Or, très peu d'études s'attardent aux effets des variables culturelles et contextuelles sur les scripts sexuels de divers groupes ethnoculturels minoritaires. Par ailleurs, la majorité des études sur la sexualité des franco-canadiens provient du Québec. Ce constat est problématique, puisque les résultats de ces études peuvent ne pas offrir un portrait représentatif de la sexualité de groupes francophones vivant hors Québec. Ainsi, cette étude qualitative se propose d'examiner les influences qu'exercent la culture, la religiosité, les valeurs parentales et leur status minoritaire dans les scripts sexuels de jeunes franco-ontariens et haïtiens-canadiens de deuxième génération, vivant dans la région d'Ottawa. Des entrevues semi-structurées seront réalisées avec dix jeunes franco-ontariens et dix jeunes haïtiens-canadiens âgés entre 18 et 25 ans. Une analyse de contenu et une analyse thématique sera effectuée afin de comparer les discours entre les membres de ces groupes ethnoculturels.

#67
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

JAMAICAN PARENTING STYLES AND THEIR IMPACT ON CONDUCT DISORDERED BEHAVIOURS

Keva Reid, Newman University College

This exploratory study examined the influence of parenting styles on the creation of Conduct Disordered behaviour and the factors that mediate. Participants for this study were Jamaican males (n=75) with a mean age of 15.7. There were 48 with conduct disordered behaviours and 27 without a diagnosis, and none had seen a therapist.All participants completed the Conners-Wells' Self-Report Scale, demographic questionnaire and a 24 item questionnaire which was created to assess parental styles and mediating factors. The parents and teachers of the participants completed the Conners' Parent & Teacher Rating Scale, respectively. The analysis was based on Chi-Square and Logistic Regression. The results revealed that harsh/overly strict parenting style by single parent mothers (&#967;2 = 104.9, df = 1, p = .004) and residence in deprived (garrison/disorganised) communities (&#967;2 = 457.5, df = 1, p = .003) were some of the strong predictors in the development of Conduct Disordered behaviour. Logistic Regression indicated that the best predictors for the development of conduct disordered behaviour were socio-economic position, parent(s)'s employment status, harsh/overly strict parenting style and the family's financial situation. There are implications for interventions in deprived areas to prevent the development of conduct disordered behaviours for these communities.

#68
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

PERFECTIONISTIC SELF-PRESENTATION, SHAME, LOSS OF FACE, SOCIAL ANXIETY, AND DEPRESSION IN UNDERGRADUATE STUDENTS IN CHINA AND CANADA

Chang Su, York University; Gordon Flett, York University; Lianrong Guo, Anshan Normal University; Paul Hewitt, University of British Columbia

Perfectionistic self-presentation is an interpersonal style that involves a need to appear perfect and not display or disclose imperfections in public. Perfectionistic self-presentation has been linked with psychological distress and interpersonal problems. At present, most research on perfectionistic self-presentation has been conducted in North America, and there is need for a comparative cross-cultural study of the nature and correlates of this construct. Accordingly, in the current study, 126 Chinese undergraduate students (63 men, 63 women) from mainland China and 132 European Canadian undergraduate students (70 men, 62 women) from Toronto completed the Perfectionistic Self-Presentation Scale and measures of shame, loss of face, social anxiety, and depression. Group comparisons found that the Chinese students had significantly higher scores on loss of face, social phobia, and one facet of perfectionistic self-presentation (i.e., perfectionistic self-promotion). While group differences were found in mean scores, the pattern of correlations was comparable for students from China and Canada. For instance, perfectionistic self-presentation was linked with shame, loss of face, social anxiety, and depression in both groups. Discussion focuses on subtle yet potential important cross-cultural differences involving perfectionistic self-presentation and its expression.

#69
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

SOMATIC SYMPTOMS OF DEPRESSION IN URBAN AND RURAL CHINA: THE IMPACT OF MODERNIZATION

Jiahong Sun, Concordia University; Jessica Dere, Concordia University; Xiongzhao Zhu, Second Xiangya Hospital, China; Shuqiao Yao, Second Xiangya Hospital, China; Lin Cai, Second Xiangya Hospital, China; Andrew G. Ryder, Concordia University

Numerous reviews attest to the Chinese tendency to emphasize somatic symptoms of depression, and there is some empirical evidence to support these claims (e.g., Parker et al., 2001; Ryder et al., 2008). At least some explanations involve variables that can be linked back to the distinction between traditional Chinese values and modernization. To date, however, no research on this topic has been conducted in rural areas of China, where we would expect less exposure to modern values. Han Chinese depressed psychiatric outpatients in Hunan province, living in an urban ($n = 212$) or rural ($n = 94$) setting completed structured interviews and self-report questionnaires, and somatic symptom reporting subscales were calculated (as in Ryder et al., 2008). Modernization was measured using a 15-item subscale from the CPAI (Cheung et al., 1996). Rural participants were significantly more likely than urban participants to report somatic symptoms of depression on both interview, $t(306) = -2.90$, $p < .05$, and questionnaire, $t(304) = -3.31$, $p < .05$. They also scored significantly lower on modernization, $t(302) = 6.08$, $p < .05$. Modernization was negatively correlated with somatic symptom reporting, $r = -.21$, $n = 304$, $p < .05$. Presentation of somatic symptoms can be shaped by degree of urbanization, an effect in part attributable to the values that come with modernization.

#70
International and Cross-Cultural Psychology Psychologie internationale et interculturelle

A TAXONOMY OF WISE AND FOOLISH MASTER NARRATIVES OF WISDOM

Nic Weststrate, OISE Uniersity of Toronto; Michel Ferrari, OISE University of Toronto

The goal of the current project is to expand the empirical study of wisdom, specifically in the autobiographical tradition. To do this I borrow the concept of master narratives from research on narrative identity. Eighty Canadian men and women were asked to name someone they know who is wise, a moment in their lives when they were wise, and a wise historical figure. In each case, interviewers solicited a story from the participant that exemplified that wisdom. For the current analysis, 10 transcripts were selected based on high (5) and low (5) performance on Ardelt’s (2003) Three Dimensional Wisdom Scale. Each was then examined using a content-driven master narrative positioning analysis developed for this study. This analysis examined the development and maintenance of personal narratives in light of how participants’ engage prototypical stories found in literature, media, and religious texts. For example, one master narrative was that of “gaining wisdom through suffering”; that only through enduring hardship can one discern the real meaning of life. From this analysis, a taxonomy of master narratives was developed that shows differences between those scoring high and low on the Ardelt wisdom scale.

#71
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

THE PREDICTIVE ROLE OF DISCRIMINATION TO THE INTEGRATION OF MULTIPLE CULTURAL IDENTITIES WITHIN THE SELF

Maya A. Yampolsky, Univérsité du Québec à Montréal; Catherine E. Amiot, Université de Québec à Montréal; Marina Doucerain, Concordia University

The present research aimed to examine the predictive role of discrimination in the management of one’s multiple cultural identities. The cognitive-developmental model of social identity integration (CDMSII; Amiot et al., 2007) proposes different cognitive strategies through which individuals organise their multiple cultural identities within their self-concept: 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. Discrimination has been shown to decrease one’s cultural identification (Lalonde et al., 1992; Grant, 2007), and to exacerbate inter-identity conflict (Benet-Martinez & Haritatos, 2005; Grant, 2007). We predicted that greater perception of discrimination would predict categorization and compartmentalization. Three types of discrimination were examined: denigration, identity denial, and rejection. International students ($n = 116$) completed online self-report measures of identity configuration and perceived discrimination. Results from multiple regression analyses support the predictions; categorisation was significantly predicted by identity denial, while compartmentalisation was significantly predicted by denigration and rejection.

#72
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

LA CULPABILITÉ SEXUELLE CHEZ LES FRANCO-ONTARIENS: L’IMPACT DE LA CULTURE, DE LA FAMILLE ET DE LA RELIGION

Marta Young, University of Ottawa; Emilie Gravel, University of Ottawa; Marcela Olavarria, University of Ottawa; Andrea Lee, University of Ottawa

Peu de recherches dans le domaine de la sexualité s’attardent aux effets de la culture sur les attitudes et comportements sexuels des jeunes adultes franco-canadiens. Ceci est surprenant car ils forment le deuxième groupe ethnique en importance au Canada (Statistiques Canada, 2001). De plus, servant de base comparative pour l’étude de la sexualité chez d’autres groupes ethniques, l’apport de la culture sur la sexualité de ce groupe devrait être élucidé. Ainsi, cette étude examine l’influence de la culture, la religion et la famille sur la culpabilité sexuelle. 121 franco-canadiens âgés entre 18 et 25 ans remplirent un questionnaire mesurant l’identité franco et anglo-canadienne, l’individualisme et le collectivisme, la religiosité, le conflit intergénérationnel, la permissivité sexuelle parentale et personnelle, l’expérience sexuelle génitale et la culpabilité sexuelle. Une régression séquentielle fut effectuée. Une plus grande culpabilité sexuelle était prédite par une forte identité anglo-canadienne, une perception de ses parents comme étant moins permissifs et une forte religiosité. Ces résultats sont discutés à la lumière des recherches récentes sur la sexualité des jeunes franco-canadiens et anglo-canadiens et de celles issues d’autres communautés ethnoculturelles et linguistiques.

#73
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

ATTITUDES REGARDING BISEXUALITY AMONG UNDERGRADUATE UNIVERSITY STUDENTS

Helen Bailey, Ryerson University; Maria Gurevich, Ryerson University

Attitudes regarding bisexuality were examined using an experimental design; the relationships between these attitudes and two common predictors of negative attitudes regarding lesbians and gay men (i.e., authoritarianism and social dominance) were also investigated. Participants were asked to read a vignette describing either a gay or bisexual man and provide reactions to this man via a 25-item reaction questionnaire. The questionnaire contained items pertaining to five attitude dimensions: stability of sexual identity, tolerance of sexual orientation, general likeability, sexual characteristics, and moral judgements. Participants who read the vignette describing a bisexual man tended to rate him as being less stable in terms of his sexual identity than those who read the vignette describing a gay man. Additionally, a relationship was found between levels of both political authoritarianism and social dominance and participants' attitudes regarding bisexuality. These findings were examined in light of current theories and research examining bisexuality and attitudes regarding lesbians and gay men.

#74
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

EXPERIENCES OF ROMANTIC LOVE IN RELATION TO GENDER AND SEXUAL ORIENTATION

Lisa M. Couperthwaite, University of Toronto, OISE

Despite the considerable body of research on differences in experiences of love, the impact of sexual orientation and gender variance have received little attention. This study examined these variables in terms of potential differences in Lee's (1974) love styles. Participants (n=497) completed a series of online questionnaires assessing their endorsements of Eros (romantic, physically/emotionally passionate love), Ludus (game-playing love), Storge (friendship love), Pragma (logical/practical love), Mania (possessive, dependent love), and Agape (altruistic/selfless love). Results suggest that, overall, most participants scored highest on erotic love. Heterosexuals and bisexuals tended to have either Storge or Agape as their second and third highest scores, whereas gay/lesbians and transsexuals tended to follow Eros with Agape and then Storge. Although gender was related to some differences in styles of loving, such as Ludus and Agape, sexual orientation played a larger role regarding differences in Ludus, Storge and Pragma. In comparison to each other as groups, heterosexuals were more pragmatic, gay/lesbian people were less storgic, bisexuals were more ludic, and transsexuals were more agapic. Interactions between gender and orientation on erotic and altruistic love styles, as well as implications for clinical work with individuals in LGBT communities will be discussed.

#75
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

HOMOPHOBIC BULLYING: A TEACHER-STUDENT ANALYSIS

Kristen B. Dowling, Ontario Institute in Studies in Education/University of Toronto

The focus of this study is the overt discrimination that presents as homophobic bullying in today's high schools. The study aimed to provide an exploration regarding both teacher and LGBT youth perspectives on homophobic bullying. Fourteen interviews were conducted: 8 with LGBT youth and 6 with Ontario high school teachers. The data was analyzed using a grounded theory perspective (Charmaz, 2006). Emerging themes from both groups included the impact of the type of school on homophobic bullying, an emphasis on verbal bullying over physical violence, and a need for LGBT education and awareness to be taught in elementary school. Discrepancies emerged between teacher and youth groups around the effectiveness of teacher interventions and where changes are needed within the school system to improve upon the climate for LGBT students. Opinions varied within both groups on whether derogatory slang, ("that's so gay") is considered homophobic bullying. Suggestions for future changes revolved around improving LGBT inclusiveness in the school environment through changes to sexual education courses, the normalizing of same-sex relationships, and greater attention to discriminatory verbal slang. Increased teacher education was also recommended, with a specific emphasis on larger schools or those with less inclusive school climates.

#76
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

ASEXUAL IDENTITIES, INTERPERSONAL RELATIONS, AND SELF-ESTEEM: A SOCIAL IDENTITY PERSPECTIVE

Stephanie B. Gazzola, University of Saskatchewan; Melanie Morrison, University of Saskatchewan

Social identity theory (Abrams & Hogg, 1990; Tajfel & Turner, 1979) contends that self-esteem is enhanced by positive evaluations of one's social identities, often in comparison to negatively evaluated outgroups. This theory has been applied to various sexual identities, but not yet to an asexual identity. Self-esteem, perceptions of outgroups, the attributes associated with one's asexual identity, the duration of one's asexual identity, and the importance of one's asexual identity were measured in a sample of self-identified asexual individuals (N = 39). It was hypothesized that asexual identities that were described with positive attributes, perceived as important, and held for a longer period of time would be positively correlated with self-esteem. This hypothesis was not supported; no significant associations were found between the asexual identification indicators and self-esteem. The valence of the attributes associated with the ingroup (asexual individuals) and outgroups (gay men, lesbian women, and bisexual individuals) were compared as an indicator of inter-group evaluations. It was hypothesized that the ingroup would be evaluated more positively than the outgroups. This hypothesis was supported by one-way analysis of variance. The contributions of these findings to the discourse on asexual identities and social constructions of the self are discussed.

#77
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

RACISM AND THE PSYCHOLOGY OF SEXUAL HEALTH DECISION-MAKING AMONG LGBTQ PEOPLE OF COLOUR

Sulaimon Giwa, York University, Faculty of Liberal Arts and Professional Studies, School of Social Work; Cameron Greensmith, Ontario Institute for Studies in Education/University of Toronto

Despite evidence of racism effects on health, very little is known about the psychosocial determinants of compromised health among LGBTQ people of colour. A growing body of research suggests that racism exists within predominantly White LGBTQ communities in Canada, substantiating the anecdotal evidence provided by LGBTQ people of colour. Nonetheless, the multifaceted ways racism manifests itself in the lives of LGBTQ people of colour are insufficiently understood. This gap needs bridging, especially as epidemiological data reveal these groups to be more at risk than their White counterparts of contracting HIV/AIDS. Little, if any, significant research has been done exploring the association between racism and the psychology of unsafe sex among LGBTQ people of colour. A qualitative phenomenological study on race relations and racism within the LGBTQ community of Toronto, from the perspective of seven gay service providers of colour, points to the compromising effects of racism on health and wellbeing. Using interpretive phenomenological analysis (IPA), the findings suggest that daily practices of racial discrimination compromise the ability of LGBTQ people of colour to negotiate safe sex practices. In coping psychologically with their experience, LGBTQ people of colour may resort to unsafe sex. The need to centralize race in research and treatment of this population is revealed.

#78
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

TRANSPHOBIA AMONG A SAMPLE OF IRISH UNIVERSITY STUDENTS

Daragh McDermott, National University of Ireland, Galway

A wealth of empirical information regarding prejudice towards Lesbian, Gay and Bisexual (LGB) individuals is available. However, despite the inclusion of Transgender/Transsexual individuals within this minority collective, empirical assessments of prejudice towards this group are scant. The current study aimed to address this limitation by assessing university students' levels of prejudice towards transgendered and transsexual men and women (i.e., transphobia). In addition, the current study aimed to assess whether contact and para-social contact with transgender individuals (i.e., a panel discussion & video presentation) would lead to a reduction in levels of transphobia. Data were collected (N = 160) at three time points (pre intervention, immediately post intervention and a follow up assessment after 8 weeks). Preliminary analyses suggest: 1) levels of transphobia are high among university students; and 2) Exposure to transgender men and women is coupled with a reduction in self reported levels of transphobia. Limitations and directions for future research will be explored.

#79
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

REDUCING MODERN HOMONEGATIVITY: DOES PERSPECTIVE TAKING HELP?

Daragh McDermott, National University of Ireland, Galway; Todd G. Morrison, University of Saskatchewan

To date, extensive research assessing heterosexual participants' prejudice towards gay men and lesbian women has been conducted. However, less empirical attention has been paid to assessing the efficacy of interventions designed to attenuate modern homonegativity. Further, among the studies that have focused on prejudice reduction, many have methodological limitations and employ interventions that are lengthy and/or difficult to implement. The aim of the current study is to assess the efficacy of Perspective Taking (PT) as a brief, inexpensive, and easily implemented prejudice reduction technique among a sample of university students. The results obtained provided limited support for the utility of PT as means of reducing modern homonegativity towards sexual minorities. However, the current study did demonstrate that exposure to same-sex sexual imagery had a deleterious effect on heterosexual respondents' levels of modern homonegativity. Findings highlighted that current conceptualisations of prejudice towards gay men and lesbian women should be adapted to incorporate measurement of sexual behaviours between gay men and lesbian women. Limitations associated with these studies and directions for future research will be outlined.

#80
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

SUICIDE RESILIENCE AND PROTECTIVE FACTORS FOR CANADIAN TRANS INDIVIDUALS

Chérie Moody, McGill University; Nathan G. Smith, McGill University

A recent study indicates a suicide attempt rate of 41% among trans individuals (Grant et al., 2010), which is alarming when compared to the 3-6% suicide attempt rate in the general population (Weissman et al., 1999). There are currently no published studies of the investigation of protective factors for adult trans individuals. It is hypothesized that the specific factors (i.e., reasons for living and suicide resiliency) found to protect cisgender individuals also protect trans individuals. It is also hypothesized that specific protective factors for trans individuals exist. A sample of self-identified trans adults (N = 86) was recruited from LGBT and trans LISTSERVs. Quantitative and qualitative data were collected online. Quantitative data analysis: Stepwise regression analysis was used to predict suicidality from protective factors. The results indicate that positive beliefs and feelings about one's ability to regulate suicide-related behavior, positive beliefs about oneself and satisfaction with life, fear of social disapproval regarding suicidal behavior, and moral objections to suicide-related behavior were negative predictors of overall suicidality. Qualitative data analysis: Access to transition-related medical care and gender identity development and expression were identified as trans-specific protective factors.

#81
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

SEXUAL ORIENTATION BIAS TOWARD GAY MEN AND LESBIAN WOMEN: MODERN HOMONEGATIVE ATTITUDES AND THEIR ASSOCIATION WITH DISCRIMINATORY BEHAVIOURS

Melanie A. Morrison, University of Saskatchewan; Todd G. Morrison, University of Saskatchewan

Two studies examined modern homonegativity among non-students. In Study 1, 1161 participants completed the Modern Homonegativity Scale (MHS) and other measures. Results indicated that MHS scores correlated positively with neoracism, neosexism, and the Protestant Work Ethic, and negatively with humanitarian-egalitarianism. Gender differences were found and, irrespective of participant sex, greater modern homonegativity was directed toward gay rather than lesbian targets. Study 2 extended research in the realm of modern homonegativity by investigating the linkage between modern homonegative attitudes and behavioural intentions in a sample of 196 community participants. As expected, modern homonegatvity predicted discriminatory behavioural intentions toward a gay, but not straight, mayoralty candidate. The application of these findings and future research directions are discussed.

#82
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

THEMATIC ANALYSIS OF INTERVENTION STRATEGIES FOR SELF-ESTEEM AND BODY DISSATISFACTION

Chelsea Ohlmann, Trinity Western University; James D. Ohlmann, Trinity Western University; Kristy Dykshoorn, Trinity Western University

Body dissatisfaction and low self-esteem in adolescent girls have been explored in psychological research, yet much of the research on intervention strategies has not been translated into societal intervention strategies. This study reviews thematic content, using the method of thematic analysis (Braun & Clark, 2006), of empirically-supported intervention strategies on body dissatisfaction and self-esteem and utilizes the empirically-supported themes to evaluate the content of a current intervention strategy, the Body Image kit, employed by British Columbia's Ministry of Children and Family Development. Eligibility criteria for inclusion of studies are employment of an intervention strategy to increase self-esteem, body dissatisfaction, or increase critical media literacy for adolescent girls aged 10 – 17. This study found that important areas of focus are: body satisfaction improvement, critical analysis of media messages (Park, 2005), reduction of internalization of the thin ideal, healthy social comparison, assertiveness training (Grogan, 1999), engagement in personal contributions to society (Gleeson & Frith, 2006), and parental training (Kearney-Cooke, 2002). Results of the thematic analysis of the Body Image kit's inclusion of empirically-supported themes will be discussed, as well as the implications and future directions.

#83
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

THE EXPERIENTIAL AND CULTURAL DIMENSION OF FEMALE BISEXUALITY IN CANADA

Tonje Persson, Concordia University; Dr. Jim Pfaus, Department of Psychology, Concordia University

Of all sexual orientations, female bisexuality is the one the least understood. Some studies have indicated women who identify as bisexual may have poorer mental health than heterosexual and lesbian women. However, little is known about why they may be at increased risk. In understanding female bisexuality it may be important to take into account place-based factors. However, no research has investigated whether the experience of female bisexuality is related to living in a large urban versus in a small-city setting. In addition, no studies have looked at if French or English cultural affiliation, as measured by language, may be associated with the mental health of female bisexuals in Canada. The proposed study will attempt to address these gaps in the literature by recruiting 300 women, split into heterosexual, lesbian, and bisexual groups, from Montreal (English/French affiliation, large urban), Quebec City (French small-city), and Kingston (English small city). The study will investigate the relation between sexual, emotional, and cultural factors to mental health (as measured by the Beck Depression and Anxiety Inventories); the ultimate goal is to identify risk factors unique to bisexual women. This, in turn, may lead to developing mental health strategies to better meet the needs of this relatively neglected group.

#84
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

TRANSGENDER HEALTH AND MENTAL HEALTH: ISSUES AND BARRIERS

Dawn A. Potter, Carleton University

Past research has demonstrated that various barriers exist to health and mental health care access for transgendered individuals (Bockting, Robinson, Benner, & Scheltema, 2004; Hernandez & Fultz, 2006; Jones, 2003). Semi-structured interviews lasting from 1 to 2 hours were conducted with 6 transgender identified individuals (2 male, 2 female, 2 neutral/genderqueer) aged 20-25, to discuss experiences of general medical care, emergency health care, sexual health care, substance abuse treatment and mental health care. The data was subjected to an exploratory thematic analysis. Analysis revealed 3 major categories of barriers affecting transgender patients: systemic, provider-based and psychological. Systemic barriers concerned the gate-keeping role of the psychologist, funding and binary definitions of sex. Provider-based barriers were related to the comfort of the patient, acceptance of gender identity and willingness to treat transgender patients. Psychological barriers were negative thinking, co-morbidity of psychological problems and body discomfort. Participants also made suggestions for change which included changes to the gate-keeping role of the mental health provider and more general awareness and education about transgender issues. Future research should address issues of co-morbidity and the effectiveness of education on improving care.

#85
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

GIVING VOICE TO THE TRANS COMMUNITY ON GID REFORM IN THE DSM-5: A SASKATCHEWAN PERSPECTIVE

Jai Richards, The Avenue Community Centre for Gender & Sexual Diversity

The inclusion of the diagnosis of Gender Identity Disorder (GID) within the Diagnostic and Statistical Manual of Mental Disorders (DSM) is a contentious issue. A brief outline of gender variation throughout history as well as a summary of the arguments for retention, removal, or reform of the diagnosis in the DSM-5 is presented. A qualitative study with 7 individuals from Saskatchewan, Canada was conducted. They discussed their views of being diagnosed with a "disorder", what it is like to live as a trans person in Saskatchewan, and their opinions about the current debate. There is a discussion of the themes evident from the interviews. The implications for counselors and other health providers and recommendations for further inquiry are also presented. This research was conducted as a requirement for my Master's degree in Psychology and Counseling through Goddard College (Vermont, USA).

#86
Sexual Orientation and Gender Identity Issues/ Orientation sexuelle et identité sexuelle

WHO IDENTIFIES AS GAY, LESBIAN OR BISEXUAL AMONG ADOLESCENTS WITH SAME-SEX ATTRACTION/FANTASY OR BEHAVIOR?

Yue Zhao, Concordia University; Richard Montoro, McGill University; Karine J. Igartua, McGill University; Brett D. Thombs, McGill University

Among adolescents with same-sex attraction or behavior, those who identify as gay, lesbian, or bisexual (GLB) are at risk of worse mental health outcomes compared to those who identify as heterosexual. The objective was to assess demographic and social attitude variables related to adopting a GLB vs. a heterosexual identity among adolescents with same-sex attraction or behavior. 1,935 students from 14 high schools in Montréal, Québec, were surveyed anonymously. Multiple logistic regression models were used to identify characteristics related to GLB identity. The results showed that of 159 students with same-sex attraction or behavior, 112 (70%) reported heterosexual identity, and 47 (30%) GLB identity. In multivariable analysis, age &#8805; 16 years old (odds ratio [OR]=2.19, 95% confidence interval [CI] 1.02-4.71) and school attitudes towards homosexuality of ridicule or acceptance/appreciation (vs. ignored/tolerated) (OR=2.56, 95% CI 1.06 to 6.18; OR=2.97, 95% CI 1.05-8.37) were significantly associated with GLB identity. Immigrant students had less than half the odds and non-white students had twice the odds of reporting GLB identity (OR=0.39, 95% CI 0.14-1.08; OR=2.16, 95% CI 0.83-5.60, respectively), although these were not statistically significant. These findings highlight the importance of school environment in youth non-heterosexual identity development.

#87
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

COOPÉRATION, COMPÉTITION ET INDIVIDUALISME : LA COMMUNICATION ET SON EFFET SUR LA PERFORMANCE COLLECTIVE

Lavoie Alexandre, Université du Québec à Trois-Rivières; Stéphane Perreault, Université du Québec à Trois-Rivières; Taylor M. Donald, McGill University

L'objectif de cette étude était d'examiner l'influence de la coopération, la compétition et l'individualisme (Deutsch,1947) sur la performance d'une équipe sportive. Afin d'atteindre cet objectif, une étude a été effectuée auprès d'une équipe de hockey de la Ligue midget AAA du Québec. Plus précisément, nous avons enregistré la totalité des discussions qui se sont déroulées dans le vestiaire de l'équipe-test pendant la durée complète de l'étude, soit 11 matchs locaux. Par la suite, nous avons codé les interactions verbales des joueurs (N=6895) à l'aide du cadre conceptuel de Deustch. La performance collective, quant à elle, a été mesurée à l'aide de la perception des joueurs, le différentiel de buts par période et une mesure de performance procédurale codée par un juge (Team Sport Assessment Procedure; Gréhaine, Godbout et Bouthier, 1997). Les résultats indiquent que la communication des joueurs à propos de leurs buts n'est pas significativement reliée à la performance collective lorsque celle-ci est considérée comme une conséquence de la première, mais que la performance de l'équipe a une influence importante sur la communication à l'intérieur de celle-ci. Les résultats de cette étude sont discutés en fonction de la littérature sur le leadership, la relation entre la cohésion et la performance d'une équipe ainsi que celle sur la fixation d'objectifs.

#88
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

EXERCISE PREFERENCES OF FIRST-YEAR UNIVERSITY STUDENTS

Natalie S. Beechey, The University of Western Ontario; Nicole E. Falls, The University of Western Ontario; Shauna M. Burke, The University of Western Ontario; Jeffrey D. Holmes, The University of Western Ontario; Andrew M. Johnson, The University of Western Ontario

The purpose of this study was to examine the social and environmental preferences of university students in relation to exercise. 270 first-year health sciences students (205 women, M age=19.03 years) ranked their exercise preferences for strength training and aerobic activity for each of the following: social context; age, sex, and ability of co-exercisers; environmental and entertainment features; and personal attire. For both men and women, exercising with others outside of a structured class was the most preferred social context for aerobic activity and strength training. For both types of activity, men preferred to exercise in a mixed sex group, while women preferred to exercise with women only. Both men and women indicated a preference for exercising with others of a similar skill level. Finally, in terms of exercise attire, men preferred to wear loose fitting clothing for both types of activity, whereas the majority of women preferred to wear tight fitting clothing. No significant differences between men and women were found for preferences related to the age of co-exercisers, or environmental features of the exercise environment. Taken together, these findings may: (a) assist individuals working to promote exercise among university students; and (b) shed light on issues that could allow exercise facilities to better satisfy the needs of this population.

#89
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

THE 'MAGIC' DRUG: PHYSICAL ACTIVITY FOR CLINICAL AND NON-CLINICAL POPULATIONS

Elizabeth A. Emptage, Laurentian University; Patrick Carney, Simcoe Muskoka Catholic Distric School Board

Exercise has been considered one of the most valuable components of treatment for many populations including persons with mild to severe diagnoses of mood, substance abuse, and psychotic disorders. In non-clinical populations, stress levels have been rated as unacceptable across populations of individuals including post secondary students and all socioeconomic levels. Anaerobic and aerobic physical activities have been found to improve mood, sleep, anxiety sensitivity, levels of stress and anger, ability to focus and remain engaged, self-confidence, social skills, cognitive functioning, anxiety and stress management, and overall physical and cardiovascular health in both clinical and non-clinical populations. The authors of the present investigation suggest that the implementation of aerobic and anaerobic physical activity into the daily lives of those experiencing anxiety and/or depressive symptoms, can significantly improve self-confidence, sense of accomplishment, focusing ability, sleep pattern, mood, and physical health and significantly decrease anxiety, stress, and depressive symptoms. The implications for comprehensive management of anxiety and depression in clinical and non clinical populations are discussed. Furthermore, the efficacy of positive thought processes in combination with physical activity in non-clinical populations is examined.

#90

Sport and Exercise Psychology/Psychologie du sport et de l'exercice

A WITHIN- AND BETWEEN-PERSON ANALYSIS OF SELF-DETERMINED MOTIVATION AND SPORT ACHIEVEMENT

Véronique Franche, Université d'Ottawa; Marie-Claude Fecteau, Université d'Ottawa; Patrick Gaudreau, Université d'Ottawa; Jérémie Verner-Filion, Université du Québec à Montréal

Research has reported significant associations between self-determined motivation and athletic achievement (e.g., Amiot et al., 2004; Blanchard et al., 2007), although focusing almost exclusively on the between-person level of analysis. Hence, the goal of this study was to test the relationship between motivation and sport achievement at both the within and between levels of analysis. Fifty-two soccer players, participating in a selection camp occurring over a six-month period, completed measures of motivation (Brière et al., 1995) and sport achievement (Gaudreau et al., 2002) at four measurement points. Results of multi-level regression analyses demonstrated that autonomous sport motivation was positively associated with goal attainment at both the between and within levels of analysis. These results suggest that autonomous motivation might increase athletes' standing (i.e., between-person). They also indicate that an athlete can perform better than his own average when his level of autonomous motivation is higher than his own average (i.e., within-person). Moreover, controlled sport motivation was positively associated with between-person differences in sport achievement, which could be explained by the competitive nature of the selection process that might have created a context in which the energy provided by any type of motivation provided an edge to athletes.

#91

Sport and Exercise Psychology/Psychologie du sport et de l'exercice

PREDICTING SELECTION INTO A REGIONAL SOCCER TEAM: THE ROLE OF NEED SATISFACTION AND SPORT MOTIVATION

Patrick Gaudreau, Université d'Ottawa; Marie-Claude Fecteau, University of Ottawa; Jérémie Verner-Filion, Université du Québec à Montréal

Past research indicated that athletes are more likely to perform their sport for reasons closely aligned with their interests, values, and priorities (autonomous motivation) when their social environment satisfies their needs for autonomy, competence, and social connectedness (Gillet, Berjot, & Gobancé, 2009). However, little research has examined whether need satisfaction and autonomous motivation can promote optimal performance of athletes using objective indicators of sport achievement. This study - conducted with a sample of 59 U-12 soccer players enrolled in a 6-month selection process - examined the role of need satisfaction and sport motivation to predict selection into a regional team for the 2010 summer provincial games. Results of logistic regression analyses indicated that need satisfaction and autonomous sport motivation significantly increased the likelihood of being selected into the team six months later. Furthermore, mediation analyses revealed that autonomous sport motivation was responsible of carrying the effect of need satisfaction on team selection. Non-selection in higher levels of competition can result in reduced sport enjoyment and increased negative emotions while promoting withdrawal from sport participation. Future work should examine whether autonomous sport motivation can reduce distress and drop-out intentions following non-selection in a team.

#92

Sport and Exercise Psychology/Psychologie du sport et de l'exercice

WHAT'S WRONG WITH PE: ADOLESCENTS' PSYCHOSOCIAL MAP OF THE PHYSICAL EDUCATION EXPERIENCE IN HIGH SCHOOLS

James Gavin, Concordia University; Madeleine Mcbrearty, Concordia University; William Harvey, McGill University

One-hundred and twenty three focus groups were conducted with 1096 Quebec adolescents to identify factors which might improve their motivation for active engagement in physical education classes. Focus group members were students (boys and girls) enrolled in secondary II – V classes within private and public schools. Verbal responses were transcribed and coded using inductively generated concepts. Among the most frequently mentioned factors identified by students as being conducive to engagement in PE classes were: 1) encouragement from teachers; 2) social support from peers; 3) individualized choice of activities—ensuring match between the activity and the person; 4) students' input in curriculum design and delivery; and 5) revised methods of assessment that allow for individual capabilities. Study results provide foci for interventions designed to help adolescents enjoy physical activity as part of a healthy lifestyle.

#93

Sport and Exercise Psychology/Psychologie du sport et de l'exercice

DO FITNESS ACTIVITIES HAVE DIFFERENT PERSONALITIES? IT DEPENDS ON WHOM YOU ASK

James Gavin, Concordia University; Madeleine Mcbrearty, Concordia University; William Harvey, McGill University

A model of person-activity matching formed the basis for this study. Over 500 participants were asked to rate 8 distinct types of physical activity along 7 psychosocial dimensions that have been used in previous research assessing person-activity congruence. The 7 dimensions were: sociability, spontaneity, motivation, aggressiveness, competitiveness, mental focus, and risk taking. The 8 activies were; dance, martial arts, yoga/Pilates, solo cardio, weight training, racquet sports, team sports, and group fitness classes. Participants included: adult students in social sciences, adult students in physical education, physical educators, and fitness instructors. The study identifies differences in perceptual maps of physical activity related to degrees of familiarity with modern fitness options. Implications for promoting activity involvement and adherence are offered from the findings.

#94
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

THE EFFECT OF VIBRATION-BASED TRAINING ON SELF-PERCEIVED EXERCISE DURATION

Basem Gohar, Springfield College; Judy VanRaalte, Springfield College; Keith Z. Brewster, University of British Columbia

Recent research suggests exercise duration estimates are affected by intensity and exertion (Nokes, 2008). This study sought to determine if vibration-based exercise training followed such trends. Participants completed demographic and physical activity surveys to assess athletic status (n = 10 athletes, n = 10 non-athletes) then engaged in aerobic exercise, attaining target heart rate at maximum capacity. All time keeping devices were obscured as participants then performed 30 sec of plank exercises with and without vibration in a counterbalanced order and estimated the length of time for each plank. Overall, participants perceived vibration planks (M = 26.14 sec) as being shorter than non-vibration planks (M = 38.69 sec) and more enjoyable (M = 7.63) than non-vibration planks (M = 5.72). Athletes were more accurate in estimating the duration each exercise than were non-athletes. These findings suggest that people, particularly non-athletes, may be able to exercise with greater duration and enjoyment using vibration training.

#95
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

BULLYING AND VICTIMIZATION IN ADOLESCENT ATHLETES

Basem Gohar, Springfield College; Keith Z. Brewster, University of British Columbia

BACKGROUND: Recently, the emotional and social triumphs of athletes have been examined in the literature. However, few studies focus on bullying victimization in athletes, specifically in adolescents. The current sought to determine the prevalence of bullying and victimization of adolescent athletes in Northern Ontario. METHOD: Participants for this study included 100 students (aged 12-16) enrolled in on and off-campus athletics. Participants were asked to complete a series of questionnaires that assessed athletic participation, sport characteristics, and participation in bullying (school and sport settings). RESULTS: First, results from this study indicated that bullying is more common in school settings. Second, female off-campus athletes were approximately three times more likely to be victims of bullying when compared to on-campus female athletes while males showed the reciprocal effect. Male athletes enrolled in combative sports (e.g. judo) were three times more likely to be victims of bullying when compared to traditional athletics (e.g. track) while females reported reciprocated trends. CONCLUSION: Results from this study demonstrate that, despite popular belief, bullying commonly occurs in adolescent athletics. Moreover, gender and sport specific characteristics (e.g. type) also appear to be influential factors affecting bullying and victimization incidence.

#96
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

PHYSICAL ACTIVITY GOALS, MOTIVES, PSYCHOLOGICAL NEEDS AND WELL-BEING OUTCOMES: A SELF-DETERMINATION THEORY PERSPECTIVE

Katie Gunnell, University of British Columbia; Peter R.E. Crocker, University of British Columbia; Diane E. Mack, Brock University; Philip M. Wilson, Brock University

Self-Determination Theory (SDT; Deci & Ryan, 2002) is a theory of human motivation that has been used extensively in exercise contexts in an attempt to understand motivation and well-being outcomes (Wilson et al., 2008). Ryan and Deci (2001) have distinguished between hedonic (e.g., pleasure vs. pain) and eudaimonic (e.g., personal expressiveness) forms of well-being. The purpose of this investigation will be to examine how different goals for physical activity (e.g., health management, image), regulations for physical activity (e.g., external, internal), and fulfillment of the psychological needs for competence, autonomy and relatedness are associated with eudaimonic and hedonic forms of well-being. Approximately 200 participants were recruited to complete questionnaires assessing goal contents (Sebire et al., 2009), motivational regulations (Markland, Mullan & Ingledew, 1997), psychological need satisfaction (Wilson et al., 2006), eudaimonic (Waterman, 1993; Ryan & Frederick, 1997) and hedonic well-being (Watson, Clark, & Tellegen, 1988). This presentation will present data that will be examined using structural equation modeling. It is hypothesized that more intrinsic goal contents and motivational regulations and greater perceived need satisfaction will be more strongly associated with eudaimonic well-being.

#97
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

HARMONIOUS AND OBSESSIVE PASSION AND COPING IN COLLEGIATE VOLLEYBALL PLAYERS: LINKS TO BURNOUT AND GOAL ATTAINMENT

Benjamin J. I. Schellenberg, The University of British Columbia; Peter R. E. Crocker, The University of British Columbia

Athletes engage in various types of coping to manage competitive stress (Hoar et al., 2006; Lazarus, 1999). Coping can be influenced by relatively stable person factors. Harmonious (HP) and obsessive (OP) passion for sport may influence this coping process (Rip et al., 2006; Vallerand et al., 2003). In this study, college and university-level volleyball players (N = 438) completed validated measures of passion, coping, burnout, and goal attainment. HP was significantly ($p < .05$) associated with task-oriented ($r = .43$) and disengagement-oriented coping ($r = -.17$), burnout ($r = -.43$), and goal attainment ($r = .30$). OP was significantly related to task-oriented ($r = .27$) and distraction-oriented coping ($r = .10$), burnout ($r = -.20$), and goal attainment ($r = .19$). Burnout was significantly related to task- ($r = -.20$), disengagement- ($r = .45$), and distraction-oriented coping ($r = .33$), while goal attainment was positively related to task-oriented coping ($r = .34$). Sobel tests revealed that the relationship between HP and burnout was mediated by disengagement-oriented coping ($z = -2.71$), while the relationship between OP and burnout was mediated by task-oriented ($z = -3.17$) and distraction-oriented coping ($z = 2.07$). Task-oriented coping also mediated relationships between goal attainment and both HP ($z = 4.41$) and OP ($z = 4.23$).

#98
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

WHY DOES MENTAL IMAGERY WORK IN SPORTS? A STUDY ON THE EFFECTS OF TRAINING STRATEGIES ON THE ACQUISITION OF AN OPEN MOTOR SKILL BY EXPERT ATHLÈTES

Khaled Taktek, Laurentian University; Nathaniel Zinsser, United States Military Academy; Hector R. Morales-Negron, U.S. Military Academy; George Corbari, United States Military Academy; Sandy Miller, United States Military Academy

The effects of mental imagery on motor skills acquisition have been evidenced by several scientific studies. Sport psychologists have proposed five hypotheses to account for the potential benefit functions of mental imagery, namely the psycho-neuromuscular; the symbolic learning; the psychological skills; the bio-informational theory; and the Triple Code Model (Taktek, 2004; Taktek, Zinsser, & St-John, 2008). The virtue of mental imagery transpires through the equivalence between real and imagined motor actions (Young, Pratt, & Chau, 2009). The main puposes of this article are (a) to compare the effects of mental imagery and specific physical practise on the retention and transfer of an open motor skill; (b) to determine the form of mental imagery which has the most impact on retention and transfer of marksmanship; and (c) to verify the effects of movement imagery vividness on motor performance. Seventy experienced shooters from USMA, aged between 18 and 22 years, participated in this study. The results demonstrated that, during the post-test phase, performance of all imagery groups and specific physical practise group was equivalent. Furthermore, during the transfer phase, the best performance was produced by mental imagery (kinesthetic or temporal) combined with physical practise group. These results may be explained by most of the mental imagery hypotheses listed above.

#99
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

POST TRAUMATIC GROWTH IN PARALYMPICS ATHLETES

Jill Tracey, Wilfrid Laurier University; Jennifer Crawford, Wilfrid Laurier University

Post traumatic growth (PTG) occurs when an individual is attempting to adapt to a new set of circumstances following a period of distress or suffering. I will examine how an individual who has sustained a spinal cord injury (SCI) may possibly experience or is currently experiencing PTG. Possible influencing factors will also be examined such as social support, coping strategies, and personal attributes associated with dealing with a SCI. There has been limited research investigating the possibility of PTG in individuals with paraplegia, particularly within is population who have entered into the competitive athletic realm post injury. The participants have sustained a SCI, through either an athletic event, or other accident (e.g., car accident, fall, etc.), resulting in paraplegia and are currently participating in competitive sport. The participants will be surveyed using the Post Traumatic Growth Inventory (Tedeschi & Calhoun, 1996) to measure posttraumatic growth. I will also conduct in-depth interviews using a phenomenological perspective to examine the participants' experiences from the injury and to focus on a period of time following the trauma to assess any form of growth activity and to explore the role sport participation has played in their lives. I will use the results of my research to identify possible influencing factors that support or promote PTG.

#100
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

ATTITUDES TOWARDS PERSONS WITH PHYSICAL DISABILITIES: THE IMPACT OF TELEVISION PRESENTATIONS OF PARALYMPIC ATHLETES

Lianne Trachtenberg, University of Toronto, OISE; Gainforth Heather, Department of Kinesiology and Health Studies, Queen's University; Edwards Jaymi, Department of Kinesiology and Health Studies, Queen's University; Bolkowy Rennee, Department of Kinesiology and Health Studies, Queen's University; Laura Domenicucci, Canadian Paralympic Committee; Minnes Patricia, Department of Psychology, Queen's University; Amy Latimer, Department of Kinesiology and Health Studies, Queen's University

Being perceived as an exerciser by people who are able-bodied can reduce the stigma associated with a disability. Television presentations enforcing this Exerciser Stereotype may be a powerful and novel tool to reduce the stigma associated with disability. This study investigated whether different styles of television presentation of Paralympic athletes promote positive attitudes towards disability. Able-bodied participants (n=203; M age=21.61±5.71yrs; 59% female; 37.9% no experience working with people with a disability) were randomly assigned to watch either: a control video, a Paralympic sledge hockey game, a documentary or an interview about sledge hockey. A 4(Video) x 2(Sex) x 3(Experience) ANCOVA revealed a 3-way interaction for feelings of comfort, F(3, 259) = 2.59), p =.05. Post hoc ANCOVAs revealed that women who had sport-related experience with disability felt more comfortable after watching the interview clip (M=47.47±1.82) compared to men (M=35.02±2.81). The significant 3-way interaction for attitudes, F(3, 246.6)=3.01 , p <.05, revealed that women who had no experiences interacting with a person with a disability had more positive attitudes after viewing the sledge hockey game, (M=93.34+ 3.53) than men, (M=78.72+2.54). It appears that a variety of television presentation styles should be considered as a strategy to reduce the stigma associated with disability.

#101
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

ÉTUDE QUALITATIVE DE LA FORCE MENTALE MENÉE AUPRÈS D'ATHLÈTES QUÉBÉCOIS FRANCOPHONES DE NIVEAU UNIVERSITAIRE

Marie-Ève K. Turgeon, Université de Montréal

L'objectif de cette étude était d'obtenir une meilleure compréhension du concept de force mentale appliqué dans un contexte sportif. Pour ce faire, des entrevues ont été réalisées avec dix athlètes québécois francophones de niveau universitaire. L'analyse des données s'est effectuée en suivant les principes de la version abrégée de la théorisation ancrée. Ainsi, la force mentale serait composée de caractéristiques de base interreliées, telles que la motivation internalisée, la confiance en soi, la maturité et la détermination. La force mentale serait sollicitée non seulement lorsque l'athlète fait face à l'adversité, mais également lorsque le contexte dans lequel il évolue est exempt de complications. Les résultats des entrevues indiquent que face à ces deux types de situation, les athlètes forts mentalement possèderaient un mode réactionnel tridimensionnel se caractérisant par la gestion et le contrôle de l'attention, l'interprétation optimiste des situations, le contrôle de l'activation et du langage corporel, la gestion des émotions et la résilience. Contrairement à la littérature, les résultats suggèrent que la force mentale ne serait pas nécessairement liée aux athlètes performants au plus haut niveau, mais à la capacité des athlètes à donner de bonnes performances en fonction de leur potentiel individuel.

#102
Sport and Exercise Psychology/Psychologie du sport et de l'exercice

WHEN A LITTLE MYTH GOES A LONG WAY: THE USE (AND MISUSE) OF COEFFICIENT-&#945; IN EXERCISE PSYCHOLOGY RESEARCH

Philip M. Wilson, Brock University; Diane E. Mack, Brock University; Benjamin D. Sylvester, Brock University

Test score reliability is integral to the measurement process in applied disciplines such as exercise psychology. Extending Thompson's (2003) seminal work, this study examined the prevalence of select practices relevant to the use and interpretation of coefficient-&#945; (Cronbach, 1951) including (1) reliability induction, (2) use of threshold values to evaluate coefficient-&#945;, and (3) 'faulty' discourse linked with coefficient-&#945; values. Data extracted from studies (n = 131) published in Psychology of Sport and Exercise (2000-2010) yielded 553 estimates of coefficient-&#945;. Reliability induction was evident in 37.50% of coded studies that did not report any estimate of coefficient-&#945; for the sample investigated. Few studies (2.80%) reported direct use of a reliability threshold (i.e., &#945; > 0.70 is 'okay'), yet 58.78% of the sample used adjectives (e.g., 'acceptable', 'superior') to qualify estimates of coefficient-&#945;. Over one-third of the coded studies (37.40%) displayed evidence of faulty language by presenting coefficient-&#945; as a property of the instrument or method of assessment rather than the test scores. Overall, it appears that the general reporting and interpretation practices of exercise psychology researchers could be improved with reference to the nature and function of score reliability estimates.

#103
Women and Psychology/ Femmes et psychologie

BECOMING A FEMINIST PSYCHOLOGIST: PATHWAYS FOR DEVELOPING A FEMINIST IDENTITY

Lori E. Caplan, York University; Alexandra Rutherford, York University

In the 1970s, a distinct field called feminist psychology coalesced in both Canada and the United States. Today, many psychologists claim the label "feminist psychologist" to describe who they are and what they do. In this study, oral history interviews with 35 self-identified feminist psychologists are analyzed to discern the paths that led them to develop their feminist identities and ultimately to combine their feminist values with their professional identities as psychologists. Their pathways will be compared to common themes that have been reported in the literature, such as having parental role models, experiencing sex discrimination, and embracing a general activist orientation. Given that the majority of the interview respondents "came of professional age" during the second wave of the women's movement in Canada and the United States, their pathways to feminism will be historically contextualized. Their experiences will also be used to examine the reflexive relationship between feminism and psychology.

#104
Women and Psychology/ Femmes et psychologie

A QUALITATIVE EXAMINATION OF THE PSYCHOSOCIAL FACTORS THAT CONTRIBUTE TO WOMEN'S RESISTANCE TOWARD REHABILITATIVE VAGINAL DILATOR USE FOLLOWING TREATMENT FOR GYNECOLOGICAL CANCER

Kimberley-Anne Cullen, York University; Karen Fergus, York University; Tracey DasGupta, Sunnybrook Odette Cancer Centre

Regular use of vaginal dilators has been recommended as a prophylactic measure following treatment for gynecological cancers (e.g. surgery or radiation). Despite the proposed benefits of using vaginal dilators, including promotion of optimal vaginal healing and preservation of sexual function, compliance is notoriously poor. The purpose of this qualitative study was to investigate women's experiences with vaginal dilator use and to understand factors that may interfere with compliance. Fifteen women with a history of gynecological cancer and who were prescribed a vaginal dilator were interviewed and asked a series of open-ended questions designed to elicit information concerning their experiences with the dilator. Of particular interest to this investigation were women who expressed some degree of resistance to using the dilator. Interviews were analyzed using the grounded theory method and examined for recurrent themes. Findings concerning women's resistance toward rehabilitative dilator use were organized around the following themes: 1) Embarrassment surrounding the dilator, 2) Ambivalence towards dilator use, 3) Dilator as a reminder of cancer and treatment, 4) Not using the dilator as a form of reclaiming control over one's body. This study addresses the void in noncompliance literature and increases our understanding of the concerns associated with vaginal dilator use.

#105
Women and Psychology/ Femmes et psychologie

PEER INFLUENCES ON BODY IMAGE DEVELOPMENT IN ADOLESCENT GIRLS

Fiona Downie, University of Toronto, OISE; Niva Piran, University of Toronto, OISE

Body image concerns are common among North American adolescent women. Peer influences are identified as contributing to body esteem and disordered eating. While cross sectional and prospective quantitative research has found a relationship between peer influences and body image, there is still limited understanding of the social processes that mediate these influences. The current study explored peer-related social processes and their impact on adolescent womens body image. Life History interviews were conducted with 15 young women, ages 16 to 18 years, from culturally and economically diverse backgrounds. Interview transcripts were analyzed from a critical perspective, utilizing Grounded Theory approach. Analysis identified several peer related behaviours and interactions (eg. teasing, body comparison) associated with body esteem. However, further analysis revealed more complex social processes underlying the apparent behaviours which influenced girls' connection to their bodies, such as peer norms related to diversity, relationship qualities, and social power structures related to the body. The results suggest that the complexity of peer processes in relation to body image in adolescent women should be recognized and inform health promotion practices, not only at the individual level, but also at the peer group and school levels. Further implications will be discussed.

#106
Women and Psychology/ Femmes et psychologie

IMPRESSION FORMATION AND THE EXERCISE STEREOTYPE DURING PREGNANCY

Anca Gaston, The University of Western Ontario; Anita Cramp, The University of Western Ontario; Harry Prapavessis, The University of Western Ontario

Despite the benefits associated with exercise during pregnancy, many still believe that this is a time for women to "put up their feet and relax." The purpose of this study was to investigate impression formation and the exercise stereotype phenomenon pertaining to pregnancy. Participants were 202 females (Mean age = 38.56 years, SD = 13.46) randomly assigned to read a description of one of five pregnant female targets who is (1) meeting exercise guidelines, (2) engaging in active living, (3) an excessive exerciser, (4) a non-exerciser, or (5) a control target. Participants then rated the target on 14 variables related to motherhood (e.g., enjoyment of maternal role, commitment to maternal role), 12 personality characteristics (e.g., hardworking, kind), and 8 physical dimensions (e.g., ugly-good looking, sick-healthy). All scales have been used in previous research. Three separate MANOVAs were conducted which revealed significant main effects for all 3 dimensions (all p's < .05). The excessive exerciser received the lowest ratings on most variables related to motherhood (&#951;2's = 0.067-0.151), the highest ratings on most physical attributes (&#951;2's = 0.052-0.653), and the lowest ratings on most personality variables (&#951;2's = .053-0.291). These perceptions are discussed in light of current guidelines for physical activity during pregnancy.

#107
Women and Psychology/ Femmes et psychologie

SEXUAL CITIZENSHIP: THE LIMITS OF ONTARIO SCHOOL-BASED SEXUAL EDUCATION

Maria Gurevich, Ryerson University; Jessica Malkin, Faculty of Social Work, University of Toronto; Emma Reel, Ryerson University, Department of Psychology; Rose Lam, Ryerson University, Department of Psychology; Amy Brown-Bowers, Ryerson University, Department of Psychology; Derek Cozzi, Ryerson University, Department of Psychology

A critical approach to sexuality research argues that effective sexuality education programmes encourage agency (Morris, 2005). Because sexual practices are socially embedded meaning systems that are continually both incorporated and contested (Kippax & Stephenson, 2005), sexuality education must facilitate capacities to question and modify the social and political aspects of youth's sexual lives. We explore whether SBSE is adequately poised to foster what we term 'sexual citizenship,' by examining: the current Ontario sexual health curriculum; the literature on effectiveness of Ontario SBSE programs; and pilot interviews with sexual health organizations (n=3), sexual health educators (n=6) and recent SBSE students (n=6). Using thematic analysis (Braun & Clarke, 2006), the key findings are: First, discourses of danger, victimization and individual morality predominate in the Ontario curriculum, while pleasure remains conspicuously absent. Notably, topics designated as optional/unspecified all focus on agentic dimensions of sexuality (e.g., attraction, intimacy, sexual pleasure). Second, teacher training is inadequate and comfort with a spectrum of sexuality topics varies greatly. Third, students leave SBSE programmes with inadequate tools for exploring and transforming their sexual practices. Gender is centrally implicated in curriculum development, delivery and adoption.

#108
Women and Psychology/ Femmes et psychologie

TRAUMA SYMPTOMS AND COPING RESPONSES IN WOMEN WHO HAVE EXPERIENCED VIOLENCE

Erin King-Brown, The University of Toronto, OISE; Susan Rodger, The University of Western Ontario

Relationships between trauma symptoms and coping responses were examined in a community sample of women who had experienced violence. The women in the current study were all participating in an alternative adult education program for survivors of women abuse. Levels of trauma symptoms were found to be associated with particular forms of coping strategies used by the women. Specifically, participants reporting higher levels of trauma symptoms also reported a higher use of escape-avoidance coping. However, more severe symptoms of trauma were not significantly related to lower levels of approach coping responses, as expected. Thus, while participants were experiencing pervasive symptoms of trauma, they were continuing to engage in some forms of positive coping strategies. These findings support previous research that examined the relationship between trauma symptoms and coping, as well as provide a new perspective on how survivors of violence living in the community cope with stress.

#109
Women and Psychology/ Femmes et psychologie

DOES A FEMINIST IDENTITY BENEFIT MEN? EXAMINING THE RELATIONSHIPS AMONG FEMINIST IDENTITY DEVELOPMENT, PSYCHOLOGICAL WELL-BEING, AND GENDER ROLE-ORIENTATION

Anastasia Korostoliev, York University; Alexandra Rutherford, York University

This study explores the relationships among feminist identity development, psychological well-being, and gender role-orientation in men of various backgrounds and ages. The purpose of this study is to fill in some of the gaps in research on feminist identity development and psychological well-being that have been created by the common exclusion of male participants from such studies. Men's responses to a number of self-report measures are examined in order to determine whether having a feminist identity is related to more feminine gender role-orientation and lower scores on measures of psychological well-being. It is essential to note that future research should concentrate on investigating the impact of mainstream social views of feminist men on the psychological well-being of feminist men.

#110
Women and Psychology/ Femmes et psychologie

POLICE RESPONSE AND PTSD IN WOMEN WHO HAVE EXPERIENCED IPV

Jennifer I. Langille, University of British Columbia - Okanagan; Mary R. Hampton, University of Regina; Wendee Kubik, University of Regina; Regan Shercliffe, University of Regina; Deb George, Family Services Regina

Post-traumatic stress disorder (PTSD) is one of the most common mental health outcomes in women who have experienced intimate partner violence (IPV) (Golding, 1999). Successful help-seeking and social support may reduce the negative mental health consequences of IPV (Coker, Smith, Thompson, McKeown, Bethea, & Davis, 2002). Calling police is one way that women may seek help when experiencing IPV. However, IPV is under-reported in Canada, and women often view calling the police as a last resort (Hare, 2006; Jordan, 2004). In the current study, we investigated the police service usage patterns in a community sample of 185 women. In a multiple regression analysis, we looked at the predictive utility of police service usage, and specific police responses, in predicting symptoms of PTSD. Other theoretically relevant variables (satisfaction with social support, child abuse experiences) were also included in the analysis, for comparison. It was found that, in the current sample, satisfaction with social support was the strongest predictor of lower PTSD symptoms, above and beyond the nature and severity of the IPV experienced. This finding is consistent with previous research. Police service usage and police response were not found to be predictive of PTSD symptoms. Possible explanations for these findings are discussed, and placed within the context of existing literature.

#111
Women and Psychology/ Femmes et psychologie

WHAT'S OPPRESSION GOT TO DO WITH IT? A THEMATIC ANALYSIS OF FEMINIST WOMEN'S LIVED UNDERSTANDINGS OF DEPRESSION AND IDENTITY

Jenna Mackay, Carleton University; Alexandra Rutherford, York University

It is well established that women are overrepresented in statistics on depression. A body of psychological research has critically examined these findings, questioning individualized interpretations. Demonstrating the impact of social factors on the lives of women, psychologists have shown, for example, that lower social status is related to depression. The current study conducted semi-structured interviews with 9 women who had received a diagnosis of depression and also self-identified as feminist. Given their feminist identities, it was hypothesized that participants would articulate aspects of their identity within a framework of oppression, which may in turn shape their understandings of a diagnosis of depression. An inductive form of thematic analysis was used to examine the ways in which women related their experiences of oppression to their experiences of depression. Findings indicate that women understood their experiences of oppression as contributing to, and in some cases causing, depression. Participants also felt that a feminist identity provided an alternative script with which to value aspects of the self that are commonly devalued in mainstream society.

#112
Women and Psychology/
Femmes et psychologie

WOMEN'S LEVELS OF TRUST AND OPENNESS TO INTIMACY IN ROMANTIC RELATIONSHIPS FOLLOWING ABUSIVE EXPERIENCES

Christina MacLean, York University

A deeper understanding of abusive experiences is required for both expanding our knowledge of the complexity of abusive experiences as well as, the complexity of the effects on the victim of the abuse. A more complete understanding is also required for facilitating the construction of enhanced services available to abused women. To better understand the experiences of abuse survivors this research investigates both levels of trust and openness to intimacy in a sample of female survivors of abuse. Level of trust is measured using the Trust Scale that explores three aspects of trust including: predictability, dependability, and faith. Openness to intimacy is measured using the Fear-of-Intimacy Scale (FIS) which focuses on the ability to communicate personal perceptions of topics of significance with an individual held in high esteem. The term abuse, in this research, encompasses psychological abuse, physical abuse, and sexual abuse. Specifically, the research aims to explore relationships between abuse and both levels of trust and openness to intimacy in romantic relationships following abusive experiences.

#113
Women and Psychology/
Femmes et psychologie

PORNO-CHIC : THE EFFECTS OF PORNOGRAPHY ON YOUNG WOMEN'S DESIRE

Jessica Malkin, Faculty of Social Work, University of Toronto; Emma Reel, Ryerson University, Department of Psychology; Rose Lam, Ryerson University, Department of Psychology; Amy Brown-Bowers, Ryerson University, Department of Psychology; Maria Gurevich, Ryerson University; Derek Cozzi, Ryerson University, Department of Psychology

Pornographic content is increasingly accessible to an internet savvy generation of young adults (Wallmyr & Welin, 2006). While a growing body of research investigates the effects of pornography use on young men, research on young women has been relatively scarce (Hald & Malamuth, 2008). Thematic analysis (Braun & Clarke, 2006) was used to examine semi-structured interview material about experiences and views on pornography with young women (n=44) aged 18-24. Two thematic tensions emerged. The majority of the women had encountered a pornographic image in their childhood or early adolescence. Most reported having strong reactions, ranging from fascination and amusement to trauma and repulsion. While most did not report watching pornography on a regular basis, the majority acknowledged that pornographic images are culturally pervasive. Many believed that young men are consuming pornography regularly and that this is actively shaping their desires. Despite its prevalence, these women generally claim that their own desires and sexual practices have not been influenced by pornographic images or ideology, directly or vicariously. We explore the proliferation of new meanings and seeming contradictions associated with increasingly accessible pornographic material, with a specific interest in what the mainstreaming of pornography means for sexual desire and agency among young women.

#114
Women and Psychology/
Femmes et psychologie

COMBATING SILENCE: IMPLICATIONS FOR WOMEN'S CONVERSATIONS ABOUT RAPE

Meghan M. Mills, University of Windsor; Charlene Y. Senn, University of Windsor

Research has suggested that rape culture – an environment which supports or condones sexual violence – fosters silencing. This silencing not only perpetuates false beliefs about rape, but also contributes to a climate of fear of sexual victimization from strangers. Research has provided little insight into the implications for women of actually engaging in conversations about rape. Considering that same-sex friendships have been identified as important sites of women's self disclosure and intimacy, it is possible that one positive way of coping with fear would be to talk about rape with one's female friends. However, unless there is disclosure of personal experience, speech about rape often manifests as vague warnings rather than facilitative dialogue. The purpose of this study, therefore, was to examine the relationship between the type, quality, and quantity, of female rape victims and non-victims' conversations about rape, their rape myth acceptance, and their fear of victimization. One hundred university women completed surveys assessing their sexual history, rape attitudes and beliefs, and their recent (i.e., within the last three months) conversations about rape with their female friends. Quantitative and qualitative data was used to examine these relationships. The findings are discussed in the context of the realities for women on a university campus.

#115
Women and Psychology/
Femmes et psychologie

RESILIENT WOMEN: DEVELOPING A POSITIVE BODY IMAGE DESPITE THE TYRANNY OF THE THIN IDEAL

Jane Mizevich, Ontario Institute for Studies in Education of the University of Toronto; Niva Piran, Ontario Institute for Studies in Education of the University of Toronto

High prevalence of disordered eating among women highlights the need for research in the area of eating disorder prevention. Most literature is this area has examined risk factors, while research on protective factors is lacking. As all women living in the Western culture are exposed to the thin ideal, factors that protect them from adverse social influences can guide health promotion activities. For this qualitative life history study, fourteen women, ages 18 to 25, were interviewed about the factors that protected them from the development of negative body image. The findings highlight the roles of one's cultural background, family and school, as well as peer interactions in helping young women find an alternative point of reference for self-identification, in place of the mainstream thin ideal. Women in the study reported having been taught to focus on the functionality and competence of one's body, rather than appearance, and encouraged to develop critical thinking, rather than accepting things at face value. Analysis of the narratives also brings to light the strategies women use in their day to day life that allow them to develop safe spaces, from which to reject harmful body practices. A better understanding of the processes that help women love and accept their bodies the way they are creates the possibility for resistance to an unhealthy aesthetic ideal.

#116
Women and Psychology/
Femmes et psychologie

SINGLE WOMEN AT MIDLIFE: A DISCOURSE ANALYSIS

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

Changing social norms and demographic trends have contributed to the shifting social context of romantic relationships and a retreat from the 'married with children' pattern of family life. As a consequence, an increasing number of women will inevitably live to their senior years as singles. The growing number of single women represents a phenomenon that may be one of the most important social changes in recent decades but knowledge about this particular segment of society is scant, particularly in Canada where there have been few prior studies of single women at middle and older ages (Baumbusch, 2004). To better understand the possibilities and constraints that single women face, the present study explores the accounts of fifteen never-married women (ages 35-45). Interview data were analysed using discourse analysis (Edwards & Potter, 1992; Potter & Wetherell, 1987), which provides a guiding framework for exploring how single women navigate the cultural context in which they are judged by the standards of heterosexual marriage and mothering. Study results contribute to an understanding of the meaning of singleness for Canadian women and a critical response to their presumed 'lack'.

#117
Women and Psychology/
Femmes et psychologie

THE ROLE OF THE SCHOOL ENVIRONMENT ON ADOLESCENT GIRLS' PHYSICAL ACTIVITY

Sachiko Nagasawa, OISE

The poster presentation will examine the well-documented 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. 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 school environment will be explored. The study suggests that the school environment perpetuates social discourses related to gender that increasingly becomes a barrier to girls' engagement with physical activities. Themes that the girls discussed included reduced opportunities for girls to be physically active, feelings of embarrassment in the change room and in gym classes, and teachers' gender biases. The school environment is a crucial social context for researchers to continue to study in order to prevent young women from becoming physically disconnected.

#118
Women and Psychology/
Femmes et psychologie

AN EXAMINATION OF THE ROLE OF PARENTAL INFLUENCES ON GIRLS' DEVELOPMENT OF EMBODIMENT

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

The transition between pre- and post-puberty is marked with significant changes in how young girls feel and act within their bodies, and is considered a special risk period for disruptions in body esteem. Parental relationships represent an important developmental contributor to the context in which this transition occurs. Cross sectional quantitative research within this area has suggested that parental control, enmeshment, and conflict are associated with the propensity to develop eating disorders and body image disturbances. This study aimed to delineate the complexity of parental influences on girls' embodied experiences through utilizing a prospective qualitative design. The current study is based on the life history narratives of thirteen girls between the ages of ten and fifteen interviewed annually for a period of four years. Initial results suggest the importance of parents in shaping girls' embodied experiences through adolescence. Risk factors include, for example, parental critical and objectifying comments about their girls' appearance. Protective factors include, for example, parental support in negotiating adverse social events, such as sexual harassment or peer teasing, and guiding self care related to pubertal development and sexual involvement. The implications for future research and prevention initiatives with parents and young girls are discussed.

#119
Women and Psychology/
Femmes et psychologie

DISTINGUISHING BETWEEN THE EFFECTS OF EMOTIONAL AND PHYSICAL INTIMATE PARTNER ABUSE ON MENTAL HEALTH: IMPLICATIONS FOR DEPRESSION AND PTSD SYMPTOMATOLOGY

Maggie L. Penfold, University of Manitoba; Jane Ursel, University of Manitoba, RESOLVE; Edward A. Johnson, University of Manitoba; Diane Hiebert-Murphy, University of Manitoba

The current research examined the relationships between emotional and physical abuse and depression and posttraumatic stress disorder (PTSD) symptomatology using a subset of data (N = 586) from a longitudinal study of women conducted in Alberta, Manitoba, and Saskatchewan. Based on previous research (Mertin & Mohr, 2000; Pico-Alfonso, Garcia-Linares, Celda-Navarro, Blasco-Ros, Echeburua, & Martinez, 2006; Sackett & Saunders, 1999; Street & Arias, 2001) it was hypothesized that emotional abuse would be a stronger predictor of both depression and PTSD than physical abuse. The results showed that emotional abuse was a stronger predictor of PTSD than physical abuse, whereas neither form of abuse emerged as a unique predictor of depression in the presence of the other. These results indicate: 1) the generally negative impact of partner abuse on mental health, and 2) the need to recognize the impact of emotional abuse on the well-being of women and that although women experiencing emotional abuse may not necessarily be in direct physical danger, their experiences and the challenges they face also warrant attention and intervention. Unique sample characteristics and directions for future research are also briefly discussed.

#120
Women and Psychology/
Femmes et psychologie

“WATCH YOUR MOUTH”: WOMEN’S EXPRESSED ATTITUDES AFTER VIEWING ADVERTISING IMAGES OF WOMEN WITH THEIR MOUTHS COVERED

Arleigh Reichl, Kwantlen Polytechnic University; Jordan Ali, Kwantlen Polytechnic University; Niloufar Saffari, Kwantlen Polytechnic University; Nicole Weiss, Kwantlen Polytechnic University

Media critics (e.g., Kilbourne, 2000) claim that ads depicting women with their mouths covered convey the message that women should be silent. To test this claim, 138 female undergraduates were randomly assigned to one of four ad rating conditions: silencing (i.e., mouths covered), overt sexism, no sexism, or a no ad control. The women’s responses to a 25-item attitude measure (modified from Maio et al., 1996) were then examined to determine if the silencing ads inhibited women’s expression of strong views. (Ratings were standardized with the item means and standard deviations from the no ad condition and then converted to absolute values to reflect extremity. They were averaged to create a single measure of extremity.) Although there was a significant effect of ad condition ($p < .01$, &#951;2 = .08), it was not from the predicted silencing effects. Rather, the nonsexist ads produced significantly more extreme ratings than each of the other conditions ($ps < .04$). Whereas these results fail to support claims about the effects of silencing ads, the similar lack of effects from overt sexism suggests that some inhibition of strong attitudes may be the norm among women. When exposed to non-stereotypic depictions of women, however, these strong views are expressed more freely.

#121
Women and Psychology/
Femmes et psychologie

FAT TALK: DEVELOPMENT OF A RELIABLE AND VALID QUESTIONNAIRE

Sarah Royal, Ryerson University; Michelle M. Dionne, Ryerson University

‘Fat Talk’ refers to discussions among women involving complaints about their bodies. Initial theory was conceptualized in adolescent females (Nichter, 2000) but empirical studies typically involve undergraduate students, i.e. young adult women. The literature currently lacks a psychometrically valid and reliable assessment tool that adequately measures the fat talk construct. Therefore, the purpose of the current research was to create a fat talk measure for use with women. Focus groups and individual interviews were conducted with women to inform the development of a preliminary Fat Talk Questionnaire. Next, two hundred and fifty seven participants completed questionnaires measuring fat talk and theoretically related and unrelated constructs to examine convergent and discriminant validity, respectively. Results indicate that the newly-developed Fat Talk Questionnaire is reliable (&#945; = .98) and valid. It was positively associated with concerns about body shape ($r= .81$), restrained eating ($r= .62$), self-objectification ($r = .59$), and social physique anxiety ($r= .65$), and negatively associated with social desirability ($r = -.20$). Future research should refine the Fat Talk Questionnaire to enhance its psychometric properties and decrease item redundancy. This scale may be useful in future studies to examine the impact of fat talk on exercise and objective eating behaviours.

#122
Women and Psychology/
Femmes et psychologie

FEAR OF SEXUAL ASSAULT: WHAT ARE ITS IMPLICATIONS AS A STRESSOR FOR WOMEN?

Seda Suner, University of Windsor; Charlene Y. Senn, University of Windsor

Fear of sexual assault affects all women whether or not they have been victims of rape. Fear of rape has previously been investigated in relation to overall fear of crime and to situational and experience variables. However the relationship between fear and women’s coping and stress has not been established. One hundred female university students answered surveys investigating the relationship between restrictive methods of coping with fear of sexual assault and ongoing stress levels. Women’s perception of the safety of their neighbourhoods was also explored as a potential moderator. It was hypothesized that female students who used more restrictive methods of coping with fear of sexual assault and who lived in the least protected living situations (off-campus non-family housing) would experience more ongoing daily stress than other young women. The results are discussed in relation to the functions fear of rape plays in women’s daily lives.

