


**80TH CPA NATIONAL CONVENTION
80^E CONGRÈS NATIONAL DE LA SCP**

**IN CONJUNCTION WITH THE 4TH NORTH AMERICAN CORRECTIONAL AND
CRIMINAL JUSTICE PSYCHOLOGY CONFERENCE**



PROGRAM

 **@CPA_SCP
#CPACONV2019**


CPA•SCP 2019
Halifax

**MAY 31 MAI
—TO— AU—
JUNE 2 JUIN**

CANADIAN
PSYCHOLOGICAL
ASSOCIATION



SOCIÉTÉ
CANADIENNE
DE PSYCHOLOGIE



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University

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MAY 28TH TO MAY 30TH, 2020



Montreal2020

CPA  SCP

The Canadian Psychological Association (CPA) invites you to join us in Montreal, Quebec from May 28th to May 30th, 2020 at the Westin Hotel for our 81st Annual National Convention

CALL FOR ABSTRACTS TO LAUNCH FALL 2019

For sponsorship and exhibitor inquiries, please contact sponsorship@cpa.ca

www.convention.cpa.ca
convention@cpa.ca

CANADIAN
PSYCHOLOGICAL
ASSOCIATION



SOCIÉTÉ
CANADIENNE
DE PSYCHOLOGIE



PRIME MINISTER • PREMIER MINISTRE

May 31 – June 2, 2019

Dear Friends:

I am pleased to extend my warmest greetings to everyone attending the 80th annual national convention of the Canadian Psychological Association (CPA).



This event brings together scientists, practitioners and students to network with their peers and to learn more about the latest trends and issues in the field of psychology. I would like to thank the organizers for putting together an informative program, and for encouraging delegates to take on new challenges and opportunities.

You have also gathered to celebrate the CPA's 80th anniversary. I am certain that everyone in attendance will appreciate this opportunity to reflect upon the CPA's many accomplishments and to set goals for the future.

Please accept my best wishes for a productive convention.

Sincerely,

The Rt. Hon. Justin P. J. Trudeau, P.C., M.P.
Prime Minister of Canada



PRIME MINISTER • PREMIER MINISTRE

Du 31 mai au 2 juin 2019

Chères amies, chers amis,

Je suis heureux de présenter mes salutations les plus chaleureuses à toutes les personnes qui assistent au 80e congrès annuel de la Société canadienne de psychologie (SCP).



Cet événement réunit des scientifiques, des praticiens et des étudiants qui souhaitent échanger avec leurs pairs et se familiariser avec les dernières tendances et les nouveaux enjeux dans le domaine de la psychologie. Je tiens à remercier les organisateurs d'avoir préparé un programme aussi instructif et d'avoir encouragé les délégués à relever de nouveaux défis et à saisir les occasions qui se présentent.

Vous êtes également réunis afin de célébrer le 80e anniversaire de la SCP. Je suis persuadé que chacun et chacune d'entre vous profiterez de l'occasion pour réfléchir à toutes les réalisations accomplies par la SCP et fixer des objectifs pour le futur.

Je vous souhaite un congrès des plus productifs.

Cordialement,

Le très hon. Justin P. J. Trudeau, C.P., député
Premier ministre du Canada



Greetings from the Mayor



As Mayor of Halifax, it is my distinct pleasure to extend warm greetings and a special welcome to the Canadian Psychological Association National Convention.

Anniversaries are a time of reflection an opportunity to look to the future with pride as you celebrate the 80th anniversary of the Canadian Psychological Association. The largest conference of its kind in Canada will bring together colleagues from across the country dedicated to the science, practice and education of psychology to learn, network and engage in the advancements in the field.

Halifax is the place to be with its dynamic and intriguing mix of heritage and culture. A marquee destination embracing a diversity of people, communities, shops, restaurants and nightlife, our city will present you with a truly original experience.

Our historic port city has been entertaining guests for over 265 years and we take pride in our reputation as one of the world's most hospitable and welcoming destinations.

I want to acknowledge, with gratitude, the Canadian Psychological Association, its Membership, the Conference Planning Committee, Vendors, Exhibitors and Sponsors for supporting the 80th annual national convention here in Halifax.

Congratulations and best wishes as you commemorate this major milestone.

I wish you much success and trust your visit will be a truly memorable experience.

Kindest regards,

A handwritten signature in blue ink that reads "Mike Savage".

Mike Savage
Mayor



Salutations du Maire



En tant que maire d'Halifax, j'ai le grand plaisir de vous saluer chaleureusement et de vous souhaiter la bienvenue au Congrès national annuel de la Société canadienne de psychologie.

Les anniversaires sont un moment de réflexion et une occasion pour regarder l'avenir avec fierté lorsque vous célébrez le 80e anniversaire de la Société canadienne de psychologie. Le colloque le plus important du genre du Canada réunira des collègues qui se consacrent à la science à la pratique et à l'enseignement de la psychologie de partout au pays pour apprendre, faire du réseautage et participer au progrès dans le domaine.

Halifax est l'endroit où il faut vivre son mélange dynamique et fascinant de patrimoine et de culture. Destination phare qui accueille une diversité de personnes, de communautés, de commerces, de restaurants et de vie nocturne, notre ville vous offrira une expérience bien originale.

Notre ville portuaire historique accueille des visiteurs depuis plus de 265 ans et nous sommes fiers de notre réputation en tant qu'une des destinations les plus accueillantes et les plus hospitalières du monde.

Je tiens à remercier la Société canadienne de psychologie, ses membres, le comité de planification du colloque, les fournisseurs, les exposants et les commanditaires pour leur appui au 80e Congrès national annuel ici à Halifax.

Félicitations et meilleurs vœux pour votre commémoration de ce jalon important. Je vous souhaite beaucoup de succès et j'espère que votre visite vous apportera une expérience bien mémorable.

Bien cordialement,

Mike Savage
Maire



On behalf of the Canadian Psychological Association's Board of Directors and Convention Committee, I am delighted to welcome you to the CPA's 2019 annual national convention. This year's convention not only marks the CPA's 80th anniversary, it also marks the fourth time we are hosting our convention in conjunction with the North American Correctional and Criminal Justice Conference. We thank the NAACJPC steering committee for entrusting us with this opportunity and welcome delegates from Canada, the U.S. and abroad who are attending NACCJPC_2019.

I extend my sincere thanks to Dr. Donna J. Markham, our Honorary President for serving in this role and delivering her Honorary Presidential Address; our Plenary Speakers, Dr. Brian Little, Dr. Gregory Walton, Dr. William Barr, and Dr.

Angela Colantonio for their distinguished contributions to our scientific program; and to our CPA Section Chairs and numerous Section Featured Speakers for their support of and contributions to our scientific program, particularly the CPA's Clinical Neuropsychological Section for co-sponsoring one of this year's plenary sessions. I also thank our exhibitors and sponsors for their generous support of our convention, our volunteers for giving of their time on-site, and all the CPA Head Office staff for the countless hours they have spent coordinating this year's event.

One of the goals of this CPA convention, and in fact each CPA convention, is to bring together subject matter experts spanning more than 30 different areas of psychology to highlight the multitude of ways in which the science, practice and education of psychology contributes to society, knowledge sharing, and the professional development of our attendees. Another goal is to provide our next generation of psychology scientists, educators and practitioners an opportunity to meet and find mentors, connect with and present to their peers, and gain valuable experience as a conference presenter.

I look forward to connecting with you over the next few days as you LEARN from thought-provoking sessions and energetic discussions; GROW your standing within the profession by increasing your knowledge, profile and visibility; SHARE in the innovation that is happening in your profession; NETWORK with peers and subject matter experts from coast to coast; and CONNECT with your national association and gain new insight into your profession's challenges and needs.

Samuel Mikail, PhD, C. Psych., ABPP
President (2018/2019)
Canadian Psychological Association



Au nom du conseil d'administration de la Société canadienne de psychologie et du Comité du congrès, je suis heureux de vous accueillir au congrès national annuel de la SCP de 2019. Le congrès de cette année marque non seulement le 80e anniversaire de la SCP, mais c'est aussi la quatrième fois que nous le tenons de concert avec la Conférence nord-américaine de psychologie de la justice pénale et criminelle. Nous remercions le comité directeur de la CNAP JPC de nous avoir donné la chance de donner corps à cet événement et accueillons les délégués du Canada, des États-Unis et de l'étranger, qui sont ici pour participer à la CNAP JPC de 2019.

J'adresse mes sincères remerciements à la Dre Donna J. Markham, notre présidente honoraire, pour avoir accepté ce rôle et accepté de prononcer une allocution en sa qualité de

présidente honoraire, aux conférenciers principaux, le Dr Brian Little, le Dr Gregory Walton, le Dr William Barr et la Dre Angela Colantonio, pour leur contribution remarquable au programme scientifique du congrès, ainsi qu'aux présidents des sections de la SCP et aux nombreux conférenciers invités par les sections, pour leur appui et leur contribution à notre programme scientifique, en particulier la Section de neuropsychologie clinique de la SCP, avec laquelle nous avons organisé conjointement l'une des séances plénières de cette année. Je remercie également nos exposants et nos commanditaires pour leur appui généreux au congrès, nos bénévoles, pour le temps qu'ils ont accepté de donner sur place, et tout le personnel du siège social de la SCP, pour les heures incalculables qu'il a consacrées à la coordination de l'événement de cette année.

L'un des objectifs du congrès de la SCP de cette année, et en fait, de tous les congrès de la SCP, est de réunir des experts œuvrant dans plus de 30 domaines de la psychologie afin de mettre en évidence les innombrables façons dont la recherche en psychologie, et la pratique et l'enseignement de la psychologie contribuent à la société, au partage des connaissances et au perfectionnement professionnel de nos participants. Le congrès vise également à fournir à la prochaine génération de chercheurs en psychologie, d'éducateurs et de praticiens l'occasion de se rencontrer et de trouver des mentors, de faire connaissance avec d'autres psychologues et de faire connaître le travail qu'ils effectuent, et d'acquérir une expérience précieuse comme conférencier.

J'ai hâte de vous rencontrer dans les prochains jours, et j'espère vous voir APPRENDRE au moyen des discussions et des séances énergiques et propices à la réflexion qui se tiendront; VOUS DÉVELOPPER PROFESSIONNELLEMENT en enrichissant vos connaissances et votre visibilité, et en vous faisant connaître; FAIRE CONNAÎTRE les innovations introduites dans votre profession; RÉSEAUTER avec vos pairs et avec des experts de votre domaine de partout au Canada; vous mettre en CONTACT avec votre association nationale et mieux comprendre les défis et les besoins de votre profession.

A handwritten signature in black ink, appearing to read 'Samuel F. Mikail', written in a cursive style.

Samuel F. Mikail, Ph. D., C. Psych., ABPP
Président (2018-2019)
Société canadienne de psychologie

GENERAL INFO / INFO

CPA Convention Registration

Main Lobby, Halifax Marriott Harbourfront

Wednesday May 29th
3:00pm – 8:00pm

Saturday June 1st
7:00am – 5:00pm

Thursday May 30th
7:00am – 7:00pm

Sunday June 2nd
7:00am – 2:00pm

Friday May 31st
7:00am – 6:00pm

CPA Speaker Ready Room

2nd Floor, Coat Check Room

Halifax Marriott Harbourfront

Wednesday May 29th: 3:00pm – 8:00pm

Thursday May 30th: 7:00am – 7:00pm

Friday May 31st: 7:00am – 5:00pm

Saturday June 1st: 7:00am – 5:00pm

Sunday June 2nd: 7:00am – 2:00pm

Mobile App

Visit <https://eventmobi.com/app/cpa2019/> on your mobile device for a link to download the CPA2019 Convention Mobile App. EventMobi can be accessed from any device with a web browser -- smartphone, tablet, laptop, or desktop. The offline-capable app works smoothly on any device with a current operating system and mainstream browser: iOS 9 and later, Android 5.0 and later, Windows Phone 8.1 & 10. You can also use the web version at <https://eventmobi.com/cpa2019>. The CPA2019 Convention Mobile App contains the schedules for both the CPA Convention and NACCJPC 4.

Social Media

Share your CPA2019 convention experience via social media. Follow us on Facebook: <https://www.facebook.com/CPA.SCP/>

Follow @CPA_SCP and use #CPAconv2019 when sending your tweets

Exhibit Hall Hours

Halifax Marriott Harbourfront
2nd floor, Outside of the Nova Scotia Ballroom

* visit Exhibit Hall for Poster Sessions and Gimme 5 Presentation timing

Friday May 31st: 8:00am - 4:00pm

Saturday June 1st: 9:00am - 4:00pm

Events

(all events take place at the Halifax Marriott Harbourfront unless specified otherwise)

Pre-Convention Professional Development Workshops:

Halifax Marriott Harbourfront, Thursday May 30th

First Time Attendees Reception:

Thursday May 30th, 5:00pm – 6:00pm, Sable Foyer

CPA Board / Section Chairs Dinner Meeting (closed dinner meeting):

Thursday May 30th, 6:00pm – 9:00pm, Sable BCD

CPA 2019 Opening Ceremony:

Friday May 31st, 8:00am – 8:30am,
Nova Scotia Ballroom

CPA Awards Ceremony:

Friday May 31st, 6:00pm, Nova Scotia Ballroom

CPA Presidential Reception:

Friday May 31st, following Awards Ceremony,
Sable Foyer

CPA Annual General Meeting (CPA members and affiliates only):

Saturday June 1st, 8:00am – 9:00am,
Nova Scotia Ballroom

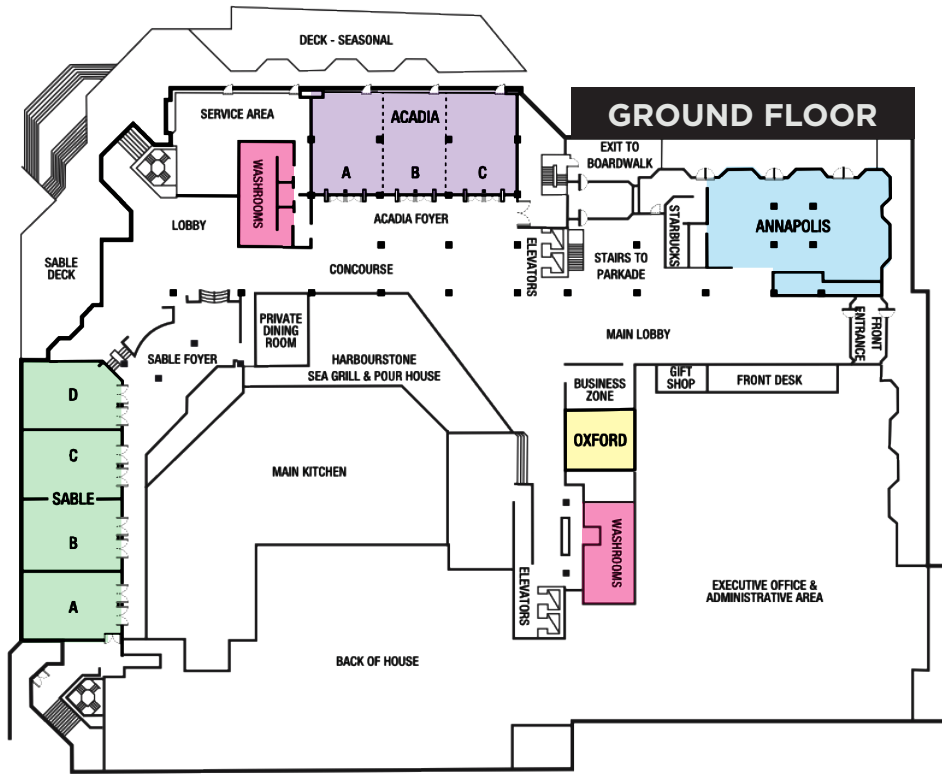
Social Excursions:

See the CPA's convention website to book various social excursions

CPA Section Business Meetings and Receptions:

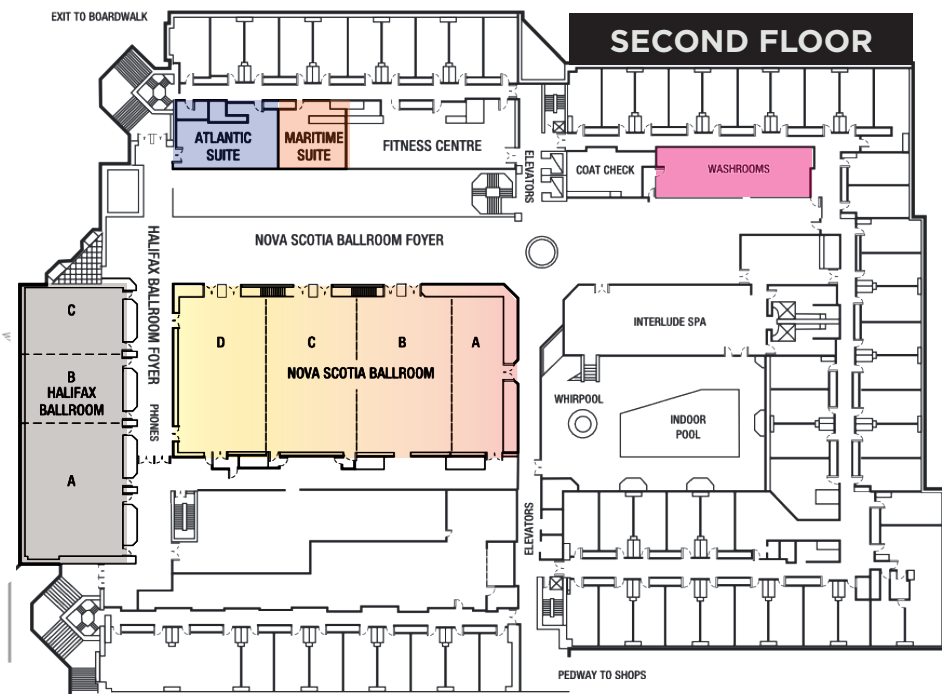
See the CPA's mobile app and convention website for times and locations

FLOOR PLAN OF HOTEL / PLAN D'ÉTAGE



- SABLE A, B, C, D
- OXFORD
- ACADIA A, B, C
- ANNAPOLIS

-
- WASHROOMS
-



- HALIFAX BALLROOM A, B, C
- MARITIME SUITE
- ATLANTIC SUITE
- NOVA SCOTIA BALLROOM

CLOSED MEETING SCHEDULE / RÉUNIONS

Friday, May 31 / vendredi le 31 mai

14:15 - 15:15	Committee Business Meeting / Réunion 49305 Publications Committee Meeting Lisa Votta-Bleeker, CPA, Deputy CEO	Maritime Suite (Second Floor)
15:30 - 16:30	Committee Business Meeting / Réunion 49306 IRC / CNC-IUPsyS Committee Meetings	Maritime Suite (Second Floor)
11:00 - 13:00	Committee Business Meeting / Réunion 49292 Standing Committee Meeting David Danto, University of Guelph-Humber	Empress Boardroom (Hotel Halifax - 1st Floor)

Saturday, June 1 / samedi le 1 juin

10:30 - 11:30	Committee Business Meeting / Réunion 49290 Professional Affairs Committee Meeting Kim Corace, University of Ottawa/The Royal	Maritime Suite (Second Floor)
11:30 - 12:30	Committee Business Meeting / Réunion 49291 Scientific Affairs Committee Meeting	Maritime Suite (Second Floor)
14:45 - 17:45	Committee Business Meeting / Réunion 49294 Ethics Committee Business Meeting (Closed Meeting)	Maritime Suite (Second Floor)
12:00 - 13:00	Committee Business Meeting / Réunion 49368 Presidential Officers - APA Matt Murdoch, Canadian Psychological Association	Empress Boardroom (Hotel Halifax - 1st Floor)

Sunday, June 2 / dimanche le 2 juin

08:15 - 09:15	Committee Business Meeting / Réunion 49310 Past Presidents Breakfast Committee Meeting	Maritime Suite (Second Floor)
10:45 - 12:45	CPA Board of Directors Meeting / Réunion du conseil d'administration 49309 Post Convention Board Meeting Matt Murdoch, Canadian Psychological Association	Maritime Suite (Second Floor)
13:00 - 14:00	Committee Business Meeting / Réunion 49308 CP Editorial Board Committee Meeting	Maritime Suite (Second Floor)
08:15 - 09:15	Committee Business Meeting / Réunion 49377 CPA Executive and Student Section Executive Meeting Karen Cohen, CEO, Canadian Psychological Association	Acadia A (Ground Floor)
08:15 - 09:15	Committee Business Meeting / Réunion 49311 Education and Training Committee Meeting Fern Stockdale Winder, The Rehabilitation Centre, Saskatoon City Hospital	Annapolis (Ground Floor)

CPA SECTION PROGRAMS / PROGRAMME DES SECTION DE LA SCP

Friday, May 31 / vendredi le 31 mai

10:00 - 11:00	HALIFAX BALLROOM C (SECOND FLOOR) 45547 Section Featured Speaker Address / Allocution principale de la section Traumatic Stress / Stress traumatique <i>Gordon Asmundson</i>	15:45 - 16:45	NOVA SCOTIA BALLROOM D (SECOND FLOOR) 45316 Section Featured Speaker Address / Allocution principale de la section Rural and Northern Psychology / Psychologie des communautés rurales et nordiques <i>Christy Simpson</i>
11:15 - 12:15	HALIFAX BALLROOM C (SECOND FLOOR) 45745 Section Chair Address / Allocution du président de la section Quantitative Electrophysiology / Électrophysiologie quantitative <i>Elizabeth Hartney</i>	15:45 - 16:45	SABLE C (GROUND FLOOR) 46072 Section Annual Meeting / Séance de travail annuelle de la section Family Psychology / Psychologie de la famille <i>Kelly Schwartz</i>
11:15 - 12:15	SABLE C (GROUND FLOOR) 46344 Section Chair Address / Allocution du président de la section Rural and Northern Psychology / Psychologie des communautés rurales et nordiques <i>AnnaMarie Carlson</i>	15:45 - 16:45	ACADIA A (GROUND FLOOR) 44323 Section Annual Meeting / Séance de travail annuelle de la section Environmental Psychology / Psychologie de l'environnement <i>Lindsay McCunn</i>
11:15 - 12:15	ACADIA C (GROUND FLOOR) 45213 Section Featured Speaker Address / Allocution principale de la section Quantitative Methods / Méthodes quantitatives <i>Carl Falk</i>	16:15 - 17:15	SABLE D (GROUND FLOOR) 46212 Section Featured Speaker Address / Allocution principale de la section Educational and School Psychology / Psychologie éducationnelle et scolaire <i>Melanie Nelson</i>
14:15 - 15:15	SABLE B (GROUND FLOOR) 45657 Section Chair Address / Allocution du président de la section Psychopharmacology / Psychopharmacologie <i>David Nussbaum</i>	16:45 - 17:45	NOVA SCOTIA BALLROOM A (SECOND FLOOR) 45371 Section Award and Reception / cérémonie de prix et réception de la section Health Psychology and Behavioural Medicine / Psychologie de la santé et médecine du comportement <i>Kim Lavoie</i>
14:15 - 15:15	SABLE A (GROUND FLOOR) 49303 Section Featured Speaker Address / Allocution principale de la section Women and Psychology / Femmes et psychologie <i>Lana Stermac</i>	16:45 - 17:45	NOVA SCOTIA BALLROOM D (SECOND FLOOR) 44997 Section Annual Meeting / Séance de travail annuelle de la section Rural and Northern Psychology / Psychologie des communautés rurales et nordiques <i>AnnaMarie Carlson</i>
14:30 - 15:30	HALIFAX BALLROOM C (SECOND FLOOR) 44880 Section Featured Speaker Address / Allocution principale de la section Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle <i>Dana Kabat-Farr</i>	16:45 - 17:45	ATLANTIC SUITE (SECOND FLOOR) 45663 Section Annual Meeting / Séance de travail annuelle de la section History and Philosophy of Psychology / Histoire et philosophie de la psychologie <i>Jim Cresswell</i>
14:45 - 15:45	NOVA SCOTIA BALLROOM A (SECOND FLOOR) 46575 Section Invited Symposium / Symposium sur invitation de la section Health Psychology and Behavioural Medicine / Psychologie de la santé et médecine du comportement <i>Sherry Stewart</i>	16:45 - 17:45	MARITIME SUITE (SECOND FLOOR) 44986 Section Annual Meeting / Séance de travail annuelle de la section Community Psychology / Psychologie communautaire <i>Julie Beaulac</i>
15:15 - 16:15	SABLE B (GROUND FLOOR) 46513 Section Annual Meeting / Séance de travail annuelle de la section Psychopharmacology / Psychopharmacologie <i>David Nussbaum</i>	16:45 - 17:45	SABLE A (GROUND FLOOR) 45812 Section Annual Meeting / Séance de travail annuelle de la section Sexual Orientation and Gender Identity / Orientation sexuelle et identité sexuelle <i>Karen Blair</i>
15:45 - 16:45	NOVA SCOTIA BALLROOM A (SECOND FLOOR) 45368 Section Annual Meeting / Séance de travail annuelle de la section Health Psychology and Behavioural Medicine / Psychologie de la santé et médecine du comportement <i>Kim Lavoie</i>	16:45 - 17:45	ACADIA A (GROUND FLOOR) 44377 Section Reception / Réception de la section Environmental Psychology / Psychologie de l'environnement <i>Lindsay McCunn</i>

Friday, May 31 / vendredi le 31 mai

16:45 - 17:45 ACADIA B (GROUND FLOOR) 46316 Section Annual Meeting / Séance de travail annuelle de la section Adult Development and Aging / Développement adulte et vieillissement <i>Marin Heisel</i>	16:45 - 17:45 SABLE C (GROUND FLOOR) 46113 Section Reception / Réception de la section Family Psychology / Psychologie de la famille <i>Kelly Schwartz</i>
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Saturday, June 1 / samedi le 1 juin

11:00 - 12:00 SABLE D (GROUND FLOOR) 46028 Section Featured Speaker Address / Allocution principale de la section Teaching of Psychology / Enseignement de la psychologie <i>Bob Uttl</i>	16:00 - 17:00 NOVA SCOTIA BALLROOM B (SECOND FLOOR) 45556 Section Invited Symposium / Symposium sur invitation de la section Counselling Psychology / Psychologie du counseling <i>Anusha Kassan</i>
11:30 - 12:30 HALIFAX BALLROOM C (SECOND FLOOR) 46075 Section Featured Speaker Address / Allocution principale de la section Family Psychology / Psychologie de la famille <i>Maria Rogers</i>	16:45 - 17:45 SABLE A (GROUND FLOOR) 45886 Section Annual Meeting / Séance de travail annuelle de la section International and Cross-Cultural Psychology / Psychologie internationale et interculturelle <i>Maya Yampolsky</i>
14:45 - 15:45 NOVA SCOTIA BALLROOM A (SECOND FLOOR) 44596 Section Featured Speaker Address / Allocution principale de la section Brain and Cognitive Science / Cerveau et sciences cognitive <i>Raymond Klein</i>	16:45 - 17:45 SABLE B (GROUND FLOOR) 44511 Section Annual Meeting / Séance de travail annuelle de la section Students in Psychology / Étudiants en psychologie <i>Chelsea Moran</i>
14:45 - 15:45 SABLE D (GROUND FLOOR) 45548 Section Chair Address / Allocution du président de la section Traumatic Stress / Stress traumatique <i>Anne Wagner</i>	16:45 - 17:45 SABLE C (GROUND FLOOR) 45716 Section Annual Meeting / Séance de travail annuelle de la section Indigenous People's Psychology / Psychologie des peuples autochtones <i>Jeffrey Ansløos</i>
15:45 - 16:45 NOVA SCOTIA BALLROOM D (SECOND FLOOR) 48208 Section Featured Speaker Address / Allocution principale de la section Clinical Psychology / Psychologie clinique <i>Natalie Rosen</i>	16:45 - 17:45 SABLE D (GROUND FLOOR) 45545 Section Annual Meeting / Séance de travail annuelle de la section Traumatic Stress / Stress traumatique <i>Anne Wagner</i>
15:45 - 16:45 SABLE A (GROUND FLOOR) 46184 Section Featured Speaker Address / Allocution principale de la section International and Cross-Cultural Psychology / Psychologie internationale et interculturelle <i>Elaine Perunovic</i>	16:45 - 17:45 ACADIA A (GROUND FLOOR) 45045 Section Annual Meeting / Séance de travail annuelle de la section Psychology in the Military / Psychologie du milieu militaire <i>Damian O'Keefe</i>
15:45 - 16:45 SABLE B (GROUND FLOOR) 44771 Section Featured Speaker Address / Allocution principale de la section Students in Psychology / Étudiants en psychologie <i>Sherry Stewart</i>	16:45 - 17:45 ACADIA B (GROUND FLOOR) 46191 Section Annual Meeting / Séance de travail annuelle de la section Educational and School Psychology / Psychologie éducationnelle et scolaire <i>Laurie Ford</i>
15:45 - 16:45 SABLE C (GROUND FLOOR) 45782 Section Featured Speaker Address / Allocution principale de la section Indigenous People's Psychology / Psychologie des peuples autochtones <i>Tera Beaulieu</i>	16:45 - 17:45 ANNAPOLIS (GROUND FLOOR) 44726 Section Annual Meeting / Séance de travail annuelle de la section Quantitative Methods / Méthodes quantitatives <i>Donald Sharpe</i>
16:00 - 17:00 NOVA SCOTIA BALLROOM A (SECOND FLOOR) 44139 Section Annual Meeting / Séance de travail annuelle de la section Brain and Cognitive Science / Cerveau et sciences cognitive <i>Adam Sandford</i>	17:00 - 18:00 HALIFAX BALLROOM C (SECOND FLOOR) 46454 Section Annual Meeting / Séance de travail annuelle de la section Addiction Psychology / Psychologie de la dépendance

Saturday, June 1 / samedi le 1 juin

17:00 - 18:00 NOVA SCOTIA BALLROOM A (SECOND FLOOR)
44140 Section Reception / Réception de la section
 Brain and Cognitive Science /
 Cerveau et sciences cognitives
Adam Sandford

17:00 - 18:00 NOVA SCOTIA BALLROOM B (SECOND FLOOR)
**45540 Section Annual Meeting /
 Séance de travail annuelle de la section**
 Counselling Psychology / Psychologie du counseling
Anusha Kassan

17:00 - 18:00 NOVA SCOTIA BALLROOM C (SECOND FLOOR)
**46271 Section Annual Meeting /
 Séance de travail annuelle de la section**
 Clinical Neuropsychology / Neuropsychologie clinique
Vinay Bharadia

17:00 - 18:00 NOVA SCOTIA BALLROOM D (SECOND FLOOR)
**46447 Section Annual Meeting /
 Séance de travail annuelle de la section**
 Clinical Psychology / Psychologie clinique
Kristin Reynolds

17:45 - 18:45 ACADIA FOYER (GROUND FLOOR)
46203 Section Reception / Réception de la section
 Educational and School Psychology /
 Psychologie éducationnelle et scolaire
Laurie Ford

Sunday, June 2 / dimanche le 2 juin

08:15 - 09:15 NOVA SCOTIA BALLROOM A (SECOND FLOOR)
**45639 Section Annual Meeting /
 Séance de travail annuelle de la section**
 Developmental Psychology /
 Psychologie du développement
Nicole Sugden

08:15 - 09:15 ATLANTIC SUITE (SECOND FLOOR)
**45656 Section Annual Meeting /
 Séance de travail annuelle de la section**
 Extremism and Terrorism / Extrémisme et terrorisme
David Nussbaum

08:15 - 09:15 SABLE A (GROUND FLOOR)
**45825 Section Annual Meeting /
 Séance de travail annuelle de la section**
 Quantitative Electrophysiology /
 Électrophysiologie quantitative
Elizabeth Hartney

08:15 - 09:15 SABLE D (GROUND FLOOR)
**46512 Section Annual Meeting /
 Séance de travail annuelle de la section**
 Psychologists in Hospitals and Health Centres /
 Psychologues en milieu hospitaliers et en centres de santé
Simone Kortstee

08:15 - 09:15 ACADIA B (GROUND FLOOR)
**45764 Section Annual Meeting /
 Séance de travail annuelle de la section**
 Psychologists and Retirement /
 Psychologues et la retraite
Joseph Snyder

08:15 - 09:15 ACADIA C (GROUND FLOOR)
**46515 Section Annual Meeting /
 Séance de travail annuelle de la section**
 Sport and Exercise Psychology /
 Psychologie du sport et de l'exercice
Pier-Eric Chamberland

10:30 - 11:30 NOVA SCOTIA BALLROOM B (SECOND FLOOR)
**45823 Section Chair Address /
 Allocution du président de la section**
 Indigenous People's Psychology /
 Psychologie des peuples autochtones
Jeffrey Ansloos

11:00 - 12:00 SABLE A (GROUND FLOOR)
**48642 Section Featured Speaker Address /
 Allocution principale de la section**
 Quantitative Electrophysiology /
 Électrophysiologie quantitative
Mari Swingle

12:00 - 12:45 SABLE C (GROUND FLOOR)
**46514 Section Annual Meeting /
 Séance de travail annuelle de la section**
 Teaching of Psychology /
 Enseignement de la psychologie
Peter Graf

13:00 - 14:00 NOVA SCOTIA BALLROOM A (SECOND FLOOR)
**46080 Section Featured Speaker Address /
 Allocution principale de la section**
 Developmental Psychology /
 Psychologie du développement
Sandra Waxman

13:00 - 14:00 ACADIA B (GROUND FLOOR)
**46579 Joint Section Invited Symposium /
 Symposium sur invitation des sections**
 Adult Development and Aging / Développement
 adulte et vieillissement; Psychologists and
 Retirement / Psychologues et la retraite
Marnin Heisel; Joseph Snyder; Juanita Meureka

14:00 - 15:00 NOVA SCOTIA BALLROOM A (SECOND FLOOR)
**45640 Section Award and Reception /
 cérémonie de prix et réception de la section**
 Developmental Psychology /
 Psychologie du développement
Nicole Sugden

14:00 - 15:00 ATLANTIC SUITE (SECOND FLOOR)
**45658 Section Chair Address /
 Allocution du président de la section**
 Extremism and Terrorism / Extrémisme et terrorisme
David Nussbaum

14:45 - 15:45 HALIFAX BALLROOM C (SECOND FLOOR)
**46694 Section Annual Meeting /
 Séance de travail annuelle de la section**
 Women and Psychology / Femmes et psychologie
Janelle Kwee

2019 Cpa National Convention Speakers / Conférenciers invités au congrès national de la SCP 2019



CPA PRESIDENTIAL KEYNOTE ADDRESS /
DISCOURS PRÉSIDENTIEL

Dr. Samuel Mikail, CPA, President

Overview of Two CPA National Psychology Summits



HONORARY PRESIDENT PLENARY ADDRESS /
CONFÉRENCE PLÉNIÈRE DE LA PRÉSIDENTE
HONORAIRE

Dr. Donna J. Markham, OP, Ph.D.,
President and CEO Catholic Charities USA



PLENARY ADDRESS / CONFÉRENCE PLÉNIÈRE

Dr. Greg Mariotti Walton,
Department of Psychology, Stanford University

**Psychologically Wise Interventions Can Support Better
Teacher-Student Relationships and Reduce Discipline
Problems in School**



PLENARY ADDRESS / CONFÉRENCE PLÉNIÈRE

Dr. Brian Little
Department of Psychology, Cambridge University

**Fates Beyond Traits: The Social Ecology of Human
Flourishing**

PLENARY SYMPOSIUM / SYMPOSIUM PLÉNIÈRE: CHRONIC TRAUMATIC
ENCEPHALOPATHY (CTE) IN SPORT AND IN INTIMATE PARTNER VIOLENCE.
EXPLORATION OF REPEATED CONCUSSIONS IN TWO POPULATIONS FROM A
BIOPSYCHOSOCIAL PERSPECTIVE

**SPONSORED BY THE CPA SECTION ON NEUROPSYCHOLOGY /
COMMANDITÉ PAR LA SECTION NEUROPSYCHOLOGIQUE DE LA SCP**



Dr. William Barr

**Believers Versus Deniers:
The Radicalization of CTE Science**



Dr. Angela Colantonio

**Beyond football: Intimate partner
violence and concussion/brain injury**

COLOUR CODED PRESENTATION LISTING

HOW TO USE THE COLOURS TO PLAN YOUR DAY

Determine the one or more CPA Sections and/or subject matter areas that you wish to follow at the Convention, identify which “cluster colour” they have been assigned (see below), and explore the multitude of sessions that each “cluster” has to offer.

Pick more than one colour, and you can experience the depth and breadth that is our discipline and profession today. All presentations are listed in chronological order and each listing includes the title and presenting author of each presentation.

PSYCHOLOGY IN CLINICAL AND COUNSELLING SETTINGS

- Addiction Psychology
- Clinical Neuropsychology
- Clinical Psychology
- Counselling Psychology
- Health Psychology and Behavioural Medicine
- Psychopharmacology
- Quantitative Electrophysiology
- Traumatic Stress

PSYCHOLOGY AND SOCIETY

- Community Psychology
- Environmental Psychology
- Family Psychology
- Social and Personality
- Sport and Exercise

ACROSS THE LIFE-SPAN

- Adult Development and Aging
- Developmental Psychology
- Educational and School Psychology

EQUITY, DIVERSITY AND INCLUSION

- Indigenous Peoples' Psychology
- Extremism and Terrorism
- International and Cross Cultural Psychology
- Rural and Northern Psychology
- Sexual Orientation and Gender Identity
- Women and Psychology

BRAIN AND COGNITIVE SCIENCES

TEACHING OF PSYCHOLOGY & QUANTITATIVE METHODS

PSYCHOLOGY AND THE WORKPLACE

- 4th NACCJPC
- Psychologists in Hospitals and Health Centres
- Industrial and Organizational Psychology
- Psychology in the Military
- Psychologists and Retirement

HISTORY AND PHILOSOPHY OF PSYCHOLOGY

TRAINING AND PROFESSIONAL PSYCHOLOGY

- Students in Psychology
- Accreditation
- Ethics

GENERAL PROGRAM

- General Psychology
- CPA Program

LISTE DES PRÉSENTATIONS PAR COULEUR

COMMENT UTILISER LES COULEURS POUR PLANIFIER VOTRE JOURNÉE :

Déterminez la ou les sections de la SCP et/ou les domaines que vous voulez suivre au congrès, trouvez la couleur assignée au groupe thématique en question (voir ci-dessous) et explorez la multitude de séances qui figurent dans chaque groupe. Choisissez plus

d'une couleur et constatez par vous-même toute l'étendue et la richesse de notre discipline et de notre profession. Toutes les présentations sont classées par ordre chronologique et chaque entrée comprend le titre et l'auteur principal de la présentation.

PSYCHOLOGIE DANS LES MILIEUX CLINIQUES ET LES CENTRES DE COUNSELING

- Psychologie de la dépendance
- Neuropsychologie clinique
- Psychologie clinique
- Psychologie du counseling
- Électrophysiologie quantitative
- Psychologie de la santé et médecine du comportement
- Psychopharmacologie
- Stress traumatique

PSYCHOLOGIE ET SOCIÉTÉ

- Psychologie communautaire
- Psychologie de l'environnement
- Psychologie de la famille
- Psychologie sociale et de la personnalité
- Psychologie du sport et de l'exercice

TOUT AU LONG DE LA VIE

- Développement adulte et vieillissement
- Psychologie du développement
- Psychologie éducationnelle et scolaire

ÉQUITÉ, DIVERSITÉ ET INCLUSION

- Psychologie des peuples autochtone
- Extrémisme et terrorisme
- Psychologie international et interculturelle
- Psychologie des communautés rurales et nordiques
- Orientation sexuelle et identité sexuelle
- Femmes et psychologie

CERVEAU ET SCIENCES COGNITIVE

ENSEIGNEMENT DE LA PSYCHOLOGIE MÉTHODES QUANTITATIVES

FORMATION ET PSYCHOLOGIE PROFESSIONNELLE

- 4^e NACCJPC
- Psychologues en milieu hospitaliers et en centres de santé
- Psychologie industrielle et organisationnelle
- Psychologie du milieu militaire
- Psychologues et la retraite

HISTOIRE ET PHILOSOPHIE DE LA PSYCHOLOGIE

FORMATION ET PSYCHOLOGIE PROFESSIONNELLE

- Étudiants en psychologie
- Agrément
- Déontologie

PROGRAMME GÉNÉRAL

- Programme général
- Programme SCP

**Thursday,
May 30 /
jeudi
le 30 mai**

**Wednesday
May 29 /
mercredi
le 29 mai**

Wednesday, May 29, 2019 / mercredi 29 mai 2019**08:00 - 17:00**

Maritime Suite (Second Floor)

CPA Board of Directors Meeting / Réunion du conseil d'administration
General Psychology /
Psychologie générale

49529 CPA BOARD OF DIRECTORS MEETING (CLOSED MEETING)
Karen Cohen, CEO, Canadian Psychological Association

Thursday, May 30, 2019 / jeudi 30 mai 2019**08:00 - 16:45**

Maritime Suite (Second Floor)

CPA Board of Directors Meeting / Réunion du conseil d'administration
General Psychology /
Psychologie générale

49346 CPA BOARD OF DIRECTORS MEETING
Karen Cohen, CEO, Canadian Psychological Association

13:00 - 16:30

Acadia B (Ground Floor)

Pre-Convention Professional Development (PD) Workshops - Half Day / Atelier de pré-congrès (demi-journée)
4th NACCJPC (Criminal Justice Psychology)

44933 BEHAVIOURAL EVENTS AS THE UNIT OF ANALYSIS IN CASE FORMULATION: ANGER EPISODES AND CRIMINAL OFFENCES (# 1)

Raymond Chip Tafrate

09:00 - 12:30

Acadia B (Ground Floor)

Pre-Convention Professional Development (PD) Workshops - Half Day / Atelier de pré-congrès (demi-journée)
4th NACCJPC (Criminal Justice Psychology)

45898 KEY PRINCIPLES OF EFFECTIVE INTERVIEWING (# 2)

Hugues Herve

08:00 - 16:45

Sable D (Ground Floor)

CPA Board of Directors Meeting / Réunion du conseil d'administration
General Psychology /
Psychologie générale

45036 THE EMERGING AND CHANGING PRACTICE OF POLICE PSYCHOLOGY IN A CANADIAN CONTEXT. (# 3)

Sandra Jackson

08:30 - 13:00

Halifax Ballroom A (Second Floor)

**Pre-Convention
Professional
Development (PD)
Workshops - Half Day /
Atelier de pré-congrès
(demi-journée)**

Clinical Psychology /
Psychologie clinique

45750 PSYCHOLOGY: THE PROFESSION OF LEADERS (# 11)

Andrea Piotrowski, Department of Clinical Health Psychology, Max Rady College of Medicine, Rady Faculty of Health Sciences, University of Manitoba; *Jacqueline Cohen*, Borderline Personality Disorder Treatment Program, Mental Health and Addictions Program (Halifax, Eastern Shore, and West Hants), Nova Scotia Health Authority

Professional psychologists trained in the scientist-practitioner model are well-positioned to take on a range of leadership and advocacy roles in public health and other sectors, yet the translation of learned clinical and analytical skills to these roles is often overlooked by graduate students and psychologists. Psychologists are currently more involved than ever in higher level, systems-related activities, such as supervision, consultation, innovation, evaluation, administration (in research teams, clinical work, or institutions), and management. The specialized level of training in understanding cognition and behavior places professional psychologists in a powerful and influential position to lead, advocate, and make impactful changes. Psychologists must trust their training and expertise to identify psychology as a leadership profession. This workshop will provide illustrations of how psychology training translates into the skills required in leadership roles and how to help students develop these skills.

Small group discussions will be used to help participants explore what causes they are passionate about pursuing, build relationships with mentors and allies, identify leadership and advocacy opportunities and activities, and build their advocacy and leadership skills. Small groups will report to the larger group to share strategies to integrate leadership and advocacy skills training into students' current curricula. Finally, role plays will be used to practice "elevator talks," delivering your message to decision-makers succinctly and with impact.

09:00 - 12:30

Acadia A (Ground Floor)

**Pre-Convention
Professional
Development (PD)
Workshops - Half Day /
Atelier de pré-congrès
(demi-journée)**

Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement

45411 ASSESSING AND TREATING SLEEP PROBLEMS IN TYPICALLY DEVELOPING CHILDREN AND CHILDREN WITH NEURODEVELOPMENTAL DISORDERS. (# 5)

Penny Corkum, Dalhousie University; *Shelly Weiss*, Hospital for Sick Children

This interactive workshop will provide attendees with information about the physiology of sleep, as well as review the literature on the impact of insufficient sleep on mental and physical health for both typically developing children and children with neurodevelopmental disorders (NDDs). Using a case-based approach to learning, the attendees will be introduced to a range of assessment tools, from subjective questionnaires to objective measures such as actigraphy and polysomnography. The attendees will learn when to employ each type of measure in order to identify different sleep disorders. A comprehensive approach to the assessment of sleep will be demonstrated by case studies for both typically developing children and children with NDDs. A review of evidence-based treatments will be provided for the most common sleep disorders in children. This overview involves a step-by-step approach to treatment, including consideration of sleep knowledge, healthy sleep practices, specific behavioural strategies, and medications. A more in-depth intervention approach will be described for the treatment of pediatric insomnia. Attendees will have the opportunity to work through case studies to develop treatment plans for both a typically developing child and a child with an NDD. By the end of this session, participants will be able to: describe the underlying factors that may be contributing to sleep problems; integrate into practice screening and assessment tools to help identify sleep problems; and choose effective strategies to treat sleep problems. There will be a questions and answer period and resources will be shared.

09:00 - 16:30

Halifax Ballroom B (Second Floor)

**Pre-Convention
Professional
Development (PD)
Workshops - Full Day /
Atelier de pré-congrès
(journée complet)**

Psychopharmacology /
Psychopharmacologie

46143 PSYCHOPHARMACOLOGY FOR CLINICIANS: 2019 UPDATE (# 12)

Morgan Sammons, National Register of Health Service Psychologists

This 6-hour continuing education presentation will address recent developments in clinical psychopharmacology and how such developments affect the practice of psychologists. Newly introduced drugs will be covered along with a survey of agents in the following classes: Antidepressants, anxiolytics, antipsychotics, mood stabilizers, and psychostimulants. Characteristics of commonly used drugs, their indications, mechanisms of action and common clinical uses will be discussed, along with techniques for combining pharmacological and nonpharmacological treatments. The evidence base supporting the use of common psychotropics will be addressed along with optimal treatment strategies.

09:00 - 16:30

Sable A (Ground Floor)

**Pre-Convention
Professional
Development (PD)
Workshops - Full Day /
Atelier de pré-congrès
(journée complet)**
Clinical Psychology /
Psychologie clinique

45934 NEW DEVELOPMENTS IN PSYCHOTHERAPIES FOR PSYCHOSIS- FROM CBT TO THIRD WAVE INTERVENTIONS AND TARGETED TREATMENTS (# 9)

Mahesh Menon, University of British Columbia; *Nicola Wright*, University of Ottawa; *Faye Doell*, Centre for Addiction & Mental Health

CBT for psychosis (CBTp) is an evidence-based intervention for schizophrenia spectrum disorders, that has been demonstrated to be effective in terms of reducing the distress and impairment associated with the positive symptoms of psychosis, and as having a significant effect on associated problems including comorbid mood and anxiety symptoms, social functioning, and rates of rehospitalization. As a result, CBTp has been recommended in an increasing number of treatment guidelines for psychosis both here in Canada, and internationally.

In this workshop, we will provide participants with a brief overview of the theoretical model of CBT for psychosis, including the incorporation of 'third wave' interventions within traditional CBTp. There will be a strong emphasis on practical skills and strategies for working with paranoia, delusions and hallucinations, and these will be demonstrated through role-play and skills practice exercises. There will also be opportunity for participants to ask questions and to discuss application of CBTp in their own practice. Recent competency standards for training in CBTp and successful models of implementation will also briefly be discussed.

The morning session will focus on traditional CBTp, and cover topics including the cognitive models of psychotic symptoms, developing effective formulations, and interventions for delusions and hallucinations. The afternoon session will provide an overview of Acceptance and Commitment Therapy (ACT) for psychosis, Compassion Focussed Therapy (CFT) for psychosis, and Metacognitive Training (MCT) for psychosis.

09:00 - 16:30

Sable B (Ground Floor)

**Pre-Convention
Professional
Development (PD)
Workshops - Full Day /
Atelier de pré-congrès
(journée complet)**
Family Psychology /
Psychologie de la famille

45811 "IT TAKES A VILLAGE": SUPPORTING TRANSGENDER AND GENDER DIVERSE CHILDREN AND YOUTH AND THEIR FAMILIES (#11)

Françoise Susset, The Institute for Sexual Minority Health; *Ashleigh Yule*, University of Calgary

A recent study revealed that 2.7 % of over 80,000 high school students in Minnesota identify as a gender other than the one assigned at birth (Pediatrics, 2017). In recent years, clinics everywhere that support transgender and gender variant children and youth are reporting an exponential growth in the numbers of new cases. Virtually all institutions dedicated to children and youth are faced with the challenge of welcoming and integrating gender diverse children and youth and deconstructing established paradigms regarding gender identity and expression.

In a field plagued with controversy, certain approaches are emerging as best practices; the "gender affirmative model" proposes a new paradigm that views gender exploration and gender diversity not as a manifestation of confusion or psychopathology but as a healthy expression of the diversity of human experiences.

As it has been shown that parents' attitude and support has the greatest impact on their child's well-being (Ryan et al., 2009; Travers et al., 2012; Veale et al., 2015), this workshop will focus on ways to intervene with parents struggling to understand their child's needs as well as their own. We will look at the history underpinning our current notions regarding gender and gender identity development. We will also explore the intersections of gender diversity and neurodiversity, particularly the overlap of the autism spectrum with the gender spectrum, presenting the most recent research findings in this area as well as therapeutic guidelines for working with gender diverse autistic children, youth, and their families.

09:00 - 16:30

Sable A (Ground Floor)

**Pre-Convention
Professional
Development (PD)
Workshops - Full Day /
Atelier de pré-congrès
(journée complet)**

Indigenous People's
Psychology / Psychologie des
peuples autochtones

**44903 SHIFTING DIRECTIONS/PARADIGMS: PSYCHOLOGY IN ACTION AS A
DE-COLONIZING AND EMPOWERING FORCE**

Colleen MacQuarrie, University of Prince Edward Island; *Jessica McCutcheon*, University of Saskatchewan; *Karen Blair*, St. Francis Xavier University; *Rhea Hoskin*, Queen's University; *Sobia Ali Faisal*, University of Prince Edward Island; *Jeffrey Ansloos*, OISE-University of Toronto; *Anusha Kassan*, University of Calgary

We are preparing an innovative way to learn, think, and feel about our work by curating a unique format that awakens our potential to transform ourselves, our work, and our world. This day long pre-conference workshop will invite artistic and scholarly work to inspire us to know and think differently about psychology. Together we explore how we transform psychology into a deeply responsive anti-colonizing force? We problematize psychology's colonial white supremacist process for normalizing western versions of humanity; entrenching racist, sexist, elitist practices as core epistemology which are then reified in research, therapy and the classroom. Research, classrooms, and therapy can become powerful media to challenge a psychological status quo of colonized knowledge - resisting rather than upholding the erasure of experiences of Black and Indigenous peoples, and People of Colour (BIPOC) and LGBTQ2+ people. Creating transformative and empowering conditions in every realm of practice and being is essential for de-colonizing psychology. Rather than looking at the 'margins' in an attempt to shift the focus we examine how the center cannot hold and perhaps was never there except in the stories we used to create a discipline in the first place. In this workshop we will collaboratively and creatively explore how to humbly commit to listening for directions from our communities, to honour their perspectives of truth, and to be able to hear what matters to them; in relationships with our communities is how we can de-colonize our research, training, and therapeutic processes. Workshop is curated by 4 CPA sections.

13:00 - 16:30

Sable D (Ground Floor)

**Pre-Convention
Professional
Development (PD)
Workshops - Half Day /
Atelier de pré-congrès
(demi-journée)**

Clinical Neuropsychology /
Neuropsychologie clinique

**45335 COGNITIVE, BEHAVIOURAL, AND NEUROPSYCHOLOGICAL ASSESSMENTS
IN POPULATIONS WITH COMPLEX PHENOMENOLOGY (# 7)**

Vina Goghari, University of Toronto; *Kristina Gicas*, University of British Columbia

Mental health professionals are increasingly encountering complex populations who require evaluation of their cognition and behaviour. Populations with complex pathology and multi-morbid conditions pose unique challenges to assessment. Unfortunately, knowledge on how to work with and assess these populations is an undertrained area for mental health professionals, but this is necessary for appropriate treatment planning. In this workshop we will bring our expertise from a variety of populations, including complex psychopathology (e.g., psychosis), multi-morbid psychopathology groups (e.g., common co-occurring mental disorders, substance use, and traumatic brain injury), complex neurological disorders (e.g., Parkinson's disease), and marginalized populations (e.g., homeless individuals). We will discuss the threats to accurate assessment in these populations including mood, motivation, premorbid functioning, physical functioning, validity of testing, standardization, and comparisons to existing norms. We will also discuss ways to mitigate these issues and describe suggested best practices in this area. This workshop will consist of didactics, audience participation, and interactive case examples. This workshop is applicable to both clinicians and researchers with interest in complex populations. The workshop will be led by two registered clinical psychologists with further expertise in neuropsychology. Dr. Goghari was the previous Chair of the Clinical Neuropsychology CPA Section and Dr. Gicas is the incoming Chair of the Clinical Neuropsychology Section.

17:00 - 18:00

Sable Foyer (Ground Floor)

Reception / Réception
CPA Program / Programme
de la SCP

49347 FIRST TIME ATTENDEES RECEPTION

18:00 - 19:00

Sable B-C-D (Ground Floor)

**Section-Chairs and CPA
Board Dinner Meeting /
Réunion des présidents
des sections et du
conseil d'administration**

CPA Program / Programme
de la SCP

49348 SECTION CHAIRS / BOARD DINNER MEETING

**Friday, May 31 /
vendredi le 31 mai**

08:00 - 08:30

Nova Scotia Ballroom B-C-D (Second Floor)

**Opening Ceremony /
Cérémonie d'ouverture**General Psychology /
Psychologie générale**48485 OPENING CEREMONY / CÉRÉMONIE D'OUVERTURE***Karen Cohen, CEO, Canadian Psychological Association***08:45 - 09:45**

Nova Scotia Ballroom B-C-D (Second Floor)

**CPA Honorary
President's Keynote
Address**General Psychology /
Psychologie générale**48205 HONORARY PRESIDENT PLENARY ADDRESS***Donna Markham, President and CEO Catholic Charities USA*

Trained as practitioners, researchers and educators, psychologists possess a unique constellation of strengths to successfully address complicated social problems. Especially poignant among current challenges today is the impact of mental and physical health problems affecting the chronically homeless population. The dearth of available government resources, the high cost of the overutilization of emergency departments and acute hospitalizations of the homeless, mentally ill and/or addicted people in our communities creates a recurring cycle of human suffering and social dismay. Additionally, many urban areas are plagued by abandoned or excess properties while the shortage of permanent, affordable housing is at a premium. This presentation will describe an innovative initiative underway in five cities designed to reduce chronic homelessness by 20% and decrease hospital and emergency department admissions by 50% over five years. This is achieved by the provision of intense wraparound services provided by clinicians in new housing development and/or repurposed urban properties. Collaborative efforts between health care systems and social service systems will be described as these efforts have realized the triple aim of enhanced human dignity through better care, decreased costs and an increase of the number of persons cared for. Such partnerships with healthcare institutions, financial institutions and corporations have made successful outcomes possible. The entire initiative is subject to rigorous measurement of outcomes. These data will be shared with attendees.

09:45 - 10:30

Halifax Ballroom B (Second Floor)

GIMME-5 Session # 1 / Session "Éclair 5"

- Psychologists in Hospitals and Health Centres / Psychologues en milieu hospitaliers et en centres de santé
- Quantitative Methods / Méthodes quantitatives
- Sexual Orientation and Gender Identity / Orientation sexuelle et identité sexuelle
- Women and Psychology / Femmes et psychologie

**GIMME-5 Session # 1 /
Session "Éclair 5"**Psychologists in Hospitals
and Health Centres /
Psychologues en milieu
hospitaliers et en centres de
santé**#1 44931 THE ACCESSIBILITY OF CLINICAL PRACTICE GUIDELINES IN
PSYCHOSOCIAL ONCOLOGY: AN ENVIRONMENTAL SCAN***Catherine Bergeron, McGill University; Adina Coroiu, McGill University; Maxine Holmqvist, University of
Manitoba; Annett Körner, McGill University*

It is estimated that almost half of all Canadians will experience cancer at some point in their life. These individuals face numerous cancer-specific psychosocial challenges (e.g., distress, grief) which are often insufficiently addressed by their treatment plan. Clinical practice guidelines (CPGs) are evidence-based tools developed to help healthcare professionals, including psychologists, implement best-care practices. Easy access to psychosocial oncology-specific CPGs would help ensure that psychologists are better equipped to address patient needs. However, little is known about the accessibility of these CPGs. An environmental scan was conducted in order to identify where psychosocial oncology specific-CPGs can be found.