#123
Women and Psychology/
Femmes et psychologie

GROUP THERAPY TALK AMONG ABUSED WOMEN: A DISCOURSE ANALYSIS

Michaela Zverina, University of Calgary; Henderikus J. Stam, University of Calgary; Lorraine H. Radtke, University of Calgary; Robbie Babins-Wagner, Calgary Counselling Centre

The critical need for a contextualized understanding of abuse and victimization is one issue (often framed as a critique) that has gained recent attention and interest in the domestic abuse literature and research. The theoretical and methodological framework of discourse analysis is an effective means of obtaining a detailed examination of the language of abuse within specific conversations, including those within therapy sessions. This study focused on self-identified women victims of abuse that was perpetrated by their male partners. The participants were women clients who engaged in the Calgary Counselling Centre’s 14-week group program for victims of violence in intimate relationships (entitled “You are not alone”). The group therapy sessions, which included 12 women clients and two therapists, were recorded and transcriptions were analyzed using discourse analysis. We analyzed how the abused women constructed their identities and negotiated the meaning of abuse within the group therapy context. We discuss how the use of gender categories (e.g., drawing on the traditional notions of feminine nurturing qualities) helped to manage the women’s contradictory and ambiguous status as abused women for rhetorical purposes. This paper will bring a greater understanding of the positioning of victims in group therapy and may provide specific recommendations for group facilitators.

2011-06-04 – 12:30 PM to 1:55 PM – 12 h 30 à 13 h 55 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR

Symposium/Symposium
Adult Development and Aging/Développement adulte et vieillissement

“THE FUTURE IS NOW”: CAREER PATHS IN PSYCHOLOGY OF AGING

Philippe Cappeliez, Université d’Ottawa

The objective of this symposium is to arouse the interest of students in psychology to pursue studies and career in the domain of late adulthood development and aging. For this purpose we invite students to meet four psychologists who have chosen different career paths and who are at different stages of their career. The four members of the panel will talk about their professional experience and answer questions from the audience: who/what inspired them into the field, major influences/models/mentors, joys and challenges of their work, anticipation of new developments, etc. It is hoped that this format will facilitate lively exchanges. The domains represented by the panel members are varied, from neuroscience to clinical psychology, from research and teaching to clinical practice, from academic to clinical settings, from local to national and international representations in research and professional organizations.

A

10 TOP REASONS TO PURSUE A CAREER IN GERONTOLOGY

Maggie Gibson, Veterans Care Program, Parkwood Hospital, St. Joseph's Health Care, London,ON

Some career choices are a voyage of discovery; mine was an epiphany. I knew I wanted to be Psychologist when I first read the description of the profession in high school guidance class, and I knew I wanted to work in the field of aging when I took developmental psychology as an undergraduate. The choice has been a rewarding one. In this session, I'll share my ten top reasons for why students in psychology should pursue studies and a career in the domain of late adulthood development and aging.

B

GEROPSYCHOLOGY: THE "WAVE OF THE PRESENT"-A CLINICIAN AND RESEARCHER'S PERSPECTIVE

Marnin J. Heisel, Departments of Psychiatry and of Epidemiology & Biostatistics, Schulich School of Medicine

My entrée to the field of Clinical Geropsychology was indirect. I first became interested in pursuing a career in Clinical Psychology while taking Introductory Psychology in my first year of undergraduate studies. I later took a 4th year undergraduate course in Suicidology, given my growing interest in the study of suicide, and in it learned of the high suicide rate among older adults and yet of the paucity of available clinical research on the topic. I decided to do something about it, and have worked in the field of late-life suicide prevention ever since. I will provide personal career examples and focus my remarks on research, clinical, and advocacy opportunities for trainees, couched in the context of a growing older adult population and apparent trends in Clinical Psychology and late-life mental healthcare in Canada.

C

MY CAREER IN GERONTOLOGICAL RESEARCH (SO FAR)

Vanessa Taler, School of Psychology, University of Ottawa

My path to a career in gerontological research has been indirect–and a lot of fun! I started my training in sociolinguistics, but thanks to some inspiring mentors and professors, I developed a fascination with language disorders that occur in aging, especially semantic disorders. This led to graduate studies in neuropsychology of aging, where I began to work with patients diagnosed with Alzheimer's disease and mild cognitive impairment, still a major focus of my research. I then received training as a postdoc in various departments: psychology, brain sciences, and radiology. A little over a year ago, I began a tenure-track position in geropsychology in the Department of Psychology at University of Ottawa. I was lucky to have the opportunity to establish my lab at the Élisabeth Bruyère Research Institute, where I have been able to continue my research in aging and dementia. I have learned a lot over the past few years about how to do aging research, and to identify the skills that were crucial for me to acquire in different stages of my (still developing!) career. In this talk, I will try to share some of the things I have learned, and why I find this career path so fulfilling.

D

GETTING HERE FROM THERE

Holly A. Tuokko, Department of Psychology, University of Victoria

A very unorthodox high school exposure to the field of psychology prompted me to think about this as a career choice. Initially, educational psychology was appealing, partly because my mother was a teacher. Many years later, I find myself as a professor in a department of psychology at a highly-regarded academic institution and a director of a research centre focused on aging. How did I get here from there? The path was neither planned nor straight-forward. In this session, I will share the journey from: 1) my fairly uninformed beginning thoughts about a career in psychology through 2) my training choices to a 3) career as a clinical neuropsychologist, first in an hospital setting and later on a community-based outreach team, and transitioning from a practice-based career to 4) an academic environment where an international research reputation is highly valued. The decision points that influenced the directions taken and the evolution in my thinking about my career through these transitions will be shared and some lessons learned proposed.

2011-06-04 – 12:30 PM to 2:25 PM – 12 h 30 à 14 h 25 – CONFERENCE ROOM D - E - MEZZANINE LEVEL

Workshop/Atelier
Clinical Psychology/
Psychologie clinique

ASSESSMENT OF RISK AND PROTECTIVE FACTORS IN DANGEROUS OFFENDERS

Tiziana Costi, Institut Philippe Pinel de Montreal

The workshop will talk about the assessment of dangerous offenders, with a review of notions of risk assessment, instruments and research data. It will also talk about protective factors, instruments to assess these factors and how they can mediate the risk. The workshop will include theory, description of instruments and contexts of this kind of assessments, as well as some research data on this population. Dangerous offenders and long-term offenders are extreme populations, which require specialized assessments with evaluation of risk. To include the study of protective factors helps to refine this assessment. The instruments described will be actuarial and based on the structured professionnal judgement (ex.: PCL-R, Static, Stable, HCR-20,SAPROF,...). Clinical examples will be described and some items scored to illustrate the cases.

2011-06-04 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – ESSEX BALLROOM - MEZZANINE LEVEL

Symposium/Symposium
Students in Psychology/ Étudiants en psychologie

USING PSYCHOLOGY TO SAVE THE PSYD PROGRAM: A STUDENT PERSPECTIVE

Heather Patterson, Memorial University

Memorial University's Doctor of Psychology program is the first English-speaking PsyD offered in Canada. In its inaugural year, however, extensive budget cuts and administrative changes at institutional and government levels threatened its survival. Facing its potential cancellation, the first cohort of six students found themselves navigating between the roles of student and advocate. This symposium will bring together four important components of these students' lived experience of the advocacy process: 1) establishing and maintaining group cohesion and an effective team; 2) consultation and collaboration with student resources and community agencies; 3) thinking politically and strategically; and 4) the critical lessons learned throughout their advocacy efforts. This symposium will also highlight the implications for the graduate students, the program, and psychology across Canada, as well as the importance of students in the advancement of psychological programs.

A

THE BEGINNING: GROUP COHESION AND COLLABORATION

Krystle O'Leary, Memorial University; Lisa Moores, Memorial University

Every story has a beginning and an end. Facing the threat of having the Doctor of Psychology (PsyD) program at Memorial University cancelled, the inaugural class of six students found themselves advocating for a program that could help change the face of the mental health system in Newfoundland and Labrador. This paper will discuss how six strangers came together to work towards a common goal, while also learning how to compromise and negotiate differing perspectives and approaches. Specifically, this paper will highlight the essential elements of this advocacy including: group formation, cohesion and collaboration, recognition and strategic utilization of our student voice, and the importance of student empowerment.

B

WORKING TOWARD A COMMON GOAL: ACCESSING RESOURCES AND AGENCIES

Kathy Keating, Memorial University; Lisa Moores, Memorial University

Integral to our student campaign to save the PsyD program was the need to raise awareness of the funding crisis and garner support from various academic resources and community agencies. This paper will discuss the consultation and collaboration efforts that took place with the local student unions (i.e., at both the undergraduate and graduate levels), the Canadian Federation of students, the university counseling centre, the regional health authority, the provincial association for professional psychologists, and the Canadian Psychological Association. The importance of accessing these organizations and resources and utilizing the advice and guidance they offer to students will also be highlighted.

C

TAKING ACTION: STRATEGIES AND TOOLS UTILIZED TO FACILITATE A SUCCESSFUL ADVOCACY EFFORT

Sarah Chaulk, Memorial University; Kathy Keating, Memorial University

Faced with the potential termination of the Doctor of Psychology program at Memorial University, the inaugural class advocated for its continuation. As new graduate students and political neophytes, learning how to advocate within the dense political workings of the university and government administrations was a challenging task. This paper will outline the key strategies utilized that included: extensive consulting, communicating at both the inter-organizational and intra-organizational levels, raising awareness, personalization of the affected students, utilization of student autonomy, and plan implementation. Tools that bolstered the advocacy efforts (e.g., petitions from prospective students, the general community, and consumers of psychological services, social networking sites, letters of support, media, and the provincial House of Assembly) will also be highlighted.

D

THE FINALE AND BEYOND: OUTCOMES AND LESSONS LEARNED

Pamela Button, Memorial University; Heather Paterson, Memorial University

Student advocacy, political and academic relationships, strategic planning, and tenacity converged resulting in the successful continuation of the PsyD program at Memorial University. During this experience, the students learned invaluable lessons including: the value of a strong team, how to navigate organizational resistance, how to recognize the inherent role conflict experienced by graduate student advocates, the accompanying process of empowerment, the value of sustaining hope and motivation, and the importance of maintaining relationships with those who supported and contributed to saving the program. This paper will discuss these lessons, the outcome of the students' efforts to help save the PsyD program, and thoughts on the role of advocacy in the field of psychology nationwide.

2011-06-04 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – YORK ROOM - MEZZANINE LEVEL

Symposium/Symposium
Extremism and Terrorism/ Extrémisme et terrorisme

RADICALIZATION & TERRORISM: CONCEPTS AND RESEARCH

Wagdy Loza, Kingston Penitentiary (Ret.) & Adjunct Assistant Professor (Forensic Psychiatry, Queen's University

There is going to be three presentations in this symposium which will examine 1. various definitions of radicalization with a view toward formulating a working definition that may be of use to terrorism scholars and counter-terrorism practitioners. 2. studing terrorism from a multidisciplinary perspective, with each discipline contributing from its own field of expertise. 3.The results of an experiment to examine the effect of specific (fear and anger) and global emotional states on perceptions of threat posed by either George W. Bush or Osama Bin Laden

A

RADICALIZATION & TERRORISM: CONCEPTS AND RESEARCH
David Mandel, DRDC Toronto; DAVID MANDEL, DRDC Toronto

Radicalization: What does it Mean? A widely accepted viewpoint among terrorism experts and counter-terrorism practitioners is that terrorism depends on the radicalization of its instigators and perpetrators. This presentation will examine various definitions of radicalization with a view toward formulating a working definition that may be of use to terrorism scholars and counter-terrorism practitioners. It is concluded that the current usage of the term radicalization is problematic for the productive social scientific analysis of the motivational bases of socio-political violence since the term is relative, subjective, and value-laden.

B

A MODERATING VARIABLE IN RADICALISM
David Fischman, CFB Kingston Mental Health

Dr. David Fischman will explore the proposition that “terrorism” is an abstraction that is often used arbitrarily. In its extreme form, this error leads to narrowly equating terrorism with radical Islam. A somewhat less extreme error treats terrorism as an independent variable instead of as a moderating variable, with terrorism as a dependent variable. Here, the definition of terrorism still remains vague, except as it is functionally defined in terms of its independent variable. This hinders our ability to fully understand, prevent and fight terrorism, as well as the ability to deradicalize groups and individuals that have engaged in terrorism. As an alternative, it is proposed that terrorism should be studied from a multidisciplinary perspective, with each discipline contributing from its own field of expertise. For example, psychology could use constructs drawn from personality, cognitive, social, and organizational psychology to assist in predicting and changing the behaviour of the individual terrorist

C

BUSH V. BIN LADEN: EFFECT OF STATE EMOTION ON PERCEIVED THREAT IS MEDIATED BY EMOTION TOWARDS THE THREAT AGENT
David R. Mandel, DRDC Toronto; Oshin Vartanian, DRDC Toronto

The authors conducted an experiment to examine the effect of specific (fear and anger) and global emotional states on perceptions of threat posed by either George W. Bush or Osama Bin Laden. The findings supported a mediator model in which negative emotion towards the threat target mediated the effect of global negative emotion on perceived threat. The authors discuss implications of the findings for theories that postulate an effect of emotion on risk perceptions and for understanding threat perception in the terrorism context.

2011-06-04 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – CITY HALL ROOM - SECOND FLOOR

Workshop/Atelier
Clinical Psychology/
Psychologie clinique

WHERE DOES THE PEACE LIE?
Donald Ferren, Ph.D., C.Psych., Peterborough Regional Health Centre; Leanne Lamothe, MSW, RSW, Peterborough Regional Health Centre

Peace, contentment, compassion and heart centered interventions are seldom talked of in psychological practice. Yet, these are instrumental aspects and results of mindfulness based practices. This workshop is a brief introduction into the pillars of Buddhist Psychology and the practice of mindfulness. It explores the question of where does the peace lie and what it means to embody mindfulness in clinical practice and daily life. The approach of the workshop is both didactic and experiential. Mindfulness is becoming an integral aspect of many psychological and therapeutic treatments. It is also increasingly being explored and investigated as a critical practice for clinicians. Many clients or patients are drawn to mindfulness based programs and it can have an effect of literally changing one’s mind. Participants of the workshop will experience a brief introduction into the pillars of Buddhist Psychology, the practice of mindfulness, and the conjoined factors of insight and compassion. They can expect to leave with a basic understanding, experience and use of mindfulness, how it fits within a therapeutic model, it’s relation to compassion and insight and how it contributes to a skillful living and meeting of experience.

2011-06-04 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – HURON ROOM - SECOND FLOOR

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

HISTORY AND PHILOSOPHY OF PSYCHOLOGY/HISTOIRE ET PHILOSOPHIE DE LA PSYCHOLOGIE
Jason Goertzen, University of Alberta, Augustana Campus

The section business meeting of the history and philosophy of psychology section.

2011-06-04 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – CONFERENCE ROOM B - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

ASSESSING DYNAMIC VIOLENCE RISK: METHODOLOGICAL, CONCEPTUAL, AND CLINICAL CONSIDERATIONS
Mark Olver, University of Saskatchewan

The use of dynamic risk assessment tools, delivery of offender treatment programs, and the supervision of offenders post-release are criminal justice system activities predicated on the assumption that violence risk is dynamic, that is, it can be reduced or managed through treatment, supervision, or other change agents (e.g., aging). An important challenge facing the field is the assessment of dynamic violence risk and incorporation of change information into clinical decision making. Two papers in this symposium examine the risk-reducing effects of two change agents (treatment and aging) in a large sample of Canadian federal sex offenders. In these papers, sex offender treatment completion and increasing age are associated with reductions in sexual and violent recidivism after accounting for risk. A third paper examines treatment related changes in a sample of high risk violent offenders with psychopathic traits who attended a high intensity violence reduction program. Treatment-related changes were associated with reductions in violent recidivism after controlling for psychopathy. The fourth paper examines methodological issues in the evaluation of changes in dynamic risk through the application of different statistical models on a UK dataset. Clinical and research implications are discussed regarding the evaluation and application of risk-related change information.

A REDUCING SEX OFFENDER RISK THROUGH TREATMENT IN CANADIAN CORRECTIONS: A 10-YEAR FOLLOW-UP

Mark Olver, University of Saskatchewan; Terry P. Nicholaichuk, Regional Psychiatric Centre

Meta-analytic reviews of sex offender treatment outcome have documented reductions in sexual and other forms of recidivism in programs adhering to the principles of risk, need, and responsivity (Hanson, Bourgon, Helmus, & Hodgson, 2009). However, the outcome literature has been frequently fraught with methodological concerns including short follow-ups, failure to control for risk-related variables, and inadequate control groups. The present study is an examination of sex offender treatment outcome in a national sample of 752 federally incarcerated Canadian sex offenders followed up 10 years post-release, of which 641 received treatment and 111 who did not. A brief 6-item static actuarial risk scale was created to control for differences in risk between treatment and control conditions. Cox regression survival analyses, controlling for actuarial risk, demonstrated significantly lower violent, but not sexual, recidivism rates among treated offenders. However, when high risk sex offenders were examined separately, significantly lower rates of sexual recidivism were observed among treated offenders as demonstrated through survival analyses and when employing fixed follow-ups. Implications for dynamic sexual violence risk assessment and treatment are discussed.

B AGE, ACTUARIAL RISK, AND LONG-TERM RECIDIVISM IN A NATIONAL SAMPLE OF SEX OFFENDERS

Terry P. Nicholaichuk, Regional Psychiatric Centre; Mark Olver, University of Saskatchewan

Recently, age at release has become an increasing focus of study with regard to evaluating risk in the sex offender population. Age at release has been repeatedly shown to be an important component of the risk assessment equation. This study is an extension of a study of sex offender outcomes (Gu, Wong, & Nicholaichuk, 2004) prepared for the Evaluation Branch, CSC. The entire cohort of 2171 federal sex offenders who reached their warrant expiry date from the 1997-2000 fiscal years were reviewed. Sexual and violent reconviction data were obtained from CPIC over an average 10.9 years follow-up. This study focused upon the cohort of sex offenders who were 50 years or older at time of release (N = 589) who were stratified according to risk using a brief actuarial scale (Olver & Nicholaichuk, 2010). Older offenders tended to show low base rates of sexual recidivism regardless of the risk band into which they fell. The exception was a small group of elderly offenders (n = 20) who fell into the highest risk band, who showed high levels of sexual recidivism. The unusual characteristics of this small group will be discussed. The results of this study have important implications for offender management, particularly in light of the increasing numbers of offenders who are sentenced as Dangerous Offenders in Canada, many of whom fall into the over 50 age cohort.

C PSYCHOPATHY, TREATMENT CHANGE, AND VIOLENT RECIDIVISM

Mark Olver, University of Saskatchewan; Kathy Lewis, Regional Treatment Centre (Pacific); Stephen CP. Wong, University of Nottingham

We examined the relationship of psychopathy, therapeutic change and violent recidivism in a cohort of 152 federal male offenders treated in an 8-month high intensity violence reduction program at the Regional Psychiatric Centre in Saskatoon, Canada. The Violence Risk Scale (VRS; Wong & Gordon, 2006) and the Psychopathy Checklist-Revised (PCL-R: Hare, 1991) were rated on the cohort who were followed up for approximately 5 years after release to the community. Violent recidivism was determined by accessing formal fingerprint verified Canadian police (RCMP CPIC) records. The mean VRS and PCL-R scores of the sample was 61.6 (SD= 8.1) and 26 (SD = 5.3) respectively. Therapeutic change scores were obtained from pre- and post-treatment VRS dynamic item ratings of the entire sample. The VRS therapeutic change scores showed significant negative correlations with the individual factors and facets of the PCL-R; the largest negative correlation was with the Affective facet. The change scores also significantly associated with reductions in violent recidivism after controlling for psychopathy. The present results suggest that reliable indications of therapeutic change linked to reduction in violent recidivism can be demonstrated among treated psychopathic offenders. The results do not support the contention the psychopaths are untreatable or that treatment can make them worse.

D STATISTICAL MODELS FOR ANALYZING DYNAMIC RISK CHANGES

Min Yang, University of Nottingham

Recent evidence in risk assessment and treatment have highlighted the dynamic nature of risk and the many advantages in using dynamic predictors over static predictors to assess criminogenic needs and for treatment planning. However, the discourse on the different methodological approaches that can be used to assess the change in risk over time is lacking. Dynamic risk research usually involves a prospective type design with assessments of dynamic predictors for every individual measured at two or more time points such as before and after treatment. Two important features of data from this study design are that dynamic predictors are expected to change over time and that the observed changes are correlated with each other. Outcomes used in these studies are usually different measures of recidivism or incidents of some target behaviour during the follow-up period. Several kinds of statistical models have been proposed in epidemiology for such life course data: ordinary multiple regression, conditional regression, structure equation models and multilevel models with different link functions for different outcome types. This presentation will introduce the utility of some of these models in dynamic risk assessment research and compare their pros and cons using a UK example.

2011-06-04 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – CONFERENCE ROOM C - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

PRISONS: A CAULDRON FOR DISEASE

Peter J. Donovick, Binghamton University

The per capita rate of incarceration in the United States is higher than all other industrial countries. As of December 2008, prisons in 21 states were functioning at over 100% of the capacity, and federal prisons were functioning well above the capacity for which they were designed. Given the overcrowding, the physical design of prisons, which dictates high noise levels, and the prisoner's lack control over his/her life, it is not surprising that life for the incarcerated individual is stressful. Limited education and impaired cognitive abilities that are common in this population contribute to problems in adjusting to prison life. Further, as a result of three strike laws, the average age of American prisoners has dramatically increased, which clearly increases the need for health care. Interpersonal tension within prison communities exacerbates these stresses. Consequently, the prevalence of many diseases and the incidence of self-harm and suicidal behavior, relative to non-incarcerated populations, is very high.

A

INCARCERATION, AMERICAN STYLE: THE HORROR OF IT ALL

Peter J. Donovick PhD, Binghamton University

This introductory presentation will discuss the general demographics of U.S. prisons. It will address the impact of three strike laws, which are largely responsible for the 75% increase in prisoners over the age of 45 in the last ten years. Obviously, older prisoners have increased medical needs. This talk will introduce the specific features of prison life that serve as stressors, and present a general review of how an over-active hypothalamic-pituitary-adrenal axis may be adaptive in the short run, but ultimately disastrous for the prisoner's life.

B

INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF PRISONERS

Diana Zamora, Binghamton University

About 40% of incarcerated individuals never graduated high school, and many have below average intelligence and/or learning disabilities. Poor language skills, which may accompany learning disabilities, or English as the prisoner's second language, can impair the ability to cope with the stress of prison life. Research from our laboratory will demonstrate the prevalence of below average intelligence and high rate of verbal deficits in adult incarcerated males compared to non-incarcerated males, referred for neuropsychological evaluation. This presentation will also present data showing that these differences are found regardless of education and race. We will discuss how these intellectual deficits may be risk factors for criminality and poor psychological and physical health.

C

SUICIDAL AND NON-SUICIDAL SELF-INJURY IN THE CRIMINAL JUSTICE SYSTEM

Margaret S. Andover, Fordham University

Self-injurious behaviors, including attempted suicide and non-suicidal self-injury (NSSI), are a significant problem among adults and youth involved in the criminal justice system. Approximately 16% of state prisoners report a suicide attempt in the past year, and as many as 61% of incarcerated youth report at least one suicide attempt. NSSI has been reported in over 10% of adult male offenders in a forensic mental health facility and 30% of clinically referred adolescents in the justice system. However, self-injury in the justice system may be underreported. Self-injurious behaviors present unique challenges to the correctional system, as they tap into limited resources and pose a threat to safety and security. Given the prevalence and negative consequences of these behaviors, self-injury screening, treatment, and policy are vital. The purpose of this talk is to provide the audience with a basic understanding of self-injurious behaviors in incarcerated individuals. Current research on self-injurious behaviors will be reviewed with specific emphasis on the relation between attempted suicide and NSSI, risk factors for the behaviors, functions of NSSI, treatment within the correctional system, and implications for correctional system policy.

D

PRISONS: AN INCUBATOR FOR DISEASE

Eliza C. Anderson, Binghamton University

Disproportionately high incidence rates of various health conditions among incarcerated individuals have been well documented over the past few decades. Chronic diseases such as hypertension and asthma as well as a broad scope of infectious diseases including tuberculosis and viral hepatitis are far more prevalent in prison systems than in the general population. Unique environmental conditions inherent in prisons perpetuate psychological and physiological stress, and serve as risk factors for disease, poor health and the spread of communicable diseases. Limited access to health care, histories of physical and sexual abuse, and long-term drug and alcohol use are common among prisoners and, in turn, increase their likelihood of being ill. As the prevalence of many deleterious health conditions increases with age, particularly in prisons, inmates who manage to escape the likely consequences of the innumerable risk factors associated with incarceration are few and far between. Furthermore, limited options are available for the isolation and care of ill prisoners. This presentation will address these issues and raise the question of whether or not prisons are the best place for the chronically ill offender.

2011-06-04 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – WINDSOR ROOM EAST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

EFFECTIVE CORRECTIONAL PRACTICES IN CUSTODY FACILITIES AND COMMUNITY PROBATION

Brian Rector, Saskatchewan Corrections, Public Safety and Policing

Symposium consists of four presentations: 1. Restructuring custody and use of Interactive Journals to increase effective rehabilitation. Quantitative and qualitative measures are reported including reductions in custody misconducts and increased cognitive insight. 2. Relationship between quality of case plans for serious violent youth offenders and recidivism. Case plans of approximately 200 youth convicted of a serious violent offense were examined against a number of risk, need, and responsivity dimensions. Relationship between quality of case plansand recidivism is reported. 3.Multiple rehabilitation effects of a community-based crime reduction strategy. This study examined whether or not, or how, the Regina auto-theft strategy impacted on behavioural measures. Decreased recidivism for auto theft, property offending in general, and violent offending are reported for those youth with a history of chronic offending. 4. Systematic development of evidence-based practices in U.S Probation and Pre-trial Services: District of North Dakota. Implementation and maintenance of effective correctional practices within an entire probation district involves changes in work culture, organizational structure, and program requirements. This presentation summarizes the work completed to-date by the federal district of North Dakota.

A

RESTRUCTURING CUSTODY AND USE OF INTERACTIVE JOURNALS TO INCREASE EFFECTIVE REHABILITATION

Brian Rector, Saskatchewan Corrections, Public Safety and Policing; Doris Schnell, Saskatchewan Corrections, Public Safety and Policing; Dean Carey, Saskatchewan Corrections, Public Safety and Policing; Sheila French, Saskatchewan Corrections, Public Safety and Policing; Janelle Jackiw, Saskatchewan Corrections, Public Safety and Policing; Lisa Broda, Saskatchewan Corrections, Public Safety and Policing; Delphine Gossner, Saskatchewan Corrections, Public Safety and Policing; Ross Keels, Saskatchewan Corrections, Public Safety and Policing; Kim Paisley, Saskatchewan Corrections, Public Safety and Policing; Chris Turner, Saskatchewan Corrections, Public Safety and Policing; Chris Lowenkamp, Administrative Office of the United States Courts

Summarizes the results of a one-year field study involving youth and adult custody residential units. Approximately 150 staff and 300 sentenced offenders participated. Front-line custody worker roles and time schedules were modified to allow for one-on-one sessions between workers and sentenced offenders in the use of Interactive Journals that target risk factors. Quantitative and qualitative measures are reported including reductions in custody misconducts and increased cognitive insight.

B

RELATIONSHIP BETWEEN QUALITY OF CASE PLANS FOR SERIOUS VIOLENT YOUTH OFFENDERS AND RECIDIVISM

Dean Carey, Saskatchewan Corrections, Public Safety and Policing; Janelle Jackiw, Saskatchewan Corrections, Public Safety and Policing; Terri Simon, Saskatchewan Corrections,Public Safety and Policing; Tracy Gulka, Saskatchewan Corrections, Public Safety and Policing; Brian Rector, Saskatchewan Corrections, Public Safety and Policing; Steve Wormith, Department of Psychology, College of Arts and Science University of Saskatchewan

The case plans of approximately 200 youth convicted of a serious violent offense were examined against a number of risk, need, and responsivity dimensions. Relationship between quality of case plans and recidivism is reported.

C

MULTIPLE REHABILITATION EFFECTS OF A COMMUNITY-BASED CRIME REDUCTION STRATEGY

Jamie Smith, Saskatchewan Corrections, Public Safety and Policing; Brian Rector, Saskatchewan Corrections, Public Safety and Policing

Implementation of the Regina auto-theft strategy has been associated with a large reduction in stolen vehicles over the past nine years. This study examined whether or not, or how, the strategy impacted on behavioural measures for those young offenders involved in the strategy. Decreased recidivism for auto theft, property offending in general, and violent offending are reported for those youth with a history of chronic offending.

D

SYSTEMATIC DEVELOPMENT OF EVIDENCE-BASED PRACTICES IN U.S. PROBATION AND PRE-TRIAL SERVICES: DISTRICT OF NORTH DAKOTA

Mike McGrath, U.S. Probation and Pre-trial Services; Wade Warren, U.S. Probation and Pre-trial Services; Delphine Gossner, Saskatchewan Corrections, Public Safety and Policing; Brian Rector, Saskatchewan Corrections, Public Safety and Policing

Implementation and maintenance of effective correctional practices within an entire probation district involves changes in work culture, organizational structural, and program requirements. This presentation summarizes the work completed to-date by the federal district of North Dakota in: work culture preparation, skill-based training, certification standards, development of a specialist or expert role, on-going quality control mechanisms, and participation of key stakeholders.

2011-06-04 – 1:00 PM to 2:25 PM – 13 h 00 à 14 h 25 – WINDSOR ROOM WEST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

PRE-EMPLOYMENT PSYCHOLOGICAL ASSESSMENT OF POLICE CANDIDATES: NATIONAL GUIDELINES

Dorothy Cotton, PMHL Solutions

While virtually all Canadian police services require police candidates to undergo a psychological assessment as part of the pre-employment screening process, there is no generally agreed upon national standard for these assessments. This symposium will present a proposal for a set of guidelines to inform the process of pre-employment assessment. The proposed guidelines were developed under the auspices of the Police

Sector Council, and address questions related to both "rule out" assessments, which address the question of minimum acceptable psychological function, and suitability assessments, which address questions related to determining the presence of psychological assets and competencies. While psychological assessment may well vary in some respects from one police service to another. There are a set of common principles and some common practices which help to ensure that these assessments are relevant, appropriate, and defensible.

A

COMMENTS AND ANALYSIS OF THE GUIDELINES FOR PRE-EMPLOYMENT ASSESSMENT OF POLICE CANDIDATES: THE CLINICAL VIEWPOINT

Patrick Baillie, Calgary Police service

Pre-employment assessments for police candidates involve elements of both clinical and industrial/organizational psychology. This presentation/discussion will provide comments and analysis of the proposed guidelines from the perspective of a clinical psychologist.

B

COMMENTS AND ANALYSIS OF THE GUIDELINES FOR PRE-EMPLOYMENT ASSESSMENT OF POLICE CANDIDATES: THE I/O PERSPECTIVE

John Tivendell, universite de Moncton

Pre-employment assessments for police candidates involve elements of both clinical and industrial/organizational psychology. This presentation will provide comments and analysis of the proposed guidelines from the perspective of an industrial/organizational psychologist.

2011-06-04 – 1:00 PM to 1:55 PM – 13 h 00 à 13 h 55 – PEEL ROOM - MEZZANINE LEVEL

Editorial Board Meeting/ Réunion du conseil d'affaires

CP EDITORIAL BUSINESS MEETING

John Hunsley, University of Ottawa

2011-06-04 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – WENTWORTH ROOM - MEZZANINE LEVEL

Theory Review/ Examen théorique

THEORY REVIEW SESSION 'H'/SESSION EXAMEN THÉORIQUE

Health Psychology/Psychologie de la santé; Developmental/Psychologie du développement.

#1
Health Psychology/ Psychologie de la santé

IMPROVE CAREER WELLNESS THROUGH POSITIVE COMPROMISE

Charles P. Chen, University of Toronto

For most individuals, career wellness plays a key role in the quality of their total life experience, affecting various personal and social aspects, especially the mental health aspect, of their lives. The centrality of vocational psychology, therefore, rests on the core of helping individuals generate insights and find more effective ways to take control of their career destination, enhancing their vocational wellbeing in a highly competitive and uncertain world of work. To this end, the current presentation aims to explore the viability of the emerging Positive Compromise Framework (PCF) in light of individuals' effort to manage and improve their career wellness. Derived from the notion of comprise, overt and covert, rooted in the career psychology theories, the PCF proposes a host of novel tenets that redefine the meaning of compromise as it is applied to helping people construct a more open, flexible, and workable solution for problems and decisions in their vocational life, leading to a more optimal outcome for their life-career wellness. More specifically, this presentation reviews the theoretical notion of compromise in the career and vocational psychology literature; describes the rationale and scope of the PCF; explicates the optimal role and function of compromise in people's worklife; and illustrates implications of using PCF in helping interventions.

#2
Health Psychology/ Psychologie de la santé

MOVING RESEARCH INTO PRACTICE: WHY TRIAL REGISTRATION AND OUTCOME REPORTING STANDARDS MATTER

Katherine Milette, McGill University and Jewish General Hospital; Brett D. Thombs, McGill University and Jewish General Hospital

The most reliable evidence for evaluating healthcare interventions comes from well-designed and conducted randomized controlled trials (RCTs). The extent that published RCT reports reflect the efficacy of interventions, however, depends on the completeness and accuracy of published results. The CONSORT statement and trial registration policies were designed to improve transparency of trial reports. There is ample evidence for the effectiveness of many behavioral interventions, but this does not typically lead to changes in patient care. One reason is that most RCTs published in top behavioural health journals do not adhere to trial registration and outcome reporting standards that are increasingly expected in evidence-based medicine (Milette et al., in press). Fewer than 40% of RCTs published in top behavioural health journals in 2008-2009 adequately defined outcomes. Only 1 RCT registered sufficiently precise outcome information to compare to published outcomes, but only positive outcomes were published. Greater attention to outcome reporting and trial registration will increase the likelihood that effective behavioural health interventions are identified and made available to patients. The objective of this Theory Review is to describe trial registration and outcome reporting standards and provide resources to help behavioural health investigators meet these standards.

#3

ATTACHMENT THEORY AND CHILDREN'S SOCIO-COGNITIVE DEVELOPMENT: THE ROLE OF CONVERSATIONS ABOUT THOUGHTS AND FEELINGS

Doug Symons, Acadia University

Developmental/Psychologie du développement

John Bowlby's Attachment Theory contains a number of hypotheses of how parent-child interactions are related to children's later socio-cognitive functioning. Bowlby described how parents that were able to act as a secure base to their children should be able to openly talk about thoughts and feelings in a way that is sensitive to a child's own mental states, and this stimulates a child's sense of self and others, their own feelings of security, and own self-regulatory capacities. This talk will address three specific predictions that have emerged. First, parents that are relatively more mind-minded and tend to describe their infants in terms of mental state characteristics, have children more likely to be secure and show self-other understanding years later. Second, parents' talk about mental states within various interactional contexts such as joint book-reading also predicts child's security and social understanding. Third, a parent's own elaborative conversational style and talk about mental states not only predicts children's socio-cognitive functioning, but is a function of their own adult attachment style. In sum, Bowlby's Attachment Theory provides a framework for examining the underlying linguistic basis of relationship processes and children's socio-cognitive development in early childhood.

2011-06-04 – 1:30 PM to 3:25 PM – 13 h 30 à 15 h 25 – CONFERENCE ROOM F - MEZZANINE LEVEL

Workshop/Atelier
Psychologists in Education/
Psychologues en éducation

READY SETT GO: HOW ASSISTIVE TECHNOLOGY CAN BE USED TO CONNECT STUDENT, ENVIRONMENT, TOOLS, AND TASK (SETT) TO MAXIMIZE POTENTIAL

Lillian Campbell, York University; Erik Schomann, York University

In this workshop you will see a brief overview and demonstration of how assistive technology is used in the schools as a work around for children and youth with learning disabilities. You will also be provided with an opportunity to experiment with basic features of an interactive whiteboard (IWB) and supporting software. This level of experiential discovery for professionals with limited access to IWBs and related software will help you better understand and evaluate classroom applications that provide multiple means of representation, expression, and engagement for the students they serve. Featured software programs will be Kurzweil 3000, Dragon Naturally Speaking, WordQ/SpeakQ, Clicker 5, CoWriter, Inspiration, SMART Ideas, and Classroom Suite 4, with a focus on the very specific benefits of each tool for which student and which task.

2011-06-04 – 1:30 PM to 2:55 PM – 13 h 30 à 14 h 55 – CONFERENCE ROOM G - MEZZANINE LEVEL

Symposium/Symposium
Clinical Psychology/
Psychologie clinique

CLINICAL AND COUNSELLING INTERNSHIPS: CHALLENGES, SYNERGIES AND SUCCESSES

Olga Heath, Memorial University; George Hurley, Memorial University

Providing internship/residency opportunities for clinical/counselling psychology doctoral program students poses a significant challenge for the profession. This symposium brings together leaders from 3 professional settings at different stages of developing and providing these internships and highlights how innovative approaches can succeed in procuring funding and support for internships and create positive experiences for the sponsoring institution and the students.

A

INNOVATION AND PARTNERSHIPS:RURAL & NORTHERN INTERNSHIP DEVELOPMENT

Bob McIlwraith, University of Manitoba, Department of Clinical Health Psychology

The Department of Clinical Health Psychology at University of Manitoba developed a Rural & Northern Internship stream as a component of its longstanding psychology internship within the Faculty of Medicine, in collaboration with Manitoba Health and regional health authorities. This paper summarizes the past 15 years of the rural & northern stream, which has now trained 30 interns and residents, and reviews the lessons learned.

B

COLLABORATING FOR INTERNSHIP ENHANCEMENT

George Hurley, Memorial University; Olga Heath, Memorial University

Memorial's University Counselling Centre will present the innovative collaborative internship program developed with the Regional Health Authority underscoring the challenges and success involved in this program and emphasizing the focus on exposure to interprofessional experiences and learning to supervise.

C

THE PROCESSES, PERKS AND PITFALLS IN ADVOCATING FOR AN INTERNSHIP PROGRAM AT EASTERN HEALTH

Beverly Cater, Allied Health Professional Practice Psychology, Dr. L.A. Miller Centre

The Newfoundland and Labrador Eastern Regional Health Authority Psychology Services experienced many challenges and successes in advocating for funding for an internship program and developing buy in from the provincial department of health, the regional health authority and the psychology staff. Eastern Health plays a major role in training the next generation of health professionals and in health research. This paper presents the evolution of building a case for a Psychology pre-doctoral internship program in Eastern Health and establishing the resources required. This process was driven by the recognition that interns are a significant constructive force in the health care system. Highlighted in this paper are the 3 years of lobbying efforts targeting many sectors including government, health care, the university, the media and Psychologists across the province. The presentation demonstrates how collaborative efforts from a small group of dedicated professionals with some persistence, innovation and luck can be successful.

2011-06-04 – 2:00 PM to 3:25 PM – 14 h 00 à 15 h 25 – CITY HALL ROOM - SECOND FLOOR

Symposium/Symposium
Developmental Psychology/ Psychologie du développement

PARENT-INFANT ATTACHMENT AND PEDIATRIC PAIN FROM ACUTE MEDICAL PROCEDURES: OPPORTUNITIES FOR INTERVENTION IN INFANT MENTAL HEALTH

Greg Moran, The University of Western Ontario

Infants are biologically prepared to form an attachment relationship with a caregiver (Bowlby, 1969). The attachment relationship is reflected in a young child's motivation to maintain proximity to a caregiver and ideally be able to use this caregiver as a secure base from which to explore the world, yet also a safe haven to return to in times of stress, pain, anxiety, or fear. However, individual children differ in how they strive to attain this objective and in their success in doing so. The "Strange Situation" laboratory procedure is a well-established tool for assessing infant attachment security. Secure infants are able to effectively obtain reassurance from their caregiver upon reunion and to resume exploration. In contrast, two qualitatively distinct, non-secure strategies have been identified that involve either the minimization or maximization of expressed negative emotions and less successful adaptation to stress. These attachment strategies can be observed among infants at 12 months of age and have been shown to be a function of variation in caregiving quality in infancy, especially their response to fear and distress. This talk will set a background for the other presentations, as well as review longitudinal research that establishes the relation of such early caregiver-infant interaction and later responses to stressful and challenging circumstances.

A

BRINGING ATTACHMENT THEORY INTO PRIMARY CARE PAIN MANAGEMENT FOR INFANTS

Rebecca R. Pillai Riddell, York University

This talk will describe a novel program of research that seeks to examine the early caregiver-infant interaction in an ecologically valid distress context: immunizations. The first year of life is critical in the development of the attachment relationship, which is shaped through dynamic caregiver-infant interactions when the infant is in distress (e.g., from pain, hunger, fear). However, minimal research to date has been conducted in the pain context. Distress from painful medical procedures (such as immunization) provides a unique opportunity to study the attachment relationship as it unfolds over the course of the first year. After a review of research to date relating attachment and infant pain, the presentation will describe the theoretical and practical methodological components underlying the OUCH cohort. The OUCH cohort is the only one of its kind in the world that follows infants through 4 different immunizations and then assesses their attachment status. With a future anticipated enrollment of approximately 500 infants, this program of research aims to contribute to the treatment literatures in both infant mental health and infant health. This presentation aims to set the stage for a discussion of two projects focused on better understanding infant and parent behaviours that reliably and validly predict attachment status at 12 to 18 months of age.

B

ASSOCIATIONS BETWEEN INFANT ATTACHMENT BEHAVIOURS IN THE STRANGE SITUATION AND ROUTINE IMMUNIZATION: PRELIMINARY FINDINGS AND CLINICAL IMPLICATIONS

Rachel Horton, York University

Research using the Strange Situation Procedure has demonstrated that infants engage in four characteristic patterns of distress reactivity and regulation with their caregiver when the attachment system is activated due to separation from the caregiver. However, little is known about the attachment behaviours infants might display when the attachment system is activated due to an acute pain episode. Given health professionals have the opportunity to observe parent-infant dyads regularly during immunization appointments, it provides a golden opportunity to explore how infants behave in a medical setting. The goals of the current study were to address questions related to infants' displays of attachment and distress behaviours across experimental and naturalistic settings. Immunization procedures for 12 month old infants were videotaped in order to capture infant pain-related distress as well as interactive behaviours with the caregiver. Primary caregiver-infant dyads were then invited to take part in the Strange Situation Procedure. By examining how the quality of the caregiver-infant attachment relationship is related to the infant's pain-related distress reactivity and regulation, this project aims to contribute to clinical practice by helping to develop a feasible primary care screening tool for attachment concerns.

C

THE TRAJECTORY OF PARENTAL SENSITIVITY, SOOTHING BEHAVIOURS, AND INFANT TEMPERAMENT IN A NATURALISTIC PAIN CONTEXT AS PREDICTORS OF INFANT ATTACHMENT STYLE: A LONGITUDINAL ANALYSIS: PRELIMINARY FINDINGS AND CLINICAL IMPLICATIONS

Jessica Hillgrove-Stuart, York University

Attachment researchers focus on caregiver sensitivity as the main predictor of infant attachment but how this is operationalized, analyzed, and the context in which it is measured varies across studies. Studying caregiver sensitivity in a pain context provides a unique opportunity to examine the development of infant attachment across the first year of life since it is a naturally occurring distressing event that occurs repeatedly from 2 to 12 months of age. Although caregiver sensitivity has been shown to play a key role in predicting infant attachment there is evidence, particularly from a meta-analysis (DeWolff & van Ijzendoorn, 1997) that suggests that caregiver sensitivity only accounts for a moderate proportion of the prediction of infant attachment classification. Therefore, it is clear that there are additional factors that explain or impact this relationship. This study aims to first determine what trajectories of parental sensitivity in a naturalistic pain context across the first year of life predict distinct attachment categories. Secondly, in order to address the aforementioned gap in the literature, the relationship between parental sensitivity trajectories and trajectories of discrete parental soothing behaviours will also be examined. Clinical implications for infant pain management and infant mental health will be discussed.

2011-06-04 – 2:00 PM to 3:25 PM – 14 h 00 à 15 h 25 – KENORA ROOM - SECOND FLOOR

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

ISSUES IN ADULT ATTACHMENT THEORY

Stan Sadava, Brock University

Although Bowlby clearly saw attachment processes as extending across the lifespan, social psychological research on adult attachment dates from Hazan & Shaver (1987). In almost a quarter century of abundant, productive research, understanding has accrued and issues have emerged. We focus on the issues, utilizing psychometric, meta-analytic methodologies and overviews of the literature. First, measurement issues have arisen, whether to utilize separate prototype scores for four attachment orientations or Likert scales yielding factors representing attachment anxiety and attachment avoidance. Scharfe presents evidence from several disparate samples for a new measure which combines prototypes and scales of avoidance and anxiety, and argues for their joint necessity. Cameron focuses on the relationship between attachment anxiety and avoidance scores, which are, interestingly, moderated by the relationship status. Attachment orientations are typically assessed in terms of a real or hypothetical romantic partner; Markiewicz and Doyle present empirical and theoretical evidence for the salience of multiple attachments, focusing on close friends as attachment figures . Finally Sadava presents a critical overview of two contrasting models of attachment orientation, the trait approach and the cognitive schema approach. The presenters direct four distinct Canadian projects.

A

A NEW MEASURE OF ATTACHMENT CATEGORIES AND DIMENSIONS

Elaine Scharfe, Trent University

Measurement issues have plagued attachment research over the past 30 years. Concerns range from limitations of the original paragraph measure (Hazan & Shaver, 1987), low reliability of the continuous scales of the 4-category measure (Griffin & Bartholomew, 1994), limited interpretation of the 2 dimensions of the ECR (Brennan, Clark, & Shaver, 1998), and time consuming coding of attachment interviews. The current project set out to develop a measure with improved reliability that would assess both the 2 dimensions of anxiety and avoidance as well as the 4 categories proposed by Bartholomew (1990). In this presentation, I will present data from 8 samples: original validation of the scales and factors (n=797); two samples testing test-retest reliability (n=343 two assessments; n=100, 4 assessments), one sample comparing the new measure with the ECR-R (n=144), and 3 community samples of parents (pre- and postnatal assessments of mothers, n=370; postnatal assessment of new fathers, n=191; parents from a parent-child play group, n=322,). In a final sample (n=70), the new self-report will be compared to Bartholomew's interview measure. Results highlight the importance of measuring the 4 categories independently as well as the importance of distinguishing between anxiety and avoidance for the three insecure categories.

B

UNDERSTANDING THE ASSOCIATION BETWEEN ATTACHMENT ANXIETY AND AVOIDANCE: IMPLICATIONS FOR THEORY, SCALE DEVELOPMENT AND STATISTICAL ANALYSIS

Jessica Cameron, University of Manitoba; Marian Morry, University of Manitoba; Heather Finnigan, University of Windsor

Current theory and scale development assumes that the two dimensions of attachment, anxiety and avoidance, are orthogonal. However, Bowlby's original perspective suggested a complementary relationship. The present research is the first to explicitly investigate the association between anxiety and avoidance in the two most popular, recent self-report adult attachment measures: The 'Experiences in Close Relationships Scale' (ECR; Brennan et al., 1998) and the 'Experience in Close Relationships Scale - Revised' (ECR-R; Fraley et al., 2000). In Study 1, a meta-analysis of 242 studies revealed extremely heterogeneous correlations between anxiety and avoidance with a higher correlation for ECR-R than ECR. In Study 2, items unique to the ECR-R were more strongly associated with each other across dimensions than items unique to the ECR. In both studies, relationship status moderated the association between dimensions, suggesting that the association between anxiety and avoidance represents meaningful shared variance and may reflect relationship processes. These results have implications for statistical analysis, particularly relevant as a significant number of studies included in the meta-analysis did not employ methods appropriate for such correlated dimensions. Implications for our theoretical understanding of attachment and the creation of attachment scales will be discussed.

C

CLOSE FRIENDS AS ATTACHMENT FIGURES FOR EARLY ADULTS

Dorothy Markiewicz, Brock University; Anna Beth Doyle, Concordia University

Although several studies (Fraley & Davis, 1997; Hazan & Zeifman, 1994; Trinke & Bartholomew, 1997) suggest that by early adulthood attachment functions are transferred from parents to peers (friends and/or romantic partners), whether friends serve as attachment figures for young adults remains a controversial question. The following will be addressed in considering this issue with a particular focus on early adulthood, drawing on existing theoretical and empirical evidence: To what extent do friendships serve the attachment function of contributing to the survival of the organism's genes, through protection from predators by maintaining proximity to the attachment figure? To what extent are friendships and attachment bonds formed in similar ways? What evidence exists that friends are used for attachment-related needs, such as proximity-seeking, safe haven, and/or secure base? To what extent do individuals demonstrate separation distress or typical attachment-related grief responses following the loss of a friend? Consideration will be given to the importance of distinguishing the attachment behavioural system from other systems, of evaluating the attachment hierarchy and potential for multiple attachment figures, and the possibility for given figures to serve in more than one capacity.

D

ADULT ATTACHMENT ORIENTATION: TRAIT, SCHEMA OR WHAT?

Stanley Sadava, Brock University

Attachment theory has provide a fertile base for the study of adult social behaviour, relationships and well-being. However, much of this abundant research departs from its theoretical base, as a system activated by threat, with the attachment figure as a secure base and safe haven, and with affect regulation as an important component. Much of the research consists of treating adult attachment orientation as a trait or quasi-trait, defined as "differences among individuals in a typical tendency to behave, think, or feel in some conceptually related ways, across a variety of relevant situations and across some fairly long period of time" (Ashton, 2007). In this presentation, the literature is reviewed critically from this perspective, reviewing evidence of consistency across time and across attachment figures and situations. We also discuss critically the notion of attachment orientation as a "relational schema" in Baldwin's (1992) terms, consistent with Bowlby's notion of a "working model" which is both activated and has directional properties, hierarchically organized and with a degree of consistency but not fixed and immutable. The affective and motivational features of attachment as a system mitigate against a narrow cognitive conception. Theoretical implications are drawn, from research in our own lab and from the other presentations in this symposium.

2011-06-04 – 2:00 PM to 3:25 PM – 14 h 00 à 15 h 25 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR

Symposium/Symposium
Adult Development and Aging/Développement adulte et vieillissement

MAINTAINING COGNITIVE FUNCTIONING IN OUR LATER YEARS: EMPIRICAL EVIDENCE AND APPLICATION

Alisa McArthur, Saint Mary's University College

With the rapid growth of the aging population, exploring the ways in which we can make the most of our later years is gaining considerable attention. This symposium will illustrate examples of preserved cognitive functioning in older adults and present research that explores factors that may help older adults maintain cognitive performance. Lixia Yang will present research on retest learning in older adults. Her research shows evidence of cognitive plasticity into advanced age. Julia Spaniol will present behavioural and neuroimaging findings exploring reward-enhanced learning in younger and older adults. Alisa McArthur will present preliminary findings from research exploring the relationship between exercise level, quality of life, and a variety of measures of cognitive functioning. Finally, Nicole Anderson will discuss preliminary results from an in-depth study investigating the effect of volunteering on physical, cognitive, and psychosocial functioning. Together, these studies identify a set of intervention-based and lifestyle activities that show promise in maintaining cognitive functioning in older adults.

A

THE RELATIONSHIP BETWEEN EXERCISE LEVEL, QUALITY OF LIFE, AND COGNITIVE PERFORMANCE IN OLDER ADULTS

Alisa McArthur, Saint Mary's University College

The relationship between exercise and cognitive performance is now well documented (Hillman et al., 2008). However, exactly what that relationship looks like is less well understood. For example, which types of exercise are most beneficial and which aspects of cognitive performance are impacted to the greatest degree. Furthermore, although there is a fair amount of research supporting the role of exercise in quality of life in older adulthood (e.g., Netz et al., 2005), the role that quality of life plays in the relationship between exercise and cognition is not clear. The present study investigates the relationship between these three variables in healthy older adults aged 65 and older. Participants who varied in type and intensity of exercise completed a number of cognitive tasks (including measures of processing speed, fluency, working memory, verbal memory and executive functions) as well as the CASP-12 (Wiggens et al., 2008), to assess quality of life. Preliminary results will be reported and future directions will be discussed.

B

RETEST LEARNING AS A BASIC FORM OF COGNITIVE PLASTICITY IN OLDER ADULTS

Lixia Yang, Ryerson University

In a series of studies, we used a no-feedback self-guided retest paradigm to explore the basic form of cognitive plasticity, namely retest learning (i.e., performance improvement through retest practice), in older adults. In Study 1, young-olds in their 70s and oldest-olds in their 80s participated in an 8-session retest training paradigm in three cognitive domains: inductive reasoning, perceptual speed, and visual attention. Results showed persistent retest learning effects. In Study 2, we evaluated the maintenance of retest learning by conducting two 8-month follow-up retest sessions and the results demonstrated substantial saving of the original retest learning benefits. In Study 3, we adopted the same 8-session self-guided retest learning paradigm, but with a different parallel version of each test being administered at each session. The results showed significant retest learning effects even in the absence of item-specific effects. A substantial amount of training benefits in perceptual speed was maintained over a 2-year period. In addition, the retest learning group transferred the benefits to another speed measure and this effect was well maintained over a 3-month period. Taken together, these findings suggest that retest learning, as a basic form of cognitive plasticity, is reserved, robust, durable, and still available to people in the oldest old age.

C

REWARD EFFECTS ON COGNITION IN HEALTHY YOUNGER AND OLDER ADULTS

Julia Spaniol, Ryerson University

Reward anticipation during learning activates the dopaminergic midbrain and has been shown to enhance recognition memory in younger adults (e.g., Wittmann et al., 2008). A question of interest, then, is whether incentives can boost memory in populations known to be vulnerable to episodic memory decline. In a series of behavioural experiments, we used a monetary incentive encoding paradigm (Adcock et al., 2006) in which cues signal the monetary value of to-be-encoded stimuli. At retrieval, participants earn money for correctly identifying studied stimuli, and they are penalized for false alarms to new stimuli. Our findings to date suggest that reward effects are preserved in older adults, and that reward-enhanced memory most likely reflects consolidation rather than attentional modulation during encoding. We present preliminary neuroimaging data that shed light on the neurocognitive mechanisms underlying reward-enhanced memory encoding in younger and older adults.

D

PRELIMINARY RESULTS FROM THE BAYCREST RESEARCH ABOUT VOLUNTEERING AMONG OLDER ADULTS (BRAVO) STUDY

Nicole D. Anderson, Kunin-Lunendfeld Applied Research Unit, Baycrest; Syrelle Bernstein, Volunteer Services, Baycrest; Thecla Damianakis, University of Windsor; Deirdre Dawson, Kunin-Lunendfeld Applied Research Unit, Baycrest; Laura Wagner, Kunin-Lunendfeld Applied Research Unit, Baycrest; Edeltraut Kröger, Centre d'excellence sur le vieillissement, CHA, Hôpital du Saint Sacrement; Malcolm Binns, Rotman Research Institute, Baycrest; Eilon Caspi, Kunin-Lunendfeld Applied Research Unit, Baycrest; Suzanne Cook, Kunin-Lunendfeld Applied Research Unit, Baycrest

We propose that volunteering is an occupation that increases physical, cognitive, and social activity and therefore protects against cognitive decline and dementia in older adults. Prior research is limited because: it relies primarily on self-report measures, only one study has included cognitive measures, there are no qualitative data, and no studies have linked health benefits to the demands of the volunteer activities. To address these gaps, we are studying the physical, cognitive, and psychosocial benefits of formal volunteering among 200 seniors aged 55+, using subjective, objective, and qualitative measures, and are relating those benefits both to the occupational complexity of the volunteers' placements as well as to socio-demographic and health variables. Participants are assessed prior to volunteering, and after six and twelve months of volunteering. At this conference, we will report the results of approximately 40 people tested to date. Our primary hypothesis is that the acquisition of new motivations for volunteering and gains in physical, cognitive, and psychosocial functioning will be related to the occupational complexity of the volunteers' placements, wherein higher physical, cognitive, or social demands will be associated with improved self-reported functioning of any type, whereas there will be a match between demand type and objective functional gains.

2011-06-04 – 2:00 PM to 3:55 PM – 14 h 00 à 15 h 55 – CIVIC BALLROOM - SECOND FLOOR

Workshop/Atelier
Counselling Psychology/ Psychologie du counseling

ANTI-OPPRESSION PSYCHOTHERAPY: A MODEL FOR ADDRESSING DIVERSITY AND INTERSECTIONALITY

Roberta Timothy, Continuing Healing Consultants; Mercedes D. Umana, Continuing Healing Consultants

This introductory presentation will examine how Anti-Oppression Psychotherapy™ (AOP) can be used with diverse clients. Firstly, the theoretical and methodological concepts and practices of AOP will be discussed and the definition of AOP will be outlined. Secondly, some of the principles of AOP and its implementation stages will be explained in the context of therapy with diverse communities in Canada and transnationally. Thirdly, the concepts around "diverse clients" will be explored indicating the importance of addressing intersectional factors of identity such as race, class, gender, sexual orientation, age, (dis)ability, and spirituality in psychotherapy praxis. Finally, the importance of the use of resistance and resiliency as empowering therapeutic tools for diverse clients, practitioners, and communities will be examined. This presentation will utilize several case studies to indicate how AOP can be used with diverse clients.

2011-06-04 – 2:00 PM to 3:55 PM – 14 h 00 à 15 h 55 – PEEL ROOM - MEZZANINE LEVEL

Committee Business Meeting/Réunion du conseil d'affaires

ETHICS COMMITTEE BUSINESS MEETING

Carole Sinclair, The Hincks-Dellcrest Centre

2011-06-04 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – ESSEX BALLROOM - MEZZANINE LEVEL

Symposium/Symposium
Counselling Psychology/ Psychologie du counseling

ENGAGING MEN IN COUNSELLING AND PSYCHOTHERAPY

Robinder Bedi, Western Washington University

Some practitioners may fail to fully grasp the foreign nature of counselling and psychotherapy to men who hold "traditional" North American masculine gender role beliefs. Continuing to work from a gender-minimizing paradigm incorrectly implies that men and women equally seek and benefit from the same therapeutic process. Insisting that the problem lies with the masculine gender role contradicts the tenet that ethical psychotherapy should be tailored to the client, not the other way around. While both the APA and the CPA have guidelines for practice with women, they lack companion documents for working with men. In fact, there is very little systematic or theory-driven empirical guidance on how counselling and psychotherapy should be altered to accommodate the culture of masculinity. Although men seek mental health services less often than women, when actively engaged, they seem to show similar rates of positive outcome. However, relatively little is known about how to best engage men in counselling and psychotherapy. This symposium includes four papers that address different domains pertaining to the interaction of the masculine gender role and counselling and psychotherapy (engaging military men in group counselling, developing a therapeutic alliance with men, handling male emotional inexpressiveness, and promoting self disclosure).

A

MALE MILITARY CLIENTS WITH TRAUMA: A GROUP-BASED APPROACH

Marvin J. Westwood, University of British Columbia

This study is a program evaluation of the Veterans Transition Program, a residential, group-based program designed to assist the transition of military personnel back into Canadian society by aiding with their personal and career re-adjustment. Participants in the program included 40 male soldiers who experienced varying degrees of combat-related trauma. Standard measures of traumatic stress symptoms, depression and self-esteem were administered to the participants in addition to participant interviews. The measures were administered before, immediately after, and three months post-program. Post program research interviews were conducted and analyzed using the Critical Incident Technique research approach. An overview of the program is presented, along with research results, and recommendations to practitioners working with male soldiers experiencing trauma-related stress reactions.

B

WHAT HINDERS THE THERAPEUTIC ALLIANCE: THE CASE OF TWO MEN

Megan Cook, Western Washington University; Robinder Bedi, Western Washington University

Relatively little attention has been devoted towards systematically investigating what variables hinder therapeutic alliance development with men. However, better appreciating the impact of gender role socialization on alliance formation will enable practitioners to provide improved mental health services to men, a group that appears to be less well served than women by conventional counselling and psychotherapy practices. The current study presents the case of two male clients and what each of them believes hinders the development of the therapeutic alliance. The two men each sorted 74 statements indicating factors that have been reported to hinder therapeutic alliance development in previous research. Participant one summarized alliance hindering variables on the basis of 10 categories and participant two on the basis of 13 categories. Multidimensional scaling analyses were also completed to visually model the conceptual structure of each man in understanding what hinders the therapeutic alliance. The individualized way that each man understands alliance hindering will be reported as well as similarities and differences between them. The results speak to what would impair alliance formation with these two male clients in particular, and are suggestive of what common factors may hinder alliance development with other male clients.

C

MALE EMOTIONAL INEXPRESSION AND ENGAGING MEN IN COUNSELLING AND PSYCHOTHERAPY

Stuart M. Hoover, University of British Columbia; James Nickason, University of British Columbia

Typical North American male gender socialization teaches men to resist experiencing vulnerable emotions. Such emotional inexpression is so foundational to the male gender role that men may be unable to express emotions when they need to, or feel compelled to inhibit their emotions. A majority of mental health professionals endorse the belief that greater emotional expression is desirable for men, which provides a rationale for therapeutic interventions that increase men's emotional expressivity. However, some experts in masculinity research state that many therapeutic approaches require behaviours that are antithetical to the male role, such as psychological mindedness, willingness to self-disclose, and capacity for emotional intimacy. Therefore, if emotional inexpression causes men to underreport psychological health issues, and therapeutic settings require men to first be emotionally expressive, then there is indeed a conflict, because the very men who would benefit most from counselling or psychotherapy are the most unwilling to participate in it. This presentation reviews the literature on male emotional inexpression in counselling and psychotherapy and presents an emerging model for counselling traditional men that refines the conventional psychotherapeutic requirements of reflection and emotional disclosure to incorporate a cultural perspective of men.

D

COUNSELLING EVENTS THAT AID AND IMPEDE THE SELF-DISCLOSURES OF ADULT MALE CLIENTS

Curtis P. Shelton, University of British Columbia; Marvin J. Westwood, University of British Columbia

A considerable body of literature has demonstrated that men tend to lesser degrees of self-disclosure than women do. Conceptualized as a primarily talk based activity involving the expression of feelings, counselling leans more toward a "feminine" than a "masculine" model. Counselling, then, can be a foreign experience for many men, which may further limit men's already fewer self-disclosures. Flanagan's (1954) Critical Incident Technique was used in this research to investigate the events in counselling that aided or impeded the self-disclosures of adult male clients. A total of 103 critical incidents were collected from six adult male participants. The seventy-eight events that aided the participants' self-disclosures were sorted by their similarities into seventeen reliable and valid categories. The twenty-five impeding events were classified into nine such categories. Each of the derived categories will be illustrated with prototypical incidents. Three major themes were apparent in the categories of events that affected the men's self-disclosures: (a) the quality of the therapeutic relationship, (b) counsellors challenging clients, and (c) counsellors providing focus and direction. Individual categories with greater numbers of events and participation rates will also be reviewed in terms of their implications for theory and practice.

2011-06-04 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – YORK ROOM - MEZZANINE LEVEL

Symposium/Symposium
Clinical Psychology/
Psychologie clinique

UNDERSTANDING THE ROLE OF SIGNIFICANT OTHERS IN THE EXPRESSION AND TREATMENT OF PTSD

Alexandra Macdonald, VA Boston Healthcare System

Individuals with posttraumatic stress disorder (PTSD) may experience problems in their intimate relationships, such as dissatisfaction, psychological and physical aggression, and relationship termination. Mounting evidence suggests that family dysfunction is associated with poorer individual treatment outcomes for PTSD interventions. Clinicians, researchers, and national organizations, such as VA Canada, have called for the development and testing of couple/family-based treatments for patients with PTSD and their loved ones. As we move toward inclusion of concerned significant others (CSO), we must develop deeper understanding of the relational milieu in which PTSD exists. Specifically, how does a CSO's own psychological health influence their loved one's PTSD symptoms or treatment outcome? Do CSOs engage in behaviours accommodating their loved ones' symptoms, thus reinforcing PTSD? Presentations will discuss: 1) development of a measure to assess CSOs' accommodation and adaptation to their partners' PTSD; 2) relationship outcomes, including satisfaction and aggression perpetration, among couples in a conjoint intervention for PTSD; and 3) psychological functioning among CSOs' and its relationship to their partners' response to PTSD intervention. Findings will provide important information towards successful integration of CSOs into interventions for individuals with PTSD.

A

RELATIONSHIP FUNCTIONING AMONG COUPLES RECEIVING COGNITIVE BEHAVIOURAL CONJOINT THERAPY FOR POSTTRAUMATIC STRESS DISORDER

Alexandra Macdonald, VA Boston Healthcare System; Steffany J. Fredman, Massachusetts General Hospital/Harvard Medical School; Amy Brown-Bowers, Ryerson University, Department of Psychology; Sonya G. Wanklyn, Ryerson University, Department of Psychology; Candice M. Monson, Ryerson University, Department of Psychology

Posttraumatic Stress Disorder (PTSD) is associated with myriad intimate relationship problems, such as relationship dissatisfaction and poor communication. PTSD has also been shown to be a risk factor for psychological and physical intimate partner aggression (IPA) perpetration and victimization. Conventional clinical standards have viewed IPA as a contra-indication for conjoint therapy, however, given the higher occurrence of IPA in couples in which there is PTSD, compared with couples without PTSD, there is a need for clinical interventions that can address these relationship problems. There is growing evidence of the efficacy of cognitive-behavioural conjoint therapy (CBCT) for PTSD in reducing symptoms of PTSD and its comorbidities and improving partner mental health functioning. The current study aims to assess whether CBCT for PTSD improves various aspects of relationship functioning, such as overall satisfaction and psychological and low-level physical aggression perpetration, in a community sample of couples enrolled in a randomized controlled trail. Initial results indicate CBCT improves relationship satisfaction and reduces IPA perpetration. In addition, the presence of IPA does not appear to attenuate reductions of PTSD severity as a result of CBCT. The theoretical and practical implications of this research are discussed.

B

PARTNER INFLUENCES ON OUTCOMES IN A COUPLE TREATMENT FOR PTSD

Philippe Shnaider, Ryerson University, Department of Psychology; Valerie Vorstenbosch, Ryerson University, Department of Psychology; Sonya G. Wanklyn, Ryerson University, Department of Psychology; Jennifer M. Belus, Ryerson University; Meredith Landy, Ryerson University, Department of Psychology; Candice M. Monson, Ryerson University, Department of Psychology

Introduction/Objectives: Descriptive studies have documented an association between PTSD symptoms in one partner and general psychological distress in the other partner. Prior research has found that poor general family functioning is associated with fewer improvements in individual PTSD treatment outcomes. Yet, there is scant research on the effects of PTSD treatment on partners' health outcomes or the role of partners' psychological functioning in PTSD treatment outcomes. The current study examines the role of partners' psychological functioning in the treatment of PTSD within a randomized controlled trial of cognitive-behavioural conjoint therapy for PTSD. Methods: Forty couples will be randomized to either immediate treatment or treatment-as-usual while waiting. Psychological functioning, relationship satisfaction, and PTSD symptoms are assessed at four time points. Expected Results/Conclusions: It is hypothesized that 1) compared with partners' waiting for treatment, psychological functioning will improve with a couple treatment for PTSD and 2) the course of partners' psychological functioning will predict the PTSD-identified patients' PTSD symptom response, and improvement in relationship satisfaction. Results of this study will further our understanding of the role of partner distress in PTSD.

C

BEHAVIORAL ACCOMMODATION AND SYMPTOMS OF POSTTRAUMATIC STRESS DISORDER

Valerie Vorstenbosch, Ryerson University, Department of Psychology; Steffany J. Fredman, Massachusetts General Hospital/Harvard Medical School; Anne C. Wagner, Ryerson University, Department of Psychology; Candice M. Monson, Ryerson University, Department of Psychology

Epidemiological studies have documented an association between PTSD and relationship problems, including greater relationship distress and a greater likelihood of divorce (Davidson et al., 1991; Whisman et al., 2000). Significant others' reactions also appear to affect the course of PTSD symptoms. Anecdotal reports suggest that significant others often reinforce avoidance behavior by encouraging dropout from trauma-focused interventions because of fears about symptom exacerbation or by arranging the relationship so that the individual with PTSD avoids anxiety-provoking situations (Maloney, 1988; Verbosky & Ryan, 1988; Williams, 1980). However, to date, no empirical research has been conducted on significant others' accommodative responses to PTSD. To address this gap, we developed a self-report questionnaire, the Significant Others' Responses to Trauma Scale (SORTS), to assess significant others' accommodation and adaptation to the identified patient's PTSD symptoms. The present study investigated the construct validity of the SORTS by examining its association with patient PTSD symptom severity, significant other well-being, and relationship adjustment. Results of forty couples who enrolled in a randomized controlled trial of Cognitive Behavioral Conjoint Therapy for PTSD (CBCT for PTSD) will be presented, and treatment implications will be discussed.

2011-06-04 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – HURON ROOM - SECOND FLOOR

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

GEOPOLITICS

A

A CRITICAL AND CONTEXTUAL REVIEW OF THE EARLY HISTORY OF MODERN PSYCHOLOGY IN CHINA

Zhipeng Gao, York University

The early history of modern Psychology in China is critically reviewed in its political and cultural context. Psychology as a modern discipline didn't grow out of Chinese culture, but was instead imported from Western countries and Japan. In late ninetieth and early twentieth century, the defeat of China resulted in mission activity; the education reform by Qing government lead to the academic communication between China and Japan; and the boxer indemnity policy attracted Chinese students to study in America. These were main channels through which Psychology was imported into China. The translation of Psychology was mainly influenced by Japanese practice, yet the intellectual root of modern Psychology in China remains its Western lineage. Both the development and utilization of Psychology discipline in China was heavily influenced by the turbulent political and cultural situation in that period, and Psychology assumed its historical mission in the social reform and revolution that took place in the early history of modern China.

B

AN ANALYSIS OF PSYCHOLOGY IN THE CONTEXT OF POLITICAL ECONOMY

Bo Wang, Nanjing University

Psychology in the context of political economy is not only the identification of the objective political and economical process of the emergence and development of psychology, but also the critique of and reflection on this identification based on concrete, historical and real material production. It contains three levels: At the ontological level it explores what is psyche, how its concrete content is embedded in given social and historical process and how to reveal it via mental phenomenology; At the epistemological and methodological level how to understand psychology in the horizon of historical epistemology generated from political economy; At the ethical level to clarify the issue of "ought" and "is" and advance the mental phenomenology from general theory to special theory.

C

WHAT A LONG STRANGE TRIP IT'S BEEN: A HALF CENTURY OF A HISTORY OF HEALTH PSYCHOLOGY'S ORIGINS WITHIN, AND MIGRATION FROM, SOCIAL PSYCHOLOGY (1960-2010)

Asma Hanif, Psychology Department, University of Guelph; William Salmon, Psychology Department, University of Guelph; Ian Lubek, University of Guelph

Health psychology today occupies an interdisciplinary terrain, with behavioural and community perspectives and branching out into public health, behavioural medicine, and critical health psychology. One important "origin point" for health psychology was in social psychology, with studies by Kurt Lewin during World War II on eating habits, and Hovland's Yale program in the 1950s on attitude and behaviour change applied to smoking cessation. In the 1960s, social psychology began exploring additional "applied" problematics, to be more "relevant" to evolving issues in society. We trace the emergence and impact of chapters on health psychology within social psychology textbooks (1960-2000), and of articles dealing with health psychology and related topics (alcohol, drugs, smoking, stress) appearing (1970-2010) in the flagship Journal of Personality and Social Psychology. We examine as well how various funding sources for health research influenced the development of health psychology within social psychology. We then trace Health Psychology's development of institutional autonomy, with courses, textbooks, professional societies, conferences, journals, and professional degrees. This study combines both quantitative indicators of trends within textbooks/journals with qualitative interviews with "major players" in the rise of Health Psychology.