The environmental scan was conducted in 3 distinct steps: 1. An academic search (i.e., search of electronic databases using keywords), 2. A naïve internet search (i.e., Google search using keywords), and 3. A targeted internet search (i.e., search of established psycho-oncology-related websites).

We identified 18 unique CPGs specific to psychosocial oncology: 1 through the academic search, 10 through the naïve internet search, and 7 through the targeted internet search.

The majority of psychosocial oncology specific-CPGs are available as online resources, which are easily accessible. Our next step is to evaluate the quality of the CPGs identified by this search using the AGREE II instrument.

Psychosocial oncology specific-CPGs provide psychologists with guidance for addressing the psychosocial needs of cancer patients in an evidence-based manner. While easy access to CPGs is desirable, the quality of CPGs must be considered when drawing inferences about their potential benefit for the psychological treatment of Canadian cancer patients.

09:45 - 10:30

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 1 /
Session “Éclair 5”**
Quantitative Methods /
Méthodes quantitatives

#2 44998 NEW PHILOSOPHICAL AND METHODOLOGICAL PERSPECTIVES ON REPRODUCIBILITY CRISIS

Johnson Li, University of Manitoba; Virginia Tze, University of Manitoba

Background/rationale: In light of the perceived reproducibility crisis in science, this paper offers philosophical and methodological insights and perspectives on reproducibility issues. The belief that reproducibility of real phenomena should always be possible forms the basis for the assertion that there is a reproducibility crisis. However, this belief is not always justified and is therefore of questionable value in the process of scientific discovery, particularly in the behavioral sciences. Moreover, the operational definitions and methods commonly used by researchers to evaluate reproducibility are themselves error-prone.

Methods: This study develops a new statistical method that examines whether published study effects may significantly deviate from the population of random (or non-replicated) study effects, a scenario that should be regarded as *ultimate unsuccessful replications in population*.

Results: The simulation shows that the observed Power and Type I error rates in judging successful/unsuccessful replications behave appropriately and adhere to their expected values (e.g., Type I error = .05) based on the proposed method than the conventional methods (e.g., replications of effect sizes, *p* values), thereby providing a trustworthy method for researchers to make inferences and conclusions regarding successful/unsuccessful replications.

Conclusions/Actions: Researchers are encouraged to approach the question of reproducibility from a philosophical perspective and statistical method that does not assume that reproducibility is possible. It is time for researchers to abandon the pervasive belief that a reproducibility crisis exists in favour of questioning attitude that directs them to examine and investigate what reproducibility means and how it contributes to the advance of scientific knowledge.

09:45 - 10:30

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 1 /
Session “Éclair 5”**
Sexual Orientation
and Gender Identity /
Orientation sexuelle et
identité sexuelle

#3 46352 COMMUNITY-BASED PRACTICES FOR WELLBEING WITHIN SEXUAL AND GENDER DIVERSE COMMUNITIES IN CANADA

Jann Tomaro, McGill University; Jann Tomaro, McGill University; Ada Sinacore, McGill University

Canadian sexual and gender diverse populations, such as lesbian, gay, bisexual, transgender and queer people, have faced deleterious prejudice, discrimination, oppression and persecution (Alderson & Oxenbury, 2015; Veltman & Chaimowitz, 2014). Sexual and gender diverse populations have elevated rates of mental illness, including high rates of depression, suicidality and anxiety (Alderson & Oxenbury, 2015; Veltman & Chaimowitz, 2014), linked to experiences of prejudice, discrimination and minority stress (Hatzenbuehler, 2009; Meyer, 2003). Furthermore, seeking mental health services is not always a viable solution for these populations. Discrimination of sexual and gender diverse populations has a history in mental health care, wherein until recently, these identities were considered pathological in the Diagnostic Statistical Manual, and consequently, recommended treatment (e.g. conversion therapies) has been detrimental to these populations (Drescher, 2010). In response to the unmet mental health needs within sexual and gender diverse populations, the Mental Health Commission of Canada mandates that mental health services prioritize mental health needs related to gender and sexual orientation and recommends actions for change, including the improvement of the capacity of LGBTQ+ organizations to address stigma of mental illness and to work with local mental health services to support their LGBTQ+ communities (MHCC, 2012). This presentation reviews the longstanding community-based practices for wellbeing within sexual and gender diverse communities in Canada. Leading examples of practices from across Canada will be examined as exemplary models of care. These practices can better inform psychology on interventions that are appropriate for fostering mental health in sexual and diverse communities.

09:45 - 10:30

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 1 /
Session "Éclair 5"**Women and Psychology /
Femmes et psychologie**#4 44131 UNDERSTANDING THE IMPACT OF THE #METOO MOVEMENT AMONG
YOUNG WOMEN: A MIXED-METHOD STUDY***Joanna Collaton, University of Guelph; Margaret Lumley, University of Guelph; Stephen Lewis, University of Guelph*

Disclosure via social media can be used as a forum for trauma narrative synthesis and as an emboldening and connecting opportunity for the many young women who have experienced sexual violence, however; the barrage of sexually violent reports in news and social media feeds may also trigger PTSD symptoms or worsen trauma-related sequelae. Of particular concern is that those living with mental health challenges are significantly more likely to have a history of sexual trauma and may be especially vulnerable to such reports. Beyond PTSD, it is hypothesized that the highly pervasive sexualization of young women contributes to many mental health difficulties. Given the recency of the #MeToo phenomenon (October, 2017), little is known about the impact of this movement on young women. As social media use is highly salient in this demographic, it is important to understand how this group discusses trauma and sexual violence online. To this end, this study examines how #MeToo affected young women using a popular peer support mental health mobile application, namely TalkLife. We examined the quantity of posts relating to sexual violence within the first six months after the initial wave of #MeToo, and compared this to the previous year. Compared to 2016, posts regarding sexual violence tripled in the six months following October 2017. Qualitative analysis reveals discussion around sexual violence and the #MeToo movement in a vulnerable sample including posts related to traumatic experiences, messages of solidarity, and questioning the utility of the movement. Research and practical implications will be discussed.

09:45 - 10:30

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 1 /
Session "Éclair 5"**Women and Psychology /
Femmes et psychologie**#5 44532 SOCIAL COMPARISON THEORY: THE USE OF INSTRUCTIONAL
MANIPULATION CHECKS IN #FITSPIRATION AND BODY IMAGE RESEARCH***Katey Park, Ryerson University; Michelle Dionne, Ryerson University*

Background: Social comparison theory suggests that individuals are more likely to compare themselves to someone who is similar to oneself on ability than someone who is dissimilar to oneself. Since peers may be considered a closer comparison target on fitness levels and appearance, compared to farther comparison targets (e.g., models), then individuals who view fit imagery of their peers may provoke more influential social comparisons than fitness models. Furthermore, the present study implemented the use of an Instructional Manipulation Check (IMC), which determines how closely participants were paying attention to the experiment requested of them.

Methods: Undergraduate students viewed fitspiration imagery of either (1) fit peers, (2) fitness models, or (3) a neutral control. Half of the participants were also given an IMC prior to stimuli exposure. Visual Analogue Scales were administered before and after exposure to stimuli to assess ratings of body satisfaction, mood, and motivation to exercise.

Results/Conclusion: A one-way Analysis of Covariance (ANCOVA) was conducted to determine participants' post-exposure ratings across all six experimental conditions for outcome measures. Pre-exposure outcome measure ratings were statistically controlled for as covariates. Exposure to fit peers and fitness models resulted in poorer ratings of body image. With the prominence of social media, the lines between who is considered a "close comparison target" (peer) and "far comparison target" (model) may be blurred.

Action: The present findings may contribute to media literacy programs and aid in the development of programs that encourage exercise, without evoking body image concerns or negative affect.

09:45 - 10:30

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 1 /
Session "Éclair 5"**Women and Psychology /
Femmes et psychologie**#6 44846 INVESTIGATING THE ROLE OF SELF-COMPASSION IN SELF-SILENCING
WOMENS EXPERIENCES OF ABUSE**

Tanja Samardzic, University of Windsor; Charlene Senn, University of Windsor

Through gender role socialization and societal expectations, women learn that their needs come second to their intimate partners. Indeed, they learn self-silencing, a group of behaviours involving over-caring for others and under-caring for themselves (Jack, 1991), for relationship maintenance. Little research has focused on self-silencing behaviours that women use to cope in problematic relationships, like ones where a partner commits intimate partner violence (IPV): partner-inflicted physical, sexual, and/or psychological abuse. The current literature has focused on clinical contexts of women in their mid-30s (e.g., Jack, 1991), despite research finding that women under 24 are at highest risk of IPV (Breiding et al., 2014). This study examined the association between IPV experience and self-silencing in a non-clinical context of young women. The association was hypothesized to be indirect, through self-compassion. Self-compassion, a trait that involves kindness toward oneself (Neff, 2003a), may be protective for self-silencing women. Young women ($N = 304$) from a mid-sized university completed measures of abuse experience, self-silencing, and self-compassion. Path analyses were used to test indirect associations. Results indicated that self-compassion did not moderate the association between frequency of IPV and self-silencing; instead, it operated as a mediator. More frequent abuse experience resulted in less self-compassion and more self-silencing in these women. It is difficult to be kind to oneself in the context of abuse. Self-silencing may be a form of protection against the re-occurrence of impending violence (Thompson et al., 2001), but more research is necessary. Self-compassion may be a point of intervention for self-silencing women.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

Poster Session "A" / Présentation par affichage

- Clinical Psychology / Psychologie clinique
- Sport and Exercise Psychology / Psychologie du sport et de l'exercice
- Teaching of Psychology / Enseignement de la psychologie

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#1 45396 PSYCHIATRIC DISORDER CORRELATES ASSOCIATED WITH
COMORBID PTSD AND CHRONIC PAIN CONDITIONS: A NATIONALLY
REPRESENTATIVE SAMPLE**

Brooke Beattie, University of Manitoba.ca; Jordana Sommer, University of Manitoba; Caitlin Blaney, University of Manitoba; Natalie Mota, University of Manitoba; Renée El-Gabalawy, University of Manitoba

Background: The aim of this study was to clarify psychiatric correlates associated with comorbid PTSD and chronic pain conditions in a nationally representative U.S. sample.

Methods: We analyzed data from the 2012-2013 National Epidemiologic Survey on Alcohol and Related Conditions. The AUDADIS-5 assessed past-year DSM-5 psychiatric disorders. Participants self-reported whether they had physician-confirmed chronic pain conditions (i.e., musculoskeletal, digestive, nerve, mixed [more than one chronic pain condition]) in the past year. Among participants meeting criteria for past-year PTSD ($n = 1,779$), multiple logistic regressions examined associations between comorbid PTSD and chronic pain condition and psychiatric correlates. Regressions adjusted for sociodemographics and other psychiatric conditions.

Results: Compared to PTSD only, PTSD + musculoskeletal was associated with increased odds of Persistent Depressive Disorder (AOR = 1.99, 95% CI [1.25-3.15], $p < .01$). PTSD + digestive was associated with increased odds of bipolar disorders (AOR = 2.12, 95% CI [1.02-4.41], $p < .05$) and Specific/Social Phobia (AOR = 1.93, 95% CI [1.01-3.70], $p < .05$). PTSD + nerve was associated with increased odds of Tobacco-Use Disorder (AOR = 1.64, 95% CI [1.03-2.62], $p < .05$). PTSD + mixed pain was associated with increased odds of Specific/Social Phobia, Agoraphobia/Panic Disorder, bipolar disorders, and Tobacco-Use Disorder (AOR range: 1.45-1.90, $p < .05$). Alcohol-Use Disorder and Drug-Use Disorder were non-significant across all pain conditions.

Conclusions: Comorbid PTSD and chronic pain conditions are associated with distinct psychiatric comorbidities.

Action/Impact: Results may inform targeted screening and intervention strategies for adults presenting with comorbid PTSD and chronic pain conditions.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

Poster Session "A" /
Présentation par
affichage

Clinical Psychology /
Psychologie clinique

#2 45239 TREATING DEPRESSION IN CHRONIC PAIN: PROTOCOL FOR A
PATIENT-PREFERENCE TRIAL COMPARING IACT, ICBT AND CONTROL

Louise Bell, Memorial University of Newfoundland and Labrador ; *Joshua Rash*, Memorial University of Newfoundland and Labrador

Background. Chronic pain affects 1 in 5 Canadians with half of diagnosed individuals meeting criteria for depression. The current study will evaluate the effect of patient preference, internet-delivered Cognitive Behavioural Therapy (iCBT) and Acceptance and Commitment Therapy (iACT) on symptoms of depression, pain, and function among patients with chronic pain.

Methods. Community dwelling patients with chronic pain and depression will be recruited in NL. The study is a three-arm patient-preference randomized controlled trial (RCT) adhering to CONSORT guidelines. Patients will be randomly assigned to a "preference" or "no-preference" arm. Patients in the preference arm will be randomly assigned to treatment of preference (i.e., iCBT or iACT) or attention control (AC). Patients in the no-preference arm will be randomly assigned to iCBT, iACT, or AC. iCBT and iACT conditions involve the completion of 7 weekly online modules. Patients in the AC will be provided with one online psychoeducation module. Symptoms of depression will be evaluated weekly using the Patient Health Questionnaire-9. Pain, physical function, emotional function, and quality of life will also be assessed.

Expected Results. Patients in the iCBT and iACT will report improved symptoms of depression compared to control. Patient preference will augment treatment effects.

Impact. The national priority setting initiative for the treatment of chronic pain identified access to empirically supported treatments as an important target. Administration of online programming offers one method through which uptake of psychological therapies can be improved. This is particularly relevant in NL where the majority of the population resides in under-served rural areas.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

Poster Session "A" /
Présentation par
affichage

Clinical Psychology /
Psychologie clinique

#3 44382 WHAT INFORMATION DO PEOPLE KNOW ABOUT ANXIETY
TREATMENT AND WHAT DO THEY WANT TO KNOW?

Matthew Bernstein, University of Manitoba; *Kristin Reynolds*, University of Manitoba; *Patricia Furer*, University of Manitoba; *Lorna Jakobson*, University of Manitoba; *Gillian Alcolado*, University of Manitoba; *John Walker*, University of Manitoba

Limited research is available on information needs concerning treatments for anxiety. This study examined the information needs of an online adult sample ($M_{age}=32$) recruited from a self-help anxiety disorders association website ($N=288$). Over 75% of the sample had a previous anxiety disorder diagnosis, and 60% had self-reported anxiety symptoms in the clinical range. When considering anxiety treatment information received in the past, the highest proportion of respondents indicated receiving information from a therapist (41%), psychiatrist (38%), psychologist (36%), and online (36%). When deciding to start a psychological treatment, only 33% indicated that they understood how the treatment works, and 22% reported receiving enough information regarding how long the treatment continues. When deciding to start a medication, only 24% reported receiving enough information regarding how long the treatment continued and 33% were informed of the side effects. In terms of what respondents want to learn about, high ratings of importance were provided on the following topics: how the treatment works, what happens when it stops, treatment effectiveness, time to produce results, length of treatment, serious side effects, and treatment advantages/disadvantages. Males (vs. females) were more likely to rate more information topics as very important. It is challenging for individuals to obtain anxiety-related information on the range of topics desired through currently available information sources. It is also difficult to provide such comprehensive information in a typical clinical visit. Providing evidence-based information online and in brochure format would help consumers make informed choices and would support advice provided by health professionals.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#4 45386 EFFICACY OF AN ONLINE CHRONIC PAIN TREATMENT FOR MILITARY AND POLICE: A RANDOMIZED CONTROLLED TRIAL***Jeremiah Buhler*, University of Manitoba; *Pamela Holens*, University of Manitoba; *Adair Libbrecht*, University of Manitoba; *Brent Joyal*, University of Manitoba; *Luigi Imbrogno*, University of Manitoba; *Alyssa Romaniuk*, University of Manitoba

Chronic pain is a serious health issue in Canada. Individuals who experience chronic pain often find it difficult to attend in-person treatment sessions for a variety of reasons including pain flare-ups, discomfort when travelling, pain-induced avoidant behaviours, and time constraints. These factors, if not addressed through appropriate treatment, serve as a detriment to the individual's functioning by maintaining the pain cycle and preventing the individual from engaging in previously enjoyed activities. Online treatments have the potential to assist individuals who would otherwise have difficulty attending in-person treatment sessions. This study evaluated the efficacy of an online acceptance-based behavioural treatment for chronic pain designed for military, police, and veteran populations. Participants ($n = 29$) were randomized into either a treatment condition or wait-list control condition, and asked to complete a battery of measures which underscore the key facets of the fear-avoidance model of chronic pain. A series of 2×2 mixed model ANOVA's revealed statistically significant Time x Condition interactions for pain disability, kinesiophobia, and pain acceptance, as well as statistically significant pre- to post-treatment simple main effect contrasts for pain catastrophizing, kinesiophobia, and pain acceptance. Preliminary analyses showed that of the four dependent variables, only pain acceptance levels were maintained at the 3-month follow up period. Issues with this finding are discussed further. PTSD and depression scores at baseline were found to be significant predictors of change scores for pain acceptance. Overall, the results support the efficacy of the ABBT treatment for chronic pain for military, police and veterans.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#5 44839 QUALITATIVE NEEDS ASSESSMENT OF A TELEPHONE-BASED MENTAL HEALTH PROGRAM FOR SOCIALLY ISOLATED OLDER ADULTS***Dylan Davidson*, University of Manitoba; *Kristin Reynolds*, University of Manitoba; *Nancy Newall*, Brandon University; *Verena Menec*, University of Manitoba; *Corey Mackenzie*, University of Manitoba; *Jordana Sommer*, University of Manitoba; *Michelle Paluszek*, University of Manitoba

Background: Older age is a risk factor for social isolation and loneliness, which are associated with poor mental health outcomes. Most community programs and mental health services focused on alleviating these problems are offered in-person, posing a significant barrier for older adults experiencing challenges leaving their homes. The Senior Centre Without Walls (SCWW) program in Manitoba offers free telephone-based community programming for older adults, with prior research supporting reduced social isolation/loneliness among participants. However, SCWW does not currently offer dedicated mental health programming, which may leave the mental health needs of participants unaddressed. The objective of this research was to explore SCWW members' ($n = 10$) experiences with mental health problems, comprising a needs assessment for a telephone-based mental health program.

Method: SCWW members ages 59-84 completed a semi-structured qualitative interview regarding mental health experiences, the SCWW program, and perceived need for a telephone-based mental health program. Interviews were audio-recorded, transcribed, and analyzed according to constructivist grounded theory methodology (Charmaz, 2014).

Results/Conclusions: Emergent themes from interviews indicated many participants previously experienced loss (e.g., of independence, of relationships) for which the social connectivity and cognitive engagement afforded by the SCWW program helped compensate. However, interviews highlighted older adults' needs for increased social connectivity, openness in discussing mental health, and psychoeducation about common mental health problems and relevant coping strategies.

Impact: Findings will inform the development of a free and accessible telephone-based group psychotherapy program focused on reducing loneliness and mental health stigma among socially isolated older adults in Manitoba and beyond.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#6 45073 MENTAL HEALTH LITERACY AMONG PARENTS OF SCHOOL-AGED CHILDREN***Dylan Davidson*, University of Manitoba; *Kristin Reynolds*, University of Manitoba; *Steven Feldgaier*, University of Manitoba; *Jennifer Theule*, University of Manitoba

Background: Strong mental health literacy (MHL) skills are critical for parents, as they are the most readily available to recognize symptoms of mental health problems in their children and direct their children to mental health services. Limited research has evaluated rates of MHL, or factors associated with MHL, among parents, and increased efforts are needed to engage parents in learning about child mental health. This research seeks to: gauge the strength of parents' MHL for child generalized anxiety disorder (GAD) and attention-deficit hyperactivity disorder (ADHD); evaluate potential factors associated with parents' MHL (parental self-efficacy, parenting stress, age, gender, education, mental health experiences); and highlight parents' preferences for receiving information about child mental health. Recruitment is underway and will be completed by February 2019.

Method: Parents of children ages 4-12 were recruited from pediatrician offices, family/community centres, and child care facilities to complete a questionnaire measuring mental health literacy pertaining to GAD and ADHD, in addition to sociodemographic and psychosocial characteristics.

Results/Conclusions: ANOVA and descriptive analyses will compare parents' ability to recognize GAD and ADHD, and their knowledge about effective treatments and coping strategies. Multiple linear regression analyses will determine factors associated with parents' MHL. Descriptive analyses will highlight parents' preferences regarding how they prefer to receive information about child mental health.

Impact: The results of this research will inform the development of an accessible MHL intervention that enhances parents' responses to mental health problems in their children through improved problem recognition skills and more informed beliefs regarding effective treatment/coping strategies.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#7 45225 THE SEQUENTIAL RELATION BETWEEN CHANGES IN CATASTROPHIZING AND CHANGES IN PTSD SYMPTOM SEVERITY***Stephania Donayre*, Department of Psychology, McGill University; *Michael Sullivan*, Department of Psychology, McGill University

Catastrophizing has been discussed as a cognitive precursor to the emergence of PTSD symptoms following the experience of stressful events. Cognitive models of PTSD propose that treatment-related reductions in catastrophizing should yield reductions in PTSD symptoms. The tenability of this prediction has yet to be tested. The present study investigated the sequential relation between changes in catastrophizing and changes in PTSD symptom severity in a sample of 73 work-disabled individuals enrolled in a 10-week behavioral activation intervention. Measures of catastrophizing and PTSD symptom severity were completed pre-, mid-, and post-treatment. Cross-lagged analyses revealed that early change in catastrophizing predicted later change in PTSD symptoms; early changes in PTSD symptom severity were not significantly associated with later change in catastrophizing. The sequential relation between change in catastrophizing and change in PTSD symptom severity remained significant even when controlling for baseline PTSD symptom severity and depression. The findings of this study suggest that the inclusion of techniques specifically designed to reduce catastrophic thinking might improve the effectiveness of treatments for PTSD.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “A” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#8 45028 PSYCHOSOCIAL CORRELATES OF INTIMATE PARTNER VIOLENCE
VICTIMIZATION: DOES TECHNOLOGICAL VICTIMIZATION MATTER?***Kari Duerksen, University of Victoria; Erica Woodin, University of Victoria*

We know very little about how technological intimate partner violence (tIPV) victimization is associated with psychosocial wellbeing, especially when accounting for other forms of IPV victimization. We sought to determine the unique associations of tIPV victimization when controlling for multiple forms of in-person IPV victimization. 278 university undergraduates in a dating relationship for at least three months (204 women; 74 men) completed questionnaires about IPV victimization and psychosocial wellbeing (fear of partner, relationship satisfaction, post-traumatic stress symptoms, depression, stress, harmful alcohol use, quality of life, and perceived social support). For each index of wellbeing, in-person IPV victimization was entered in the first step of a hierarchical regression, tIPV victimization was entered in the second step, and the interaction between gender and tIPV victimization was entered in the third step. TIPV victimization uniquely predicted harmful alcohol use for both men and women ($b = .39, p < .001$), and fear of partner for women ($b = .21, p = .004$). For all other indices of wellbeing, tIPV did not add predictive power above in-person IPV victimization. While these results suggest some unique associations of tIPV victimization with psychosocial wellbeing that require further attention, they also highlight that tIPV often occurs within a broader pattern of abuse. Thus, the greatest need for prevention and treatment for IPV victims remains violent relationships overall. Further work is needed to integrate research and treatment approaches for in-person and tIPV victimization, rather than to create a new field of research and practice based solely around tIPV.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “A” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#9 44875 COMPARING EXPLICIT, IMPLICIT, AND SOCIAL DISTANCE STIGMA
TOWARDS ADHD***Laura Flanigan, University of Calgary; Emma Climie, University of Calgary*

Background: Attention-Deficit/Hyperactivity Disorder (ADHD) is one of the most commonly-diagnosed psychiatric conditions. It is also, unfortunately, highly stigmatized. Most research examines explicit (self-reported) stigma towards ADHD, which becomes problematic when social desirability is considered. Other forms of stigma, such as implicit (covert) stigma and the desire for social distance are rarely assessed towards ADHD and have never been assessed in a university population. As such, the present study aims to determine university students' explicit, implicit, and social distance stigma towards ADHD.

Methods/Results: Data will be collected using an online survey of psychology undergraduate students. Participants will complete an explicit stigma scale, three implicit association tasks, and a social distance scale to assess the three different forms of stigma. Results will first be analyzed using t-tests to determine if averages from each scale significantly differ from “neutral” (indicating stigma) and then by correlational analyses to assess the relationship between the three forms of stigma.

Conclusions: The results of this study will determine if there is significant stigma towards ADHD among undergraduate students and, if so, which form this stigma presents as (i.e., explicit, implicit, or social distance). It will also determine if there is a relationship between these types of stigma, or if they are separate attitude dimensions.

Action/Impact: This will be the first study to ever directly examine and compare the explicit, implicit, and social distance stigma towards ADHD. Understanding these types of stigma towards ADHD is the first step to developing effective and comprehensive stigma reduction programs.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#10 44244 CANNABIS USE AND ANXIETY IN UNDERGRADUATE STUDENTS***Caitlyn Gallant, Brock University; Dawn Good, Brock University*

With the recent legalization of cannabis in Canada and its widespread use among students (e.g., Arria et al., 2017), the impact of cannabis on mental health warrants further investigation. A link has been established between increased cannabis use and anxiety; however, the nature of this relationship remains unclear (Crippa et al., 2009). In particular, while some studies have indicated that cannabis is only associated with acute anxiety among naïve users (Manzanares et al., 2004), others have found a positive association between increased use and increased anxiety (Troisi et al., 1998). Alternatively, it has been suggested that anxiety precipitates cannabis use such that already-anxious individuals tend to self-medicate with cannabis (Hathaway, 2003). The current study examined the relationship between cannabis and anxiety among university students. Two-hundred and seventy-three students (24% male) without diagnosed psychiatric conditions completed the anxiety subscales of the Symptom Checklist-90 Revised (SCLR-90) and the Personality Assessment Inventory (PAI). Students who smoked cannabis in the past 30 days reported higher levels of anxiety compared to those who had not and endorsed greater physiological anxiety symptoms, rather than cognitive and affective. Further, cannabis use significantly predicted symptoms on the SCLR-90, $b = 3.93$, 95% CI [.512, 7.34], and the PAI, $b = 3.74$, 95% CI [.797, 6.68], over and above the effects of sex, self-reported daily stress, and sleep ratings. These findings provide preliminary evidence that there is a relationship between cannabis use and anxiety experiences in young adults and may have important implications for the developmental impact of cannabis.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#11 45309 UNDERSTANDING RECOVERY FROM NON-SUICIDAL SELF-INJURY:
THE ROLE OF SELF-COMPASSION***Jenny Gomez, The University of Guelph ; Stephen Lewis , University of Guelph*

Non-suicidal self-injury (NSSI) is a highly prevalent behaviour among university students that associates with an array of mental health difficulties, including suicide. While there has been considerable growth in our understanding of self-injury, the factors and experiences involved in its cessation remain relatively unexplored. As self-injury can be characterized by a lack of perceived distress tolerance and a desire to avoid difficult internal experiences, it has been suggested that self-compassion (offering self-directed kindness and warmth) may play an especially salient role in recovery from NSSI. Accordingly, this mixed-methods study focuses on exploring the presence and evolution of self-compassion within the experiences of those who consider themselves recovered/on the road to recovery. Participants were undergraduate students between the ages of 17 and 28. Participants completed the Inventory of Statements About Self-injury and the Self-Compassion Scale, as well as a series of open-ended questions about their recovery experience. A subset of participants were subsequently interviewed to obtain an in-depth understanding of their experiences with NSSI and self-compassion. Qualitative data were analyzed thematically highlighting several experiences consistent with elements of self-compassion in participants' experiences. In light of the high rate of NSSI among university students and the significant risks it poses (e.g., distress, suicide risk), understanding experiences and potential processes in the cessation of NSSI is critical. Accordingly, both empirical and practical implications will be discussed.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#12 44551 NEGATIVE EFFECTS ASSOCIATED WITH INTERNET-DELIVERED
COGNITIVE BEHAVIOUR THERAPY: AN ANALYSIS OF CLIENT EMAILS***Kirsten Gullickson, University of Regina; Heather Hadjistavropoulos, University of Regina*

Background: Internet-delivered cognitive behaviour therapy (ICBT) is an efficacious form of treatment for anxiety and depression, yet it is still possible for clients to experience negative effects of treatment. Previous ICBT studies have asked clients to retrospectively describe negative effects when completing post-treatment questionnaires; however, no research has examined the content of clients' emails to their therapist to see whether clients are reporting negative effects as they arise.

Methods: Using 40 randomly selected clients from a published ICBT trial, directed content analysis was used to examine client emails for mention of negative effects. Directed content analysis involves using pre-existing themes to code the data, but allows for the creation of new themes if applicable.

Results: 28% of clients reported at least one negative effect in emails to their therapist. The most common negative effects reported were minor treatment implementation problems (e.g., submitting questionnaires, emailing therapist, accessing lessons; 18% of clients) and negative emotional states (e.g., frustration, anxiety, hopelessness; 10% of clients).

Conclusions: A portion of ICBT clients spontaneously report negative effects in emails to their therapist. The nature of the negative effects was consistent with existing ICBT literature.

Impact: Based on these findings, it is recommended that ICBT therapists monitor client emails for negative effects throughout treatment as a supplement to retrospective post-treatment reports. This will reduce the likelihood negative effects will impede patient progress and outcomes. Additional research is underway with a larger sample to examine therapist responses to the identified negative effects.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#13 45216 TRAITS CONFERRING RISK FOR HYPOMANIA/MANIA: ASSOCIATIONS
WITH SOCIAL DYSFUNCTION***CiCi Guo, Western University; Kasey Stanton, Western University*

Background/rationale: The Hypomanic Personality Scale (HPS; Eckblad & Chapman, 1986) is a widely used measure assessing bipolar disorder risk. Interestingly, much of its item content assesses socially-relevant behaviors and attitudes (e.g., seeing oneself as very charismatic), yet research has not examined how traits assessed by the HPS are related to social functioning and impairment.

Methods: To address this gap in the literature, 255 undergraduate students (mean age = 19 years; 69% female; 41.3% White, 40% East or Southeast Asian) completed the Dysfunctional Attitudes Scale, the Social Functioning Questionnaire, and the Expanded Version of the Inventory of Depression and Anxiety Symptoms, in addition to the HPS.

Results: We computed Pearson correlations to examine the relations between the HPS and other measures. High scores on the HPS were significantly associated with lower social functioning scores as well as higher levels of dysfunctional attitudes and depression and anxiety symptoms. Additionally, facet scores on the HPS showed meaningfully different patterns of associations with symptoms and social functioning (e.g., HPS traits related to experiencing affective lability correlated more strongly with depressive and anxiety symptoms than other HPS traits).

Conclusions: These findings indicate that traits conferring risk for hypomania/mania also confer risk for a host of other social and emotional difficulties, with traits related to affective lability appearing especially pathological.

Action/Impact: Traits conferring risk for future hypomania/mania are meaningfully related to having social difficulties. Therefore, our findings highlight the need to identify and address social and emotional problems in individuals at risk for bipolar disorder.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#14 45208 AVOIDANT RESTRICTIVE FOOD INTAKE DISORDER: COMMUNITY SERVICES AND TREATMENT***Katherine Hewitt, University of Calgary; Chantelle Magel, University of Calgary; Carly McMorris, University of Calgary; Gina Dimitropoulos, University of Calgary; Kirstin von Ranson, University of Calgary*

Background/rationale: Avoidant restrictive food intake disorder (ARFID) is a new diagnosis to the DSM-5, and involves an eating/feeding disturbance that is not accompanied by distress about body shape or size. The purpose of this study was to: 1) examine the common treatment approaches for ARFID utilized by healthcare professionals; and 2) describe the ARFID-specific training experiences and needs of practitioners.

Methods: Registered healthcare practitioners who treat youth with eating issues were identified following an extensive on-line search and contacted over the phone to participate. Data collection occurred with 35 eligible respondents via telephone interviews.

Results: 23 participants stated that they had seen patients presenting with symptoms of ARFID once described, and of these, 20 (82.6%) reported that they are currently treating patients. Those treating individuals with ARFID included counsellors, general practitioners, occupational therapists, and psychologists. Only three practitioners stated that they received specific training in the treatment of ARFID. Psycho-therapeutic approaches, as opposed to medication, were used by 100% of the sample when treating patients with ARFID. Qualitative analysis revealed that clinicians were using an assortment of treatment techniques to address ARFID symptoms. When asked about their reasons for their primary approach to treatment, only a minority (34.8%) endorsed "supported by research."

Conclusion: Thus, knowledge and training for ARFID-specific treatment among healthcare practitioners is scarce, and yet a variety of eclectic therapeutic techniques are being used to treat individuals with ARFID.

Action/Impact: These findings have relevance for clinical practice guidelines and families seeking effective treatment options for individuals with ARFID.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#15 45449 EFFICACY OF BRIEF, LARGE-SCALE PSYCHOTHERAPY SKILLS CLASSES IN A CRISIS POPULATION***Jessa Hogarth, University of Manitoba; Brenna Henrikson, University of Manitoba; James Bolton, University of Manitoba; Christine Henriksen, University of Manitoba; Maxine Holmqvist, University of Manitoba; Natalie Mota, University of Manitoba*

Individuals undergoing a mental health crisis often lack rapid access to pertinent mental health resources. The present study evaluated the effectiveness of two large-scale group psychotherapy classes in reducing symptoms of anxiety, depression, and emotion dysregulation among individuals presenting to a mental health crisis center. Each psychotherapy program aimed to address notable presenting concerns of crisis center patients. Cognitive Behavior Therapy with mindfulness (CBTm) is a 4-week program used to target maladaptive beliefs, unhelpful behaviors, and goal-setting, while Managing Difficult Emotions is an 8-week program adapted from Dialectical Behavior Therapy (DBT) targeting increased distress tolerance and emotion regulation. The present study utilized a pre-post design to analyze the effectiveness of these interventions in reducing patients' symptomatology on four dimensions: (1) general psychological distress (DSM V Cross-cutting Measure; APA, 2013); (2) anxiety (Generalized Anxiety Disorder 7-Item Scale; Spitzer et al., 2006); (3) depression (Patient Health Questionnaire - 9; Kroenke & Spitzer, 2002); and (4) emotion regulation (Difficulties in Emotion Regulation Scale; Gratz & Roemer, 2004). Preliminary results illustrate that both psychotherapy classes were effective in reducing all four categories of patient symptomatology over the course of the programs. Program completion was associated with greater improvements in patient symptomatology, with each program exhibiting notable strengths. This research provides preliminary empirical support for the utilization of large-scale psychotherapy skills classes to reduce mental health symptoms among individuals who have undergone a recent mental health crisis. Upon replication, these results can be used to inform mental health programming for crisis populations.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#16 44205 VALIDATION OF A BRIEF DEPRESSION SCREEN FOR USE WITH
CARDIAC PATIENTS***Anita Hubley*, University of British Columbia; Xuyan Tang, University of British Columbia; Gail Low, University of British Columbia

Background: Depression is an independent risk factor for death within as few as 4 months to 1 year following patient hospitalization for acute myocardial infarction but only recently has attention been paid to the importance of screening for depression in this group. The Hubley Depression Scale for Older Adults (HDS-OA) is a 16-item, dichotomously scored, cost-effective screen that reflects current diagnostic criteria. The purposes of this study were to examine (a) reliability estimates for HDS-OA scores, (b) convergent validity between HDS-OA scores and Beck Depression Inventory-II (BDI-II) and Geriatric Depression Scale (GDS) scores, and (c) appropriate cut scores and test-criterion validity for the HDS-OA for identifying major depressive disorder after a cardiac event.

Methods: The sample consisted of 119 hospital-recruited cardiac patients (75.8% men) aged 37-92 years ($M=62.97$, $SD=11.61$). Diagnosis of depression was established using the Structured Clinical Interview for DSM-IV-TR Axis I Disorders (SCID-I/NP). Administration used a double-blind procedure and counterbalancing.

Results: HDS-OA scores showed adequate reliability (ordinal $\alpha=.90$) and satisfactory convergence with BDI-II ($r=.74$) and GDS ($r=.73$) scores. The receiver operating characteristic curve analysis area under the curve (AUC) was .95. A cut-score of 8+ is recommended for identifying depression in cardiac patients (sensitivity = 100%; specificity = 85.8%).

Conclusions: There is strong support for HDS-OA score reliability and validity of inferences in cardiac patients.

Impact: Depression negatively influences health outcomes in cardiac patients; hence, validation and use of an efficient depression screen for this group can help improve lives and reduce mortality, morbidity, and health costs.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#17 44300 CHILDHOOD INSOMNIA TREATMENT FOLLOWING OSA SURGERY:
FEEDBACK FROM A NEW ONLINE SESSION FOR PARENTS***Jason Isaacs*, Dalhousie University; Matt Orr, Dalhousie University; Roger Godbout, University of Montreal; Manisha Witmans, University of Alberta; Penny Corkum, Dalhousie University

Obstructive Sleep Apnea (OSA) involves upper airway obstruction during sleep. Approximately 50% of children with OSA exhibit insomnia symptoms. Among children with both disorders, 25-30% still have insomnia after OSA treatment (i.e., removal of tonsils and/or adenoids). Our study objective is to create and evaluate an online session for childhood insomnia following successful OSA treatment.

This usability study includes sleep specialists ($n=10$), front-line healthcare providers ($n=10$), and parents ($n=5$) of 4-to-10-year-old children with insomnia and treated OSA. Participants will review and describe their experiences with a session on the connection between OSA and insomnia. Qualitative and quantitative feedback via an online questionnaire is collected about participants' experiences.

Data collection and analyses will conclude by January 2019. Session feedback evaluates seven areas of experience (e.g., desirability, accessibility, and credibility), based on Morville's "user experience honeycomb" model. Descriptive statistics will be used to summarize quantitative data and content analysis will be used to describe qualitative data. We expect that the results will provide useful modifications for the session (e.g., elaborating on certain concepts).

Usability testing usually results in significant feedback that improves on the intervention and as such makes for a more positive user experience, which is important for adherence and effectiveness.

If the new session is found to be usable, the session will be modified and used in a larger trial to ascertain its effectiveness. An evidence-based eHealth intervention for insomnia in children with treated OSA has the potential to reduce the personal and economic costs of this childhood sleep disorder.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#18 44368 DEVELOPING THE MEANING SELF-EFFICACY SCALE: PRELIMINARY
PSYCHOMETRIC EVALUATION***Hillary Jones*, Lakehead University; *Christiana Fidler*, Lakehead University; *Mirella Stroink*, Lakehead University

Background: Meaning has long been established as a central component of individual well-being (Frankl, 1959; Ryff, 1989; Seligman, 2011). Researchers have suggested active effort may be required to construct (King & Hicks, 2009) or search for (Steger, Frazier, Oishi, & Kaler, 2006) meaning in life. As such, an individual's belief in their ability to successfully construct or search for meaning may influence their ability to perceive meaning and therefore experience greater well-being. The Meaning Self-Efficacy Scale (MSES), a 12-item self-report scale, was proposed to measure this construct and its potential relationships with aspects of well-being.

Method: Items developed through deductive methods were generated and tested empirically with an initial sample of undergraduate students. Internal consistency was evaluated and correlational analyses between the proposed MSES and other relevant constructs were conducted to examine convergent and discriminant validity. A second study recruited participants more broadly to expand on psychometric validation.

Results: The preliminary psychometric evaluation of the MSES shows strong internal consistency (Cronbach's alpha >.90) and significant correlations in expected directions with resilience, satisfaction with life, stress, and depression, significant at $p < 0.01$.

Conclusion: Meaning-self efficacy is a construct that shows sufficient preliminary evidence to warrant further evaluation of its relationship with perceptions of meaningfulness and individual well-being.

Impact: The development of the MSES contributes to the understanding of meaning-making and its relationship with well-being. This could inform future interventions aimed at enhancing meaning self-efficacy as a mechanism for improving well-being.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#19 45359 POTENTIAL GENDER DIFFERENCES IN CHILD AND ADOLESCENT
VICTIMS OF MALTREATMENT***Shauna Kushner*, Radius Child and Youth Services; *Chantal Dougan*, Radius Child and Youth Services

Background: Although existing research indicates that girls may be particularly vulnerable to certain kinds of adverse childhood experiences, little is known about the gender-specific risks and vulnerabilities, as well as strengths that may contribute to positive outcomes in treatment following exposure to maltreatment. The proposed research will investigate the risks, vulnerabilities, and adaptive qualities among children and adolescents with verified histories of maltreatment.

Methods: Participants are children and adolescents who accessed clinical services at a community-based children's mental health facility. Data on trauma symptoms (e.g., emotional disconnection or emotional avoidance), emotional and behavioural problems (e.g., anxiety and aggression), and adaptive qualities (e.g., interpersonal skills) from pre-treatment assessments (Time 1) will be compared across client gender and type of maltreatment (e.g., neglect, emotional abuse, physical abuse, sexual abuse). Data collected prior to treatment discharge (Time 2) will also be analyzed (e.g., post-treatment scores for trauma symptoms, emotional and behavioural problems, and adaptive qualities).

Results: Data from this study will examine gender differences using multivariate analysis of variance (MANOVA) techniques to examine for potential gender differences.

Conclusions: Results from this investigation will elucidate gender-specific patterns of trauma symptoms, emotional and behavioural problems, and strengths following experiences of maltreatment.

Impact: This investigation will inform client-centered approaches to care by shedding light on the specific needs of our clients, with respect to the clients' characteristics.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#20 44910 ENHANCING USABILITY OF MENTAL HEALTH ASSESSMENT TOOLS:
FROM PAPER TO APP***Yang Liu*, University of Alberta; Jason Harley, University of Alberta; Jeffrey Hankey, University of Alberta; Pratap Chokka, University of Alberta, Chokka Center for Integrative Health; Tony Ahn, University of Alberta

Early stage mental health screening relies heavily on psychiatric assessment questionnaires, which are typically completed using pen-and-paper. With a global increase in smartphone use, mental health apps are growing exponentially, yet studies of modality effects (e.g., pen-and-paper versus app) for such apps have centered on diagnosis accuracy alone without considering the impact of user experience. In this study we explored the user experience of EarlyDetect, an app-based collection of mental health screening questionnaires (life history, major depression, anxiety, bipolar disorder, attention deficit hyperactivity disorder, alcohol use disorder, and functional evaluation of disability). We focused our evaluation of user experience of app use by measuring usability and emotions, which covers the entire spectrum of psychological aspects of user experience defined by the International Standardization Organization (2010). System Usability Scale (SUS; Brooke, 1996), and topic- and technology-directed emotion questionnaires (Harley et al., 2018) were administered with either the pen-and-paper or mobile app testing modality. Modality was assigned pseudo randomly on patients' first visit at a referral-based mental health clinic. We found the mobile app testing modality had a significantly higher SUS score than the pen-and-paper. No significant differences were found between modality on emotion, although low levels of technology-directed negative emotions (e.g., anxiety) were reported in both. Our findings illustrate the added value of studying user experience in refining mental health assessments, and suggest that mental health assessment could be further improved by utilizing mobile apps such as the EarlyDetect.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#21 45154 AGE DIFFERENCES IN PUBLIC STIGMA, SELF-STIGMA, AND ATTITUDES
TOWARD SEEKING HELP: A MODERATED MEDIATION MODEL***Corey Mackenzie*, University of Manitoba; Richelle Chekay, University of Manitoba; Patrick Heath, Iowa State University; David Vogel, Iowa State University

Among adults with clinically significant mental health problems, older adults are the least likely age group to seek professional help. Although it is commonly thought that older adults underutilize mental health services because they experience greater levels of stigma compared to younger adults, few studies have addressed this assumption. Our first objective was to examine age differences in self-stigma, public-stigma, and attitudes toward seeking help. Our second objective was to see whether age moderates Vogel, Wade, and Hackler's (2007) model in which public stigma is internalized as self-stigma, which in turn affects help-seeking attitudes. We tested these objectives using cross-sectional data from 5,712 Canadian adults ranging in age from 18 to 101 who completed self-report measures of public stigma, self-stigma, and help-seeking attitudes. Results indicated that older participants had the lowest levels of stigma and the most positive help-seeking attitudes. Age also moderated the mediation model such that the indirect effect of public stigma on help-seeking attitudes through self-stigma was strongest for older participants and weakest for younger participants. Our findings have implications for the influence of stigma and attitudes as barriers to treatment across the adult lifespan, and for interventions targeted at enhancing access to treatment through stigma reduction.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#22 44847 HEALTH PROTECTIVE DIETARY BEHAVIOUR IN A CANADIAN
UNDERGRADUATE POPULATION: ASSUMPTIONS OF THE HEALTH BELIEF MODEL**

Brittany Mascioli, Lakehead University; Ron Davis, Lakehead University

Dietary choices have health-related implications. One outcome of unhealthy eating is obesity which has emerged globally as the most prevalent nutritional problem and a risk factor for chronic disease. University attendance is associated with increased independence and maladaptive eating patterns may emerge, increasing risk of disease. The health belief model posits that health protective dietary behaviour (HPDB) is influenced by the perception of susceptibility to negative health outcomes, the seriousness of such, and the perceived benefits behavioural change. We explored the role of perceived susceptibility, seriousness, and benefits in the prediction of HPDB among students at a Canadian university. Students ($n=372$) completed the Short Health Anxiety Inventory (SHAI), the 36-item Short Form Survey (SF-36), and five questions assessing the perceived benefits of HPDB. The SHAI and the Role-Physical subscale of the SF-36 operationally defined susceptibility and seriousness, respectively. We tested the predictive ability of susceptibility, seriousness, and benefits using multinomial logistic regression. Participants indicated the degree to which their eating style is influenced by the pursuit of improved health by selecting one of four response options. The overall model was significant, $X^2(12, N=367)=109.24, p<.001$, had strong goodness of fit, $X^2(864, N=367)=818.10, p=.866$, and had a small effect size $R^2\text{Cox and Snell}=.257$. Results revealed a trend toward a main effect of seriousness, $X^2(3, N=367)=7.37, p=.061$, and, in line with the predictions of the health belief model, an interaction of seriousness*benefits, $X^2(3, N=367)=8.89, p=.031$. Many nutritional interventions focus on benefits which alone, did not achieve significance. The results suggest the importance of targeting seriousness and highlighting benefits.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#23 45217 DOES CONCURRENT MEDICATION USE AFFECT PATIENT RESPONSE
TO INTERNET-DELIVERED THERAPY FOR DEPRESSION AND ANXIETY?**

Hugh McCall, University of Regina; Michael Edmonds, University of Regina; Annemieke Kidd, Deakin University, Australia; Heather Hadjistavropoulos, University of Regina

Background: Internet-delivered therapy represents a promising alternative to face-to-face therapy for anxiety and depression because it is cost-effective and overcomes barriers to accessing traditional treatment (e.g., distance, cost, stigma). Extensive research shows that Internet-delivered cognitive behavioural therapy is effective for treating anxiety and depression, with effect sizes comparable to medication and face-to-face therapy. In routine practice, however, Internet-delivered therapy patients commonly receive simultaneous pharmacological treatment, and few studies have examined changes in medication over time or how medication affects patient outcomes.

Methods: Patients ($N = 1201$) received an eight-week course of Internet-delivered cognitive behavioural therapy for anxiety and depression that included weekly therapist support. Patients reported medication use and completed measures of depression and anxiety before treatment, after treatment, and at three-month follow-up.

Results: Sixty percent of patients at pre-treatment reported regularly taking psychotropic medication. Common classes of reported medication included selective serotonin reuptake inhibitors (34%), anxiolytics (15%), and serotonin and norepinephrine reuptake inhibitors (14%). At three-month follow-up, overall medication use had reduced slightly to 55%, with the largest reduction seen in the use of anxiolytics. Logistic and linear regression analyses revealed that medication use did not predict treatment completion or change in anxiety symptoms but predicted a slightly greater decrease in depression symptoms.

Conclusions: These results indicate that patients concurrently using medication at intake are as likely to benefit from Internet-delivered therapy as patients not taking medication.

Action/Impact: These results support the continued referral of patients receiving psychotropic medication to Internet-delivered therapy for anxiety and depression.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#24 45251 'EVERYBODY'S LOOKING AT ME': CORRELATES OF NARCISSISM
AND EGOCENTRISM IN ADOLESCENCE***Katrina McDougall*, Washington State University; Christopher Barry, Washington State University; Haylee Saucedo, Washington State University

Adolescence is a developmental period during which self-centeredness is thought to be prevalent. Self-centeredness is a component of both egocentrism and narcissism; however, the correlates and behavioral implications of these constructs may differ. This study investigated the convergent and divergent correlates of narcissism and egocentrism in a community sample of 165 adolescents (115 females, 48 male, 2 gender minority) ages 12-18 ($M = 14.45$, $SD = 1.67$). Narcissism and egocentrism were normally distributed in this sample, indicating that high levels of narcissism and egocentrism may not be typical during adolescence. A component of egocentrism (i.e., personal fable) was negatively associated with internalizing problems, whereas a component of narcissism (i.e., vulnerable narcissism) was positively associated with such problems. Personal fable was also positively related to risk-taking, and grandiose and vulnerable narcissism were related to higher self-reported aggression. These findings indicate that egocentrism and narcissism both relate to negative indicators of adjustment but that each contribute to separate domains of adolescent maladjustment. These findings may have implications for interventions aimed at reducing risk-taking, internalizing symptoms, and externalizing problems in adolescents.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#25 45324 THE NEUROCOGNITIVE RISK FACTORS OF DYSLEXIA AMONG
CHILDREN LIVING IN POVERTY***Erin Orr*, Ryerson University

Children living in poverty are more likely to have academic difficulties than children from higher socioeconomic backgrounds (Haveman & Wolfe, 1995). Furthermore, the rates of dyslexia in this population are higher than in the general population (Blair & Scott, 2002). In response to these findings, there has been questioning in the literature about whether children living in poverty are actually more likely to have dyslexia, or whether they are being misdiagnosed (Howard et al., 2009). Some researchers have argued that children living in poverty may be getting incorrectly diagnosed with dyslexia, and may simply be experiencing general academic difficulties related to genetics or environmental factors (Fletcher & Navarrete, 2011; O'Connor & DeLuca Fernandez, 2006). The neurocognitive risk that children living in poverty face of developing dyslexia was examined to inform our understanding of misdiagnosis in this population. A systematic review and comparison of the literatures on the neurocognitive risk of developing dyslexia and the neurocognitive factors associated with living in poverty was done for the present study, and a new model of the neurocognitive vulnerability of developing dyslexia when living in poverty was proposed. Key areas of overlap between these two literatures include deficits in phonological awareness, rapid automatic naming, working memory, and short-term verbal memory. The model therefore focuses on these areas of cognitive functioning as possible contributors to the vulnerability that these children face of developing dyslexia. Implications for children living in poverty and recommendations for identifying children who are at risk and intervening early are also discussed.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “A” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#26 44705 TRAUMATIC LIFE EVENTS AND HOARDING DISORDER:
COMPARISONS TO INDIVIDUALS WITH ANXIETY DISORDERS AND PTSD***Melise Ouellette*, St. Joseph's Hamilton Healthcare; *Karen Rowa*, St. Joseph's Hamilton Healthcare; *Noam Soreni*, St. Joseph's Hamilton Healthcare; *Randi McCabe*, St. Joseph's Hamilton Healthcare

Background: Individuals with Hoarding Disorder (HD) report an elevated rate of traumatic life events (TLEs) compared to healthy controls; few studies have compared HD TLE rates to clinical controls. We compared TLE rates in a HD sample to other clinical samples.

Method: Participants diagnosed with HD, PTSD, other anxiety disorders, or OCD completed the Trauma History Questionnaire (THQ), which asks about crime and related, general disaster and trauma, and physical and sexual TLEs. The total number of events and number of events within these three domains were compared across all four groups.

Results: The mean number of total TLEs reported in the HD group was not significantly different than in other groups. The PTSD group reported significantly more TLEs than the anxiety ($M = 3.51, SD = 1.01, p = 0.004$) and OCD ($M = 4.68, SD = 1.32, p = 0.003$) groups, but reported similar means to the HD group. The HD group reported more crime-related events than the anxiety ($M = 0.96, SD = 0.19, p = 0.001$) and OCD groups ($M = 0.78, SD = 0.39, p = 0.037$) but not the PTSD group.

Conclusion/Action: Results indicate that those with HD report similar rates of TLEs to individuals with PTSD, who have experienced at least one but often multiple TLEs. Individuals with HD report significantly more crime-related events than those with other anxiety disorders and OCD. Further research is needed to determine if experiencing multiple TLEs increases the risk of developing HD.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “A” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#27 45027 TRAIT MINDFULNESS AND FUNCTIONAL CONNECTIVITY IN
COGNITIVE AND ATTENTIONAL RESTING STATE NETWORKS***Tracie Parkinson*, University of Manitoba; *Jennifer Kornelsen*, University of Manitoba; *Stephen Smith*, University of Winnipeg

Mindfulness has been described as attending to the present moment, with curiosity and compassion. Individuals may practice mindfulness deliberately or display it as a more permanent personality attribute, termed *trait* mindfulness. Trait mindfulness has been associated with physical, mental, emotional, and social benefits, prompting further interest in understanding its mechanisms and neural correlates. The purpose of this study was to examine how individual differences in trait mindfulness relate to functional connectivity in four cognitive and attentional resting-state neural networks – the default mode network, salience network, central executive network, and dorsal and ventral attention networks. Twenty-eight undergraduate participants completed a self-report measure of trait mindfulness, the Five-Facet Mindfulness Questionnaire (FFMQ), and underwent a structural and seven-minute resting state functional MRI scan. Resting state data were analyzed using independent component analysis. An analysis of covariance was performed to identify the relationship between each resting state network and each FFMQ score. These analyses indicated that (1) FFMQ scores showed increased functional connectivity with neural regions related to interoception, self-regulation, and attention; (2) FFMQ scores showed decreased functional connectivity with neural regions related to mind wandering and narrative processing; and (3) resting state networks showed greater functional connectivity with sensory regions for all FFMQ scores. These functional connectivity patterns are consistent with some of the benefits of mindfulness including attentional control, present moment awareness, self-awareness, and self-regulation. This provides support for the notion that orienting attention to the present moment without judgment facilitates functional connectivity between regions related to attention, sensation, and self-awareness.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#28 44127 A SCOPING REVIEW OF MINDFULNESS-BASED COGNITIVE THERAPY
AS AN ADJUNCTIVE INTERVENTION FOR BIPOLAR DISORDER***Carley Pope, Lakehead University; Dwight Mazmanian, Lakehead University*

Background: Pharmacotherapy alone is often insufficient for controlling all consequences of bipolar disorder (BD). This scoping review consolidates existing empirical findings that examined the effectiveness of Segal, Williams, and Teasdale's (2002, 2013) Mindfulness-Based Cognitive Therapy (MBCT) as adjunctive therapy for BD.

Method: Three electronic databases were searched (MEDLINE/PubMed, PsychInfo, and Google Scholar) using the following search terms: mindfulness and bipolar. In total, 13 original research articles (on 11 independent groups of patients) published in English that examined Segal, Williams, and Teasdale's MBCT in a sample that involved adults with a diagnosis of BD were included in this scoping review.

Results: Of the 13 studies included, 12 provided information on symptomatic changes for individuals with BD. All 12 studies reported at least some symptomatic improvement associated with MBCT: improved mood symptoms or a reduction in episode relapse (5 studies), reduced anxiety symptoms (4 studies), improved neural processing of emotion (1 study), and improved cognitive functioning (1 study). As well, 3 studies reported self-perceived benefit of MBCT by the participants. However, not all studies reported significant effects for all outcome measures assessed, resulting in mixed findings.

Conclusion: The available research suggests that Segal, Williams, and Teasdale's MBCT may be a promising adjunctive intervention to pharmacotherapy for BD.

Action/impact: The specific benefits of MBCT for BD require clarification, warranting further randomized controlled research in large samples of patients with a diagnosis of BD.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#29 45085 A META-ANALYSIS OF THE WORLDWIDE PREVALENCE OF OCD:
ARE WOMEN AT GREATER RISK?***Hilary Power, University of Regina; Jonathan Fawcett, Memorial University of Newfoundland; Emily Fawcett, Memorial University of Newfoundland*

Background/Rational: The prevalence of OCD varies considerably across published studies, with lifetime estimates ranging from 0.07% to 4.6% worldwide. The present study estimates the pooled worldwide prevalence of this disorder while investigating potential gender differences.