D

IN SEARCH OF 'GOOD POLITICS AND GOOD SCIENCE': MAKING THE CASE FOR A CRITICAL INTERDISCIPLINARY APPROACH TO SOCIAL PSYCHOLOGICAL RESEARCH

Gisell Castillo, Carleton University

Social psychologists have historically dealt with social conflict issues common to many of the social sciences – from international tensions (e.g., Klineberg, 1956), to prejudice reduction (e.g., Pettigrew, 1998), to engaging in collective action (e.g., Wright, 2009). However, mainstream psychology has often maintained a distance from knowledge critiques outside psychology (Teo, 2005) and has often ignored or bypassed critical theoretical frameworks that are commonly taught in other related disciplines. This paper seeks to bridge the gap between the theoretical work carried out in the other social sciences (e.g., sociology, anthropology, gender studies) and research that has been and is currently being done in social psychology. Drawing from critical theories that span power issues, racism, colonialism, postmodernism, feminism and critical queer theory, along with corresponding work in social psychology and liberation psychology specifically (Burton & Kagan, 2005), I argue that greater dialogue between social psychology and the social sciences is needed and worthwhile. I further illustrate how it is advantageous to approach social psychological research from an interdisciplinary theoretical standpoint by discussing the strengths and limitations of my Master's research – a grounded theory on the involvement of eleven women with the Grandmothers to Grandmothers Campaign.

2011-06-04 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – CONFERENCE ROOM B - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

VALIDATED RISK FACTORS AS PREDICTORS OF RECIDIVISM ACROSS SPECIAL POPULATIONS: A QUANTITATIVE REVIEW OF THE CENTRAL EIGHT

Leticia Gutierrez, Public Safety Canada

Although research on the 'Central Eight' has been extensively replicated with general offenders, there is debate whether these factors can be equally applied to special offender populations, such as Aboriginal offenders and mentally disordered offenders. Based on the results of two comprehensive meta-analyses, this symposium will discuss the applicability of the 'Central Eight' for predicting risk to recidivate among Aboriginal and mentally disordered offenders. Furthermore, the following presentations will address the debate within the field regarding whether these special populations require the development of new measures of risk to more accurately predict recidivism.

A

THE PREDICTION OF CRIMINAL AND VIOLENT RECIDIVISM AMONG MENTALLY DISORDERED OFFENDERS: AN UPDATED META-ANALYSIS

Julie Blais, Public Safety Canada; Holly Wilson, Public Safety Canada; Jim Bonta, Public Safety Canada

Research examining predictors of recidivism among mentally disordered offenders has continued to grow within the past 15 years. General findings indicate that the validated predictors of recidivism (e.g., Central Eight) are the same for both disordered and nondisordered offenders. Research has also found that clinical variables which rely on a model of psychopathology do not generally predict recidivism in mentally disordered offenders. The purpose of this meta-analysis was to expand and update the findings from the meta-analysis conducted by Bonta and colleagues (1998). All studies examining predictors of recidivism for mentally disordered offenders between 1996 and 2010 were added to the original Bonta et al. (1998) database and specific analyses surrounding the predictive accuracy of the 'Central Eight' risk factors were conducted. These analyses were then compared to the predictive accuracy of clinical variables (e.g., presence of psychosis, hospital admissions) commonly seen in mentally disordered offenders. Implications for the future direction of risk assessment with mentally disordered offenders will be discussed.

B

A QUANTITATIVE REVIEW EXAMINING THE PREDICTIVE VALIDITY OF RISK FACTORS/SCALES WITH ABORIGINAL OFFENDERS

Holly Wilson, Public Safety Canada; Leticia Gutierrez, Public Safety Canada; Tanya Rugge, Public Safety Canada; Jim Bonta, Public Safety Canada

The ability of risk factors and risk assessments to predict recidivism for Aboriginal offenders has been a widely debated topic in the criminal justice field. Despite the general consensus regarding the ability of these factors/scales to predict recidivism for non-Aboriginal populations, it is unclear as to whether they apply to Aboriginal offenders. The present meta-analysis sought to answer two main questions: (1) Do validated risk factors/scales significantly predict recidivism for Aboriginal offenders? (2) Is the predictive ability of these factors/scales for Aboriginal offenders significantly different from that of non-Aboriginal offenders? Based on a total of 43 studies, the ability of indicators and measures of risk to predict recidivism (i.e., general, violent and/or sexual) were compared between Aboriginal and non-Aboriginal offender samples. Although the primary focus of this quantitative review was to assesses the predictive validity of the 'Central Eight' risk factors for both Aboriginal and non-Aboriginal offenders, the predictive validity of risk scales (e.g., Level of Service Inventory – Revised, STATIC-99), risk instrument types (i.e., actuarial vs. structured professional judgment) and culturally-relevant factors (e.g., spirituality and cultural dislocation) were also explored. Results and future directions will be discussed.

C

A BRIEF LOOK AT THE PREDICTIVE ACCURACY OF THE CENTRAL EIGHT RISK FACTORS

Leticia Gutierrez, Public Safety Canada; Holly Wilson, Public Safety Canada; Julie Blais, Public Safety Canada

The reliability and validity of offender risk assessment is dependant upon the inclusion of validated predictors of recidivism. Research in this field has demonstrated strong empirical support for the ability of the 'Central Eight' risk factors for predicting re-offending across various offence types (e.g., general, violent, sexual). These risk factors include: criminal history, antisocial attitudes, antisocial associates, antisocial personality patterns, education/employment, family/marital, leisure/recreation and substance abuse (Andrews & Bonta, 2010). These factors have been accepted as preferred indicators of risk as they have been repeatedly validated with general offenders, both male and female. This presentation will review the Central Eight risk factors and illustrate their predictive accuracy through the use of meta-analysis.

2011-06-04 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – CONFERENCE ROOM C - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

APPLICATIONS OF APPLIED SOCIAL PSYCHOLOGY TO CRIMINAL JUSTICE ISSUES

Karen Parhar, University of Saskatchewan

The application of social psychology and program evaluation to criminal justice issues has many practical uses. This symposium is designed to illustrate a variety of applications of social psychology to criminal justice issues and demonstrate its contribution to improving criminal justice programs, services and treatment. The first presentation is on a process and outcome evaluation of the Gang Strategy of Saskatoon conducted to describe the implementation of the Strategy and to assess its effectiveness with respect to its goals and objectives. The second presentation describes a needs assessment that was conducted on housing for federally released offenders in Saskatchewan and focuses specifically on characteristics related to homelessness. The third presentation is on a process and outcome evaluation of the Youth Forensic Psychiatric Services (YFPS) in British Columbia on the issue of substance use among its young offender clientele. The final presentation applies psychological theory to the understanding of crime desistance by the development of the Positive Self Change Framework and tests the framework using a multimethod approach. Collectively, it is hoped that these papers will provide attendees with an appreciation of the contribution that Applied Social Psychology makes to understanding criminal justice programs and services and criminal behaviour in general.

A

EVALUATING A MULTI-AGENCY COMMUNITY BASED, CRIME PREVENTION INITIATIVE: THE SASKATOON GANG STRATEGY

Sarah Hogg, University of Saskatchewan; Carrie Tanasichuk, University of Saskatchewan; Terri Simon, University of Saskatchewan; J. Stephen Wormith, University of Saskatchewan

A process and outcome evaluation of the Gang Strategy of Saskatoon was conducted to describe the implementation of the Strategy and to assess its effectiveness with respect to its goals and objectives. The evaluation consisted of a multi-method, multi-source action research. It was conducted by an independent evaluation team in consultation with representatives from key stakeholder agencies. The evaluation was guided by a program logic model that was developed by the evaluation team to identify the Strategy's goals, objectives and activities that were designed to address them. Quantitative and qualitative data were collected on a range of factors that indicated the extent to which the Saskatoon Gang Strategy has met its objectives. Due to the diversity of the Strategy's objectives, evaluation data were collected from a wide range of sources including structured interviews, surveys, document reviews, client file reviews, extractions from the offender database, and nonparticipant observation. Results showed that the collaborative nature of the Strategy was working well. However, a substantial barrier to fully implementing the

Strategy as planned has been the lack of funding for staff support. The Evaluation team concluded that that the Strategy could do more to meet its goals, but has become increasingly hampered by dwindling resources (financial and human).

B

THE DEVELOPMENT OF THE POSITIVE SELF CHANGE FRAMEWORK OF CRIME DESISTANCE: TESTING THE HYPOTHESIS

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

Crime desistance research is useful to inform community management and rehabilitation of offenders however this field of research is still relatively underdeveloped. Theoretical research on crime desistance generally takes on either a social or a psychological perspective. We set forth the Positive Self Change (PSC) framework of crime desistance that integrates the social and psychological perspectives and is compatible with current views on offender rehabilitation. Two studies were conducted utilizing a multimethod approach to test the PSC framework and to compare it to the revised age-graded informal social control theory, the dominant theory of crime desistance. In the first study we found the PSC framework can predict crime desistance prospectively in 60 released offenders with long criminal histories after a 7-year follow-up. The PSC also significantly added to the prediction of the social control theory for 2 of the 4 crime desistance measures. The second study is a prospective case study of 3 federal offenders during their first few months of release from incarceration. The PSC framework was also able to predict crime desistance. As well, study 2 provided some support and explanation to the findings of study 1. The evidence provides preliminary support for the PSC framework of crime desistance. Future directions for research will be discussed.

C

CHARACTERISTICS RELATED TO HOMELESSNESS AMONG OFFENDERS RELEASED FROM FEDERAL CORRECTIONAL FACILITIES IN SASKATCHEWAN

Karen Parhar, University of Saskatchewan; J. Stephen Wormith, University of Saskatchewan

Obtaining stable housing is an important part of an offender's successful reintegration back into the community and may aid in reducing reoffending. Yet there is little empirical research on housing for offenders. The current study identified characteristics related to homelessness among offenders released from federal correctional facilities in Saskatchewan. It was hypothesized that incarceration would increase homelessness, factors related to homelessness in the general population would be also related to homelessness in federal offenders and that homelessness would be related to recidivism. Forty-one federal offenders were interviewed prior to their release into the community about homelessness prior to incarceration and expected homelessness upon release. Expected homelessness significantly increased in comparison to homelessness prior to incarceration. Homelessness prior to incarceration and expected homelessness upon release were not related to recidivism. Homelessness prior to incarceration was related to violent institutional behaviour, greater violence risk level and greater criminogenic needs. Greater community support was related to more stable housing prior to incarceration. Recommendations include targeting community and institutional housing programs to federal offenders who are high risk for housing problems. Implications and future directions will be discussed.

2011-06-04 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – CONFERENCE ROOM H - MEZZANINE LEVEL

Oral Paper Session/ Séance de présentation orale
NACCJPC

TREATMENT ISSUES

A

AN INVESTIGATION OF THE RELATIONSHIPS BETWEEN DOSAGE, APPROPRIATENESS OF SELECTION, AND RECONVICTION AMONGST COMPLETERS AND NON-COMPLETERS OF COMMUNITY BASED OFFENDER INTERVENTIONS IN ENGLAND AND WALES.

Ruth Hatcher, University of Leicester; Emma J. Palmer, University of Leicester; James McGuire, University of Liverpool; Clive R. Hollin, University of Liverpool

There is now a large body of research demonstrating the effectiveness of the completion of those offending behaviour programs developed and implemented using the evidence-based 'principles of effective practice' (Hollin & Palmer, 2006); program completers reconvict at lower rates than appropriate comparison groups. However, attrition from community-based interventions remains problematic; not only is it costly to service providers but research has also indicated that program dropouts may reconvict at rates higher than appropriate comparison groups. Little is known, however, about the relationship between the level of program dosage received and subsequent outcomes: at what level of dosage does participation in programs produce reductions in reconviction? This paper utilises data relating to program non-completers (with varying levels of completed program dosage prior to dropout), completers, and an appropriate comparison group. Logistic regression analyses investigate the relationship between the level of dosage completed and subsequent reconviction rates. The impact of appropriateness of selection on the dosage/reconviction relationship is also investigated: do those who were inappropriately selected display different dosage/reconviction relationships to those appropriately selected? The findings of these analyses are discussed with reference to the extant literature.

B

THE EFFECT ON RECONVICTION OF AN INTERVENTION FOR DRINK-DRIVING OFFENDERS IN THE COMMUNITY

Emma Palmer, University of Leicester; Ruth Hatcher, University of Leicester; James McGuire, University of Liverpool; Clive Hollin, University of Leicester

This paper reports an evaluation of the Drink-Impaired Drivers program in the English and Welsh Probation Service. Participants were adult male offenders who had been convicted of a drink-driving offence and were serving community sentences. The one-year drink-drive reconviction rates were compared for offenders who completed the program, offenders who started but did not complete the program, and a comparison group who were not allocated to the program. At one-year follow-up there was no reconviction among offenders who had completed the program. Multivariate analysis showed that the non-completers had a significantly higher rate of reconviction than the completers and comparison group.

2011-06-04 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – CONFERENCE ROOM D - E - MEZZANINE LEVEL

Symposium/Symposium
Psychologists in Education/
Psychologues en éducation

THE RIPPLE EFFECT OF ADOLESCENT ADHD

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

The effects of child ADHD on relationships with peers and parents have been well documented. These children report that their behaviours are embarrassing and bothersome to others (stigmatizing), and that they have low levels of social support. Their parents experience high levels of parenting stress. In this symposium we examine whether these ripple effects of ADHD continue through adolescence. The sample for 3 of the 4 studies consists of approximately 100 adolescents, age 13 to 18, 50% with ADHD. Adolescents with ADHD report that their problematic behaviours are more stigmatizing than other adolescents and that they have lower levels of social support from parents and peers. Their parents report higher levels of parenting stress. Both teens and parents report high levels of conflict. Further analyses will investigate the relationship between parenting stress and adolescent reports of family social support. We will also report on a pilot study investigating the impact of a mindfulness parenting intervention on parent-adolescent conflict. The final study examines the extent to which ADHD symptoms in children with severe chronic disabilities impacts their families use of health care services. Results show that the impact of adolescent ADHD on their families is considerable and that ADHD symptoms leads to increased utilization of health services.

A

STIGMATIZATION SELF-PERCEPTIONS OF CHILDREN AND ADOLESCENTS WITH ADHD

Angela Varma, Ontario Institute for Studies in Education/University of Toronto; Jillian Murray, Ontario Institute for Studies in Education/University of Toronto; Madison Aitken, Ontario Institute for Studies in Education/University of Toronto; Judith Wiener, Ontario Institute for Studies in Education/University of Toronto

A stigma is a label assigned to a person who displays characteristics deemed undesirable by society (Weiner et al., 1988). Individuals who experience stigma have low self-esteem and are at risk for facing social rejection. Considerable research indicates that 9-to-13 year old children with ADHD feel stigmatized by their problem behaviours of inattention and hyperactivity-impulsivity. Research has not yet established if children with ADHD continue to feel stigmatized by their behaviours throughout adolescence. The objective of this study was to examine this question using a cross-sectional design that compared stigmatization perceptions of 9-to-12 year old children with ADHD to 13-to-18 year olds. Children and adolescents completed a questionnaire that assessed the degree to which they feel their parents, teachers, and peers are bothered, embarrassed, and disappointed by their behaviours. Preliminary analyses indicate that both children and adolescents with ADHD perceive their behaviours as being more bothersome and embarrassing to others than comparison participants. Subsequent analyses will examine if adolescents' perceptions of stigmatization are greater than children with ADHD due to continual and ongoing perceptions of disappointing and bothering others. Results will be discussed in terms of clinical implications for intervention for children and youth with ADHD.

B

PARENTING STRESS AND PERCEIVED SOCIAL SUPPORT AMONG ADOLESCENTS WITH ATTENTION-DEFICIT/HYPERACTIVITY DISORDER

Daniella Biondic, Ontario Institute for Studies in Education/University of Toronto; Victoria Timmermanis, Ontario Institute of Studies in Education at University of Toronto

Parents of children with Attention-Deficit/Hyperactivity Disorder (ADHD) report more parenting stress than parents of children without ADHD(Johnston & Mash,2001), however, no published research has included participants above the age of 12. It is unclear how much stress parents of adolescents with ADHD experience and how this impacts the adolescents' perceptions of parental support. Previous research conducted in the present sample found adolescents with ADHD perceive less social support from families than adolescents without ADHD. The objectives of the present study are 1) to explore the relationship between parenting stress and adolescents' perception of parental support and 2) how parent factors (e.g. parental psychopathology) are associated with this relationship. The sample will be comprised of 80 adolescents (13-18 years) with and without ADHD. Preliminary analyses indicate that both mothers and fathers of adolescents with ADHD experience significantly more stress than parents of typically developing adolescents ($t(34)=-4.46$, $p=.00$; $t(32)=-4.42$, $p=.00$, respectively). Adolescents' perceptions of social support are correlated with fathers' parenting stress, $r=-.522$, $p=.003$. The proposed research may give us an understanding of family dynamics and problematic areas that can be targeted in family therapy and interventions aimed at improving the parent-adolescent relationship.

C

PARENT-ADOLESCENT CONFLICT IN YOUTH WITH ADHD: FROM RESEARCH TO PRACTICE

Clarisa Markel, Ontario Institute for Studies in Education/University of Toronto; Carly Shecter, Ontario Institute for Studies in Education/University of Toronto; Jillian Haydicky, Ontario Institute for Studies in Education/University of Toronto; Joseph E. Ducharme, Ontario Institute for Studies in Education/University of Toronto; Judith Wiener, Ontario Institute for Studies in Education/University of Toronto

Parent-adolescent conflict is adaptive as it reflects youths' desire for independence. Intense conflicts, however, are maladaptive and associated with poor youth and parent adjustment (Conger et al., 2002). Families with youth with ADHD have high levels of conflict according to adolescents', mothers' and fathers' reports. These families report arguing about more issues, feeling more anger, and using more negative communication than families without youth with ADHD (Edwards et al., 2001). We investigated whether youth and parent attributions for conflict predicted number of issues over which they had conflict in families of youths with and without ADHD. Results confirmed that parent and youth reports of conflict are higher in families of youth with ADHD. Negative attributions (e.g., blame) made by youth and their fathers predicted increased conflict, whereas variance in number of conflicts reported by mothers was only explained by ADHD status. These findings suggest that a shift is needed from parent management training programs, which are efficacious for children with ADHD (Fabiano, 2009), to interventions including youth with ADHD and both parents. Hence, we are piloting an 8-week mindfulness-based intervention to decrease conflict and improve interactions between youth with ADHD and both of their parents. Quantitative and qualitative results will be discussed.

D

THE EFFECT OF SERVICE INTEGRATION ON HEALTH CARE UTILIZATION PATTERNS AMONGST CHILDREN WITH COMORBID ADHD

Dillon Browne, Ontario Institute for Studies in Education/University of Toronto; Alan Rokeach, Ontario Institute for Studies in Education/University of Toronto; Judith Wiener, Ontario Institute for Studies in Education/University of Toronto; Sandy Thurston, Children's Treatment Network of Simcoe York

In Canada, only one third of children with severe disabilities have their specialized service needs met (Cossette & Duclos, 2001). Previous research has shown that the needs of Canadian children with multiple diagnoses are better met when disparate treatment services are combined into a coherent model (i.e. integrated care) (Thurston et al., 2010). ADHD often coexists with other psychosocial and physiological conditions (Barkley, 2002); however, no studies have examined the extent to which the service needs of this group are being met. The current study evaluated the impact of an integrated care intervention (experimental vs. control) for children with multiple diagnoses and varying levels of hyperactive-inattentive symptoms. In response to the intervention, there was an increase in service utilization for the experimental condition. However, there was a reduction in service use for children with high levels of ADHD symptoms who were not receiving any integrated care. Consistent with previous literature (Johnston & Mash, 2001), follow-up analyses revealed that parents of children with high levels of ADHD symptoms were the most stressed, possibly impacting their ability to obtain services for their children when integrated care was not provided. Findings suggest that the provision of integrated care can ensure that children with comorbid ADHD receive the services they require.

2011-06-04 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – WINDSOR ROOM EAST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

A CLOSER LOOK AT CRIMINAL ATTITUDES

Kevin L. Nunes, Carleton University

Although theory and research have generally indicated that cognitions supportive of crime play an important role in the initiation and maintenance of criminal behaviour, there remains a lack of clarity and precision in the conceptualization and measurement of these cognitions. A broad range of cognitions (e.g., rationalizations, entitlement, etc.) have all often been referred to as "criminal attitudes" or "attitudes supportive of crime". However, according to most social psychological conceptualizations, attitudes refer to evaluative judgements about a psychological object. Thus, attitudes towards crime would refer to the evaluation of criminal behaviour (e.g., crime is negative vs. positive). The extent to which commonly used measures of crime-supportive-cognitions actually reflect evaluation of criminal behaviour is unknown. The purpose of the first three studies in this symposium is to examine the relationship of evaluations of general crime, non-sexual violence, and sexual assault with the items of commonly used self-report measures of cognitions supportive of general crime, non-sexual violence, and sexual assault. The fourth study in this symposium will test the notion that beliefs that rationalize aggression are invoked when there is inconsistency between one's evaluation of aggression, self-esteem, and identification with aggression.

A

DO CRIMINAL ATTITUDES REFLECT EVALUATION OF CRIME?

Jennifer Renée Malcom, Carleton University; Kevin L. Nunes, Carleton University

An attitude is a relative evaluation of behaviour and refers to the extent to which a person has a favourable or unfavourable appraisal of that behaviour (Ajzen, 2001). Theorists and researchers often refer to a broad range of beliefs supportive of criminal behaviour as "attitudes", but the extent to which these varied cognitions reflect evaluations of crime remains unknown. The purpose of the current study is to examine the correlation between these cognitions and evaluation of crime. Participants (N = 200) were male and female students in psychology undergraduate courses. Correlations of the items of the Measures of Criminal Attitudes and Associates (MCAA) with more specific evaluative ratings of crime (semantic differential scales and outcome expectancies) will be examined.

B

WHAT DO WE MEAN BY ATTITUDES TOWARDS VIOLENCE?

Julia Berliant, Carleton University; Kevin L. Nunes, Carleton University; Samantha Balemba, Simon Fraser University

Attitudes represent evaluations captured in such attribute dimension as good-bad (Ajzen, 2001). However, conceptualization and assessment of "attitudes supportive of violence" often seem to go beyond evaluation of violence to include a much broader range of cognitions (e.g., rationalizations). Theoretically, each of these violence-related cognition subgroups is a distinct construct. The purpose of the present study is to begin to clarify the attitude construct in research on violence. The study will examine the correlations of each item of the Measure of Criminal Attitudes and Associates (MCAA) Violence Scale (Mills et al., 2002) with more specific evaluative ratings of violence (outcome expectancies for violence) with 60 male psychology undergraduate students.

C

EVALUATING RAPE: DO SELF-REPORT MEASURES OF RAPE-RELATED COGNITION REFLECT EVALUATIONS OF RAPE?

Chantal A. Hermann, Carleton University; Kevin L. Nunes, Carleton University

Self-report measures typically used to assess evaluations of rape tend to encompass several different types of rape-related cognition, including; rape myths, offence supportive beliefs, cognitive distortions, and evaluations of rape. Often, in the literature, a distinction is not made between the different types of rape-related cognition; however, recent studies have started to separate cognition types and focus on evaluations of rape. To date, the extent to which measures of rape-related cognition assess evaluations of rape is unknown. The purpose of the present study was to examine the extent to which popular measures of rape-related cognition assess or relate to evaluations of rape. To do this, we asked 133 male undergraduate students from Carleton University to complete the following measures of rape related cognition: Bumby Rape Scale (Bumby, 1996), Illinois Rape Myth Acceptance Scale (Payne, Lonsway, & Fitzgerald, 1999), Sex Role Stereotyping Scale, Adversarial Sexual Beliefs Scale, Sexual Conservatism Scale, and Acceptance of Interpersonal Violence Scale (Burt, 1980), as well as, to complete specific evaluative ratings of rape. The relationship between the items of the rape-related cognition measures and the evaluative ratings of rape will be examined, offering insight about the relationship between evaluations of rape and measures of rape-related cognition.

D

IS THERE CONSISTENCY BETWEEN SELF-ESTEEM, IDENTIFICATION, AND EVALUATION OF AGGRESSION?

Kevin L. Nunes, Carleton University; Chantal A. Hermann, Carleton University; Mandie Woods, Carleton University

Although there is some agreement in theory and research that cognitions supportive of aggression may play a causal role in aggressive behaviour, there is little agreement about the role of self-esteem. Work in social psychology on cognitive consistency may provide a helpful framework to resolve some of the apparent discrepancies. Specifically, there is reason to expect that evaluation of aggression, self-esteem, and identification of self as an aggressive person may interact to predict beliefs that rationalize or otherwise excuse aggression. Consistency would require balance between these constructs. When evaluation of aggression, self-esteem, and identification as aggressive are balanced, it may not be necessary to invoke additional beliefs to excuse aggressive behaviour. However, when there is inconsistency between these three constructs, it is expected that such rationalizations may be used to achieve balance. The relationship between these constructs will be examined in a sample of 500 undergraduate students. This approach has the potential to integrate and reconcile hitherto insulated and sometimes conflicting theories and findings on the causes of aggressive behaviour.

2011-06-04 – 2:30 PM to 3:55 PM – 14 h 30 à 15 h 55 – WINDSOR ROOM WEST - MEZZANINE LEVEL

Symposium/Symposium
NACCJPC

CORRECTIONAL SERVICE CANADA AND COMMUNITY PARTNERS: LESSONS LEARNED AND BEST PRACTICES IN COLLABORATION TO ENHANCE SUCCESSFUL REINTEGRATION

Pamela Yates, Correctional Service Canada

The majority (90%) of federal offenders are eventually released to the community. In 2009, the total number of offenders under CSC jurisdiction was 22,749, of which 32% (n = 7,316) were under active supervision. Community supervision is heavily dependent on successful relationships and sharing of resources with community partners and agencies in order to achieve its objectives. This symposium will highlight the important role of community partnerships in order to successfully reintegrate offenders into the community by providing an overview of the evaluations of CSC's community corrections operations, Aboriginal Community Development Officers (ACDO) Initiative, and Community Employment Centres (CEC) Initiative. The symposium will open with a discussion of CSC's community corrections operations with a specific focus on community engagement and results from focus groups with community partners. The role of the community will be explored further in the context of Aboriginal offenders, for whom involvement of the Aboriginal community is integral to their healing path and reintegration. The third presentation will examine the CEC, an initiative that is designed to provide a spectrum of employment services to offenders released to the community. The symposium will close with a discussion on lessons learned and best practices gleaned across these evaluations.

A

COMMUNITY CORRECTIONS: STRENGTHENING THE ROLE OF COMMUNITY PARTNERSHIPS TO SUPPORT THE SUCCESSFUL TRANSITION AND REINTEGRATION OF OFFENDERS INTO THE COMMUNITY

Colleen MacDonald, Correctional Service Canada; Marcie McKay, Correctional Service Canada; Duyen Luong, Correctional Service Canada; Michael Olotu, Correctional Service Canada

Community partners play an important role in contributing to the successful reintegration of offenders into the community. As part of the evaluation of Correctional Service Canada's (CSC) community corrections operations, eleven focus group sessions were conducted across the country with community stakeholders to obtain their views in regards to community corrections, specifically, continuity of care, risk assessment and case preparation, and supervision of offenders in the community, and community engagement and collaboration. Community stakeholders shared best practices and lessons learned regarding inter-agency cooperation, program and service provision, community supervision, and community engagement to support the transition of offenders from custody to the community. The presentation will highlight findings from the focus groups, including the importance of effective collaboration with community partners in early release planning, the role of community organizations in managing and addressing the individual needs of offenders, and the importance of strong relationships between community corrections stakeholders in relation to the acceptance of offenders in communities.

B

ADVANCING THE INVOLVEMENT OF ABORIGINAL COMMUNITIES IN CORRECTIONS: THE CASE FOR CORRECTIONAL SERVICE OF CANADA'S ABORIGINAL COMMUNITY DEVELOPMENT OFFICERS INITIATIVE

Mark Nafekh, Correctional Service Canada; Tamara Jensen, Correctional Service Canada

Although Aboriginal peoples constitute 4% of the Canadian adult population, Aboriginal offenders comprise 17% of the Correctional Service of Canada's (CSC) offender population. CSC recognizes the distinct needs of Aboriginal offenders and the important role of Aboriginal cultural and spiritual practices as well as communities in the offender rehabilitation process. Over the past decade, CSC has increased its efforts to collaborate with Aboriginal peoples in the development of community correctional models that are responsive to the needs of Aboriginal offenders and to engage Aboriginal communities to provide community-based, holistic, and culturally-specific services. One example is the Aboriginal Community Development Officer (ACDO) initiative, which was designed to facilitate the release of offenders to Aboriginal communities and engage Aboriginal communities to participate in offender release planning and supervision. Two evaluations of the ACDO initiative have been conducted to date and both evaluations underscored the important role that ACDOs play in providing a bridge between CSC and Aboriginal communities and organizations. Recently, ACDOs were found to have impacted the number of successful consultations with Aboriginal communities and offender release plans prepared with community involvement. Additional findings and recommendations will be discussed.

C

COMMUNITY EMPLOYMENT CENTRES: A SUCCESSFUL EMPLOYMENT STRATEGY SUPPORTED THROUGH COMMUNITY PARTNERSHIPS

Duyen Luong, Correctional Service Canada; Albert L. Brews, Justice Canada; Mark Nafekh, Correctional Service Canada

Approximately 60% of offenders released from federal institutions in Canada are assessed to have at least some employment needs. Research has found that offender unemployment is associated with increased reoffence rates. CSC currently offers employment services to offenders in the community through the Community Employment Centres Initiative. This initiative seeks to help offenders in the community to find additional training or employment by providing services in the areas of employment assessments, job counselling, job search techniques, and on-the-job placements. Community employment centres are operated through CORCAN (a special operating agency of CSC) and utilize services of other government departments, non-government community partners, and the private sector in order to achieve its objectives. A recent evaluation of the Community Employment Centre initiative found that offenders who received community employment centre services reported increased levels of self-esteem, had higher levels of work satisfaction, and were more likely to find employment and less likely to be readmitted for a new offence or a technical violation. The evaluation also identified areas that required further attention which is being currently being addressed through a management action plan. The role of community partners to meet the employment needs of offenders will be discussed.

2011-06-04 – 3:00 PM to 4:55 PM – 15 h 00 à 16 h 55 – DOMINION BALLROOM - SECOND FLOOR

Poster/Affiche

POSTER SESSION 'H'/PRÉSENTATION PAR AFFICHAGE

Aboriginal Psychology/Psychologie autochtone; Clinical Psychology/Psychologie Clinique; Health Psychology/Psychologie de la santé; Psychoanalytic & Psychodynamic/Psychoanalytique et psychodynamique.

#1
Aboriginal Psychology/ Psychologie autochtone

BEHIND CLOSED DOORS: ABORIGINAL WOMEN'S EXPERIENCES OF INTIMATE PARTNER VIOLENCE WHILE LIVING ON A RESERVE

Taslim Alani, Lakehead University

This study provides a critical analysis of Aboriginal women's experiences with intimate partner violence, and how this experience is affected by the life and access to resources she has while there. By taking a social ecological perspective—looking at individual, interpersonal, community, institutional/organizational, and society/policy levels of the ecosystem—a comprehensive analysis can be done. This study concludes by arguing that Aboriginal women's experiences are much more complex and thus more innovative and community-based initiatives are necessary in order to deal with the issue. The Canadian government's attention and efforts thus far have fallen short of what is needed within many of Canada's Aboriginal communities.

#2
Aboriginal Psychology/ Psychologie autochtone

A REALIST EVALUATION OF THE ABORIGINAL ALCOHOL AND DRUG WORKER PROGRAMME FOR URBAN ABORIGINAL ADULTS WITH SUBSTANCE USE ISSUES

Caitlin Davey, Ryerson University; Kelly McShane, Ryerson University; Cheryl McPherson, Centre for Research on Inner City Health; Ontario Federation of Indian Friendship Centres, OFIFC

There is limited research evaluating the effectiveness of addictions programs for Aboriginal peoples in urban contexts. The current project aimed to fill such gaps by conducting an evaluation of the Aboriginal Alcohol and Drug Worker Programme (AADWP), offered at Friendship Centres in Ontario. In partnership with the Ontario Federation of Indian Friendship Centres, the project used a realist approach to evaluation and focused on understanding the context, outcomes, and mechanisms related to the AADWP's success. During the first phase of the project (Theory Development), a client-targeted focus group and staff surveys were conducted at two Friendship Centres in Ontario. Clients and staff were asked questions about how the program works and preliminary theories of program mechanisms were developed. During the next phase (Evaluation), individual interviews were conducted with clients and caseworkers at the same two Friendship Centres to test the theories of how the program works. The main theories of how the program was found to work related to the following program parts: (1) The caseworker (e.g., rapport with clients); (2) Cultural incorporation (e.g., holistic healing); and (3) Instrumental support (e.g., stable housing). Client and staff characteristics were found to moderate the results. Findings will contribute to expanding the AADWP to settings where programs are lacking.

#3
Aboriginal Psychology/ Psychologie autochtone

RESILIENT OUTCOMES IN ABORIGINAL YOUNG PEOPLE IN CARE: THE ROLE OF DEVELOPMENTAL AND CULTURAL ASSETS

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

Resilience has been defined as positive adaptation in the face of serious threats to development (Masten, 2006). This study is among the first to focus on resilience in Canadian Aboriginal youth in out-of-home care. The participants were 850 First Nations, 79 Métis and 30 Inuit young people aged 10-17 and drawn from year 8 (2008-2009) of the Looking after Children in Ontario (OnLAC) project. The second Canadian adaptation of the Assessment and Action Record (AAR-C2-2006; Flynn, Vincent, & Legault, 2009) was used to collect data. The criterion variables were the youth's prosocial behaviour, self-esteem, educational performance and behavioural difficulties. The predictor variables were the levels of the youth's developmental assets and cultural assets, with statistical controls for gender, age and cumulative risk. It is expected that greater levels of developmental assets will be related to higher levels of resilience on all criterion variables. Also, greater levels of cultural assets will be related to lower levels of behavioural difficulties. The implications of these results are consistent with resilience theory, whereby more assets leads to better outcomes. This would suggest that developmental assets are crucial for resilient outcome in Aboriginal young people in care and should be promoted in child welfare practices by incorporating asset building into the plan of care.

#4
Aboriginal Psychology/ Psychologie autochtone

CHILDHOOD MALTREATMENT, MENTAL HEALTH AND SUBSTANCE ABUSE: WHAT PREDICTS CHILD-CARE CONCERNS AMONGST CANADIAN ABORIGINAL OUTPATIENTS?

Katelyn Gomes, Lakehead University; Rupert Klein, Lakehead University; Jack Haggarty, Psychiatrist

Research on Native American populations has revealed high rates of childhood maltreatment including sexual and physical abuse. Severe childhood maltreatment amongst this population is associated with lifetime PTSD, substance use and mood disorders. The primary objective was to determine if outpatients who suffered from childhood maltreatment and mental health disorders had subsequent parental childcare concerns with their own children. Archived psychiatric referral data over an eight year period (2001-2009) was released by an Aboriginal Outpatient Mental Health Clinic. Referred psychiatric files were coded for DSM-IV-TR Axis I and Axis II disorders, substance abuse, medication use, childhood abuse, and present child care concerns identified by the clinic and psychiatrist. Descriptive statistics, and odds ratios were used to analyze the data. The results of 137 (44 males) Native American psychiatric referrals were reviewed. Results indicate that sexually abused females were more likely to abuse alcohol, suffer from PTSD and suffer a major depressive episode compared to non-abused women and men. Women dependent on alcohol, used cannabis, or had been diagnosed with anti-social personality disorder were found to have significantly greater odds of having childcare concerns. Less than 12% of sampled males reported child-care concerns. Results for males and females are reported.

#5
Aboriginal Psychology/ Psychologie autochtone

EXPLORING CULTURE-BASED PARENTING PROGRAMS IN CANADA AND CONTINENTAL U.S.

Genevieve E. Iacovino, Ryerson University; Kelly E. McShane, Ryerson University; Janet K. Smylie, St. Michaels Hospital, Centre For Research On Inner City Health

Culture-based programs for Aboriginal families have the potential to renew transmission of traditional knowledge that has been disrupted as a result of colonization. This study is a systematic review of culture-based parenting programs for Aboriginal families in Canada and US. Nine health and social sciences databases were searched for abstracts, using key words for program, parenting, children and Aboriginal peoples. Inclusion criteria demanded the intervention target: an aspect of parenting, caregivers of children aged 0-12 and an Aboriginal population. Articles meeting inclusion criteria were abstracted using a realist approach, with a focus on context, outcomes and mechanisms of how programs work. A total of 28 publications met inclusion criteria. Eight mechanisms were identified: commitment to community development and capacity building; prioritization of community-based experiential knowledge; local cultural grounding; focus on sustainability; use of existing community infrastructure; use of social networks and community opinion leaders to promote programs; community governance; acknowledgement of colonial trauma and disruption to family and kinship systems; and revitalizing Indigenous knowledge and kinship systems. This research has the potential to guide existing community-based parenting programs to promote well-being for young Aboriginal families.

#6
Aboriginal Psychology/ Psychologie autochtone

SUICIDAL BEHAVIOR AMONG ABORIGINAL MEN IN TORONTO: INTERGENERATIONAL PATHWAYS

Meredith Landy, Ryerson University; Michael Kral, University of Toronto/University of Illinois Urbana-Champaign; Paul Links, Suicide Studies Unit, St. Michael's Hospital; Peter Menzies, Centre for Addiction and Mental Health

According to the Royal Commission on Aboriginal Peoples (1995) (RCAP), the suicide rate among registered Aboriginal peoples is three times higher than the general Canadian population. Safinofsky and Webster (2010) suggested that the high rates of Aboriginal suicide may be related to social disorganization, as evidenced by poverty, elevated rates of family violence and substance use, prolonged or unresolved grief, and chronic familial instability. Menzies (2006) identified several indicators of intergenerational trauma in homeless Aboriginal men. Extending Menzies' work, we posit a similar relationship between intergenerational trauma and suicide in Aboriginal men. To date, no observational data are available. To investigate this association, we interviewed 21 Aboriginal men with a history of one or more suicide attempts. Participants were asked to describe their childhood, relationship to family, community, and nation, as well as their reasons for suicidal behavior. The data collected will be analyzed to develop a model of factors contributing to suicidal behavior in Aboriginal men. Results of the interviews will be presented, and implications for interventions will be discussed.

#7
Aboriginal Psychology/ Psychologie autochtone

OLD-FASHIONED AND MODERN PREJUDICED ATTITUDES TOWARD ABORIGINALS IN CANADA: DEVELOPMENT AND VALIDATION OF THE O-PATAS AND M-PATAS

Melanie Morrison, University of Saskatchewan; Todd G. Morrison, University of Saskatchewan; Rebecca L. Harriman, University of Saskatchewan; Lisa M. Jewell, University of Saskatchewan

In Canada, Aboriginal men and women remain the targets of widespread stereotyping, prejudice, and discrimination. Although understanding of these phenomena is of critical importance to Aboriginal persons, social psychological analyses of these forms of bias within a Canadian context have been surprisingly rare. To address this omission, Morrison and colleagues examined two forms of non-Aboriginals' prejudice toward Aboriginal men and women; namely blatant and subtle. After ensuring the scale items for the Old-fashioned and Modern Prejudiced Attitudes Scales (O-PATAS and M-PATAS, respectively) possessed content validity, participants' (N=491) responses were subjected to rigorous psychometric evaluation. Results indicated that the O-PATAS and M-PATAS were conceptually distinct, with each set of items loading on separate factors. Both versions possessed excellent scale score reliability (alphas > .90) and evidence of their convergent validity was obtained.

With respect to the latter, significant correlations emerged with constructs that were theoretically associated such as bias toward the overweight and non-heterosexuals. Further, the O-PATAS and M-PATAS do not appear to be contaminated by participants' concerns with impression management. Directions for future inquiry, particularly as they pertain to measurement issues, will conclude the presentation.

#8
Aboriginal Psychology/ Psychologie autochtone

DEVELOPMENT OF A MENTORSHIP PROGRAM FOR ABORIGINAL YOUTH ATTENDING POST-SECONDARY EDUCATION: THE IMPORTANCE OF STAKEHOLDER COLLABORATIONS

Jennine S. Rawana, York University; Daniella D. Sieukaran, York University; Hien Nguyen, York University; Randy Pitawanakwat, York University

RATIONALE: Aboriginal youth experience challenges when entering post-secondary education, including school disengagement and mental health issues. Mentorship programs are advantageous for psychological adjustment and school engagement, although few programs have been developed for Aboriginal youth. OBJECTIVES: This study conducted a literature review of mentorship programs for Aboriginal students in Canadian post-secondary institutions. A needs assessment and results of an Aboriginal mentorship pilot program at York University addressing school engagement and mental health prevention are presented, along with stakeholders' contributions to program development. METHOD: A literature review was conducted. A needs analysis by stakeholders was conducted via online surveys, and an evaluation of the program was obtained by interviews and self-report measures. Stakeholders' contributions were evaluated using a process framework for collaboration developed by the authors that focused on psychological outcomes. RESULTS: 14 Aboriginal mentorship programs were identified. The piloted program addressed academic and psychological needs of students (e.g., self-esteem). Integrative stakeholder collaborations contributed to the success of program development. DISCUSSION: Future mentorship programs should further explore the effects of stakeholder collaborations on mental health outcomes.

#9
Clinical Psychology/ Psychologie clinique

LESSONS LEARNED FROM CLIENTS' PATH TO RECOVERY: PROGRAM EVALUATION OF ADULTS IN AN OUTPATIENT EATING DISORDERS PROGRAM

Ozge Akcali, Lakeridge Health Oshawa; Paraskevoulla Xinaris, Lakeridge Health Oshawa

Program evaluation was carried out to examine changes in clients' psychological functioning over time as they participated in group treatment. Participants were 40 adults who attended an outpatient eating disorders program and received psychological, psychosocial and nutritional assessments that were carried out by a multidisciplinary team. Participants were also medically monitored by their family physicians. They attended a sequence of treatment groups: psycho-education, cognitive-behavioural coping skills, and psychotherapy as part of multimodal treatment. Psychometric packages were administered at baseline and after each treatment group to assess change over time. Measures included the Beck Depression Inventory-2, Eating Disorders Inventory-3 (EDI-3) and Rosenberg Self-Esteem Scale. Data were subjected to descriptive statistics and repeated measures ANOVA analyses. Most clients were female and Caucasian. The average age was 37 years, with a standard deviation of 13. There was a mix of eating disorder diagnoses. Significant interaction effects were found such that changes in self-esteem, maturity fears and depression scores occurred over time and differed by age group. Significant main effects were found for a number of the EDI-3 subscales. Data revealed that there was significant improvement in functioning over time as clients worked towards recovery.

#10
Clinical Psychology/ Psychologie clinique

EVALUATING THE EQUIVALENCE OR DISTINCTNESS OF PSYCHOLOGICAL TREATMENTS: A REVIEW OF METHODOLOGICAL PRACTICES

Teresa Allan, York University; Robert Cribbie, York University

Researchers in clinical psychology are often interested in comparing the effectiveness of different treatment interventions. These comparisons are typically made using traditional difference-based test statistics (e.g., t tests), regardless of whether the research question relates to differences between the interventions or to the equivalence of the interventions. In this study, 280 recent articles that compared psychological treatment options, both pharmacological and psychotherapeutic, were examined for the type of statistical testing that was used to conduct the analyses. These analyses were categorized according to the type of question that was being researched (e.g., difference or equivalence of the treatments), and the type of statistical test that was applied in each case. Congruence between question type and statistical test type, as well as congruence between statistical findings and written conclusions was examined. Findings indicate that a significant number of studies applied statistical testing inappropriately (e.g., using difference tests to conclude equivalence) and/or drew statistical conclusions inappropriately (e.g., presuming that a failure to reject a null hypothesis of no difference is indicative that two variables are, therefore, equivalent).

#11
Clinical Psychology/ Psychologie clinique

PERFECTIONSTIC SELF PRESENTATION AND SEEKING HELP FOR PSYCHOLOGICAL PROBLEMS

Victoria Bae, University of British Columbia; Paul L. Hewitt, University of British Columbia; Chang Chen, University of British Columbia; Janet Kaldas, University of British Columbia; Jonathan Blasberg, University of British Columbia; Gordon L. Flett, York University

Research has suggested that perfectionism traits can have direct influences on psychopathology. Recently we (Hewitt et al., 2008) have also suggested that interpersonal components of perfectionism can have powerful indirect influences on psychological problems. That is, perfectionistic self presentation, the need to present a perfect self to others, can have a detrimental influence on seeking professional help for psychological difficulties. We wished to evaluate whether the drive to conceal or not disclose imperfections to others is associated with reticence to seek professional help and fears of entering psychotherapy and whether these interpersonal styles interfere with establishing and maintaining a therapeutic relationship among individuals who have sought treatment. Results from three samples of university students (n's = 184, 117, and 79,and a community sample (n=102) will be described showing that facets of perfectionstic self-presentation are associated with maladaptive help-seeking attitudes, fears of psychotherapy, and ratings of the difficulty seeking, maintaining, and benefiting from psychological help. Overall, the findings support the idea that perfectionistic self-presentation interferes with possible benefits from professional treatment for psychological problems.

#12
Clinical Psychology/
Psychologie clinique

IN MY OWN WORDS: A CONTENT ANALYSIS OF PERSONAL NON-SUICIDAL SELF-INJURY (NSSI) WEBSITES

Thomas Baker, University of Guelph; Stephen P. Lewis, University of Guelph

Non-suicidal self-injury (NSSI) refers to deliberate destruction of one's body tissue (e.g., cutting, burning) with non-lethal intent. Some NSSI websites have been documented as a concern due to accessibility and content (e.g., NSSI-normalization and NSSI-reinforcement) and accessibility. Studies have examined NSSI on online message boards and YouTube videos, but this is the first attempt to explore the content of personal websites. The study involved a content analysis of 71 websites, using a comprehensive coding rubric. Although few sites actively encourage NSSI, many presented mixed messages about the behaviour. This may have consequences for vulnerable populations (i.e., youth who self-injure and access this content) due to identification with, and normalization of, NSSI. Script theory and social modelling are discussed as possible explanations for these risks. Additionally, testimony suggesting that NSSI-related text and imagery can "trigger" NSSI urges was found. This is the first study to find evidence for this phenomenon, which is consistent with clinical assumption about the impact of NSSI content online. Further research is needed to understand the nature of triggering material and the scope of NSSI on the Internet. These findings have important implications for research and clinical practice as well as teachers and parents of youth who self-injure.

#13
Clinical Psychology/
Psychologie clinique

ATTACHMENT AND PROBLEMATIC EATING BEHAVIORS: THE MEDIATIONAL ROLE OF COPING

Yvonne Barrett, University of New Brunswick, Saint John; Enrico DiTommaso, Department of Psychology, University of New Brunswick

Insecure attachments have been linked to emotion-focused coping (Mikulincer & Florian, 1995) and problematic eating behavior (Ringer & McKinsey Crittenden, 2007). In addition, emotion-focused coping has been associated with eating disturbances (Lobera, Estebanez, Fernandez, Bautista, & Garrido, 2009). The current study examined these relationships, in a sample of 208 students, from the University of New Brunswick, Saint John, and investigated whether one's style of coping, plays a mediational role between attachment and eating. The ECRI (Brennan et al., 1998) was used to measure attachment related anxiety and avoidance, the WCL-42 (Folkman & Lazarus, 1985) to assess the use of specific coping strategies, and the EAT-26 (Garner, Olmstead, & Bohr, 1982), to assess the extent of eating disturbance symptoms. A series of multiple regression analyses indicated significant predictive relationships between insecure attachment styles, emotion focused coping, and problematic eating behavior. In addition, emotion-focused coping mediated the relationship between attachment anxiety and problematic eating behavior. Those who are anxiously attached are more likely to engage in emotion-focused coping and, in turn, more likely to exhibit a higher degree of problematic eating behavior. Avoiding this strategy may serve as a protective factor from developing and engaging in problematic eating.

#14
Clinical Psychology/
Psychologie clinique

SLEEP PROBLEMS IN YOUNG ADULTS WITH ATTENTION-DEFICIT-HYPERACTIVITY DISORDER (ADHD) SYMPTOMATOLOGY

Tonya M. Bauermann, Trent University; James DA. Parker, Trent University; Alistair W. MacLean, Queen's University

ADHD has been linked to sleep problems in previous research; however, the nature of the relationship is not yet fully understood. This work has also failed to take into account lifestyle issues related to poor sleep hygiene (e.g., substance abuse) which have also been associated with ADHD in adults. The current study examined the relationship between sleep problems, sleep hygiene and ADHD symptoms in a sample of young adults with elevated ADHD symptomatology. Sleep symptoms were assessed using the Sleep Problems Inventory (SPI) and ADHD was assessed using the DSM items from the Conners Adult ADHD Rating Scales (CAARS). Data from 713 undergraduates were analyzed, and "ADHD symptom groups" were identified based on CAARS scores: High inattentive (n= 63); high hyperactive/impulsive (n= 55); high combined (n=29), and non-ADHD controls (n=222). Results indicated that ADHD symptoms were associated with insomnia and sleepiness, and also substance abuse and poor sleep scheduling. However, poor sleep hygiene did not account for the sleep problems. Young adults with elevated ADHD symptoms reported higher insomnia and sleepiness levels, even after controlling for substance abuse and poor sleep scheduling. Findings suggest a genuine association between ADHD and sleep symptoms that may reflect the underlying presence of sleep disturbances in young adults with elevated ADHD symptoms.

#15
Clinical Psychology/
Psychologie clinique

STRESS AND COPING OF HEALTH PROFESSIONAL STUDENTS: IMPLICATIONS FOR STUDENT MENTAL HEALTH SERVICES

Pamela Button, Memorial University of Newfoundland; Olga Heath, Memorial University Counselling Centre; Natalie Beausoleil, Community Health and Humanities, Faculty of Medicine, Memorial University; Nancy Heath, Department of Educational and Counselling Psychology, McGill University

Students transitioning into health professional programs find themselves facing not only significant academic stress, but also the challenges of professional socialization and preparation for entrance into practice-based environments (Lo, 2002). Whereas many students deal with stress in functional and adaptive ways, others engage in maladaptive behaviours to cope with and relieve stress (Whitlock & Knox, 2007).This paper examines the self-reported stress levels and use of various coping mechanisms of students in their second year of the medicine, nursing, and pharmacy programs at a university in Atlantic Canada. 120 students in health professional programs completed the How I Deal with Stress Questionnaire (Heath & Ross, 2002). Preliminary data yielded a main stress level of 7.3 out of 10, S.D.=1.74, with 48.7% of students reporting high levels of stress. Preliminary analysis reveal that the most commonly used adaptive strategies include: trying to solve the problem, talking to someone, and exercise. The most commonly used maladaptive strategies include: eating, trying not to think about it, and controlling weight. Of concern is the frequency in which students use eating and controlling of weight to manage stress. The implications of these findings for student mental health services for health professional students are discussed.

#16
Clinical Psychology/
Psychologie clinique

GENDER DIFFERENCES ASSOCIATED WITH SOCIAL PHOBIA: A DEVELOPMENTAL PERSPECTIVE

Vivian Wing-Sheung Chan, University of Waterloo

Social phobia, a psychological disorder marked by intense fears in social situations, affects 6.7% of Canadians. Recent literature has found a strong and unique association between this disorder and behavioural inhibition (BI) (a temperamental factor). BI is believed to be a necessary precursor for the development of social phobia. Interestingly, BI appears to be more prevalent in females, which is also the case for the sex ratios in social phobia. Men and women also have different risk factors and outcomes with this temperamental factor and psychological disorder. Researchers have hypothesized that the gender differences are likely due to gender stereotype scripts, which affects caregivers' and clinicians' judgments of providing help for boys and girls who are vulnerable to social phobia. Beyond identifying behavioural characteristics, environmental risk factors and outcomes for boys and girls who have BI and social phobia, this review takes a developmental perspective to examine the developmental trajectory from BI to social phobia. As such, a cross-sectional study which measures BI, personality factors, and social phobia in boys and girls will be explored. This developmental perspective suggests that BI and social phobia are connected at a dimensional level, with socioenvironmental factors moderating boys' and girls' outcomes.

#17
Clinical Psychology/
Psychologie clinique

PERFECTIONISM AND CHANGE IN PERFECTIONISM IN AN ADOLESCENT EATING DISORDER SAMPLE

Noga Cohen, York University; Karin Jasper, Southlake Regional Hospital; Ahmed Boachie, Southlake Regional Hospital; Gordon Flett, York University

The relationship between perfectionism and eating disorders (ED) is well established in adults, but not in adolescents. Two measures commonly used with adolescents with ED that have perfectionism subscales are the Multidimensional Anxiety Scale for Children (MASC) and the Eating Disorder Inventory (EDI-3). The MASC measures perfectionism as a symptom related to harm avoidance. The EDI-3 measures both self-oriented and socially-prescribed dimensions of perfectionism as a trait. It is still unknown whether perfectionism scores are lower following recovery from ED. This study examines which indices of perfectionism correlate most highly with ED in adolescents. It also examines whether there are significant changes in perfectionism scores for our sample across duration of treatment for ED. A sample of ED patients at Southlake Regional Hospital were given the MASC and the EDI-3 at time of assessment (T1), 6 (T2) and 12 (T3) months of treatment. Currently, 64 patients have completed the MASC and EDI-3 at T1, 35 at T2, and 20 at T3. Initial analyses point to the conclusion that the EDI-3 perfectionism subscales correlate better with ED than does the MASC subscale. It is also hypothesized that there will be significant decreases in perfectionism across the duration of treatment, particularly when assessed by the EDI-3. The treatment and assessment implications are discussed.

#18
Clinical Psychology/
Psychologie clinique

ERRORLESS ACQUIESCENCE TRAINING: EXTERNAL AND SOCIAL VALIDATION

Nathalie K. Conn Krieger, OISE at University of Toronto; Joseph M. Ducharme, OISE at University of Toronto

The present study examined the external and social validity of Errorless Acquiescence Training (EAT), a social skills program for children with severe externalizing behaviour problems. Previous evaluations of EAT have been conducted in clinic settings; however, the present investigation occurred in a community school to address external validity considerations. Eight children participated in the program, which used success-focused errorless procedures (e.g., stimulus fading) to teach children to be flexible with the needs of peers and tolerate challenging social situations. Using time-series observations, we examined children's behaviour before, during and following EAT. These data revealed that children displayed increases in acquiescent responding, prosocial and clean-up behaviours, along with reductions in antisocial behaviours. We also collected pre-post teacher-ratings using a standardized questionnaire of social competence to examine the social validity of treatment effects. According to these data, the classroom teacher perceived meaningful improvements in child social skills and problem behaviours.

#19
Clinical Psychology/
Psychologie clinique

RESIDENTIAL TREATMENT OUTCOMES FOR CHILDREN IN THE CHILD WELFARE SYSTEM

Wendy denDunnen, The University of Western Ontario; Melissa Currie, Child and Parent Resource Institute; Ontario Ministry of Children and Youth Services; Shannon L. Stewart, Child and Parent Resource Institute; Alan Leschied, The University of Western Ontario

Limited research exists on residential treatment outcomes for children involved in the child welfare system. Child welfare-involved (n = 51) and non-child welfare-involved children (n = 213) were compared at preadmission, discharge, and 1-year post-discharge from a residential treatment facility in Southwestern Ontario. Overall, significant improvement from preadmission to discharge and from preadmission to post-discharge was found for externalizing, internalizing and total problem scores. No significant differences from discharge to post-discharge indicate treatment gain maintenance. Significant improvement in externalizing and total problem scores from pre-admission to discharge was found, regardless of child welfare status. Children involved in the child welfare system had higher externalizing behaviour at preadmission and discharge and higher substance use at preadmission than non-child welfare-involved, identifying them as extremely high-risk. None of the variables commonly associated with positive outcomes for children in residential treatment in general, nor those commonly associated with children in the child welfare system in general, were significant for child welfare-involved children in residential treatment in this study. Results suggest child welfare-involved children in residential treatment are a unique population, which has implications for treatment planning.

#20
Clinical Psychology/
Psychologie clinique

GENERALIZED ANXIETY DISORDER RESEARCH: HAVE WE PROGRESSED?

Sonya S. Deschenes, Concordia University; Eleanor Donegan, Concordia University; Kristin G. Anderson, Concordia University; Michel J. Dugas, Concordia University

Generalized anxiety disorder (GAD) is a common anxiety disorder, with a lifetime prevalence of 5%. Yet, between 1980 and 1997, GAD was one of the least studied anxiety disorders. Our goal was to examine the publication rates of GAD relative to the rates of other anxiety disorders between the years of 1998 and 2008. A search of psychology databases was conducted to determine the annual frequency of all anxiety disorder publications. GAD publications were further classified into either: 1) descriptive issues (e.g., clinical features), 2) process issues (e.g., cognitive and biological characteristics), 3) treatment issues (e.g., treatment outcome studies), or 4) general reviews and commentaries. Post-traumatic stress disorder made up 37% of publications, followed by obsessive-compulsive disorder (22%), panic disorder (15%), social phobia (10%), GAD (6%), specific phobia (3%), and 7% focused on multiple anxiety disorders. Within GAD publications, the primary focus was treatment issues, followed by descriptive issues, process issues, and reviews. Despite its high prevalence and high cost, GAD remains the second least studied anxiety disorder. Although the increase in GAD treatment research is encouraging, the efficacy of treatment is dependent on our understanding of underlying processes. Therefore, process research should be emphasized in future studies.

#21
Clinical Psychology/
Psychologie clinique

PEER PROBLEMS AND EXTERNALIZING DISORDERS IN CHILDREN: THEIR COMBINED AVERSIVE EFFECT ON PARENTAL DEPRESSION

Stephanie L. Fung, Memorial University; Valerie A. Noel, Memorial University; Sarah E. Francis, Memorial University

The bi-directional relationship between parent and child psychological factors has yielded inconsistent findings. Studies have suggested that parental distress is related to elevated social problems in their children. The purpose of this study was to test whether a child's diagnosis would moderate the relationship between their peer problems and parental depressive symptoms. Participants included a clinical sample of 54 children (ages 7-18 years) and their parents. Parents reported on their child's peer relationships, and completed the Depression, Anxiety, and Stress Scale (DASS-21) as a measure of depressive symptoms. Children's peer problems were significantly correlated with parental depressive symptoms ($r=.38$, $p<.01$). Moderation analysis was used to test child diagnosis as a moderator between children's peer problems and parental depressive symptoms. The addition of the interaction term resulted in an increase of 5.4% of variance accounted for in parental depression ($F(1,54)=3.42$, $p=.07$). This trend suggests that the detrimental effects of a child's peer problems on parental depressive symptoms are strengthened in children diagnosed with an externalizing disorder. Parents with the added stress of a child diagnosed with an externalizing disorder may experience greater distress regarding their child's peer problems.

#22
Clinical Psychology/
Psychologie clinique

A QUALITATIVE STUDY OF RANKING ETHICAL PRINCIPLES IN PROFESSIONAL DECISION-MAKING

Michelle Gagnon, Department of Psychology, University of Regina; Thomas Hadjistavropoulos, Department of Psychology, University of Regina; Jaime Williams, Department of Psychiatry, Dalhousie University; David C. Malloy, Faculty of Kinesiology and Health Studies, University of Regina; Shannon Fuchs-Lacelle, Regina Qu'Appelle Health Region

The ethical principles of the Canadian Psychological Association are ranked in order of importance. We investigated whether knowledge of this ranking increased consistency in ethical decisions of undergraduate students and medical residents who were given instruction on the CPA code of ethics (only half were informed about the ranking). Participants were asked to respond to ethical dilemmas. Previously we reported the quantitative results. That is, knowledge of the ranking led to speedier responses and medical residents familiar with the ranking responded more consistently with the CPA code's hierarchy. Since that report, we have conducted qualitative analyses (reported here) of the respondents' rationales for their answers. Those familiar with the ranking made reference to it. Of special interest was the rationale given by those unfamiliar with the ranking. Our analysis showed that these participants still prioritised principles to resolve dilemmas. This was consistent with previous findings (Seitz & O'Neill, 1996). Self-chosen rankings frequently, but not always, led to decisions consistent with the CPA hierarchy. Participants argued that context could lead to justifiable deviations from the ranked hierarchy. Results show that the CPA hierarchy builds on inherent tendencies to prioritise certain values but also demonstrate the importance of context in decisions.

#23
Clinical Psychology/
Psychologie clinique

EVALUATING FAMILY-BASED TREATMENT FOR ADOLESCENTS WITH EATING DISORDERS

Sandra Gotovac, University of Windsor

Family-Based Treatment(FBT) is an outpatient treatment consisting of 20 sessions (across 3 phases of treatment) over the period of one year. The purpose of the program evaluation is to determine the efficacy of a program's components to improve service delivery. A logic model to guide the evaluation was developed based on the FBT clinical trials and literature. The FBT components to be assessed are: adolescent % ideal body weight(IBW), adolescent psychological change, return to normal adolescent development, parental empowerment, parental cohesion, return to healthy family interactions. A multi-method data collection approach was used. Quantitative measures include %IBW, Eating Disorder Inventory-2, Child Depression Inventory, Rosenberg Self-Esteem Scale, Family Assessment Measure-III, Parent Versus Anorexia Scale, Morgan-Russell Assessment Schedule. Qualitative open ended questions will explore the benefits from participating in FBT and supplement the quantitative data with the personal experiences of the families. Quantitative measures are administered at pre-treatment, post-treatment and 3-month and one-year follow up. Qualitative measures are administered at post-treatment. Results are used to determine the change in families resulting from participation in FBT and can be used comparatively to evaluate the relative effectiveness of different treatments for eating disorders.

#24
Clinical Psychology/
Psychologie clinique

THE TREATMENT OF POST-TRAUMATIC STRESS IN CARDIAC PATIENTS: APILOT STUDY

Paul Greenman, Université du Québec en Outaouais; Jonathan Jetté, University of Ottawa; Jean Grenier, Hôpital Montfort

According to Statistics Canada (2000), heart disease affects nearly one million Canadian adults per year. Tedstone and Tarrier (2003) have suggested that as many as 24% of people who survive a heart attack develop post-traumatic stress disorder (PTSD) in the days and weeks that follow the cardiac event. In light of this finding, the overarching goals of this pilot study were 1) to develop a cognitive-behavioural treatment (CBT) for symptoms of post-traumatic stress in cardiac patients and 2) to test its feasibility and efficacy. Fifteen men and 12 women between the ages of 35 and 85 who were patients at the Cardiovascular Health Clinic of the Montfort Hospital and who exhibited symptoms of post-traumatic stress as measured by the Hospital Anxiety and Depression Scale (HADS) were offered a maximum of 20 sessions of CBT. They completed the HADS, the Beck Anxiety Inventory (BAI) and the Impact of Event Scale, Revised (IES-R) at the end of every fourth session. After 12 sessions of CBT, there were statistically significant reductions in symptoms of post-traumatic stress overall, along with significant decreases in avoidant, hypervigilant, and re-experiencing symptom clusters. These results are discussed in terms of the integration of psychological services into primary care. We address the limitations of the present study and make suggestions for future research in this area.

#25
Clinical Psychology/
Psychologie clinique

THE RELATIONSHIP BETWEEN INTERNET GAMBLING AND PROBLEM GAMBLING IN UNIVERSITY STUDENTS

Nicholas Harris, Lakehead University; Dwight Mazmanian, Lakehead University; John Jamieson, Lakehead University

Internet gambling is a rapidly growing industry, now reaching yearly profits estimated between 20–24 billion US dollars (Wood & Williams, 2009). To examine the relationship between Internet gambling and problem gambling in university students, an on-line survey was administered that included the DSM-IV criteria for pathological gambling, the South Oaks Gambling Screen (SOGS), the Canadian Problem Gambling Index (CPGI), and a questionnaire measuring various predictors of problem gambling in university students. Of the 231 student participants, 52 reported gambling on the Internet. A multiple regression was conducted with global (composite) problem gambling score as the dependent variable and type of gambler (Internet or non-Internet), sex, age of first gambling experience, impulsivity, alcohol use, and family history of gambling problems as independent variables. Internet gambling ($p < .001$) and family history of gambling problems ($p < .01$) were the only significant predictors of global problem gambling scores, after controlling for the remaining variables. Internet gambling (partial $r = .44$) was by far the most important risk factor for problem gambling behaviours. These findings are consistent with previous research that suggests that participating in Internet gambling is a major contributor to problem gambling in university students.

#26
Clinical Psychology/
Psychologie clinique

PARENTING-RELATED STRESS AND CONCERNS AMONG MOTHERS WHO ARE MENTAL HEALTH CLIENTS

N. Zoe Hilton, Mental Health Centre Penetanguishene

Many mental health clients are parents, but the parenting and mental health literature focuses mainly on post-partum depression. In an archival study, 34% of female and 29% of male inpatients, and 45% of female and 34% of male outpatients, had minor children. Among 20 female clients with young children and diagnosed with depression, the most common parental concerns reported in an interview were financial stress (75%), their children's mental health (66%), and talking to their children about mental disorder (53%). Aspects of parenting they most wanted to learn about were: risks and signs of children's mental illness (95%), helping children cope when the parent is mentally ill (85%) and how to care for children when mentally ill (80%). The median total score on the Parenting Stress Index Short Form (PSI-SF; Abidin, 1995) was at the 90th percentile. From a list of 15 possible service formats for parenting support, "1-to-1 sessions with a hospital nurse or clinician" was endorsed by every participant, yet only 30% reported discussing parent issues with staff and only 3 (11%) were referred to parent or child services. Mental health programs should identify parents, and offer parent training, education about children's risk and resiliency, and facilitated access to parent and child services. Future research will include men and women with mood, psychotic, or other diagnoses.

#27
Clinical Psychology/
Psychologie clinique

THE RELATIONS OF SELF- AND OTHER-REPORTS OF ATTENTION-DEFICIT/HYPERACTIVITY DISORDER SYMPTOMS TO COMPETENCE

Yuanyuan Jiang, University of British Columbia; Charlotte Johnston, University of British Columbia

Studies examining the validity of self- versus other-reports of Attention-Deficit/Hyperactivity Disorder (ADHD) symptoms have yielded inconclusive results, although most favour the validity of other-reports. This issue is relevant as self-reports are frequently the primary source of information in assessing adult ADHD. This study examines the relative validity of self- versus other-reports of ADHD symptoms as predictors of competence, and whether adults with high ADHD symptoms exhibit a Positive Illusory Bias (PIB) such that they assess themselves more positively than how others rate them. Ninety-one women completed a self-perception questionnaire assessing competence. Other individuals who knew the women well completed the same questionnaire with regard to the women. The women's ADHD symptoms were also rated by themselves and other raters. Depression and response styles were controlled. Regressions of self- and other-reports of ADHD symptoms on competence scores suggested that other-reports of ADHD symptoms are more predictive of competence than self-reports. Also, correlations between reports of ADHD symptoms and inter-rater differences in rated competence were consistent with a PIB among women with high ADHD symptoms. In sum, the results indicate the utility of other-reports of ADHD symptoms, and the existence of a PIB among women with high levels of ADHD symptoms.

#28
Clinical Psychology/
Psychologie clinique

COMPARISON OF THE PSYCHOMETRIC AND PREDICTIVE PROPERTIES OF SELF-REPORT MEASURES ASSESSING SYMPTOM SEVERITY AND FUNCTIONAL IMPAIRMENT IN A SPECIALIZED ANXIETY DISORDERS PROGRAM

Owen Kelly, Royal Ottawa Health Care Group; Meagan Bone, Royal Ottawa Health Care Group; David Davies, Royal Ottawa Health Care Group; Amy Moustgaard, Royal Ottawa Health Care Group; Lydia Ritchie, Royal Ottawa Health Care Group; Jakov Shlik, Royal Ottawa Health Care Group

There has been considerable debate as to the most clinically relevant way to quantify the impact of mental disorders on affected individuals. To date, this discussion has focused primarily on comparison of measures assessing symptoms severity versus those examining effectiveness in aspects of daily functioning. In the current investigation, we compared the psychometric and predictive properties of a measure of symptom severity, the Overall Anxiety Severity and Impairment Scale (OASIS) with a measure of functional impairment, the Work and Social Adjustment Scale (WSAS) in a sample of outpatients (n=613) referred to the Anxiety Disorders Program of a tertiary mental health centre. Both the OASIS and WSAS demonstrated robust internal reliability (Cronbach's alpha = .87 and .81, respectively) and participant's scores on these measures were highly correlated (r = .72). Multiple regression analyses indicated that while the combination of scores on the OASIS and WSAS were positively associated with the number of Axis I diagnoses, only scores on the OASIS explained unique variance in this respect. Implications for clinical assessment and outcome research are considered.

#29
Clinical Psychology/
Psychologie clinique

ATTACHMENT STYLE AND EMOTION REGULATION IN MALTREATED CHILDREN TRANSITIONING TO RESIDENTIAL AND DAY TREATMENT

Sheila Konanur, York University; Kristina Safar, Ryerson University; Robert T. Muller, York University; David Day, Ryerson University

Attachment insecurity and deficits in emotion regulation are often associated with the development of psychopathology among maltreated children. The current study will investigate the relationship between change in attachment security and change in emotion regulation functioning among children transitioning into treatment. An exploratory analysis of the influence of the form of treatment (residential versus day treatment) will also be examined. A sample of 35 children was recruited from the CARE (Children and their Residential Experiences) project, a multi-site study carried out in the Greater Toronto Area designed for school-aged children that have been exposed to trauma. Children were assessed upon admission to treatment and five months later. Children were administered measures of attachment organization and emotion regulation. Deficits in emotion regulation were conceptualized on two dimensions: 1) poor emotion understanding and 2) emotion dysregulation. As children in residential and day treatment are understudied, these findings will help to describe the complex relationship between attachment patterns and emotion regulatory processes during maltreated children's transition to residential and day treatment.

#30
Clinical Psychology/
Psychologie clinique

THE NEEDS AND BARRIERS OF FAMILIES SEEKING TREATMENT FOR CHILDHOOD OVERWEIGHT: A SOCIAL-ECOLOGICAL PERSPECTIVE

Stephanie Leclair, University of Ottawa; Danijela Maras, Children's Hospital of Eastern Ontario; Elizabeth Kristjansson, University of Ottawa; Gary Goldfield, Children's Hospital of Eastern Ontario, Univeristy of Ottawa

Childhood overweight is a significant problem in Canada today and treatment options are limited. The Healthy Eating and Active Living throughout Youth (HEALTHY) study was designed to evaluate the effectiveness of a web-based, cognitive-behavioural intervention delivered to overweight children aged 8 to 12 and one parent. The study was housed at the Children's Hospital of Eastern Ontario in Ottawa. As treatment adherence was a significant issue for participants of the HEALTHY study, the present study aimed to understand why. We asked parents about their needs in seeking services, their impressions of the different study components (e.g. self-monitoring, contact with coach, weekly readings), and barriers to participating in the HEALTHY study. Interview questions were designed to gain a social-ecological perspective on both needs and barriers, and were asked across the following levels: individual, family, social, and environmental. Participants were also asked to comment on various study components. All 20 HEALTHY parent participants were contacted and invited to participate in a semi-structured telephone interview; 16 parents consented and completed interviews between June 28, 2010 and Sept 1, 2010. All telephone interviews were recorded, transcribed, and analyzed thematically. Results and implications for future research and treatment will be presented and discussed.

#31
Clinical Psychology/
Psychologie clinique

IS MOTIVATION ASSOCIATED WITH TREATMENT ADHERENCE IN A WEB-BASED INTERVENTION FOR OVERWEIGHT CHILDREN AND THEIR FAMILIES?

Stephanie Leclair, University of Ottawa; Laura Peters, University of Ottawa; Gary Goldfield, Children's Hospital of Eastern Ontario, University of Ottawa

The Healthy Eating and Active Living throughout Youth (HEALTHY) study was designed to deliver a cognitive-behavioural intervention to dyads of an overweight child, aged 8 to 12, and one participating parent. The study was housed at the Children's Hospital of Eastern Ontario (CHEO) in Ottawa. The main goals of the program were to decrease unhealthy food consumption (following a modified Traffic Light program), increase physical activity, and decrease "screen time". A total of 26 child-parent dyads were recruited for the study; only one child-parent dyad did not qualify. Over the course of the intervention treatment adherence was a significant issue for HEALTHY participants. Motivation for both exercise and healthy eating was measured at baseline, for both children and their participating parent, using the Self-Regulation Questionnaire (SRQ; Deci & Ryan). The SRQ measures individual motivation across four domains: external regulation, introjected regulation, identified regulation, and intrinsic motivation. Treatment adherence was measured by several variables (e.g. log-ins to the treatment website, completing program components). Analyses and implications for future research will be presented and discussed.

#32
Clinical Psychology/
Psychologie clinique

HEALTH CARE UTILIZATION COSTS IN WOMEN WITH BINGE EATING DISORDER

Tracie Lee, Carleton University; Giorgio A. Tasca, The Ottawa Hospital; Renee Grenon, Carleton University; Mary Gick, Carleton University; Hany Bissada, The Ottawa Hospital

Binge eating disorder (BED), the most common eating disorder (ED), is associated with greater health care utilization. Little research has examined BED's health economic implications, which may compound BED's severity. The present study will compare health care utilization costs among: (1) a group of overweight women seeking treatment for BED, (2) an overweight group of women with no ED history, and (3) a normal weight group of women with no ED history. 105 treatment-seeking women with BED were recruited and assessed at pre-treatment as part of a treatment trial. 50 overweight and 50 normal weight women without BED were recruited by advertisement and assessed at one time point. All participants completed a health care utilization and cost survey and other psychological measures. Results indicated that the self-reported health care costs of women with BED were at least 36.45% higher than an age- and sex-matched national average. The data for the comparison sample of women with no ED history is currently being analyzed. Results will provide insight into the determinants of the health care costs associated with BED and obesity. This is important for allocating health resources necessary for treatments and informing clinicians of the social, economic, and health burdens of BED and obesity.

#33 TREATMENT SATISFACTION, PERCEIVED TREATMENT EFFECTIVE-

NESS, AND
Clinical Psychology/
Psychologie clinique

DROPOUT AMONG OLDER USERS OF MENTAL HEALTH SERVICES

Tiffany Lippens, University of Manitoba; Corey S. Mackenzie, University of Manitoba; Judith G. Chipperfield, University of Manitoba; Daniel Bailis, University of Manitoba; Jitender Sareen, University of Manitoba

Objectives: This study examines treatment satisfaction, perceived treatment effectiveness, and dropout rates among older users of mental health services. Method: The authors used data from the Canadian Community Health Survey-Mental Health and Well-Being (CCHS-1.2), a national survey of community-dwelling Canadians. This study examined the prevalence of treatment outcomes by adults aged 55+ (N = 12,792). Logistic regression analyses examined predictors of treatment outcomes. Results: The majority of older adults were satisfied with services (89%) and perceived them as effective (84%). Only 16% dropped out of treatment in the past year. Treatment outcomes did not differ between the general medical and specialty mental health sectors. Higher levels of social support predicted both greater treatment satisfaction and effectiveness. Treatment satisfaction and effectiveness were the only predictors of dropout. Conclusion: Older adults are generally satisfied with treatment and perceive it as effective. Social support is an important factor in these outcomes, but has been largely absent from previous research. Treatment satisfaction and effectiveness are important predictors of dropout. Given the relatively weak relationships between treatment outcomes and individual characteristics, outcome may be affected to a greater extent, by contextual characteristics.

#34
Clinical Psychology/
Psychologie clinique

EVALUATION OF AN INTERVENTION PROGRAM FOR MALTREATING FATHERS: STATISTICALLY AND CLINICALLY SIGNIFICANT CHANGE

victoria lishak, University of Toronto

Until recently the focus of child maltreatment research has been largely on mothers. As a result, few intervention programs for maltreating fathers exist and even fewer of them have been evaluated for effectiveness (Featherstone, 2001). The current study examined the effectiveness of a community-based group treatment program for domestically violent and child abusing fathers. The present study evaluated the reliability, magnitude and clinical significance of changes in variables associated with maltreatment risk mechanisms in a group of 98 participants of the Caring Dads treatment program. The intervention was found to be largely successful in producing statistically significant changes in fathers' overreactivity to children's misbehaviour, ability to co-parent with children's mothers, and their ability to prioritize their children's needs. However, a closer look at individual change (using measures of clinical significance), showed variability in fathers' responses to treatment with some men making changes across measures and some remaining in the clinically concerning range despite treatment efforts. The implications of these findings for intervention and maltreatment prevention are discussed.

#35
Clinical Psychology/
Psychologie clinique

FIRST EPISODE OF NON-SUICIDAL SELF-INJURY: DESCRIPTORS AND INDICATORS RELATED TO FUTURE OCCURRENCE

Shannon-Dell MacPhee, McGill University; Nancy L. Heath, McGill University; Jessica R. Toste, McGill University; E. David Klonsky, The University of British Columbia

While past research has examined the onset of maladaptive behaviours, there have been no investigations to date of the first episode of non-suicidal self-injury (NSSI). The objectives of the current study were: (1) to investigate descriptors of young adults' retrospective reports of their first NSSI episode, and (2) to determine factors associated with the continuation of NSSI behaviour. Participants included 128 undergraduate students (95 female; M = 19.5 years, SD = 1.31) who indicated they had engaged in NSSI. Participants were asked questions related to their first episode of NSSI including: location, disclosure, affect pre- and post-episode, and time between first and second episode. For 86.9% of participants, the first episode occurred at home, followed by 10.7% at school. Only 28.5% told someone after the first episode, most commonly a friend. The most highly endorsed affects preceding the episode were anger and sadness, while a calm affect was most often reported following. Participants who reported a calm affect following the first episode were significantly more likely to self-injure again within a month. Additionally, participants who told someone after the first episode were less likely to engage in NSSI a second time. The importance of studying first episode variables in relation to the developmental trajectory of NSSI is discussed.

#36
Clinical Psychology/
Psychologie clinique

METACOGNITION AS A STRATEGY FOR REDUCING THE PUBLIC STIGMA OF DEPRESSION

Rachel Martin, University of Calgary; Keith S. Dobson, University of Calgary

Metacognition is the process of considering one's own cognitions, or 'thinking about your thinking'. Metacognition, which clients often learn in cognitive therapy, offers a strategy for identifying and altering thought patterns in both clinical and non-clinical populations. The present study evaluates metacognition as an intervention to reduce public stigma against persons with depression: a strategy that, to the best of our knowledge, has not previously been studied. Members of the general public were encouraged to identify and alter thought patterns known to contribute to stigma against depression, including mood misattribution, classical conditioning, just world beliefs, social identity theory, illusory correlation, and expectancy biases. The novel metacognitive intervention was compared, using pre-post measures of stigmatization, against established anti-stigma approaches of education about depression or contact with a formerly depressed person. Results support the metacognitive intervention as an effective anti-stigma strategy. The metacognitive intervention demonstrated comparable or superior efficacy as compared to established intervention strategies of education or contact. A metacognitive anti-stigma approach may be applicable to other forms of stigmatization.

#37
Clinical Psychology/
Psychologie clinique

PARENTAL, PEER, AND INTIMATE PARTNER EMOTIONAL MALTREATMENT IN THE DIFFERENTIAL DEVELOPMENT OF UNCONDITIONAL AND CONDITIONAL SCHEMAS

Molly C. McCarthy, University of Guelph; Margaret N. Lumley, University of Guelph

Jeffery Young's Schema Theory posits that experiences of maltreatment result in early maladaptive schemas (Young, Klosko, & Weishaar, 2003). Young's schemas are organized by conditionality; unconditional schemas are theorized to develop early in response to caregiving relationships and conditional schemas develop later in life as coping mechanisms for unconditional schemas. Previous research supported their differential development (Stallard, 2007) and revealed that unconditional schemas are more highly linked to childhood parental maltreatment (Cecero, Nelson, & Gillie, 2004). As Schema Theory research has emphasized parental maltreatment, the current study examined the relative contributions of parental and other (peer and intimate partner) emotional maltreatment in the differential development of unconditional and conditional schemas. Ninety-eight undergraduate students retrospectively reported their maltreatment experiences using the Lifetime Experiences Questionnaire and completed the Young Schema Questionnaire to measure early maladaptive schemas. Consistent with hypotheses, results revealed that parental maltreatment was the greatest predictor of unconditional schemas. Unexpectedly, parental maltreatment also emerged as the greatest predictor of conditional schemas. The theoretical and research implications of the current findings are discussed in detail.

#38
Clinical Psychology/
Psychologie clinique

THE DEVELOPMENT OF A NEW MEASURE OF FUNCTIONAL COMPETENCE IN SCHIZOPHRENIA

Stephanie McDermid Vaz, Cleghorn Early Intervention in Psychosis Program, St. Joseph's Healthcare; R. Walter Heinrichs, Department of Psychology, York University; Narmeen Ammari, Department of Psychology, York University; Ashley Miles, Department of Psychology, York University; Melissa Parlar, Department of Psychiatry and Behavioural Neurosciences, McMasterUniversity; Natalie Michel, Department of Psychology, York University; Suzanne Archie, Cleghorn Early Intervention in Psychosis Program, St. Joseph's Healthcare

There is little consensus on the best way to measure functional status in individuals with schizophrenia, and there are concerns about the accuracy, reliability and suitability of instruments currently in use. The Canadian Objective Assessment of Life Skills (COALS) was undertaken to address limitations of existing measures while building in features of our own analysis of functional competence. The COALS was evaluated in 99 patients meeting DSM-IV criteria for schizophrenia or schizoaffective disorder and in 80 non-psychiatric controls. Additional measures included the Positive and Negative Syndrome Scale (PANSS), the Multidimensional Scale of Independent Functioning (MSIF) and the UCSD Performance Based Skills Assessment (UPSA). Results indicated that patients performed significantly worse on the COALS than non-psychiatric controls, yielding a large effect size. The COALS demonstrated good test-retest reliability and was significantly correlated in expected directions with other measures of functional outcome. The COALS was not associated with positive symptoms as measured by the PANSS, providing evidence of discriminant validity. These preliminary findings suggest that the COALS provides a valid and reliable alternative to existing measures of functional outcome in the schizophrenia population. Research into the COALS' hypothesized component processes is currently ongoing.

#39
Clinical Psychology/
Psychologie clinique

INDIVIDUAL DIFFERENCES IN EMOTION REGULATION: THE RELATIONSHIP BETWEEN OPTIMISM, PESSIMISM AND SUCCESS WITH MOOD REPAIR

Nicola McHale, University of New Brunswick; David A. Clark, University of New Brunswick; Adriana Del Palacio, University of New Brunswick

Dysfunctional repair of sad mood is associated with vulnerability for emotional disorders. Dispositional expectations for positive (i.e. optimism) and negative (i.e. pessimism) outcomes is also linked with resiliency and vulnerability for emotional disorders, respectively, yet little is known about individual differences in emotion regulation. The current study explores the relationship between dispositional expectancies and mood repair. Is optimism associated with increased use and perceived success with strategies to repair sad mood? Additionally, is pessimism associated with decreased use and perceived success with these strategies? A 7 day online study examining approaches to mood repair was completed using 128 introductory psychology students (73 % female). A minimum of 5 entries were required for inclusion. Optimism and pessimism were measured using the revised Life-Orientation Test. Correlational analysis showed that optimism was associated with increased attempts to repair sad mood and more perceived success. In contrast, pessimism was associated with a reduced tendency to repair sad mood, and less perceived success. Two regression analyses revealed that optimism, but not pessimism, predicted perceived effectiveness and total use of strategies beyond the effects of depressive symptoms (Beck Depression Inventory-II). Implications and findings are discussed.

#40
Clinical Psychology/
Psychologie clinique

THE RELATIONSHIP BETWEEN EMOTIONAL SELF-AWARENESS, EMOTIONAL CONTROL AND EMOTIONAL EXPERIENCING IN EMOTIONALLY FOCUSED COUPLES THERAPY

Tara R. McRae, University of Ottawa; Tracy L. Dalgleish, University of Ottawa; Melissa Burgess-Moser, University of Ottawa; Susan Johnson, University of Ottawa

Emotionally Focused Therapy (EFT; Johnson, 2004) views relationship distress as a result of negative interaction cycles and weakened security of attachment bonds. EFT has couples express their attachment related emotions to one another to form greater accessibility and responsiveness between the couple. Reaching the blamer-softening event is a key change moment in therapy that has been related to therapeutic success. The characteristics of those who are able to reach this key change event have yet to be examined. This study examines emotional self-awareness and emotional control in relation to emotional experiencing in the blamer-softening event. Thirty-two moderately distressed couples in long-term heterosexual relationships were recruited. Couples completed the Emotional Self-Awareness Questionnaire and the Courtauld Emotional Control Scale Revised at intake and completed up to 20 sessions of EFT. Key sessions were rated using the Experiencing Scale. We hypothesize that those individuals with less emotional control and more emotional self-awareness at pre-treatment will experience higher levels of emotional experiencing in softening sessions. Findings will provide a better understanding of which couples are able to achieve this key change event and will allow tailoring of EFT interventions to couples showing different characteristics at intake.

#41
Clinical Psychology/
Psychologie clinique

COGNITION AND ITS RELATION TO NEGATIVE SYMPTOMS IN SCHIZOPHRENIA

Natalie Michel, York University; Ashley A. Miles, York University; Narmeen Ammari, York University; R. Walter Heinrichs, York University; Stephanie McDermid Vaz, McMaster University; Joel O. Goldberg, York University

Previous research has demonstrated an association between cognitive impairment and negative symptoms in schizophrenia, but whether this relationship occurs with more recent and refined intellectual measures is unclear. The current study sought to further elucidate the symptom-cognition interface by examining the association between symptoms and four indices of cognitive performance (Verbal Comprehension, Perceptual Reasoning, Working Memory and Processing Speed) derived from the Wechsler Adult Intelligence Scale (fourth edition; WAIS-IV). The WAIS-IV and the Positive and Negative Syndrome Scale (PANSS) were administered to thirty-seven outpatients with a DSM-IV diagnosis of schizophrenia or schizoaffective disorder. Analyses reveal reduced performance on all indices of cognition - most notably on the Working Memory and Processing Speed indices - as compared to an age, education and gender matched healthy control group. Significant negative correlations were found between negative symptoms and indices of Verbal Comprehension, Processing Speed and general intellectual ability. However, neither positive symptoms nor general psychopathology were associated with any of the WAIS-IV cognitive indices. Findings underscore the relationship between negative, but not psychotic, symptom severity and cognitive impairment in schizophrenia.

#42
Clinical Psychology/
Psychologie clinique

EVALUATION OF A CHILD, YOUTH, AND FAMILY PSYCHOTHERAPY SERVICE ADDRESSING COMPLEX MENTAL HEALTH NEEDS WITHIN MULTI-STRESSED FAMILIES: DEVELOPMENT, IMPLEMENTATION, AND PRELIMINARY FINDINGS

Robin C. Mitchell, Southlake Regional Health Centre; Karma J. Guindon, Southlake Regional Health Centre; Saharnaz Mortazavi, Southlake Regional Health Centre; David Sidhu, Southlake Regional Health Centre

The Child and Family Clinic (CFC) at Southlake Regional Health Centre is a hospital-based, outpatient clinic. The CFC provides psychotherapy to children, youth, and families struggling with a wide range of mental health issues and stressors. The CFC provides psychotherapeutic treatment using evidence-based practice as defined by the Institute of Medicine (IOM). The IOM defines evidence-based practice as a combination of: (1) the best research evidence, (2) clinical experience/expertise, and (3) consistent with patient values and expectations (IOM, 2001). Given the breadth of ages and presenting issues, as well as the diversity in family values and clinician expertise, an integrative model of psychotherapy is used at the CFC. Few published studies have evaluated psychotherapy services within such a broad program. Another unique aspect of this evaluation is that it measures both the strength of therapeutic alliance during treatment, as well as psychotherapeutic outcome (e.g., well-being, symptoms), for both individuals and families. This presentation will describe the content and process of developing and implementing this evaluation project. This includes articulating program outcomes, developing evaluation questions, selecting evaluation procedures, as well as data collection and analysis. Preliminary findings will be presented and implications discussed.

#43
Clinical Psychology/
Psychologie clinique

CASE-MANAGER AND PATIENT-RATED ALLIANCE AS A PREDICTOR OF ADHERENCE IN FIRST-EPISODE PSYCHOSIS

Tina C. Montreuil, Douglas Research Centre (Douglas Mental Health University Institute); Clifford M. Cassidy, Douglas Research Centre (Douglas Mental Health University Institute); MarkRabinovitch, Douglas Research Centre (Douglas Mental Health University Institute); Nicole Pawliuk, Douglas Research Centre (Douglas Mental Health University Institute); Ridha Joober, Douglas Research Centre (Douglas Mental Health University Institute); Ashok K. Malla, DouglasResearch Centre (Douglas Mental Health University Institute)

OBJECTIVE:This study evaluates the agreement between adherence to antipsychotic medication and working alliance (WA) ratings as reported by case manager (CM) and patient (P) in first-episode psychosis(FEP).METHODS: Adherence was evaluated in 81 participant from a specialized early intervention program on a bi-monthly basis. All met criteria for a DSM-IV psychotic disorder.Adherence was measured as the percentage of full doses taken in the past month (0-100%). WA for both CM and P rated alliance was assessed using the Working Alliance Inventory (WAI), which contains three related sub-domains: goal, task domain, and bond. RESULTS:Mean adherence to antipsychotic medication over the first 3 months after the onset of treatment was 88% of doses taken (s.d. 22).Early treatment adherence was a significant predictor in most regressions (p's varying from .008— .077). The "task" domain was most significantly correlated to adherence in both P and CM ratings at baseline.Baseline CM rated WA was an independently significant predictor of adherence. CONCLUSION: The results suggest that CM rated working alliance at baseline is a significant predictor of future patient medication adherence in FEP.

#44
Clinical Psychology/
Psychologie clinique

DIMENSIONS OF PERFECTIONISM IN EATING DISORDERS IN ADOLESCENTS

Saharnaz Mortazavi, Southlake Regional Health Centre; Karin Jasper, Southlake Regional Health Centre; Ahmed Boachie, Southlake Regional Health Centre, Sick kids; Gordon Flett, York University

Perfectionism is recognized as a central feature of eating disorders (ED), especially anorexia nervosa (Hewitt, Flett, & Ediger, 1995). The purpose of the current study is to examine whether adolescents with ED have elevated scores, relative to norms, on Self-Oriented Perfectionism (SOP), Socially Prescribed Perfectionism (SPP), and Perfectionistic Self-Presentation (PSP) so that we can understand more about the specific forms that perfectionism takes in adolescents with ED and which forms need to be addressed in treatment. Three sets of measures will be administered to participants: the Child and Adolescent Perfectionism Scale (CAP); the Perfectionistic Self-Presentation Scale–Junior (PSPSJR) which was developed recently for children and adolescents; and the Children's Depression Inventory (CDI) in light of research relating perfectionism to CDI data. The clinical participants are patients who are newly assessed and referred to the Eating Disorder Program at Southlake Regional Health Centre. It is hypothesized that the ED patients will have significantly higher scores on all dimensions of perfectionism than norms and that PSP scores will be more elevated than either SOP or SPP. It is expected that the assessment and treatment of ED in adolescents will be improved by a joint emphasis on trait perfectionism and perfectionistic self-presentation.

#45
Clinical Psychology/
Psychologie clinique

THE IMPORTANT ROLE OF THE CONTEXT OF COGNITIVE ERRORS IN DEPRESSIVE SYMPTOMS IN CHILDREN

Valerie Noel, Memorial University of Newfoundland; Stephanie L. Fung, Memorial University of Newfoundland; Sarah E. Francis, Memorial University of Newfoundland; Kristen Williams-Outerbridge, University of Windsor

Depression can manifest itself partly as a result of negative cognitive errors (i.e., a negative bias in perception and interpretation of events). In children, cognitive errors most often occur with reference to social and academic contexts. The purpose of this study was to examine the relationship between social and academic cognitive errors and their relationship with depressive symptoms. The study included 231 children ranging in age from 7-13 years. Depressive symptoms were measured using the Center for Epidemiological Studies Depression Scale for Children and cognitive errors in social and academic domains were measured using the social and academic subscales of the Children's Negative Cognitive Error Questionnaire. Social and academic cognitive errors were significantly (p<.01) positively correlated with each other (r=.72) as well as with depressive symptoms (r=.45; r=.37, respectively). Regression analysis revealed that the relationship between cognitive errors made in an academic context and depressive symptoms was accounted for by cognitive errors made in a social context (R2&#916;=.07, F(1,224)=20.45, p<.01; Sobel's test=4.34, p<.01). The primary focus of a child's negative bias may be socially oriented. Emphasis could be made on the social aspect of cognitive errors regardless of context during intervention and prevention efforts for depression in children.

#46
Clinical Psychology/
Psychologie clinique

A NATURALISTIC STUDY EXAMINING THE FEASIBILITY AND EFFECTIVENESS OF YOGA CLASS AS ADJUNCT THERAPY IN THE TREATMENT OF MOOD AND ANXIETY DISORDERS

Wendy Pascoe, Sudbury Regional Hospital; Albert P. Gouge, Sudbury Regional Hospital

Yoga is a mind-body practice that can help individuals attend to and acknowledge physical sensations, thoughts, & feelings in a non-reactive manner. Previous research has indicated that the practice of yoga can be an efficacious adjunct therapy in the treatment of depressive and anxious disorders. Limited evidence exists regarding the effectiveness of such practice in clinical populations treated within community mental health programs. This naturalistic investigation examined the feasibility and effectiveness of an 8 week yoga class as adjunctive therapy to patients (N = 8) of a community mental health service integrated within the service. The severity of pre-treatment scores on the Beck Depression Inventory – II (BDI-II) differentiated those who completed from those who did not complete and was significantly correlated with the total number of groups attended. Scores on the BDI-II were significantly and clinically reduced amongst those who completed treatment. This investigation demonstrated the feasibility and potential effectiveness of Yoga as an adjunct therapy for patients suffering with symptoms of mood and anxious disorders. Despite being limited by the small number of participants and the lack of a control group, support is provided for further examination of Yoga as an adjunct therapy integrated within a community mental health services.

#47
Clinical Psychology/
Psychologie clinique

THE VALIDITY OF THE RESPONSE BIAS SCALE (RBS) IN A FIRST-EPISODE PSYCHOSIS (FEP) SAMPLE

Stacey M. Purser, Alberta Hospital Edmonton - Neuropsychology; Kim Goddard, Alberta Hospital Edmonton - Neuropsychology; Scot E. Purdon, Alberta Hospital Edmonton - Neuropsychology

The validity of the Response Bias Scale (RBS) to detect symptom over-reporting has been well supported in numerous compensation – seeking and litigant samples. However, to the best of our knowledge, it has never been examined in a psychiatric sample where symptom validity tests (SVTs) often detect legitimate cognitive deficits associated with severe symptoms of psychopathology. The validity of the RBS for classification of symptom over-reporting was assessed in 98 first-episode psychosis patients. In the current very ill sample of patients without obvious secondary gain, the RBS identified 5 of 45 (11%) of those diagnosed with schizophrenia as exaggerating memory complaints (T &#8805;100). In those diagnosed with substance-induced psychosis and other psychotic disorders (e.g., brief psychotic disorders, bipolar disorders, etc.) the RBS identified 0 out of 28 (0%) and 1 out of 25 (4%), respectively. While elevations on the RBS do occasionally occur in patients with the most severe psychiatric symptoms, elevations are relatively rare. The RBS may therefore offer both a sensitive and specific test of symptom over-reporting in psychiatric samples.

#48
Clinical Psychology/
Psychologie clinique

A SOCIAL-COGNITIVE MODEL FOR NON-SUICIDAL SELF-INJURY IN UNIVERSITY STUDENTS

Shaina A. Rosenrot, University of Guelph; Stephen P. Lewis, University of Guelph

The present study extended past research demonstrating the utility of a Theory of Planned Behaviour (TPB) model for self-harm (Lewis, Rosenrot, & Santor, in press) to university students with a history of non-suicidal self-injury (NSSI). While self-harm is a broad term encompassing deliberate acts that may carry either nonsuicidal or suicidal intent, NSSI refers to non-suicidal acts resulting in tissue damage, such as cutting, burning, or self-hitting. Its prevalence among university students is high; recent estimates place the lifetime prevalence at 17 % (Whitlock et al., 2006). The model examined in the present study integrated TPB components (attitudes, subjective norms, perceived behavioural control), identification with NSSI, and symptom variables (depressive, anxiety, dissociative symptoms) as predictors of NSSI intent. Participants were 76 university-aged individuals (M = 18.78, SD = 0.99) with a history of NSSI. TPB components accounted for 41 % of the variance in NSSI intent over and above symptom variables, with the predictive strength of the model increasing as a function of frequency of past NSSI. Instrumental attitudes and self-efficacy mediated the relation between symptom variables and intent. Overall, this study provides support for the utility of social-cognitive variables in predicting NSSI intent. Theoretical and clinical implications will be presented.

#49
Clinical Psychology/
Psychologie clinique

PARENTAL DEPRESSION SYMPTOMOLOGY AND HOPE AMONG YOUNG ADULTS

Shawna A. Scott, University of Windsor; Julie Hakim-Larson, University of Windsor; Kimberley Babb, University of Windsor; Ashley Mullins, University of Windsor

Undergraduate students (N = 223), ages 17–24, completed measures of the relationship quality with their parents, coping behaviors, and feelings of hope, as well as retrospective perceptions of their parents' depression symptoms. The purpose of this study was to examine how parental depression scores and hope, as an indicator of the process of resilience in university students, relate to coping behaviors and perceived relationship quality with biological parents. Participants high in the process of resilience were defined as those who scored relatively high in hope despite high levels of parental depression in contrast to those low in the process of resilience who scored relatively low in hope. Participants high in the process of resilience were more likely to use the adaptive coping strategies of active coping, planning, positive reframing, and religion/spirituality. They were also more likely to view maternal and paternal affect and their relationship with both parents as more positive. Also, these individuals experienced less anger towards their fathers. These findings suggest there is a need for further research on proactive means of cultivating the process of resilience for those with parents who display symptoms of depression.

#50
Clinical Psychology/
Psychologie clinique

NOT SO FAST! EXAMINING SUDDEN GAINS AMONG DEPRESSED CLIENTS AS A PROCESS OF GRADUALLY DEEPENED EXPERIENCING

Terence Singh, University of Windsor; Shawn Harrington, University of Windsor; Antonio Pascual-Leone, University of Windsor; Leslie S. Greenberg, York University

"Sudden gains" or sudden, substantial improvements in depressive symptomology between consecutive psychotherapy sessions have been repeatedly observed among depressed clients in psychotherapy. Approximately 45% of depressed clients experience sudden gains, and those clients who do experience sudden gains appear to have significantly better treatment outcomes than those who do not. Sudden gains have traditionally been conceptualized as a single sudden and dramatic shift occurring within one between-session interval. Recently however, Goodridge and Hardy (2009) presented qualitative evidence indicating that sudden gains may be triggered by a client's repeated attempts to deepen their understanding of a particular issue. The aim of the present study is to examine whether sudden gains are preceded by a process of gradually deepening client experiencing. Using a quantitative methodology, 14 therapist-client dyads were examined moment-by-moment across 42 sessions of experiential therapy. Depth of client experiencing was assessed using the Experiencing scale (Klein et al., 1986). Results indicated that client experiencing deepened significantly from pre- to post-sudden gain. This finding will be discussed through a detailed examination of how client experiencing appears to shift over the course of the sudden gain change process.

#51
Clinical Psychology/
Psychologie clinique

A PREDICTIVE MODEL OF INTRUSIVE INTERVENTIONS IN A TERTIARY RESIDENTIAL TREATMENT CENTRE: THE IMPACT OF SEX DIFFERENCES, SELF-HARM AND AGE WHEN MANAGING AGGRESSIVE BEHAVIOURS

Shannon L. Stewart, Child and Parent Resource Institute; Laura Theall-Honey, Child and Parent Resource Institute; Al Armieri, Child and Parent Resource Institute; Christine Cullion, Child and Parent Resource Institute

There is an intensive controversy surrounding clinical use of intrusive interventions (physical and chemical restraints, and secure isolation) for managing extreme behaviour of youth in residential care. Serious and sometimes fatal consequences of this practice have come into focus (Nunno et al., 2006). With a predictive model, patients at risk for intrusive measures can be identified early and treatment plans can be tailored to prevent escalation. A model was tested to evaluate whether certain characteristics (sex, age at admission, abuse history, self harm history, externalizing, and functional impairment) can identify youth at highest risk for receiving intrusive interventions. The study was conducted at a tertiary residential treatment centre with a group of youth admitted within a one year period (N=109; 83 males, 26 females; M (age) = 11.85, SD = 2.92). The model predicted receipt of intrusive interventions with 75.8% accuracy, identifying correctly 82.4% of clients receiving intrusive interventions, and 68.2% who did not. Results indicated that being male, younger at admission, having a history of self harm were strongest predictors of receiving an intrusive intervention. Awareness surrounding correlates of restraint/seclusion is a first step to providing an opportunity to design and facilitate prevention and early interventions, reducing the need for intrusive measures.

#52
Clinical Psychology/
Psychologie clinique

RESIDENTIAL TREATMENT OUTCOMES: A COMPARISON OF DIFFERENT THERAPEUTIC APPROACHES WITHIN A TERTIARY REGIONAL MENTAL HEALTH AGENCY

Shannon L. Stewart, Child and Parent Resource Institute; Julia Rick, Child and Parent Resource Institute; Melissa Currie, Child and Parent Resource Institute; Ontario Ministry of Children and Youth Services; Emilian Siman, Child and Parent Resource Institute

Scientific evidence about the comparative performance of innovative approaches to residential treatment is limited. This study compared pre- and post-treatment outcomes of Long-term (LT), Short-term Assessment (STA), and Collaborative Problem-Solving (CPS) residential programs at a tertiary regional mental health agency in Southwestern Ontario. Findings are based on Child and Adolescent Functional Assessment Scale (CAFAS) data collected from a sample of first-time admitted children/youth between January 2003 and February 2010. All programs produced significant improvement in Youth Total score over time, without significant difference between programs. Over time, significant improvement was found for all CAFAS dimensions except Substance Abuse and Caregiver Resources. Differential effects were found on CAFAS dimensions across groups. On the School/Work dimension, LT showed most accelerated score improvement, followed by STA, then CPS. On Home, superior gains were displayed by LT and STA, compared to CPS. On Community, LT performed poorly compared to STA or CPS, with CPS performing highest. Treatment gains were not found with respect to Substance Use, however substance use issues were not exhibited in the sample. Additionally, changes in caregiver resources are difficult to achieve regardless of treatment philosophies. Clinical and programming implications are discussed.

#53
Clinical Psychology/
Psychologie clinique

SEX DIFFERENCES IN ADMINISTRATION OF PRO RE NATAS WITHIN A TERTIARY MENTAL HEALTH CARE FACILITY

Shannon L. Stewart, Child and Parent Resource Institute; Derek Quinlan, Child and Parent Resource Institute; G T. Swart, Child and Parent Resource Institute; Emilian Siman, Child and Parent Resource Institute

Sex differences are often used to explain aggressive behaviours with boys viewed as more physically aggressive than girls (Loeber and Stouthamer-Loeber 1998). Reports suggest girls engage in more relational aggression, while boys engage in more physical aggression (Crapanzano et al, 2010). Physical aggression is more likely to result in restraint need in residential treatment (Stewart et al., 2010). This study aimed to identify patterns in medication given on a pro re nata (PRN) basis ("as needed") and its efficacy in controlling aggressive behaviour in a mental health services milieu. Data was extracted from clinical records of a sample of first time admissions to a tertiary mental health centre. Of 338 studied, 170 (50.3%) received one or more PRNs for behavioural control, of whom 132 (77.6%) were male. Age, sex, program, length of treatment stay produced significant differences in use of PRNs among groups. Regression results suggest female patients had 95% lower odds than males of receiving a PRN. Males were more likely than females to receive a PRN among younger group, whereas females were more likely than males to receive a PRN among older group. The study investigated precipitating factors leading PRN use, in conjunction with supervision level and de-escalation techniques used to avoid PRN use. Results have clinical implications for residential and inpatient treatment.

#54
Clinical Psychology/
Psychologie clinique

THE POETICS OF ONLINE NARRATIVES OF SELF-INJURY

Olga Sutherland, University of Guelph; Stephen P. Lewis, University of Guelph; Andrea Breen, University of Guelph

The poster summarizes the results of a qualitative analysis of the contents of personal websites developed by people who engage in Non-Suicidal Self-Injury (NSSI). 55 accounts extracted from 75 personal websites containing information on NSSI were subjected to detailed analysis. Factual information and reports of empirical and theoretical knowledge on NSSI were excluded, because only personal experiences and meanings related to NSSI were of interest. Each document was subjected to structural and thematic narrative analysis (Riessman, 2008) and discourse analysis (Potter & Wetherell, 1995; Wood & Kroger, 2000). We were interested both in the content of what the participants wrote about their experiences of NSSI and in how they constructed their narratives, for whom, and for what purpose. We were particularly interested in the use of metaphors by the participants: what metaphors the participants deployed in storying their experiences and lives and what using those metaphors allowed them to accomplish in relation to the audience (readers of the websites). We attended to both similarity and variability within narratives, highlighting the participants' recurrent and distinct uses of language. The study's implications for research and clinical practice are discussed.

#55
Clinical Psychology/
Psychologie clinique

A PROSPECTIVE STUDY OF PSYCHACHE AND ITS RELATIONSHIP TO SUICIDE IDEATION: TWO YEAR FOLLOW-UP

Talia Troister, Queen's University; Ronald R. Holden, Queen's University

Suicide takes the lives of over 3,700 Canadians each year, making prevention an important public health concern. Identifying psychological predictors of risk is an important endeavour as these factors are amenable to change. Historically, depression and hopelessness have been shown to be moderately strong predictors of suicidality. Shneidman postulated that a different construct, termed psychache, is the key cause of suicide, and accounts for the effect of all other psychological factors. The current study uses data from 41 students enrolled in a first-year psychology course at Queen's University. Participants completed questionnaires measuring depression, hopelessness, psychache, and suicide ideation at baseline and, again, two years later. Regressions, with depression, hopelessness, and psychache as predictors, were run for data at baseline, at follow-up, and for examining change. Analyses showed that at baseline, and follow-up, psychache was the only unique contributor to the prediction of suicide ideation. When examining change over time, again psychache was the only factor that added significant unique variance to the prediction of change in suicide ideation. Results of the current study support Shneidman's assertion that predictors other than psychache are only important insofar as their relationship to psychache, and that psychache is a causal factor in suicidality.

#56
Clinical Psychology/
Psychologie clinique

PERCEIVED COMPETENCE IN CLINICAL SUPERVISION: DEVELOPMENT OF A SELF-ASSESSMENT INSTRUMENT

Yunqiao Wang, University of Manitoba; Ed Johnson, University of Manitoba; Donald Stewart, University of Manitoba

Competent clinical supervisors are crucial for ensuring client welfare and for facilitating the professional training and development of supervisees (Falender et al., 2004). However, supervisory competence is not static; rather, it can fluctuate in accordance with changing professional standards, training, and experience. Thus, periodic self-assessment of clinical supervisory competency is essential to help clinical supervisors identify their limitations and improve the quality of their supervision. Accordingly we sought to develop a comprehensive, practical tool for supervisors of all levels of experience and training. Based on consensus statements summarizing supervisory competencies (Borders, 2010; Rings et al., 2009), 17 domains of clinical supervision competency were identified. For each domain a brief description is provided of the standard of practice expected for competent supervision. Perceived competence is then measured for (i) knowledge of the standard, (ii) skill to implement the standard, and (iii) commitment to adhere to the standard. Psychologists providing clinical supervision in a range of settings across Canada were asked to complete the scale along with other information. The poster considers the implications of the findings for the psychometric properties and validity of the scale for supervisors with varying degrees of experience and knowledge.

#57
Clinical Psychology/
Psychologie clinique

DIVERSITY IN CLINICAL PSYCHOLOGY INTERNSHIP TRAINING

Rebecca Wells, University of Manitoba; Kristin Calverley, University of Manitoba

Diversity is a crucial component of any clinical psychology internship training program that strives to increase the application of cultural awareness, knowledge, and skills in the practice of clinical psychology. The University of Manitoba, Department of Clinical Health Psychology places great emphasis on exposing interns to diversity in the context of rotations offered and patient populations seen. The current mixed-methods study will present data collected from interns over the past five years. It will explore annual exposure to diversity as well as the evolution of diversity across years. Further, information regarding beliefs about diversity in training, obtained through individual interviews with current interns, will be presented. Finally, information regarding the utility of diversity in training and its application to professional life, obtained through survey of past interns, will be presented.

#58
Developmental Psychology/ Psychologie du développement

ONCE UPON A TIME: USING SONGS AND STORIES TO CHANGE MOTHER'S PERCEPTIONS OF THEIR CHILDREN'S SECURITY

Daphne Ling, Trent University; Elaine Scharfe, Trent University

Parent-Child Mother Goose (PCMG) is a program for families which focuses on mutual sharing of songs, nursery rhymes, and stories. While PCMG was not designed to be an attachment intervention, Scharfe (2010) demonstrated that mothers who attended the 10-week program perceived their infants to be more secure 6 months later than mothers in the waitlist-control group. In the present study, which will be completed in April 2011, we are interested in why PCMG is so effective in changing mothers' perception of their children's attachment. Participants are mothers who had participated in any one of 19 PCMG programs between April 2005 and October 2008, and who have completed questionnaires at the beginning, end, and 6 months after program completion. For this study, we will use open-ended telephone interviews to question mothers about their experiences in PCMG in an attempt to determine why the program is effective. All interviews will be recorded and transcribed verbatim, and axial coding will be performed on the data to identify within and between-group relationships. We hope to provide insights for both clinicians, who may be working with at-risk families, and researchers, who may be interested in the effectiveness of attachment interventions, on why this fun, easy and relatively cheap program is so effective in changing mothers' perceptions of their children's attachment.

#59
Health Psychology/ Psychologie de la santé

ARE FRENCH AND ENGLISH VERSIONS OF THE PHQ-9 COMPARABLE? AN ASSESSMENT OF DIFFERENTIAL ITEM FUNCTIONING

Erin Arthurs, Institute of Community and Family Psychiatry, Jewish General Hospital; Marie Hudson, Jewish General Hospital and Lady Davis Research Institute; Murray Baron, Division of Rheumatology, Jewish General Hospital; Brett Thombs, Institute of Community and Family Psychiatry, Jewish General Hospital

Background:The Patient Health Questionnaire-9(PHQ-9) is a commonly used measure of depressive symptoms. It has been translated into 25 languages, including English and French. To combine English and French scores in analyses or compare PHQ-9 scores between English and French respondents, the equivalency of scores across English and French versions of the PHQ-9 must be demonstrated. This is typically done by testing for Differential Item Functioning (DIF), or whether English and French PHQ-9 respondents with similar levels of depressive symptoms respond similarly to PHQ-9 items.Objective:To determine whether PHQ-9 items exhibit DIF versus having equivalent measurement properties among English and French-speaking Canadians with scleroderma. Methods: Patients from the Canadian Scleroderma Research Group Registry completed the PHQ-9. MIMIC models in Mplus were used to identify items displaying possible DIF.Results:A one-factor model fit the PHQ-9 data well (NEng=635; NFr=204; CFI=0.98, TLI=0.99, RMSEA=0.07). Statistically significant DIF was identified in one item (anhedonia; p<0.001). However, the magnitude was small, and English-French differences in the latent depression factor were minimal with adjustment for DIF (&#8710;=0.02±0.18 SD)or without(&#8710;=0.06±0.18 SD).Conclusions:French and English PHQ-9 scores are on the same measurement scale and can be directly compared.

#60
Health Psychology/ Psychologie de la santé

CATASTROPHIZING AMONG TRANSPLANT CANDIDATES AND THEIR CAREGIVERS: IMPLICATIONS FOR PATIENT WELL-BEING

Tom Beggs, University of British Columbia Okanagan; Susan E. Abbey, University Health Network, University of Toronto; Donna E. Stewart, University Health Network, University of Toronto; Susan Holtzman, University of British Columbia Okanagan

Although much attention has been given to identifying adaptive and maladaptive ways of coping with chronic illness, much less attention has been given to how caregivers cope with the stresses of providing care, and how this influences patient well-being. Among transplant candidates and their caregivers, this study examined the influence of patient and caregiver catastrophizing on patient depressive symptoms. 93 patients on the waitlist for a heart or lung transplant and their family caregivers (n=186) completed questionnaires assessing depression, physical functioning, and demographic factors. Patients also reported the extent to which they catastrophize about their health, and caregivers reported the extent to which they catastrophize about the patient's health. 45 dyads completed similar measures post-transplant. Results indicated that caregivers engaged in significantly more catastrophizing about patients' health than patients did themselves. Linear regression analyses revealed that higher catastrophizing by patients and higher caregiver catastrophizing were both associated with greater patient depressive symptoms, even after controlling for relevant confounds. The trajectory of depression and catastrophizing from pre- to post-transplant will be discussed.

#61
Health Psychology/ Psychologie de la santé

MARIJUANA USE MODERATES EFFECTS OF DEPRESSION IN PREDICTING RISKY SEXUAL BEHAVIOUR AMONG YOUNG MALE DETAINEES

Joseph I. Berger, Ryerson University, Toronto; Adina Berindean-Coroiu, Ryerson University, Toronto; Sonya Wanklyn, Ryerson University, Toronto; Trevor A. Hart, Ryerson University, Toronto; Dalla Lana School of Public Health, University of Toronto, Toronto; David M. Day, Ryerson University, Toronto

Detained youth are at increased risk for a variety of negative mental and physical health outcomes due to higher than average rates of depression, substance use and engagement in multiple risky sexual behaviours. Previous research has recommended a study of depression, co-morbid substance use and their relationships to sexual risk behaviours in detained youth, as no study to date has yet examined these relationships in this population (Teplin et al., 2005). The current study examined the association between depression and risky sex among incarcerated male youth with marijuana use as a potential moderator. Data were collected from 64 incarcerated male youth (Age M = 17.11, SD = 1.06) recruited from detention facilities in the Greater Toronto Area. Participants completed self-report measures of depression, history of drug use and sexual behaviour. A bootstrapping analysis for moderation was conducted, with depression entered as the independent variable, risky sex as the dependent variable and high use of marijuana in the twelve months prior to detention as the moderating variable. The boot strapping analysis provided support for a moderation model (p = .03). This indicates that the interaction effect of depression and high rates of marijuana use may be more predictive of risky sexual behaviour among young male detainees than either of these variables analyzed independently.

#62
Health Psychology/
Psychologie de la santé

PSYCHOMETRIC EVALUATION OF THE MALE GENDER NON-CONFORMITY TEASING QUESTIONNAIRE (GNCTQ)

Adina Berindean-Coroiu, Ryerson University; Joseph Berger, Ryerson University; Massimo Di Domenico, Ryerson University; Julia Berlin, Ryerson University; Trevor Hart, Ryerson University

Being exposed to homophobic teasing is common among gay individuals (Espelage et al., 2008). However, the literature is lacking a psychometrically valid measure of gender non-conformity. The Male Gender Non-Conformity Teasing Questionnaire (GNCTQ) is a 13-item measure developed by Hart and colleagues to assess this construct. The present study examines the factor structure, internal consistency, and convergent and divergent validity of the GNCTQ among gay men. Data were collected from 295 gay men. An exploratory factor analysis (EFA) with principal axis factoring method and oblimin rotation was conducted with the GNCTQ. Convergent validity was investigated by examining associations between the GNCTQ and self-report measures of teasing and psychological distress. Divergent validity was assessed via associations between the GNCTQ and a measure of desirable responding. The EFA revealed a unifactorial structure. This factor accounted for 61.66% of variance. The internal consistency of the GNCTQ was high (&#945; = .95). The GNCTQ was positively associated with teasing and psychological distress, and negatively associated with social desirability. The results indicate that the GNCTQ is a psychometrically valid measure for male gender non-conformity to be used with gay men. Future studies should examine the factor structure of the GNCTQ via a confirmatory factor analysis.

#63
Health Psychology/
Psychologie de la santé

INDIVIDUAL RESPONSIBILITY FOR HEALTH AND ACCESS TO PUBLICLY FUNDED CARE: BLAME ATTRIBUTIONS AND JUSTICE JUDGMENTS AS PREDICTORS OF PUBLIC ALLOCATION PREFERENCES

Jaime L. Brown, University of Guelph; Serge Desmarais, University of Guelph

This research investigated preferences for allocating public funds for health services in Ontario and explored how subjective assessments of patient blame, deservingness, and entitlement influenced citizens' allocation preferences. Ontario residents (N = 356) completed an online survey. A vignette methodology was used to examine the effects of information about a hypothetical patient's control over organ damage onset and legal eligibility for publicly funded service on participant attributions of blame, affective reactions, deservingness and entitlement judgments, and allocation preferences. Regression analyses revealed that a patient's control over illness onset predicted higher levels of blame and anger, and lower levels of sympathy, deservingness, and funding allocated for treatment. As expected, blame, affect, and justice judgments significantly predicted allocation preferences. Deservingness judgments mediated the relationships between illness onset control and allocation, and between participants' social-political attitudes and allocation. Funding eligibility predicted entitlement judgments and allocation preferences; entitlement mediated the relationship between eligibility and allocation. Findings were explained using Weiner's (1995) model of helping and Feather's (2003) model of distributive justice. Theoretical and practical implications of the research are discussed.

#64
Health Psychology/
Psychologie de la santé

ON THE ROLE OF PASSION IN BREAST CANCER SURVIVORS: EXAMINING LINKS TO MENTAL HEALTH

Shaunna Burke, McGill University; Catherine Sabiston, McGill University

While previous studies indicate a significant relationship between passion and well-being, there has been very little research on this relationship in special population groups such as cancer. The purpose of the present study was to (1) identify the activities that breast cancer survivors (BCS)reported as passionate; (2) examine the reliability of the passion scales for BCS and; (3) examine the association between harmonious and obsessive passion and specific mental health outcomes among BCS. Women (n=163; mean age=55; 86% Caucasian) who were within 5 months post-treatment for breast cancer completed reliable and valid self-report scales for passion and mental health. Cronbach alpha coefficients were .84 and .85 for the harmonious and obsessive passion subscales, respectively. Results indicate that 153 out of 163 participants reported an activity that was a passion for them, the most common being walking (24%),reading (10%), and cooking (8%). Based on Pearson correlation coefficients, harmonious passion was positively correlated to positive affect (r=.24). Obsessive passion was positively correlated to negative affect (r=.19), perceived stress (r=.21), cancer worry (r=.15), and posttraumatic growth (r=.22). Findings provide theoretical applications for understanding the role of passion in the lives of BCS and links to mental health.

#65
Health Psychology/
Psychologie de la santé

POSTTRAUMATIC GROWTH IN SURVIVORS OF BREAST CANCER: THE ROLE OF DISPOSITIONAL OPTIMISM, COPING STRATEGIES, AND PSYCHOSOCIAL INTERVENTIONS

Amberley Buxton, OISE/University of Toronto

This study investigated the experience of posttraumatic growth (i.e., positive change beyond initial functioning following a traumatic event) for breast cancer survivors who volunteered to complete a survey (N = 277). Demographic characteristics, breast cancer variables, optimism, coping strategies, and participation in psychosocial interventions were examined in relation to posttraumatic growth as measured by the Posttraumatic Growth Inventory. Predictors of posttraumatic growth were examined via generalized linear modeling. The results provided evidence that demographic characteristics (affiliation with religion and lower levels of education) and one breast cancer variable (increased number of years since diagnosis) were related to experiences of posttraumatic growth for breast cancer survivors. Use of active forms of coping, dispositional optimism, and participation in recreational interventions were also related to posttraumatic growth following breast cancer. Posttraumatic growth was predicated by affiliation with religion, lower levels of education, increased number of years since diagnosis, knowledge of breast cancer stage, higher levels of optimism, use of one passive and two active coping strategies. Many of these findings support previous research, however some conflict with previous results.

#66
Health Psychology/
Psychologie de la santé

RUMINATION, RERACTIVITY AND HABITUATION TO MENTAL STRESS

Tavis Campbell, University of Calgary; Jillian A. Evans, University of Calgary

Objective: Exaggerated and prolonged cardiovascular responses to mental stress have been implicated in the etiology of hypertension. Rumination may play a role in the maintenance or re-creation of cardiovascular responses to mental stress and prevent cardiovascular habituation upon re-exposure. The purpose of this study was to evaluate the influence of trait rumination on patterns of cardiovascular response habituation following repeated exposure to an emotional stressor. Methods: Cardiovascular data was collected from 72 undergraduate women during a baseline period and during a 5-minute emotional recall task. Trait rumination was assessed using the Stress Reactive Rumination Scale (SRRS). Results: A series of 2 Session (Session 1, Session 2) x 2 Trait Rumination score GLM RM-ANCOVAs revealed several Session x Trait Rumination interactions, such that participants who displayed higher levels of trait rumination showed less SBP (F(1,55) = 2.25, p = .014), DBP (F(1,55) = 2.30, p = .012), and HR (F(1,55) = 2.12, p = .021) habituation to the laboratory mental stress task at the second exposure relative to those who displayed lower levels of trait rumination. Conclusions: These findings suggest that trait rumination may contribute to sustained increases in blood pressure by impacting habituation to mental stress.

#67
Health Psychology/
Psychologie de la santé

AN EIGHT-WEEK YOGA INTERVENTION IS ASSOCIATED WITH IMPROVEMENTS IN PAIN AND PSYCHOLOGICAL FUNCTIONING IN WOMEN WITH FIBROMYALGIA

Kathryn Curtis, York University; Anna Osadchuk, York University; Joel Katz, York University and Toronto General Hospital

Fibromyalgia (FM) is a poorly understood condition characterized by widespread musculoskeletal pain, fatigue, depression, and hypocorticolism. Yoga can help to alleviate FM symptoms but published studies have not investigated the effects of yoga on cortisol levels in FM. The present pilot study used a time series design to evaluate pain, psychological variables, mindfulness, and cortisol in women with FM before and after a yoga intervention. Participants (N=22) were recruited from the community to participate in an 8-week yoga intervention. Questionnaires were administered pre-, mid- and post-intervention, and salivary cortisol samples were collected pre- and post-intervention. A repeated measures ANOVA showed that mean scores of continuous pain (F(2,34)=5.11, p<0.05) and pain catastrophizing (F(2,34)=3.46, p<0.05) were reduced across the three time points, and pair-wise comparisons indicated that pain acceptance increased from pre- to post-intervention (p<0.05). Post-intervention, cortisol levels (AUCG) were correlated with pain (r=-.60, p<0.05), pain catastrophizing (r=-.47, p<0.05), and pain acceptance (r=.54, p<0.05). The results suggest that an 8-week yoga intervention helps to reduce continuous pain and pain catastrophizing, and to increase chronic pain acceptance in women with FM. Future studies should explore these findings using an RCT design with a larger sample size.

#68
Health Psychology/
Psychologie de la santé

COGNITIVE ADAPTATION TO NON-MELANOMA SKIN CANCER

Zofia A. Czajkowska, McGill University; George Radiotis, McGill University; Nicole Roberts, McGill University; Annett C. Koerner, McGill University

In line with Taylor's (1965) Cognitive Adaptation Theory individuals diagnosed with cancer are expected to adapt to their new reality by creating a more positive outlook on their disease and life in general (i.e. developing more optimistic attitude) and re-creating sense of mastery and healthy self-esteem. 57 patients diagnosed with non-melanoma skin cancers (NMSC) participated in the current study. Cognitive Adaptation Index (CAI) was created using: Life Orientation Test-Revised to assess optimism, Self-Esteem Scale to assess self-esteem and Mastery Scale to assess a sense of mastery. Distress was assessed using the Hospital Anxiety and Depression Scale. All of the CAI test items loaded onto a single factor in principal component analysis. Logistic regression was used to predict membership in either high or low distress group based on the CAI score. 20.4 % of the sample reported clinically significant distress. CAI predicted patients' distress (p< .05). Several limitations warrant additional attention: 1) relatively small sample size could affect the percentage of distress among the patients, 2) the data were collected at one point in time therefore CAI cannot be assumed to be a result of the cognitive adaptation over time but rather an association of cognitive adaptation variable with distress.

#69
Health Psychology/
Psychologie de la santé

PERSPECTIVES OF PERSONS WITH ACQUIRED BRAIN INJURY ON DECISIONS ABOUT HEALTH

Tracy De Boer, University of Manitoba; Maria I. Medved, University of Manitoba; Kerstin Roger, University of Manitoba, Human Ecology; Roberta Woodgate, University of Manitoba, Nursing; Tevya Hunter, University of Manitoba; Sulaye Thakrar, University of Manitoba; Margaret Michelle Wright, University of Manitoba

Decisions about one's health involves an on-going cascade of negotiations involving patients, their families and health care professionals. These negotiations become even more complex for patients who have suffered an acquired brain injury (ABI), as they may have diminished cognitive capacities that can influence the decision-making process. In such cases, individuals with ABI often rely on others, thus these relationships may be even more important to ensure optimal health outcomes over the long term. For this reason, it is particularly important to examine the health decision making process from the perspectives of those with ABI. In-depth interviews on how health decisions are made with a focus on the role of professionals and family members in this process were conducted with adults who had ABI for at least 2 years. Interviews were analyzed using qualitative narrative discourse analysis. The health decision stories from persons with ABI are saturated with a sense of feeling "devalued". This leads them to assert their autonomy and agency in order to be viewed as capable but which, from their perspective, others then view as a result of their cognitive deficits. The findings will be discussed in terms of how those involved with persons with ABI can facilitate health decision-making.

#70
Health Psychology/
Psychologie de la santé

ACCEPTANCE AND CONTROL-BASED COPING FOR PAIN: EFFECTS ON TEMPORAL EXPERIENCE

Matthew Decter, Department of Psychology, University of Manitoba; Darren Neufeld, Department of Psychology, University of Manitoba; Edward A. Johnson, Department of Psychology, University of Manitoba

Previous research has shown that acute analogue pain (e.g. cold pressor pain) and clinical pain syndromes are associated with distortion of temporal experience (Leder, 1987; Hellstrom & Carlsson, 1997). This research examined the hypothesis that acceptance-based coping mitigates time distortion effects. The study was carried out using a college sample (N=190) comparing an acceptance-based intervention based upon ACT principles (Hayes et al, 1999) with two control-based interventions: a suppression-based intervention, incorporating "thought stopping" and a distraction intervention, with acute cold pressor pain in a pre/post interposed-intervention design. Dependent variables included retrospective estimates of temporal duration of cold pressor experience and retrospective estimates of temporal speed (0-10 scale). Pain tolerance was used as an index of intervention effectiveness. Consistent with hypotheses, comparison of acceptance and control-based coping revealed that temporal speed was rated as slower and retrospective duration estimates showed significant distortion in the suppression condition. Contrary to hypotheses there was significant distortion of retrospective duration estimates in the acceptance condition. These results are discussed in the contest of current models of temporal processing and self-regulation.

#71
Health Psychology/
Psychologie de la santé

DO WOMEN REALLY REPORT MORE SOMATIC SYMPTOMS THAN MEN?

Vanessa C. Delisle, McGill University and Jewish General Hospital; Aaron T. Beck, University of Pennsylvania; Keith S. Dobson, University of Calgary; David JA. Dozois, University of Western Ontario; Brett D. Thombs, McGill University and Jewish General Hospital

Background: Women have a higher prevalence of major depressive disorder and report more severe depressive symptoms than men. This has been attributed to high levels of somatic symptoms among women. However, no studies have adequately tested this hypothesis by assessing somatic symptom levels, controlling for non-somatic symptoms. Objective: To determine if women report more somatic symptoms than men, controlling for non-somatic symptoms. Methods: Cross-sectional comparisons of somatic symptom scores on the Beck Depression Inventory-II (BDI-II) between (1) female and male psychiatric outpatients and (2) female and male undergraduate students. In each comparison, female and male patients or students were matched on cognitive/affective symptom scores. Results: The samples included 940 psychiatric outpatients (470 female, 470 male) and 634 students (317 female, 317 male). Somatic symptom scores accounted for 37.5% of total BDI-II scores for female patients and 34.7% for male patients, a difference of 1.3 points or 4.5% of total BDI-II scores ($p < 0.001$). Somatic symptom scores accounted for 45.6% of total BDI-II scores for both female and male undergraduate students, with no difference between female and male students. Conclusions: It is unlikely that higher rates of depression among women are due to women reporting higher levels of somatic symptoms.

#72
Health Psychology/
Psychologie de la santé

PREVALENCE AND CORRELATES OF SELF-PERCEIVED BURDEN IN CHRONIC PAIN

David Duong, The Ottawa Hospital Rehabilitation Centre; Rachel Martin, The Ottawa Hospital Rehabilitation Centre; John Kowal, The Ottawa Hospital Rehabilitation Centre; Keith G. Wilson, The Ottawa Hospital Rehabilitation Centre; Peter R. Henderson, The Ottawa Hospital Rehabilitation Centre; Lachlan A. McWilliams, Acadia University

Chronic pain has an impact on many aspects of patients' lives, including interpersonal functioning. Several studies have examined caregiver burden, but there is a dearth of studies examining patients' perceptions of feeling like a burden to others. Research on self-perceived burden has shown that it is associated with both physical and psychological symptoms. Although self-perceived burden has been investigated in different patient populations (e.g., cancer patients), to our knowledge, it has not been examined in a chronic pain sample. This study was designed to examine the prevalence and correlates of self-perceived burden in a chronic pain sample as well as whether patients' perceptions of being a burden are associated with caregivers' reports of feeling burdened. Participants were patients admitted to a group-based, interdisciplinary, chronic pain management program at a rehabilitation hospital. At the outset of the program, participants completed questionnaires assessing self-perceived burden as well as physical, affective, and cognitive symptoms associated with chronic pain. Patients' spouses were also asked to complete a measure of caregiver burden. Results suggest that self-perceived burden is commonly reported by chronic pain patients and is associated with numerous clinically important variables. Self-perceived burden was positively correlated with caregiver burden.

#73
Health Psychology/
Psychologie de la santé

THE EFFECTS OF STRESS ON THE FOOD INTAKE AND FOOD CHOICE OF STRESS OVEREATERS AND STRESS UNDEREATERS

Michael Emond, Laurentian University; Kayla Ten Eycke, University of Victoria

Past research has revealed that individuals have variable eating responses when they are stressed. Using our questionnaire, we can categorize people as stress overeaters (increase intake during stress) and stress undereaters (decrease intake during stress). The purpose of this study was to validate that questionnaire and determine how stress affected the food selection of stress OE and UE. During the experiment, our 45 participants were either exposed to the stressor (examination stress video) or the control condition (travel video). After the video, they were allowed to eat from a food/drink buffet that consisted of 32 choices. Students were then given the stress-eating questionnaire. Results showed that stress UE were less likely to eat in the stress condition than the control condition, while OE frequently ate in both conditions. In general, participants chose unhealthy foods during stress and this preference was more pronounced among stress OE than UE. The difference between OE and UE was particularly evident in females with female OE consuming more calories, carbohydrates and sugar than their female UE counterparts. These findings support the validity of using the stress-eating questionnaire as a metric to classify people as stress OE and stress UE. As well, it highlights the need to do more research into how stress can affect the food choice of these populations.

#74
Health Psychology/
Psychologie de la santé

LEARNED RESOURCEFULNESS AND EXERCISE BEHAVIOUR

Hilary V. Fast, Trent University; Deborah J. Kennett, Trent University

The goal of the current research is to understand obstacles that interfere with goal directed exercise behaviours, as well as how the type of strategies used vary according to an individual's learned resourcefulness. Learned resourcefulness is the collection of self-management strategies, such as problem-solving skills, ability to delay gratification and positive self-talk, that people use to accomplish everyday demands that require self-control. Using a mixed methods approach in this ongoing study, undergraduate university students are asked to complete a questionnaire

assessing learned resourcefulness (i.e., Rosenbaum's 1980 Self-Control Schedule, SCS, assessing general learned resourcefulness) and are subsequently interviewed regarding their exercise behaviour. Specifically, interviews and SCS scores of students who maintained that they are regular exercisers will be compared to students wanting to exercise but who are finding it difficult to do so. It is hypothesised that more highly resourceful students will have more detailed and efficient strategies for dealing with obstacles interfering with exercise and, as a result, will be more regular exercisers than students scoring lower in resourcefulness. Results and implications for increasing adherence to exercise programs will be discussed.

#75
Health Psychology/
Psychologie de la santé

A SURVEY OF PHANTOM LIMB PAIN AND ITS TREATMENTS

Meaghan Ferguson, York University; Patrick Watson, The Canadian Abilities Foundation; Judith Hunter, University of Alberta and University of Toronto; Raymond Cohen, The Canadian Abilities Foundation; Joel Katz, York University

For years, phantom limb pain (PLP) has been a perplexing phenomenon to physicians and psychologists and intractable and distressing to those individuals who suffer with it. Despite the growing acceptance of PLP and an increasing focus on treatment advancement, pain relief and treatment satisfaction continue to be problematic. The present mixed-methods study examines the use of, and satisfaction with, pharmacological, herbal and non-drug treatments for managing PLP in a sample of lower limb amputees comprised of 18 male and 9 female participants (N=27), with a mean age of 41 years and 19.5 years since amputation. Most participants report trying medicinal treatments for relief (96%); consistent with the growing research on alternative treatments, 27% sought relief through non-pharmacological methods such as herbal remedies, mindfulness and counselling. Despite the growing number of available treatments, only 23% of participants with current pain report obtaining total pain relief from treatment. In fact, participants report the mean intensity of pain (0-10 Visual Analogue Scale) on an average day is 5.7 and 8.7 when pain is worst. Even the few who report pain relief from treatment describe occasionally experiencing PLP. These early findings emphasize the need for further investigation into alternative treatments that more effectively reduce PLP.

#76
Health Psychology/
Psychologie de la santé

EMOTION REGULATION, IMPULSIVITY AND EATING BEHAVIOUR IN RESTRAINED EATERS

Meghan L. George, Ryerson University; Rachel Strimas, Ryerson University; Michelle Dionne, Ryerson University

Extensive research has been done on dietary restraint, but the characteristics of a restrained eater are inconsistently described across studies, and are generally not well defined in the literature. The current study aimed to create a psychological profile of a typical restrained eater by surveying both male and female undergraduate students between the ages of 17 and 43. Participants completed a series of "pencil and paper" questionnaires measuring distress tolerance, negative mood regulation expectancies and impulsivity to determine their relationship with restraint. Two computerized behavioural tasks were then used to measure impulsive decision making and inhibitory control. Although previous research indicated that items such as mood regulation and impulsive behaviours were correlated with restrained eating, the current study found these to be less predictive of restraint than items referring to anxiety and distress tolerance. Specifically, distress tolerance ($p = .047$), behavioural inhibition ($p = .002$) and binge eating ($p = .000$) were found to be significant predictors in a multiple regression model. The findings of this study imply that it may be beneficial to concentrate on management of anxiety and distress among restrained eaters. Such management strategies may include finding alternative coping techniques and stress relief practices.

#77
Health Psychology/
Psychologie de la santé

AN INVESTIGATION OF THE INFLUENCE OF ATTACHMENT STYLE AND PERSONALITY FACTORS ON DENTAL PATIENT SATISFACTION

Belinda Grobbelaar, Carleton University; Jenelle Power, Carleton University; Mary Gick, Carleton University

Patient satisfaction has been found to be associated with health outcomes. The present study investigated whether individual differences in personality factors and attachment styles predict dental patient satisfaction. Forty-nine participants completed the questionnaires at two dental offices and 247 undergraduate student participants completed an on-line study. A Short-Form Patient Satisfaction Questionnaire was administered to measure the participants' level of satisfaction based on their most recent visit to the dentist. Two of the Big Five personality dimensions, Neuroticism and Conscientiousness, were measured by the Big Five Inventory self-report questionnaire, and adult attachment styles were measured by the Experiences in Close Relationships questionnaire. Associations between attachment styles and dental satisfaction were measured by partial correlations. Avoidant attachment did not show any significant correlations, whereas anxious attachment had the greatest association with dental satisfaction, though this relationship was seen only in the undergraduate pool. Linear regression models for both participant pools showed that Neuroticism was a significant predictor of dental satisfaction. The current research supported the importance of both attachment style and personality in predicting dental satisfaction.

#78
Health Psychology/
Psychologie de la santé

SICK WITH REGRET: HOW ANTICIPATED EMOTION INFLUENCES THE INCLINATION TO GET THE H1N1 SHOT

Naomi Gryfe Saperia, University of Western Ontario; Karen M. Zhang, University of Western Ontario; Leora C. Swartzman, University of Western Ontario

Dominant health behaviour models tend to focus on how anticipated physical threats drive health decisions, such as getting vaccinated. Yet, the desire to avoid regret over the consequences of a decision may shape the decision itself. This study explored the relative roles of perceived threat of illness and side effects, anticipated regret over getting vaccinated (the sin of commission) and not getting vaccinated (the sin of omission). A secondary aim was to examine the impact of "medical skepticism" in the decision making process. Undergraduates ($N = 353$; mean age = 20.7; 77% female) completed an online survey at the height of the H1N1 threat in January 2010. The sin of omission correlated most highly ($r = .53$) with the intention to get vaccinated, followed by side effects ($r = -.42$), risk/threat of H1N1 ($r = .38$), medical skepticism ($r = -.35$), and the sin of commission ($r = -.17$). Entered simultaneously into a multiple regression, the variables accounted for 41% of the variance ($F(5, 312) = 45.7$, p <.0001) and, save for the sin of commission, all retained their predictive power. These findings suggest that we could increase the uptake of influenza vaccines if we 1) capitalize on people's desire to minimize anticipated regret over getting the flu after not being vaccinated and 2) recognize and address the skepticism with which public health messages are being met.

#79
Health Psychology/
Psychologie de la santé

THE EFFECTS OF MUSIC TEMPO ON DRIVER RISK TAKING

Ashley Hall, University of Manitoba; David Wiesenthal, York University

Past research has demonstrated that music tempo can influence an individual's behaviour (Brodsky, 2002; Edworthy & Waring, 2006; Milliman, 1982). Music tempo was investigated to determine its effects on risk taking. In a between-subject design, 80 participants completed a driving history questionnaire and then were assigned to 1 of 4 experimental conditions: no music (control), slow tempo, medium tempo and high tempo music. Participants were tested in a counterbalanced design using two measures of risky driving behaviour: the Vienna Risk-Taking Test Traffic (WRBTV, a subtest of the Vienna Test System), a computer based driving program that measure's risk taking based on reaction times) and DriveSim, a computer-based driving simulator. As predicted, data from the WRBTV indicated that risk-taking increased as music tempo increased. The DriveSim simulator found significantly lower average speed and less speed deviation in the slow tempo group compared to the medium tempo condition. Significance was found between the low and medium tempo groups for speed and speed deviation. The medium tempo group displayed higher speed means and more deviance while driving than the low tempo group. Currently, there is scant research examining the effects of music listening on driving performance especially risk-taking. Further implications and future research will be discussed.

#80
Health Psychology/
Psychologie de la santé

SELF-SILENCING FOLLOWING BURN INJURY: NARRATIVES FROM WOMEN

Tevya A. Hunter, University of Manitoba; Maria I. Medved, University of Manitoba; Sarvesh Logsetty, University of Manitoba; Diane Hiebert-Murphy, University of Manitoba; Brockmeier Jens, University of Manitoba; Jitender Sareen, University of Manitoba; Sulaye Thakrar, University of Manitoba; Sulaye Thakrar, University of Manitoba

While research demonstrates that body image dissatisfaction is predictive of psychopathologies such as depression and anxiety, very little is known about how women experience their scarred bodies after burn injury. There is a lack of knowledge about how women attempt to come to terms with their changed bodies, thus it is vital to examine narratives in order to understand how burn patients interpret and make sense of their injury. Semi-structured interviews were conducted with eight female burn survivors and transcripts were analyzed using a narrative-discursive analytic approach. Although the women's narratives revealed subtle indications of distress in relation to pain, social isolation and body dissatisfaction, they nevertheless appeared to be self-silencing, that is, they tried to present themselves as well-recovered in order to demonstrate power and control of their rehabilitation. Self-silencing may lead to further distress and appeared to result in a lack of insight into their experiences, as the silencing hindered them exploring their experience. As self-silencing has been linked to depression and anxiety, addressing body image concerns and encouraging women to discuss their difficulties, with health care professionals and significant others, is pertinent during rehabilitation.

#81
Health Psychology/
Psychologie de la santé

SEX DIFFERENCES IN THE LINK BETWEEN COPING STRATEGIES AND PAIN EXPERIENCE

Christina Iorio, Lakehead University; Josephine C.H. Tan, Lakehead University; Martin A. Katzman, START Clinic for Mood and Anxiety Disorders; Dina Tsirgielis, START Clinic for Mood and Anxiety Disorders; Elizabeth Pawluk, START Clinic for Mood and Anxiety Disoders

Sex differences in chronic pain-related coping have been found with women employing more emotion-focused strategies than men (Affleck et al., 1999). Chronic pain is comorbid with depression (Schatzberg, 2004), which in turn is also associated with emotion-focused coping strategies such as rumination (Nolen-Hoekesma, 1994). The relationship between pain and coping may therefore be confounded by depression, which could explain the finding that this relationship differs between the sexes. This study investigates the link between coping strategies and pain experience after controlling for depressive symptom severity in 201 chronic pain patients. A factor analysis on eight coping scales yielded two factors, internal and external coping, which were entered as predictors in hierarchical regression analyses. Results showed that after controlling for the effects of depressive severity, internal coping predicts greater pain in women and lower levels of functioning in men, and external coping predicts greater pain in women but does not predict experience of pain in men. Praying as a coping strategy was examined separately, and although it does not predict experience of pain in men, it predicts greater pain and lower levels of functioning in women. Findings from the present study hold implications for pain management interventions with male and female chronic pain patients.