Methods: An electronic search of PsycINFO and PubMed was performed from inception to January 2017 using the keywords obsessive compulsive disorder, OCD, epidemiology, and prevalence. The search was supplemented by reviewing reference lists in the obtained articles and reviewing epidemiological review articles of OCD. Of the 4045 articles initially identified, 35 studies were ultimately coded. Inclusion criteria consisted of: Representative community samples, use of structured diagnostic interviews according to DSM or ICD criteria, and either lifetime, 12-month, or current prevalence estimates. Gender was examined as a potential predictor.

Results: Preliminary analyses of lifetime prevalence revealed an overall estimate of 1.23%, 95% CI [0.77, 1.80], further broken down into estimates of 0.91%, 95% CI [0.59, 1.38], for men and 1.45%, 95% CI [0.90, 2.13] for women. Risk-ratio analyses showed that women were at 1.61 times, 95% CI [1.21, 2.14], greater risk of receiving a diagnosis compared to men.

Conclusions: The lifetime prevalence of OCD in community samples of adults is greater for women than for men.

Action/Impact: By demonstrating that women are at greater risk for OCD than men, future research can be directed toward understanding the factors that mediate this difference in prevalence rates, which in turn may lead to more targeted prevention strategies.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#30 44536 IS ROMANTIC PARTNER BETRAYAL A FORM OF TRAUMATIC
EXPERIENCE?***Marjolaine Rivest-Beauregard*, Douglas Mental Health University Institute; Michelle Lonergan, McGill University; Alain Brunet, McGill University; Danielle Groleau, McGill University

Background: Romantic betrayal may precipitate an adjustment disorder in some individuals, an event-related psychological disturbance that is characterized by anxiety, depression, and posttraumatic stress disorder-like symptoms of intrusions, avoidance, increased vigilance, and failure-to-adapt. Although prior qualitative work suggests that romantic partner betrayal may be experienced as a "traumatic" event, no research to date has investigated the extent to which trauma theory is a reasonable explanatory model of symptoms and treatment from the perspective of injured individuals. This research aims to address this gap.

Methods: Individual face-to-face in-depth interviews were conducted using the McGill Illness Narrative Interview with 13 participants enrolled in a clinical trial of reconsolidation therapy for event-related stress symptoms. Data was analysed using thematic content analysis.

Results: Although participants used trauma metaphors and prototypes to describe their betrayal experience, few identified their reaction as traumatic stress symptoms. Respondents attributed their symptoms to typical relationship dissolution, or burnout, yet admitted that the experience of betrayal was somehow more painful and invasive. Reframing their experience as rooted in the experience and memory of a critical life event provided participants with emotional clarity, validation, and relief that there was a brief and targeted solution.

Conclusion: The emotional memory and reconsolidation frameworks of event-related stress were perceived as a plausible explanatory model of symptoms and treatment, respectively, for the effects of romantic partner betrayal. Results support the continued investigation of the pathogenic memory model of betrayal-related adjustment disorder.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#31 45114 PSYCHOSOCIAL OUTCOMES ASSOCIATED WITH SPORT INVOLVEMENT
FOR YOUTH WITH AUTISM SPECTRUM DISORDER AND INTELLECTUAL DISABILITIES***Stephanie Ryan*, York University; Jonathan Weiss, York University

Background: Youth with autism and intellectual disabilities often struggle to access sport, and little is known about how involvement is associated with psychosocial difficulties and strengths.

Method: The current study first examined whether characteristics of sport involvement predicted changes in psychosocial difficulties over a one-year period in youth with autism and intellectual disabilities (autism+ID) compared to youth with intellectual disabilities (ID) alone, all of whom were involved in Special Olympics (N = 115). Second, the psychosocial strengths and difficulties of a sample of youth with autism+ID who did not participate in sport (N = 58) was compared to those in sport.

Results: In athletes with autism+ID, more frequent and social sport involvement was related to improved hyperactivity and peer problems, while more diverse sport participation was associated with greater emotional and hyperactivity problems; relations which did not emerge for athletes with ID alone. Youth with autism+ID who were not involved with sport had greater difficulties than both groups of athletes, while athletes with ID alone had the highest level of strengths.

Conclusions: A better understanding of the factors related to sport is essential for helping programs, families, and communities foster more positive and healthy sport engagement for youth with autism. Recommendations: Developing ASD specific resources and supports for coaches, teams, and families should be considered in sport settings to help foster more positive and healthy sport engagement for youth with autism and ID.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#32 44229 SMOKING AMONG BARIATRIC PATIENTS: THE ROLE OF ADULT
ATTACHMENT STYLE, EMOTION REGULATION, AND PSYCHOPATHOLOGY***Vincent Santiago*, Ryerson University; Susan Wnuk, University Health Network; Sanjeev Sockalingam, Centre for Addiction and Mental Health; Vincent Santiago, Ryerson University; Stephanie Cassin, Ryerson University

Cross-sectional research has shown that eating pathologies among bariatric (weight-loss) surgery patients are indirectly influenced by attachment style through emotion regulation. Cigarette smoking is another concern due to the post-surgical complications and has yet to be examined in a similar pathway. Non-bariatric research has found that psychopathology moderates smoking lapse. Scores from the Experiences in Close Relationships scale, Difficulties in Emotion Regulation Scale, Patient Health Questionnaire, Generalized Anxiety Disorder scale, and self-reported smoking from 423 patients at the Toronto Western Hospital Bariatric Surgery Program were collected from pre-surgery to up to 5-years post-surgery and analysed using a moderated mediation model. Greater insecure attachment at baseline predicted greater emotion dysregulation at six-months post-surgery ($b = 0.529-0.518, p < .001$), which predicted greater odds of smoking beyond six-months post-surgery ($OR = 1.075-1.083, p = .001-.004$). Anxiety moderated this mediating effect such that increasing anxiety at low-to-average levels *lowered* the odds of smoking. Smoking cessation treatment in this population may be tailored according to attachment style and target emotion dysregulation to indirectly and directly lower smoking risk. At low levels, anxiety confers a protective function of lowering smoking risk and these effects may be augmented by supporting self-efficacy. Limitations are discussed. Findings were consistent with previous research and strengthened the argument for causality based on the longitudinal design. Future research needs to examine specific adaptive aspects of anxiety and increase smoking sample size ($n = 17-18$). Impacts include identifying treatment targets that could prevent postsurgical complications and increase access to surgery.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#33 45328 EXAMINING SUDDEN GAINS IN AN INTERNET-DELIVERED COGNITIVE
BEHAVIOUR THERAPY INTERVENTION FOR DEPRESSION AND ANXIETY***Luke Schneider*, University of Regina; Heather Hadjistavropoulos, University of Regina; Matthew Terides, Macquarie University; Nick Titov, Macquarie University; Blake Dear, Macquarie University

Sudden gains are often described as an *a-ha moment* during psychological treatment and are classified as such when clients experience a rapid, large, and stable decrease in symptoms. Sudden gains have been identified among participants with a variety of disorders, with many studies reporting relationships between sudden gains and large improvements at the end of treatment. Although most examinations of sudden gains are confined to face-to-face interventions, there has been recent interest in examining sudden gains among emerging Internet-delivered psychological treatments. The purpose of this study was to examine sudden gains among participants ($n = 196$) of an Internet-delivered cognitive behavioural therapy intervention for depression and anxiety. Following past studies in this area, a specific set of criteria were applied to classify participants as experiencing a sudden gain. Sudden gains in depression and anxiety symptoms were respectively observed for 43% and 48% of participants and the majority of sudden gains occurred during the first half of treatment. Experiencing a sudden gain was associated with online treatment completion, however, no statistical difference was observed between groups on clinical outcomes at the end of treatment. Furthermore, experiencing a sudden gain was not associated with demographic characteristics or post-treatment symptom severity. The results of this study indicate that while sudden gains occur in Internet-delivered treatments, they do not appear to be associated with clinical outcomes. Clinical implications and future directions for this line of research will be described, with a focus on study replication and further examining treatment adherence.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#34 44853 DIFFERENCES IN ANTICIPATED LIKELIHOOD OF INITIATING A FAT
TALK CONVERSATION BETWEEN RESTRAINED AND UNRESTRAINED EATERS**

Amy Shannon, York University; Jennifer Mills, York University

Fat talk refers to self-disparaging remarks made about one's weight or shape. Exposure to fat talk has been linked to body dissatisfaction, the primary risk factor for disordered eating. Most research concerning fat talk has focused on the negative impacts associated with overhearing or engaging in fat talk. The current study sought to extend the literature by investigating differences between restrained and unrestrained eaters in terms of anticipated fat talk. Since restrained eaters are a subset of the population that is especially focused on weight and shape it stands to reason that they may be more likely to initiate fat talk as compared to unrestrained eaters. Also, since restrained eaters have been shown to have increased emotional reactivity as compared to unrestrained eaters, they may be more likely to initiate fat talk when experiencing negative affect. As such, an experimental study investigated whether restrained eaters reported an increase in fat talk likelihood as compared to unrestrained eaters when experiencing sadness as well as when experiencing neutral mood. Female undergraduate students were randomly assigned to either a sadness or neutral condition and then completed measures of fat talk likelihood and mood. Results indicated that restrained eaters reported an increased anticipated likelihood of fat talk across mood states as compared to unrestrained eaters, $F(1,142) = 5.23, p = .02, \eta^2 = .04$. This finding points to a need for targeted interventions for restrained eaters. Implications for prevention of fat talk as well as limitations and directions for future research are discussed.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#35 44150 INTOLERANCE OF UNCERTAINTY AND NEGATIVE INTERPRETATIONS
OF AMBIGUOUS SOCIAL INFORMATION DIFFERENTIALLY IMPACT SOCIAL
ANXIETY SEVERITY**

Flavia Spiroiu, Lakehead University; Amanda Maranzan, Lakehead University

Rationale: The study investigated the impact of intolerance of uncertainty (IU) and interpretations of ambiguous social information on social anxiety severity.

Methods: Undergraduate students ($N = 210$) were recruited to complete online and in-lab questionnaires. They were assigned to one of three groups based on severity levels associated with their scores on the Social Interaction Anxiety Scale (SIAS) and the Social Phobia Scale (SPS). Also completed were the Intolerance of Uncertainty Scale (IUS) and (for 66 in-lab participants) the Ambiguous Social Situations and Interpretation Questionnaire (ASSIQ).

Results: A one-way ANOVA indicated that the High and Moderate Severity groups scored higher on the IUS than the control group, while the High Severity group scored higher than the Moderate Severity group, $F(2,207) = 66.18, p < .001$. Results were similar in the subsample of 66 participants, $F(2,63) = 27.82, p < .001$. Two ANOVAs indicated that, irrespective of anxiety severity level, individuals with social anxiety ranked negative interpretations of ambiguous social situations as more likely to come to mind, $F(2, 63) = 15.55, p < .001$, and were more likely to believe those interpretations than controls, $F(2, 63) = 9.68, p < .001$.

Conclusions: IU had an additive and specific effect on social anxiety severity. The stable negative interpretations suggest that this bias is a core cognitive appraisal process in social anxiety that may be more inflexible than uncertainty intolerance.

Action: Cognitive behavior therapy for social anxiety could focus on enhancing uncertainty tolerance and fostering positive interpretation bias for ambiguous social situations.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#36 45382 EUDAIMONIC REWARD PROCESSING IN DEPRESSION - NOVEL
INSIGHT INTO ANHEDONIA***Maggie Stein*, University of Toronto Scarborough ; *Le-Anh Dinh-Williams*, University of Toronto Scarborough

Disruptions in the ability to experience positive emotions – termed anhedonia - when engaging in previously enjoyed activities is a key feature of a Major Depressive Episode (MDE; American Psychological Association, 2013). Research on anhedonia suggests that this feature of MDE may be mediated by aberrant neurobiological and behavioral responses to the “wanting” but not the “liking” of rewards (Pizzagalli et al., 2014). In other words, MDE participants compared to healthy controls tend to demonstrate difficulties being motivated by the pursuit (wanting) of a reward, such as money or food, but appear to similarly enjoy receiving it (liking). The issue is that “enjoyed activities” in the real-world are not limited to these hedonic rewards (winning money or food). As such, we have an incomplete model of how reward responses may be disrupted in depression when participants engage with more meaningful/eudaimonic rewards (e.g., helping others or contributing to a social issue important to them). To address these limitations, this study developed and tested a novel reward task, the Hedonic and Eudaimonic Incentive Delay Task (HEID), designed to measure subjective and behavioral wanting and liking responses in depressed and nondepressed participants while pursuing hedonic (money to win for self) and eudaimonic rewards (money to donate to a valued social issue). A total of 422 online participants completed measures of anhedonia and depression, as well as the HEID task. Our results suggest that eudaimonic, but not hedonic liking is disrupted in depression, with only decreased subjective and behavioral markers of eudaimonic liking being predictive of increased depression and anhedonia scores.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#37 44434 THE IMPACT OF PARENTAL LANGUAGE ON CHILD EMOTION
REGULATION***Anastasia Taskov*, University of Guelph

Emotion research has explored the concept of child emotion regulation throughout various different developmental perspectives. Past research indicates that parental language can have an impact on child emotional development through the positive and negative emotion words parents use when speaking directly to their children about emotion. This study explores parent gender differences when talking about emotion and uses structural equation modelling to investigate whether positive and negative emotion words have an impact on child emotion regulation through supportive and/or unsupportive parenting styles. A sample of 102 parents participated in focus groups, followed by the completion of a survey. Non-significant results were reported in terms of whether mothers use more emotion words than fathers in the focus groups. Further analysis found that the relation between positive and negative emotion words and child emotion regulation is not significantly mediated by supportive and/or unsupportive parenting styles. Implications and limitations are discussed.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

Poster Session "A" /
Présentation par
affichage

Clinical Psychology /
Psychologie clinique

#38 44844 THE INTERGENERATIONAL TRANSMISSION OF MATERNAL ADVERSE CHILDHOOD EXPERIENCES: ROLE OF CORTISOL EXPOSURE DURING PREGNANCY

Jenna Thomas, University of Calgary; Nicole Letourneau, University of Calgary; Tavis Campbell, University of Calgary; Gerald Giesbrecht, University of Calgary

Background/Rationale: The intergenerational transmission of adverse childhood experiences (ACEs) has been observed, however the prenatal biological pathways underlying these associations have yet to be elucidated. The overall objective of this research was to understand the role of the maternal hypothalamic-pituitary-adrenal (HPA) axis during pregnancy in transducing the effects of maternal ACEs to child developmental outcomes.

Methods: HPA axis function was assessed in 248 pregnant women via self-collected salivary cortisol samples collected in early (6-22 weeks) and late (27-37 weeks) pregnancy. Maternal ACEs and mental health were assessed via self-report measures. At 4 years, child behaviour problems were assessed via standardized maternal report.

Results: Maternal ACEs were associated with higher morning cortisol, $B = .008$, $p = .003$, and a flatter diurnal slope, $B = .002$, $p = .050$. Maternal ACEs moderated the association between prenatal cortisol exposure and child internalizing, $B = 3.6$, $p = .05$, and externalizing problems, $B = 4.1$, $p = .03$, such that the associations became significant when women reported 1 or more ACEs.

Conclusions: Maternal ACEs were associated with alterations in prenatal HPA axis function consistent with a pattern of cortisol hypersecretion. Furthermore, maternal ACEs potentiated the effect of prenatal cortisol exposure on child development to increase risk for internalizing and externalizing symptomatology at age 4.

Action/Impact: This research highlights the need to move towards integrative prenatal care that is trauma-informed and biopsychosocial in nature, to improve the identification and treatment of at-risk women and children to prevent the intergenerational transmission of ACEs.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

Poster Session "A" /
Présentation par
affichage

Clinical Psychology /
Psychologie clinique

#39 45272 BODY APPRECIATION MODERATES THE ASSOCIATION BETWEEN MALADAPTIVE ATTENTIONAL BIASES AND BODY DISSATISFACTION

Leah Tobin, University of Calgary; Amy Barron, University of Calgary; Christopher Sears, University of Calgary; Kristin von Ranson, University of Calgary

Attentional biases for weight-related information are thought to contribute to the development and maintenance of body dissatisfaction and eating disorders. We hypothesized that women with greater body appreciation may pay less attention to thin-ideal cues, making them less susceptible to maladaptive attentional biases for thin-related information. We used eye-gaze tracking to examine attention to fat- and thin-related words and images in 167 body-dissatisfied women. Body dissatisfaction was assessed via the Body Shape Questionnaire and body appreciation was assessed via the Body Appreciation Scale-2. Replicating past research, body dissatisfaction was positively associated with attentional biases for thin- and fat-related words and images: higher levels of body dissatisfaction were associated with greater attentional biases for all stimulus types. Body appreciation was found to moderate the association between body dissatisfaction and attentional biases for thin-related words, $\Delta R^2 = .03$, $F(1, 163) = 6.24$, $p = .014$. A follow-up Johnson-Neyman ROS test showed that at low levels of body appreciation, body dissatisfaction was positively associated with attention to thin-related words, whereas at high levels of body appreciation, body dissatisfaction and attention to thin-related words were inversely associated. These results suggest that body-dissatisfied women with high body appreciation avoid thin-related information. Interestingly, for thin-related images there was no evidence of moderation, suggesting the protective influence of body appreciation may not extend to pictorial stimuli. These findings suggest that body appreciation may be an effective target for prevention efforts aimed at reducing maladaptive attentional biases associated with body dissatisfaction.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#40 44391 RELATIONSHIPS BETWEEN MANIA, DEPRESSION AND POSITIVE
PSYCHOLOGY ATTRIBUTES***Emma Williamson*, Western University; *Nadia Maiolino*, Western University; *Nicholas Kuiper*, Western University

Prior research has indicated lower levels of positive psychology attributes in individuals with depression. In contrast, little work has thus far focused on potential links between positive psychology constructs and mania. As such, the present study provided an initial examination of possible relationships between several positive psychology attributes (e.g., resilience) and vulnerability markers and symptoms of mania. Self-report measures were completed by a university student sample (N = 181) to assess symptoms of mania, vulnerability to mania, depression, and the positive psychology constructs of hope, gratitude, resilience, savouring, and life satisfaction. Higher scores on both mania vulnerability and manic symptoms were associated with increased hope, whereas greater depression was associated with less hope. Resilience showed the same pattern, with higher levels being associated with greater mania vulnerability and manic symptoms; but with depression showing lower levels. Gratitude showed a different pattern, being negatively linked with both manic symptoms and depression, but unrelated to mania vulnerability. Finally, those with higher levels of mania vulnerability and depression showed less savouring, with savouring unrelated to manic symptoms. Possible explanations that may account for these pattern of findings were then advanced.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#41 44621 NARRATIVE IDENTITY IN LEARNING-DISABLED UNIVERSITY
STUDENTS AND ITS RELATION TO SELF-COMPASSION AND ACCEPTANCE.***David Willoughby*, University of Guelph; *MaryAnn Evans*, University of Guelph

University students with an LD represent a growing fraction of the student population. While past research has focused on cognitive aspects of living with an LD, less has focussed on social-emotional factors, how individuals reflect on their LD experiences, and the roles these may play in students' ability to regulate their learning. This study investigated the relations between self-compassion, self-acceptance of an LD, self-regulated learning, and narrative identity in 20 university students who self-identified with possessing an LD. All participants completed an online self-report questionnaire and a life story interview which was coded for themes of disability acceptance, agency, and meaning-making; and high, low, and turning point events. Academic events were most prominent in the narratives. Self-regulated learning was uncorrelated with any of the life story themes. However, self-compassion positively correlated with themes of disability acceptance and meaning making and self-acceptance of disability correlated negatively with agency themes.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#42 44953 PREDICTING PROBLEMATIC VIDEO GAMING: THE ROLES OF
PSYCHOLOGICAL IMMERSION, PERSONALITY AND GENDER.***Benjamin Woodside*, Department of Psychology, University of Prince Edward Island; *Jason Doiron*, Department of Psychology, University of Prince Edward Island

Video gaming has become a popular activity for males and females of all ages. As the video game technology improves, video game engagement, also known as immersion, is becoming a topic of interest for many researchers. Previous research has provided evidence of a link between the desire for immersion and problematic video gaming (Lehenbauer-Baum et al., 2015, and Billieux et al., 2013). Other studies have found evidence that personality traits (Braun, Stopfer, Müller, Beutel, & Egloff, 2015, and Wittek et al., 2015) and psychosocial factors (Choo, Sim, Liau, Gentile, & Khoo, 2015, and Lemmens, Valkenburg, & Peter, 2011) are related to problematic gaming as well. Few studies have examined how personality variables, immersion, preferred game genres and other factors such as gender interact as correlates of video gaming behaviours. The focus of the current study was to examine the extent to which these variables predict problematic video gaming behaviour. Participants (n=239) were asked to complete an online survey and results were analyzed using multiple linear regression. The overall fit of the model was significant. Immersion proved to be the strongest statistically significant predictor of problematic gaming scores within this sample, while gender and a personality trait, agreeableness, were also significantly related to problematic gaming as well. These results are supported by previous research findings within the field and have the potential to shape further research that might help to better understand how these variables interact in clinical and other real-world contexts.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#43 45151 ADHERENCE TO EVIDENCE-BASED PRACTICES FOR DIAGNOSIS OF
AUTISM SPECTRUM DISORDER: A SURVEY OF CANADIAN CLINICIANS***Amber Yaholkoski, University of Manitoba; Janine Montgomery, University of Manitoba; Brenda Stoesz, University of Manitoba*

Timely assessment for Autism Spectrum Disorder (ASD) is essential to provide a comprehensive understanding of child functioning, advise diagnosis, and inform individualized treatment. Early diagnosis is ideal, yet many children are not identified with ASD until they reach school age. Evidence-based and 'best practice' guidelines for ASD diagnosis have been developed; however, results from studies conducted outside Canada suggest disparities between practice guidelines and clinical procedures. To date, research about ASD diagnostic practices for school-aged children in Canada has not been published. To address this gap, this study compared clinicians' reports of assessment practices to evidence-based and best practice guidelines. 86 clinicians (i.e., clinical and school psychologists, and pediatricians) participated in a web-based survey. Descriptive statistics were reported, and reports between regions in Canada and between professional groups were compared using chi-square, and Kruskal-Wallis and Mann-Whitney tests. Findings suggested a disparity between reported practices and practice guidelines. Specifically, only one-third of participants reported that they always consult with other professionals during the assessment process, and less than half of participants reported that they always use information from physical examinations and observations. Overall, 28 percent of participants did not adhere to practices outlined by best practice guidelines. The information obtained from this study may inform training opportunities and the development of additional practice guidelines targeted for ASD assessment and diagnosis for school-age children. This research also highlights funding and policy changes required to alleviate challenges in the diagnostic process for timely identification and intervention.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Sport and Exercise
Psychology / Psychologie du
sport et de l'exercice**#44 45101 BALANCE: SERIOUSLY INJURED ATHLETES' PERCEPTIONS OF
SPORT PSYCHOLOGICAL WELL-BEING***Peter Crocker, The University of British Columbia; Lisa Trainor, The University of British Columbia; Andrea Bundon, The University of British Columbia*

Sport injury is a stressful event because it poses threats to athletes' physical, emotional, and social well-being (Heil, 1993), which manifests cognitively, emotionally, and behaviourally (Brewer, 2007). In contrast, there is also much to be gained from the sport injury experience (Tracey, 2003). PWB is defined as "living well or actualizing one's true potentials" (Deci & Ryan, 2001, p.2). Minimal research has explored sport specific PWB. Context is important as one's judgement of their current well-being is related to significant contextual domains in their life (Diener et al., 2003). Currently little is known about which factors constitute sport PWB (Lundqvist, 2011). Thus, the objective of this study was to qualitatively explore athletes who had a current serious injury (out of sport for 21+ days) and their perceptions and experiences of sport PWB. Specifically, what makes up sport PWB and injury's role in sport PWB. Data was collected through one semi-structured interview with a sample of 12 currently seriously injured women varsity athletes. Interviews focused on athlete-generated descriptions of PWB, and sport injury's impact on experiences of sport PWB. Data was analyzed thematically, following Clarke and Braun's (2016) guidelines for thematic analysis. Four themes were identified: sport PWB as *congruence and balance* in life domains (e.g. sport, school, family); sport PWB as *purpose and meaning* (e.g. sport goals align with values); sport PWB as a *supportive environment* (e.g. environment meets needs and supportive relationships); and sport PWB as *continued growth* (e.g. sport injury is a disruption but opportunity for PWB growth).

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Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Sport and Exercise
Psychology / Psychologie du
sport et de l'exercice**#45 45426 MINDFULNESS AND PHYSICAL ACTIVITY***Jenna Downey, St. Francis Xavier Univeristy / Univeristy of New Brunswick ; Laura Seigny, St. Francis Xavier Univeirsty ; Margo Watt, St. Francis Xavier Unvieristy / Dalhousie Univeristy*

Physical activity (PA) is good for both our physical (e.g., reduced risk of chronic diseases, increased endurance, muscular strength, and flexibility) and psychological health (e.g., reduced risk for depression, anxiety, substance abuse, as well as increased self-efficacy, life satisfaction, and happiness) (ACSM, 2014; Kim et al., 2012; Stathopoulou et al., 2006). Mindfulness (MF), whether conceptualized as meditative (Eastern) or socio-cognitive (Western) also facilitates well-being via attending to and not judging experiences in the present moment. Research shows that enhancing MF can positively impact participation in, and performance of, physical activity (PA) (Brown & Ryan, 2004). Being mindful of one's physical activity levels has been shown to enhance health related outcomes of PA without increasing PA (Crum & Langer, 2007). Present study explored relations between PA and MF and whether PA played a role in people's personal definitions of MF. Measures included: Five Factor Mindfulness Questionnaire-15 (FFMQ-15; Baer et al., 2006), Mindful Attention Awareness Scale (MAAS; Carlson & Brown, 2005), and Physical Activity Measure. Preliminary results on 216 community-based and undergraduate participants (74% female; 91% Caucasian/Euro-Canadian); Mage = 32.61 (14.00); Range 18-77 years; 50% b/w 18 and 27 years; 15% above 50 years) indicate a significant positive correlation between personal definitions of MF and MAAS scores ($r=.375, p=.000$). Personal definitions will be further analyzed using NVivo 12 (2018) text analysis software to better assess role of PA in MF and whether people's lay theories of MF lean more meditative or socio-cognitive.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Sport and Exercise
Psychology / Psychologie du
sport et de l'exercice**#46 45935 EXAMINING THE UNDERLYING FACTOR STRUCTURE OF THE EXERCISE
MOTIVATIONS INVENTORY-2: CONSIDERATION OF A THREE-FACTOR MODEL***Brooke Dudley, University of British Columbia - Okanagan; Ali Caldwell, University of British Columbia - Okanagan; Stefanie Ciszewski, University of British Columbia - Okanagan; Carmela White, University of British Columbia - Okanagan ; Lesley Lutes, University of British Columbia - Okanagan*

The Exercise Motivations Inventory-2 (EMI-2) was developed to examine how different motivations for exercise affect long-term adherence to exercise. The EMI-2 consists of 51 items that yield 14 subscales, composed of three to four items each. Due to the large number of subscales, it is likely that there are underlying factors that account for these multiple subscales. Thus, the purpose of this study was to examine the structure of the EMI-2 and determine if the facets of this measure can be reduced to a fewer number of factors. Participants were undergraduate students ($N = 91$; Mean age = 20.74[± 3.93]), primarily consisting of females (63.7%) and Caucasians (53.8%), who completed the EMI-2. Exploratory factor analysis (EFA) was used to examine the factor structure of the 14 subscales. After one problematic subscale was removed, the determinant of the R -matrix (.002) indicated that there were no problems of multicollinearity. The KMO measure of sampling adequacy (KMO = .768) and Bartlett's test of sphericity, $\chi^2(78) = 510.73, p < .001$, suggested that the data was appropriate for an EFA. A 3-factor structure was selected (eigenvalues > 1.0), and any item with a factor score $> .40$ was considered to load on that factor. Subscales related to intrinsic motivations loaded primarily on Factor 1, with the second factor representing extrinsic motivations, and the third factor relating to body/weight motivations. Thus, 13 subscales of the EMI-2 may be better represented by 3 overarching indices, which creates a more parsimonious way of examining exercise motivations.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Sport and Exercise
Psychology / Psychologie du
sport et de l'exercice**#47 45507 MENTAL HEALTH PROFILE OF ST. FRANCIS XAVIER UNIVERSITY
VARSITY ATHLETES***Alley Goodreau*, St. Francis Xavier University; *Laura Sevigny*, St. Francis Xavier University ; *Chris DeWolfe*, Dalhousie University; *Margo Watt*, St. Francis Xavier University, Dalhousie University

University students, including varsity athletes, typically fall within the high-risk age range for mental health problems (18-to-24 years) (CAMH, 2012). Despite the mental health benefits of regular exercise (Scully et al. 1998; Sharma et al. 2006), varsity athletes face unique stressors such as balancing academic and athletic demands, risk of injury (including concussions), and pressure to perform. Little research has examined the mental health of varsity athletes, especially in Canada. The present study is a follow-up to Sevigny and Watt (2017) who found that varsity athletes (vs. non-athletes) had significantly lower levels of anxiety sensitivity (AS: a known risk factor for mental health problems); over 50% reported harmful alcohol consumption; 33% reported past year panic attack; and about 20% revealed significantly elevated levels of generalized and social anxiety. Most athletes (62%) reported at least one concussion in their lifetime. The present study includes 229 (124 men, 105 women) athletes recruited from 12 varsity teams at St. Francis Xavier University (60% overall response rate). Participants completed online measures of AS, alcohol use, mood and anxiety, concussion history, and personality. Preliminary results indicate AS levels significantly higher than previously found with this population (M=16.89, SD=14.06, Range 0-62) with almost 25% in the high-risk class as defined by Allan et al. (2014), and 74% reporting at least one sport-related concussion (SRC). Results from further analysis will be discussed in terms of implications for mental health and well-being of varsity athlete population.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Sport and Exercise
Psychology / Psychologie du
sport et de l'exercice**#48 45690 INVESTIGATING THE EXPERIENCES OF PHYSICALLY ACTIVE
WOMEN LIVING IN LARGE BODIES***Angela Lambert*, University of Calgary; *Shelly Russell-Mayhew*, University of Calgary

Weight stigma, the devaluation of individuals who are perceived to be overweight, is one of the most prominent types of stigma in modern society. The belief that weight stigma motivates individuals to lose weight, and thus prevents the negative health outcomes associated with obesity, is a common defense of weight stigma. In contrast, research finds that weight stigma has significant consequences, including that it acts as a burden on the health and wellbeing of individuals who live in large bodies and is an obstacle to obesity interventions and prevention.

The benefits of physical activity for individuals of all sizes are well established. A person's identity can have a strong influence on a person's physical activity behaviours. Unsurprisingly, a physical activity identity is one of the best predictors of physical activity behaviours. Individuals with a large body identity may avoid or engage in less physical activity due to stereotypes associated with large bodies. Women who maintain both a physical activity identity and a large body identity must navigate the apparent conflict between these two identities.

In this study we interviewed six adult women who identify as both physically active and as living in a large body about their lived experiences related to body size and physical activity. We extracted common themes using interpretative phenomenological analysis (IPA). One noticeable finding is the rejection of a *physical activity for weight loss* narrative in favour of a *physical activity for enjoyment and wellness* narrative. Results and implications are discussed.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Sport and Exercise
Psychology / Psychologie du
sport et de l'exercice**#49 45075 NON-ELITE ATHLETES' EXPERIENCES, APPRAISALS, AND COPING STRATEGIES WITH PERSISTENT SYMPTOMS FOLLOWING SPORT-RELATED CONCUSSION***Thalia Otamendi*, The University of British Columbia; Peter Crocker, The University of British Columbia; Noah Silverberg, The University of British Columbia

While the majority of athletes who sustain sport-related concussions (SRCs) experience symptom resolution within 10 to 14 days, it is not yet understood why approximately 15% endure persistent symptoms and delayed returned to sport. Non-elite athletes may be at a higher risk of prolonged recoveries, for example, due to their decreased access to specialized care. Given growing consensus that psychological factors can facilitate or complicate recovery, the purpose of this study was to explore how non-elite athletes experience, appraise and cope with persistent symptoms following SRC. A thematic analysis of semi-structured interviews with 12 non-elite athletes with complicated SRC recovery revealed that participants struggled with uncertainty about their prolonged symptoms, which caused confusion and frustration. This was perpetuated by what they perceived to be wrong or unhelpful advice from health care providers, motivating them to become their "own advocate(s)" throughout their experience. The participants' search for meaning of their prolonged recoveries included seeking information from a wide range of sources, focused on physical origins for their symptoms, and trivialized or disregarded potential psychological influences (e.g. anxiety over symptom triggers, identity loss, ambiguous recovery timeline). Most participants also referenced sport as a coping strategy for life stressors prior to the injury, and therefore experienced further negative consequences when symptoms limited them from exercising and socializing with teammates. Findings reveal the lived ambiguity of persistent symptoms following SRC and highlight the prominence of physical attributions and preference for medical treatments despite palpable psychological burden in the experiences of the participants.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Sport and Exercise
Psychology / Psychologie du
sport et de l'exercice**#50 44912 RELATIONSHIP BETWEEN BODY-RELATED SELF-CONSCIOUS EMOTIONS AND SPORT MOTIVATION AMONG ADOLESCENT FEMALES***Elizabeth Pritchard*, The University of British Columbia; Peter Crocker, The University of British Columbia; Catherine Sabiston, University of Toronto

Participation in sport provides many health benefits for adolescents (Côté & Fraser-Thomas, 2016). Unfortunately, female adolescents participate in organized sport significantly less than their male peers (Eime et al., 2016). During adolescence, appearance and social evaluations begin to hold a greater significance for females, which creates a vulnerable period for body image-related thoughts and emotions (Crocker et al., 2008; Sabiston et al., 2007). Within sport and exercise literature, body-related emotions have been primarily studied as social physique anxiety, but research has suggested that these emotions may also include body-related self-conscious emotions (BSCE; pride, shame, guilt, envy and embarrassment) (Sabiston et al., 2012; Sabiston et al., 2014). Additionally, researchers have found that BSCE are important in predicting the quality of motivation associated with physical activity behaviors, and that more autonomous forms of motivation lead to positive physical activity outcomes (Pelletier et al., 2013; Sabiston et al., 2012).

This presentation will report the findings of a study that examines the relationship between BSCE and sport motivation in an adolescent female sport population. A sample of females between the ages of 13 and 17 who are currently participating in organized sport will complete the Body and Appearance Self-Conscious Emotions Scale and the Body-related Self-Conscious Emotions Fitness Instrument to measure appearance and fitness related emotions. Participants will also complete the Sport Motivation Scale (version II). The results will be analyzed using multiple regression analyses. This research may inform future intervention strategies aimed at reducing negative BSCE in female sport and increasing positive sport motivation.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Sport and Exercise
Psychology / Psychologie du
sport et de l'exercice**#51 45856 EXERGAMING AND PSYCHOSOCIAL OUTCOMES IN CANCER
SURVIVORS: DO THE INTERVENTIONS TELL THE WHOLE STORY?***ESTHER SANTOS*, Brock University; Diane Mack, Brock University; Philip Wilson, Brock University

Exergaming (EG) is a video game with motion-sensor technology in which the players need to move their bodies to complete the video game sessions (Witherspoon, 2013). The physical and psychosocial health benefits attributed to EG have been widely demonstrated in cancer survivors (e.g., Alves et al., 2017). Yet it remains unclear if studies using EG in this population are reported in a manner consistent with recommended guidelines for intervention research (Slade et al., 2017). The purpose of this study was to use the Consensus on Exercise Reporting Template (CERT; Slade et al., 2017) to appraise current reporting practices in EG research focused on psychosocial outcomes in cancer survivors. Following a systematic search of five databases, studies published in English language journals (N = 6) met the multi-faceted inclusion criteria for this review. Heterogeneity in reporting practices differed markedly across CERT items within published studies. Details concerning the type of equipment used in the EG intervention were reported in all six studies yet most studies (83.3%) did not provide details concerning the frequency, duration, intensity, or scheduling of the intervention approach using EG. Overall, this study indicates that EG research focused on cancer survivorship is not being reported in the literature in a manner consistent with CERT guidelines (Slade et al., 2017). This deviation from recommended protocol (i.e., CERT) impacts knowledge mobilization, possible avenues for replication and extension research, and perhaps most importantly, broader applications of EG as a tool for psychosocial health promotion in oncology treatment programs.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Sport and Exercise
Psychology / Psychologie du
sport et de l'exercice**#52 46098 QUANTITATIVE ANALYSIS OF FRENCH-CANADIAN SPORT
PSYCHOLOGY EDUCATION: A PLEA FOR COMPREHENSIVE TRAINING PATHWAYS***Samantha Stewart*, University of New Brunswick; Pier-Éric Chamberland, Université du Québec à Trois-Rivières; Camille Côté, Université Laval; Jeff Landine, University of New Brunswick; José Domene, University of Calgary

Sport psychology practitioners come from two predominant branches: Kinesiology and Exercise Science (KES) programs, that focus on understanding and influencing psychological processes that lead to mental and motor performance, and Psychological Counselling (PC) programs that target the holistic development of athletes by acknowledging non-athlete problems (American Psychological Association Division 47, n.d.; Winter & Collins, 2016). Issues such as family-study-career conciliation, anxiety, depression, and emotional or sexual abuse, substantially affect both performance and well-being inside, outside, and beyond sports careers (Dean & Rowan, 2014; Ford, 2007; Nattiv, Puffer & Green, 1997; Wippert & Wippert, 2008). The necessity for practitioners from both branches to detect, intervene, and collaborate on each other's traditional targets of intervention, within their range of usual action and licensure requirements, calls for the evaluation of mandatory training pathways in Canada for students who wish to work in applied psychology. Following up on a study by Stewart, Domene, and Chamberland (2018) on English-speaking programs in Atlantic provinces, an online document analysis was conducted on graduate-level programs taught in French drawn from the Universities Canada Database (2018). Results of cross-tabulations, using Chi-Square tests of independence, showed that the overwhelming majority of sport psychology courses are taught within KES programs, most of which do not include mandatory standalone PC skills or mental health training. Save for a handful of programs, this emphasizes the lack of dedicated training pathways for PC students who wish to apply, with an athlete population, what they are trained for in the context of sport psychology.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “A” /
Présentation par
affichage**Sport and Exercise
Psychology / Psychologie du
sport et de l'exercice**#53 45000 MOTOR SKILLS AND PSYCHOSOCIAL ADJUSTMENT:
A CORRELATIONAL STUDY IN SCHOOL-AGED CHILDREN***Moriah Thorpe*, Greater Sudbury and District Health Unit; Line Tremblay, Laurentian University; Brahim Chebbi, Laurentian University; Céline Larivière, Laurentian University

Background/rationale: The aim of this study was to investigate the relationships between childrens' motor competence, psychosocial adjustment, peer victimization, physical activity participation and obesity. Using the Elaborated Environmental Stress Hypothesis as the framework, we hypothesized that multiple stressors influence children with poor motor competence and that the pathway from motor competence to psychosocial maladjustment is more complex than initially thought.

Methods: A sample of child-parent dyads (n = 51; children ages 7 to 10 years), were recruited from two educational institutions in Sudbury, Ontario. Child participants completed self-report measures on peer victimization, depression symptoms, loneliness and anxiety symptoms. Child participants also completed the Test of Gross Motor Development-3. Parent participants completed a sociodemographic questionnaire and a self-report questionnaire on their child's levels of participation in physical activity.

Results: For boys, Pearson product-moment correlations revealed that lower motor competence was significantly related to depressive symptoms, social phobia, separation anxiety symptoms, loneliness and peer victimization. For girls, lower motor competence was significantly related to separation anxiety symptoms and loneliness. No correlations were found between motor competence, weight status and physical activity.

Conclusion: These findings suggest that (1) boys are more psychosocially affected and victimized than girls when measured against motor competence and, (2) children are experiencing these issues as early as age 7, which is a time when children are starting to build social relationships.

Action/Impact: Although more research is required to strengthen these findings, it is recommended that all children, no matter their level of motor competence, learn motor-based skills early.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “A” /
Présentation par
affichage**Sport and Exercise
Psychology / Psychologie du
sport et de l'exercice**#54 44820 EXERCISE DEPENDENCE IN UNIVERSITY STUDENTS: A SUBTYPING
STUDY UTILIZING LATENT PROFILE ANALYSIS***Chantal Van Landeghem*, University of Manitoba; Lorna Jakobson, University of Manitoba; Matthew Keough, University of Manitoba

Exercise dependence (ED) is a maladaptive pattern of exercise that increases risk of physical/psychological harm. There is a need to identify whether individuals at-risk for ED are a heterogenous group, and if so, to identify risk factors associated with different subtypes. This study sought to determine whether subtypes of individuals at-risk for ED can be distinguished on their alexithymia profiles, self-reported depressive symptoms, and eating disorder symptomatology. Latent profile analysis revealed two classes of individuals at-risk for ED that could be distinguished on the aforementioned variables. One class reported an “imbalanced” alexithymia profile characterized by strong cognitive/weak affective traits, along with elevated eating disorder symptomatology and concomitant mood disturbance. The second class reported a relatively more “balanced” alexithymia profile, with lower eating disorder symptomatology and depressive symptoms. Between groups analyses demonstrated that the two classes differed with regard to aspects of both cognitive and affective empathy. In particular, consistent with previous work, the class characterized by an imbalanced alexithymia profile reported greater personal distress in response to others' suffering—a fact that may reflect impaired emotion regulation. This study is unique as it is the first of its kind to explore the complex dynamics between alexithymic traits, empathy, and ED. The results provide insights into underlying risk factors that may contribute to the development of ED, and may inform subsequent research, targeted treatment and intervention methods, and psychoeducation programs for use with athletes, parents, and coaches.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Sport and Exercise
Psychology / Psychologie du
sport et de l'exercice**#55 45714 RUNNERS AND INJURY: PSYCHOLOGICAL PREDICTORS OF
BEHAVIORAL INTENTIONS***Margo Watt*, St. Francis Xavier University; *Hayley Russell*, Gustavus Adolphus College; *Mary Westby*, Gustavus Adolphus College; *Ava Hanson*, Gustavus Adolphus College; *Jill Tracey*, Wilfred Laurier University; *Chris Lundstrom*, University of Minnesota; *Patrick Wilson*, Old Dominion University

Injury is a common experience for runners; yet, runners have a poor understanding of injury (Saragiotto et al., 2014). Moreover, runners tend to engage in ineffective care for running injuries (Russell et al., 2015). Purpose of the present study was to determine if psychological factors: general anxiety (trait), specific anxiety (anxiety sensitivity), motives for exercise, and attentional focus, would predict runners' behavioral intentions related to injury. Participants included 487 committed recreational runners (78% women; Mage = 37.51 years (10.95); Range = 18-73 years; 94% White/Caucasian) who were recruited through emails to community running groups. Participants responded to a series of psychological questionnaires and vignettes, which described common injury experiences in runners and asked participants to indicate how they would behave if they experienced those particular symptoms. Preliminary results indicate that most participants (72%) reported running for at least five years; over half (57%) had completed a marathon; 20% currently had a coach or trainer specifically for running. Most (90%) had experienced a running injury; 34% were currently injured (i.e., any pain or discomfort that has caused you to modify your running – run less, run slower, or take time off). Regression analyses will be conducted to determine which factors (demographic, psychological) best predict runners' behavioral intentions in response to vignettes. Results will be discussed in terms of implications for prevention and treatment of running injuries.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Teaching of Psychology /
Enseignement de la
psychologie**#56 46518 DEVELOPING A DIGITAL PORTFOLIO PLAN FOR PSYCHOLOGY
UNDERGRADUATE DEGREE PROGRAMS***LeeAnn Bartolini*, Dominican University of California

Digital or e-Portfolios are a relatively new way of presenting (and assessing) student achievement while engaged in a psychology degree program (Chaudhuri, T. & Cabau, B., 2017). The psychology department at Dominican University of California engaged in a planning process to develop and incorporate a required digital portfolio for all psychology students across the four years of academic study. The final plan will be presented along with recommended digital platforms and guidelines for implementing a digital portfolio in a psychology department.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Teaching of Psychology /
Enseignement de la
psychologie**#57 45968 AN INTERVENTION FOR ACADEMIC PROCRASTINATION IN FIRST
YEAR UNIVERSITY STUDENTS.***Lauren Ross*, Mount Saint Vincent University; *Elizabeth Bowering*, Mount Saint Vincent University; *Venus Bali*, Mount Saint Vincent University

Procrastination on academic tasks is exceedingly common in undergraduate students, with a high proportion describing themselves as consistent, problematic procrastinators. The negative impact of avoidance behavior is well documented: as students delay completing their academic work, they report increased stress and anxiety, as well as impaired learning and lower grades. In the current study, we first measured the academic procrastination behavior (i.e., frequency, type, and motivation) and self-regulatory ability of first year students ($n = 62$) using self-report questionnaires (i.e., PASS, APQ, MSLQ, and ASRS). Based on these data, we then developed an educational workshop in which students received feedback about *their own* procrastination tendencies as well as learned strategies to help mitigate procrastination while enhancing self-regulation for academic tasks. We predicted that participants would subsequently exhibit less academic procrastination, as measured by self-report questionnaires and completion of course online quizzes, compared to a control group who had attended a session about APA citation style. Measurement of the effectiveness of the workshop intervention is in progress. As first year students are especially likely to drop out of university, our findings may support the development of more effective retention strategies and personal counselling services for at-risk students.

09:45 - 10:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "A" /
Présentation par
affichage**Teaching of Psychology /
Enseignement de la
psychologie**#58 44983 WHAT ARE THE MOTIVATIONS, INTERESTS, AND CAREER PLANS OF
NEW PSYCHOLOGY MAJORS?***Christopher Sears*, University of Calgary; *Melissa Boyce*, University of Calgary; *Kathleen Hughes*, University of Calgary; *Susan Boon*, University of Calgary; *Vina Goghari*, University of Toronto

Psychology is one of the most popular undergraduate majors in North America, and many Psychology departments admit a large percentage of the new students entering their institution each year. Relative to students pursuing professional programs (e.g., nursing, engineering, architecture), the motivations, interests, and career plans of psychology majors have received little systematic study. Why do high school students choose psychology as a major, and what do they hope to achieve by pursuing a psychology degree? The purpose of our study was to investigate these and related questions to help departments better understand their new students. Participants (N = 161, 85% females) were new psychology majors who recently graduated from high school. They completed a 30-item online survey that included questions on demographics, areas of interest (neuroscience, clinical psychology, developmental psychology, etc.), motivations for choosing the psychology major, career plans, and their questions/concerns. We found that students chose the psychology major to learn about "mind and behavior", "mental health and disorders", and "how the brain works". Almost half of the sample indicated that they planned to pursue graduate studies in psychology (47.8%). Many students were considering careers in law (18.3%), social work (12.0%), education (14.5%), or medicine (31.6%). Students specifically identified abnormal psychology (21.3%), forensic psychology (16.7%), and clinical psychology (14.7%) as areas of special interest, and many aspired to a career in clinical (31.7%) or counselling psychology (25.9%). Our findings help recruiters, administrators, and faculty better understand the motivations and aspirations of new and prospective psychology majors.

09:45 - 13:00

Maritime Suite (Second Floor)

**Accreditation Site
Visitor Workshop**
Accreditation**49295 ACCREDITATION PANEL SITE VISITOR WORKSHOP /
ATELIER ACCREDITATION***Stewart Madon*, Canadian Psychological Association; *Ada Sinacore*, McGill University; *Deborah Dobson*

This workshop is intended for CPA members who are interested in serving as a site visitor for the CPA 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 include instruction on how to prepare for and conduct a site visit for the Panel, as well as practice in engaging in a mock site visit. All faculty and staff of professional psychology doctoral and internship training programmes are encouraged to become trained as site visitors. Please note that this workshop requires pre-registration.

10:00 - 10:15

Nova Scotia Ballroom B (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**

Educational and School
Psychology / Psychologie
éducationnelle et scolaire

46358 ECOLOGICAL CONTEXTS ARE IMPLICATED IN DIFFERENTIAL RESPONSE TO READING INTERVENTION: A MIXED METHOD PROGRAM EVALUATION

Linda Iwenofu, Ontario Institute for Studies in Education (OISE/UT)

Background: Variability in individuals' response to intervention can contribute to smaller intervention effects. Integration of quantitative and qualitative findings can be instrumental in elucidating broader contextual issues related to differential intervention efficacy and inform overall intervention utility. In order to assess ecological factors implicated in differential response to intervention, three studies were conducted that together comprised a comprehensive program evaluation of the Vocabulary Learning Project, a manualized reading intervention targeting the vocabulary and reading comprehension skills of academically at-risk language-minority and economically disadvantaged youth.

Methods: A sequential embedded quasi-experimental mixed methods research design consisting of three distinct yet interrelated phases was used. Across the three research phases, mixed analyses of variance, hierarchical linear regression and multi-case study analyses were conducted to assess intervention effects, factors predictive of outcome gains and contextual factors differentiating outcomes, respectively.

Results: Findings from the first two studies indicated that the intervention was differentially effective for youth who were highly motivated and had well-developed language comprehension skills at baseline. Findings from the third, integrative study resulted in the development of a comprehensive profile of individual and broader contextual factors (e.g., parental support, community engagement and cultural identification) associated with differential response to intervention.

Conclusions: Interrogation of the multiple contexts navigated by culturally and linguistically diverse youth is critical for maximizing intervention effects.

Impact: This study provides multiple insights about opportunities to be considered in optimally designing instructional interventions targeting marginalized youth populations in the Canadian context, and suggests an innovative methodological approach for evaluating such programs.

10:00 - 10:15

Sable C (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**

Developmental
Psychology / Psychologie du
développement

44103 SOCIAL ANXIETY SYMPTOMS AMONG YOUTH WITH CHRONIC HEALTH CONDITIONS: TRAJECTORIES AND RELATED FACTORS

Janette McDougall, Thames Valley Children's Centre

Background/rationale: A primary gap in the literature to date is the lack of research regarding social anxiety disorder among children and youth with chronic conditions. This study employed a biopsychosocial approach and explored three-year trajectories of social anxiety symptoms for youth with chronic health conditions and investigated multi-level factors influencing those trajectories.

Methods: Participants ($N=439$) were recruited from eight pediatric rehabilitation centres. The Social Anxiety Scale for Children-Revised measured social anxiety across four time points. Latent Class Growth Analysis revealed unique trajectories and logistic regression identified related factors.

Results: A three-class solution was supported: a "high and stable" group (17.1%), a "moderate and stable" group (44.4%), and a "low and stable" group (38.5%). Youth in both the "high and stable" and "moderate and stable" groups were less likely to have high support from classmates or close friends compared to the "low and stable" group. Moreover, both the "high and stable" and "moderate and stable" groups were less likely to have positive family functioning. Youth in the "high and stable" group were more likely to have greater cognitive symptoms and less likely to have higher levels of social participation compared to the "low and stable" group.

Conclusion: Youth with chronic conditions belonging to high and stable and moderate and stable social anxiety trajectories can be distinguished from those in a low and stable trajectory using personal, interpersonal, and environmental level variables.

Action/Impact: Health and other professionals should consider a biopsychosocial, comprehensive approach when supporting youth who experience social anxiety symptoms.

10:00 - 10:15

Acadia C (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Quantitative Methods /
Méthodes quantitatives**46411 MODEL-BASED MEASURES FOR DETECTING AND QUANTIFYING
RESPONSE BIAS***Robert Chalmers, University of Georgia*

An important research area in psychometrics is the identification and quantification of measurement bias. Measurement bias occurs when one or more items on a psychological test, survey, rating scale, and so on, demonstrate favoritism towards at least one group of individuals, resulting in composite test scores that will ultimately favour one group over another. However, while the identification of measurement bias has been studied using many statistical approaches, particularly under the topic of differential item functioning (DIF), obtaining optimal quantifications of measurement bias in the form of effect sizes has yet to be resolved in the literature. In this talk, I will discuss a set of model-based effect size measures for response bias that (a) boast optimal large-sample statistical properties in terms of efficiency and bias, (b) do not require ad-hoc assumptions after models have been fitted, (c) are applicable to any select item response model in current use, and (d) are capable of quantifying response bias in item bundles of any size.

10:00 - 10:30

Atlantic Suite (Second Floor)

**30-Minute Talk /
Présentation orale (30
minutes)**History and Philosophy
of Psychology / Histoire
et philosophie de la
psychologie**45848 DOES THE HISTORY OF PSYCHOLOGY STILL HAVE A FUTURE?
DON'T WORRY, BE HAPPY!***Henderikus Stam, University of Calgary*

Taking as my point of departure an argument begun by Kurt Danziger in his well-known 1994 article, I return to the question of the future of the history of psychology. Continuing anxieties about the disappearing history course among psychology's historians should be counterbalanced by considering the increased interest in psychology's past by historians of science. Although this may not assuage the fears that a historical understanding of the discipline will gradually disappear from inside psychology itself, it also means that other considerations will take precedence because historians of science will approach psychology with different questions and different interests than insiders of the discipline. It also begs the question that has been part of this discussion for some time: does the history of psychology have anything to offer the discipline of psychology? The conventional answer to this seems to be, "less and less." Science marches on and historical studies appear to matter less to a psychology that has increasingly turned to the neurosciences for its rhetorical legitimacy while the discipline has fractionated and grown. I will present a counterargument for history by drawing on feminist philosopher Sandra Harding's notion of strong objectivity. When considering the history of psychology, we know that an ahistorical understanding of human activities limits our capacity to understand ourselves. As such a psychology without history will always be a limited psychology.

10:00 - 11:00

Nova Scotia Ballroom A (Second Floor)

SymposiumHealth Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**45407 BUILDING AND EVALUATING EHEALTH PROGRAMS TO ADDRESS THE
NEEDS OF CHILDREN AND YOUTH WITH INSOMNIA***Penny Corkum, Dalhousie University; Shelly Weiss, Hospital for Sick Children*

Sleep problems are common in today's society, with upward of 30 percent of children and 40 percent of adolescents receiving insufficient sleep. Insomnia, defined as having frequent and chronic difficulties falling asleep, staying asleep, and early morning awakenings is the most common sleep disorder in youth. Insomnia can result in reduced daytime functioning, including poorer cognitive, emotional, social, and behavioural functioning. Behavioural treatments are highly effective in treating insomnia with over 80 percent of youth benefitting from these interventions. Behavioural interventions should be delivered in a step-by-step approach, starting with improving sleep knowledge, then implementing healthy sleep practices, and lastly using specific behavioural interventions. Despite the high-level effectiveness of these interventions, less than 15 percent of youth with insomnia receive evidence-based interventions. The primary barriers to access include: 1) lack of knowledge about the importance of addressing these sleep problems, 2) lack of training for healthcare providers, and 3) lack of resources to use in treating insomnia. This symposium will describe some of the research being conducted within Dr. Corkum's research lab that is aimed to address these barriers so that youth can receive appropriate treatments for insomnia and thus improving not only their sleep but also improving their daytime functioning.

10:00 - 11:00

Nova Scotia Ballroom A (Second Floor)

Symposium

Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement

#1 46241 TRANSDIAGNOSTIC SLEEP INTERVENTION FOR CHILDREN WITH NDDS

Nicole Ali, Dalhousie University; *Gabrielle Rigney*, Central Queensland University, Australia; *Kim Tan-MacNeill*, Dalhousie University; *Shelly Weiss*, University of Toronto; *Penny Corkum*, Dalhousie University

Rationale: Upwards of 90% of children with neurodevelopmental disorders (NDDs) experience difficulties with sleep, especially insomnia. While there are clear guidelines for behavioural approaches to treating insomnia in typically developing (TD) children, less is known about effective behavioural treatments for children with NDDs.

Methods: To determine how to best treat insomnia in children with NDDs, we conducted four studies: a systematic review of existing literature, a Delphi study with expert researcher-clinicians, focus groups with knowledge users (i.e., mental health professionals and parents), and a usability study.

Results: We found that past research suggests, and experts in the area believe, insomnia treatment for children with NDDs can be done in much the same way as for TD children with some modifications. The core treatment should include psychoeducation, healthy sleep habits, and behavioural approaches. While there are some diagnostic-specific recommendations, many of the modifications are symptom or characteristic specific rather than specific to one NDD. Parents participating in the usability study supported the idea that a transdiagnostic intervention is feasible and potentially effective.