#82
Health Psychology/
Psychologie de la santé

A PSYCHOMETRIC EVALUATION OF THE PATTERNS OF ACTIVITY MEASURE – PAIN

Christina Iorio, Lakehead University; Suzanne Stone, Lakehead University; Douglas Cane, Capital Health; Warren R. Nielson, St. Joseph's Health Care London; Dwight Mazmanian, Lakehead University

The psychometric properties of a scale measuring patterns of activities in chronic pain patients were investigated. A total of 277 chronic pain patients were recruited from three Canadian cities (Halifax, London, and Thunder Bay). Participants were asked to provide background information and complete the Patterns of Activity Measure - Pain (POAM-P). The POAM-P is a 30-item self-report scale that measures three patterns of activity common to individuals experiencing chronic pain: overdoing, avoidance, and pacing (Cane et al., 2008). These three activity patterns are captured by the measure's subscales, each of which comprise ten items rated on a 5-point Likert-type scale ranging from "not at all" (0) to "all the time" (4). Reliability analyses were conducted for each of the three subscales. Results demonstrated excellent internal consistency, with Cronbach's alphas ranging from .86 to .92. Inter-scale correlations support independence of the subscales, with the exception of the pacing and avoidance subscales ($r = .40$, $p < .001$). A confirmatory factor analysis provided reasonable initial support for the hypothesized three-factor model, with a Comparative Fit Index (CFI) of .807 and Root Mean Square Error of Approximation (RMSEA) of .087. These findings suggest that the POAM-P holds promise as a useful instrument for clinicians or researchers working with chronic pain patients.

#83
Health Psychology/
Psychologie de la santé

EARLY AGE OF FIRST SEXUAL INTERCOURSE AND DEPRESSIVE SYMPTOMATOLOGY AMONG ADOLESCENTS

Luanne K. Jamieson, Public Health Services, Applied Research & Evaluation Department; Terrance J. Wade, Brock University

Past literature has provided conflicting evidence for the association between adolescent sexual intercourse and depressive symptomatology. Whereas some studies conclude that sexually active youth may be at risk for depression, others provide contrary results. Thus, it is unclear as to whether depression results directly from coitus or if this relationship is explained by other factors—that is, there may be biological, psychological, or sociological predictors of both depressive symptomatology and early sexual intercourse. Using the National Longitudinal Study of Adolescent Health dataset, depressive symptomatology in adolescents over a seven-year time period was analyzed. The final sample (n=6,510) was comprised of 49.35% male (n=3,213) and 50.65% female (n=3,297) participants. Although an earlier age of first coitus was predictive of future depressive symptoms, both variables appear to be concomitant outcomes of the biopsychosocial process. Thus, although one may be able to use early coitus as a marker for subsequent depressive symptomatology, it does not appear to occur because of early sexual intercourse. Furthermore, the reverse relationship was not found to be significant in this study—that is, higher levels of previous depressive symptomatology did not predict an earlier age of first sexual intercourse in adolescents.

#84
Health Psychology/
Psychologie de la santé

SITUATION-SPECIFIC RESPONSES TO PAIN BEHAVIOUR: AN EXPLORATORY FACTOR ANALYTIC STUDY OF THE SIGNIFICANT OTHER VERSION OF THE PAIN RELEVANT RESPONSE SCALE

Lauren E. Johnston, Acadia University; Lachlan A. McWilliams, Acadia University; Paul D.J. Murphy, Correctional Service Canada

The Significant Other Version of the Pain Relevant Response Scale (PRRS-SOV) assesses significant others' perceptions regarding their responses to a partner's pain behavior. Its subscales assess solicitous, distracting, and negative responses. The purpose of the study was to determine whether the same set of constructs would be appropriate across two distinct acute pain contexts. Undergraduates (N=218) read vignettes regarding a friend experiencing two types of pain (muscle strain and dental pain) and completed the PRRS-SOV in response to each vignette. Factor analysis was applied to both sets of responses, with parallel analysis used to determine the number of factors to retain. For the furniture vignette a three-factor solution was appropriate. The factor loading strongly supported the solicitous, distracting, and negative subscales. For the dental pain vignette a two-factor solution was obtained. In this case, items from the solicitous and distraction subscales loaded together on a single factor. The findings suggest that significant others' patterns of responses to pain behavior vary across pain contexts. More specifically, they indicate that behaviors conceptualized as solicitous and distracting may be closely related and be part of a larger supportive response factor, and at other times be relatively distinct forms of responding to pain behaviour.

#85
Health Psychology/
Psychologie de la santé

IMMIGRATION STATUS AND MENTAL HEALTH (IN)SECURITY: INVISIBLE LIVES AND HIDDEN REALITIES OF UNDOCUMENTED YOUTH AND FAMILIES IN CANADA

Faria Kamal, University of Toronto; Kyle Killian, York University

With over half a million in total, one of the fastest growing migrant populations in Canada are individuals with precarious or no immigration status. This presentation will explore the mental health impacts of being undocumented and living in daily fear of detention and deportation. Results from the study indicate that lack of immigration status is implicated in significant health impairments and a source of constant, pervasive stress on the mental health and physical well being of individuals, as well as on their family units. Lack of immigration status is associated with elevated rates of depression, anxiety and PTSD when compared to other immigrant populations in Canada. Such evidence has profound implications with regard to treatment programs and efficacy of traditional mental health services in treating undocumented individuals. Effective treatment model guidelines are delineated, along with specific recommendations for psychologists directly providing treatment to such individuals. The research findings provide considerable support for the inclusion of immigration status as a social determinant of mental health. As such, key policy recommendations to redress institutional barriers to accessibility will also be addressed, taking into account both pecuniary and equity considerations, along with implications for both health and immigration policy.

#86
Health Psychology/
Psychologie de la santé

MINDFULNESS IS ASSOCIATED WITH DECREASED POST STRESSOR RUMINATION COMPARED TO DISTRACTION AND CONTROL CONDITIONS

Brenda Key, University of Calgary; Tavis S. Campbell, University of Calgary; Linda Carlson, Tom Baker Cancer Centre, Holy Cross Site; Kristen Zernicke, The University of Calgary

The central aims of the study were to determine if mindfulness and distraction would decrease rumination following a stressor and whether changes in post stressor rumination would influence cardiovascular recovery. Cardiovascular and psychological data was collected from 101 undergraduate students during two identical testing sessions 5 weeks apart. Each testing session included a 5-minute baseline period, 5-minute stress task and a 15-minute recovery period. Participants were randomized to one of 3 conditions: mindfulness, distraction or control. During the recovery period, participants received a distraction induction, mindfulness induction or no induction. Participants in the mindfulness condition also received a 4-week mindfulness meditation intervention during the period between testing sessions while participants in the distraction and control conditions received no intervention. Results indicated that participants in the mindfulness condition showed the greatest decreases in post stressor state rumination compared to the other conditions ($F = 4.71$, $p = .01$). The conditions did not differ on cardiovascular reactivity or recovery at either testing session. The preliminary findings suggest the efficacy of a brief mindfulness meditation intervention and induction for decreasing state rumination, in response to mental stress, compared to a distraction and control conditions.

#87

Health Psychology/
Psychologie de la santé

WHEN FOLLOW-UP CANCER SCREENING TESTS TURN OUT TO BE BENIGN: AGE AND FAMILY HISTORY OF CANCER AS MODERATORS OF PSYCHOLOGICAL RECOVERY FROM FEAR OF HAVING CANCER

Bärbel Knäuper, McGill University; Marianne Pelletier, Ontario Institute for Studies in Education of the University of Toronto; Carmen Loiselle, McGill University; Robert Perreault, McGill University; Corine Mizrahi, McGill University; Laurette Dubé, McGill University

Objective: The sudden confrontation of a potential health threat such as cancer, even after the diagnosis turns out to be benign, can have enduring adverse psychological consequences, including persistent anxiety, cancer fears and other manifestation of psychological distress. This study examines how age and family history of cancer can act as moderators of psychological recovery among women who face a breast cancer threat. Methods: Participants were 151 adult women from several breast cancer screening clinics who had just received a benign outcome from breast cancer anomaly screening. A number of psychological measures of distress were assessed at Time 1 (right after they received the “no cancer” feedback) and then each month for the next three months. Analyses examined whether age and family history of cancer hindered or facilitated psychological recovery from the cancer threat. Results: Results showed that younger age and family history of cancer hindered the psychological recovery. Conclusions: These findings shed light on the factors that are implicated in psychological recovery from a benign mammogram outcome. Special consideration should be given to younger women and to those with a family history of cancer when they are facing the threat of having cancer.

#88

Health Psychology/
Psychologie de la santé

ARE SELF-REPORT DEPRESSION SCALES BIASED IN MEDICAL SETTINGS? SOMATIC SYMPTOMS REPORTED ON THE PHQ-9 BY PATIENTS WITH SCLERODERMA COMPARED TO A GENERAL POPULATION SAMPLE

Allison R. Leavens, Jewish General Hospital; Scott Patten, University of Calgary; Marie Hudson, Jewish General Hospital and Lady Davis Research Institute; Murray Baron, Jewish General Hospital; Brett D. Thombs, McGill University and Jewish General Hospital

Background: Depression symptom measures that include somatic symptoms may inflate severity estimates among medically ill patients, including scleroderma patients. The Patient Health Questionnaire is regularly used in medical settings, but it is not known to what degree PHQ-9 scores are influenced by somatic symptoms common in medical illness. Objective: To assess whether scleroderma patients had higher somatic symptom scores on the PHQ-9 than non-medically ill respondents from the general population matched on cognitive/affective scores. Methods: Comparison of total scores on 4 somatic items from the PHQ-9 between scleroderma patients from the Canadian Scleroderma Research Group Registry and respondents from a random population survey of Alberta residents free of chronic disease. Scleroderma patients were matched with Alberta population respondents on total scores from 5 PHQ-9 cognitive/affective items, sex, and, as close as possible, age. Results: Somatic symptoms accounted for 64% of total PHQ-9 scores for scleroderma patients (N=762) compared to 56% for the Alberta population sample (N=762), a mean difference of 1.0 point or 19% of total scores for the scleroderma patients (Hedges’s g=0.38). Conclusions: PHQ-9 scores among patients with scleroderma may reflect a small to moderate amount of variance from somatic symptoms not necessarily related to depression.

#89

Health Psychology/
Psychologie de la santé

APPLYING THE SELF-REGULATION MODEL TO DEPRESSION: FACTORS RELATED TO ILLNESS REPRESENTATIONS AND TREATMENT SEEKING

Catherine Leite, The University of Western Ontario; Nicholas A. Kuiper, The University of Western Ontario

Leventhal’s Self-Regulation Model (SRM) proposes that illness representations of a condition consist of various belief dimensions (label, causes, consequences, duration, and control), which may impact treatment seeking. This study examined the extent to which the severity, duration, and label used to identify depressive symptoms impact illness representations and the likelihood of seeking professional services. Undergraduate students (n = 297) were asked to self-reference experiencing a set of low, mild, or moderate depressive symptoms, and then completed measures assessing SRM belief dimensions regarding the condition. Additional information was then provided to indicate that the condition has lasted longer than expected, and participants completed the SRM measures again. Symptom severity and duration had a significant impact on several illness representation domains and the likely use of professional treatment. Furthermore, the labels individuals used to identify a condition were associated with different illness representations. These findings have implications for psycho-education and mental health literacy programs related to enhancing individuals’ understanding of depressive symptoms and decisions to seek treatment.

#90

Health Psychology/
Psychologie de la santé

THE ROLE OF SOCIAL SUPPORT AND PSYCHOLOGICAL RESOURCES IN DEPRESSION IN PEOPLE LIVING WITH HIV: EXAMINING THE MEDIATING ROLE OF MASTERY AND SELF-ESTEEM

Sarah Lyons, University of Toronto; Joseph R. Gillis, University of Toronto; Sean B. Rourke, Ontario HIV Treatment Network; Sergio Rueda, Ontario HIV Treatment Network

Background: The present study used Taylor’s Cognitive Adaptation Model to explore the mediating effects of psychological resources on the relationship between social support and depressive symptomatology. Methods: The present study analyzed baseline and 3-month data. Participants included 113 men and 12 women with HIV, in the Toronto-area. They provided data on demographic status, HIV disease markers, depressive symptoms , social support, mastery, and self-esteem. Analyses were performed using three dimensions of social support. Independent variables and mediators at time 1 were analyzed to predict the outcome at time 2. Mediation analyses were performed using MacKinnon’s causal step method. Results: Mastery was found to have a significant mediating effect on the relationship between all dimensions of social support on depressive symptomatology. Thus, our study provided partial support of the Cognitive Adaptation Model in this population, revealing significant mediating effects of mastery on the relationship between social support and depressive symptomatology. Conclusions: Findings suggest the need to develop social support interventions that help to strengthen mastery in people living with HIV in order to reduce depression. Further research should elucidate the role of self-esteem and its relationship with gender and employment status in this population.

#91
Health Psychology/
Psychologie de la santé

FACTOR ANALYSIS OF THE MEDICAL OUTCOMES STUDY SOCIAL SUPPORT SURVEY AMONG INDIVIDUALS LIVING WITH HIV

Sarah Lyons, University of Toronto; Joseph R. Gillis, University of Toronto; Sean B. Rourke, Ontario HIV Treatment Network; Sergio Rueda, Ontario HIV Treatment Network

Background: The purpose of this study was to explore the factor structure of the Medical Outcomes Study Social Support Survey (MOS-SSS), within a population of people with HIV. The MOS-SSS is a 19-item measure designed to evaluate perceived availability of support across four dimensions. Methods: This study is a secondary analysis of a sample of 113 men and 12 women living with HIV, in the Toronto-area. The present study analyzed data at baseline using exploratory principal-components factor analysis with oblique rotation. Results: Internal reliability for the total scale was excellent (Cronbach's alpha = 0.96). Results suggested evidence of 3 factors; emotional/informational support, affectionate support, and tangible support." The eigenvalues for each of the factors were 5.77 (factor 1), 5.60 (factor 2), and 3.74 (factor 3). The amount of variance accounted for by each factor was 30.4% (factor 1), 29.5% (factor 2), and 19.7% (factor 3). Conclusions: The original factor structure was only partially supported in our sample of people with HIV. We found a 3-factor solution, rather than the 4-subscales recommended by the measure's authors. Continued research of the multidimensionality of social support may be useful in tailoring support interventions for HIV-infected individuals.

#92
Health Psychology/
Psychologie de la santé

THE EFFECT OF PEER VERSUS EXPERT EDUCATION ON PEER PERCEPTIONS OF CHILDREN WITH A CHRONIC ILLNESS

Rebecca C. MacNevin, Mount Saint Vincent University; Dr. Sara King, Wood Street Centre; Dr. Christine T. Chambers, IWK Health Centre; Adam Huber, IWK Health Centre; Joan Backman, IWK Health Centre

Research suggests that children with a chronic illness may be at risk for difficulties in developing positive peer relationships. The purpose of the present study was to examine the impact of providing peer versus expert education on peer perceptions of children with a chronic illness. Participants were 50 healthy children (19 boys and 31 girls) between the ages of 8 and 12 years (M = 9.58; SD = 1.32). Each participant was shown one of two randomly assigned five-minute videos about Juvenile Idiopathic Arthritis (JIA) in which the speaker was either a 12-year-old boy with JIA or a pediatric rheumatologist. Following the video, each participant answered a series of 12 questions assessing his or her perception of a peer with JIA on three dimensions (affective, behavioural, cognitive). It was hypothesized that peer perceptions of children with JIA would be more positive after viewing a video of a peer with JIA than after viewing an adult heath care professional. Contrary to our hypothesis, children gave higher acceptance ratings of the hypothetical child in the cognitive domain after learning about JIA from an adult expert rather than from a peer. There were no significant differences in the affective and/or behavioural domains, suggesting that the source of information does not seem to have an effect on children's feelings and overt behaviours toward peers with a chronic illness.

#93
Health Psychology/
Psychologie de la santé

DEMORALIZATION IN CHRONIC PAIN PATIENTS

Rachel Martin, The Ottawa Hospital Rehabilitation Centre; David Duong, The Ottawa Hospital Rehabilitation Centre; John Kowal, The Ottawa Hospital Rehabilitation Centre; Keith G. Wilson, The Ottawa Hospital Rehabilitation Centre; Peter R. Henderson, The Ottawa Hospital Rehabilitation Centre; Lachlan A. McWilliams, Acadia University

Demoralization describes a state of disheartenment. It is characterized by low self-efficacy, subjective incompetence, feelings of helplessness, and psychological distress. The concept of demoralization, which emerged from research in palliative care, has not, to our knowledge, been examined in a chronic pain population. It appears highly relevant in this context, especially when one considers the prevalence of chronic pain and the numerous associated psychological difficulties. The present study explored the relationships between demoralization and other psychological variables in a sample of 180 patients admitted to an interdisciplinary, outpatient, hospital-based chronic pain management program. Demoralization was strongly correlated (.5-.8) with pain catastrophizing, pain-related self-efficacy, and depressive symptoms. It was moderately correlated (.3-.4) with pain-related disability and fear of re-injury. No correlation was found between demoralization and pain intensity. Results suggest that demoralization is a relevant construct in chronic pain and one that is worthy of further consideration and study.

#94
Health Psychology/
Psychologie de la santé

THE EFFECTS OF A MINDFULNESS-BASED GROUP INTERVENTION ON PSYCHOLOGICAL WELL-BEING AND LIFE SATISFACTION IN A COMMUNITY SAMPLE

Dwight Mazmanian, Lakehead University; Melissa Felteau, Thunder Bay; Shawn Marshall, The Ottawa Hospital Rehabilitation Centre; Nora Cullen, West Park Health Centre; Carrie Gibbons, St. Joseph's Care Group; Hillary Maxwell, St. Joseph's Care Group; Sacha Dubois, St. Joseph's Care Group; Michel Bédard, Lakehead University

The effects of a mindfulness-based group intervention on psychological well-being and life satisfaction were investigated in a community sample of 46 adult volunteers (mean age = 41.2, SD = 12.0, 89% female). Participants at three treatment sites in Ontario completed the Symptom Checklist-90-Revised (SCL-90), the Satisfaction with Life Scale (SLS), the Philadelphia Mindfulness Scale (PMS), and the Toronto Mindfulness Scale (TMS) prior to the intervention, and after completing 10 weekly, 1.5-hour group sessions led by newly trained facilitators. Site by time (pre/post-intervention) ANOVAs revealed significant post-intervention improvements in psychological well-being, as measured by decreases in the SCL-90 Global Severity Index (GSI; p<.001) and Positive Symptom Total (p<.001), and increases in life satisfaction (SLS) scores (p<.01). Except for GSI (p<.05), main effects for site and site x time interactions were not significant. Increases in PMS Acceptance (p<.05), Awareness (p<.05) and TMS Curiosity subscale scores (p<.05) suggested that the intervention had increased participants' mindfulness. These findings suggest that mindfulness interventions might be effective in improving psychological well-being and satisfaction with life in individuals without pre-existing mental health problems, and that group interventions might be a cost-effective way to deliver the service.

#95
Health Psychology/
Psychologie de la santé

NOW I KNOW MY RISK, BUT IT DOESN'T MEAN I'M GOING TO CHANGE: HOW HUMAN PAPILLOMAVIRUS (HPV) INFORMATION AFFECTS PERCEIVED SUSCEPTIBILITY TO HPV AND RELATED BEHAVIOURS

Lila McCormick, University of Guelph; Paula Barata, University of Guelph; Sophia Fanourgiakis, University of Guelph

Although the majority of sexually active females will contract HPV at some point in their life, most individuals assume that their risk is substantially lower than that of the general population. Underestimating one's susceptibility to HPV can have significant repercussions, as perceived susceptibility has been linked to risk reduction behaviours. Research has indicated that providing participants with prevalence information based on relevant risk factors can reduce participants' unrealistic optimism regarding susceptibility to a health concern. Thus, the goal of the current study was to enhance the accuracy of participants' perceived susceptibility to HPV by providing varying amounts of prevalence information and determining the subsequent effect on five risk reduction behaviours. Five hundred and forty-nine female undergraduate students participated in the current study. Participants were provided with tailored HPV prevalence information (i.e., taking age and number of sexual partners into account), general information (i.e., rate for all women) or no prevalence information. The results revealed that participants who received tailored information provided the most accurate assessments of their HPV susceptibility, &#967;2 (2) = 6.58, p = .037. The type of prevalence information received did not affect risk reduction behaviours. Implications of the findings are discussed.

#96
Health Psychology/
Psychologie de la santé

HOW AMERICAN VALUES IN CIGARETTE ADVERTISEMENTS CONTRIBUTED TO THE TOBACCO MARKET SUCCESS IN INITIATING A SOCIALLY ACCEPTABLE ADDICTION: A PUBLIC HEALTH PERSPECTIVE

Justin F. McManus, Carleton University

Marketing campaigns use powerful imagery to form a connection between the viewer and the image in the ad in efforts to influence the purchases of the target audience. American smoking advertisements portray images of core-cultural values, which associate cigarette smoking to these value emphasis. This branding technique will be used as a model to explain the increase of smoking in the 1900s. This is an exploratory study to investigate what types of values were portrayed in smoking advertisements and to see if the same values are used in similar ads in the twenty-first century. 242 newsprint and magazine tobacco advertisements were qualitatively coded for 6 American values. Results indicate that there was one consistent industry level value portrayed across the time period of the 1930s-1980s. In addition, the cigarette brand who had the most consistent value emphasis portrayed across time was the most preferred among adolescent smokers. Implications on public health are discussed and limitations are outlined.

#97
Health Psychology/
Psychologie de la santé

TRANSPARENCY OF OUTCOME REPORTING AND TRIAL REGISTRATION OF RANDOMIZED CONTROLLED TRIALS IN TOP PSYCHOSOMATIC AND BEHAVIOURAL HEALTH JOURNALS: A SYSTEMATIC REVIEW

Katherine Milette, McGill University; Brett D. Thombs, Jewish General Hospital

Objective: The most reliable form of evidence for determining the efficacy of interventions comes from well-designed and conducted randomized controlled trials (RCTs), and high-quality RCTs are prioritized in clinical guideline development. The extent to which users can evaluate whether published RCTs accurately reflect the efficacy of interventions, however, depends on the completeness and transparency of reports of results. The CONSORT statement and trial registration policies were designed to improve transparency of trial reports. The objective of this study was to assess the clarity of outcome reporting and the proportion and adequacy of outcome registration in RCTs published in behavioural journals. Method: Eligible studies were primary or secondary reports of RCTs published in top psychosomatic and behavioural journals from 2008-2009. Outcome reporting and registration data was extracted. Results: Of 63 articles reviewed, only 25 had adequately declared primary or secondary outcomes. Of the 13 registered studies only 1 registered sufficiently precise outcome information to compare to published outcomes, and registered and published outcomes were discrepant. Conclusion: Greater attention to outcome reporting and trial registration will increase the likelihood that effective behavioural health interventions are readily identified and made available to patients.

#98
Health Psychology/
Psychologie de la santé

INVARIANCE TESTING OF THE SF-36 HEALTH SURVEY IN WOMEN BREAST CANCER SURVIVORS: DO DIFFERENT GROUPS SHARE THE SAME INTERPRETATION OF THE MEASURE?

Amber Mosewich, University of British Columbia; Valerie Hadd, Douglas College; Peter Crocker, University of British Columbia; Bruno D. Zumbo, University of British Columbia

Quality of life (QOL) can be affected by different issues encountered by breast cancer survivors (BCS), including time since treatment, type of treatment, and age (Deimling et al., 2006; Hoskins et al., 1996; Vacek et al., 2003). Thus, QOL may take on different meanings at different stages in the cancer process. This study tested the measurement invariance of the SF-36 Health Survey (SF-36; Ware, 1993) to determine if meaningful group comparisons can be made using this measure among BCS: time since treatment (<5 years/>5 years), type of treatment (chemotherapy/no chemotherapy), and age (<60 years/>60 years). There was no evidence for strict invariance in any analysis. Strong invariance was supported for time since treatment (SB&#967;2 = 3304.40, CFI = .94, &#8710;CFI = |.00|, RMSEA = .11) and type of treatment (SB&#967;2 = 2971.38, CFI = .95, &#8710;CFI = |.01|, RMSEA = .09). Weak invariance was upheld for age (SB&#967;2 = 2823.45, CFI = .89, &#8710;CFI = |.01|, RMSEA = .09). Thus, score comparisons between these age groups are not recommended. A case for group comparisons on the SF-36 can be made between BCS <5 years post-treatment for breast cancer and those >5 years, as well as between BCS who underwent chemotherapy and those who did not receive chemotherapy. However, given the lack of strict invariance, these comparisons should be interpreted with caution.

#99

Health Psychology/
Psychologie de la santé

SENSE OF COHERENCE IS A STRONG PREDICTOR OF PSYCHOLOGICAL DISTRESS: RESULTS FROM A POPULATION-BASED SAMPLE OF CANADIANS LIVING WITH CANCER

Myriah K. Mulvogue, University of Regina; R. Nicholas Carleton, University of Regina; Gordon J. G. Asmundson, University of Regina

Regardless of prognosis, a cancer diagnosis can elicit significant levels of distress. Such distress may interfere with quality of life, treatment adherence and outcomes, and rates of debilitation (Gao et al., 2010; Gustavsson-Lilius et al., 2007). Sense of coherence (SOC)–or the ability to understand experiences as meaningful, comprehendible, and manageable (Antonovsky, 1987)–has been found to protect against the distress associated with cancer (Gana, 2001; Gustavsson-Lilius et al., 2007); however, the variance of distress accounted for by SOC relative to other established risk and resiliency variables has not been evaluated. The current study assessed the relative relationships of SOC, social support, disability, sex, family cancer history, and distress. Participant data was drawn from a sample of people with cancer interviewed in the Canadian National Population Health Survey (1998-1999). Only SOC and the number of disability days significantly predicted distress ($p < .001$). Further, SOC accounted for the majority of model variance, $F(2,219) = 109.03$, $p < .001$. The current results suggest that for people with low SOC and cancer, early distress management may be particularly palliative. Comprehensive findings and future research directions are discussed.

#100

Health Psychology/
Psychologie de la santé

INTERNET-BASED LIFESTYLE COUNSELING FOR HYPERTENSION IS INDEPENDENTLY ASSOCIATED WITH BLOOD PRESSURE REDUCTION AND THERAPEUTIC LIFESTYLE CHANGE

Robert P. Nolan, University Health Network; Hazel Lynn, Grey Bruce Health Unit; Kevin Shoemaker, University of Western Ontario; Vladimir Hachinski, LHSC, University of Western Ontario; Susan Barry-Bianchi, University of Toronto; Margaret Moy Lum Kwong, Heart and Stroke Foundation of Ontario; Ahmad Zbib, Heart and Stroke Foundation of Ontario

Internet-based lifestyle counseling may augment risk reduction for cardiovascular disease (CVD) without overtaxing health care resources. This randomized controlled trial evaluated the efficacy of a 4-month e-counseling protocol provided by the Heart and Stroke Foundation of Canada (My Blood Pressure Action Plan). Controls received CVD risk factor feedback plus education and e-newsletters. The e-Counseling group received the above plus 8 emails sent over 4 months. Outcomes included clinic assessment of systolic and diastolic blood pressure (SBP, DBP), and pulse pressure (PP), as well as self-reported adherence to recommended exercise and diet behavior. Subjects (eCounseling, n = 194; Control, n = 193) were 45-75 years of age, 59% female, diagnosed with hypertension, and 72% were prescribed &#8805;1 antihypertensive medications. Per protocol analysis indicated that eCounseling was independently associated with decreased SBP (ß = -0.45, SE = 0.19, p = 0.03) and PP (ß = -0.23, SE = 0.11, p = 0.03) as well as increased adherence to exercise (ß = 0.02, SE = 0.01, p = 0.01) and diet (ß = 0.02, SE = 0.01, p = 0.02). This trial demonstrated short-term therapeutic benefit for e-Counseling among individuals with hypertension. Long-term follow-up with validated biomarkers of lifestyle change is a priority for this preventive strategy.

#101

Health Psychology/
Psychologie de la santé

METAMOTIVATIONAL PERSONALITY TENDENCIES IN EATING BEHAVIOURS: A REVERSAL THEORY PERSPECTIVE

Ashlyne I. O'Neil, Psychology Department, University of Windsor; Kathryn D. Lafreniere, Psychology Department, University of Windsor; Kenneth M. Cramer, Psychology Department, University of Windsor

Previous research has assessed both sociocultural effects (e.g., Thompson et al., 2004) and personality influences (e.g., Elfag & Morey, 2008; Miller et al., 2008) on eating disordered behaviour, but comparatively little research has employed the theoretical framework of reversal theory. The present study examined the relationship between reversal theory's personality constructs and risk of eating pathology, along with the mediating effects of sociocultural attitudes. A non-clinical sample of 123 undergraduate students completed the Motivational Style Profile (MSP), Sociocultural Attitudes Towards Appearance Questionnaire (SATAQ-3), Eating Attitudes Test (EAT-26), and a demographic profile. The reversal theory construct of autic-sympathy (desire to be attractive and liked by others) was determined to be a significant predictor of increased eating behaviours related to dieting, bulimia and food preoccupation, oral control, and overall eating pathology in the female subsample. These effects were fully mediated by sociocultural factors of internalization, information and pressures. Findings are discussed in relation to the role of reversal theory in enhancing our understanding of risks associated with and the ability to predict the development of eating pathology, as well as the clinical implications of such results.

#102

Health Psychology/
Psychologie de la santé

RELATIONSHIPS BETWEEN PARENT AND CHILD PAIN AND RELATED PSYCHOLOGICAL MEASURES AFTER MAJOR PEDIATRIC SURGERY

Gabrielle Pagé, York University; Fiona Campbell, Hospital for Sick Children; Jennifer Stinson, Hospital for Sick Children; Lisa Isaac, Hospital for Sick Children; Andrea L. Martin, York University; Joel Katz, York University

Introduction: The aim of the present study is to examine relationships between parent and child ratings of pain and related psychological measures after major pediatric surgery. Method: 83 children (8-18 years old) and one of their parents completed measures of postoperative pain, pain anxiety, pain catastrophizing, anxiety sensitivity and health anxiety 48-72 hours postoperatively. Results: Pearson correlation analysis revealed a significant negative correlation between children's pain intensity ratings and parental ratings on the Postoperative Pain Measure for Parents (r=-0.263, p=0.030). Significant correlations were not found between parent and child pain-related psychological measures. Child pain anxiety predicted pain intensity (&#946;=0.431, $p<0.001$) and unpleasantness (&#946;=0.313, p=0.003) after controlling for age and gender. Parent pain anxiety predicted parent pain ratings of their child's pain after controlling for parent age and gender (&#946; =-0.379,p=0.003). Discussion: Results indicate that child and parent ratings of postoperative pain are inversely correlated but no relation was found between parent and child pain-related psychological measures. Research is needed to further explore behavioral and psychological factors that influence the relationship between parent and child ratings of postoperative pain and pain-related psychological constructs.

#103
Health Psychology/
Psychologie de la santé

ANGER MANAGEMENT STYLE AND PAIN PERCEPTION: THE INFLUENCE OF ANGER SUPPRESSION

Annik Plourde, Université du Québec à Montréal; Douglas French, Université de Moncton; Stepanie Daigle, Université de Moncton

Background: Separate research literatures have demonstrated that trait anger expression style (anger-out and anger-in) and the suppression of anger are associated with increased pain sensitivity. The present study employed both anger and pain-induction procedures to examine the combined and comparative effects of expression style and anger suppression on self-reported pain. Methods: Fifty (n=50) healthy students were randomly assigned to either an anger suppression or non-suppression of anger condition. Participants completed a mental arithmetic task with standardised harassing comments and a cold pressor pain procedure. Blood pressure and heart rate were recorded at baseline, during mental arithmetic and during a brief recovery period. Results: Higher ratings of post-induction anger ($t(49)=-6,68$, $p<0,01$) and mean arterial pressure ($F(1,44)= 5.34$, $p<0,05$) were noted relative to pre-induction levels. A 2 (anger-in, anger-out) × 2 (suppression, non suppression) ANOVA failed to yield a significant interaction for VAS pain ratings ($F(1, 46) = 1.88$, $p = 0.18$) or mean arterial pressure ($F(1, 45) = 0.01$, $p = 0.93$). A-posteriori analyses revealed, however, significantly higher levels of pain in the anger-in participants in the non suppression condition ($t(23) = -2.28$, $p < 0.05$). Conclusions: The precise relationship between anger expression and anger suppression remains unclear.

#104
Health Psychology/
Psychologie de la santé

PERCEIVED BARRIERS TO GAINING EMPLOYMENT AMONG DISABLED PERSONS IN CANADA

Rebecca Purc-Stephenson, University of Alberta

For disabled persons, gaining employment may be an elusive goal – the employment rate is approximately 53% among disabled persons. Despite policies and programs to help integrate disabled persons into the workforce, research suggests barriers persist. The purpose of this study was to identify the perceived barriers to gaining employment among individuals with a physical disability. Twenty-five disabled persons participated in individual semi-structured interviews. Data were qualitatively analyzed using Strauss and Corbin's (1990) grounded-theory approach. The emergent common issues were organized into three major themes: perceived organizational, social, and psychological barriers. Organizational barriers involved a belief of decreased employment quality and concerns about availability of workplace accommodations. Social barriers involved perceived stigmatization towards disability in general and concerns about discrimination. Psychological barriers involved having a 'disabled' self identity, and self efficacy. Thus, disabled persons face a number of obstacles beyond their functional limitations to gaining employment. Key differences across disability types are discussed, challenging claims that employment concerns are common for all disabled persons rather than specific subgroups.

#105
Health Psychology/
Psychologie de la santé

EVALUATING THE POSTTRAUMATIC GROWTH INVENTORY: STRUCTURE AND A MULTIGROUP INVARIANCE TEST

Rebecca Purc-Stephenson, University of Alberta

Posttraumatic growth describes improvements in a person's life beyond what was present before a trauma or adversity occurred. Of the personal growth surveys developed, the 21-item Posttraumatic Growth Inventory (PTGI; Tedeschi & Calhoun, 1996) is the most frequently used, measuring five factors: Relating to Others, New Possibilities, Personal Strength, Spiritual Change, and Appreciation of Life. However, the PTGI was originally validated using undergraduates who experienced minor stresses (e.g., illness or injury, bereavement, parents divorce); thus its validity to assess serious illness populations is questioned. The purpose of this study was to test the dimensionality and multigroup invariance of the PTGI with a sample of individuals with a chronic disease. A confirmatory analysis using AMOS 6.0 was conducted on the pooled sample of individuals with arthritis (N = 209) or inflammatory bowel disease (N = 373). Five alternative models were evaluated: (a) one-factor model, (b) oblique three-factor model, (c) oblique five-factor model based on the PTGI subscales, (d) three factor with a single higher-order factor model, and (e) a five factor model with a single higher-order factor. The resulting "best-fitting" model supports the original five-factor structure of the PTGI and subsequent multigroup invariance testing showed the model is applicable to both illness groups.

#106
Health Psychology/
Psychologie de la santé

THE IMPACT OF CULTURE ON CHILDREN'S SELF-REPORTED PAIN COPING STRATEGIES

Nicole Racine, York University; Sheetal Mistry, York University; Ratika Srivastava, York University; Sara Ahola Kohut, York University; Rebecca R. Pillai Riddell, York University; Jennifer Stinson, University of Toronto

Background: Chronic pain in children is a serious psychological health problem. Coping strategies and family factors, such as culture, influence the management of chronic pain. Objectives: 1) To examine whether children and parents who identify as being from an individualist versus collectivist cultures differ on their reports of child self-reported pain coping strategies, 2) To investigate whether parents from individualist versus collectivist cultures differ on consistency with their children's reports of coping strategies. Methods: Sixty-five children and their parents completed a demographic questionnaire and the Pain Coping Questionnaire. Family cultural background was categorized as either individualist or collectivist. Results: Parents from collectivist and individualist cultures differed significantly from their children on their reports of their child's use of catastrophizing ($p<0.05$). Parents from individualist cultures also differed from their children on their reports of behavioral distraction and information seeking ($p<0.05$). Conclusion: Results suggest that regardless of cultural background, parents report higher levels of catastrophizing than their children. Given catastrophizing is a correlate of poor adaptation to chronic pain; it may behoove clinicians to discuss levels of this coping behavior with both parents and children.

#107
Health Psychology/
Psychologie de la santé

THE EFFECTS OF SUCROSE CONSUMPTION AND TASK COMPLEXITY ON SPATIAL AND WORKING MEMORY

Elisa Radford-Paz, Laurentian University

Glucose is the primary source of energy in the brain. Since the brain cannot store glucose, cerebral energy requirements are almost entirely dependent on dietary or exogenous sources. There is extensive evidence to support the idea that memory can be improved in both humans and rodents by the administration of sucrose, which is a source of glucose. The present study investigated how drinks with different concentrations of sucrose affected spatial and working memory in young adults during simple and complex tasks. Sixty participants were randomly assigned to one of three sucrose conditions (sweetener, medium-sucrose, or high-sucrose). Half of the participants received simple memory tasks while the other half received complex memory tasks. All participants were assessed on spatial and working memory during a pre- and a post-test. As expected, results indicated that more items were recalled in the simple memory tasks when compared to the complex memory tasks ($p<0.001$). However, the consumption of a high-sucrose drink significantly improved memory scores from pre- to post-testing ($p<0.05$). Furthermore, participants in the sweetener condition recalled significantly fewer items than those in the high-sucrose condition ($p<0.05$). This study demonstrated that regardless of task complexity, high-sucrose consumption improved memory performance in young adults.

#108
Health Psychology/
Psychologie de la santé

A COMPARISON OF EMERGENCY DEPARTMENT VISITS BY INDIVIDUALS WITH INTELLECTUAL DISABILITIES AND AUTISM SPECTRUM DISORDERS LIVING WITH FAMILY

Suzanne Robinson, Centre for Addiction and Mental Health; Ami Tint, York University; Alin Khodaverdian, Centre for Addiction and Mental Health; Yona Lunsky, Centre for Addiction and Mental Health

Individuals with Intellectual Disabilities (ID) and Autism Spectrum Disorders (ASD) are at a high risk for developing mental health problems that can lead to emergency department (ED) visits. Past research has shown that ED services do not adequately meet the care needs of individuals with ID and mental health problems, with symptoms of ASD making visits even more challenging. To further explore these issues, this study conducted chart reviews on a sample of 20 individuals with ID and with ID and ASD (ID+ASD), who primarily resided with family and had visited the ED for a behavioral crisis. The sample consisted of 16 males and 4 females, ranging in age from 16 to 48 years (M = 24.3 years). Twelve participants had ASD+ID and 8 had ID alone. Chi square tests were conducted to assess a relationship between ASD diagnosis and ED variables. ASD+ID individuals showed a trend towards a greater presentation of aggressive behavior (75% vs. 33%). ASD+ID individuals also experienced a greater proportion of restraints (50% vs. 8%), however, there was no reported difference between inpatient admission or triage to psychiatry. Implications for health services and policy development will be presented.

#109
Health Psychology/
Psychologie de la santé

DEVELOPMENT OF A NEWS ADDICTION SCALE

Floyd Rudmin, Psychology Dept., Univ. of Tromso

Twenty-eight Likert items were created based on the seven problem criteria for substance dependence specified in the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV): 1) tolerance effects, 2) withdrawal effects, 3) more than intended, 4) inability to stop, 5) requiring substantial time, 6) impeding other activities, and 7) continued usage despite problems. The survey questionnaire also asked about time spent on news, about news preferences, and about demographics. Item selection was based on a) correlation with time spent on news, b) correlation with other items for each DSM-IV criterion, and c) scale item-total correlation. The final 7 items in the News Addiction Scale (NAS) each represent one of the 7 DSM-IV problems denoting addiction. The NAS showed good reliability (alpha=.84), with inter-items correlations ranging between .32 and .51. Principle components factoring produced one factor, explaining 50.4% of the variance, with all items loading above .65. In multiple regression analysis, time spent on news was significantly predicted by NAS scores (B=.44) but not by education (B=.09), age (B=.08), or gender (B=0.00).

#110
Health Psychology/
Psychologie de la santé

MEN AND HPV: ARE THEY INTERESTED IN THE VACCINE AND WHO WOULD THEY TELL?

Kristin Saunders, University of Windsor; Kathryn D. Lafreniere, University of Windsor

In 2010, a vaccine that protects against human papillomavirus (HPV) infection was approved for boys and men. This study was conducted to investigate factors that influence men's interest in receiving the HPV vaccine. Participants were 182 men who were presented with one of four versions of a short educational description of the HPV vaccine. The descriptions varied by (1) whether the cancer-causing effect of HPV was mentioned; and (2) whether the STI status of HPV was mentioned. Results indicated that overall, men were not sure if they wanted the HPV vaccine, and if they had to pay market price for it they wanted it even less. Results also revealed that men would be significantly more likely to tell their romantic partners if they got the vaccine than they would their friends or their parents. Men who read the description that mentioned that HPV can cause cancer, but in which the STI status of HPV was not discussed, were most likely to want to tell their romantic partners, while men who read the scenario in which cancer was not mentioned but the STI status of HPV was, were the least likely. The application of these results as they relate to increasing male HPV vaccination rates are discussed.

#111
Health Psychology/
Psychologie de la santé

THE HEALTH AND WELL-BEING OF MEN WHO HAVE SEX WITH MEN IN THE INTERIOR OF BRITISH COLUMBIA

Hilla Shlomi, University of British Columbia, Okanagan; Tom Beggs, University of British Columbia, Okanagan; Zachary Walsh, University of British Columbia, Okanagan; Daryle Roberts, Living Positive Resource Centre Okanagan; Eli Puterman, Universtiy of California, San Francisco; Susan Holtzman, University of British Columbia, Okanagan

Research on the health and well-being of men who have sex with men (MSM) living outside of major urban centers is severely lacking. However, there is evidence that MSM tend to be at higher risk for poor psychological and physical health than the average Canadian, and that they are at greater risk of unmet health care needs. The current study used an anonymous online survey to assess a range of factors, including depressive symptoms, social support, sexual health behaviours, experiences with health care providers, involvement with the gay community, and discrimination among MSM living in the Interior of British Columbia. We will present results from the first 120 MSM to participate in our ongoing survey. A staggering 46% of the men in our sample reported clinically significant levels of depressive symptoms. With regards to condom use, 59% reported not always using a condom during anal intercourse. Compounding this, 38% of respondents did not discuss HIV status prior to sexual contact and 29% reported never having been tested for HIV. Results of analyses examining the demographic and psychosocial predictors of risky sexual behaviours and depressive symptoms will also be discussed. Overall, the results suggest the need for improved interventions to mitigate sexual health risks taken by MSM, and to support the mental health of MSM living outside of major urban centres.

#112
Health Psychology/
Psychologie de la santé

THE EFFECTS OF SEXUAL AROUSAL ON RISK-TAKING

Shayna Sparling, University of Windsor; Ken Cramer, University of Windsor

Although university students are aware that the use of condoms is important for preventing STI's and HIV, their use remains inconsistent (Roterman & McKay, 2009). This discrepancy between attitude and behaviour may be due to an underestimation of extraneous factors, like sexual arousal, that can affect decision-making (Ariely & Lowenstien, 2005). Previously, sexual arousal has been found to have a negative impact on risk-taking in men: males experiencing a higher level of sexual arousal tend to make riskier choices in games of chance (Baker & Maner, 2008). Sexual arousal likely exerts this effect on risk taking through its connection to visceral cues. It has been shown that individuals are more likely to make impulsive decisions when in the presence of visceral stimuli (e.g. erotica) because this cue focuses attention/motivation onto a related desired goal (e.g. sexual gratification; Ditto, et al. 2006). Using erotic video clips to induce a heightened state of sexual arousal in female and male participants, these effects on risk taking behaviour were examined. Risk-taking was assessed using a computerized card game where it was possible to make either a safe or risky play in an ambiguous situation. It was found that men and women were similarly vulnerable to the detrimental effects of sexual arousal on risk-taking behaviour.

#113
Health Psychology/
Psychologie de la santé

PREMENOPAUSAL HORMONE-RELATED PHYSICAL SYMPTOMS PREDICT MENOPAUSAL PHYSICAL SYMPTOM SEVERITY

Suzanne Stone, Lakehead University; Dwight Mazmanian, Lakehead University; Kirsten Oinonen, Lakehead University; Verinder Sharma, University of Western Ontario

The relationship between physical symptoms associated with past reproductive events and the severity of menopausal physical symptoms was examined. Two-hundred and seventy perimenopausal and postmenopausal women completed the Menopause Specific Quality of Life Questionnaire (MQUOL), the Menstrual Distress Questionnaire (MDQ), and three new measures examining physical symptoms experienced during reproductive events (the Pregnancy Experiences Questionnaire, Postpartum Physical Symptoms Questionnaire, Oral Contraceptives Side Effects Questionnaire). Two multiple regression analyses were conducted to determine the best predictors of menopausal physical symptoms (overall and vasomotor symptoms). Premenstrual pain, concentration problems, and water retention; along with physical pregnancy symptoms, all served as unique predictors of overall physical symptoms during menopause. Premenstrual autonomic symptoms and water retention were both unique predictors of menopausal hot flashes. These findings support "hormonal sensitivity" theories as some women appear more sensitive to hormonal changes across the lifespan.

#114
Health Psychology/
Psychologie de la santé

DETECTING PAIN SIMULATION USING THE PATTERNS OF ACTIVITY MEASURE – PAIN AND THE BRIEF PAIN INVENTORY

Suzanne Stone, Lakehead University; Dwight Mazmanian, Lakehead University; Warren Nielson, St. Joseph's Healthcare London; Douglas Cane, Capital Health (Pain Management Unit)

Differences in item endorsement between individuals with chronic pain and individuals instructed to simulate chronic pain were examined using the Brief Pain Inventory (BPI) and the Patterns of Activity Measure–Pain (POAM-P). Thirty-one participants with chronic pain and 41 participants simulating the experience of chronic pain completed both measures. Analyses were conducted on the BPI interference items, the BPI pain intensity items, and the POAM-P subscales (Avoidance, Overdoing, and Pacing). For the BPI pain interference items, ANCOVAs (controlling for age) revealed significant differences for interference in general activities, mood, walking ability, normal work, relations with other people, and enjoyment of life ($ps < .05$). No significant differences were observed on the BPI pain intensity items. ANCOVAs on the POAM-P subscales revealed significant differences for Avoidance, Overdoing, and Pacing ($ps < .05$). Pain simulators scored higher on the Avoidance and Pacing subscales, but lower on the Overdoing subscale. A discriminant analysis yielded a function that correctly classified 85.7% of the participants. These results suggest that the BPI interference items and the POAM-P subscales may be effective means of detecting simulated pain, and that individuals without chronic pain are less aware of the changes in activities experienced by those experiencing chronic pain.

#115
Health Psychology/
Psychologie de la santé

REASSERTING MASCULINITY AFTER BURN INJURY, MEN'S NARRATIVES ABOUT AGENCY AND PHYSICAL DISABILITY

Sulaye Thakrar, University of Manitoba; Maria I. Medved, University of Manitoba; Sarvesh Logsetty, University of Manitoba; Diane Hiebert-Murphy, University of Manitoba; Jens Brockmeier, University of Manitoba; Jitender Sareen, University of Manitoba; Tevya A. Hunter, University of Manitoba

People recovering from burn injuries face many challenges including coping with disfigurement, pain, and psychosocial difficulties. With individuals surviving more devastating burn injuries, there is a need for information on how to facilitate their recovery. As 70% of patients who experience a major burn injury are male, it is especially important to examine issues revolving around adaptation that may be unique to men. Men's experiences during burn injury recovery were explored by interviewing 10 adults with full thickness burns ranging from one week to one year post injury. Narrative analysis was conducted. Results indicated that men attempted to validate their masculinities in the face of pain and disfigurement by reasserting "traditional" male gender roles. Men, for example, told stories of being "tough", stoic, and displayed agency by "pushing" themselves to do physical tasks during recovery. Many attempted difficult physical tasks against the advice of their health care providers or family members in order to reassert their sense of masculinity. Men not only enjoyed performing these tasks, but believed this would accelerate their recovery. This study highlights the importance of gendered perspectives and the unique needs faced by men during burn injury rehabilitation. Understanding the need to validate masculine gender roles will help guide burn survivor's recovery.

#116
Health Psychology/
Psychologie de la santé

DEFINING RESILIENCE IN ADULTS: A REVIEW OF THE LITERATURE

Jennifer Voth, University of Windsor

Resilience is often defined as an individual's ability to "bounce back" from stress. However, identifying the reasons why some people do not succumb to stress has been hampered, owing in part to the conceptual ambiguity of this definition. Recent reviews note that there is no universal agreement on what constitutes resilience (Agaibi & Wilson, 2005), which has led to measurement inconsistencies across studies (Harvey & Delfabbro, 2004). It is argued that identifying and understanding distinctions between definitional attributes of resilience, protective factors (predictors of resilience) and outcomes may significantly advance this field (Kinard, 1998). 46 studies examining adult populations (ages 18-60) from 1998 to 2008 were included in this systematic review, which aimed to describe how resilience has been conceptually and operationally defined in stress literature. Findings indicated that resilience was a process conceptually defined as the ability to resume healthy functioning by applying protective factors to minimize negative consequences and promote healthy outcomes. Resilience was measured by either a variety of protective factors, which were rarely replicated across studies, or outcomes measuring psychological distress. Few studies measured successful outcomes, which was identified as a defining feature of the process. Recommendations for future research are discussed.

#117
Health Psychology/
Psychologie de la santé

PRELIMINARY FACTOR AND RELIABILITY ANALYSIS OF A PREGNANCY WORRIES SCALE FOR HIV-POSITIVE WOMEN

Anne C. Wagner, Ryerson University; Trevor A. Hart, Ryerson University; Mona R. Loutfy, Women's College Hospital

Background: Due to advances in the treatment of HIV-positive patients and the subsequent reduction in prenatal and antenatal HIV transmission rates, new opportunities are presented to women living with HIV (WLWH) who desire to have children. Earlier analyses on this representative Ontarian sample demonstrate that over 69% of WLWH desire to have children (Loutfy et al., 2009), indicating a pressing need to better understand their health care needs. The current analysis examines the reliability of a new scale examining WLWH's pregnancy-related worries, in an effort to better assess factors that may be contributing to their well-being and the ability to pursue their goals of childbearing. Method: 451 WLWH between the ages of 18-52 were recruited to participate in a study on HIV and fertility. Participants were recruited from AIDS service organizations and medical clinics across Ontario. Participants completed self-report questionnaires regarding their pregnancy intentions and worries. Results and Conclusion: An exploratory factor analysis was conducted on the eight item scale. The factor analysis revealed one factor, with Cronbach's alpha = 0.86. These results indicate that the WLWH pregnancy-related worries scale has strong reliability within this important population. Further studies will examine its confirmatory factor structure.

#118
Health Psychology/
Psychologie de la santé

THE IMPACT OF ANXIETY AND MOOD DISORDER ON COLLISION RISK

Christine M. Wickens, Centre for Addiction and Mental Health; Robert E. Mann, Centre for Addiction and Mental Health; Gina Stoduto, Centre for Addiction and Mental Health; Anca Ialomiteanu, Centre for Addiction and Mental Health

Following diagnosis and treatment for psychiatric disorder, research indicates that mortality rates can be increased four times or more. A leading contributor to this premature mortality risk is death from injuries, including those resulting from collisions. However, little is known about the collision risks faced by individuals with psychiatric disorders. The current study focused on the relationship between anxiety and mood disorder (AMD) and driving risk, which has been virtually ignored in the literature. Using data from a general-population telephone survey of Ontario adults conducted from 2002 through 2009 (n=9112), hierarchical-entry logistic regression analyses were conducted to estimate the impact of AMD on collision risk. The presence of AMD was measured by the General Health Questionnaire (GHQ-12) using a cutoff score of 4, which was previously established as a valid means of estimating the prevalence of AMD in the general population. Controlling for demographic variables, driving exposure, binge drinking (5+ drinks on one occasion), cannabis use, and driving under the influence of alcohol and/or cannabis, results indicated that AMD nearly doubled collision risk (OR=1.88). Additional research to understand why collision risk is nearly doubled for those with AMD is needed.

#119
Health Psychology/
Psychologie de la santé

"I STILL FEEL LIKE I DIDN'T REALLY HELP THEM": RESPONDING TO DISCLOSURES OF ABUSE IN HEALTHCARE SETTINGS

Courtney J. Williston, University of Windsor; Kathryn D. Lafreniere, University of Windsor

Women who are abused by a partner often require the help of people external to the relationship in order to leave their partner. Research indicates that women view the medical system as a likely site from which to seek help, or to disclose their partner's abusive behaviour. Relatively little is known, however, about how healthcare professionals view their role in responding to suspected and disclosed woman abuse. Semi-structured interviews were conducted with nine primary care healthcare providers (family physicians and nurse practitioners). An interpretive phenomenological analysis revealed that participants felt responsible to help their patients to the best of their abilities, yet often felt frustrated and ineffective in their ability to help. The implications of these results will be discussed in relation to a) healthcare professionals' mental health and well-being; and b) how healthcare professionals can better meet the needs of women who disclose abuse in primary care settings.

#120
Health Psychology/
Psychologie de la santé

ORGAN DONATION: DOES DEATH ANXIETY AFFECT INTENTIONS TO DONATE?

Courtney J. Williston, University of Windsor; Melissa S. Emond, University of Windsor; Kataline M S. Trudel, Brunel University

Relatively few people make a behavioural commitment to posthumous organ donation (i.e., signing an organ donation card). In Canada, fewer than 2000 individuals are recipients of donor organs annually; a supply that falls well short of demand. Sanner (2006) hypothesized that an 'illusion of lingering life' (the belief that sensory faculties remain functional following brain death) may partially explain low rates of organ donation. Alternate explanations cite various religious beliefs as inhibiting (or facilitating) organ donation intent (ODI). In this study, we examined the relationships between death anxiety, fear of pain, and ODI among 191 undergraduates using the Fear of Pain Questionnaire (McNeil & Rainwater, 1998) and Templer's (1970) Death Anxiety Scale. Multiple regression analyses revealed that death anxiety alone is predictive of lower ODI for both men and women. The implications of these findings for future research and for strategies to increase ODI among young adults are discussed.

#121
Health Psychology/
Psychologie de la santé

THE ROLE OF INDIVIDUAL DIFFERENCES IN EXECUTIVE FUNCTION AND IMPLEMENTATION INTENTIONS IN PREDICTING PHYSICAL ACTIVITY

Chris E. Zehr, University of Waterloo; Peter A. Hall, University of Waterloo; Ng Mandy, University of Waterloo; Mark P. Zanna, University of Waterloo

Executive function (EF) is an important moderator of the intention-behavior link for health-protective behaviors. An implementation intention intervention was administered to assess whether it would differentially benefit those with low EF who intend to engage in physical activity (PA). PA intentions and EF was measured in 238 undergraduate students at baseline. Participants were randomly assigned to a PA implementation intention intervention, a control condition, or a no treatment condition. PA was measured after a 7-day follow-up interval. Hierarchical multiple regression analyses revealed a significant main effect of intentions on follow-up PA (&#946;=.516, t=7.63, p&#8804;.001), after controlling for baseline PA levels. A significant 2-way interaction between intention strength and executive function (&#946; =-.121, t=-2.761, p=.006) was also found that remained significant after adjustments for age, gender, relationship status, and BMI (&#946;=-.114, t=-2.383, p=.018). The 3-way interaction was not significant; indicating that the moderating effect of executive function on intention-behavior relationships was not affected by study condition. EF was associated with higher plan elaboration. Results support the notion that EF moderates the relation between intention and PA behavior with stronger EF associated with greater intention-behavior continuity.

2011-06-04 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – WENTWORTH ROOM - MEZZANINE LEVEL

Symposium/Symposium
Counselling Psychology/
Psychologie du counseling

WORKING TOGETHER: CONDUCTING PROGRAM EVALUATIONS AT A UNIVERSITY STUDENT WELLNESS CENTER

Jo-Anne H. Willment, University of Calgary; David W. Nordstokke, University of Calgary - Faculty of Eduacation (EDPY)

In 2010-2011, students in the on-campus graduate psychology programs completed program evaluation studies within in the Student Wellness Center at the University of Calgary. Four teams of student program evaluators received ethics approval to study different aspects of the Student Wellness Center and these results are presented in this symposium. Time will be provided for questions and answers.

A

ETHICAL CONSIDERATIONS FOR STUDENTS IN PROGRAM EVALUATION STUDIES

Sander Deeth, University of Calgary; Tanya Mudry, University of Calgary; Jana Kurilova, University of Calgary

Ethical considerations play into each stage of a program evaluation, from design and methodology, to implementation, through to the analysis and dissemination of results. When working with program stakeholders and participants, evaluators may encounter general ethical issues related to competency, conflict of interest, confidentiality and other issues. Informed by the Canadian Code of Ethics for Psychologists this presentation will discuss completing student program evaluations in the context of ethical issues for student evaluators. Suggestions for how to design a program evaluation to best avoid encountering these issues will be discussed.

B

INTERPROFESSIONAL COLLABORATION WITHIN A UNIVERSITY WELLNESS CENTER

Barbara Kennedy, University of Calgary; Alana Ireland, University of Calgary; Aiofe Freeman, University of Calgary

Interprofessional collaboration (IPC) is recognized as increasingly important within multidisciplinary health services. Application of IPC is a complex and challenging undertaking, given its departure from traditional service provision models, requiring the integration of distinct professional perspectives. In the process of applying IPC principles at the UofC Wellness Center(UWC),stages of change informed the tailoring of the IPC initiative. Results from the Readiness for Interprofessional Learning Scale were combined with qualitative data derived from open ended questions and focus groups. Findings clarified a meaningful way of implementing IPC at the UWC given the center's current stage of change.

C

AN EVALUATION OF INTEGRATED WELLNESS SERVICES IN RELATION TO STUDENT NEEDS AT A WESTERN CANADIAN UNIVERSITY

Tara Dawn Crumpler, University of Calgary; Gia V. Pugliese, University of Calgary

University students experience a great deal of stress, and consequently also suffer from a variety of health issues (Miller, Gilman, & Martens, 2008). As many students are residing in a new city, they may not have access to health care services such as a family doctor. As such, increasing attention is being paid to health and wellness issues in this population. The University of Calgary (U of C) Wellness Centre is a recently integrated service unit located on campus which provides health, counselling, chiropractic, massage, and nutrition services to students, faculty, and staff. These services have been offered in an integrated fashion since 2008, but have not been evaluated in the context of student need and satisfaction with the services offered. The current study is an evaluation of a) the health and wellness needs of students on the U of C campus, and b) how well the Wellness center services are meeting these needs. Data were collected using a survey created by the researchers for the purposes of this study. Results are discussed in relation to what can be done to improve student use of Wellness Centre services.

D

EVALUATION OF WELLNESS WORKSHOPS AT A CANADIAN UNIVERSITY: STUDENTS' PERSPECTIVES

Gloria Crowe, University of Calgary; Ashley Bishop, University of Calgary; Lucy K. Amadala, University of Calgary; Dawn Bremner, University of Calgary; Meghann Fior, University of Calgary; Joaquin Gaete Silva, University of Calgary

The Students' Union Wellness Center (SUWC) at the University of Calgary offers a series of psycho-educational workshops that focus on promoting holistic wellness in student populations. The workshop areas 9 distinctive area. Previous evaluations suggest a positive shift in participants' understandings of workshop material following workshop participation. Using a mixed methods design, the current evaluation involves a more in-depth analysis including: who attended, why they attended, how they found out about the workshops, perceived effectiveness, and solicit suggestions for future workshops. A second component of this evaluation focused upon an Appreciative Inquiry approach examining the University of Calgary's Wellness and Health Awareness Team (WHAT). This student- run volunteer organization strives to raise awareness of health and wellness-related issues that students may face. Through the development of outreach activities, the aim is to enhance the skills of their volunteer members by providing enjoyable peer leadership opportunities and professional training that complements their future occupation career aspirations. Survey data were used to assess the volunteers' satisfaction with various aspects of the WHAT program. The results indicated what members are gaining/learning in relation to leadership skills through their participation in the WHAT program.

2011-06-04 – 3:00 PM to 4:25 PM – 15 h 00 à 16 h 25 – CONFERENCE ROOM G - MEZZANINE LEVEL

Symposium/Symposium
Counselling Psychology/ Psychologie du counseling

EXPANDING THE BOUNDARIES OF CAREER COUNSELLING AND DEVELOPMENT

José F. Domene, University of New Brunswick

As careers and work undergo a transformation in Canadian society in the 21st century, it becomes important for career counsellors and vocational psychology researchers to respond by going beyond traditional approaches to career counselling and development. This symposium presents conceptual and empirical work on aspects of career that expand the boundaries of discipline: (a) A qualitative study revealing the interwoven nature of career and personal issues in counselling with young adults; (b) presentation of a relational approach to career counselling with visible minority immigrant clients; (c) a quantitative examination of the relationship between university students' sense of being called and their expectations for a successful career outcome; and (d) discussion of the meaning of career within the context of working in the sex trade. Across all presentations, the authors will discuss applications for counselling psychology practice in the domain of work and career.

A

THE CHALLENGE OF VOCATIONAL COUNSELLING: INTEGRATING PERSONAL AND CAREER PROJECTS

Richard A. Young, University of British Columbia; Sheila K. Marshall, University of British Columbia; Brenda Dyer, University of British Columbia; Kristen Foulkes, University of British Columbia; Carla Haber, University of British Columbia; Celine Lee, University of British Columbia; Carey G. Penner, University of British Columbia; Krista D. Socholotiuk, University of British Columbia

A perennial challenge in vocational counselling is the integration of personal and career aspects. To what extent is vocational counselling considered psychotherapy versus little more than tailoring information to the client's particular needs and characteristics? To address this question, this presentation relies on data from a counselling study of 12 young adult clients (a total of 37 counselling sessions) who entered counselling with issues broadly labeled as transition to adulthood. A number of these clients' issues were explicitly about career and vocation. Using an action theory conceptualization and corresponding analysis of data, we are able to illustrate the hierarchical ordering of projects, such that the vocational concerns of the clients (in effect the vocational project) are seen and acted on as interwoven with other concerns in their lives. The findings indicate complex relationships among client career, identity, and relational projects. They also highlight the role of the relational project between the client and counsellor in addressing vocational concerns. Case examples are used to illustrate the findings. This study has important implications for vocational counselling as an integrative rather than discrete process in clients' lives. It points to the need for a significant reconceptualization of career counselling by psychologists and counsellors.

B

CAREER DEVELOPMENT WITH RELATIONAL INFLUENCES: A CULTURALLY DIVERSE PROFILE

Charles P. Chen, Ontario Institute for Studies in Education (OISE), University of Toronto

To expand and enrich the literature concerning the relational impact on career choice and vocational behaviour, this presentation examines individuals' career development from a relational perspective, with a particular focus on the experiences of foreign-born Canadian young adults of a visible minority cultural background. Coming to Canada at a very young age with their new immigrant parents, these culturally diverse university students are a unique group of youths who encounter a host of complex and dynamic career development issues in their life journey. Having completed their secondary school education in the host country and are currently in their early 20s, these young adults intend to use their current university academic and/or professional training as a spring board to launch their career path. The presentation will take a close look at some of the most important relational influences, namely those from parents and other significant family members, in these students' career goals, exploration, and outcome expectations that often go hand-in-hand with their individual experiences and struggles in negotiating a multicultural life-career identity via their cross-cultural adjustment and transition. Linking theoretical knowledge to empirical evidence in a relational context, the presentation proposes career development and counselling implications for the target group.

C

SENSE OF CALLING AS A PREDICTOR OF CAREER OUTCOME EXPECTATIONS

Lyndsay A. Woitowicz, Trinity Western University; José F. Domene, University of New Brunswick

Dik and Duffy (2009) define calling as including an origin external to the self; meaning or purpose; and a prosocial focus. Combining this conceptualization of calling with social cognitive career theory, the current study examined potential relationships between calling and career outcome expectations (COE) in a sample of 309 university students. It was hypothesized that there would be a significant positive relationship between having a calling and COE, and a negative relationship between searching for a calling and COE. Data were collected using an online survey, and analyzed using hierarchical regression to explore potential relationships between calling and COE, with moderation analyses to examine potential moderating effects of gender. Results indicate that, after controlling for high school grade point average and parental socioeconomic status, calling is predictive of COE overall (&#916;R2 = .216, F(4,284) = 20.539, p < .001s). More specifically, having a calling is positively related to COE (B = 1.23, SE = .167, &#946;= .43, p < .001), but there was no significant relationship between searching for a calling and COE. Gender also failed to emerge as a moderator of these relationships. Limitations and directions for future research are discussed, along with implications for career counseling.

D

SEX WORK AS CAREER: EXPLORING ISSUES OF MEANING-MAKING ACROSS TIME

Laura M. Klubben, University of British Columbia

Within the existing career development literature in psychology, the topic of sex work has not been addressed. Those who have studied the notion of career choice within sex work are generally approaching it from sociological or feminist positions. These researchers have debated the notion of sex work being a career for some time but typically lack a definition for career that includes meaning-making. In this paper, I will explore the meaning of career within the diversity of sex work using Collin & Young's (2000) definition. Career, by this definition, is an unfolding narrative which helps give meaning to one's life across time and facilitates construction of one's future. In using this definition I will address the extent to which sex work can be a career with a particular emphasis on how career applies to those in the industry who have difficulty narrating their future. Some sex workers, for example, have more choice and control in regard to work setting, clientele, etc. and more opportunity to contemplate their future. On the other side of the continuum are those who live very present-focused lives as they experience issues such as addiction, poverty, oppression, etc., which makes their ability to plan for the future challenging. This paper will explore issues of meaning-making across time and how the notion of career applies within the diversity of the sex industry.

2011-06-04 – 3:30 PM to 4:55 PM – 15 h 30 à 16 h 55 – CITY HALL ROOM - SECOND FLOOR

Symposium/Symposium
Teaching of Psychology/ Enseignement de la psychologie

TEACHING OF PSYCHOLOGY AT MOUNT ROYAL UNIVERSITY - TRIED AND TRUE, NEW AND BOLD

Douglas Murdoch, Mount Royal University

In the most recent Globe and Mail survey of Canadian Universities, Mount Royal was ranked the number one small university in Canada with very high ratings for the quality of instruction. Psychology instructors consistently get strongly positive feedback on student evaluation of instruction. This series of talks will present some of the methods used to engage and captivate students about psychology such that at 5 o'clock on a Friday afternoon, students don't realize what time it is and keep debating issues past the end of class. They will look at the effective integration and utilization of University resources such as Library Services and Information Technology. It will look at both content and process. They will look at how assessment can be molded to enhance and focus learning. They will look at the use of media such as movies and the appropriate injection of humour as means of bringing psychology to life. Time will be allocated to allow for a period of Q and A.

A

A SERIOUS BUSINESS: THE USE OF HUMOUR IN UNIVERSITY CLASSROOMS

Paulo D. Matos, Mount Royal University

Literature examining the use of humour in university classrooms has tended to provide strong positive support for its use. Classroom humour has been found to increase perceptions of teacher effectiveness and contribute to a better learning environment (Kher, Molstad, & Donahue, 1999); reduce classroom anxiety (Torok, McMorris, & Lin, 2004); and increase students' retention and recollection of course material (Garner, 2006). Anecdotal evidence suggests that students find lectures incorporating humour to be more interesting and informative than those which do not, and that humour facilitates respect and rapport-building with the instructor, and encourages students to attend class more regularly. This presentation will discuss the use of humour in university settings, including the advantages and disadvantages of using humour, and how to "do" humour in the classroom.

B

A LIBRARY IS MORE THAN BOOKS: DIRECT INSTRUCTION AND SUPPORT OF SCHOLARLY STUDENT ACTIVITIES IN PSYCHOLOGY

Rebekah Wilson, Mount Royal University

The Mount Royal University Library works closely with psychology students, providing resources and training required for their secondary research. The psychology librarian works with the psychology department on programmatic library instruction. First year students must complete an online tutorial on databases and database searching. Second year students receive instruction on identifying and finding scholarly literature. Upper level psychology classes that require specific information receive additional library training, including how to use medical subject headings and GIS mapping. Undergraduate students working as research assistants can receive training on using a variety of library resources necessary for their projects. The library also works closely with the Department of Psychology to educate students about plagiarism and copyright violations as well as APA style.

C

RESEARCH AND PRACTICE: FILMS AS A PROMISING CLASSROOM METHODOLOGY FOR TEACHING PSYCHOLOGY

Monica Baehr, Mount Royal University

Recently completed research supporting the effectiveness of using full-length feature films in undergraduate psychology teaching will provide the springboard for presenting the advantages as well as challenges to their use in undergraduate teaching. This presentation will cover some of the prominent conceptual rationalizations relating to pedagogy as well as to psychological constructs, and the actual themes that have been extracted from students' responses in written work and a questionnaire. The research indicated the following advantages: making abstract concepts more concrete, inducing interest through stimulation and engagement, learning in a social context, appeal to different learning styles, and promoting active learning rather than passive absorption of facts and concepts. The presentation is intended to stimulate further debate on the topic.

D

CONTENT + ASSESSMENT METHODOLOGY = ENGAGEMENT: MERGING ASSESSMENT METHODS WITH COURSE GOALS

Douglas Murdoch, Mount Royal University

Our methods of assessing undergraduate students can be powerful tools for directing student energies towards learning outcomes and profressional skills. This descriptive presentation will describe how a combination of approprite classroom assessment methodologies combined with provocative content can stimulate student's critical thinking skills and promote engagement such that students do not notice that the time for the class has expired even on a Friday afternoon at 5 pm.

2011-06-04 – 3:30 PM to 5:25 PM – 15 h 30 à 17 h 25 – KENORA ROOM - SECOND FLOOR

Workshop/Atelier
International and Cross-Cultural Psychology/ Psychologie internationale et interculturelle

ADDRESSING MULTICULTURAL MENTAL HEALTH ISSUES THROUGH A WEB-BASED PORTAL

Myrna E. Lashley, Culture and Mental Health Research Unit, McGill University; Abdel Hamid Afana, Culture and Mental Health Research Unit, McGill University; Aidan Jeffrey, Culture and Mental Health Research Unit, McGill University; Laurence Kirmayer, Culture and Mental Health Research Unit, McGill University

The Multicultural Mental Health Resource Centre (MMHRC) is a web-based portal providing information and resources on culture and mental health and has been created as a project for the Mental Health Commission of Canada to address issues of cultural diversity and the services, available to serve these communities. The site provides such things as: multilingual mental health information and resources for consumers and their relatives; how and when to work with interpreters, as well as available resources on specific populations for community organizations; multilingual assessment guidelines and screening tools for professionals; and, standards of practice and policy documents for policy makers and administrators. This workshop will present the project to psychologists; solicit their response to its contents; and, request feedback on how best it can be used in their various mental health and training settings.

2011-06-04 – 3:30 PM to 5:25 PM – 15 h 30 à 17 h 25 – SIMCOE/DUFFERIN ROOM - SECOND FLOOR

Workshop/Atelier
Industrial and Organizational Psychology/Psychologie industrielle et organisationnelle

INTRODUCTION TO GROUNDED THEORY RESEARCH METHODOLOGY

Sandeep Aujla, Univeristy of Guelph

Grounded theory is one of the most commonly reported qualitative research methods used across a variety of disciplines. But its use in the field of Industrial/Organizational Psychology is still rare. This workshop introduces the main tenets of grounded theory and provides a basic training of how to conduct grounded theory analysis using Corbin and Strauss' (2008) approach. The workshop focuses on coding and all the steps in data analysis up to theory development. Lastly, the workshop will address ways to maintain rigor in conducting research using this method, along with a discussion of criteria that can be used to evaluate research that uses this methodology. Participants will have an opportunity to practice some of the skills learned in this workshop.

2011-06-04 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – YORK ROOM - MEZZANINE LEVEL

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

ECONOMIC THREAT, FINANCIAL WELL-BEING AND INDIVIDUAL FACTORS: IMPLICATIONS FOR PSYCHOLOGICAL FUNCTIONING

Esther Greenglass, York University

A great deal has been written about the economy's declining state over the last two years. Survey research reports that people are worrying more about their finances and are reporting more distress. Two years ago, our research team embarked on an in-depth examination of the economic downturn's psychological effects and produced an extensive online survey consisting of psychometrically valid measures of key variables affecting people's financial anxiety and its effects. For students, this can be a particularly difficult time since many depend on employment to attend university. This symposium consists of 4 papers reporting survey results with close to 300 university students. The papers focus on the relationship between financial, psychological and employment-related factors and how they impact stress and economic well-being. The role of debt and brooding are examined in relation to these variables. We also present a new scale, The Financial Threat Scale, to assess individuals' feelings about their current financial situation, particularly feelings of uncertainty, perceived risk and threat in the financial area and its relationship to suicide ideation. Taken together, these papers provide a comprehensive examination of the interaction of economic and psychological variables and their joint effects on psychological well-being.

A WHEN TIMES ARE TOUGH: IMPACT OF THE FINANCIAL AND ECONOMIC SITUATION ON SUICIDE IDEATION AND CONFUSION

Lisa Fiksenbaum, York University

The recent financial crisis took many by surprise. The most severely affected lost their jobs, housing, and savings. Even those not as severely affected felt the pinch. Although it is possible to quantify the effects of the financial crisis in economic terms, the psychological and social effects are less pronounced. Previous research has demonstrated unemployment, job insecurity, and the lack of a living wage all have an important and rapid effect on health. The present study tested a model that explored the extent to which perceived economic hardship influences financial threat, after controlling for personal characteristics. Economic hardship is a form of financial strain and stress, measuring the inability to make ends meet, not having enough money for necessities, and making lifestyle adjustments due to financial need. The model also explored whether financial threat mediated the relationship between economic hardship, suicide ideation, and states of confusion. Data were collected from 211 students. Results demonstrated that older female students, and those experiencing economic hardships in the past reported current economic hardships. Greater economic hardship was associated with increased anxiety about their financial situation, which in turn was related to increased suicide ideation and confusion. Practical and theoretical implications of the results are discussed.

B THE INFLUENCE OF RUMINATION ON THE RELATIONSHIP BETWEEN FINANCIAL HEALTH AND PSYCHOLOGICAL DISTRESS

Joana Katter, York University; Taryn Nepon, York University; Melina Condren, York University

Financial stressors are a major concern for many university students. A student's stress level stress can influence the academic, psychological, and health-related outcomes experienced. Rumination is defined as the tendency to focus on negative emotions and their possible consequences, and is composed of a brooding and a reflection component. The current study examined whether rumination mediates the relation between financial health and psychological distress in university students. It is hypothesized that lower levels of perceived financial health will be associated with higher levels of rumination, which in turn will be associated with higher levels of psychological distress. It is expected that brooding will be particularly relevant in terms of linking financial health to levels of distress. Students participated in a large survey project, which included measures of financial health, rumination, and psychological distress. A multiple mediation model was evaluated, with both ruminative brooding and reflection entered as potential mediators. Only ruminative brooding mediated the relationship between financial health and psychological distress. This is in line with other research suggesting that brooding is a particularly maladaptive form of rumination, while reflection is more functional. Practical and theoretical implications of this study will be discussed.

C PREDICTORS AND PSYCHOLOGICAL EFFECTS OF FINANCIAL WELL-BEING IN UNIVERSITY STUDENTS

Esther Greenglass, York University

Research shows that debt is a burgeoning problem for university students, particularly in difficult economic times. For many, their education depends on their ability to find a job. It is suggested that feelings of personal financial confidence (financial well-being), will be significantly affected by a student's debt as well as their employability in difficult times. In turn, lower reported financial well-being is seen as leading to increased psychological distress. To date there is little systematic research linking student debt, financial well-being and psychological effects. The present online study examines predictors and effects of financial well-being in undergraduate university students in which 57% were employed. Predictors were gender, debt, and employability and their effects on psychological distress were examined. Results of path analysis showed that debt, gender and employability were significant predictors of financial well-being – higher debt, being female, and lower perceived employability, predicted to lower financial well-being. Psychological distress, assessed by a latent variable defined by anger, depression and anxiety, was significantly greater with lower financial well-being. Theoretical and empirical implications of the results are discussed within the present economic context including implications for student psychological functioning.

D PSYCHOMETRIC EVALUATION OF THE FINANCIAL THREAT SCALE (FTS) IN THE CONTEXT OF THE RECENT ECONOMIC DOWNTURN

Zdravko Marjanovic, York University

In the current economic downturn, people are anxiously uncertain about how they and their families will be affected. In order to study this new economic stress, it is important to have psychometrically sound instruments that will allow assessment of individuals' anxiety and threat associated with the economic downturn. The present study reports the development of a new 6-item measure, the Financial Threat Scale (FTS), which we designed to assess individuals' feelings about their current financial situation, particularly their feelings of uncertainty, perceived risk, and threat. Responses to this scale and other measures were collected over the Internet as part of a larger investigation on the economic downturn and psychological health. Our results showed the FTS is unidimensional and highly reliable. The validity of the FTS was supported by showing its relationship to (1) mental health measures such as the General Health Questionnaire-12, (2) financial-situation measures such as the Economic Hardship Scale, and (3) individual difference measures such as the Penn State Worry Questionnaire, all in the expected direction. The FTS also showed incremental validity by accounting for variance in the mental health measures above and beyond either the financial situation measures or individual difference measures. Theoretical and practical implications of the FTS are discussed.

2011-06-04 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – HURON ROOM - SECOND FLOOR

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

EMPIRICAL & TRANSFORMATIONAL PHENOMENOLOGIES OF CARING: RELATIONAL EXPLORATIONS OF EMERGING SOLIDARITY

Marvin McDonald, Trinity Western University

A diverse stream of research and theory is exploring qualitative transformations emerging in caring relationships and experiences of belonging (e.g., Halling, 2008; Kunz, 1998; Pottie & Sumarah, 2004; Reinders, 2010). Presenters in this symposium explore horizonal dimensions of empirical inquiry into transformation, solidarity, and intimacy. Researchers exploring international L'Arche communities, for instance, are examining salient channels of transformation in relationships among "disabled" and "able" community members. Challenges often emerge when researchers seek to explore phenomena involving limited availability of experience. In this symposium, an evolving team of researchers explores professional caregivers who work in community homes supporting "disabled" individuals. Strategies for enhancing accounts of relationally-emergent phenomena are described when tacit dimensions of relationships are important.

A LIFE ECOLOGIES OF PROFESSIONAL THRIVING: CONCEPTUAL SKETCHES OF UPLIFTING PRACTICE

Marvin Bravo, Trinity Western University; Marvin McDonald, Trinity Western University; Tudor Caliman, Trinity Western University

Professional thriving in care-giving professions reflects multiple reciprocal connections. As such, researchers tracing nuances of professional wellbeing need perspectives that incorporate multiple systems encompassing professional practice and settings. Grzywacz & Fuqua (2000), for instance, argue for an ecological perspective on healthcare that addresses interdependent, multilevel, multidirectional, interactional processes. Thus, an ecological model of professional thriving must identify various domains placing demands on professionals, including at least domains of work, family, community systems, and their reciprocal relationships. For health care professionals, family vitality can translate into flourishing at work and vice versa. In similar ways, professionals with discordant community and work roles run the risk of professional deterioration. This presentation traces a life ecology of caregiver wellbeing for staff working group homes. Sketching pathways of inspiration for these professionals illuminates concrete channels of interplay among diverse systems. Bronfenbrenner's ecological systems theory and Spencer's phenomenological extensions provide conceptual resources for preliminary outlines of key features of professional thriving. These outlines offer opportunities to inform reflective professional engagement that can be sustained and generative at multiple levels.

B 'BECOMING FULLY HUMAN': A TRANSFORMATIVE EXPERIENCE OF AGAPE IN CAREGIVING

Tudor Caliman, Trinity Western University; Marvin McDonald, Trinity Western University; Marvin Bravo, Trinity Western University

Understanding the meaning of 'becoming more fully human' in the context of caregiving calls for appreciative inquiry. To cultivate and accept ourselves and other's full humanity, it is helpful to recognize that life meaning and close personal connections unfold in dialog. Through dialogue are people confronted with themselves and other people. Dialogical encounters turn people towards life – towards possibility in the midst of what is given. But why nurture a relationship that is shrouded in stigma and irresolvable difference? The unfolding practices of physical care and emotional support can connect people in an equality of value/significance rather than differentiating one another by role. Unity and solidarity open up possibilities for appreciation and for embracing our differences and our brokenness as grounds for integrity and authenticity. Such freedom can provide new awareness and direction; a new capacity for decision and responsibility. This challenges our daily performance and response to our intra- and interpersonal activities. In essence, our subjective reality is in question until given inner consent – consent not merely for doing, but for the quality of living. Encountering someone is a matter of intention, of choice. Only when accepting freedom of withdrawal and return can relationships mutually scaffold into agape.

C MUTUALITY OF THE CAREGIVING RELATIONSHIP IN GROUP HOMES

Diviam Gounden, Trinity Western University; Marvin McDonald, Trinity Western University

This study investigates mutuality in caregiving relationships between caregivers and individuals with disability in group homes. We focus on examining the reciprocal nature of respect, closeness, care, attachment and agency that is fostered among caregivers and individuals with disability. Previous research has advanced awareness of mutuality and agency in caregiving relationships with women with intellectual disabilities (e.g., Cushing & Lewis, 2002). This study hopes to illuminate additional features of mutuality in a caregiving environment. We explore caregiving relationships through semi-structured interviews with professional caregivers in group homes in British Columbia. Through caregiver interviews, we hope to learn how individuals with disability receive their caregiving and how caregivers are shaped by caregiving processes. Phenomenological dialogal analytic strategies (Halling, 2008) are employed to capture the heart of caregiving relationships and to help move accounts of professional caregiving beyond constructs of burden to more uplifting dimensions of such work. We aim to decipher fundamental facets of caregivers' stories, thereby expanding awareness of impact on personal development among professionals.

D PERSONAL KNOWLEDGE IN PROFESSIONAL CAREGIVING: TRANSFORMATIVE FUSION OF HORIZONS

Marvin McDonald, Trinity Western University

In the tapestry of projects summarized here, we are engaging horizons of human significance evoked by writers like Immanuel Levinas and Jean Vanier and engaged for psychology by writers such as George Kunz (1998, 2002) among others (e.g., Stalling, 2008). In this integrative summary, I trace selected outlines for empirical phenomenologies that can promote attention to such transformational moments in caregiving. Strategically, cultivation of skilled intuitive engagement involves proactive fostering of flexible/multiple subsidiary awareness(es) toward the enrichment of focal descriptions. And opportunities for critical engagement in this family of projects are noted as pivotal openings for reflexive connection with cultural contexts and social positions. Specifically, this presentation offers an invitation for cultivating practices of empirical phenomenology that orient inquiry toward performative coherence with positions of solidarity, belonging, and fusions of horizons.

2011-06-04 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – KENT ROOM - SECOND FLOOR

Symposium/Symposium
Counselling Psychology/
Psychologie du counseling

UTILIZING FEMINIST AND MULTICULTURAL EPISTEMOLOGIES TO INFORM PLURALISTIC METHODS

Ada L. Sinacore, McGill University

Feminist and multicultural epistemologies offer ways of “knowing” from a diversity of perspectives. As such, the goal of this presentation is to address the link between feminist and multicultural epistemologies and methodology as well as, discuss how these links can be used to inform pluralistic qualitative methods. The link between epistemology is essential when utilizing complex and pluralistic methods, in that it provides a framework from which researchers can make sense of the information gleaned from diverse participants and pluralistic data sets. By examining the use of a single method with different feminist and multicultural theories the presenters will identify how epistemology informs method when examining topics related to gender and diversity. As such, the first paper will look at feminist postmodern and standpoints epistemologies and their application to narrative inquiry. The second, will explore how multicultural and standpoint epistemologies influence and inform phenomenological methodology when studying gender based concerns. While, the third paper will present how the intersection of feminist and multicultural frameworks can be applied in trauma research. Building on these papers, the chair will discuss how these epistemological positions can inform pluralistic qualitative methods in the examination of topics related to gender, trauma and diversity.

A

HOW DO YOU KNOW? NARRATIVE ANALYSIS AND FEMINIST EPISTEMOLOGIES

Sasha A. Lerner, McGill University; Heidi Hutman, McGill University; Caitlin Blennerhasset, McGill University

Within the field of psychology, the value of qualitative research methods is increasingly being recognized for its potential to provide rich descriptions of diverse phenomena. One such qualitative method is narrative analysis, wherein participants’ lived stories are gathered as data. While narrative methods of inquiry share a focus on individuals’ understandings of experiences as they occur over time, one’s paradigmatic assumptions shape how narrative analysis is undertaken. For example, Feminist paradigms focus on the lives of women and the impact of societal structures therein. Therefore, feminist research is highly congruent with narrative analysis, as it promotes a deeper understanding of the lived realities of women. Critical to any research paradigm is its epistemological position. Feminism offers diverse epistemological approaches, including postmodern feminism (PMF) and feminist standpoint theory (FST). While FST holds that knowledge born out of experience provides access to the concrete world, PMF views truth and knowledge as socially constructed and fallible. Given the differences in ways of knowing between FST and PMD, the epistemology that is chosen permeates the entire research process. This presentation will discuss the influence of epistemology on qualitative research and specifically, how two distinct feminist epistemologies can be applied to narrative inquiry.

B

THE ROLE OF STANDPOINT AND MULTICULTURAL EPISTEMOLOGICAL POSITIONS IN PHENOMENOLOGICAL RESEARCH

Jennifer Titus, McGill University; Chao-Mei Chiang, McGill University

This paper will explore how different epistemological positions shape and inform methodology, and how the same method can look different when approached from diverse epistemological positions. Research projects employing standpoint and multicultural epistemologies and utilizing phenomenology as a method will be described to illustrate the relationship between epistemological and methodological assumptions. One project examined the role of art in women’s lives, utilizing a standpoint epistemology to consider how the researcher is an “insider” and how this may contribute to her understanding the role of art in women’s lives. Journals were kept and focus groups were held in order to understand the experience of art making and its broader role. The second project sought to understand the gender-based violence experience of Taiwanese male survivors. A multicultural epistemology was employed to understand participant’s victimized experiences in the context of different social locations and how this context shaped their thoughts about masculinity. In depth interviews data was analyzed to explore the “essence” of participants’ trauma experiences. While both projects sought to understand the essence of a particular phenomenon, different assumptions regarding what each researcher wanted to know and how they wanted to know it shaped their methodology.

C

THE INTERSECTION OF FEMINIST AND MULTICULTURAL EPISTEMOLOGIES IN TRAUMA RESEARCH

Beheshta Jaghori, McGill University

The intersection of feminist and multicultural frameworks have much to offer trauma researchers who seek to understand and promote resilient responses to human suffering. The emphasis on the interdependence of individuals and the surrounding society, awareness of power differentials between men and women, and focus on the prevention of harm and promotion of wellness, depathologizes individual responses to traumatic event, offering empowering possibilities for trauma survivors. In this paper, we will explore ways in which adopting a feminist-multicultural framework has guided the development of our respective research projects, methodologies, and the relationship with the researched. The author will discuss the advantages of adopting a multicultural-feminist epistemological framework to study what may be intergenerationally transmitted to children of refugee and immigrant parents who experienced war-related trauma. Furthermore, examining what can be gleaned from feminist epistemology to ensure that this research is carried out in such a way to ensure participants feel nurtured and avoid re-traumatization.

2011-06-04 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – CIVIC BALLROOM - SECOND FLOOR

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

INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY RESEARCH AND PRACTICE IN THE CANADIAN MILITARY

Damian F. O'Keefe, Organizational Consultant

This symposium highlights some of the industrial/organizational (I/O) psychology research and practice within the Department of National Defence (DND). Four papers are presented, each addressing a specific application. The first paper draws upon the literature on Realistic Job Previews (RJP) to examine possible links between voluntary attrition among new military members and current Canadian Forces (CF) recruiting practices. The second paper demonstrates the application of I/O procedures in the development of a selection process for snipers, a special employment role within the military. The third paper illustrates the application of guidelines for the adaptation of psychological tests, examining the equivalence of a CF measure of personality across French and English language groups. The final paper demonstrates the use of empirical data to develop a composite measure for selecting candidates for pilot training within the Canadian Air Force. Together, the papers illustrate the application of I/O research and techniques within DND. They also provide insight into the unique challenges faced by I/O researchers working in an applied context.

A

REALISTIC JOB PREVIEW: AN EXAMINATION OF THE CANADIAN FORCES RECRUITING PROCESS

Manon M. LeBlanc, Department of National Defence; Lisa Williams, Department of National Defence

An important contributor to achieving and maintaining targeted strength levels in the Canadian Forces (CF) is the reduction of voluntary attrition among newly enrolled members. Realistic job preview (RJP) is a commonly studied mechanism for reducing voluntary attrition; results of meta-analytic research suggest a small but negative relationship between realistic recruiting practices and voluntary attrition. The purpose of this study was to determine if CF applicants are provided with a realistic job preview, including elements of military life, during the recruitment process. More specifically, this study examined whether newly enrolled CF members perceived that the various sources of CF recruiting information (e.g. recruiters, videos, brochures, and website) provided them with realistic (as opposed to only positive) information. Participants included both non-commissioned members (NCMs) and officers who were either (a) successfully completing basic training, (b) voluntarily releasing from basic training, or (c) working in their occupation for the past six months to two years. Participants took part in focus groups and completed a survey focused on their recruitment experiences. Based on the results of the study, recommendations for modifying CF sources of information and the recruitment process are suggested.

B

SELECTION OF SNIPERS WITHIN THE CANADIAN FORCES - JOB ANALYSIS TO VALIDATION

Karen Rankin, Maj., Department of National Defence

Recognizing that the psychologically demanding role of sniper within the Canadian Forces (CF) requires special consideration with regard to selection, several steps were taken to establish an appropriate selection system for this demanding employment role. This paper describes the process to develop this selection system, starting with the application of the cornerstone of industrial/organizational (I/O) psychology, namely the job analysis, to identify the Knowledge, Skills, Abilities and Other Characteristics (KSAOs) that would be the best predictors of successful performance as a sniper. The job analysis identified several personality traits important for success as a sniper. The assessment of those personality traits using the NEO Personality Inventory (NEO-PI), the Holden Psychological Screening Inventory (HPSI), and a follow-up structured interview have been in use for a few years. The present research re-examines the validity of this selection process using both task and contextual performance as criteria. Research on the initial job analysis, the subsequent selection process, and the validation of the selection process are discussed.

C

LANGUAGE COMPARISONS OF A MEASURE OF PERSONALITY

Colin Kemp, Department of National Defence

The purpose of this paper was to compare the English and French versions of a 75-item measure of personality known as the Trait Self-Descriptive (TSD) Inventory. Using guidelines outlined by the International Test Commission (ITC) for the translation and adaptation of psychological tests, qualitative and quantitative approaches were used. The qualitative approach involved a translation review of item content by a group of bilingual subject matter experts (SMEs) who had exposure to French Canadian culture. The quantitative psychometric examination across language groups utilized Item Response Theory, specifically the Rasch rating-scale model for polytomous response data. Several items were found to display differential item functioning (DIF) or inadequate model-data fit, suggesting that they were not invariant across language groups. Results from both examinations were used in conjunction with other evidence to recommend further revisions to the TSD inventory.

D

THE DEVELOPMENT OF A COMPOSITE MEASURE TO IMPROVE PILOT SELECTION

Wendy Darr, Department of National Defence

This study examined an approach to improve upon existing measures used to select candidates for training as a pilot within the Canadian Air Force. Using a sample of approximately 400 pilot trainees, existing measures such as subscale scores on a measure of cognitive ability (verbal ability, problem solving, and spatial ability), previous flying experience, and an indicator of learning ability were examined for their usefulness in predicting flying training outcomes. The results identified three significant predictors, namely problem solving, previous flying experience, and learning ability, which were then combined to form a composite selection score. This composite measure was found to be a stronger predictor of pilot training performance, and was found to have incremental validity over and above the existing measure.

2011-06-04 – 4:00 PM to 4:55 PM – 16 h 00 à 16 h 55 – CONFERENCE ROOM B - MEZZANINE LEVEL

Theory Review/ Examen théorique

THEORY REVIEW SESSION 'D'/SESSION EXAMEN THÉORIQUE

Psychoanalytic & Psychodynamic/Psychoanalytique et psychodynamique; Clinical Neuropsychology/Neuropsychologie clinique.

#1
Psychoanalytic & Psychodynamic/ Psychoanalytique et psychodynamique

THE FUTURE OF PSYCHOTHERAPY TRAINING: RATING VIDEO-RECORDED SESSIONS AS AN EFFECTIVE TOOL FOR BOTH THE BEGINNING THERAPIST AND THE ADVANCED CLINICIAN

Maneet Bhatia, McGill University; Leigh McCullough, Harvard Medical School; Pal Ulvenes, University of Oslo; Lene Berggraf, University of Oslo; Kristin Osborn, Harvard Medical School

Watching and rating psychotherapy sessions is an important yet often overlooked component of psychotherapy training. This presentation outlines a simple and straightforward guide for using one website (www.ATOStrainer.com) that provides an automated training protocol for rating of psychotherapy sessions. By the end of this presentation, participants will be able to have the knowledge to go to the website and begin using this training method as soon as they have a recorded session to view. This presentation will present, a) an overview of the Achievement of Therapeutic Objectives Scale (ATOS; McCullough, Larsen, Schanche, Andrews, Kuhn et al., 2003), a research tool used to rate psychotherapy sessions based on examining common factors in short-term psychodynamic therapy and other treatment modalities e.g. CBT, DBT; b) a description of APA training tapes, available for purchase from APA Video Series, that have been rated and scored by expert ATOS trained clinicians; c) step-by-step procedures on how ratings can be done; d) an introduction to www.ATOStrainer.com where ratings can be entered and compared with expert ratings, and e) First-hand personal experiences of the authors using this training method and the benefits it affords both trainees and experienced therapists. Limitations, and implications for future research conclude the presentation.

#2
Clinical Neuropsychology/ Neuropsychologie clinique

GENOMICS, COGNITION, AND IMAGING: PREPARING FOR APPLICATIONS TO PEDIATRIC NEUROPSYCHOLOGY

Douglas L. Chute, Drexel University

The concept of genomic developmental neuropsychology coupled with neurocognitive assessments and functional brain imaging provides a template for a new understanding of how the brain normally, and abnormally comes to adulthood. For example, at the recent Drexel University Pediatric Neuropsychology Symposium, Ruben Gur presented examples from the Penn-Drexel collaborative where a very large sample size (thousands of individuals) participated in the development of neurocognitive endophenotypes for schizophrenia (Gur, 2010; Gur et al., 2007, Chute, et al., 2010). While such ongoing clinical research projects provide critical scientific understanding of genomics, neurocognition and the developing and functioning brain, the technologies required make this approach impractical in everyday pediatric neuropsychology. However, batteries for computerized neuropsychological assessment and portable functional brain imaging technologies like near infra-red spectroscopy (fNIRS) can be applied in certain pediatric conditions. There are clearly limitations, but the clinical practice of pediatric neuropsychology cannot help but benefit from understanding the processes and progression of normal and abnormal neural development.

2011-06-04 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – CONFERENCE ROOM C - MEZZANINE LEVEL

Symposium/Symposium
Clinical Psychology/ Psychologie clinique

COGNITIVE AND INTERPERSONAL MECHANISMS UNDERLYING DEPRESSION VULNERABILITY

Margaret Lumley, University of Guelph

Mood-related disorders are experienced by approximately 1 in 5 Canadians (Statistics Canada, 2002) and are a leading cause of disability (World Health Organization). Depression rates rise dramatically during adolescence/young adulthood and these papers address depression vulnerability at various stages of this important developmental period. Researchers have identified cognitive and interpersonal mechanisms as key for understanding vulnerability to depressed mood and disorder. With this focus, the papers presented in this symposium inform theory on the development of this prominent mental health disorder. These research studies are conducted with community and undergraduate samples and examine cognitive and interpersonal mechanisms in individuals with dysphoric mood, which is debilitating on its own and often a precursor to later disorder, as well as individuals who have already experienced at least one episode of major depressive disorder. The research upon which these papers are based is methodologically sound; moving beyond simple self- report, most employ novel experimental paradigms to gain greater understanding of phenomena under investigation. Underscoring their importance, cognitive and interpersonal mechanisms are often targeted for remediation and for prophylactic benefit in empirically supported intervention for mood psychopathology.

A

PERCEPTIONS OF PARENTING, COGNITIVE ORGANIZATION AND EARLY ADOLESCENT MOOD

Margaret Lumley, University of Guelph; David J. Dozois, Univeristy of Western Ontario; Karl Hennig, University of Guelph

Despite cognitive organization's strong relation to depression and its theorized development across childhood and adolescence, research to date has not explored cognitive schema organization in early adolescence, a sensitive developmental period for first depression onset. Schema organization is theorized to derive from childhood cognitive internalizations of caregiving relationships such as critical parenting experiences (e.g., Young, Klosko, & Weishar, 2003). Thus, the current investigation jointly considers the organization of positive and negative schemas with youth's perceptions of parental warmth and psychological control. Participants were 198 boys and girls aged 9 to 14 who completed the Psychological Distance Scaling Task, measures of perceptions of parenting behaviors, anxiety symptoms and the Children's Depression Inventory. Consistent with hypotheses, higher depression, but not anxiety symptoms were associated with a loosely-interconnected positive schema structure and a tightly- interconnected negative schema structure. Parental responsiveness emerged as the strongest predictor of negative schema structure. Implications for cognitive-developmental theories of depression and early identification of depression risk are discussed.

B DOES RUMINATION AFFECT DYSPHORIC INDIVIDUALS' FACIAL EMOTION RECOGNITION?

David Duong, University of Waterloo; Uzma S. Rehman, University of Waterloo

Interpersonal factors play an important role in the development and maintenance of depression. Theorists have suggested that depressed individuals have biases or deficits in social perception, leading them to respond poorly to others, thus exacerbating pre-existing interpersonal problems. However, the existing literature does not provide a set of consistent findings as to whether depressive symptoms are associated with global deficits in recognizing emotions (e.g., Rubinow & Post, 1992) or only associated with a bias toward interpreting greater negativity in emotions (e.g., Bouhuys et al., 1999). Furthermore, the mechanism by which depressed mood influences emotion recognition has yet to be elucidated. The present study aims to not only clarify the nature of emotional deficits that are associated with depressed mood, but also to examine whether rumination, a maladaptive coping strategy which has been linked to depressed mood and emotion processing deficits, is an underlying factor in this relationship. Undergraduate participants received either a rumination or a distraction induction and completed three different emotion judgment tasks designed to assess whether dysphoria is associated with an emotion recognition impairment and/or bias. Our results suggest that dysphoric participants' facial emotion recognition is negatively affected but only when they are induced to ruminate.

C THEORY OF MIND AND VULNERABILITY TO DEPRESSION

Dustin S. Washburn, Queen's University; Kate L. Harkness, Queen's University

The foundation of social cognition is theory of mind (ToM). ToM is the ability to both decode and reason about others' mental states towards understanding and predicting behaviour. Previous research suggests that individuals vulnerable to MDD evidence an enhanced sensitivity to decoding the subtle mental states of others. To date, no research has examined the more complex task of reasoning about mental states, despite its likely important role in interpersonal event interpretation. The purpose of the current study is to examine ToM decoding and reasoning abilities in individuals who are vulnerable to depression due to a history of MDD. We further aim to examine the correspondence between ToM decoding and ToM reasoning. ToM decoding skills are assessed using the 'Reading the Mind in the Eyes' task, which requires participants to judge the subtle social features of eye expressions; ToM reasoning skills are assessed using two validated experimental tasks that tap reasoning about emotions and intentions, respectively. Participants include 40 young adults with a history of MDD, as determined by structured interview, and 20 matched controls with no psychiatric history. This study is in progress, and the expected results will have implications for understanding how enhanced social cognitive function may represent an endophenotype of MDD vulnerability.

D THE ROLE OF POSITIVE SCHEMAS IN EARLY ADOLESCENT DEPRESION AND ANXIETY

Lindsey Keyfitz, University of Guelph; Margaret Lumley, University of Guelph

Cognitive models of vulnerability have yet to integrate positive schemas into models of youth psychopathology. This study presents the Positive Schema Questionnaire (PSQ) for youth, and evaluates relations of positive schema themes to depression and anxiety. Adolescent boys (n=84) and girls (n=88), aged 9 to 14 (M=11.44), completed the PSQ, and measures of negative schemas, depression, and anxiety. Exploratory factor analyses of the PSQ supported a five-factor structure including themes of: Self-Efficacy, Optimism, Interpersonal Trust, Success, and Worthiness. The PSQ appears to be a promising tool, and predicted additional variance in depression and anxiety, beyond negative schemas. Furthermore, the content specificity model as envisioned for negative schemas, was found to apply to positive schemas, with themes of Worthiness most predictive of depression and Self-Efficacy most predictive of anxiety. Findings have implications for incorporating positive schemas into cognitive models of psychopathology.

2011-06-04 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – CONFERENCE ROOM D - E - MEZZANINE LEVEL

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

THE MODERN DATING SCRIPT

Amy Muise, University of Guelph

The dating script is a collectively developed guide that outlines the sequence of events and expected behaviours for a given social interaction (Gagnon &Simon, 1986). The dating script is especially important in the formation of new relationships when men and women rely on socially-defined roles to guide behavior. Many researchers claim that the dating script has remained virtually intact since the 1950s (e.g., Morr Serewicz & Gale, 2008; Rose & Frieze, 1989). Given the many important changes to gender relations within the context of dating and sexuality, as well as the rise in popularity of new technologies (e.g., Pettigrew, 2009), such as the use of texting, Facebook, and instant messaging, it is important to determine if we are in an era of a new dating script. The current symposium will explore the modern dating script. Erin Allard and Sarah Blackmore will discuss hypothetical and actual dating scripts of men and women in emerging adulthood and midlife to determine if the traditional dating scripts are upheld across age and gender. Jocelyn Wentland and Amy Muise will explore how new technologies have impacted the dating script and if this has implications for gender roles in heterosexual relationships. Finally, Raymond McKie will extend these findings to gay male dating relationships to explore the impact of technology on gay men's dating and sexual scripts.

A THE MODERN DATING SCRIPT: YOUNG AND MIDLIFE SINGLE HETEROSEXUAL NORTH AMERICAN ADULTS' TYPICAL AND ACTUAL FIRST DATE SCRIPTS

Erin Allard, University of Guelph; Sarah Blackmore, University of Guelph; Dr. Serge Desmarais, Department of Psychology, University of Guelph

Hypothetical scripts (e.g., typical scripts) represent cultural scripts: they are collectively developed scenarios that help to instruct in the requirements of particular roles. Actual scripts pertain to the behavior of individuals and represent interpersonal scripts: they represent an individual's use of cultural scripts in a particular situation (Simon & Gagnon, 1986). A large body of research (Laner & Ventrone, 1998, 2000; Rose & Frieze, 1989, 1993) supports the notion that young adults' typical first date scripts (i.e., the actions that make up a typical first date, listed in the order in which they occur) fall along traditional gender role lines, with women playing a passive/reactive role and men playing a more active role. The same pattern of findings has also been found to emerge for young adults' actual first date scripts (i.e., individuals' retrospective accounts of their own first date actions, listed in the order in which they occurred) (Rose & Frieze, 1993). The aim of the present research was to examine typical and actual first date scripts in community samples of young (ages 18-24) and midlife (ages 35-54) single, heterosexual, North American adults. Analyses focused on identifying the actions that comprised the scripts, as well gender and age group differences.

B

THE MODERN DATING SCRIPT: ARE WE IN THE ERA OF A NEW "TECHNOLOGIZED" DATING SCRIPT?

Jocelyn J. Wentland, University of Ottawa; Amy Muise, University of Guelph; Serge Desmarais, University of Guelph

The traditional dating script is a collectively developed guide that outlines the sequence of events and expected behaviours for a given social interaction. According to the traditional dating script (e.g., Rose & Frieze, 1989), men are the initiators, planners, and payers, as well as the sexual aggressors, whereas women are to take on a subordinate role and be alluring and facilitate conversation, but limit sexual activity. New technologies have changed the way we both meet and interact with prospective partners (e.g., Pettigrew, 2009), but the influence of new technologies on dating scripts has not been fully explored. Given the many important changes to gender relations within the context of dating and sexuality, as well as the rise new technologies, it is important to determine if we are in an era of a new dating script. Undergraduate and community participants were surveyed to determine if technology has altered the dating script. Findings from the study suggest that participants still endorse the traditional dating script, however, various forms of technology are used, especially in the initiation of first dates. The use of technology appears to allow women more freedom in terms of initiation and planning dates with a new partner, which have historically been considered male activities. The new "technologized" script suggests that gender roles are becoming less strict.

C

THE MODERN DATING SCRIPT: THE IMPACT OF TECHNOLOGY ON GAY MEN'S DATING AND SEXUAL SCRIPTS

Raymond McKie, University of Guelph; Robin R. Milhausen, University of Guelph

The majority of previous research on dating and sexual scripts has been conducted on young heterosexual men and women. Research on the potential implications of technology on such scripts has also been limited, especially amongst minority populations such as gay males. In the current study, focus groups were conducted with gay males from two geographic areas in Southern Ontario to determine their beliefs and attitudes toward dating and sexual scripts. The findings of the current study suggest that gay men follow similar scripts to heterosexual women. For example, gay males classified themselves as being highly susceptible to jealousy when seeing a same-sex threat posting on their partner's Facebook wall (see Muise et al., 2009). Participants discussed both opportunities and limitations of technologies such as Facebook, cell phone applications, and chat rooms that are currently influencing gay males dating attitudes and practice. It is important to determine if gay men are being influenced in different and/or similar ways to heterosexuals and how these scripts and changing modern-day dating within the gay male population. Less restriction is held on gay males as they now have access to cyberspace to engage in their flirting, picture exchanging, and pre-screening procedures that they were not able to access prior to the Internet.

2011-06-04 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – WINDSOR ROOM EAST - MEZZANINE LEVEL

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

HOW DO STEREOTYPES DECREASE PERFORMANCE AND WHAT CAN EDUCATORS DO ABOUT IT? THE DEBILITATING EFFECTS OF NEGATIVE STEREOTYPES AND TWO INTERVENTIONS THAT INCREASE SCHOOL PERFORMANCE OF ELEMENTARY AND UNIVERSITY STUDENTS.

Jennifer M. Peach, University of Waterloo

Many groups are the targets of negative stereotypes, and these groups often do not perform as well as members of non-stereotyped groups. Why is this the case and what can be done about it? Our first talk will examine the debilitating effect that facing stereotypes can have on Black students' executive resources (especially if this is a central part of their identity). It is likely that this decrease in resources explains stereotyped students' decrease in performance when situational cues remind students of negative stereotypes (Steele, 1997). Our next talk will demonstrate that teaching undergraduate engineering students to self-affirm in their daily lives or buttressing students' sense of belonging can improve grades by reducing the threat associated with negative stereotypes. This is especially true among students most targeted by these negative stereotypes, namely women in areas of engineering with few women. Our final talk demonstrates that when visible minority students are taught that they can succeed in school through hard work (thus countering stereotypes about their group) and are given an affirmation, they perform better in school. After these three talks, implications for changes that educators at all levels can make to help students overcome stereotypes about their group will be discussed.

A

EXAMINING THE CONSEQUENCES OF EXPOSURE TO RACISM FOR THE EXECUTIVE FUNCTIONING OF BLACK STUDENTS

Allison N. Bair, York University; Jennifer R. Steele, York University

Recent research has demonstrated that interracial interactions, reminders of stigmatized identities, and exposure to ambiguous racism can deplete the self-control resources of minority group members. In this talk we will present research that examined whether hearing blatant racism expressed in an interracial context would deplete the self-control of Black participants and whether this depletion would be moderated by participants' level of racial centrality. After listening to a Black or a White confederate express either support for racial profiling (racist condition) or increased campus parking fees (neutral condition), Black participants in this study completed a Stroop color-naming task to assess self-control depletion. Participants experienced self-control depletion following interracial encounters, regardless of whether the views expressed were racist. As expected, however, racial centrality moderated the depletion effect when racism was involved, with participants higher in centrality showing greater depletion following an encounter with racism from a White partner. The implications for understanding the experiences of minority students in potentially threatening academic environments will be discussed.

B

IMPROVING THE PERFORMANCE OF THREATENED GROUPS THROUGH A SOCIAL-BELONGING INTERVENTION AND SELF-AFFIRMATION TRAINING.

Jennifer Peach, University of Waterloo; Christine Logel, University of Waterloo; Gregory M. Walton, Stanford University; Steven J. Spencer, University of Waterloo

Women in engineering programs must contend with the psychological threat arising from the stereotype alleging that women lack ability in quantitative fields. As numerical minorities, they may feel uncertain about whether they belong, socially, in an engineering program. The present study tested two interventions to reduce belonging uncertainty and to raise academic performance among engineering students, especially among female engineers. One treatment was designed to change students' attributions for negative experiences in engineering that could otherwise undermine their sense of belonging in the field (see Walton & Cohen, 2007). The second was designed to teach students to affirm personally important values in times of stress and threat (see Cohen et al., 2006). Results showed that among engineering majors with fewer women, end-of-term grades of women in the control condition were significantly lower than men's. However, in the treatment conditions, women's grades were equal to men's. Discussion addresses the role of belonging in achievement, and mechanisms by which social-psychological interventions have long-term effects on school performance.

C

RAISING ACADEMIC ACHIEVEMENT THROUGH SOCIAL PSYCHOLOGICAL INTERVENTION: BETWEEN-SCHOOL DIFFERENCES AND OTHER CONSIDERATIONS FOR LARGE-SCALE IMPLEMENTATION

David Paunesku, Stanford University; Carissa Romero, Stanford University; Gregory M. Walton, Stanford University; Carol Dweck, Stanford University

Social psychological interventions can affect the way students respond to the school environment in ways that improve academic outcomes, particularly for students from stigmatized groups (Wilson, 2006). Since school environments differ and these interventions function by changing students' interpretations of the school environment, the effects of the same intervention may differ between schools. We tested the effects of two types of intervention, incremental mindset training and self-affirmation, on the achievement of minority students in several schools with varying characteristics. Incremental mindset training teaches students that intelligence can be increased through effort; minority students exposed to it earned higher grades in previous studies (e.g., Aronson, Fried, & Good, 2002). In self-affirmation studies, minority students' susceptibility to stereotype threat was diminished through an exercise that boosts self-integrity, resulting in improved grades (e.g., Cohen, Apfel, Garcia, & Master, 2006). Across the current studies, these two approaches raised minority students' test scores, sense of belonging certainty, and long-term grades and classroom conduct. Effects differed between schools with different characteristics, e.g., racial diversity. Discussion will focus on the importance of considering between-school differences in the context of large-scale intervention.

2011-06-04 – 4:00 PM to 5:25 PM – 16 h 00 à 17 h 25 – WINDSOR ROOM WEST - MEZZANINE LEVEL

Symposium/Symposium
Clinical Psychology/
Psychologie clinique

PERFECTIONISM AND DEPRESSION: NEW THEORY AND EVIDENCE RELEVANT TO CLINICAL PRACTICE

Simon B. Sherry, Dalhousie University

Depression is a common, impairing, and expensive mental health problem. Evidence implicates perfectionism in the pathogenesis of depression and suggests perfectionism is a uniquely important predictor of depression (Dunkley et al., 2009; Graham et al., 2010). Although research indicates perfectionism and depression are robustly connected, important questions about their interconnection remain unanswered. The present symposium involves a panel of researchers who studied key aspects of the perfectionism-depression connection. The first researcher studied perfectionism, abrasiveness, and depression in romantic couples and provided novel evidence regarding the depressing consequences of perfectionism in intimate relationships. The second researcher studied perfectionism, social disconnection, and depression in community members and identified a sense of alienation from other people as one mechanism responsible for the connection between perfectionism and depression. The third researcher studied the phenomenology of the perfectionism-depression connection in university students and found perfectionists uniquely experience and express depression and its symptoms. Finally, an expert in perfectionism and depression will provide an integrative discussion of these new results with emphasis on their relevance to understanding, assessing, and treating perfectionism in clinical practice.

A

HOW DO PERFECTIONISTS FEEL WHEN DEPRESSED? A PHENOMENOLOGICAL ANALYSIS OF SUBJECTIVE EXPERIENCES OF DEPRESSION

Gordon L. Flett, York University; Kirk R. Blankstein, University of Toronto Mississauga; Rebecca Stead, Queen's University; Paul L. Hewitt, University of British Columbia; Alison Crawford, University of Toronto Mississauga

Numerous studies have linked perfectionism and depression, but research has not examined perfectionists' actual experience of depression. The current study assessed perfectionism and depression from a phenomenological perspective by evaluating the associations between trait perfectionism and seven elements of depressive experience identified via a concept mapping exercise. Seven clusters of depressive experience (hopelessness/helplessness, feeling burdened, internal chaos, estrangement, inefficacy, vegetative symptoms, and interpersonal hostility) were examined in relation to current depression, trait perfectionism (self-oriented, socially prescribed, and other-oriented perfectionism), and neuroticism in a sample of 196 undergraduates. Socially prescribed perfectionism was associated with all seven clusters, suggesting a multifaceted and complex depressive experience. Self-oriented perfectionism was positively correlated with helplessness/hopelessness and feeling burdened. A hierarchical regression analysis controlling for trait neuroticism found that vegetative symptoms, feeling burdened, and socially prescribed perfectionism predicted unique variance in depression. Our findings are discussed in terms of the complex themes that should be addressed when therapists and counsellors encounter depressed perfectionists with high levels of socially prescribed perfectionism.

B

SELF-CRITICAL PERFECTIONISM, ABRASIVENESS, AND DEPRESSIVE SYMPTOMS: AN ACTOR-PARTNER INTERDEPENDENCE MODEL

Sean P. Mackinnon, Dalhousie University; Simon B. Sherry, Dalhousie University; Sherry H. Stewart, Dalhousie University; Martin M. Antony, Ryerson University; Dayna L. Sherry, Queen Elizabeth II Health Sciences Centre; Nikola Hartling, Dalhousie University

According to the social disconnection model (Hewitt, Flett, Sherry & Caelian, 2006), people high in self-critical perfectionism are vulnerable to depressive symptoms because they experience conflict with other people. The present research tests the social disconnection model in 226 romantic couples who participated in an experience sampling study with longitudinal follow-up. Self-critical perfectionism and depressive symptoms were measured via self-report questionnaires at Day 1 and Day 28. Abrasiveness was measured daily with online questionnaires from Day 2 until Day 15. An aggregate abrasiveness variable representing mean abrasiveness over 14 days was used in analyses. Data were analyzed using an actor-partner interdependence model (Kenny & Ledermann, 2010). Three main results emerged: (a) Partners were more similar in self-critical perfectionism than expected by chance; (b) self-critical perfectionism in one partner was related to abrasiveness in both partners; and (c) for women, the link between self-critical perfectionism and depressive symptoms was mediated by abrasiveness. People high in self-critical perfectionism may select similar partners and/or evoke self-critical perfectionism in their partners. Self-critical perfectionism was also tied to abrasiveness in romantic couples, and for women, this abrasiveness contributed to their depressive symptoms.

C

INTERPERSONAL COMPONENTS OF PERFECTIONISM AND DEPRESSION IN ADULTS: A TEST OF THE SOCIAL DISCONNECTION MODEL

Paul L. Hewitt, University of British Columbia; Gordon L. Flett, York University

There are many studies of perfectionism and depression symptoms in the literature (Enns & Cox, 1999; Hewitt et al., 1996; Sherry et al., 2008). Recently we proposed a model suggesting that interpersonal components of perfectionism are tied to outcomes such as suicide and depression symptoms, because perfectionistic behavior creates social disconnection and alienation from others. Sherry et al. (2008) supported components of our Social Disconnection Model (SDM) in the prediction of depression symptoms in a sample of young adults, and we wished to comprehensively test the model in the prediction of depression severity in a large sample of older adults. We also wished to include other interpersonal components of perfectionism as well as trait perfectionism components, namely, perfectionistic self-presentation (i.e., a drive to appear perfect to others) in testing the SDM. A sample of 480 community members (174 men and 306 women; aged 35-90 years) were administered, at two time points, measures of trait and self-presentational dimensions of perfectionism, social disconnection, and depression. Results indicated the link between interpersonal perfectionism and depression symptoms is mediated by social disconnection. Overall, the findings suggest that interpersonal dimensions of perfectionism play important roles in depression severity for adults by influencing social connectedness.

2011-06-04 – 4:30 PM to 5:25 PM – 16 h 30 à 17 h 25 – WENTWORTH ROOM - MEZZANINE LEVEL

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

BORDERLINE DISORDERS OF SELF: DIFFERENTIAL DIAGNOSIS, THE INTRAPSYCHIC WORLD AND TREATMENT DIFFICULTIES ACCORDING TO THE MASTERSONIAN APPROACH

Dr. Judith Pearson, Director International Masterson Institute; Dr. Murray Schane, Psychiatrist: Private Practice; Loray Daws, Private Practice

Initially a waste basket category, the borderline disorder has come to be accepted as a stable and distinct character-structure known for its unique reliance on primitive defenses and precarious adjustment to reality. The ground-breaking work of clinician such as Kernberg (1975, 1976, 1980, 1980, 1982, 1984), Giovanchinni (1979, 1993), Boyer (1983), Rinsley (1982, 1989), Meissner, (1988), Masterson (1972, 1976, 1985, 2000, 2005), and Searles (1986), have made the 'borderline patient' more accessible both clinically and therapeutically. It is the aim of the current workshop to focus exclusively on the psychotherapeutic work of Dr. James F. Masterson and the International Masterson Institute's approach to Borderline Pathology. Emphasis will be on structural realities in both the clinging and distancing borderline, differential diagnosis, accessing the intrapsychic world of the borderline, various technical difficulties in treatment,tracking the so-called 'borderline triad' (self-activation leads to anxiety that leads to defense), as well as various considerations in the use of 'confrontation'. Clinical cases will be included to illustrate the therapeutic process in treating Borderline disorders the Masterson way.

2011-06-04 – 4:30 PM to 5:25 PM – 16 h 30 à 17 h 25 – PEEL ROOM - MEZZANINE LEVEL

Committee Business Meeting/Réunion du conseil d'affaires

CONVENTION COMMITTEE BUSINESS MEETING

Peter Graf, University of British Columbia

Index of Subjects / Index des sujets

12-Step Programs 31
2004 Tsunami 113
22q13 Deletion Syndrome 57
2D:4D 9
2D:4D Ratio 7
360 Assessment 263
6-Month-Olds 53

A

Aboriginal 2, 88, 126, 231, 232, 246, 345, 346, 347
Aboriginal Men and Women 347
Aboriginal Offenders 3, 126, 143, 340, 341
Aboriginal Peoples 34
Aboriginal Stereotypes 98
Aboriginal Youth 154, 348
Absolute Recidivism Rates 237
Absorption 273
Abstract Language Use 64
Abuse 323
Academia 326
Academic 166
Academic Accommodations 227
Academic Achievement 162, 165
Academic Careers In Counselling Psychology 187
Academic Performance 310
Academic Satisfaction 160
Academic Success 160
Accent 301
Acceptance 199, 362
Accreditation 34
Acculturation 130, 154, 168, 176, 177, 238, 286, 287, 308, 310
Acculturative Stress 154, 311
Achievement 386
Acknowledgment 289
Acquaintance Rape Perception 309
Acquired Brain Injury 13, 362
Acquired Disability 260
Acquired Disfigurement 206
Action 231
Action Plan 105
Action Research 144
Activism 229, 230
Activity 41, 254
Activity Patterns 365 , 373
Activity, Health, Medical 136
Adaptation 144
Adaptation Professionnelle 303
Adaptive Behaviour 69
Adaptive Skills 204
Addiction 30, 372
Addictions Treatment 154
Addictive Behaviours 32
ADEM 10
ADHD 3, 157, 165, 193, 197, 199, 214, 265, 349
Adherence 356
Adjudicative Competence 95
Adjustment 75, 308, 311
ADL 196
Adolescence 31, 63, 66, 95, 164, 181, 266, 317, 383
Adolescence and Early Adulthood 53
Adolescent 90, 107, 131 145, 308
Adolescent Athletes 319
Adolescent Children 150
Adolescent Development 324
Adolescent Girls 324
Adolescent Identity 73
Adolescent Mothers 131
Adolescent Problem Drinking 31
Adolescent Sexual Intercourse 366
Adolescents 28, 30, 57, 61, 70,131, 138, 147, 161, 187, 196, 197, 211, 295, 310, 318, 321, 343, 350, 356
Adolescents and Adults 74
Adolescents' Drug Abuse 32
Adult 335
Adult ADHD 224
Adult and Youth Custody 330, 331
Adult Attachment 117, 167, 335, 336
Adult Attention-Deficit/Hyperactivity Disorder 352
Adult Coaching 55
Adult Development 326
Adult Forensic Population 93
Adult Health 221
Adult Learners 25
Adulthood 374
Adults 147, 227, 348
Adults In Higher Eduation 227
Advertisements 325
Advertising 369
Advocacy 327, 327, 333
Affect 13, 16, 262
Affect Intensity 259
Affect Regulation 78
Affection 168
Affirmation 386
Africa 88
Age 91
Aggression 6, 64, 71, 169, 252, 302, 339
Aggression Intervention 248
Aggression Therapy 248
Aggressive Driving 272
Aging 5, 8 22, 25, 48, 49, 50, 88, 325, 329, 336, 337
Aging Ageing 1
Agreeableness 195
Alcohol 29, 30, 32
Alcohol Expectancies 31
Alcohol Use 28, 180, 207
Alcohol Use Disorders 291
Alcohol Use Problems 28
Alexithymia 7, 11, 194
Alternate Treatments 155
Alternative Medicine 26
American Psychological Association 123
Analyse Transactionnelle 117
Andrews 44
Anger Management Style 371
Anger Suppression 371
Anhedonia 36, 215
Animal-Assisted Intervention 57
Anorexia Nervosa 207, 208
Antecedent Exercise 202
Anti-Abortion Violence 111
Anti-Oppression 337
Anti-Stigma 201
Anticipated Regret 364
Antisocial Behaviors 109
Antisocial Behaviour 202
Antisocial Personality Disorder 104
Antistigma Program 147
Anxiety 26, 33, 36, 49, 67, 83, 88, 150, 155, 168, 169, 180, 193 , 194, 200, 214, 255, 317, 357, 370, 379
Anxiety and Depression 219
Anxiety Disorders 211, 218, 350
Anxiety Sensitivity 85 , 217
Anxious Attachment 251
Anxious Uncertainty 288
Apology 79, 80, 232, 262
Applied 233
Applied Social Psychology 341
Appraisal 302
Approach 207
Appropriate Selection 342
Arab Canadian 152
Archetypes 280
Arousal Regulation 121
Arrowsmith 161
Art Therapy 173
Art-Based Practice 173
Art-Based Research 173
Asexuality 223, 314
Aspirations 267
Assessment 2, 29, 36, 42, 98, 103, 128, 140, 159, 162, 164, 214, 225, 227, 235, 278, 304, 332, 339, 355
Assessment and Diagnosis 227
Assessment and Treatment Scale For Radicalization (Atsr) 278
Assessment Strategy 265
Assessment Tool 278
Assessment-Intervention 127

Assistive Technology 157, 333
Associative Memory 8
Assumptions of Multiple Regression 192
Astronauts 296
At Work 299
Athletes 156
Athlètes 320
ATOS 383
Attachment 34, 36, 68, 72, 74, 78, 150, 156, 165, 168, 208, 219, 228, 255, 273, 334, 349, 353, 360
Attachment Style 74, 190, 196, 208
Attachment Styles 253, 364
Attachment Theory 57, 76, 190, 191, 332
Attachment-Informed Therapy 191
Attention 22, 83, 171, 193, 212, 219
Attention Deficit Hyperactivity Disorder 4
Attention Training 16
Attention-Deficit/Hyperactivity Disorder 343, 344, 352
Attitudes 13, 90, 141, 267, 306, 344, 345, 374
Attitudes Toward The Legal System 101
Attitudes Toward The Not Criminally Responsible Defence 96, 101
Attitudes Towards Non-Drinkers 31
Attributions 258
Attrition 51
Audio-Visual Integration 20
Augmentative Alternative Communication 57
Autism 52, 54, 57, 66, 67, 69, 70, 163, 164, 195, 200, 202, 209, 229
Autism Spectrum Disorder 27, 63, 162
Autism Spectrum Disorders 60, 65, 73, 74
Autobiographical Memories 277
Autobiographical Memory 13, 16
Autobiography 313
Autonomy Support 85, 310
Avatars 258
Avoidance 196, 207
Avoidant Attachment 272
Axis I and Ii Disorders 202

B

Bad Dream Distress 203
Bad Dreams 203
Baird, John Wallace 123
Banking Credentials 130
Barriers To Treatment-Seeking 205
Basic Needs 264
BDI-II 226, 363
Behavior Problems 164
Behavioral Genetics 269
Behavioral Health 332
Behaviour 72, 195, 199
Behaviour Change 281
Behavioural 369
Behavioural Accommodation 339
Behavioural Activation 210
Behavioural Approach Test 202
Behavioural Experiment 211
Behavioural Genetics 275
Behavioural Inhibition 350
Behavioural Intervention 353
Behavioural Problems 350
Behaviourism 133
Belief Bias 24
Belief In An Unjust World 272
Beliefs 120
Belonging 256
Belongingness 386
Bereavement 34
Betrayal 128
Bias 99
Bicultural Conflict 129
Big Five 96, 271
Big Five Personality Traits 164
Bilingualism 8
Bilinguals 25
Binge Eating Disorder 353
Biological Gender 266
Biopsychosocial 366
Bipolar Disorder 13, 15, 17, 199
Biracial Identity 238
Bisexual 316
Bisexuality 314
Blameworthiness 95
Blind Navigation 23
Blogs 187
Blood Pressure 361
BMI and Body-Esteem 158
Body Dissatisfaction 208, 316
Body Image 205, 206, 321, 323, 325
Body Regard 201
Body Violation 153
Borderline Disorders 387
Borderline Personality Disorder 205
Boredom 228, 260
Boundary Object 77
Brain 6
Breast Cancer 361 , 361, 369
Breast Cancer, Activity 137
Breastfeeding 261
Breathlessness 217
Brief Child and Family Phone Interview 27
Buddhism 310
Bulimia 196
Bullying 52, 53, 56, 58, 71, 163, 223, 319
Bullying and Victimization 158
Bullying Prevention 54
Bullying/Victimization 58
Burn Injury 365, 373
Burn Survivors 205
Burn-Out 169
Burnout 97, 230, 303

C

CAFAS 358
Calling 377
Callous-Unemotional Traits 252
Canada 76, 77, 100, 151
Canadian 44, 89
Canadian Forces Personnel 82
Canadian Forces Reservists 82
Canadian of African Descent 238
Canadian Universities 191
Cancer 149, 362
Cancer Screening 367
Cannabis Users 38
Cardiac Reactivity 26
Cardiac Recovery 26
Cardiovascular Recovery 366
Career 35 , 326
Career Adjustment 311
Career Compromise 152
Career Counselling 376
Career Development 376, 377
Career Transition 222
Career Transitions 180
Career Wellness 332
Careers 325
Careers In Academia 187
Careers In Counselling Psychology 187
Caregivers 67
Caregiving 360, 380
Caribbean 310
Carleton University 45
Case Planning 331
Castastrophizing 217
Catastrophizing 360
Categorization 166
Causal Reasoning 65
Caution Comprehension 95 , 101
CBT 76, 77, 88, 351
Central Eight 340, 341, 341
Cerebral Lateralization 7
CFA 199
Challenges 333
Change 141, 142, 202, 260, 328, 329
Change Measurement 142
Changes 329
Character Strengths 295
Cheating 253
Checking Compulsions 198
Chess 48
Chess Expertise 50
Child 221
Child Abuse 220
Child Anxiety 200
Child Care 72
Child Depression 200
Child Development 16
Child Discipline 73
Child Homicide 151
Child Injuries 56
Child Maltreatment 36, 91, 221, 353, 354
Child Molesters 89
Child Pornography 108
Child Protection 245
Child Sexual Abuse 112
Child Welfare 181, 346
Child Welfare System 350
Child-Care 347
Childhood 65
Childhood Cancer 7

Childhood Disorders 120
Childhood Maltreatment 30, 31, 114
Childhoood Parentification 74
Children 51, 53, 55, 60, 70, 75, 87, 92, 117, 118, 146, 147, 164 , 169, 199, 212, 214, 220, 256, 276, 350, 351, 357, 368
Children and Youth 39
Children's Deception 55
Children/Youth 71, 198, 350, 358
China 85, 86, 339
Chinese Canadians 311
Chinese Culture 308
Choice 222
Choice Behavior 312
Choix Professionnels 303
Christian 75
Chronic Fatigue Syndrome 208
Chronic Illness 38, 117, 368, 371
Chronic Obstructive Pulmonary Disease (Copd) 217
Chronic Pain 29, 363, 365, 368, 371, 373
Citizen Engagement 42
Civic and Political Engagement 229, 230, 230
Classification 290
Classroom Assessment 378
Classroom Atmosphere 169
Client Involvement 279
Climate Change 135, 297
Clincial Practice 40
Clinical 79
Clinical Characteristics 39
Clinical Geropsychology 326
Clinical Interventions 76
Clinical Neuropsychology 116, 326
Clinical Psychology 171, 327
Clinical Research 238
Clinical Significance 125, 220
Clinical Supervision 132, 359
Clinical Training 132
Clinical Trials 332
Clinician Adherence 236
Close Relationships 228, 257, 264
Co-Morbidity 224
Cocaine 90
Cochlear Implants 24
Code of Ethics 351
Codes 134
Cognition 10, 12, 14, 15, 17, 18, 22, 70, 83, 84, 92, 193, 195, 198, 208, 213, 336, 336, 344, 345
Cognitions 107, 214
Cognitive 88
Cognitive Adaptation 362
Cognitive Aging 50
Cognitive and Linguistic Aspects of Writing 160
Cognitive Appraisal 180
Cognitive Assessment 247
Cognitive Behavior Therapy 151
Cognitive Behaviour Therapy 208
Cognitive Behavioural Therapy 211
Cognitive Decline 18
Cognitive Development 56, 58, 64
Cognitive Dissonance 282
Cognitive Error Manifestation 211
Cognitive Errors 357
Cognitive Impairment 326
Cognitive Inhibition 25
Cognitive Plasticity 336
Cognitive Rehabilitation 116
Cognitive Remediation 15
Cognitive Strategies 20
Cognitive Style 170
Cognitive Therapy 215
Cognitive Vulnerability 84, 383, 383
Cognitive-Skills
Collaboration 345
Collaborative Care 282, 283
Collaborative Internship Program 333
Collaborative Research 137
Collective Efficacy 307
Collectivism 39
College 32
College Students 29
College Youth 32
Collision Risk 374
Colonialization 231
Colour 22
Comedy Training 201
Commitment 251, 298
Common CV 35
Common Problems 130
Communication 57, 117, 153, 170, 317
Communication Abnormalities 205
Community 5, 346
Community Care Providers 144
Community Engagement 345
Community Health 145
Community Probation 330
Community Programs 215
Community Psychology 123
Community Psychology and Practice 173
Community Sample 51
Community Service Learning 152
Community Supervision 124, 225
Community Vs. Institutional Treatment 184
Community-Based 146
Community-Dwelling 216
Comorbid 344
Comorbid Depression/Anxiety 213
Companion Animal 219
Comparative Analysis 111
Compassion 328
Competence 171
Competency 359
Competitive Status 271
Complex - Spiral 105
Comprehension 92, 94
Computer Based Tests 51
Computer Games 96
Computer-Mediated Communications 268
Computerized Simulation 182
Computerized Simulator 183
Concept-Mapping 150
Conceptual Analysis 121
Conceptual Knowledge 58
Concurrent Disorders 29
Concussions, Athletes 137
Conduct Disorder 71
Conduct Disorder/Behaviour 312
Conference Presentation 170
Confidentiality 39
Conflict 67, 343
Conflict Handling Styles 230
Conflict Resolution 57
Conformity 300
Conjoint 197
Conjoint Therapy 338
Conservatism 267
Consortium 161
Construct Dimensionality Debate 285
Consulting 35
Consumer-Provider 119
Contact Hypothesis 274
Content Analysis 302
Continuity of Care 147
Contributions 44, 45
Control Question Test 26
Controlled Products 108
Controversies 233
Conventionality 52
Conversation 57, 323
Conversation Analysis 268
Conversion Therapy 233
Cooperative Education 300 , 304
Cooptation 231
Coping 52 , 63, 97, 100, 113, 210, 296, 319, 322, 325, 349, 365
Coping Motives 28, 30
Coping Options 271
Coping Socialization 200
Coping Strategies 169, 371
Coping Styles 167
Corporal Punishment 41
Corpus Callosum 7, 8
Correctional 185
Correctional Officer 97
Correctional Outcomes 4
Correctional Policy 143
Correctional Programs 2, 126
Correctional Psychology 139
Correctional Treatment 186, 225, 341
Correctional Workers 100
Corrections 44, 45, 91, 185, 249, 250, 342, 345
Cortisol 218, 362
Cosmetic Surgery 258
Counseling 337
Counselling 152, 153, 155, 185, 187, 338
Counselling Psychology 148, 171, 230, 232, 375, 376
Counsellors 155
Counter-Terrorism 328
Counterfactual Thinking 211
Countertransference 178

Couple 209
Couple Therapy 290
Couples 118, 149, 198, 291
Couples Therapy 339
Court Trial 99
Creativity 247
Credentials Banking 130
Creepiness 102
Crime 100
Crime and Punishment 80
Crime Desistance 342
Crime Linkage 101
Crime Linking 97
Crime Prevention 341
Crime Reduction Strategy 331
Criminal Attitudes 185, 185
Criminal Behaviour 344
Criminal Justice 45
Criminal Justice System 103
Criminal Offenders 102
Criminal Offending 90, 95
Criminal Profiling 109
Criminal Trajectories 94
Criminogenic Needs 141
Crisis 73
Crisis Negotiation 247
Critical Discourse Analysis 193
Critical Incident Management 247
Critical Incidents 87, 278
Critical Psychology 133, 340
Critical Thinking 24, 133, 378
Cross Cultural Psychology 238
Cross-Cultural 276, 280, 308, 313, 376
Cross-Cultural Analysis 149
Cross-Cultural Counselling Techniques 187
Cross-Cultural Differences 309, 312
Cross-Cultural Negotiation 306
Cross-Cultural Psychology 113
Cross-Sectoral Collaboration 138
Cue Reactivity 29
Cultural Constructs 176
Cultural Engagement 126
Cultural Value Orientation 129
Cultural Values 176
Culture 76, 77, 117, 133, 225, 268, 275, 312, 371
Culture and Behaviour 32
Cutting 204

D

Dangerous Offenders 143, 326
Danziger 175, 176
Dark Triad 264, 266, 274, 275
Data Analysis 305
Data Security 175
Dating Anxiety 155
Dating Relationships 253
Dating Script 384
Dating Scripts 384, 385
Dating Violence 131, 131
Daytime Functioning 220
Deadly Force 90
Death Anxiety 374
Death Row 93
Debiasing 24
Deception 26
Deception Detection 109
Decision Making 17, 23, 25, 89, 99, 117
Decision-Making 17, 127, 128
Decoding 60
Defence Style 168
Defense Mechanisms 246, 287
Defenses 288
Deficits 234
Degree of Identification 129
Delay Discounting 32, 166
Deliquency 98
Delusional Ideation 195
Demand For Services 99
Demand-Control Model 301
Dementia 13, 49, 196
Demographic Characteristics; Homosexual Attitudes 317
Demographics 330
Demoralization 368
Dependency 277
Depressed Affect 264
Depression 13, 16, 17
Dépression 26
Depression 28, 36, 37, 55, 60, 66, 77, 78, 83, 84, 90, 96, 114, 120, 167, 194, 195, 196, 207, 212, 215, 218, 219, 221, 256, 305, 313, 317, 322, 324, 352, 354, 357, 360, 367, 383, 384, 386, 387
Depression and Health 372
Depression/Anxiety 164
Depressive Symptomatology 366
Depressive Symptoms 54
Depressive Vulnerability 76
Desistance 142
Destination Memory 49
Détachement Psychologique 304
Detainees 90
Determinants 221
Development 59, 61, 76, 189, 231, 343
Development of Language In Writing 67
Developmental 10, 189, 195
Developmental Disabilities 61, 69, 72, 106, 209, 222, 372
Developmental Disorders 57
Developmental Instability 7
Developmental Profile 65
Developmental Psychology 173
Developmental Psychopathology 92
Developmental Transitions 61
Developments In Treatment 247
Developoment of Writing Conventions 67
Deviant Sexual Interests
Diagnosis 112
Dialectical Behavior Therapy 205
Dialogical Self 280
Dialogue 230, 380
Didactic Training 132
Differential Item Functioning 226, 360
Differential Parenting 74
Digit Ratio 10
Dilemmas 351
Disabilities 189
Disability 371
Disclosure 112, 251, 255, 289
Discourse Analysis 324 , 325
Discrimination 139, 176, 177, 219, 271, 313
Discrimination Claim 265
Disease 330
Disordered Eating 66
Dispositional Factors 212
Dissemination 105, 290, 291
Dissociation 79
Distress 270, 273, 362, 370, 379
Distress Tolerance 262
Distressed Couples 208
Diversion 110
Diversity 39, 337, 359
Divorce 55, 146
Doctoral Novice Supervisor 115
Doctoral Program 327
Doctoral Students 327
Doctoral Supervision Training 115
Documenting Experience 130
Dog Ownership 109
Dogmatism, Terrorism, Authoritarianism 284
Domain Difference 174
Domain Knowledge 20
Domestic Homicide 151
Domestic Terrorism 111
Domestic Violence 47, 99, 103, 184, 217
Don Andrews 44, 45
Dopamine 128
Dosage and Reconviction 342
Down Syndrome 59, 68, 158
Drink Driving 342
Drinking 32
Drinking Motives 29
Driver Behaviour 365
Driving 13
Dropout 31, 117, 217
DSM-5 317
DSM-IV 372
Dual Task Interference 20
Dual-Processing 181
Dual-Task 23
Dyadic Adjustment 251
Dyadic Coping 209
Dynamic Risk 45, 328, 329
Dynamic Risk Assessment 92
Dynamic Risk Factors 110
Dyspareunia 204

E

Early Learning 160
Early Literacy Skills 163
Early Numeracy 61
East Asian Stereotypes 309
Eating 363

Eating Behaviour 210, 364
Eating Behaviours 26
Eating Disorder 146, 370
Eating Disorders 19, 42, 165, 192, 194, 206, 207, 208, 210, 221, 323, 348 350, 351, 356
Ecological Behavior 282
Ecological Systems 380
Economic Decline 378
Economic Hardship 379
ECT 213
Education 12, 35, 54, 71, 146, 149, 159, 162, 166, 224, 291, 292, 324, 330
Éducation À La Paix 117
Educator 54
EEG 26
Effective Correctional Practice 330
Effective Correctional Practices 331
Effectiveness Research 154
Effet De Répit 304
Effortless Perfection 270
EFT 355
EFT-PE 77
Ego Depletion 199
Election 267
Electrical Injury 12
Electronic Monitoring 298
Embarrassment 259
Embedded Environments 174
Embodiment 153, 155, 324
Emergency 279
Emergency Department 145, 372
Emergency Vehicle Operation 183
Emerging Adulthood 68
Emerging Adults 182
Emerging Treatment Options 146
Emetophobia 214
Emotion 12, 22, 129, 150, 254, 259, 279
Emotion and Social Anxiety 129
Emotion Processing 11
Emotion Recognition 7, 18, 51, 67
Emotion Regulation 63, 66, 148, 153, 206, 353, 355
Emotion Socialization 63
Emotion-Focused Therapy 173, 206
Emotional Competencies 204
Emotional Contagion 264
Emotional Control 355
Emotional Distress 191
Emotional Experiencing 355
Emotional Inexpressiveness 338
Emotional Intelligence 23, 42, 60, 66, 164, 165, 221, 262, 263, 265, 271, 274, 305
Emotional Labour 307
Emotional Memory 114, 284
Emotional Numbing 36
Emotional Perfectionism 262
Emotional Processing 208
Emotional Regulation 58, 255
Emotional Stroop Task 12
Emotions 297, 314
Empathy 15, 198, 219, 257, 276
Empirically Support Treatment 172
Empirically Validated Treatments 40
Empirically-Supported Treatments 221
Employee 305
Employee Commitment 115
Employee Health 285
Employee Scheduling Control 301
Employment 109, 346, 371
Employment Equity 301
Employment Interviews 305
Employment Selection 331
Empowerment 73, 96, 146, 232, 233
Enactment 155
End-of-Life 293
Engagement 135, 298
Engagement Styles 230
English Literature 159
Entorhinal Cortex 7 8
Environment 296
Environmental Attitudes 239, 282
Environmental Behaviour 239, 281
Environmental Behaviour Change 281
Environmental Choices 66
Environmental Concern 239
Environmental Engagement 251
Environmental Motivation 282
Environmental Satisfaction 190
Environmental Scan 2
Environmental Sustainability 239
Environmental Theory 281
Environmentalism 297
Environmentalist 296
Epidemiology 131, 216
Epistemic Beliefs 174
Epistemology 289, 381
EPPP 173
Equivalence Testing 208, 348
ERP 9
Errorless Approaches 163
ESL 56
ESL Children 160
Estrogen 13
Ethical Decision-Making 144
Ethical Practice 233
Ethical Violations 177
Ethics 39, 134, 170, 178, 224, 293
Ethics In Qualitative Research 173
Ethnic 167
Ethnic Identity 188, 308
Ethnicity 309, 313
Ethnographic 286
Evaluation 46, 47, 254, 341
Evolutionary Psychology 183 , 184, 290
Examinations 130
Executive Attention 25
Executive Cognitive Functioning 5
Executive Control 9
Executive Function 13, 375
Executive Functioning 385
Exercise 33, 317, 336
Exercise Adherence 317
Exercise Partner 84
Exercise Preferences 317
Exercise Psychology 320
Exercise Training 319
Exerciser Stereotype 320
Expatriate Selection 300
Experience 316
Experiential Factors 212
Experiential Therapy 358
Experimental Psychology 290
Experimental Research 281
Expert 24
Expert Performance 48
Expert Testimony 104
Expertise 20
Explicit Instruction 251
Exposure and Response Prevention 196
Expressive Writing 153
Externalizing Behaviour 66, 71
Externalizing Disorders 351
Extraversion and Self-Monitoring 265
Extremism 81, 171, 172, 277
Extremist Messaging 288
Extremists 278
Eye Movements 21, 212
Eye Tracking 21, 219
Eye-Blink Frequency 128
Eye-Tracking 19
Eyewitness Confidence 271
Eyewitness Memory 95