Conclusions: These findings suggest that existing behaviorally-based treatments targeting insomnia in TD children can be modified for use with children with NDD. Because most of the specific modifications target symptoms/characteristics rather than a specific NDD diagnosis, insomnia treatment for children with NDDs can be transdiagnostic.

Action: Our eHealth program Better Nights, Better Days, which is behaviorally-based and caregiver implemented, has been modified based on findings from these studies to develop BNBD-NDD. BNBD-NDD is currently undergoing randomized control trial testing.

#2 46243 DEVELOPMENT OF AN EHEALTH SLEEP INTERVENTION FOR YOUTH

Michelle Tougas, Dalhousie University; *Josh Mugford*, Mount Saint Vincent University; *Gabrielle Rigney*, Central Queensland University, Australia; *Penny Corkum*, Dalhousie University

Background: Adolescence is a time of change that includes increasing pressures of psychosocial factors and biological changes. Despite recommendations that adolescents need between 8 and 10 hours of sleep each night to achieve optimal functioning, research has identified that these needs are rarely met. Poor sleep has been linked to negative effects on daytime functioning, including psychological, academic, social, and physical effects.

Methods: Better Nights, Better Days – Youth (BNBD-Youth) is an online intervention based on existing research evidence developed for adolescents 14-18 years old experiencing symptoms of insomnia. The aim of the program is to educate adolescents on healthy sleep practices in an attempt to improve sleep behaviours to influence sleep outcomes. To inform program development, focus groups were held with adolescents and stakeholders to gather opinions and preferences from these populations regarding content, barriers to use, and desired features. Next, the intervention will be tested by youth for its usability and preliminary efficacy.

Results: This talk will discuss the development of BNBD-Youth, highlighting the qualitative findings from the focus groups and how these influenced the program content and features. Preliminary findings from usability and pilot testing will be presented.

Conclusions: Development of BNBD-Youth has followed a participatory design involving adolescents and stakeholders at every stage, with the aim of bridging the gap between providing evidence-based research and incorporating user preferences.

Impact: This research will inform future care pathways for youth with symptoms of insomnia, and ultimately develop an accessible online sleep intervention for managing their sleep problems.

10:00 - 11:00

Nova Scotia Ballroom A (Second Floor)

Symposium

Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement

#3 46246 THE ABCS OF SLEEPING TOOL: IMPROVING ACCESS TO CARE FOR BEHAVIOURALLY-BASED SLEEP PROBLEMS

Melissa Howlett, Dalhousie University; Ana Jemcov, Dalhousie University; Amanda Adams, Dalhousie University; Penny Corkum, Dalhousie University

Background: Behaviourally-based sleep problems are common among children; however, access to evidence-based treatment is limited. The ABCs of SLEEPING tool was developed to facilitate assessment of children's sleep and provide evidence-based recommendations. The title serves as a mnemonic device that captures constructs conceptualized within the pediatric sleep literature as foundational to healthy sleep: **A**ge-appropriate **B**edtimes and wake-times with **C**onsistency, **S**chedules and routines, **L**ocation, **E**xercise and diet, no **E**lectronics in bedroom or before bed, **P**ositivity, **I**ndependence, and **N**eeds met, equal **G**reat sleep. The tool includes an online questionnaire for parents, followed by electronic feedback highlighting problem areas within the mnemonic, and associated recommendation handouts. The objective of this study was to assess the usability of the ABCs of SLEEPING tool for use with healthcare providers and parents of children with sleep concerns.

Methods: Participants included 22 parents and 7 healthcare providers. Parents completed the online questionnaire, received electronic feedback, and completed a usability questionnaire. Healthcare providers reviewed all components of the tool prior to providing feedback.

Results: Parents and healthcare providers reported the ABCs of SLEEPING tool to be highly usable, desirable, accessible, and credible, while many noted that prioritizing and further customizing recommendations could enhance the usefulness and value of the tool.

Conclusions & Impact: Participant feedback will be incorporated into a modified version. The ABCs of SLEEPING tool has the potential to address the need for a comprehensive, accessible, and evidence-based resource to support families and non-sleep specialists in assessing and treating pediatric behaviourally-based sleep problems.

10:00 - 11:00

Halifax Ballroom C (Second Floor)

**Section Featured
Speaker Address /
Allocation principale de
la section**

Traumatic Stress / Stress
traumatique

SECTION PROGRAM / PROGRAMME DE LA SECTION**45547 NAVIGATING THE INTERSECTION OF TRAUMATIC STRESS, FEAR, AND PAIN**

Gordon Asmundson, University of Regina

From whence we came and where we are headed

It is now well established that various anxiety-related disorders, posttraumatic stress disorder in particular, and chronic pain frequently co-occur. Co-occurrence of clinically significant pain (i.e., chronic pain, pain-related anxiety, kinesiophobia) is often unrecognized and untreated in PTSD treatment settings; yet, when unaddressed, comorbid pain-related concerns can complicate treatment, reduce treatment effectiveness, and exacerbate functional limitations and suffering for patients with PTSD. For over two decades our empirical and theoretical work has been focused on better understanding the intersection the anxiety-related disorders (with a primary focus on posttraumatic stress), fear, and pain so that the most effective, efficient, and accessible evidence-based treatments can be made available to those who have comorbid presentations of PTSD and chronic pain. This talk will provide a broad overview of our initial foray into this line of investigation, our general findings, relevant heuristic models and associated mechanisms posited to account for co-occurrence, as well as an update on our current empirical foci and findings.

10:00 - 11:00

Symposium

International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle

46209 ACCULTURATION/ENCULTURATION PROCESSES, LANGUAGE AND BEHAVIOURAL ADAPTATION TO CULTURAL AFFILIATIONS AMONG FIRST AND SECOND GENERATION CANADIANS.

Jennifer Taing, Laval University

Through the process of acculturation and enculturation in both mainstream and heritage cultures, Immigrants and 2nd generation Canadians experience changes in their identities, languages, behaviours, etc. In this symposium, several speakers address how one can adapt to their cultural contexts by changing one's behaviour, such as modes of dress or the language used; this may also affect one's contextualized cultural affiliation. Taing and Yampolsky examined the relationship between heritage language skills and multicultural identity configurations; they found that heritage language skills positively predict integration and exclusive identification with one's heritage, where greater sense of belonging to one's heritage culture significantly mediated these relationships. Goh and Safdar's investigation of clothing preference, acculturation strategies and ethnic identity showed that immigrants are more likely to wear ethnic clothing around members from the heritage cultural group; otherwise, immigrants wear Canadian clothing for practicality and to match social norms. Medvetskaya and colleagues investigated the combined influence of general cultural orientations with the shifting contexts of daily cultural experiences on moment-to-moment cultural affiliation. Their findings show that heritage and mainstream cultural orientations interacted with episode-specific characteristics to predict subjective momentary cultural affiliation with the hybrid cultural group. Quan and Costigan's examination of the link between acculturation and enculturation processes in sibling relationships demonstrated that siblings influence one another's cultural profiles. These presentations provide a deeper understanding of the role of cultural orientations, language and clothing choices on adaptation and cultural identification.

#1 46214 CULTURAL IDENTITIES, HERITAGE LANGUAGE AND SENSE OF BELONGING AMONG SECOND GENERATION ADULTS IN NORTH AMERICA.

Jennifer Taing, Laval University; Maya Yampolsky, Laval University

In North America, fluency in mainstream languages (e.g., English and French) is necessary to function in institutional environments and public spaces (Immigration, Diversité et Inclusion Québec, 2013; Lee, 2002). As a result, 2nd-generation individuals tend to have better skills in their mainstream language than their heritage language (HL), unlike the 1st-generation (Boutakidis et al., 2011). Previous studies have established the link between HL skills, sense of belonging and cultural identity (e.g., Phinney et al., 2001), but they focused solely on heritage cultural identity. This study aims to examine the relationship between HL skills and multicultural identity configurations, with one's sense of belonging as a mediator. The cognitive-developmental model of social identity integration (CDSMII; Amiot et al., 2007) was used to examine three identity configurations: having one predominant and exclusive identity (categorization), keeping one's identities separate from each other and context-bound (compartmentalization), and cohesively connecting several identities within the self (integration). A quantitative study using a correlational design and online questionnaires was conducted (N=131 2nd-generation Canadians and Americans adults). Preliminary results from regression and bootstrap analyses show that HL skills positively predict integration and categorization (heritage). These relationships were significantly mediated by greater sense of belonging to one's heritage culture. These findings highlight how foundational HL maintenance is for promoting stronger connections with members of the heritage cultural group and greater internalization of the heritage culture identity within the self-concept.

10:00 - 11:00

Sable A (Ground Floor)

Symposium

International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle

#2 46215 CLOTHING, ETHNIC IDENTITY AND ACCULTURATION: THE SIGNIFICANCE OF IMMIGRANTS' CLOTHING CHOICES

Kimberley Goh, University of Guelph; Saba Safdar, University of Guelph

One of the most visible and universal ways that people express themselves is through their clothes. Clothing communicates information about an individual's personality, group membership, and even context of social situations. Research suggests that clothing is part of a dynamic social process, linked to ethnic identity, religious identity and self-esteem. However, psychological research examining immigrants' clothing choices remains scant. The present studies examine links between clothing preference, acculturation strategies and ethnic identity among immigrants. Study 1 explored meanings and symbolism of Canadian versus ethnic clothing for Chinese, Korean and Indian immigrants ($N=15$) through qualitative interviews. Participants described wearing ethnic clothing to express pride in and ties to heritage culture, while wearing Canadian clothing for practicality and to match social norms. Studies 2 and 3 surveyed Chinese, Indian and Anglo-Canadians. Study 2 ($N=324$) examined relations between ethnic identity and acculturation strategies. Additionally, study 3 ($N=196$) examined attitudes towards clothing in different contexts (formal versus casual, among peers of same or different ethnic background). Both immigrant groups reported being more likely to wear ethnic clothing when exclusively among members of the same ethnicity, but otherwise were more likely to wear Canadian clothing. Furthermore, Chinese participants with high ethnic identity were more inclined to wear formal ethnic clothing. Overall, our findings suggest that immigrants' clothing choices are influenced by the ethnic groups that they interact with. Furthermore, our results indicate that immigrants choose clothing as a dimension to manifest their values and represent their adaptation to their society of settlement.

#3 46219 MULTICULTURAL IDENTITY IN ACTION: DAILY SHIFTS IN CULTURAL SELF-IDENTIFICATION

Anna Medvetskaya, Université du Québec à Montréal; Marina Doucerain, Université du Québec à Montréal; Diana Moldoveanu, Concordia University; Andrew Ryder, Concordia University

The bidimensional acculturation framework recognizes the successful incorporation of elements of both heritage and mainstream cultures into one's repertoire of cultural identities as the most beneficial for the adaptation of migrants. However, the cultural complexity of contemporary societies and of one's background does not always fit in the mainstream-heritage dichotomy, sometimes giving rise to new hybrid identities. The activation of cultural identities depends on both situational demands and one's general personal stance, and results in subjective feeling of cultural affiliation in a given moment. However, whether the same interplay of contextual and personal factors holds true for the momentary activation of hybrid identity remains unknown. The potential effect of interactions between contextual cues and individual motives on triggering momentary feelings of cultural affiliation is also underexplored. This study examines the combined influence of general cultural orientations and the frequently shifting contexts of daily experience (specifically, language used during interactions) on momentary feelings of cultural affiliation with mainstream, heritage and hybrid cultural groups. A community sample of Russian-speaking immigrants ($n=109$, $M_{age}=37.78$), living in Montreal ($M_{years}=6.58$) completed the Cultural Day Reconstruction diary and a set of questionnaires on cultural identities and cultural orientations. Replicating previous findings, heritage and mainstream cultural orientations and contextual factors independently predicted subjective cultural affiliation with mainstream and heritage cultural groups during a given episode. The current results show that their interaction also predicted momentary cultural affiliation. Additionally, heritage and mainstream cultural orientations interacted with episode-specific characteristics to predict subjective momentary cultural affiliation with the hybrid cultural group.

10:00 - 11:00

SymposiumInternational and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle**#4 46393 A SIBLING TO TURN TO: AN EXPLORATION OF ACCULTURATION AND ENCULTURATION PROFILES OF IMMIGRANT SIBLINGS***Cindy Quan*, University of Victoria; Catherine Costigan, University of Victoria

Acculturation and enculturation processes and sibling relationship quality are important constructs for understanding the psychosocial wellbeing of immigrant adolescents. In this paper, I used a mixed-method approach to (a) understand how similar or different siblings' cultural orientations are (b) the role siblings may play in shaping one another's cultural orientation, and (c) how changes in cultural orientation are related to sibling relationship quality. Quantitative data were collected from 31 adolescents dyad at two timepoints, and qualitative data were collected from individual interviews with 16 young adults. Participants in both samples identified as having a Chinese cultural background and immigrated to Canada before the age of 14. The results of the qualitative interviews suggested that siblings often perceived themselves as culturally similar, although the quantitative data were not congruent with the view. There was evidence that siblings influence one another's cultural profiles. For example, in the quantitative data, higher Canadian cultural involvement by one sibling predicted decreases in the other sibling's involvement in that same domain 18 months later. These patterns were corroborated with themes derived through the interviews. The thematic analyses identified five factors that fostered cultural similarities and differences among immigrant siblings and the perceived effects of such. The findings suggested that there are few cultural conflicts among immigrant siblings. Instead, siblings are in a unique position to understand and support each other. This study provided preliminary insight into the cultural profiles of Chinese immigrant siblings and their role in supporting one another's adjustment in a Canadian metropolitan context.

10:00 - 11:00

Sable B (Ground Floor)

SymposiumCommunity Psychology /
Psychologie communautaire**44862 PSYCHOLOGY-CHILD WELFARE INITIATIVES TO IMPROVE THE EDUCATIONAL OUTCOMES OF CHILDREN AND YOUTH IN OUT-OF-HOME CARE***Elisa Romano*, University of Ottawa

Within Ontario, the most recent prevalence data from 2016 indicate that 7,730 children and youth were living in out-of-home care (Statistics Canada, 2016). Removing children and youth from the care of biological caregivers speaks to the serious safety and developmental risks that they experienced (e.g., abuse, neglect, exposure to parental substance use). Children and youth in out-of-home care often face challenges across multiple domains, including education (Romano et al., 2015). Improving educational outcomes for children and youth in out-of-home care would address one of their greatest needs, as well as one of their greatest risk factors for longer-term academic failure, school dropout, involvement in criminal activity, incarceration, dependency on welfare programs, and homelessness (Snow, 2009; Trout et al., 2008). This symposium focuses on three different academic-community initiatives undertaken in collaboration with Ontario child welfare to improve the educational outcomes of children and youth in out-of-home care. The symposium will not only showcase the initiatives and results but also highlight psychology's important role in establishing community-based partnerships for purposes of program development, implementation, and evaluation. The first paper presents findings on the effectiveness of three different academic interventions (tutoring, working memory training) on children's math and reading skills. The second paper presents findings on child welfare practitioners' responses to training developed to increase their use of annually-collected data to improve service planning around the educational needs of youth in their care. The third paper presents findings on the effectiveness of a literacy program (Bookworm Club) and paired-reading on children's reading ability.

10:00 - 11:00

Sable B (Ground Floor)

SymposiumCommunity Psychology /
Psychologie communautaire**#1 44881 IMPROVING MATH AND READING SKILLS FOR CHILDREN IN FOSTER CARE***AJ Hickey*, University of Ottawa; Robert Flynn, University of Ottawa

Background: Globally, it is well known that children in care are at risk of academic difficulty. Despite these difficulties, little research has been conducted to try to ameliorate the problem. The current research aimed to evaluate the effectiveness of three different academic interventions for children in care. Study 1 assessed the effectiveness of a one-to-one tutoring program on improving academic skills. Study 2 assessed whether a shorter version (15 weeks) of a different one-to-one tutoring program was as effective in improving academic skills as a longer version (25 weeks). Study 3 assessed whether working memory training could enhance working memory skills as well as math and reading skills for children in care.

Methods: Participants across all studies were between the ages of 5 and 16 (school grades 1-11) and were living in foster care. For all studies, academic skills were assessed with the Woodcock-Johnson III. For study 3, working memory skills were assessed via the Automated Working Memory Assessment. ANCOVA via multiple regression was used to analyze the pre-post data for all studies.

Results: The results of studies 1 and 2 indicate that the math and reading skills of children in care can be improved via one-to-one tutoring. The results of study 3 provide initial support that working memory skills can be improved via WMT, but these improvements do not spill over into improved academic skill.

Conclusions: The findings highlight the importance of providing children in care with effective academic supports in order to help them reach their full potential.

#2 IMPROVING CHILD WELFARE'S USE OF EDUCATION DATA AND RESEARCH TO INFORM SERVICE PLANNING FOR YOUTH 44896*Elisa Romano*, University of Ottawa; Connie Cheung, University of Toronto; Kelly Weegar, University of Ottawa; Lauren Stenason, University of Ottawa

Background. Many child welfare-involved children and youth experience significant educational difficulties. In 2000, the Ontario Looking After Children (OnLAC) project was initiated to improve developmental outcomes for children and youth in out-of-home care through annual assessments intended to inform plans of care. There remain challenges in applying OnLAC data to practice, such as uncertainty about how to interpret and incorporate OnLAC data into practice.

Methods. A recent academic and Ontario child welfare partnership led to the development, delivery, and preliminary evaluation of a training curriculum to child welfare stakeholders (i.e., caregivers, practitioners, supervisors) to enhance their use of OnLAC data for service planning related to young people's educational outcomes. This presentation will examine outcomes of the training delivered to child welfare practitioners across 3 Ontario agencies by reviewing (1) post-training evaluation data and (2) pre- to post-training attitudes toward evidence-informed practice.

Results. Current results for 21 practitioners (mean years of experience=24 years) suggest a positive learning experience, with many indicating the training enhanced their knowledge of the applied use of OnLAC data and reporting that they planned to apply OnLAC data to their service planning. Results also indicated that practitioners' openness toward evidence-informed practice changed significantly from pre- to post-training ($t = 3.76; p < .01$), suggesting that they were planning to apply this training to their future practice.

Conclusions and Impact. Findings have implications for future training efforts and other initiatives that aim to build capacity in child welfare around evidence-informed practice as well as data collection and interpretation.

10:00 - 11:00

SymposiumCommunity Psychology /
Psychologie communautaire**#3 HELPING CHILDREN RECEIVING OUT-OF-HOME CARE SUCCEED: PROMOTING FOSTER CAREGIVERS' CAPACITY TO SUPPORT LITERACY DEVELOPMENT 44911***Connie Cheung*, University of Toronto - Mississauga; *Kristen Lwin*, Practice and Research Together (PART); *Robert Flynn*, University of Ottawa

Background. School-related difficulties are commonly experienced by children receiving out-of-home care. To promote academic success, Ontario child welfare initiated the Bookworm Club in July 2012. This literacy program delivers developmentally appropriate literacy materials to children receiving out-of-home care, once a month for 6 months. To promote caregiver capacity to support literacy development in the home, a new paired-reading component was introduced in July 2018. This presentation will examine the effects of the Bookworm Club and paired-reading on children's reading ability.

Methods and Results. Participating families ($n=59$) were randomly assigned to one of four groups: Group 1 - Traditional Bookworm Club; Group 2 - Bookworm Club and paired reading; Group 3 - Paired reading only; and Group 4 - Child welfare services-as-usual. The Dynamic Indicators of Basic Early Literacy Skills was used to establish a baseline measure of children's reading skills ($n=79$). The Elementary Reading Attitude Survey measured children's motivation for reading. Caregivers in Groups 2 and 3 received paired-reading training through two online modules that were complemented by bi-weekly coaching sessions over a 6-month period. Implementation fidelity of paired-reading was monitored through bi-weekly checklists. Child outcome measures will be re-administered in January 2019 to examine the impact of paired-reading on children's reading ability. To gain insight into the perceived effectiveness of paired-reading, foster caregivers will be invited to participate in focus groups.

Conclusions and Impact. Findings have implications for foster family-level interventions that can help promote academic achievement in all children receiving out-of-home care.

10:00 - 11:00

Panel Session / Séance de discussionGeneral Psychology /
Psychologie générale

49298 BEST PRACTICES AND INNOVATIONS IN KNOWLEDGE MOBILIZATION

Christine Chambers, Dalhousie University ; *Lisa Lachance*, Dalhousie University; *Joanne Cummings*, PREVNet; *Paula Robeson*, Frayme's Director of Operations

Knowledge mobilization involves transferring knowledge to those who can put it into use, "bridging the gap" between research and practice. Knowledge mobilization involves connections between knowledge producers (researchers, scientists), knowledge users (e.g., health professionals, policy makers), and those who can benefit from that knowledge (e.g. patients, caregivers), as well as the engagement of various stakeholders and partners, including industry, government, not-for-profit organizations a. Since 2011, the Networks of Centres of Excellence provided funding via their Knowledge Mobilization initiative to support the development of a number of national knowledge mobilization networks in various areas.

This panel brings together representatives from four of these networks that span critical aspects of health and well-being. **FRAYME** connects mental health, health and social services working with youth and young adults to accelerate the integration and implementation of youth care in Canada and around the world. **PREVNet** aims to stop violence caused by bullying through education, research, training and policy change. **SKIP** aims to improve children's pain management by mobilizing evidence-based solutions through coordination and collaboration. **Wisdom2Action** supports the well-being of children, youth, families and community through evidence, evaluation and engagement. Panelists will speak to best practices and innovation in knowledge mobilization. A diversity of knowledge mobilization approaches and tools will be discussed, including accreditation and formal training; policy and political advocacy; patient, youth, caregiver and community engagement; and the use of technology and media. The panel presentations will be followed by a Q&A period.

10:00 - 11:00

Nova Scotia Ballroom C (Second Floor)

**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**

General Psychology /
Psychologie générale

**49301 PERFECTING, BELONGING, AND REPAIRING: A DYNAMIC-RELATIONAL
APPROACH TO PERFECTIONISM**

Paul Hewitt, University of British Columbia

In this talk, I will present some of the ideas and work that my colleagues and I have undertaken in an attempt to gain an understanding of perfectionism, a core vulnerability personality factor that underscores myriad psychological, physical, relational, and achievement problems. The research and clinical work arising from the work is heavily influenced by my psychodynamic-interpersonal perspective and, generally, includes 4 streams of inquiry. These include addressing what perfectionism is, what kinds of distress, dysfunction, and disorders perfectionism is associated with, how perfectionism develops and how it works in producing difficulties, and finally, the development, refinement, and evaluation of a dynamic-relational psychotherapeutic approach for treating perfectionistic behavior. I will discuss what we have learned in this process both in terms of perfectionism and in terms of attempting to understand a complex and multifarious personality vulnerability factor. Finally, I will conclude with briefly acknowledging and describing some of the gifted Canadian researchers across the country who have also been captivated with understanding perfectionism and added significantly to our understanding of the construct.

10:00 - 11:30

Acadia A (Ground Floor)

**Professional
Development
Workshop / Ateliers
de perfectionnement
professionnel**

Counselling Psychology /
Psychologie du counseling

**45299 MINDFULNESS-INTEGRATED CBT FOR WELL-BEING AND PERSONAL
GROWTH: FOUR STEPS TO ENHANCE INNER CALM AND RELATIONSHIPS.**

Alia Offman, North American Chapter of the Mindfulness Integrated CBT Institute; Andrea Grabovac, North American Chapter of the Mindfulness Integrated CBT Institute

Mindfulness-integrated Cognitive Behaviour Therapy is an evidence-based integration of traditional CBT and mindfulness meditation into a four-stage model that addresses a wide range of mental health concerns and helps prevent relapse. MiCBT, a “second-generation mindfulness-based intervention,” was developed between 2001 and 2003 based on the Co-emergence Model of Reinforcement (CMR), and subsequently piloted for over seven years in psychiatric contexts and community mental health settings. The CMR is a neurophenomenological integration of operant conditioning and information processing as described in Buddhist psychology. Symptom maintenance is conceptualized using the co-emergence model of reinforcement, that is, as the result of how mind and matter “co-emerge” to produce an experience. For example, “anxiety-related thoughts” co-emerge in the body with “anxiety-related sensations” that trigger a response that is maintained by lack of awareness that body sensations, rather than the stimulus, produces the response—we react to what we feel. Learned equanimity to these co-emerging thoughts and sensations forms the basis for new coping skills learned through the 4 stages of MiCBT. In this workshop, we will explore the co-emergence model and how the 4 stages of MiCBT are applied with clients to increase overall interpersonal and social well-being. In addition to providing a discussion on the underlying theoretical model and current research on the efficacy of MiCBT, attendees will be given the opportunity to learn and practice the Mindfulness-based Interoceptive Exposure Task, a desensitisation skill of MiCBT. We will discuss the advantages of case-conceptualising the reinforcement of mental health concerns through co-emerging thoughts and interoception.

10:00 - 11:30

Professional Development Workshop / Ateliers de perfectionnement professionnel

Psychologists in Hospitals and Health Centres / Psychologues en milieu hospitaliers et en centres de santé

45917 CREATING MENTORING OPPORTUNITIES FOR EARLY- AND MID-CAREER PSYCHOLOGISTS IN HOSPITALS AND HEALTH CARE SETTINGS.

Simone Kortstee, CHEO; Vicky Wolfe, IWK

Health care settings provide opportunities for inter-professional practice; to design, innovate, and evaluate programs; to implement research projects within clinical settings; and to provide leadership at various levels within these organizations. Because of the complexity of health care organizations, psychologists in these settings experience unique challenges. For these reasons, opportunities for mentorship within and across health care settings are valuable.

This workshop begins with a presentation about the current state of psychology practice in Canadian health care settings. Following this, participants will be paired with mentors for up to two half-hour mentoring sessions on the topics of their choice. Topics for mentoring will include but not be limited to the following:

- Leadership – program management
- Inter-professional practice and scope of practice
- Working to full scope of practice
- The scientist-practitioner model
- Conducting research in a clinical environment
- Implementing empirically validated interventions
- Managing increasing workloads in the context of budget constraints
- Program development and evaluation
- Clinical training and supervision

Those interested in receiving mentoring can contact workshop leaders via email (skortstee@cheo.on.ca) prior to the conference to identify their topics of interest. As well, psychologists working in health centres can volunteer to serve as mentors in their areas of expertise and experience. Workshop leaders will work to match mentors with mentees, and notify pairings in advance. Where possible, we will set up Skype opportunities for consultation with mentors who are not able to attend the conference.

10:00 - 11:30

Annapolis (Ground Floor)

Professional Development Workshop / Ateliers de perfectionnement professionnel

Sexual Orientation and Gender Identity / Orientation sexuelle et identité sexuelle

45981 FROM GATEKEEPING TO INFORMED CONSENT: MODELS OF CARE IN TRANSGENDER HEALTH



Françoise Susset, The Institute for Sexual Minority Health

For almost a century, clinicians have functioned as “gatekeepers” (Schulz, 2018) for trans individuals seeking transition related services. The current version of the WPATH Standards of Care states unequivocally that “Being transsexual, transgender, or gender nonconforming is a matter of diversity, not pathology” (Coleman et al., 2011, p.4). The World Health Organization (2018) removed gender incongruence from its list of mental disorders in the latest version of the ICD-11 released in June 2018.

Gender diversity is no longer considered a psychopathology and clinicians are challenged to position themselves in this relatively new paradigm. Charged with the task of assessing readiness for hormone therapy or surgery, many struggle with balancing their clients’ claim to self-determination with their sense of responsibility for providing letters of support for medical treatments that are largely irreversible. This tension is especially present in cases where a more complex mental health or psychosocial picture emerges.

This workshop presents an Informed consent approach in the context of requests by trans and gender diverse clients for letters of support for gender affirming medical interventions. In this perspective, the clinical assessment allows us to identify and address the potential challenges a client may face throughout the transition process and beyond. It allows us to work collaboratively with our clients, helping to remove obstacles that may be standing in the way of their goals. Ultimately, this approach allows clinicians to feel confident in their support of their clients’ transition goals and their right to self-determination.

10:15 - 10:30

Nova Scotia Ballroom B (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Educational and School
Psychology / Psychologie
éducative et scolaire**44807 EYE-TRACKING PRE-SERVICE TEACHERS' SIGHT WORD EFFICIENCY
READING SKILLS***Maria Cutumisu, University of Alberta; Krystle-Lee Turgeon, University of Alberta*

Background/rationale: Word reading fluency is an important foundational skill for succeeding academically (Toste et al., 2017) and for fully participating in society. The Test of Word Reading Efficiency – Second Edition (TOWRE-2) is a widely used test standardized that measures word reading fluency.