F

Face 308
Face Recognition 14
Facebook 252, 261, 269
Facial Affect Recognition 17
Facial Expressions 167
Facilitating Mobility 130
Facilitative Interpersonal Skills 148, 278
Factor Analysis 271, 285, 303, 366, 368
False Belief 65
False Memory 22
Families 353, 356, 372
Family Functioning 74
Family of Origin 168
Family Quality of Life 62
Family Relationship 238
Family Relationships 343
Family Violence 154
FASD 3, 32
Fat Talk 325
Fathers 354
Feedback 261, 264
Female 98, 316
Female Engineers 386
Female Offender 99
Female Offenders 107, 142,143, 224, 248, 249
Feminism 37 , 37 , 37 , 288 , 289
Feminist and Social Justice 149
Feminist Epistemology 381
Feminist Identitiy 322
Feminist Identity 321, 322

Feminist Methods 381
Feminist Psychology 289, 321
Feminist Research 231
Fetal Testosterone 7
Fibromyalgia 362
Fiction Writers 276
Fictional Characters 276
Field Reliability 233
Figurative Language 19
Films In Teaching 157
Finance 379
Financial Anxiety 378
Financial Confidence 379
Financial Threat 379, 379
Firearms Training 182
Firesetting 92
First Impressions 102
First-Episode Psychosis 356
Fmri 16, 24
Focus 262
Follow-Up 311
Fonctions Exécutives 16
Force Mentale 320
Forensic 106, 127, 139
Forensic Inpatient 103
Forensic Mental Health 99
Forensic Patients 92
Forensic Population 198
Forensic Setting 245
Forgiveness 79, 80, 96, 272, 277, 307
Formal Reading Activities 163
France 287
Franco-Canadians 313
French Immersion 168
Friend 67
Friendship 62
Friendship Quality 59
Friendship Stability 59
Frontal Lobe Function 196
Frontal Lobe Functions 17
Functional Outcome 15, 355
Functional Play 63 , 162
Funding 223
Fusion of Horizons 380

G

Gait 20
GAMA 247
Gambler's Fallacy 272
Gambling 29, 32, 49, 50, 164, 181, 182, 214, 216, 352
Gang 341
Gay and Lesbian Employees 251
Gay Fatherhood 232
Gay Male Dating Scripts 385
Gay Men 360
Gender 12, 20, 22, 32, 49, 80, 86, 98, 106, 107, 217, 236, 244, 245, 257, 297, 301, 322, 384, 385
Gender Bias 170
Gender Difference 194
Gender Differences 97, 226, 248, 350, 363
Gender Effects 264
Gender Identity 10, 232
Gender Identity Disorder 317
Gender Issues 179
Gender Role Attributes 164
Gender Roles 270
Gender Stereotypes 266
Gender-Role 274
General Factor of Personality 257
General Population Survey 374
Generalized Anxiety Disorder 202, 214, 350
Generativity 51, 297
Generic Knowledge 70
Gerontology 1, 326
Gestalt 272
GFP 263
Goal Motivation 256
Goal-Sharing 256
Goals 250, 260, 276
Grade Retention 165
Graduate Programs 171
Graduate School Application 40
Graphology 188
Gratitude 272
Grief 34
Grounded Theory 378
Group 102
Group Climate 235
Group Cohesion 327
Group Counselling 337
Group Environment Scale 235
Group Identity 307
Group Treatment 42
GSR 127
Gynecological Cancer 321

H

H1N1 364
Habituation-Dishabituation 121
Handwriting 188
Happiness 156
Harassment 307
Harmonious Passion 46, 319
Hassles 261
Healing 231, 232
Healing Integration 34
Health 38, 57, 189, 192, 232, 261, 330, 337
Health and Safety 115
Health Anxiety 203
Health Behavior 375
Health Behaviours 221
Health Care 261, 316, 344, 361
Health Care Employees 306
Health Care Utilization Costs 353
Health Goals 85
Health Management 85
Health Psychology 340
Healthcare 289
Healthcare Professionals 374
Healthy Eating 277
Healthy Relationships 279
Healthy Workplace 285
Hearing 24
Hearing Mother-Deaf Child Dyads 64
Heart Disease 351
Help Seeking and Provision 374
Help-Seeking 61, 201, 216, 348
Help-Seeking Model 238
Helping 286
Helping Interventions 332
Hermeneutics 40
Hero 276
Heuristic 166
Heuristic Inquiry 150
Heuristics 267
HEXACO 285, 305
Hierarchical Linear Modelling 51
High-Risk 142
High-Risk Population 54 , 59
High-Risk Violent Prisoners 106
High-Risk Youth 158
Hindsight Bias 23
Hip Hop Psychology 104
Hippocampus 6 , 24
Historical Analysis 290
Historical Epistemology 340
History 34, 37, 40, 44, 123, 133, 175, 176, 280, 339, 340
History of Ethics 87
History of Psychology 87, 191, 192
HIV 367, 368, 374
Home Learning Experiences 68
Homeless 131
Homelessness 105, 146, 342
Homicide 89
Homonegativity 315, 316
Homophobic Bullying 314
Honesty 178
Hope 245
Hormones 9, 373
Hospital 299
Hostage Taking 247
Hostility 274
Housing 190
Human Motivation 270
Human Papillomavirus 369, 372
Humanistic Psychology 114
Humor Exposure 206
Humor Styles 266
Humor Use 206
Humour 62, 275, 377
Humour Styles 253
Hypertension 370

I

I/O Practice 382
I/O Research 382
Ideals 228
Identity 68, 75, 80, 130, 177, 225, 233, 257, 260, 275, 293, 301
Identity Conflict 273
Identity Development 57
Identity Distinctiveness 129

Identity Integration 129, 273, 313
Ideology 267
IGT 127
Imaginal Exposure 202
Imitation 64, 70
Immigrant 174, 309
Immigrant Career Transition 152
Immigrant Skilled Worker 152
Immigrant Women 311
Immigrants 265, 286, 311
Immigration 73, 190
Immigration Status 366
Implementation 124, 331
Implementation Intentions 375
Implicit Assessment 294
Implicit Attitude Test 261
Implicit Attitudes 276, 297
Implicit Measures 106
Implicit Messaging 135
Implicit Norms 139, 275
Implicit Self-Esteem 260
Implicit Theories 294
Impression Formation 321
Impulse-Control Disorders 16
Impulsivity 98, 294
Incarcerated Men 98
Incarcerated Youth 114
Incarceration 330
Inclusive Education 158
Indian Residential School 187
Indigenous 35, 231, 232, 286
Indigenous Elders 34
Indigenous Psychology 76, 77
Indirect Social Support Seeking 251
Individual Characteristics 61
Individual Differences 56, 253, 254, 312, 355
Individual Problems 290
Individualism/Collectivism 86
Inequality 269
Infancy 64, 67, 231
Infant Coping 69
Infant Emotion Regulation 69
Infant-Directed 53
Infants 334
Infidelity 273
Informal Reading Activities 163
Informed Consent 161
Inhibition 52, 65
Inmates 104
Innovation 333
Inpatient 118
Inpatients 14, 106
Insight 49, 328
Insomnia 208 , 349
Instruction 159, 377
Instructional Effects 19
Integrity 177, 178
Intellectual Development 230
Intellectual Disabilities 144, 207
Intellectual Disability 171
Intelligence 91
Intensive Behavioural Intervention 202
Intent 56
Intentionality 268
Inter-Rater Reliability 101
Interactional Fairness 298
Interactional Synchrony 64
Interactive Journals 331
Interactive Whiteboards 333
Intercontextualism 229, 230
Intercultural Relations 286
Intergenerational Trauma 347
Intergroup 80
Intergroup Relations 274, 314
Internalizing 51
Internalizing Disorders 57, 157
International 2
International Assignments 300
International Students 151
Internationalization 133
Internet 20, 349, 352, 359, 378
Internet Counseling 370
Internship 34, 79, 161, 249, 250, 359
Internship Development 333
Internships 333 , 333
Interpersonal 384
Interpersonal Approach 203
Interpersonal Consequences 58
Interpersonal Implications 152
Interpersonal Patterns 213
Interpersonal Perceptions 228
Interpersonal Problems 156, 386
Interpersonal Relationships 227, 272
Interpersonal Research 58
Interpersonal Theory 218
Interpersonal Violence 105
Interpresonal Strengths 166
Interpretative Phenomenology 151
Interpretive Bias 84
Interprofessional 333
Interprofessional Treatment 156
Interrupting “Sexual As Norm” 223
Intersectionality 337
Intervention 53, 54, 73, 154, 159, 342, 343, 354, 385, 386
Intervention Strategies 316
Interventions 140 , 185
Interview 301
Interview Anxiety 300
Interviews 321
Intimacy 102, 198, 323
Intimacy Motivation 296
Intimate Partner Abuse 325
Intimate Partner Violence 30, 184, 292, 310, 346
Intimate Relationships 258
Intraindividual Change 51
Introversion 156
Intrusive Doubts 198
Intrusive Measures 68, 358
Inuit 126, 126
Investigative Interview 100, 112
Iowa Gambling Task 234
IPV 322
Irrational Beliefs 194
Irrelevant Speech 19
IRSN 26
IRT 382
Islam 73
Issues 244
Italy 131
Iterative Classification Tree 97
Itinérance 145

J

Jail 108
Jamaica/Caribbean 312
Jealousy 269
Job Analysis 382
Job Demands 112
Job Demands and Supports 86
Job Interview 300
Job Satisfaction 299, 303, 304
Job Search 109
Job Strain 112
Job Stress 285
Job Stressors 169
Joint Attention 64
Joint Book Reading 332
Judgement 272
Judgment 257
Judicial Sentencing 108
Juror Decision-Making 96, 234
Jury 91, 245
Jury Decision Making 104, 107
Jury Decision-Making 245
Jury Duty 245
Jury Education 96
Jury Selection 107
Justice 269
Justice-Involved Youth 235, 236
Juvenile Firesetting 66, 71
Juvenile Offender 94
Juvenile Offenders 107, 110
Juvenile Rehabilitation 105
Juvneniles 44

K

KGB Warning 100
Knowledge Acquisition 70
Knowledge Attribution 65
Knowledge Translation and Exchange 137

L

Lab 302
Labour Strike 304
Language 62, 65, 175, 215, 226, 286, 360
Language Adaptation 382
Language Development 69
Language Development In L1 and L2 Children 67
Language Disabilities 59
Language Disorder 326
Language Learning 121
Late Effects 7

Latent Class Analyses 236
Latent Class Analysis 248
Latent Profile Analysis 263
Latino Population 187
Law Enforcement 94, 109
Leader Gender 298
Leader Trust 112
Leadership 168, 285, 304
Leadership Development 223
Leadership Skills 66
Leadership Study 223
Learned Resourcefulness 363
Learner Engagement 157
Learning 25, 161, 171, 291
Learning Disabilites 161
Learning Disabilities 49, 162, 194, 227, 333
Learning Disabilities In Adults 227
Learning Disability 330
Learning Disorders 227
Learning Interactions and Dynamics 115
Learning Outcomes 378
Learning Style 170
Legal Rights 92, 101
Lesbian 289
Level of Processing 19
Lexical Development 162
LGBTQ People of Colour 315
Liberation Psychology 340
Library 377
Licensure 173
Life History Research 167
Life History Theory 183, 184
Life Minus Violence-Enhanced®™ 248
Life Satisfaction 311, 368
Life Skills Education 158
Life Span 50
Life-Span 189
Lifestyle 370
Lighting 190
Linguistic Analysis 56
Linguistic Minorities 38
Linkage Analysis 103
Linkage Analysis Evidence 104
Listenability 95
Literacy 68, 168
Literacy Development 160
Literature 270
Literature Review 156
Livelihoods 309
Local Scientist Model 250
Local/Global Processing 8
Locus of Control 22, 160, 301
Logic Model 351
Long-Term Outcomes 62
Longitudinal 118
Longitudinal Research 138
Longitudinal Studies 49
Longitudinal Study 65, 195
Love 314
Love of The Job 46
Low Income Families 146
Lupus 12
Lying 53

M

M-PULSE 94
Machiavellianism 252
Machine Metaphor 280
Magazines 193
Maintenance 228
Maison De Chambre 145
Major Depression 194, 210
Major Depressive Disoder 112
Major Depressive Disorder 15, 213
Maladie D'alzheimer 16
Male Offenders 217
Male Survivors 149
Malingering 357
Maltreatment 32
Mammography 367
Managers 86
Mandatory Self-Disclosure 134
Marijuana 32, 360
Marxism 133
Masculinity & Agency 373
Masterson 287
Masterson Method 387
Mate Preferences 10
Maternal Attributions 72
Maternal Depressive Symptoms 69
Maternal Parenting 60
Math 11
Math Anxiety 212
Mathematical Cognition 58
Mathematical Development 70
Mathematics 159, 160
Mathematics Talk 61
Mazes 290
Meaning Making 114
Meaning-Making 70
Meaningfulness 301
Measurement 85, 254, 284, 297, 307, 320, 335, 347, 371, 379
Measurement Invariance 86, 369
Mechanisms of Change 206
Media 372
Medial Temporal Lobe 21
Mediation 367
Mediators and Moderators 185
Medical Decision Making 364
Medical Sample 203
Meditation 207
Memory 6, 7, 11, 14, 19, 23, 24, 25, 88, 178, 195, 267, 336, 371
Memory Capacity 23
Memory Impairment 21
Men 269, 337, 338
Men Who Have Sex with Men 372
Menopause 9, 373
Menstrual Cycle 10
Mental Disorders 215
Mental Health 1, 2, 35, 41, 49, 58, 84, 85, 88, 123, 139, 140, 145, 146, 156, 182, 197, 212, 214, 215, 225, 245, 282, 283, 309, 316, 352, 361, 366
Mental Health Court 140, 141
Mental Health Court Diversion 90
Mental Health Courts 140, 141
Mental Health Literacy 147
Mental Health Problems 160
Mental Health Screening 3
Mental Health Service Use 220, 354
Mental Health Services 117 , 117 , 118
Mental Healthcare 326
Mental Illness 6, 47, 100, 108, 151, 160
Mental Imagery 319
Mental Phenomenology 340
Mental Toughness 275
Mental Verbs 19
Mental-Health 378
Mentally Disordered 140
Mentally Disordered Offenders 3, 4, 99, 340
Mentally Ill Offenders 46, 47, 140, 141
Mentor 44
Mentoring 162, 303
Mentorship Programs 348
Message Framing 135, 281
Messaging 135
Meta-Academic Skills 54, 162
Meta-Analysis 62, 103, 105, 110, 213, 265, 340, 341
Metacognition 159, 354
Metaphors 202
Meter-Perception 23
Methadone Maintenance Treatment 153
Methodology 176, 177
Methods 175, 176, 225, 332, 369
Microexpressions 109
Microskills 278
Middle Childhood 259
Middle School Students 158
Mild Cognitive Impairment 9
Mild Head Injury 16 , 17
Mild TBI 14
Military 180, 298, 382
Military Deployment 180
Military Personnel 82
Military Psychology 82
Military Recruit 180
Military Training 83
Military Veterans 180, 337
Mindful Eating 42
Mindfulness 151, 202, 207, 238, 255, 260, 270, 273, 328, 366
Mindfulness Meditation 94
Mindfulness-Based 368
Minimum-Age Legislation 108
Minorities 34
Minority Groups 215
Mixed Methods 286
MMPI 246
MMPI-2 357

Mobility 130
Model 127
Modeling 300
Moderating Variables 277, 278
Moderators of Effective Interventions 186
Mood 12, 84, 106, 166, 182
Mood and Anxiety Disorder 374
Mood and Anxiety Disorders 216
Mood Disorder 357
Mood Disorders 15 , 33 , 210
Mood Regulation 264
Moral and Ethical Decision Making 83
Moral Identity 294
Moral Judgments 256
Moral Reasoning 15
Moral Stories 55
Morality 257, 275, 280, 294
Morals 269
Morita Theory 295
Mother-Child Interactions 54 , 59
Motherhood 131
Mothers 131
Motivation 50, 84, 166, 234, 235, 243, 256, 267, 276, 277, 293, 299, 301, 318, 353
Motivations and Outcomes of Migration 309
Motivators 252
Motives 32, 181
Motor Performance 319
Movies 378
MPH 214
Multi-Tasking 171
Multicultural 42, 118, 152, 378, 381
Multicultural Counselling 187, 188
Multicultural Counselling Competency 238
Multicultural Counselling Training 238
Multicultural Identity 313
Multicultural Psychology 238
Multiculturalism 286
Multiculturalizm 327
Multiple Regression 305
Multiple Sclerosis 8, 11, 13, 17, 18
Musculoskeletal Pain 303
Music 24, 63, 169
Music Cognition 23
Music Tempo 365
Musical Training 8
Musicians 254, 303
Muslim Immigrant 310
Mutuality 380
MZ Twin Study 66

N

Narcissism 178, 287
Narcissistic Personality Disorder 287, 288
Narrative 233, 275, 295, 313, 365, 373
Narrative Identity 256
Narrative Inquiry 381
Narrative Processes 148, 278
Narrative Psychology 173
Native American 347
Nature Relatedness 189, 239, 281
Near Infra-Red Spectroscopy 383
Need For Uniqueness 130
Negative Affect 200, 220
Negative Feedback 306
Negative Symptoms 355
Neighbourhood Satisfaction 297
Neurobiology 6, 127
Neurocognitive 7
Neurocognitive Endophenotypes 383
Neurocognitive Functioning 93
Neuroplasticity 161
Neuropsychological Assessment 14, 18
Neuropsychological Disorders 18
Neuropsychological Impairments 140
Neuropsychology 10, 12, 14, 15
New 189
New Immigrant Workers 222
New Technology 385
Newcomers 46
Nicotine 29
Nicotine Dependence 33
Night Waking 200
NLSCY 72
Nomological Net 284
Nomological Network Analysis 285
Non-Display Imperfections 312
Non-Familial Supports 155
Non-Suicial Self-Injury 201
Non-Suicidal Self-Injury 62, 357, 359
Non-Suicidal Self-Injury (Nssi) 53
Non-Violence 230
Normalization 349
Normative Comparisons 220
Northern 283
Northern Ontario Children's Mental Health 27
Numeracy 68

O

Obesity 85, 165, 210, 353
Object Kinds 56
Object Relations 199, 387
Objectified Body Consciousness Scale 255
Observer Ratings 263
Observer-Rated Measure 279
Observer-Rated Method Validation 211
Obsessive Compulsive Disorder 196
Obsessive Passion 46, 319
Obsessive-Compulsive 204, 208
Obsessive-Compulsive Disorder 215
Occupational Health 180
Oddity 120
Offence Characteristics 89
Offender 2, 30, 109, 243, 244, 345, 346
Offender Assessment 246
Offender Change 142
Offender Profiles 236
Offender Taxonomy 109
Offender Therapy 247
Offender Treatment 2, 140, 184
Offenders 5, 47, 91, 105, 139, 140, 253, 287
Offenders with FASD 3
Offenders with Mental Disorders 103
Offenders with Mental Illness 185, 186
Offenders with Mental Ilness 186
Olanzapine 210
Older Adults 50, 51, 172, 216, 354
Older Male Adults 215
Online Support Group 146
Online Survey 378
Onset 354
Openness 119, 120
Operational Stress Injuries 119
Oppression 322
Optimism and Pessimism 355
Or Personality 299
Organ Donation 374
Organ Transplantation 360
Organizational Behaviour 115
Organizational Change 124
Organizational Justice 112, 298, 299
Otherness 280
Outcome 12, 13, 77, 78, 209
Outcome Expectancies 216
Outcome Research 40
Outpatient 213
Ownership 56, 63

P

Pain 14, 111, 204, 334, 362, 364, 370
Pain Behavior 366
Pain Perception 371
Pain Simulation 373
Palliative Care 293
Parasocial Relationships 272
Parent Decision-Making 220
Parent Depression 351
Parent Interventions 203
Parent Perceptions 158
Parent Relationships 62
Parent-Child 360
Parent-Child Conversations 332
Parent-Child Interactions 64
Parent-Child Relationship 72
Parental Acquired Brain Injury 150
Parental Attitudes 73
Parental Beliefs 200
Parental Depression 357
Parental Emotional Maltreatment 354
Parental Leave 251
Parental Role 324
Parental Socialization Strategies 54
Parental Support and Emerging Adults' School Transition 173
Parenting 52, 76, 174, 218, 308, 347, 352, 383
Parenting Stress 343
Parenting Style 66
Parenting Styles 200
Parenting Styles/Poverty 312
Parenting Units 279
Parents 200
Parole Re-Entry 106

Participant Recruitment 172
Partner Abuse 324
Partner Aggression 28
Partner Rape 91, 103
Partnerships 333
Passion 254, 293, 297, 361
Passion For Work 46
Paternal Aggression 63
Pathological Gambling 216
Pathways 1 , 81 , 248
Patient Functioning 103
Patient Satisfaction 364
PCL-Psychopathy 106
PCL-R 246
Pedagogical Tools 192
Pedagogy 378
Pediatric 11
Pediatric Neuropsychology 383
Peer Context 66
Peer Counselling 153
Peer Relations 264
Peer Relationships 62
Peer Supervision 132
Peer Support 119
Peer Victimization 60
Peers 55, 98, 244, 321
Perceived Body Judgments 19
Perceived Health 38
Perceived Social Support 343
Perceived Susceptibility 369
Percentiles 237
Perception 318, 319
Perceptions 257, 261, 265
Perceptions of Injustice 272
Perceptions of Professional Contact 145
Perceptual Categorization 24
Perceptual Interference 9
Perfectionism 87, 165, 192, 193, 196, 211, 252, 256, 258, 263, 268, 270, 306, 348, 350, 356, 386, 386, 387
Perfectionistic Self-Presentation 148, 312
Perfectionistic Self-Promotion 312
Perfectionnisme Autocritique 304
Performance 26, 156, 306, 318, 385
Performance Collective 317
Perpetrators 113
Person Perception 296
Personal Counselling 376
Personal Growth 273
Personal Health Information 175
Personal Relationships 255
Personality 58, 120, 204, 208, 254, 258, 263, 264, 266, 269, 274, 284, 285, 296, 299, 300, 302, 303, 305, 306 , 382
Personality Characteristics 33
Personality Disorder 119
Personality Disorders 29, 224
Personality Factors 364
Personality Traits 259 , 277
Personnel Selection 94
Perspective 294
Perspective-Taking 258
Persuasion 265, 268
Phantom Limb 364
Phenomenological Method 31
Phenomenology 232, 380 386
Philosophy 34, 40
Phonemic Fluency 18
Photovoice 73
PHQ-9 169, 226, 360, 367
Physical Activity 84, 203, 318, 319, 324
Physical Disability 320
Physical Exercise 85, 212
Physiological Arousal 16, 17
Phytomedicine 26
Picture Book Sharing 64
Pilots 382
Place 38
Plagiarism 257
Planning Strategies 276
Plastic Surgery 258
Plug-In Electric Vehicles 135
Plural Societies 286
Pluralistic Ignorance 273
POB 46
Police 90, 101, 105, 182, 183, 331, 332
Police Attitudes 100
Police Caution 94, 101
Police Cautions 92
Police Interrogation 89
Police Interview 101
Police Interviewing 95
Police Investigations 101
Police Perceptions 100
Police Psychology 302
Police Trauma 104
Policing 105
Policy 80
Policy Analysis 154
Political Economy 340
Political Involvement 252
Political Psychology 267
Politics 133, 277
Polygraph 26
Popularity 59
Population Health 180
Pornography 323
Positive Behaviour Support 163
Positive Behaviour Support (PBS) 157
Positive Compromise 332
Positive Illusory Bias 352
Positive Psychology 28, 46, 75, 178, 235, 295, 384
Possible Selves 38, 102, 301
Post Traumatic Stress Disorder 112
Post-Crisis Suicidal 295
Post-Deployment Reintegration 82
Post-Secondary 150, 227, 263
Post-Secondary Counselling 190, 191
Post-Secondary Education 348
Poster 170
Postmodern Career Psychology 114
Postpartum 180
Postpartum Depression 193
Postsecondary Students 160
Posttraumatic Growth 210, 320, 361, 371
Posttraumatic Stress 111
Posttraumatic Stress Disorder 291, 324
Posttraumatic Stress Disorder (PTSD) 79
Potential For Harm 233
Practice 44
Practice Competency 293
Practicum 249, 250
Pragmatics 19
Pre-Adolescent 147
Pre-Service Teachers 58
Prediciton 45
Predicting Attrition 184
Prediction 1 , 45, 45, 382
Predictive Accuracy 97, 184
Predictors 219
Preference 222
Preferences 155
Pregnancy 131, 180, 321, 374
Prejudice 75, 107, 167, 261, 266, 267, 268, 274, 314, 315, 316, 347
Prejudice Reduction 138, 139
Prematurity 18
Premorbid Ability 10
Prenatal Androgen 10
Prenatal Testosterone 7
Preparedness 279
Preparing 35
Preschool 61
Preschool Children 72
Preschoolers 52, 64, 200
Pretend-Play 70
Preterm and Low Birth Weight Infants 62
Prevention 155, 157, 159, 165
Primary Care 282, 283
Prison 2, 249, 330
Prison-Based Programs 47
Prisoner Rehabilitation 90
Prisoners 330
Privacy 175, 251, 255
Pro-Environmental Behaviour 135, 189, 190, 296
Probation 107
Probation District 331
Problem Drinking 30
Problem Gambling 205
Problem Solving 25 , 247
Problem-Solving Appraisals 157
Problematic Eating 349
Process 77, 78
Processes 201
Procrastination 257, 262
Professional Caregiving 380, 380
Professional Development 132
Professional Ethics 87
Professional Immigrants 154
Professional Issues 230
Professional Practice 173, 174
Professional Thriving 380
Professional Training 34
Profile Analysis 115

Program 102
Program Evaluation 82, 93, 146, 154, 213, 341, 346, 348, 351, 356, 375, 376
Program Performance 142
Project 35
Proposal 35
Propranolol 114, 284
Prorenata 358
Prosocial Behaviour 53, 256, 294
Prospective 359
Prospective Memory 13, 198
Protective Factors 109, 315, 323, 326
Provincial Inmates 99
Psychache 209, 359
Psychiatric Day Hospital 195
Psychiatric Referrals 347
Psychiatric Training 123
Psycho-Oncology 370
Psychoanalysis 40
Psychoanalytic 287
Psychodynamic 192, 287
Psychoeducational Assessment 229
Psycholinguistics 148
Psychological Abuse 208
Psychological Adjustment 238
Psychological and Physical Health Outcomes 306
Psychological Barriers 135
Psychological Capital 46, 178
Psychological Disengagement 265
Psychological Harassment 299
Psychological Health 148
Psychological Interventions 348
Psychological Methods 121
Psychological Needs 166, 294
Psychological Ontology 280
Psychological Outcomes 300, 304
Psychological Recovery 367
Psychological Reports 227
Psychological Well-Being 76, 255, 266, 368, 379
Psychologie Communautaire 145
Psychologisation 133
Psychology 76, 187, 232, 339
Psychology In Education 375, 376
Psychology of Sexual Health Decision-Making 315
Psychology Practice 39
Psychology-Report 222
Psychometric Concepts 121
Psychometric Test 101
Psychometrics 31, 163, 216, 225, 259, 325, 360, 365
Psychopathology 14, 71, 195, 264
Psychopathy 91, 92, 95, 96, 99, 103, 104, 109, 110, 127, 183, 184, 220, 233, 234 , 244, 246 329
Psychosis 108, 234
Psychosocial Adjustment 203
Psychosocial Characteristics 318
Psychosocial Intervention 204
Psychotherapy 40, 148, 151, 153, 178, 188, 192, 201, 217, 295, 337, 356
Psychotherapy Process 278, 279, 358
Psychotherapy Process Outcome 173
Psychotherapy Research 172
Psychotherapy Training 383
PsyD 327
PsyD Program 327
Psysical 41
PTSD 36, 113, 114, 178, 187, 219, 284, 322, 338, 339, 351
Public Attitudes 261
Public Education 223
Public Opinion 141
Public Safety 80
Publication Rates 350
Publishing 87
Punishment 100
Pure Alexia 9
Puzzle Boxes 290
Pyromania/Gambling 98

Q

Qualitative 245, 269, 312, 360, 371
Qualitative Analysis of Subjective Experience 68
Qualitative Research 187, 359, 381
Qualitative Research Methods 378
Quality of Life 68, 153, 297
Quantitative Electroencephalographic Activity 23

R

Race 93, 179, 225
Racial Attitudes 152
Racial Bias 90
Racial Centrality 385
Racial Microaggressions 151
Racism 188, 315, 385
Radical Behaviors 297
Radicalism 277, 278, 328
Radicalization 171, 172, 288, 328
RAI 14
Randomized Controlled Trials 369
Rape 289, 323
Rape Myth 323
Rapid Naming 60
Rapists 90
Rapport Building 100
Rating 302
Reaction Time 23
Reactive Aggression 264
Reading 19, 55, 60, 272
Reading Achievement 211
Reading Acquisition 162
Reading Disability 9
Reading, Spelling, and Writing 227
Realistic Job Preview 382
Reasoning 384
Recall 91
Recession 379
Recidivism 3, 45, 96, 97, 105, 124, 125, 126, 142, 143, 234, 246, 283 331, 342
Recognition Memory 6
Recognized Program 130
Reconciliation 79
Reconsolidation 178
Reconviction 342
Recovery-Based Services 195
Recruitment 249, 382
Reflection 230, 275
Refugee 147
Refugee Youth 144
Refugees 311
Registration Barriers 130
Registration Requirements 130
Registration/Licensure 130
Regulatory Focus Priming, 18
Rehabilitation 124, 195
Rehabilitation Programming 5
Reintegration 345
Rejection 60
Rejection Sensitivity 218
Relational Construal 306
Relational Health 2
Relational Quality 228
Relational Satisfaction 227
Relational-Cultural Theory 97
Relationship Maintenance 257
Relationship Satisfaction 208, 253, 339
Relationships 190, 194, 269, 298, 376, 384
Relative Deprivation Theory 266
Relaxation 200
Released Offenders 342
Reliability 103, 269
Religion 52, 74, 76, 217, 254, 268
Religiosity 75
Religiosity-Spirituality 75
Remorse 80
Reparation 80
Representations of Parents 72
Reseach Methods 305
Research 6, 35, 134, 223, 245, 326, 327
Research Ethics 87
Research Participation 172
Research Success 87
Research Trends 302
Research-Practice Gap 221
Researcher 189
Resettlement 147
Residential Schools 292
Residential Treatment 118 , 198 , 350 , 358 , 358 , 358
Residential Treatment and Prevention 27
Resilience 27, 28, 157, 165, 181, 233, 310, 346, 374
Resiliency 163
Resource Depletion 256
Response Bias Scale 357
Response To Intervention 163
Responses To Stress 374
Responsibility 361

Responsivity 93, 236
Restraint 364
Restraint / Seclusion 68
Retention 149, 301, 319
Retest Learning 336
Reversal Theory 370
Revisions 134
Reward 336
Right Hemisphere 7
Right To Silence 94
Rights 116
Risk 5, 111, 244, 329
Risk Assessment 45, 71, 97, 98, 99, 102, 111, 140, 141, 142, 143, 234, 237, 248, 249, 326
Risk Communication 237
Risk Factors 32, 65, 94, 151, 340, 341
Risk Involvement 193
Risk Management 245
Risk Ratio 237
Risk-Need-Responsivity Model 107
Risk-Taking 75, 365, 373
Risks 131
Risky Behaviour 269
Risky Behaviours 54
Risky Sex 360
Rivermead 147
RNR Model 44
RNR Principles 235, 236
Romantic Attachment 251
Romantic Breakups 273
Romantic Relationship 168
Romantic Relationships 57, 152, 218, 254, 260, 387
Rorschach Comprehensive System 199
Rumination 193, 252, 259, 302, 361, 366, 379, 384
Rural 27, 87, 283
Rural Albanian Migrants 309
Rural Populations 372
Rural/Northern 333

S

Safety Behaviour 211 , 214
Same-Sex Attracted 233
Same-Sex Romantic Relationships 259
Sanctions 90
Satisfaction 198, 228
Scale Development 143
Scale Validation 212, 253
Schema 384
Schizophrenia 10, 12, 15, 17, 21, 85, 204 205, 355
Schizophrenia, Exercise Counselling 136
Schizotypy 119, 120
School 159
School Motivation 266
School Playground 66
School Psychologists 229
School Psychology 222
School Readiness 59, 61
School To Work Transition 158, 300, 304
School-Aged 59
School-Based Intervention 202
School-Based Mental Health 157
School-Based Screening 155
School-Psychology 222
Science 128, 295
Science Fair 41
Scleroderma 206, 226, 367
Scope of Practice 222
Score Reliability 320
Screening 27, 138, 169, 226
Screening for FASD 3
Screening of ADHD 4
Second Language 42
Second-Language Acquisition 9
Seconday Traumatic Stress 112
Secure Base 191
Segregation 97
Selection 382, 382
Selective Attention 20
Selective Attentional Biases 19
Selective Mutism 218
Self 37
Self Affirmation 261
Self and Identity 53, 129
Self Determination Theory 50
Self Disclosure 338
Self Esteem 157
Self Injurious Behaviour 248 , 249
Self Injury 330
Self Perceived Burden 363
Self-Affirmation 270
Self-Assessment 359
Self-Compassion 206, 255, 270
Self-Concept 274, 293
Self-Concept Differentiation 256
Self-Conscious Emotions 266, 309
Self-Construal 129, 307
Self-Control 138, 262
Self-Control Strategies 363
Self-Criticism 60, 277
Self-Deception 253
Self-Determination 62, 282, 318
Self-Determination Theory 46, 250, 268, 270 319
Self-Determined Motivation 281
Self-Efficacy 96, 165, 174, 199, 301, 311
Self-Enhancement 253 , 270
Self-Esteem 55, 166, 194, 228, 260, 261, 265, 308
Self-Harm 198 , 204
Self-Injury 204, 349, 354
Self-Perception 293 , 294
Self-Perceptions 38
Self-Regulation 47, 85, 121, 267, 309
Self-Regulation Model 195, 367
Self-Regulation Scale 269
Self-Report 90, 111, 197
Self-Report Measure Development 251
Self-Reported Health 38
Self-Representation 166
Self-Silencing 87, 365
Self-Theory 250
Semantic Fluency 18
Seniors 49
Sensation-Seeking 75
Sense of Coherence 370
Sentencing 245
Serial Crime 97
Serial Homicide 103
Serious Violent Youth 331
Service Delivery 137
Service Utilization 74
Services 59
Severe Developmental Disabilities 221
Severity 80, 216
Sex 18, 290
Sex Differences 14, 71, 91, 365
Sex Offender 5, 98, 329
Sex Offender Treatment 234, 235
Sex Offenders 93, 102 108, 111, 126, 245
Sex Offending 93 , 110
Sex Roles 37
Sex Trade 377
Sexism 325
Sexist Cue 167
Sexual 243, 244
Sexual Abuse 102
Sexual Aggression 106, 248, 271
Sexual Arousal 373
Sexual Assault 149, 152, 289, 325, 344
Sexual Attitudes 270
Sexual Consent 289
Sexual Dysfunction 269
Sexual Education 322
Sexual Harassment 153
Sexual Health 321
Sexual Identity 317
Sexual Interest 89
Sexual Jealousy 103
Sexual Minorities 316
Sexual Offender 107, 128
Sexual Offender Treatment 234
Sexual Offenders 94, 140, 237
Sexual Offending 1, 1, 47
Sexual Orientation 223, 232, 268, 274, 314
Sexual Scripts 312, 385
Sexual Trauma 113
Sexuality 102, 204, 260, 313, 322, 323
Sexually Transmitted Infections 372
SF-36 Health Survey 369
Shame 206, 262, 263
Shared Reading 168
Shneidman 209
Shooting Decisions 98
Short-Term Psychodynamic Therapy 288
Sibling Relationship 238
Siblings 72, 151
Significant Others 338
Silencing 325
Similarity Coefficient 103
Simple-Complex Meter 23
Simulations 182
Singing 53, 55

Single Mothers 147
Singlehood 228
Singleness 324
SIPS 89
Situation 259
Skinner 133
Sleep 200, 220
Sleep Deprivation 26
Sleep Hygiene 349
Sleep Restriction 199
Smoking 168
Smoking Cessation 33
Soccer 24
Social and Recreational Activities 221
Social Anxiety 30, 129, 155, 211, 221, 252, 259, 295
Social Anxiety Disorder 216
Social Cognition 63, 70, 93
Social Comparison 239, 307
Social Desirability 90
Social Deviance 274
Social Disconnection 196, 387
Social Evaluation 129
Social Functioning 205
Social Hierarchy 290
Social Identity 239, 252, 273, 314
Social Inclusion 67
Social Influence 275
Social Issues 179
Social Justice 133, 232, 340, 361
Social Networking 252
Social Neuroscience 138
Social Norms 251, 265, 300
Social Phobia 203, 212, 221, 259, 350
Social Psychology 321, 340
Social Responsibility 51
Social Role Theory 298
Social Skills Training 350
Social Status 107, 271
Social Support 28, 113, 186, 261, 274, 309, 367, 368
Socialization 46
Society 133
Socio-Emotional Competence 69
Socio-Psychological Adaptation 190
Sociocultural Influences 370
Socioeconomic Status 110
Socioemotional Development 64
Sociohistorical Context 174
Sociosexuality 10
Solidarity 380 , 380
Somatic Symptoms 226, 313, 363, 367
Source Memory 49
Spatial Abilities 20
Spatial Cue 21
Spatial Working Memory 22
Special Education 161
Specialized Populations 2
Specialty Probation 186
Speech 148
Speech Prosody 51
Speed of Delivery 101
Spinal Cord Injury 320
Spirituality 31, 74, 75
Sport 317, 318, 320
Sport Achievement 318
Sport Psychology, Athletes, Neuro-Science 229
Spreading of Alternatives 253
Stability 266
Staff Training 124
Stages of Change 102
Stalking 257
Stand Up For Mental Health 201
Standpoint 381
State 254
Static-99 102
Static-99r/02r 237
Statistical Anxiety 165
Statistical Learning 19
Statistical Models 329
Statistics 192, 208, 220, 348
Status and Legitimacy 129
Stereotype 301
Stereotype Threat 138, 139, 167, 386
Stereotyped Groups 385
Stereotypes 106, 277
Stereotyping 139, 254
Stereotyping and Prejudice 138, 275
Stereotypy 57
Stigma 104, 139, 145, 146, 194, 219, 320, 354
Stigma-Management Strategies 146
Stigmatization 343
Stranger Homicide 109
Strategic Knowledge 20
Strength-Based Approach 28
Strength-Based Treatment 30
Strengths 56, 96
Stress 83, 100, 157, 180, 263, 280, 301, 325, 330, 349, 361, 363
Stress Recovery 27
Stress Resistance 27
Stressful Life Events 218
Stroop 25
Structural Analysis 6
Structural Equation Model 220
Structural Equation Modeling 52, 54, 299
Structured Professional Judgment 110
Struggling Youth 155
Student Advocacy 327
Student Debt 379
Student Knowledge 171
Student Learning 170
Student Mental Health 154
Student Success 163
Students 35, 40, 79, 161, 167, 168, 187, 325, 349, 377
Students, Training, Research 174
Study Population 22
Studying Intentions 257
Subjective Well-Being 268 , 311
Substance Abuse 28, 30, 75, 104, 181, 202
Substance Abuse Disorder 4
Substance Abuse Treatment 105, 126
Substance Dependence 29, 91, 202
Substance Use 244
Substance Use Disorders 99, 192, 224
Substance Use Issues 346
Subtypes 215
Successful Psychopath 109
Sucrose 371
Sudden Gain 358
Suicide 27, 169, 214, 226, 250, 315, 330, 347
Suicide Bereavement 153
Suicide Bombers 33
Suicide Ideation 209, 359
Suicide Postvention 153
Suicide Prevention 295
Suicidology 326
Supervised Experience 130
Supervision Competency 333
Supervision Training 132
Supervisor Development 132
Support System 82
Surgery 370
Survivor Guilt and Immigration 177
Survivors Parenting 279
Sustainability 42, 239
SWAP 37
System 147
Systematic Review 132, 288, 347

T

Task Analysis 151
Task Complexity 371
Task Performance 306
Task Switching 8
Teacher Burnout 165
Teacher Efficacy 157
Teacher Job Satisfaction 165
Teacher Perceptions 164
Teacher Training 163
Teacher/Student Attitudes 314
Teachers 53, 191
Teaching 134, 161, 170, 176, 191, 192, 254, 377, 378
Teaching Techniques 165
Teaching-Psychology 222
Team Process 299
Teasing 360
Technology 25, 305, 384, 385
Teen Fathers 73
Teen Mothers 131
Teen Pregnancy 211
Temporal Discounting 193
Temporal Information Focus 117
Temporal Perspective 251
Temporal Self-Appraisal 294
Temptation 257
Termination 145
Terror Management Theory 276
Terrorism 5, 33, 81, 171, 172, 278, 327
Terrorism, Radicalization, Policing 229
Terrorist 111

Test Construction 160
Testing 91
Texas 93
Texting 275
Tharapeutic Interventions 118
Thematic Analysis 316
Théorisation Ancrée 320
Theory 44, 133, 151, 176, 289, 342
Theory of Mind 15, 58, 59, 65, 221, 276, 384
Theory of Planned Behaviour 357
Therapeutic Alliance 1, 2, 31, 150, 203, 234, 338
Therapeutic Community 2
Therapeutic Intervention 295
Therapeutic Outcome 213
Therapeutic Process 234 , 234
Therapeutic Relationship 245
Therapeutic Writing 206
Therapist Characteristics 234
Therapist Self-Disclosure 31
Therapy 291 , 291
Therapy For Sexual Disorders 47
Threat 262
Threat Assessment 111
Threat Recognition 113
Thriving 38, 380
Thriving At Work 46
Time 362
Time of Day 50
Time Perception 21 , 21
Time Perspective 135
Time Series Approach 92
Timing 21, 80
Tobacco 369
Topographical Orientation 8
Toronto 44
Trace Eyeblink Conditioning 8
Traditional Healing 88
Trainee Counsellors 148
Trainee Therapists 278
Training 173, 182, 223, 250, 293, 359
Training and Accreditation 222
Training of Psychotherapists 278
Trait 254
Trait Emotional Intelligence 275
Trancerebral Magnetic Stimulation 23
Trans 315
Transensual Femme 233
Transformational 304
Transformational Leadership 112
Transformations 192
Transgender 315, 316, 317
Transition 68
Transition To Adulthood 155
Translation 255
Transphobia 315
Trauma 36, 79, 105, 108, 149, 150, 174, 217, 224, 231, 232, 245, 291, 292, 381
Trauma Symptoms 322
Trauma-PTSD 36, 37
Traumatic Brain Injury 14, 147
Traumatic Stress 113, 149, 153
Treatment 47, 102, 125, 126, 128, 139, 140, 141, 142, 149, 151, 185, 203, 205, 217, 243, 244, 329, 364
Treatment Adherence 186
Treatment Approaches 247, 248
Treatment Change 125, 234
Treatment Completion 3
Treatment Compliance 321
Treatment Conceptualization 156
Treatment Dosage 184
Treatment Effectiveness 125, 283
Treatment For Anger Problems 47
Treatment Guidelines 219
Treatment Innovations 248
Treatment Integrity 283
Treatment Interventions 46
Treatment Outcome 120, 215, 354
Treatment Refusal 207
Treatment Relationships 186
Treatment-Seeking 195, 205, 238
Treatments 200
Triple P 203
Troubles Cognitifs Légers 16
Trust 82, 128, 259, 303, 306, 323
Trust Repair 82
Trust Violation 82
Turning Gpoints 70
Turning Points 70
Turnover Intent 304
Typological Distance 25
Typologies 98

U

Unconscious 294
Undergraduate 170, 377
Undergraduate Students 354
Undergraduates 377
Undocumented Immigrants 366
Unforgiveness 272
Universal Values 111, 113
University 149 , 354
University Counselling Centre 154
University Students 169, 181, 201, 352, 357
University Teaching 157
Unrealistic Optimism 369
Use-Of-Force 106
Utility 300

V

Vaccination 372
Validation 101, 163, 209, 255
Validity 290
Validy 269
Value Emphasis 369
Values 166, 178, 280
Variables 328
Vendor Compliance 108
VERA-2 278
Verbal Fluency 11, 50
Verbalization 20
Veterans 111
Vibration-Based Exercise 319
ViCLAS 101
Victim Blaming 261
Victimization 55, 71, 146, 161, 319
Vignettes 134
Violence 1, 107, 110, 217, 291, 292, 328, 344, 345
Violence Against Women 231
Violence Prediction 143
Violence Risk 329
Violence Risk Assessment 110
Violent Behavior 217
Violent Behaviour 91, 253
Violent Offenders 125, 141, 142
Violent Typologies 142
Virtual Environment 8
Visceral Cues 373
Visible Minorities 308
Vision 18
Visual Acuity 51
Visual Decline 51
Visual Impairment 61
Visual Prompts 190
Visual Search 21
Vitamine D 26
Vocabulary 55, 162
Vocabulary Development 56
Vocal Acoustics 279
Vocal Quality 78
Vocation 51
Vocational Identity 222
Volunteering 337

W

Waitlist Reduction 197
Waitlist Services 197
War-Zone Trauma 292
WASI 247
Wealth 294
Web-Based Treatment 353, 353
Wechsler Adult Intelligence Scale - Fourth Edition (Wais-Iv) 355
Weight Loss 261
Well-Being 38, 50, 72, 168, 178, 180, 239, 260, 272, 319, 322
Well-Being, Health, Exercise Psychology 136
White Matter 11
White Students 152
White-Collar Crime 177, 178
Whitehead 280
Wireless-Responders 161
WISC-IV 162
Wisdom 73, 159, 295, 310, 313
Woman Abuse 374
Women 37, 44, 115, 116, 153, 167, 212, 277, 298, 322, 324, 346
Women Aged 65-74 Years 13
Women Offender 244
Women Offenders 1, 2, 249
Women’s Experiences 288, 289

Word Learning 52
Worforce 249
Work Engagement 302
Work Groups 307
Work Rehabilitation 93
Work Stress Coping Strategies 306
Work Teams 299
Work-Family 85 , 86
Work-Family Conflict 307
Work-Family Guilt 86
Workaholism 303
Workers' 115, 116
Workforce 250
Workforce Participation 61
Working Alliance 3, 124, 150, 156, 356
Working Memory 22, 23, 52
Workplace 298, 305, 307
Workplace Aggression 286
Workplace Bullying 299, 302
Workplace Incivility 286, 378
Workplaces 190
Worries 374
Worry 214, 217
Writing 149, 150
www.ATOStrainer.com 383

Y

Yoga 357, 362
York 175
Young Adults 74, 197, 376
Young Offenders 91, 95, 96, 249
Young Schema Theory 354
Young Women 323
Youth 5, 27, 29, 41, 52, 168, 223, 244, 287, 322, 331
Youth and Adolescence 164
Youth Concurrent Disorders 137, 138
Youth Engagement 252
Youth Mental Health 157
Youth Offenders 89, 110
Youth Violence 96

Index of Authors / Index des auteurs

A

Abbey, Susan 360
Abdulrehman, Rehman 88, 180
Abeare, Christopher 11, 12
Abercromby, Susan 154
Abrami, Jessica 250
Adair, Wendi 306
Adams, Jeff 167
Adams, Nancy 147
Adel, Shaudi 186
Adler, Melanie 192
Adolph, Karen 231
Afana, Abdel Hamid 378
Affleck, Lindy 126
Agar, Ava 89
Agostino, Alba 52, 59
Ahmed, Adekunle 92
Ahmed, Rana 308
Ahn-Redding, Heather 100
Ahola Kohut, Sara 371
Aitken, Madison 51, 343
Aitken, Nicole 281, 282
Aitken Schermer, Julie 264
Akcali, Ozge 42, 348
Al-Sahab, Ban 131
Alani, Taslim 346
Alderson, Kevin 232
Alexander, Elizabeth 193
Alexandre, Lavoie 317
Alguire, Teresa 47
Ali, Jordan 325
Ali, Muhammad 172, 188
Alisat, Susan 251
Alksnis, Christine 251
Allan, Teresa 348
Allard, Erin 384
Allen, Greg 159
Allen, Natalie 299
Allenby, Kim 1
Allerdings, Leah 18
Allison, Meredith 100
Almuhtadi, Karin 48
Alonzo-Proulx, Agnes 112
Amadala, Lucy 39, 147, 376
Amiot, Catherine 129, 313
Amiri, Touraj 148, 150, 153
Ammari, Narmeen 10, 12, 15, 355
Ancill, Raymond 147
Anderson, Eliza 330
Anderson, Kristin 350
Anderson, Nicole 337
Andover, Margaret 330
Angus, Lynne 173
Annis, Robert 286
Antony, Immaculate 28
Antony, Martin 130, 196, 202, 211, 214, 216, 259, 387
Appell, Ronda 2
Arbeau-Kresan, Kimberley 55
Arbuthnott, Katherin 18
Archer, Karin 251
Archie, Suzanne 355
Arcuri, Anna 251
Arfken, Michael 133
Arlene, MacDougall 13
Armeli, Stephen 29
Armieri, Al 358
Armilio, Maria 50
Armstrong, Calli 148, 278
Armstrong, Laura 27
Arndt, Jody 212
Arnocky, Steven 188
Arnold, Douglas 18
Aronstam, Maurice 199
Arpin-Cribbie, Chantal 27, 193
Arsalidou, Marie 52
Arsenault, Andrea 26
Arthurs, Erin 226, 360
Arthurs, Sarah 76
Ashton-James, Claire 254
Asmundson, Gordon 202, 370
Assouline, Isabelle 148, 208, 278
Atkins, Jana 12
Atkinson, Erin 14
Atkinson, Leslie 69
Aubry, Tim 144, 145, 146
Aujla, Sandeep 285, 378
Aulls, Mark 174
Austen, Erin 261
Ax, Robert 127
Axelrod, Larry 293
Azarbehi, Amanda 52

B

Baba Willison, Kathleen 293
Babb, Kimberley 200, 357
Babchishin, Kelly 89, 125, 237
Babchishin, Lyzon 72
Babins-Wagner, Robbie 325
Backman, Joan 368
Badali, Joel 115, 116
Badali, Veronica 41
Bae, Victoria 348
Baehr, Monica 157, 378
Bagby, Michael 120, 215
Bagby, R. Michael 210
Bahtiyar, Sevda 52
Bailey, Bill 140
Bailey, Helen 314
Bailis, Daniel 354
Baillie, Patrick 41, 175, 280, 332
Bair, Allison 385
Baird, Anne 50
Baker, Robert 1
Baker, Thomas 349
Bakker, Nathan 6
Bala, Bravina 10
Baldwin, Amanda 187
Balemba, Samantha 344
Ball, Laura 44
Banack, Kendell 156
Banwell, Brenda 10, 11, 13, 18
Barata, Paula 369
Barbaree, Howard 5
Barber, Ann 207
Barber, Kevin 83, 193
Barense, Morgan 9, 21
Barker, Gordon 148
Barker, Keegan 132
Barkowski, Deborah 181
Barnes, Marissa 82, 191
Barnes, Rosemary 292
Baron, Murray 169, 206, 226, 360, 367
Barrett, Jennifer 52, 71
Barrett, Sean 29
Barrett, Yvonne 349
Barry-Bianchi, Susan 370
Barwick, Melanie 117
Basarke, Sonya 89, 90
Bashir, Nadia 296
Basile, Alexandra 193
Bass, Stephanie 127, 169, 252
Bauer, Jennifer 208
Bauer, Rebecca 186
Bauermann, Tonya 349
Baumgartner, Emma 131
Baxter, Claire 192
Baydala, Angelina 40
Baykey, Amy 296
Bazar, Jennifer 44
Beahm, Janine 7
Beaton, Ann 16, 266, 308
Beatty, Peter 298
Beaulac, Julie 283
Beaulieu, Alexandre 65
Beaulieu, Teresa 34
Beaulieu-Prévost, Dominic 113
Beauregard, Eric 97
Beausoleil, Natalie 349
Bebko, James 67, 221
Beck, Aaron 226, 363
Bédard, Michel 368
Bedford, Olwen 298, 308
Bedi, Robinder 148, 150, 337, 338
Beechey, Natalie 317
Beer, Amanda 152
Beggs, Tom 360, 372
Beitchman, Joseph 49, 138, 194
Bélanger, Claude 303
Belianine, Valeri 148
Belich, Lindsy 113
Bell, Ali 62
Bell, Meghan 173
Bell, Rebecca 90
Bell, Stewart 171, 172
Bell, Tessa 73
Belus, Jennifer 339
Beneteau, Amanda 200
Beneteau, Jennifer 145
Bennell, Craig 95, 97, 98, 103, 104, 106
Bennell, Dr. Craig 302
Bennett, Joanna 157
Berger, Joey 114
Berger, Joseph 90, 360
Bergeron, Sophie 204
Berggraf, Lene 383
Bergheul, Saïd 16
Bergstrom, Henriette 90
Berindean-Coroiu, Adina 90, 360
Berish, Melanie 148
Berliant, Julia 89, 344
Berlin, Julia 167, 360
Bernholtz, Beth 77, 78
Bernstein, Amit 29
Bernstein, Syrelle 337
Berry, John 77, 286
Best, Lisa 149
Best, Marlene 201
Bethune, Allison 11
Bevc, Irene 94
Bewley, Marshall 47, 48
Bhandari, Dhruti 128
Bhatia, Maneet 172, 188, 383
Bialystok, Ellen 9
Biddle, Christine 90, 98, 100
Bieling, Peter 213
Bigelow, Brian 81, 122
Bingley, Jennifer 168
Binns, Malcolm 337
Binsted, Gord 19
Biondic, Daniella 343
Birch, Susan 196
Bird, Jessica 10
Bishop, Ashley 376
Bishop, Scott 40
Biss, Sarah 18
Bissada, Hany 207, 353
Bisson, Elise 49, 51
Bisson, Suzie 144
Black, Nancy 214

Blackmore, Sarah 384
Blain-Arcaro, Christine 53
Blais, Julie 234, 340, 341
Blanchette, Loretta 26, 50
Blankstein, Kirk 386
Blasberg, Jonathan 196, 348
Blatz, Susan 299
Blennerhasset, Caitlin 381
Blennerhassett, Caitlin 161
Boachie, Ahmed 350, 356
Bobocel, D. Ramona 307
Bobocel, Ramona 298
Boerner, Katelynn 194
Bohaychuk, Donna 212
Bohn, Linzy 205
Bohr, Yvonne 72, 131, 308
Boivin, Michel 66
Bojman, Kerri 194
Boler, Audrey Ann 279
Bollinger, Jenna 245
Bone, Meagan 352
Bonta, Jim 340, 341
Boon, Heather 120
Boon, Susan 272, 273
Booth, Laura 2
Bosacki, Sandra 75
Bossé, Jessie 167
Both, Lilly 149
Botha, Francois 194
Bouaziz, Anne-Rose 251
Bouchard, Geneviève 168
Boudreau, Jean-Paul 61, 173, 224, 240, 243, 283
Boughton, Kristy 53
Bourdage, Joshua 285
Bourgeois, David 252
Bourgeois, Sylvie 41
Bourgon, Guy 1, 124
Bourhis, Richard 286
Bourque, Jimmy 308
Bourque, Leta 259
Bourque, Paul 16, 26
Bowers, Kate 252
Bowie, Christopher 204, 205
Bowman, Alida 299
Boyce, Melissa 271
Boyd, Jennifer 84
Boylan, James 19, 112
Bracken, Keyna 197
Brackett, Marc 254
Bradbury, Lindsay 100
Bradley, Kristina 157
Bradley, Michael 26
Bradley, Peter 137
Bradshaw, Rick 154
Bradwejn, Jacques 207
Brady, Sinead 7, 8
Brandenburg, Bryan 185
Brandt, Sheila 4
Brankley, Andrew 252
Branscombe, Nyla 239
Brassard, Audrey 255
Bravo, Marvin 380
Brazeau, James 28, 30
Brcic, Jelena 111, 113, 296
Breen, Andrea 53, 359
Bremner, Dawn 376
Brendgen, Mara 66, 67
Brews, Albert 346
Brewster, Keith 19, 319
Brock, Adrian 34, 77, 176
Brock, Erin 27
Brockmeier, Jens 205, 373
Broda, Lisa 331
Broom, Ian 234
Broom, MA, Ian 104
Brosha, Patricia 53
Brosseau, Danielle 149
Brown, Cassandra 51
Brown, Ian 34
Brown, Jaclyn 252
Brown, Jaime 361
Brown, Judith 147
Brown, Lindsay 149
Brown, Lisa 279
Brown, Richard 290
Brown, Shelley 2, 96, 97, 98, 99, 165, 248, 249
Brown-Bowers, Amy 291, 322, 323, 339
Browne, Dillon 58, 344
Brownlee, Keith 28, 30
Brownlie, E 49
Brownlie, E.B. 138, 194
Brownlie, Elizabeth 29
Brubacher, Jeff 145
Bruer, Kaila 91
Brunelle, Caroline 91, 99
Brunet, Alain 44, 88, 114, 284
Brunet, Jennifer 137
Bruyns, Kaitlyn 68
Buchanan, Don 299
Buchholz, Annick 194, 210
Buck, George 87
Buckels, Erin 253
Buckle, Jennifer 169, 252
Buehler, Dr. Roger 276
Buell, Katherine 34
Buhr, Erin 253
Bukowski, William 59
Burbidge, Julia 72
Bureau, Jean-François 62, 72
Burgess Moser, Melissa 208
Burgess-Moser, Melissa 355
Burke, Ronald 303
Burke, Shauna 317
Burke, Shaunna 137, 361
Burley, Madelaine 195
Burnham Riosa, Priscilla 86
Burnier, Nathalie 91, 114
Burris-Gonzalez, Maureen 250
Burton, Caitlin 253
Burtt, Brian 162
Bustamante Rivera, Gonzalo 232
Bustami, Salah 152
Butler, Andrea 298
Butterfield, Patti 249, 250
Button, Pamela 327, 349
Buxton, Amberley 361
Buxton, Samantha 154
Byers, E. 73
Byrne, Stephanie 31

C

Cabral, Christine 149, 245, 292
Cai, Lin 313
Caird, Sara 201, 253
Cairney, John 216
Cairns, Sharon 39, 150, 156, 190, 191
Caldeira, Valerie 28
Caliman, Tudor 31, 380
Calvano, Jennifer 42, 230
Calverley, Kristin 359
Calvert, Randy 299
Calvez, Stryker 176
Cameron, James 252, 254
Cameron, Jessica 42, 335
Camilleri, Joseph 91, 103
Camman, Carolyn 2
Campbell, Colin 54, 195
Campbell, Fiona 370
Campbell, Lauren 53
Campbell, Lillian 157, 174, 333
Campbell, Lorne 228
Campbell, Mary Ann 95, 140, 141, 236
Campbell, Tavis 76, 207, 361, 366
Canales, Donaldo 140, 141
Cane, Douglas 365, 373
Caplan, Lori 44, 321
Cappeliez, Philippe 36, 325
Carbonneau, Noémie 254
Cárdenas, Diana 129
Cardy, Janis 20
Care, Melissa 195
Carey, Dean 331
Carey, Jasmine 254
Carey, Tyler 28, 75
Cargnello, Juan 119
Carleton, R. Nicholas 370
Carlson, Linda 207, 366
Carney, Colleen 208
Carney, Patrick 317
Carroll, Tammy 299
Carter, Jeff 117
Casey, Allanah 106
Caspary, Art 40
Caspi, Eilon 337
Cassells, Brian 247
Cassells, Bryan 91
Cassels, Tracy 196
Cassidy, Clifford 356
Castillo, Gisell 340
Catchpole, Rosalind 29
Cater, Beverly 333
Catz, Ingrid 17
Cepeda, Nicholas 8
Chaban, Peter 22
Chagigiorgis, Helen 47, 92
Chaim, Gloria 138
Chalifoux, Mathieu 308
Chalupa, Amanda 159, 162
Chambers, Dr. Christine 368
Chan, Cherry 254
Chan, Jessica 308
Chan, Kaki Jacky 195
Chan, Malcolm 195
Chan, Vivian Wing-Sheung 350
Chang, Sabrina 309
Charpentier, Claude 38
Chartier, Brian 34
Chasin, CJ 223, 288, 289
Chasteen, Alison 296
Chatard, Armand 167
Chaulk, Sarah 92, 327
Chen, Chang 196, 348
Chen, Charles 114, 115, 152, 154, 222, 295, 332, 376
Chen, Xi 9
Chen, Yvonne 54, 197, 220, 299
Cherkasskiy, Lillia 254
Cherniawsky, Lindsay 7
Cherry, Frances 191
Cheung, Irene 256
Chiang, Brenda 196
Chiang, Chao-Mei 149, 381
Chiasson, Myriam 38
Chiocchio, Francois 35
Chipperfield, Judith 354
Chiupka, Caitlin 300
Chmielewski, Michael 120
Chmilar, Jessica 296
Cho, Ara 196
Cho, Kangeun 309
Chomycz, Suzanne 203
Chong, Vanessa 238
Chow, Karrianne 52
Chowdhury, Nurun 309
Christensen, Bruce 14, 16, 21, 213
Christofides, Emily 255, 269
Chu, Erica 11
Chu, Olivia 11
Chung, Ronald 181
Chung-Yan, Greg 298, 304
Chuong, Kim 176
Chute, Douglas 383
Ciccone-Estrela, Adele 173
Cila, Jorida 309
Cirelli, Laura 19, 22, 162
Claire, Carolyn 191, 233

Clark, David 219, 355
Clark, Laurie 66
Clark, Sandra 79
Clarke, Allyson 149, 292
Claro, Anthony 54, 162, 195
Claypool, Tim 161, 224
Clements, Carl 103, 105
Cléroux, Geneviève 255
Climie, Emma 157, 165
Close, Angele 149
Closson, Leanna 158
Clouthier, Tracy 168, 255
Cloutier, Paula 62
Cochrane, Melanie 196
Cohen, Ariela 54
Cohen, Geoffrey 261
Cohen, Jeanette 92
Cohen, Karen 39, 130, 283
Cohen, Noga 350
Cohen, Raymond 364
Cohn, Tony 136
Colbert, Christine 146
Cole, Ester 279
Cole, Esther 292
Coleman, Julie 8
Collett, Meghan 19
Collins, Louis 11
Collins, Robert 23
Colosimo, Kenneth 255
Colucci, Vincent 35
Comeau, Louise 135
Condillac, Rosemary 221
Condren, Melina 379
Conn Krieger, Nathalie 350
Connolly, Jennifer 131
Connors, Angela 184
Connors, John 123, 290
Connors, Laura 197
Conrod, Patricia 29
Conway, John 78
Conway, Paul 40, 256
Cook, Megan 150, 338
Cook, Peter 85
Cook, Suzanne 337
Cooper, Anna 111
Cooper, M 29
Cooper, Philip 168
Coppens, Andrea 12
Corbari, George 319
Corkum, Penny 197, 199, 220
Cormier, Nicole 92, 110
Cortes, Kassandra 256
Cortoni, Franca 107, 125
Costi, Tiziana 326
Côté, Gilles 99
Cote, Kimberly 26
Cotton, Dorothy 34, 93, 140, 175, 182, 331
Coulombe, Judith Aimee 200
Coulter, Lisa-Marie 256
Couperthwaite, Lisa 314
Coupland, Richard 93, 246
Coupland, Sarah 29
Courbasson, Christine 192
Couture, Marie-Eve 29
Cozzi, Derek 291, 322, 323
Craig, Wendy 60, 161
Craik, Fergus 50, 88
Cramer, Ken 373
Cramer, Kenneth 210, 370
Cramp, Anita 321
Crawford, Alison 386
Crawford, Curran 135
Crawford, Jennifer 320
Crawley, Adrian 7
Crevier, Myra Gravel 113
Crevier-Braud, Laurence 46
Cribbie, Rob 272
Cribbie, Robert 208, 220, 348
Crocker, Anne 99, 175
Crocker, Peter 136, 174, 224, 240, 319, 319, 369
Cross, Lara 93, 171
Cross, Ryan 111
Crossman, Donna 93
Crowe, Gloria 39, 376
Cruchley, Beth 278
Crumpler, Tara 157, 163
Crumpler, Tara Dawn 375
Csuzdi, Nicklaus 86
Cuddy, Dr. Lola 51
Cullen, Kimberley-Anne 321
Cullen, Murray 26
Cullen, Nora 368
Cullion, Christine 358
Cummings, Devon 109
Cunnigham, Charles 212
Cunningham, Charles 53, 54, 117, 197, 218, 220, 299
Cunningham, Lesley 54
Curno, Jamie 198
Currell, Catherine 106
Currie, Melissa 68, 198, 350, 358
Curtis, Kathryn 362
Curwen, Tracey 27
Cusi, Andree 15
Cuthbert, Rebecca 71
Cuttler, Carrie 198
Cwir, David 256
Czajkowska, Zofia 362

D

D'Angelo, Nadia 65
D'Iuso, Debora 213
Dafoe, Terra 94
Daigle, Stepanie 371
Dalgarno, Phil 38
Dalgleish, Tracy 208, 355
Damianakis, Thecla 337
Damodharan, Senthil 62
Dandurand, Catherine 251
Dandurand, Cathy 198
Daniels, Tina 52, 71
Dansereau, Francesca 68
Danson, Jonathan 148, 150, 153
Darr, Wendy 382
DasGupta, Tracey 321
Davey, Caitlin 346
Davidson, Fiona 199, 220
Davidson, Patrick 49
Davie, Krista 20
Davies, Alison 235
Davies, David 213, 352
Davies, Gena 31
Davis, Alison 47
Davis, Hap 229
Davis, Krista 94
Davis, Robert 94
Davis, Ron 26
Dawe, Ian 207
Daws, Loray 199, 287, 387
Dawson, Deirdre 337
Day, Arla 285
Day, David 90, 91, 92, 94, 110, 114, 353, 360
Day, Martin 79, 80
De Boer, Tracy 362
de Guzman, Jacqueline 86, 86
de la Sablonnière, Roxane 129, 130, 260, 273, 275
De Pasquale, Domenica 20
De Stefano, Jack 169
Deal, Ken 299
Deamond, Wade 127, 128
Dean, Jasmine 36
DeBono, Anthony 199
Debrosse, Régine 130, 177
Dechef-Tweddle, M.L. Eva 68
Decter, Matthew 199, 362
Deeth, Sander 150, 190, 191, 375
Del Palacio, Adriana 355
Delisle, Vanessa 226, 363
Demacheva, Irina 16, 95
Demers, Mireille 299
DeMers, Stephen 130
Demetrioff, Sabrina 181
Demetrovics, Zsolt 29
Dempsey, Julie 95
denDunnen, Wendy 350
Deotto, Angela 11
DePasquale, Domenica 25
Dere, Jessica 84, 177, 313
Derevensky, Jeffrey 108, 164
Derkzen, Dena 2, 142, 244
Deschenes, Sonya 350
Desmarais, Dr. Serge 384
Desmarais, Serge 251, 255, 269, 361, 385
DeSorcy, Danielle 3
Dever Fitzgerald, Theresa 79
Dey, Avanti 13, 51
Dhayanandhan, Bramilee 131
Dhillon, Gagan 310
Di Domenico, Massimo 360
Di Giulio, Gina 213
Dickinson, Joel 19
Dickinson, Joël 22
Dickson, Sophie 106
Diener, Ed 246
Dionne, Ginette 66
Dionne, Michelle 277, 325, 364
Dishke Hondzel, Catharine 168
DiTommaso, Enrico 74, 76, 349
Dittrick, Crystal 158
Dobson, Jennifer 192
Dobson, Keith 213, 226, 354, 363
Doey, Laura 55
Dol, Justine 200
Dolderman, Dan 296
Domene, José 153, 225, 240, 376, 377
Domenicucci, Laura 320
Donald, Taylor 317
Donegan, Eleanor 350
Donovick, Peter 93, 330
Dool, Catherine 14
Dopko, Raelyne 262
Dorais, Julie 244
Dorbeck, Anders 29
Dorken, Shannon 103
Doucerain, Marina 177, 313
Dowling, Kristen 314
Downie, Fiona 321
Doyle, Anna Beth 335
Doyle, Kevin 299
Doyle, Randi 20
Dozois, David 83, 84, 130, 189, 194, 226, 363, 383
Dragonetti, Rosa 33
Drake, Sarah 55
Drapalski, Amy 108
Drapeau, Martin 211, 213
Drefs, Dr. Michelle 160
Drefs, Michelle 159
Drouillard, Brianne 200
Drouin, Héloïse 49
Drover, James 51
Drysdale, Maureen 158, 300, 304
Duarte, Audrey 9
Dubé, Laurette 367
Dubois, Marie-Ève 59
Dubois, Sacha 368
Dubreuil, Philippe 46
Ducharme, Joe 163
Ducharme, Joseph 202, 343, 350
Ducharme, Mary 307
Duchesne, Thierry 94
Dudani, Ameeta 13
Duffett, Megan 200
Duffy, Melissa 254
Dugan-Wilson, Samantha 98

Dugas, Kevin 55
Dugas, Michel 350
Duggan, Chris 200
Duggan, Christopher 194
Duggan, Jamie 201
Dumas, Tara 57
Dunkley, Cara 309
Dunkley, David 268
Dunlop, William 256
Duong, David 363, 368, 384
Dupasquier, Marina 158
Dupuis, Darcy 294
Dupuy, Jean-Bernard 119
Durbin, Kristen 108
Dvoskin, Joel 47, 80
Dweck, Carol 386
Dyck, Heather 95
Dyck, Karen 243, 282, 283
Dyer, Brenda 376
Dykshoorn, Kristy 316
Dyshniku, Fiona 92
Dyson, Benjamin 20, 21
Dzinas, Katalin 175

E

Eagle, Morris 281
Eastwood, John 197
Eastwood, Joseph 92, 95, 101
Ebel-Lam, Anna 257
Ecker, John 144
Edalati, Hanie 181
Edell, Humara 257
Edelstein, Kim 7
Edinger, Jack 208
Edison, Shannon 212
Edwards, Kim 201
Ehrenberg, Marion 74, 146, 173
Eibach, Richard 228
El-Geledi, Shaha 286
Elahipanah, Ava 21
Ellery, Michael 181
Ellingwood, Holly 95
Elliott, Deborah 207
Elliott, Katherine 201
Elsner, Birgit 64
Emeno, Karla 95
Emery, Derek 17
Emond, Melissa 374
Emond, Michael 363
Emptage, Elizabeth 317
Eng, Emily 171
Enns, Leah 54
Eno Louden, Jennifer 186
Erdle, Stephen 257
Eren, Emrah 257
Erez, Jonathan 21
Esposto, Charlene 55
Esses, Victoria 265
Estefan, Andrew 233
Evans, Barrie 117
Evans, Jillian 361
Evans, Mary Ann 218
Evans, MaryAnn 34
Ezer, Paulina 204

F

Fabrigar, Leandre 265
Falcioni, Jennifer 202
Falkenbach, Diana 109
Falls, Nicole 317
Fancher, Raymond 175
Fanourgiakis, Sophia 369
Farrell, Brian 91, 247
Farrell, Susan 145, 146
Farrell-MacDonald, Shanna 126
Farvolden, Peter 215
Fast, Hilary 363
Faught, Amy 170
Faulkner, Breanne 30
Faulkner, Guy 136
Febbraro, Angela 82
Fecteau, Marie-Claude 318
Feeney, Justin 284, 300
Feiler, Amanda 300
Fekken, Cynthia 274
Felteau, Melissa 368
Fenwick, Kristin 96, 101
Ference, Jennifer 212
Fergus, Karen 321
Ferguson, Christopher 96
Ferguson, Leon 2
Ferguson, Mark 239
Ferguson, Meaghan 364
Fergusson, Janel 21
Fernandes, Brendan 296
Fernandez, Yolanda 139, 140, 234, 235, 277
Fernando, Chandimaa 310
Fernick, Jennifer 113
Ferrari, Michel 73, 159, 295, 313
Ferren, Ph.D., C.Psych., Donald 202 , 328
Ferriday, Chelsea 288
Ferris, D. Lance 301
Fetzner, Mathew 202
Fife, Jessica 307
Fikretoglu, Deniz 82
Fiksenbaum, Lisa 379
Filbert, Katharine 346
Filion, Emmalie 38
Finegan, Joan 307
Finnegan, Heather 257
Finnigan, Heather 335
Fior, Meghann 159, 160, 376
Fischman, David 328
Fish, Joel 12
Fiske, Susan 144
Fitzpatrick, Cheryll 212
Fitzpatrick, Josée 209
Fitzpatrick, Marilyn 148, 208, 278, 279
Fitzpatrick, Skye 258
Fitzsimmons, C. Lindsay 94
Flanagan, Tara 59, 61, 62, 66, 68, 158
Flaxman, Paul 304
Flesch, Jamie Lyn 209, 258
Flett, Gordon 28, 87, 182, 192, 196, 256, 258, 259, 262, 263, 270, 272, 312, 348, 350, 356, 386, 387
Floman, James 254
Flora, David 199
Flores, Jessica 56
Flowers, Amber 212
Flynn, Robert 146, 346
Foa, Clare 279
Folino, Anthony 202
Folsom, Jean 139
Fombonne, Eric 54, 66, 195
Fong, Katrina 258, 270
Fontaine, Véronique 16
Ford, Peter 26
Forest, Jacques 46
Forrester, Pamela 126
Forth, Adelle 44, 45, 95, 96, 103, 109, 233, 234
Forth, Dr. Adelle 104
Fortier, Michelle 136
Fortin, Doris 1, 244
Fortin, Jessie 168
Foulkes, Kristen 376
Fracalanza, Katie 202
Franche, Véronique 258, 318
Francis, Kylie 213
Francis, Lori 46
Francis, Robbie 285
Francis, Sarah 74, 351, 357
Franklin, Amber 143
Franks, Jessica 56, 203
Fraser, Christie 56
Fraser, Ronald 29
Fredman, Steffany 339
Freedman, Jonathan 99
Freeman, Aiofe 375
Freeman, E. Aiofe 39, 150
Freeze, Tracy 74
French, Douglas 371
French, Sheila 331
Freund, Sabrina 11
Frewen, Paul 36, 37, 44, 88, 112
Frey, Benicio 17
Frie, Roger 40
Friedman, Ori 56, 63, 65, 70
Friesen, Lindsay 203
Fry, Danielle 144
Fuchs-Lacelle, Shannon 351
Fuentes, Amanda 11
Fujiwara, Esther 17
Fung, Stephanie 351, 357
Funk, Leah 60
Furer, Patricia 136, 180

G

Gabbay, Nicolas 198, 259
Gaete Silva, Joaquin 376
Gagné, Marylène 46
Gagnier, Karina 96
Gagnon, Michelle 351
Gale, Kelcie 301
Galfi, Ingrid 259
Galyean, Kevan 1
Ganai, Omar 301
Ganapathi, Srilakshmi 115
Ganten, Jessica 55, 57
GAO, WENJUN 259
Gao, Zhipeng 339
Garcia Popov, Andrei 23
Gardiner, Jeffrey 297
Gardizi, Elmar 12
Gardner, Lauren 104
Gardner, Robert 305
Gaston, Anca 321
Gates, Melanie 47
Gauchat, Aline 203
Gaudreau, Patrick 63, 174, 258, 318
Gauthier, Janel 118, 179
Gavin, James 318
Gazzola, Stephanie 314
Geck, Celia 96
Gee, Bethany 259
Gendreau, Anne 260
Gendreau, Pascale 148
Gendron, Martine 269
Gendron, Melissa 57
Genser, Ilyse 93
Gentile, Petrice 171
George, Deb 322
George, Meghan 364
Gere, Judith 260
Gerlach, Adam 26, 97
Geva, Esther 42, 56, 67
Ghabrial, Monica 115, 116
Ghassemi, Rezwan 11, 13, 18
Ghazban, Niusha 173, 224
Ghelani, Karen 197, 199
Giacomin, Miranda 40, 260
Giamo, Lisa 271
Gibbons, Carrie 368
Gibbs, Danitka 203
Gibson, Maggie 279, 326
Gibson, Ryan 286
Gick, Mary 281, 282, 353, 364
Gifford, Robert 135, 189, 190, 272, 297
Gilbert, Shaun 208
Gill, Karen 310
Gill, Kathryn 29
Gill, Ritu 82
Gillen, Nathalie 80
Gillis, Joseph 367, 368
Gillis, Karen 204, 221
Gillis, Roy 223

Girard, Todd 195
Girardi, Alberta 57
Giwa, Sulaimon 315
Glaser, Sarah 57, 162
Glazer, Sharon 301
Glenwright, Brittni 254
Goddard, Kim 357
Goegan, Lauren 219
Goertzen, Jason 229, 230, 328
Goffin, Richard 300, 302
Goguen, Cynthia 26
Gohar, Basem 19, 319
Goldberg, Daniella 69, 159
Goldberg, Joel 85, 355
Goldfield, Gary 353
Goldfinger, Corrie 204, 260
Goldstein, Abby 28, 30, 31, 32, 181, 182
Gollino, Laura 151
Gomes, Katelyn 10, 347
Gomez, Jennifer 57, 204
Gomez, Rebecca 210
Gonzalez, Andrea 69
Good, Dawn 13, 16, 17
Goodall, Kathleen 227
Goodwin, Shelley 27
Gorborukova, Galina 129
Gorczynski, Paul 136
Gorewich, Al 160
Gorham, Megan 273
Gorman, Glen 260
Gorzalka, Boris 309
Gosselin, Julie 132
Gosselin, Pierre 58
Gossner, Delphine 331
Gotovac, Sandra 261, 351
Gottman, John 128
Gottschall, Shannon 2, 97
Gouge, Albert 357
Gould, Chelsea 261
Gould, Drew 97
Gounden, Diviam 380
Gour, Michelle 151
Gousse-Lessard, Anne-Sophie 297
Gouy, Julie 98
Goyert, Stephanie 301
Graf, Peter 6, 21, 41, 130, 189, 243, 288, 387
Gragg, Marcia 200
Granier, David 201
Granite, Leeor 12
Grant, Peter 311
Gravatt, Steven 290
Gravel, Emilie 311
gravel, emilie 313
Gray, Andrew 97, 184, 184, 234
Gray, Anna 5
Gray, Sarah 22
Greco, Alana 166
Gredecki, Neil 247
Green, Christopher 123
Green, Michelle 115, 116
Green-Demers, Isabelle 255, 266
Greenberg, Leslie 358
Greenglass, Esther 37, 262, 378, 379
Greenman, Paul 351
Greensmith, Cameron 315
Greiner, Leigh 96, 98, 248
Grenier, Jean 351
Grenon, Renee 353
Griffiths, Dorothy 144
Grigorovich, Alisa 12
Griswold, Shannon 98
Grizenko, Natalie 214
Grobbelaar, Belinda 364
Gross, Nicole 47, 48
Grouzet, Frederick 250
Gruman, Jamie 46
Grusec, Joan 294
Gryfe Saperia, Naomi 364
Guay, Stéphane 113
Guger, Sharon 34
Guido, Jennifer 96
Guindon, Alexander 166
Guindon, Karma 356
Gul, Pelin 44
Gulka, Tracy 331
Gumilar, Ihshan 75
Gunn, Gregory 80, 161
Gunnell, Katie 319
Guo, Lianrong 312
Gupta, Maya 204, 205
Gupta, Rina 164
Gurevich, Maria 214, 314, 322, 323
Gurski, Phil 288
Gutierrez, Leticia 340, 341
Guttman, Alyssa 261
Guzzo, Lina 143

H

Haag, Andrew 93
Haber, Carla 376
Hachey, Krystal 180
Hachinski, Vladimir 370
Hadd, Valerie 369
Hadioonzadeh, Anahita 49, 194
Hadjeman, Sandra 30
Hadjistavropoulos, Heather 203
Hadjistavropoulos, Thomas 87, 351
Haggarty, Jack 347
Hahn, Christian 261, 264
Haji, Reeshma 75, 193
Hakim-Larson, Julie 357
Hall, Ashley 365
Hall, Geoff 17
Hall, Geoffrey 15, 16
Hall, Jeanna 74, 200
Hall, Nathan 189
Hall, Peter 375
Hall, William 261
Hallett, Darcy 212
Hallidiay, Aaron 36
Ham, Lindsay 29
Hamill, Karen 155
Hamilton, Ellen 126
Hamilton, Leah 307
Hamilton, Leslie 151
Hammersley, Richard 38
Hampton, Mary 322
Hanby, Laura 142
Handley, Kyle 301
Hanif, Asma 340
Hanlon, Kelly 22
Hanson, Karl 128
Hanson, R. Karl 237
Harasymchuk, Cheryl 228
Harding, Sandra 179
Hare, Robert 95
Hares, Sharmin 207
Harkness, Kate 218, 221, 384
Harmer, Sarah 98
Harriman, Rebecca 347
Harrington, Shawn 358
Harris, Aileen 2
Harris, Andrea 208
Harris, Grant 183, 184
Harris, Margret 17
Harris, Melissa 99, 160
Harris, Nicholas 28, 30, 352
Harrison, Allyson 227
Harrison, Gina 160, 227
Harrison, Jacqueline 58
Hart, Kenneth 28, 75, 216
Hart, Trevor 90, 91, 114, 360, 374
Hartling, Nikola 258, 285, 387
Hartman, Leah 85
Harvey, William 318
Hasey, Gary 213
Hassan, Sabrina 262
Hastings, Stephanie 307
Hatcher, Ruth 342, 342
Hatin, Bianca 7, 23, 274
Hauf, Petra 53, 64
Hausdorf, Peter 286, 306
Hay, Elizabeth 145
Haydicky, Jillian 343
Heath, Nancy 201, 349, 354
Heath, Olga 333, 349
Heather, Gainforth 320
Hébert, Janie 255
Hébert, Max 49
Hei Suen Kwok, Matthew 129
Heifetz, Marina 131
Heinrichs, R. Walter 355
Heinrichs, Walter 10, 12, 15
Heisel, Marnin 326
Helmus, Leslie 237
Henderson, Emma 42
Henderson, Joanna 137, 138
Henderson, Katherine 210
Henderson, Peter 217, 363, 368
Hennessey, Eden 75
Hennig, Karl 58, 383
Henry, Amanda 22
Herba, Kasha 257
Hermann, Chantal 111, 344, 345
Herzhoff, Kathrin 120
Hesson, Jacqueline 13
Heward, Eric 262
Hewitt, Paul 192, 196, 256, 258, 259, 262, 263, 270, 312, 348, 386, 387
Hideg, Ivona 301
Hiebert-Murphy, D 205
Hiebert-Murphy, Diane 324, 365, 373
Hildering, Melissa 20
Hillgrove-Stuart, Jessica 334
Hillis, Sarah 192, 288
Hilton, N. Zoe 352
Hilton, Zoe 99, 183, 184
Hirdes, John 118
Hirsch, Jameson 38
Hnatiuk, Garrett 205
Ho, Cynthia 13
Hoaken, Peter 5, 182
Hodge, Dean 262
Hodgins, David 32, 205
Hodgins, Sheilagh 6
Hodson, Gordon 268
Hogan, Marjorie 147
Hoge, Robert 44, 110
Hogg, Sarah 105, 143 , 341
Hogg, William 136
Holden, Ronald 209, 359
Holland, Shauna 302
Hollin, Clive 342, 342
Hollis-Walker, Laurie 42, 175, 230, 255
Holmberg, Diane 271
Holmes, Alana 160
Holmes, Barbara 161
Holmes, Christina 302
Holmes, Jeffrey 20, 317
Holmes, John 228
Holmvall, Camilla 302
Holshausen, Katherine 204, 205
Holton, Tara 82
Holtzman, Susan 360, 372
Honarmand, Kimia 127
Hood, Heather 216
Hoover, Stuart 338
Hope, Lisa 250
Hopkins, Robert 13
Hopley, Anthony 91, 99
Horch, Jenny 205
Horowitz, Sarah 151
Horton, Rachel 334
Hosseini-Sedehi, Narges 310

Hotson, Gary 205
Hou, Dadong 174
Houlding, Carolyn 203
Houshmand, Sara 151, 152
Howard, Jamie 291
Howard, Lindsay 93
Howell, Andrew 262
Howell, Ryan 306
Huber, Adam 368
Hudon-ven der Buhs, Isabelle 58
Hudson, Marie 169, 206, 226, 360, 367
Huggon, William 99
Hultsch, David 51
Humeny, Courtney 104, 234
Humphrey, Diane 22
Humphreys, Terry 260
Hunsley, John 132, 173, 201, 332
Hunter, Judith 364
Hunter, Tevya 205, 362, 365, 373
Hurley, George 333
Hurlow, Robin 166
Hurtubise, Mariève 58
Hussain, Sarwar 33
Hutchison, Michael 137
Hutman, Heidi 187, 381
Hyde, Allison 20
Hymel, Shelley 158
Hynie, Michaela 309, 312

I

Iaboni, Kristine 169
Iacovino, Genevieve 347
Ialomiteanu, Anca 374
Ianni, Phillip 28, 75
Iaria, Giuseppe 8
Ibarra-Rovillard, M. Sol 206
Igartua, Karine 317
Ihnat, Lisa 58
Im-Bolter, Nancie 59
Inzlicht, Michael 138, 267
Ionita, Gabriela 153, 278, 279
Iorio, Christina 50, 365
Ireland, Alana 375
Ireland, Carol 247, 248
Ireland, Jane 248
Irwin, Kara 111
Isaac, Lisa 370
Isaacs, Barry 171
Isai, Emanuela 89
Iskandar, Sam 50
Ivanova, Iryna 206

J

Jackiw, Janelle 331
Jacquard, Stillman 245
Jaghori, Beheshta 381
Jain, Umesh 197
Jalali-Kushki, Yasaman 59, 61
Jalbert, Annie 23
Jamieson, John 50, 214, 216, 352
Jamieson, Luanne 366
Jang, Kerry 263
Jankowska, Anna 162
Jansman, Erika 99
Jarouid, Sam 5
Jarry, Josée 208
Jaskulski, Christine 207
Jasper, Karin 350, 356
Javier, Christine 60, 161
Jawa, Natasha 259
Jaymi, Edwards 320
Jeffrey, Aidan 378
Jelley, R. Blake 302
Jenkins, Mary 20
Jennings, Barbara 299
Jens, Brockmeier 365
Jensen, Tamara 345
Jetté, Jonathan 145, 351
Jewell, Lisa 347
Jewett, Lisa 206
Jha, Ranjana 243
Ji, Li-Jun 117
Jiang, Yuanyuan 352
Joanisse, Marc 9
Johnson, Andrew 20, 263, 317
Johnson, Ed 359
Johnson, Edward 199, 206, 270, 324, 362
Johnson, Judy J. 284
Johnson, Samantha 13
Johnson, Susan 208, 355
Johnston, Charlotte 352
Johnston, Lauren 366
Johnston, Megan 294
Johnstone, Dusty 289
Joly, Lauren 131
Joly, Mélanie 59
Jones, Christina 2
Jones, Giavana 310
Jones, Kailyn 230
Jones, Natalie 99, 249
Joober, Ridha 214, 356
Jordan, Christian 260
Jordan, Gerald 59
Josefowitz, Nina 76, 292
Joseph, DJ 308
Joseph, Justine 238
Josephson, Wendy 302
Juneau, Alexandre 302
Jung, Sandy 100, 108
Jurcik, Tomas 308
Just, Caroline 263

K

Kalahani-Bargis, Martina 8
Kalahani-Bargis, Martina-Christina 127
Kaldas, Janet 263, 348
Kalender, Beste 23
Kalnin, Elizabeth 174
Kam, Chester 285
Kamal, Faria 366
Kamel, Malak 152
Kammrath, Lara 166
Kandler, Liane 50
Kanter, Deborah 131
Kanyemba, Ruvimbo 105
Karaoylas, Eric 50
Kassan, Anusha 152
Katherine, Patterson 250
Katter, Joana 379
Katz, Albert 19
Katz, Joel 362, 364, 370
Katzman, Martin 365
Kay, Alexandra 274
Keating, Kathy 100, 327
Keating, Leah 207
Keefer, Kateryna 263, 265
Keels, Ross 331
Keenan, Laurie 227
Keilty, Megan 160
Keith, Felicia 186
Kelley, Elizabeth 60, 161
Kelloway, E. Kevin 46
Kelloway, Kevin 124
Kelly, Owen 352
Kelly, Theresa 245
Kemp, Colin 382
Kemp-Koo, Deb 161
Kendall, Megan 285
Kennedy, Barbara 375
Kennett, Deborah 363
Kenny, Sophie 19, 23
Kent, Pamela 26
Keough, Matthew 207
Kerr, Marjory 223
Key, Brenda 207, 366
Keyfitz, Lindsey 384
Khan, Aftab 73
Khan, Sarah 8
Khodaverdian, Alin 207, 372
Khoury, Careen 277
Kidd, Sean 195
Kil, Joohyun 196
Kilik, Lindy 13
Kille, David 227, 228, 264
Killian, Kyle 366
Kim, Caroline 25
Kim, Jangnae 196
King, Colin 217
King, Dr. Sara 368
King, Emily 50, 216
King, Jelena 14
King, Matthew 13, 16, 213
King, Michael 171, 172
King-Brown, Erin 322
Kingdon, Danielle 59
Kirmayer, Laurence 63, 378
Kitchener, Hilary 208
Klein, Rupert 347
Kligyte-Culver, Vykinta 223
Klodawsky, Fran 145, 146
Klonsky, E. David 354
Kloosterman, Patricia 60, 161, 204, 221
Klubben, Laura 148, 155, 377
Knäuper, Bärbel 367
Kocovski, Nancy 252
Kocum, Lucie 261, 264, 265
Koerner, Annett 362
Koerner, Naomi 202, 259
Koestner, Richard 85, 270
Kogan, Cary 132
Koh, Andy 208
Kohli, Adarsh 278
Kohn, Paul 201, 261
Konanur, Sheila 353
Kong, Michael 208
Konieczna, Karolina 208
Konnert, Candace 111
Konopasky, Robert 161
Kopala-Sibley, Daniel 60, 76
Kopka McDowell, Petra 14
Korabik, Karen 85, 86
Kormos, Christine 135, 297
Kornacki, Tamara 56, 264
Korostoliev, Anastasia 44, 322
Korva, Natasha 245
Korzekwa, Marilyn 195
Kosson, David 95
Kostakos, Maria 160
Kostrzewa, Linda 299
Kotelnikova, Yuliya 264
Kotrcova, Jana 311
Kotsopoulos, Donna 61
Kowal, John 217, 363, 368
Kozack, Patricia 42
Kraft, Joanna 170
Kral, Michael 347
Krank, Marvin 181
Kredentser, Maia 265
Kristensen, Holly 265
Kristjansson, Elizabeth 353
Kroner, Daryl 45, 186
Kros, Sarath 115
Kruk, Richard 60
Kruse, Alexandra 95, 203, 236
Krystal, Andrew 208
Krätzig, Gregory 183
Kröger, Edeltraut 337
Kubik, Wendee 322
Kuiper, Nicholas 195, 206, 367
Kuntsche, Emmanuel 29
Kuo, Ben 238
Kurilova, Jana 375
Kurta, Jessica 66
Kurtenbach, Tyson 91, 246, 247
Kuruvilla, Bena 113
Kushner, Shauna 195
Kyparissis, Angela 203

L

La Guardia, Jennifer 84
Labine, Danielle 61, 116, 173, 224
Labrecque, Caroline 164
Lachance, Lise 203
Lachapelle-Pétrin, Kathy 6
Lachowski, Angela 208
Lacroix, Meagan 208
Lafontaine, Marie-France 62, 198, 209, 251, 258, 259
Lafreniere, Kathryn 160, 310, 370, 372, 374
Lahham, Daniel 123
Lahoud, Monique 215
Lajoie, Yves 23
Lalonde, Richard 129, 225
Lalumière, Martin 269
Lam, Rose 322, 323
Lambert, Michael 32
Lamont, Amelia 234
Lamontagne, Valérie 303
Lamothe, MSW, RSW, Leanne 202, 328
Landy, Meredith 339, 347
Langille, Heather 91
Langille, Jennifer 322
Lanius, Ruth 36, 37, 79
Laplante, Joelle 265
Laprade, Ken 92
Lapshina, Natalia 265
Larabie, Isabelle 266
Larrea, Fernando 253
Lashley, Myrna 378
Lassonde, Maryse 18
Lastuk, Jessica 266
Latimer, Amy 320
Lau, Karen 152
Laurencelle, Louis 101
Lauridsen, Erica 152
Lauzier, Martin 299
Lauzon, André 266
Lavallee, Loraine 239
Lavergne, Karine 282
Lavoie, Marc 215
Lawson, Kerry 14
Lawson, Laura 152
Lawyer, Steven 113
Lazar, Noah 14
Lazinski, Marysia 173
Le, Trang 238
Leach, Larry 12
Lean, Debra 35
Leavens, Allison 226, 367
LeBarr, A. Nicole 166
Leblanc, Denis 308
LeBlanc, Josée 266
LeBlanc, Manon 382
LeBlanc, Samuel 267
Leck, Joanne 303
Leclair, Stephanie 353
Lecomte, Tania 108
Ledingham, Jane 34, 54, 66
Lee, Andrea 283, 311
lee, andrea 313
Lee, Andy 21
Lee, Celine 376
Lee, Jennifer 180
Lee, Joanne 61
Lee, Joyce 51
Lee, Kibeom 305
Lee, May 222
Lee, Tracie 353
LeFevre, Jo-Anne 68
Legassie, Jenny 293
Legault, Lisa 267
Legkaia, Katya 296
Leis, Anne 215
Leite, Catherine 367
Leith, Larry 136
Leith, Scott 267
Lemay, Julien 26
Leopold, Ashley 285
Lepore, Franco 18
Lerner, Sasha 187, 381
Lero, Donna 86
Leschied, Alan 117, 118, 350
Letourneau-Picard, Marie-Hélène 266
Leung, Kevin 267
Levesque, Christine 198, 209
Levi, Yolanda 308
Levin, Dr. Elizabeth 168
Levin, Elizabeth 162, 163, 202
Levin, Mark 173
Levine, Brian 13, 16
Levitan, Robert 69, 210
Levy, Alissa 209
Levy, Deborah 12
Lewis, Kathy 329
Lewis, Rokisha 44
Lewis, Stephen 53, 349, 357, 359
Lewycky, Samantha 160
Li, Shelly-Anne 49, 194
Liang, Lindie 268
Lim, Hyun 215
Lim, Sok San 116
Linardatos, Lisa 257
Lindner, Isabel 49
Ling, Daphne 360
Links, Paul 347
Lipinski-Harten, Maciej 268
Lipman, Ellen 197, 220
Lippens, Tiffany 354
lishak, victoria 354
List, Stephen 85
Litchmore, Rashelle 177
Liu, Irene 8
Liu, James 115
Liu, Shi_Kai 106
Liu, Yan 155
Liuzzo, Angela 219
Lloyd, Caleb 142
Lockwood, Penelope 253, 296
Loebus, Andreas 59, 68
Logan, Carson 111
Logel, Christine 139, 261, 386
Logsetty, S 205
Logsetty, Sarvesh 365, 373
Loiselle, Carmen 367
Loiselle, Catheirne 61
Lonergan, Michelle 114, 284
Loney, Kaitlin 100
Longman, R 122, 124
Longpré, Nicholas 125
Looman, Jan 93, 140, 233
Lortie, Jean 101
Losier, Bruno 14, 213
Losier, Gaëtan 267
Lotan, Gurit 61
Lou, Evelina 129
Loughlin, Dr. Catherine 306
Loutfy, Mona 374
Lowden, Samantha 273
Lowenkamp, Chris 331
Lowndes, Ashley 209
Loza, Wagdy 43, 81, 187, 240, 278, 327
Lubek, Ian 115, 116, 340
Ludwig, Sally 42
Lui, Melba 49, 194
Lumley, Margaret 53, 354, 383, 384
Lummiss, Megan 61
Lunsky, Yona 73, 74, 106, 207, 372
Luong, Duyen 345, 346
Lust, Barbara 25
Luthans, Fred 46, 178
Luther, Kirk 101
Lydon, John 257
Lynch, Kellie 101
Lynn, Hazel 370
Lyons, Sarah 367, 368
Lysynchuk, Dr. Linda 168
Lysynchuk, Linda 163

M

Ma, Denise 268
Maal-Bared, Geith 7, 8
Mabbott, Donald 11
Macdonald, Alexandra 338, 339
MacDonald, Colleen 345
MacDonald, Geoff 228
MacDonald, Jenny 41
MacDonald, Kate 261, 264
MacDonald, Mandi 285
MacDonald, Sarah 101
Macdonald, Stuart 51
MacDonald, Tara 257
MacDougall, Robyn 302
Machado, Rebecca 292
MacInnis, Cara 268
MacInnis, Francine 223
MacIntyre, Leslie 61
Mack, Diane 319, 320
MacKay, Jenna 37
Mackay, Jenna 322
MacKay, Sherri 66, 71, 92
Mackenzie, Corey 50, 215, 216, 354
MacKew, Laura 210
MacKinley, Julia 37
MacKinnon, Christopher 172, 188
Mackinnon, Sean 387
Mackrell, Sarah 269
MacLean, Alistair 349
MacLean, Christina 323
MacLean, Gregory 62
MacLennan, Richard 182
MacMullin, Jennifer 73
MacNevin, Rebecca 368
MacPhee, Shannon-Dell 354
MacPherson, Patricia 3
MacQueen, Glenda 15
Maeder, Evelyn 96, 101, 104
Maimone, Sacha 302
Mainland, Brian 14
Mainwaring, Lynda 137
Maitland, Rebecca 102
Maitland, Scott 86
Mak, Florence 297
Malboeuf-Hurtubise, Catherine 168
Malcolm, P. Bruce 235
Malcom, Jennifer Renée 102, 344
Malkin, Jessica 322, 323
Malla, Ashok 356
Mallin, Barry 222
Malloy, David 351
Mallya, Sasha 14
Malone, Judi 87, 174
Mamabolo, Lott 102
Managhan, Tom 202
Manchak, Sarah 185, 186
Mancilla, Pablo 232
Mancini, Barbara 215, 222
Mandel, David 328
MANDEL, DAVID 328
Mandel, David 328
Mandrusiak, Michael 293
Mandy, Ng 375
Manion, Ian 27
Mann, Robert 374
Mann, Ruth 248
Mantler, Janet 298
Mar, Raymond 258, 270, 272
Maranzan, Amanda 156
Maranzan, K. Amanda 218
Maras, Danijela 210, 353
Marchand, André 113
Marcus, Jennifer 210
Marcus, Madalyn 197
Marfull Jensen, Marisol 62

Marjanovic, Zdravko 379
Mark, Lisa 84
Markel, Clarisa 343
Markiewicz, Dorothy 335
Marshall, Dr. William (Bill) 47
Marshall, Liam 1, 46, 47, 234, 235
Marshall, Shawn 368
Marshall, Sheila 155, 376
Marshall, William 234, 235
Martel, Jean-François 303
Martin, Andrea 370
Martin, Garry 222
Martin, Geneviève 102
Martin, Isabelle 108
Martin, Jodi 62, 72
Martin, Krystle 102, 245
Martin, Michael 103
Martin, Rachel 354, 363, 368
Martin, Rod 201, 253, 275
Martin, Ph.D., R.D. Psych., Ronald 165
Martin-Smith, Alistair 159
Martínez, Gabriela 232
Martinussen, Rhonda 22, 51
Masliuk, Kimberly 205
Mason, Claire 115, 116
Massfeller, Helen 190
Mastoras, Sara 157
Mastoras, Sarah 165
Mathieu, Cynthia 303
Matos, Paulo 153, 377
Matsuba, M. Kyle 296
Matthews, Stephanie 89
Mattina, Justin 148, 150, 153
Maxwell, Hilary 207
Maxwell, Hillary 368
Maxwell, Maureen 224
Mayer, Jesse 60
Mazereeuw, Noah 73
Mazmanian, Dwight 9, 10, 50, 214, 216, 352, 365, 368, 373
McAndrews, Mary Pat 7, 39
McArthur, Alisa 123, 336
McAskile, Courtney 219
McBeath, Margaret 304
Mcbrearty, Madeleine 318
McCallum, Ross 199
McCarron, Michelle 62, 134
McCarthy, Molly 354
McConnell, Ashley 2
McConnell, Megan 55
McCormick, Lila 58, 369
McCormick, Sarah 236
McCreary, Don 82
McCullough, Leigh 383
McCullough, Lucy 30
McDermid Vaz, Stephanie 10, 12, 355
McDermid-Vaz, Stephanie 14
McDermott, Daragh 315
McDermott, Kate 274
McDermott, Rebecca 83
McDonagh, Lorraine 269
McDonald, Brendan 47, 48
McDonald, Marvin 147, 149, 154, 243, 380
McDougall, Ainslie 141
McDowall, John 38
McDowell, Adam 14
McDowell, Matthew 304
McGill, Laura 63, 162
McGinn, Holly 63
McGrath, April 165
McGrath, Daniel 29
McGrath, Jennifer 168
McGrath, Mike 331
McGrath, Patrick 197, 220
McGregor, Ian 288
McGuffin, Kendra 103
McGuire, James 342
mchale, nicola 355
McHolm, Angela 212, 218
McIlwraith, Bob 333
McIlwraith, Robert 378
McInnis, Shannahn 61
McIntosh, Kent 157
McIntyre, Amanda 135, 297
McKay, Jennifer 267
McKay, Marcie 345
McKay, Martha 210
McKee, William 161, 229
McKerral, Michelle 18
McKie, Raymond 385
McKinnon, Margaret 13, 14, 15, 16, 17, 213
McLarnon, Matthew 305
McLaughlin, Monique 145
McLean, Stephanie 145
McLellan, Lianne 288
McManus, Justin 369
McMillan, Katherine 202
McMullen, Evelyn 78
McNeely, Heather 14, 198
McPhail, Ian 111
McPherson, Cheryl 346
McRae, Tara 355
McShane, Kelly 346, 347
McWilliams, Lachlan 271, 363, 366, 368
Medlock, Erica 109
Medved, Maria 205, 362, 365, 373
Melnyk, Tamara 103
Menard, Jessica 211
Menard, Julie 304
Menna, Rosanne 64
Menon, Mahesh 120, 195
Menzies, Peter 347
Merari, Ariel 33, 187
Messer-Engel, Karen 224
Messervey, Deanna 112
Metsala, Jamie 162
Meusel, Liesel-Ann 15
Mewhort, Douglas 229
Meyer, John 115, 285
Mezo, Peter 194, 200, 217
Miceli, Rita 200
Michalyshyn, Chelsey 222
Michaud, Gilles 229
Michel, Natalie 85, 355
Michel, Steve 92
Michela, John 301
Miele, Melissa 103
Mielko, Stephanie 197, 220
Mikail, Samuel 78
Miles, Ashley 10, 12, 15, 355
Miletic, Blanka 311
Milette, Katherine 332, 369
Milhausen, Robin 385
Miller, Carlin 211
Miller, Lynn 155
Miller, Sandy 319
Miller, Sarah 103
Mills, Jeremy 6, 45, 97, 184, 186, 234
Mills, Jon 178
Mills, Meghan 323
Mills, Rebecca 79
Milman, Evgenia 211
Milosevic, Irena 211
Milyavskaya, Marina 85, 270
Mincer, Laura 90
Minnes, Patricia 67, 72, 171, 221
Miquelon, Paule 269
Miranda, Dave 63
Mirdha, Nadia 49, 194
Mirian, Raha 153
Mishra, Sandeep 269
Mistry, Sheetal 371
Mitchell, Jayna 298
Mitchell, Laura 38
Mitchell, Robin 356
Mitchell, Terry 231
Mizevich, Jane 323
Mizrahi, Corine 367
Moeller, Christin 304
Moertl, Kathrin 173
Mohanty, Suvankar 35
Mohr, Cynthia 29
Monforton, Jennifer 211
Monson, Candice 290, 291, 339
Montoro, Richard 317
Montreuil, Tina 356
Moody, Chérie 315
Moon, Miea 311
Moore, Jennifer 324
Moore, Kelly 104
Moore, Kelsey 75
Moore, Timothy 94, 96
Moores, Lisa 327
Moradzadeh, Linda 8
Morales-Negron, Hector 319
Moran, Greg 334
Mordell, Sarah 145
Moreno, Sylvain 9
Morgan, Ashley 66
Morgan, Robert 45, 186
Morin-Carignan, Samuel 269
Morris, Eric 172, 279
Morris, Ramona 182
Morris, Rick 283
Morris, Susan 207
Morrison, Melanie 314, 316, 347
Morrison, Todd 31, 88, 122, 269, 296, 315, 316, 347
Morrison, William 153
Morrissey, Mark 7, 8
Morry, Marian 335
Mortazavi, Saharnaz 356
Moscovitch, Morris 6, 24, 25
Moser, Angela 140
Mosewich, Amber 369
Mosher, Michael 14
Moulden, Heather 198, 235
Moulson, Margaret 67
Moumne, Samira 54, 57, 162
Moustgaard, Amy 352
Moy Lum Kwong, Margaret 370
Muchowski, Patrice 291
Mudry, Tanya 375
Mueller, Julie 25
Mueller, Michael 70
Mugford, Rebecca 103, 104
Muharib, Eva 12
Muis, Krista 174
Muise, Amy 269, 384 385
Muller, Robert 353
Mullin, Justin 270
Mullins, Ashley 200, 357
Mullins, Laura 86
Mulvogue, Myriah 370
Munro, Lauren 146
Murdoch, Douglas 377, 378
Mureika, Juanita 222, 240
Murphy, Kelly 50
Murphy, Marie 291
Murphy, Paul 366
Murray, Jillian 343
Musolino, Evanya 106
Myer, Andrew 1

N

Na, Sumin 270
Nafekh, Mark 345, 346
Nagasawa, Sachiko 324
Nakhjiri, Zahra 44
Narayanan, Sridar 13, 18
Nash, Kyle 288
Naso, Ronald 177, 178
Nazarov, Anthony 15
Neary, Karen 56, 63
Neath, Ian 19, 23
Neill, Elaine 158

Nelson, Charles 201
Nepon, Taryn 256, 259, 270, 379
Neufeld, Darren 362
Neufeld, Richard 117
Newby-Clark, Ian 294
Newcombe, Michael 119
Newman, Kristin 212
Newman, Thomas 50
Newsham, Guy 190
Newsome, Rachel 9
Newton, Amanda 272
Ng, Andy 312
Ng, Cheuk 190
Ng, Olivia 163
Nguyen, Brenda 285, 305
Nguyen, Hien 66, 348
Nicholaichuk, Terry 143, 329, 329
Nicholls, Tonia 99, 110
Nicholson, Ian 34, 173
Nickason, James 338
Nicol, Alexander 167
Nicole, Gross 250
Nielsen, Jason 94
Nielson, Warren 365, 373
Nikol, Maria 290
Nirmal, Rashmeen 161, 163, 229
Nisbet, Elizabeth 239, 281, 282
Nitka, Danit 30
Noel, Valerie 74, 351, 357
Noh, Samuel 311
Noka, Mokhtar 307
Nolan, Robert 370
Nordstokke, David 163, 165, 375
Norian, Rick 73
Norman, Cameron 83
Norman, Julie 64
Norman, Ross 219
Norman, Ryan 169
Norris, Joan 49
Norris, Mark 210
Nosko, Amanda 251
Nowakowski, Matilda 64, 212
Noyes, Indra 296
Nugent, Sarah 163
Nunes, Kevin 89, 102, 106, 111, 125, 271, 344, 345
Nurse, Rebecca 115
Nussbaum, David 81, 122, 127, 128
Nyhout, Angela 64

O

O'Brien, Karen 206, 270
O'Brien, Norm 278
O'Connor, Erin 163
O'Connor, Kieron 215
O'Connor, Megan 186
O'Connor, Roisin 29, 30, 207
O'Farrell, Timothy 291
O'Keefe, Damian 382
O'Leary, Krystle 212, 327
O'Neil, Ashlyne 370
O'Neill, Daniela 64
O'Neill, Pat 134
O'Neill, Thomas 284, 299, 305
O'Sullivan, Tracey 136
Obeid, Nicole 194
Ogle, Keira 160
Ohlmann, Chelsea 31, 316
Ohlmann, James 31, 316
Oinonen, Kirsten 9, 10, 170, 373
Olavarria, Marcela 311, 312
olavarria, marcela 313
Olivera Figueroa, Lening 114, 284
Olotu, Michael 345
Olson, David 9
Olson, James 256
Olthuis, Janine 212
Olver, Mark 2, 3, 128, 185, 246, 328, 329
Oosenbrug, Eric 280
Oremus, Carolina 16, 213
Oriet, Chris 7, 23
Ornstein, Tisha 14
Orton, Laura 104, 234
Osadchuk, Anna 362
Osborn, Kristin 383
Ossa, Carlos 62
Ostenfeldt, Bayley 10, 170
Ouimet, Allison 83, 193
Ouimet, Tia 69
Oulanova, Olga 153
Outten, H. Robert 271
Ovanessian, Melina 305
Overington, Louise 278
Owen, Frances 144
Owen, Richard 201
Owens, Keely 59
O'Connor, Kieron 113

P

Pagé, Gabrielle 213, 370
Page-Gould, Elizabeth 261
Paisley, Kim 331
Pakzad, Sarah 16, 26
Palmer, Emma 342, 342
Palmer, Kathryn 213
Palucka, Anna 106
Pandey, Mamata 23
Paneduro, Denise 193
Papadopoulos, Maria 159
Papazoglou, Konstantinos 104, 105
Paquet, Nicole 23
Parada, Filomena 155
Parent, Nathalie 164
Parhar, Karen 105, 111, 341, 342
Parikh, Dr. Sagar 305
Parikh, Preeyam 31
Park-Saltzman, Jeeseon 75
Parker, Charlene 64
Parker, James 60, 161, 204, 221, 263, 263, 265, 349
Parlar, Melissa 16, 213, 355
Pascoe, Wendy 357
Pascual-Leone, Antonio 358
Pasiak, Cassandra 64
Pasquarella, Adrian 9
Paterson, Heather 327
Patola, Jennifer 10
Patricia, Minnes 320
Patry, Marc 250
Patten, Scott 226, 367
Patterson, Ashlyn 271
Patterson, Heather 327
Paulhus, Delroy 253, 254
Paunesku, David 386
Pawliuk, Nicole 356
Pawluk, Elizabeth 365
Paxton, Dawn 65
Peach, Jennifer 139, 385, 386
Pearson, Judith 387
Pearson, Megan 214
Peck, Katie 16
Pelletier, Daniel 65
Pelletier, Jean-Michel 269
Pelletier, Luc 281, 282
Pelletier, Marianne 324, 367
Pellizzari, Joseph 293
Penfold, Maggie 324
Penner, Carey 376
Penney, Alexander 214
Penney, Sharon 164
Penny, Alexander 50
Perelman, Abigayl 105
Perez Gil Romo, Brenda 187
Perkins, Kathryn 248
Perlman, Chris 118
Permack, Daniella 305
Perras, Melanie 136
Perreault, Robert 367
Perreault, Stephane 174
Perreault, Stéphane 317
Perry, Adrienne 34, 67, 209, 221
Perry, J. Christopher 287
Persson, Tonje 316
Pérusse, Daniel 66
Peskin, Joan 159
Peters, Laura 353
Peterson, Jordan 166, 277
Peterson, Patricia 153
Peterson-Badali, Michele 235, 236
Petraglia, Jonathan 172
Petrashek, Adam 65
Petrides, K. 275
Petro, Anda 159
Petruik, Chelsey 100
Pettersen, Catherine 125
Pettersen, Cathrine 271
Pettifor, Jean 134
Pfaus, Dr. Jim 316
Pfeifer, Caroline 64
Phaal, Sophear 116
Philip, Magaletta 250
Phillips, Dawn 192
Phillips, Lindsay 170
Pickering, Donna 82
Pickett, Nichole 153
Pickren, Wade 77, 154
Piercey, Nikita-Rae 51
Pierre, Danielle 25
Pillai Riddell, Rebecca 334, 371
Pimm, June 65
Piran, Niva 153 192, 321, 323, 324
Pishva, Rana 40, 79, 122
Pitawanakwat, Randy 348
Pitman, Robyn 86
Plaks, Jason 268
Plante, Courtney 294
Pliner, Patricia 300
Plourde, Annik 371
Podnar, David 201
Poirier, Chantal 26
Poizner, Annette 188
Polaschek, Devon 90, 106, 142
Polivy, Janet 300
Polotskaia, Anna 214
Popham, Suzanne 99
Popliger, Mina 53
Poppenk, Jordan 6
Porter, Stephen 109, 245
Poteat, V. 152
Potter, Dawn 316
Poulin, Carmen 188, 240
Poulin, Patricia 217
Powell, Deborah 300, 305
Power, Christopher 17
Power, Jenelle 249, 364
Powis, Sally 146
Pozzulo, Joanna 45, 57, 91, 95, 104, 107
Prapavessis, Harry 321
Pratt, Michael 51, 55
Pratt, Michael W. 297
Prentice, Jennifer 271
Prescott, David 243, 244
Presniak, Michelle 136, 287
Pressman, D. Elaine 278
Prince-Embury, Sandra 163
Prkachin, Kenneth 274
Provost, Carling 85
Puchala, Chassidy 215
Puddester, Leah 66
Pugliese, Gia 375
Pukall, Caroline 204
Pullman, Lesleigh 106
Purc-Stephenson, Rebecca 371

Purcell Lalonde, Magali 215
Purdon, Scot 17, 357
Purser, Stacey 357
Pursoo, Tiffany 66
Puterman, Eli 372
Pychyl, Timothy 262
Pyke, Sandra 37

Q

Quilty, Lena 119, 120, 215
Quinlan, Derek 358
Quinn, Ryan 285
Quirke, Sara 66

R

Rabinovitch, Mark 356
Rabipour, Sheida 16
Racicot, Simon 168
Racine, Nicole 371
Radford-Paz, Elisa 371
Radiotis, George 362
Radomski, Ashley 17
Radomsky, Adam 83, 193, 211
Radtke, Lorraine 289, 324, 325
Rahn, Jay 8
Rain, Marina 272
Raina, Poonam 106
Rajadhithan, Swetha 97
Rallo, Joseph 130
Ramsay, Phillippe 181
Rankin, Maj., Karen 382
Rapske, Debra 154
Rashid, Tayyab 295
Rasquinha, Allison 106
Rattelade, Stephanie 146
Raveendrabose, Ranish 62
Ravindran, Arun 210
Rawana, Ed 28, 30
Rawana, Edward 56
Rawana, Jennine 66, 348
Raz, Amir 16
Razykov, Ilya 169, 226
Reader, Sally 98
Rector, Brian 330, 331
Reed, Constance 23
Reeh, H. Elise 31
Reel, Emma 322, 323
Reeve, Whitney 52
Reeves, Allison 35
Regan, Daniel 29, 31
Regev, Rotem 146, 173
Rehman, Uzma 384
Reichl, Arleigh 325
Reid, Graham 40, 117, 147, 197, 200 , 220
Reid, Keva 32, 312
Reilly, James 17
Reingold, Eyal 21
Reiss, Jeffrey 201
Remington, Gary 136
Rennee, Bolkowy 320
Renton, Kathryn 42
Restivo, Maria 17
Reynolds, Kristin 215, 216
Rhyno, Shelley 283
Riccio, Gina 131
Rice, Marnie 183, 184
Richards, Doug 137
Richards, Jai 317
Richards, Meghan 10
Richardson, Don 119
Rick, Julia 358
Rimas, Heather 54, 197, 220, 299
Rines, Jenna 52
Ringuette, Julie 16
Riopel, Janine 91
Risavy, Stephen 306
Ritchie, Lydia 352
Rivizzigno, Alessandra 66
Rizvi, Sana 306
Robb, Sean 17
Roberts, Daryle 372
Roberts, Karen 167
Roberts, Nicole 362
Robertson, Sharon 147, 150, 151
Robinson, Amanda 216
Robinson, Brett 73
Robinson, Georgina 229
Robinson, Jeff 47
Robinson, Jennifer 154, 245
Robinson, Katherine 58
ROBINSON, LAUREN 32
Robinson, Suzanne 207, 372
Robitaille, Annie 303
Robitaille, Marie-Pier 107
Rochon, Zak 307
Rockwood, kenneth 16
Rodger, Susan 149, 154, 292, 322
Rodkey, Elissa 44
Rodrigues, Aline 78
Rodriguez-Rubio, Beatriz 238
Roemer, Audra 32, 109, 220
Roesch, Ronald 145
Roger, Kerstin 362
Rogojanski, Jenny 216
Rokeach, Alan 344
Roldan, Oscar 50
Romani, Christopher 47, 48
Romano, Elisa 61, 72, 73
Romero, Carissa 386
Roney, Chris 272
Ronson, Ashley 39
Rooney, Bryan 310
Roseborough, James 272
Rosenrot, Shaina 357
Rosenthal, Jeffrey 94
Ross, Erin 5
Ross, Michael 80
Ross, Rachel 272
Ross, Shannon 165
Rossman, Lianne 94
Rostow, Cary 94
Roughley, Robert 232, 233
Rourke, Jessica 272, 297
Rourke, Sean 367, 368
Rouse, Jen 154
Rowa, Karen 196
Rowe, Robert 244
Roy, Allison 167
Roy, Vickie 219
Roy-Charland, Annie 19
Royal, Sarah 325
Roychoudhury, Debangshu 104
Rudanycz, Caitlin 214
Rudebeck, Sarah 21
Rudmin, Floyd 372
Rudnick, Abraham 201
Rudy, Laura 306
Rueda, Sergio 367, 368
Rugge, Tanya 341
Rumstein-McKean, Orly 201
Runtz, Marsha 221
Ruocco, Anthony 17
Rusak, Ben 220
Russell, Emily 50, 216
Russell-Mayhew, Shelly 165
Rustandjaja, Nadya 18
Rutherford, Alexandra 37, 44, 192, 321, 322
Ruttle, Erin 66, 71
Ryan, Rebecca 205
Ryder, Andrew 120, 125, 129, 168, 177, 308, 313

S

Sa, Walter 24
Saavedra, Joaquín 232
Sabatier, Colette 287
Sabbagh, Mark 52
Sabiston, Candace 273
Sabiston, Catherine 137, 174, 361
Sabourin, Brigitte 85
Sadava, Stan 336
Sadava, Stanley 117, 335
Sadykova, Nazgul 129
Safar, Kristina 67, 353
Safdar, Saba 176, 177, 286, 287
Saffari, Niloufar 325
Saindon, Mathieu 24
Saklofske, Don 165, 222
Saklofske, Donald 122, 157, 163, 164, 165
Saks, Alan 46
Salguero, Andrea 55
Salmon, William 115, 340
Saltzman, Leia 158
Sampasivam, Sinthujaa 177
Sana, Faria 188
Sancho, Marie-Claire 273
Sandhu, Rajwant 21
Sansone, Natalie 272
Santor, Darcy 157
Saplala, Jesus Enrique 155, 217
Sar, Mora 116
Sareen, J 205
Sareen, Jitender 216, 354, 365, 373
Saroufim, Shauna Rae 118
Sarty, Gordon 246
Saunders, Kristin 372
Savage, Adam 90
Sayeur, Mélissa Sue 18
Scannell, Leila 135, 297
Schane, Murray 387
Scharfe, Elaine 167, 335, 360
Schellenberg, Benjamin 319
Schellenberg, Glenn 23
Schermer, Julie 269, 275
Schiller, Daniela 178
Schimmack, Ulrich 260
Schmader, Toni 139
Schmidt, Dr. Fred 107
Schmidt, Fred 95, 203, 236
Schmidt, Joseph 185
Schmidt, Louis 64, 212, 218
Schmitt, Michael 271
Schmitz, Taylor 7
Schneider, Travis 284
Schnell, Doris 331
Schomann, Erik 157, 333
Schuller, Regina 107
Schumann, Karina 80
Schumm, Jeremiah 291
Schuster (Crocker), Jillian 115
Schwalbe, Craig 107
Schwartzman, Alex 54
Schwartzman, Deborah 213
Schwean, Vicki 157, 165
Schweitzer, Myrinda 124
Sciban, Rowan 273
Scott, Katreena 63, 217
Scott, Shawna 357
Seaborg, Melissa 295
Searight, Russell 27
Sears, Christopher 212, 219
Sears, Heather 61, 73
Seat, Rajko 157, 174
Sebbane, Mohamed 24
Seeds, Pamela 83, 84
Segal-Seiden, Lucja 67
Segers, Magali 67
Séguin, Jean R. 203
Sehl, Bethany 208
Seidler, Katie 245
Selby, Peter 33
Selimbegović, Leila 167
Semnani-Azad, Zhaleh 306
Senn, Charlene 231, 323, 325
Sepehry, Amirali 122
Serafini, Toni 68
Serbin, Lisa 54, 59

Serin, Ralph 141, 142
Serna, Catherine 47, 48
Serra Poirier, Catherine 67
Serran, Geris 234, 235
Service, John 41, 179, 283
Seto, Michael 90, 92, 99, 236
Sewall, Lindsay 246
Sewell, Rikki 111
Sexton, Lorne 139, 179, 246
Seymour, Dana 82, 121
Sgrignoli, Jessica 42
Shaffner, Sunny 220
Shah, Shalaka 159, 214
Shaikh, Mubin 171
Shalla, Vivian 286
Shanahan, Matthew 68
Shanker, Stuart 121
Shantz, Elizabeth 307
Sharma, Aditi 278
Sharma, Verinder 373
Sharpe, Donald 156
Shattler, Amber 268
Shaw, Dr. Steven 159
Shaw, Julia 245
Shaw, Steven 54, 57, 63, 69, 70, 159, 162
Sheahan, Chelsea 107
Shecter, Carly 343
Shedden, Judith 166
Sheese, Kate 44
Sheldon, Signy 24, 25
Shelton, Curtis 338
Sheppard, Kenneth 273
Sheppard, Michael 247, 287
Sher, Kenneth 29
Shercliffe, Regan 322
Sherman, Amanda 294
Sherry, Dayna 258, 387
Sherry, Simon 258, 386, 387
Shlik, Jakov 213, 352
Shlomi, Hilla 372
Shnaider, Philippe 339
Shoemaker, Kevin 370
Short, Megan 217
Shujah, Atif 217
Shumka, Ellen 155, 158
Sidhu, David 356
Sidik, Nadiah 88
Siegling, Alex 164, 165
Sieukaran, Daniella 348
Silver, Ariel 169
Silverman, Earl 12
Silvestri, Robert 160
Siman, Emilian 358
Simard, Caroline 164
Simon, Terri 331, 341
Simourd, David 185
Simourd, Linda 185
Sinacore, Ada 149, 230, 381
Sinclair, Carole 134, 173, 337
Sinclair, Kristin 160
Sinclair, Lisa 275
Sinclair, Sarah 107
Singh, Terence 170, 358
Sioufi, Rana 286
Sirois, Fuschia 38, 257
Sirois-Leclerc, Héloïse 145
Skeem, Jennifer 186, 225
Skilling, Tracey 96, 236
Skinner, Nicholas 170, 243
Skinner, Rachell 76
Skomorovsky, Alla 180
Skrypnek, Berna 73
Skwarchuk, Sheri-Lynn 68
Slaney, Kathleen 121, 290
Slaney, Randon 100
Slaunwhite, Jason 265
Sled, John 11
Sleightholm, Melissa 68
Smart, Melissa 100
Smith, Angus 288
Smith, David 53, 58
Smith, Jamie 219, 331
Smith, Katrina 164
Smith, Nathan 315
Smith, Paula 1, 124, 283
Smith, Philip 188
Smith, Steven 265
Smith, Teresa 141
Smits, Jasper 33
Smylie, Janet 347
Smythe, William 280
Snook, Brent 92, 95, 100, 101
Snook, Dr. Brent 302
Snyder, Joseph 114
Sobel, Hailey 62, 68, 158
Socholotiuk, Krista 155, 376
Sodhi, Pavna 118
Sogge, Kimberely 174
Sokoloski, Nadia 31
Solomon, Brahm 217
Sommerhalder, Brenden 284
Sopcak, Nicolette 73
Sornberger, Michael 201
Sowinski, Carla 68, 282
Spanierman, Lisa 151, 152
Spaniol, Julia 336
Sparling, Shayna 373
Spencer, Steven 138, 139, 256, 275, 386
Speth, Tamara 26
Spettigue, Wendy 210
Spice, Kerry 165
Spidel, Alicia 108
Spiegler, Brenda 7
Spielmann, Stephanie 228
Spinner, Barry 304
Squires, Erinn 80
Srivastava, Ratika 371
Sroczynski, Weronika 274
St Germaine-Small, Melissa 232
St John, Robert 123
St-Germain, Catherine 255
St-Pierre, Renee 108
St. Pierre, Jeff 117, 118, 212
St. Pierre, Melissa 289
Stabb, Katharine 230
Stack, Dale 54, 59
Stam, Henderikus 176, 325
Stamenova, Vessela 49
Stamoulos, Constantina 30
Stanley, Danielle 89
Stanley, Gillian 218
Stark, Cannie 134
Stark, Laura 98
Start, Tarryn 25
Stea, Jonathan 32
Stead, Rebecca 274, 386
Steele, Jennifer 276, 385
Stefanovich, Kaitlin 218
Steffy, Richard 78
Steiger, Howard 208
Stein, Rebecca 116
Stein, Shayla 108
Stein, Steven 81, 171
Steinhauer, Ashley 69
Stephenson, Ellen 268
Stermac, Lana 149, 245, 291, 292
Stern, Melissa 69, 159
Stevens, Sonya 302
Stewart, Catherine 143
Stewart, Donald 134, 359
Stewart, Donna 360
Stewart, Dr. Shannon 68
Stewart, Jeremy 218
Stewart, Lynn 3, 4, 126
Stewart, Shannon 71, 117, 118, 198, 350, 358
Stewart, Sherry 29, 85, 181, 182, 387
Stewart, Suzanne 35, 88
Stickle, Kelly 219
Stinson, Colleen 165
Stinson, Jennifer 370, 371
Stoddart, Revlon 86
Stoduto, Gina 374
Stokkermans, Mariska 190
Stone, Howard 263
Stone, Jeff 139
Stone, Suzanne 9, 365, 373
Stones, Michael 48, 50
Stordy, Caryl-Anne 61
Stout, Dale 38
Strauss, Alena 167
Strauss, Esther 51
Stravynski, Ariel 203
Streiner, David 216
Strimas, Rachel 364
Stroink, Mirella 170
Struthers, C. Ward 277
Stuewig, Jeffrey 104, 108
Stuss, Donald 50
Su, Chang 309, 312
Sudom, Kerry 180
Suedfeld, Peter 111, 286, 296
Sulima, Elizabeth 115
Sullivan, Jennifer 55, 62, 301
Sullivan, Margot 9, 300
Sullivan, Michael 122
Summerfeldt, Laura 204, 208, 221
Summers, Jennifer 131
Sun, Jiahong 313
Sun, Key 274
Sun, Ye 94
Sunderani, Shafik 172, 188
Suner, Seda 325
Surprenant, Aimee 19, 23
Sussman, Reuven 190
Sutherland, Olga 53, 359
Sutherland, Shauna 76
Sutherland, Shelbie 70
Suurd, Cindy 112
Swart, G 358
Swart, Suretha 161
Swartzman, Leora 219, 364
Sweeney, Helen 1
Sweeney, John 17
Swift, Andrew 102
Swinson, Richard 196
Sye, Austin 70
Sykes Tottenham, Laurie 7, 18, 23, 274
Sylvester, Benjamin 320
Symons, Doug 57, 332
Syrette, Jessica 35
Szeligo, Frank 14

T

Tackett, Jennifer 120, 169, 195, 252, 254, 259
Tafarodi, Romin 151, 268, 280
Taft, Casey 291
Takagi, Anna 70
Takahashi, T. Sarah 143
Takahashi, Y. 32
Takehara-Nishiuchi, Kaori 7, 8
Taktek, Khaled 117, 319
Talbot, France 219
Taler, Vanessa 326
Talley, Amelia 264
Talwar, Victoria 53, 55, 75
Tamim, Hala 131
Tan, Clive 115
Tan, Josephine 365
Tanasichuk, Carrie 341
Tangney, June 104, 108
Tannock, Rosemary 22, 51, 193, 19, 199
Tarraf, Rima 307
Tarulli, Danny 144
Tasca, Giorgio 207, 353
Tasker, Heather 302
Tasker, Susan 64
Tatomir, Richard 155
Tavernier, Royette 70

Tavormina, Nzula 155
Taxman, Faye 124
Taylor, Alyssa 98, 106, 165, 302
Taylor, Donald 177
Taylor, Kelly 1, 2
Taylor, Margot 52
Taylor, Robyn 86
Taylor, Steven 198
Taylor, Valerie 17
Teatero, Missy 10, 40, 122
Teixeira, Marco 29
Temcheff, Caroline 108, 164
Tempier, Raymond 215
ten Brinke, Leanne 109
Ten Eycke, Kayla 363
Tennen, Howard 29
Teo, Thomas 133
Teplin, David 179
Teplin, Dr. David 224
Thakrar, Sulaye 205, 362, 365, 373
Thannhauser, Jennifer 187
Theall-Honey, Laura 71, 118, 358
Thériault, Éric 51
Therrien, Zoé 146
Thomas, Charmaine 212, 219
Thomas, Cheryl 251
Thomas, Darren 232
Thomas, Laura 156
Thomas, Meara 71
Thomas-Austin, Ava 192
Thombs, Brett 169, 206, 225, 226, 317, 332, 360, 363, 367, 369
Thompson, Katherine 213
Thompson, Megan 82, 83
Thurston, Sandy 344
Tiessen, Melissa 78, 283
Till, Christine 8, 10, 11, 13, 18
Timmermanis, Victoria 343
Timmons Fritz, Patti 257
Timothy, Roberta 337
Tindale, Joseph 49
Tint, Ami 74, 372
Tip, Linda 286
Tippin, Gregory 156
Tipu, Vicentiu 11
Tissaw, Michael 121
Titus, Jennifer 187, 381
Tivendell, John 276, 299, 303, 332
Tiwana, Ajit 5
Tkatchouk, Masha 109, 290
Tobon, Juliana 117, 147
Tolson, Michelle 115
Tonks, Randal 76, 115, 286
Toplak, Maggie 193, 197, 199
Toste, Jessica 201, 354
Tougas, Francine 265
Toukmanian, Shake 37
Tracey, Jill 320
Trachtenberg, Lianne 320
Trant, Timothy 71
Trapnell, Paul 275
Trehub, Sandra 23
Tremblay, Emmanuel 18
Tremblay, Maxime 112
Tremblay, Richard 66
Tremblay, Richard E. 203
Trinneer, Anne 207
Troister, Talia 209, 359
Trudel, Kataline 374
Truong, Linda 172
Tse, Crystal 275, 293
Tsirgielis, Dina 365
Tsoukalas, Maria 109
Tuck, Sarah 12
Tullett, Alexa 138
Tuokko, Holly 326
Turgeon, Marie-Ève 320
Turner, Chris 331
Turowski, Jessica 262
Turtle, John 89

U

Ulvenes, Pal 383
Umana, Mercedes 337
Urajnik, Diana 220
Urch, Geoffrey 32, 220
Ursel, Jane 324
Usborne, Esther 275
Usher, Amelia 4, 126, 249

V

Vaccarino, Franco 210
Vaillancourt, Tracy 53, 54
Valcheff, Danielle 27
Vallerand, Robert 254, 293, 297
Valliant, Paul 97
van Egmond, Patricia 201
van Oudenhoven, Jan Pieter 286
van Rhijn, Tricia 86
Van Vliet, K Jessica 187
van Wieringen, Katrina 220
Vandermorris, Susan 25
Vannasing, Phetsamone 18
VanRaalte, Judy 319
Varghese, Femina 109
Varma, Angela 343
Vartanian, Oshin 328
Vaughn, Kelli 44
Veitch, Jennifer 128, 179, 190
Verner-Filion, Jérémie 318
Vernon, Philip 263, 264, 266, 269, 275
Verville, Sylvain 119
Veselka, Livia 263, 264, 266, 269, 275
Vesely, Ashley 163, 164, 165
Vesnaver, Elisabeth 86
Vickers, Kristin 211
Viklund, Ashley 185
Vilhena, Natalie 32
Vingilis, Evelyn 117
Vipperman, John 223
Visser, Dalene 55
Vitaro, Frank 66
Vitopoulos, Nina 236
Vitti, Michelle 278
Vo, Alice 107
Voci, Sabrina 33
Voloaca, Mihnea 281
von Ranson, Kristin 221
Vorstenbosch, Valerie 216, 339
Voth, Jennifer 374
Votta-Bleeker, Lisa 35, 223, 279
Voyer, Daniel 20
Vriend, Jennifer 199, 220

W

Wade, Terrance 366
Waechter, Randall 181
Wagner, Anne 171, 291, 339, 374
Wagner, Collette 98
Wagner, Laura 337
Walker, David 175
Walker, Hope 221
Walker, Iain 266
Walker, John 197
Walker, Lawrence 256
WALL, Jessie 156
Wall, Rosanne 109
Wallace, Brendan 32, 109
Wallace, Laurel 221
Walsh, Zach 110, 220
Walsh, Zachary 32, 372
Walsh-Bowers, Richard 133, 176
Walton, Greg 139
Walton, Gregory 256, 386
Wamboldt, Ashley 103
Wang, Bo 115, 340
Wang, Ning Nan 214
Wang, Xihui 174
Wang, Yunqiao 359
Wanklyn, Sonya 90, 91, 110, 114, 339, 360
Ward, Ashley 66, 71, 94, 110
Ward, Cindy 294
Warfa, Amina 174
Warner, Tifrah 167
Warren, Kenneth 17
Warren, Wade 331
Washburn, Dustin 221, 384
Watkins, Kimberley 180
Watkins, Sarah 273
Watson, David 120
Watson, Dr. Shelley 168
Watson, Jeanne 77, 78, 78, 148, 150, 151, 153, 206
Watson, Patrick 364
Watson, Shelley 97, 163, 202
Watt, Margo 49, 85, 102, 212
Watter, Scott 198
Watters, Carolyn 147
Wedlake, Marnie 201
Weegar, Kelly 72
Wei, Ran 140, 141
Weiss, Jonathan 67, 73, 74, 171, 189, 221
Weiss, Nicole 325
Wekerle, Christine 30, 31, 181
Welcome, Suzanne 9
Wells, Rebecca 359
Wells-Jopling, Rebecca 276
Wentland, Jocelyn 385
West, Robert 50
Westfall, Krista 251
Westmacott, Robin 201
Westra, Henny 197
Weststrate, Nic 313
Westwood, Marvin 337, 338
Wheat, Ben 249
Wheaton, Charli 14
Whelton, William 87, 156
Whissell, Cynthia 202
White, Keeley 221
Whitefield, Niki 165
Whitehead, Jessica 139
Whitfield, Natasha 72
Whittington, Elizabeth 301
Wicher, Eliza 306
Wickens, Christine 374
Wiener, Judith 42, 343, 344
Wiens, Carolyn 227
Wiese, Jessica 276
Wiesenthal, David 272, 365
Wilbiks, Jonathan 20
Wilcoxson, S. Paige 111
Wilkinson, Andrea 172
William, Bukowski 264
Williams, Amanda 276
Williams, Jaime 351
Williams, Jean-Luc 276
Williams, Kevin 94
Williams, Lisa 382
Williams, Lori Anne 13
Williams, Tricia 12
Williams-Outerbridge, Kristen 74, 357
Williston, Courtney 374, 374
Willment, Jo-Anne 375
Willoughby, Teena 70
Wilson, Anne 80, 251, 267, 277
Wilson, Catherine 110
Wilson, Holly 110, 340, 341
Wilson, Keith 217, 363, 368
Wilson, Laurene 192
Wilson, Philip 319, 320
Wilson, Rebekah 377

Wilton, Geoff 3, 4, 126
Wincentak, Katherine 131
Winocur, Gordon 25, 116
Wohl, Michael 80, 181
Woitowicz, Lyndsay 377
Wolowiec-Zuczek, Ilona 161
Wong, Albert 120
Wong, Elizabeth 277
Wong, Jennifer 285
Wong, May 111
Wong, Mee Lian 115
Wong, Stephen 111, 246, 329, 342
Wood, Eileen 25, 171, 251
Wood, Joanne 228, 264
Wood, Laura 263
Wood, Victoria 189
Woodgate, Roberta 362
Woodhams, Jessica 97
Woodin, Erica 28
Woodley, Hayden 307
Woodley, Kelly 221
Woods, Amanda 111
Woods, Mandie 345
Woody, Erik 84
Wootten, Sarah 103
Wormith, J 247
Wormith, J. 32, 341, 342
Wormith, J. Stephen 105, 142, 143, 246
Wormith, J. Strephen 143
Wormith, Stephen 2, 3, 44
Wormith, Steve 331
Worobetz, Sarah 50
Wrath, Andrew 36
Wreford, Julie 58
Wright, Chris 306
Wright, Margaret Michelle 362
Wylie, Amanda 105

X

Xinaris, Paraskevoulla 42, 348
Xu, Xiaowen 277

Y

Yampolsky, Maya 129, 176, 313
Yang, Hwajin 25
Yang, Lixia 336
Yang, Min 329
Yang, Sujin 25
Yao, Christie 51
Yao, Shuqiao 313
Yardley, John 307
Yarrow, Catherine 34, 130
Yates, Pamela 345
Yen, Jeffery 133
Yessine, Annie 44
Yong, An Gie 277
Yoshida, Emiko 139
Youman, Kerstin 108
Young, Jacy 44
Young, Laura 74
Young, Marta 311, 312, 313
Young, Rebecca 277
Young, Richard 155, 376
Yu, C.T. 222
Yu, Christine 155
Yurkowski, Kim 62, 72

Z

Zabinski, Benjamin 280
Zadra, Antonio 203
Zamora, Diana 330
Zanna, Mark 139, 275, 375
Zaric, Gregory 117
Zawadzki, John 120
Zawertailo, Laurie 33
Zbib, Ahmad 370
Zehr, Chris 375
Zelenski, John 239, 239
Zernicke, Kristen 207, 366
Zhang, Karen 219, 364
Zhang, Li 86
Zhao, Yue 317
Zhou, Biru 129
Zhou, Run-Min 258
Zhou, Xiaolu 129
Zhu, Xiongzhao 313
Zinsser, Nathaniel 319
Zivcakova, Lucia 171
Zozula, Christina 10
Zul, Merali 26
Zumbo, Bruno 369
Zuroff, David 60, 76
Zverina, Michaela 325

Notes

We’re committed to offering you more.

At Scotiabank, we have experts that can help you grow your practice. *Scotia Professional*® Plan is a customized financial package that includes everything you need to start and run a successful business.

Our advisors go above and beyond the financial services you’d expect from a bank. We’re committed to offer more tools, resources, advice, and of course, banking packages like Scotia Professional Plan – to help you grow your practice.

It’s our promise. No other bank does that.

Find out how we offer more. Talk to a Scotiabank Small Business advisor today or visit **scotiabank.com/professional**.

Notre engagement : vous en offrir plus.

À la Banque Scotia, nos experts vous aideront à la croissance de votre cabinet. De plus, nous vous proposons un forfait financier personnalisé, le programme *Professions libérales Scotia*$^{\text{MD}}$ qui inclut tout ce dont vous avez besoin pour démarrer en affaire et connaître du succès.

Nos conseillers vont bien au-delà des vos attentes en matière de services financiers. Nous nous engageons à vous offrir plus d’outils, plus de ressources, plus de conseils et bien sûr, plus de forfaits bancaires comme le programme *Professions libérales Scotia*, dans le but de favoriser la croissance de votre cabinet.

C’est l’engagement que nous prenons. Aucune autre banque n’en fait autant.

Découvrez comment nous vous en offrons plus. Adressez-vous à un conseiller à la petite entreprise de la Banque Scotia où allez à **banquescotia.com/professions_liberales**.

Scotia Professional Plan

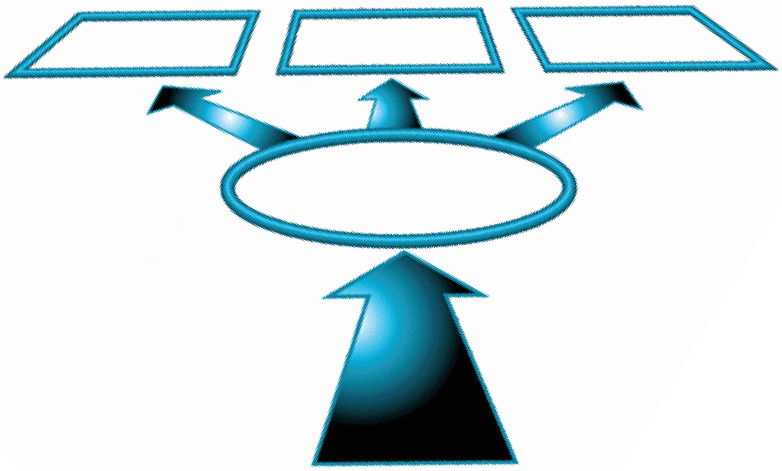
Scotiabank®

Professions libérales Scotia

Banque Scotia$^{\text{MD}}$

® Registered trademarks of The Bank of Nova Scotia.

$^{\text{MD}}$ Marque déposée de La Banque de Nouvelle-Écosse.



Structural Equation Modeling Has Never Been Easier!

New EQS Version 6.1

Why Use EQS?

EQS is the only Structural Equation Modeling (SEM) program to provide new accurate statistics for non-normal data.

EQS' comprehensive data management capabilities allows users to work with data without having to use other programs such as SPSS® or PRELIS®. Imports SPSS files.

EQS tests the full range of SEM including latent regression, confirmatory factor analysis, LISREL®, structured means, multiple population, latent growth curve, multilevel analysis, correlation structure & categorical data models.

EQS' improved DIAGRAMMER makes model setup easy. Use of command language and knowledge of matrix algebra are no longer necessary!

EQS is preferred by thousands of researchers worldwide providing them with a wide range of easy to use statistical and data exploration tools.

New EQS 6.1 Features

- Help & Setup Wizards, Graphs & Plots
- Automatic Command Generator
- Statistical and Data Exploration Tools
- Missing Data: EM, Robust ML, MCAR Tests
- Tests for Smaller Samples: F-tests, Residual-based, Mardia's Kurtosis
- Case Weighted Methods for Outliers, Influential Cases, Complex Samples
- Multilevel Models: ML, MUML, HLM-like
- Heterogeneous Kurtosis Method & Test, Heteroskedastic Regression
- Easy Bootstrapping & Simulation with Summaries
- Maximal, Model-based, and Greatest Lower Bound Reliability
- Polyserial/polychoric Correlations for IRT and SEM

Download a FREE Demo at:

www.mvsoft.com

Multivariate Software, Inc.
818-906-0740 or 800-301-4456
FAX: 818-906-8205
Email: sales@mvsoft.com