Methods: Pre-service teachers (n=112) from a research-intensive Canadian university took the TOWRE-2 Sight Word Efficiency (SWE) subtest adapted for the computer, which also measured participants' eye movements using an eye tracker, enabling precise column-level individual measures of reading speed.

Results: The gaze time on word columns measured by the eye tracker inversely and differentially predicted SWE, confirming results of behavioural methods showing that faster readers achieved a higher reading performance. The time participants took to read the second column of the test was predictive of SWE, with the time to read the third column being the strongest predictor of SWE.

Conclusions: This study constitutes the first attempt at decomposing a standardized word-reading test by measuring eye movements, showing how the time spent reading each word column was allocated and which columns were more difficult to read.

Action/Impact: The study implies that psychophysiological methodology provides a deeper insight into reading processes: eye tracking, significantly predicted the results of a standardized behavioural subtest of reading. It suggests that the testing time for pre-service teachers can be reduced, while preserving test results, as reading proficiency was identified more precisely and in less time. This may lead to alternative, faster modalities of gauging the reading skills of pre-service teachers.

10:15 - 10:30

Sable C (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Developmental
Psychology / Psychologie du
développement**46040 BUILDING BLOCKS OF READING COMPREHENSION: THE IMPORTANCE
OF SYNTACTIC AWARENESS.***Elizabeth MacKay, Dalhousie University; Hélène Deacon, Dalhousie University*

Reading comprehension, defined as the understanding of written texts, is among the most important skills children learn in elementary school. It acts as the groundwork for successful learning across the school years and supports engagement in society. Because of this, understanding the factors that enable text comprehension is imperative. Thus, we investigated the role of a theoretically important, but empirically underrepresented, skill in reading comprehension: syntactic awareness, or the awareness of sentence structure. We administered measures of reading comprehension and syntactic awareness to children in grades 3 to 5 and controlled for word reading, phonological awareness, nonverbal intelligence, vocabulary, and sentence comprehension. Using partial correlation analyses, we found that syntactic awareness was related to reading comprehension in third, fourth, and fifth grade children beyond our controls, providing preliminary evidence that syntactic awareness is uniquely important for reading comprehension. Hierarchical linear regressions will be completed. These results provide empirical support to reading theories that specify a role of syntactic awareness in reading comprehension. Further, at the practical level, understanding the factors that support reading comprehension has educational implications. For example, identifying the direct importance of syntactic awareness to reading comprehension would highlight the need to teach children to parse sentences to determine text meaning, a practice that would look thoroughly different than teaching children to use sentences to decode challenging words. These new, empirically supported techniques have the potential to improve literacy outcomes at a critical stage of reading development; that is, learning to read to reading to learn.

10:15 - 10:45

Nova Scotia Ballroom D (Second Floor)

**Discussion Forum /
Forum de discussion**Teaching of Psychology
/ Enseignement de la
psychologie**46309 UNDERSTANDING THE NEEDS OF DISABLED STUDENTS***Christopher Schiafone*, University of Guelph-Humber; Brandon Schiafone, Seneca College

This is a discussion regarding the challenges and opportunities faced by students with disabilities in the undergraduate study of Psychology. According to Statistics Canada (2013), when last surveyed, and estimated 411,600 people with disabilities had the potential to work but remained unemployed, with roughly half of this number having graduated from post-secondary institutions. More challenging still is fulfilling psychology program requirements that assume a variety of abilities. What many Psychology instructors consider to be useful teaching aids such as diagrams, charts, overheads and slides, may become structural barriers for those with some disabilities. Nevertheless, much can be done to accommodate disabled individuals in post-secondary institutions. The proposed discussion will be led by two psychology students with total loss of vision who, through engagement with Accessible Learning Departments and Professors, have found creative solutions to address structural barriers in the study and teaching of psychology. The discussion will include a hands-on experiential learning opportunity as developed in a neuroscience class.

10:15 - 11:15

Acadia C (Ground Floor)

SymposiumQuantitative Methods /
Méthodes quantitatives**46090 MODERN ISSUES IN TRANSITIONING FROM NHST TO ESTIMATION-BASED STATISTICS***Robert Cribbie*, York University; Nataly Beribisky, York University; Johnson Li, University of Manitoba; Linda Farnus, York University

There has been a recent shift from a rigid adherence to null hypothesis significance testing (NHST) to a more dedicated investigation of the nature and magnitude of effects. This session extends discussion of methods for making sense of relationships among variables by highlighting the modern issues that arise as researchers prioritize estimation over NHST. Presentations focus on issues such as problems with traditional approaches to power analysis, using common-language effect size measures to study reliability, and lastly, exploring the incidence and interpretation of statistical suppression in applied research. This session will be valuable to researchers faced with the difficult task of making sense of results in the 'post NHST' era.

#1 46105 A REVIEW OF TRADITIONAL A PRIORI POWER ANALYSIS*Nataly Beribisky*, York University; Udi Alter, York University; Robert Cribbie, York University

Traditional a priori power analysis (APPA) is a sample planning procedure that allows a researcher to estimate how large a sample must be in order to detect an existing effect within a population. However, the utility of conducting APPA has been challenged since it is based upon flawed logic (i.e., hypothesis testing) and requires researchers to make decisions that are overly subjective or impractical. In this study, we conduct a systematic review of APPAs from approximately 350 journal articles to investigate how the procedure is conducted and reported. We documented the frequency with which necessary information (e.g., α) is provided and justified, and, more importantly, reported on the nature and justification for the effect size adopted. Results suggest that APPA reporting is often incomplete; necessary information is inconsistently reported, and, when present, is rarely accompanied by a rationale. Further, effect sizes are usually selected from prior research, instead of, as recommended, being the smallest meaningful effect size of interest. Accordingly, findings from this study suggest that inclusion of APPA in a study does not provide the reader with full insight into sample planning decisions. We argue that the results of this study are expected given that researchers conducting APPA encounter confusing and contradictory recommendations in the literature, leaving them perplexed by the irrational decisions required for conducting APPA. For this reason, it is more beneficial for researchers to simply collect the largest sample size possible or use a sample planning procedure based on a desired confidence interval width.

10:15 - 11:15

Acadia C (Ground Floor)

SymposiumQuantitative Methods /
Méthodes quantitatives**#2 46109 INCIDENCE AND INTERPRETATION OF STATISTICAL SUPPRESSION IN PSYCHOLOGICAL RESEARCH***Linda Farmus, York University; Naomi Martinez Gutierrez, York University; Robert Cribbie, York University*

Suppressor variables are predictors that, when included in a model with other predictors, increase the predictive ability of one (or more) of the other predictors. However, little research has addressed the prevalence or interpretation of statistical suppression (SS) in psychology research. Two comprehensive literature reviews explored how incidences of SS are addressed and interpreted. In the first review, a search for articles containing the term 'suppression' was used to determine the validity of the interpretations of SS when it was discovered by the researcher. Results indicate that most researchers provide limited or no valid interpretation of SS or how it affects the research question being addressed. The second review looked for incidences of statistical suppression, regardless of whether it was detected by the researcher, in order to determine the relative frequency with which SS occurs in published psychological studies. SS was detected by comparing zero-order correlations to respective partial/semi-partial correlations or standardized regression coefficients. Results indicate that published reports often lack sufficient information to judge whether SS has occurred. For studies that do contain sufficient information, several different types of SS (e.g., classical, negative, and mutual suppression) were detected, but rarely addressed—and by extension—rarely interpreted in-context. Thus, although SS is common in psychological research, few attempts are made to acknowledge, categorize, and/or interpret the phenomenon. The implications of these results for selecting predictor variables, interpreting coefficients, etc. are discussed.

#3 46112 PROBABILITY-OF-SUPERIORITY (PS) RELIABILITY ASSESSMENT*Johnson Li, University of Manitoba*

Background/rationale: This study proposes a probability-of-superiority (PS) reliability estimate—a common-language estimate that is regarded as more understandable than the conventional, linear-based correlation (r). Estimating relationships based on PS has received increasing attention. E.g., instead of reporting $r = .40$, meaning that 16% of variance of son's height can be explained by father's height, one can report $PS = .63$, meaning that "a father who is above average in height has a 63% likelihood of having a son of above-average height" (Dunlap, 1994, p. 510). PS was found to be more understandable than r (Brooks, Dadal, and Nolan, 2014), but its application to reliability assessment is unknown.

Methods: A simulation was conducted to compare the performance of the PS-based omega-hierarchical (ω_{hp}) and omega-total (ω_{tp}) with the conventional omega-hierarchical (ω_{hl}) and omega-total (ω_{tl}). 10 distributions (2-, 3-, 5-, 7-point, and continuous for linear- and PS-based items, respectively) and 3 sample sizes (400, 800, 1200) were evaluated.

Results: When data were PS-related, ω_{tp} measured reliability accurately, with mean-of-biases = 1.0% and range-of-biases = (0%, 1.9%). It was a reasonable estimate when data were linear-related and numbers of points ≥ 5 , with mean-of-biases = 1.9%, and range-of-biases = (0.5%, 3.0%). Neither ω_{hl} nor ω_{hp} was desirable, with means-of-biases = -18.7% and -8.2%, respectively.

Conclusions/Actions: Researchers can understand and evaluate reliability from a novel perspective. This will open a new era in reliability assessment including conceptual definitions (e.g., understanding PS-reliability) and practice (e.g., re-analyzing PS-based reliability of scales such as Big Five Personality Inventory).

10:30 - 10:45

Sable C (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Developmental
Psychology / Psychologie du
développement**46146 EXPLORING RELATIONSHIPS BETWEEN RAN, DECODING, VOCABULARY
AND SES TO PREDICT READING FLUENCY AMONG 1ST GRADERS***Amna Mirza*, Brock University, St. Catharines; Jan Frijters, Brock University; Joan Bosson-Heenan, Yale University; Jeffrey Gruen, Yale University

Background: Reading is a complex cognitive process of decoding symbols to derive meanings to achieve fluency and comprehension. Many children who are diagnosed with poor comprehension skills are also poor in word reading (Perfetti & Hart, 2002). Research explains all components of reading in simplified theories but does not provide the development of reading fluency in a theoretical framework. Reading literature shows that a child's phonemic awareness is the strongest predictor of his/her success in reading development in early years (Pasquarella, Chen, Gottardo, & Geva, 2015). This study examined the direct and indirect relationships between reading fluency and phonological processing and explored the role of other variables of reading, sight word reading, phonemic decoding and vocabulary in this process.

Methods: 203 (5 to 6-year-old) children from Connecticut as part of the New Haven Lexinome Project were tested on the measures of word reading, phonetic decoding, sight word reading, RAN, vocabulary and reading fluency.

Results: Mediation based regression analysis revealed that RAN predicts reading fluency through word and sight word reading with vocabulary as a mediator and SES moderator, $R^2 = .66$, $F(6, 196) = 63.62$, $p < .001$. Vocabulary remains significant mediator predictor of reading fluency only among children with high SES.

Conclusion: Findings suggest that children with high SES have better vocabulary that ties phonological processing and reading fluency with strong decoding skills among young readers.

Impact: These results can help with developing a theoretical model of reading fluency by reconstructing the relationships between reading variables to predict abilities of fluent readers.

10:30 - 11:00

Atlantic Suite (Second Floor)

**Discussion Forum /
Forum de discussion**History and Philosophy
of Psychology / Histoire
et philosophie de la
psychologie**46133 THEORETICAL PREREQUISITES FOR THE BODY-ORIENTED
METHOD IN PSYCHOLOGY***Volodymyr Slyvka*, York University

The body plays a pivotal role in everyday psychological experiences. Mainstream psychology, however, employs a biomedical perspective on the body, according to which the bodily significance is reduced to the functioning of a nervous system. This view disregards the lived experiences of the body and their role in shaping subjectivity. The existing methods in psychology do not include the body as a viable source of data which then can be described and interpreted in relation to the psychological events under investigation. Instead, they predominantly operate with the verbal/textual forms of data. Because the body is an important source of knowledge about psychological phenomena, it is argued that there is a need to address the issue of the body at all levels of the research process, including both theoretical foundation, as well as the practical implementation of a research method. First, this paper provides a theoretical framework which emphasises the multifaceted nature of the body. Specifically, the body is conceptualised as a fluid entity through which subjective experiences are lived and communicated to others, as well as the means to provide commentary on social, cultural, historical, and political contexts in which these bodily experiences exist. Second, it offers a method in psychology which employs bodily expression through gesture and movement as a form of empirical evidence for addressing psychological questions. To achieve that, the paper discusses some of the existing psychological and philosophical perspectives on the body and utilises their findings to offer theoretical prerequisites for the body-oriented method in psychology.

10:45 - 11:00

Sable C (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Developmental
Psychology / Psychologie du
développement**46303 READING FOR MEANING: DOES MORPHOLOGICAL AWARENESS
SUPPORT THE DEVELOPMENT OF CHILDREN'S READING COMPREHENSION?**

Kyle Levesque, Dalhousie University; S. Hélène Deacon, Dalhousie University

Background: While the relationship between morphological awareness and reading comprehension is well established in the literature, the nature of this relationship remains unclear. Reasons for this include 1) the scarcity of developmental (longitudinal) investigations, and 2) the underspecified mechanisms explaining *how* morphological awareness contributes to reading comprehension. Here, we tested whether and how morphological awareness supports the development of children's reading comprehension from grade 3 to 5.

Method: 197 children who were followed in grades 3, 4, and 5, and tested on measures of morphological awareness, reading comprehension, and controls for phonological awareness, nonverbal ability, vocabulary, and word reading. For hypothesized mechanisms, we tested *morphological analysis* and *morphological decoding*; these constructs reflect children's ability to read (decoding) and understand (analysis) morphological complex words by using their morpheme constituents.

Results: Latent growth modeling showed that morphological awareness predicted growth in reading comprehension from grade 3–5 beyond controls (age, phonological awareness, nonverbal ability, vocabulary, word reading). Further analyses tested whether morphological decoding or morphological analysis are mediators of this relation. Morphological awareness predicted gains in both morphological decoding and morphological analysis from grade 3–4 beyond their autoregressive effects and controls. Critically, we found that the relation between morphological awareness (gr.3) and reading comprehension (gr.5) was fully mediated by morphological analysis in grade 4.

Conclusions: Our findings suggest children's morphological awareness supports reading comprehension development during the mid-to-late elementary years and that morphological analysis is a key mechanism of this developmental relation. These findings provide important theoretical insight on this topic.

10:45 - 12:15

Nova Scotia Ballroom B (Second Floor)

**Professional
Development
Workshop / Ateliers
de perfectionnement
professionnel**Clinical Psychology /
Psychologie clinique**44790 PUTTING THE EVIDENCE INTO PRACTICE: A NEW ONLINE
RESOURCE FOR CANADIAN PSYCHOLOGISTS**

Maxine Holmqvist, University of Manitoba; Martin Drapeau, McGill University; Vicky Wolfe, IWK Health Centre; Chris Mushquash, Lakehead University; Aislin Mushquash, Lakehead University; Annett Korner, McGill University; Marie-Helene Pennestri, McGill University; Julie Gosselin, Memorial University of Newfoundland; David Dozois, University of Western Ontario; Andrea Piotrowski, University of Manitoba; Kim Lavoie, University of Quebec at Montreal; Giorgio Tasca, University of Ottawa

One in 5 Canadians live with a mental health problem. Effective psychological treatments are being developed, tested and improved at an exponential rate; however, front-line clinicians would need to read 249 journal articles a day just to stay up to date with the highest-quality research in the field. The Canadian Psychological Association's Task force on Evidence-Based Practice provides a framework for psychologists to integrate scientific advances with their own clinical data, yet research has shown that the majority of practicing psychologists do not truly understand or implement EBP routinely, which leads to inefficiencies in care and potential for harm. Having one single, central, online location for psychologists to access tools and resources for EBP could be an important means for promoting EBP. **In this workshop, we will introduce participants to the content and functionality of a new Canadian website developed by a team of nationally recognized experts, front-line clinicians and learners.** This will include hands-on demonstration of each of the 5 modules, which address defining EBP, using and assessing Clinical Practice Guidelines, Progress Monitoring, Practice-Research Networks, and other Tools with a focus on measures that can be easily integrated into routine practice. After this workshop, participants will be able to: 1) Define Evidence-Based Practice (EBP) and understand each of the site domains, 2) Easily locate specific tools and resources that support EBP, 3) Recognize how this resource can be integrated into graduate training or used for self-study, and 4) Understand how they can contribute to further development of the site.

10:45 - 12:15

Nova Scotia Ballroom D (Second Floor)

Professional Development Workshop / Ateliers de perfectionnement professionnel

Students in Psychology / Étudiants en psychologie

44256 GRADUATE SCHOOL IN PSYCHOLOGY: NAVIGATING THE APPLICATION COMPONENTS WITH CONFIDENCE

Jean-Philippe Gagné, Concordia University; *Alexandra Richard*, Lady Davis Institute - Jewish General Hospital and McGill University; *Jérémie Richard*, McGill University; *Alisia Palermo*, University of Ontario Institute of Technology

The process of applying to graduate programs in psychology is known to be particularly competitive. Furthermore, the several components of an application are complex, such that advice and skills are needed to build a successful dossier. In this professional development workshop, current graduate students in various fields of psychology (i.e., clinical, counselling, and forensic) and at all levels of training (i.e., master's and doctoral) will provide relevant and concrete information—including personal experiences—regarding this intricate process. First, the several programs and career paths within psychology will be presented and contrasted (e.g., clinical, counselling, neuro, experimental, industrial/organizational, forensic, and applied social psychology). Second, all components of an application will be discussed in detail and tips and tricks for each of these components will be highlighted. These include, among other competencies, putting together an academic and research-oriented resume, writing a compelling personal statement, requesting reference letters efficiently, and getting ready for both Graduate Record Examinations. Third, the process of finding a potential research supervisor and of preparing for interviews will be addressed. Fourth, key components of federal scholarship applications (i.e., CIHR, NSERC, and SSHRC at the master's and doctoral levels) will be presented and skills required to put together an outstanding dossier will be shared. Future applicants will have the chance to practice some of these skills during the workshop (e.g., writing the outline of a competitive personal statement) and will receive feedback from current graduate students. Time will also be allocated to answering questions from the audience in both English and French.

11:00 - 12:00

Halifax Ballroom B (Second Floor)

GIMME-5 Session # 2 / Session “Éclair 5”

- Clinical Neuropsychology / Neuropsychologie clinique
- Clinical Psychology / Psychologie clinique

GIMME-5 Session # 2 / Session “Éclair 5”

Clinical Psychology / Psychologie clinique

#1 44975 SELF-COMPASSION TRAINING FOR FAMILY MEMBERS OF FIRST EPISODE PSYCHOSIS PATIENTS: A PILOT PROJECT

Julie Beaulac, The Ottawa Hospital; *Elham Sadeh*, The Ottawa Hospital

Rationale: Self-compassion has been linked to improved happiness and life satisfaction, coping with chronic health conditions, reduced anxiety, depression, and risk for PTSD, and improved coping with caregiving. Families of patients experiencing psychosis face significant stressors as a result of caring for their family member. The objective for teaching self-compassion is to resource family members so that they experience improved wellbeing and so that they are better able to help their family member.

Method: A new 4-session monthly self-compassion training program, adapted from Kristin Neff's Mindful Self-Compassion Program, was offered in an outpatient first episode psychosis clinic in 2018, as an addition to the existing weekly family education evenings. Family members completed measures on self-compassion, perceived stress, and socio-demographics, in addition to program satisfaction. Participants were encouraged to attend all 4-sessions but new participants could join at any time.

Results: Preliminary findings related to participant rating of self-compassion and perceived stress will be presented. This session will highlight program implementation results including attendance and satisfaction and what these findings suggest for offering other similar programs.

Conclusions: Feedback on this newly implemented family program was uniformly positive and provides support for including self-compassion training as a regular component for caregivers.

Action / Impact: Self-compassion is a critical and often neglected component of well-being. This presentation will explore the process of implementing a self-compassion training program for family members of patients experiencing a first episode of psychosis. Implications for developing and implementing similar programs for family members will be discussed.

11:00 - 12:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 2 /
Session “Éclair 5”**
Clinical Psychology /
Psychologie clinique

#2 44284 VULNERABLE NARCISSISM AND ADDICTION: THE MEDIATING ROLE OF SHAME

Elena Bilevicius, University of Manitoba; Darren Neufeld, University of Manitoba; Alanna Single, University of Manitoba; Melody Foot, University of Manitoba; Michael Ellery, University of Manitoba; Matthew Keough, University of Manitoba; Edward Johnson, University of Manitoba

Background: Problem drinking and gambling are common addictive behaviours during young adulthood that co-occur with narcissism. Although the literature supports two distinct presentations of narcissism, grandiose (GN) and vulnerable (VN), there is limited research examining the relationship between VN and addictive behaviours. Based on prior research findings strongly linking VN (but not GN) to negative affect, the present study investigated whether feelings of shame - a potent emotion - may uniquely mediate the relationship between VN and addictive behaviours.

Methods: 210 undergraduate students (*Mage* = 19.71) completed self-report questionnaires of shame, narcissism (GN and VN) and problem drinking and gambling at the beginning of the semester (Time 1) and one month later (Time 2).

Results: Participants who endorsed elevated VN at Time 1 had increased feelings of shame at Time 2, which in turn predicted increased problem drinking ($\beta = 1.097$, 95% CI [.236, 2.446]) and gambling ($\beta = 0.180$, 95% CI [0.030, 0.425]) at Time 2. This relationship was not observed for GN.

Conclusions: These results highlight the importance of shame for understanding how VN traits may promote addictive behaviours among young adults.

Action/Impact: The present study extends our understanding about the mechanisms underlying the VN-risk-pathway to addiction in young adults, namely shame. This is particularly interesting to existing narcissism literature as it suggests GN and VN have unique pathways to addictive behaviours. Consequently, targeting feelings of shame may be an important consideration when designing interventions to reduce young adults' engagement in addictive behaviours.

11:00 - 12:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 2 /
Session “Éclair 5”**
Clinical Psychology /
Psychologie clinique

#3 44845 POSITIVE SCHEMAS AND RESILIENCY IN UNDERGRADUATE STUDENTS WITH A MENTAL ILLNESS

Sarah Boyle, University of Guelph; Alexandra Shifrin, University of Guelph

The prevalence and severity of mental illness within university populations appears to be increasing, far surpassing the available on-campus resources to address. Extant research has primarily focused on the nature of the challenges faced by undergraduate students with a mental illness. Namely, such students not only face the stressors associated with university itself (e.g., increased independence, academic expectations, and financial strain), but in many cases these stressors appear to be exacerbated by the presence of a mental illness. Positive schemas (i.e., core beliefs) with themes of self-efficacy, worthiness, trust, success and optimism are evidenced to buffer against psychopathology in previous research with undergraduate students (e.g., Lumley & McArthur, 2016), but relations to resilience (i.e., individual characteristics that allow one to flourish in the face of difficulty) are unclear. Consistent with the call for a more holistic consideration of well-being in the context of psychopathology (e.g., Wood & Tarrier, 2010), the current study examines relations between positive schemas and resilience in undergraduate students with an identified mental illness. A total of 80 students (85% female) aged 17-45 ($M=20.33$, $SD=4.60$) completed the Positive Schema Questionnaire (Cronbach's $\alpha = .93$) and Resilience Scale (Cronbach's $\alpha = .88$). Positive schemas were significantly associated with self-reported resiliency [$F(5,75)=25.52$, $p < .001$, $R^2_{adj} = .61$], with the positive schema themes of self-efficacy ($b = .51$) and worthiness ($b = .30$) uniquely associated. Upon replication, current findings suggest positive schemas may be one identifiable and potentially malleable target for promoting resiliency in students with mental illness.

11:00 - 12:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 2 /
Session "Éclair 5"**Clinical Psychology /
Psychologie clinique**#4 44940 UNIQUE RELATIONS BETWEEN POSITIVE SELF-SCHEMAS AND
INDICES OF POSITIVE AND NEGATIVE FUNCTIONING IN EMERGING ADULTS***Katie Cherry, University of Guelph; Margaret Lumley, University of Guelph*

Background: Extant research predominantly considers risks associated with youths' negative self-schemas. Few investigations have examined unique relations between positive self-schemas, psychopathology, and well-being among emerging adults. Employing a positive clinical psychology framework, the relations between positive self-schemas, psychopathology symptoms, and well-being were examined.

Method: 363 first year university students drawn from programs across campus and aged 17 to 21 ($M = 18.07$, $SD = 0.68$; 71.9% female, 27.0% male, 1.1% undisclosed) participated, completing measures of positive self-schemas, psychopathology (symptoms of depression, anxiety) and well-being (happiness, life satisfaction, resilience).

Results: Positive self-schema themes were significantly associated with all indices of psychopathology symptoms (r 's = $-.30$ to $-.53$, p 's < .001) and well-being (r 's = $.21$ to $.76$, p 's < .001). In multivariate models, positive self-schema themes explained statistically significant variance in students' psychopathology symptoms ($R^2 = 29.9$ to 30.8%) and well-being ($R^2 = 53.5$ to 61.4%). Optimism and worthiness were associated with psychopathology symptoms and well-being. Trust was related to students' happiness, and self-efficacy and success were uniquely associated with resilience.

Conclusions: In line with a content-specificity hypothesis perspective and some previous research (e.g., Tomlinson et al. 2017), positive self-schemas of optimism and worthiness may be most relevant to emerging adults' functioning across domains of psychopathology and well-being, while trust, self-efficacy, and success may be more potent for youths' happiness and resilience.

Action/Impact: Self-schemas are identifiable, targetable constructs for intervention. University mental health initiatives may benefit from campus-wide programming that considers bolstering positive self-schemas to ameliorate symptoms of psychopathology and promote well-being.

11:00 - 12:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 2 /
Session "Éclair 5"**Clinical Psychology /
Psychologie clinique**#5 44375 SLEEP PROBLEMS AND PSYCHOLOGICAL WELL-BEING IN
DOCTORAL STUDENTS***Samira Feizi, McGill University*

Despite considerable research on college students' sleep problems (Schlarb et al., 2017) and even though graduate students are known to be at the higher risk of sleep problems (Schlarb et al., 2015), there is a lack of research on sleep problems and its association with psychological well-being in doctoral students. The proposed research aims to fill this research gap by investigating how sleep problems could be harmful to doctoral students' psychological well-being and will provide valuable data to inform policy initiatives to increase doctoral students' quality of life. The study sample consisting of $N=636$ doctoral students (13.6% coursework stage, 16% comprehensive examination stage, and 64.4% in the dissertation stage) were recruited online from 36 countries across 41 disciplines. Participants completed an online questionnaire consisting of several self-report measures including global psychological adjustment (burnout, depression, intention to quit) and self-efficacy in research (i.e., research design self-efficacy, practical research skills, quantitative and computer self-efficacy, and writing self-efficacy). Also, participants were asked to report the number of times they suffered from sleep problems per week. Hierarchical regression analyses controlling for the effects of age, gender, Ph.D. year and Ph.D. stage revealed that sleep problems negatively affect doctoral students' psychological well-being. More specifically, the findings showed that sleep problems associate with higher levels of intention to quit, depression, and burnout and lower levels of research design self-efficacy, practical research skills, and writing self-efficacy.

11:00 - 12:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 2 /
Session "Éclair 5"**
Clinical Psychology /
Psychologie clinique

#6 46238 DO YOU LOVE ME? SOCIAL ANXIETY AND PERCEPTIONS OF ROMANTIC RELATIONSHIP WELLBEING.

Christian Hahn, The University of Western Ontario and Nova Scotia Health Authority; *Isaac Hahn*, University of Regina; *Lorne Campbell*, University of Western Ontario

Background: Social anxiety contributes to pronounced interpersonal difficulties and dysfunctions. Socially anxious adults are less likely to marry and are more likely to divorce than are non-anxious individuals. The specific aspects of romantic relationship functioning impacted by social anxiety remain unclear. The present pre-registered study investigated incremental variance in relationship satisfaction, commitment, trust, and social support, accounted for by social anxiety.

Methods: Three independent sample of adults ($N = 901$; 49.5% male; $M_{age} = 36.37$ years, $SD = 11.11$) involved in a romantic relationship completed self-report questionnaires powered by Qualtrics survey software.

Results: Social anxiety and depression were significantly correlated with relationship satisfaction, commitment, dyadic trust, and social support. Hierarchical regression analyses were conducted with each sample to investigate the incremental variance accounted for by social anxiety and depression in relationship satisfaction, commitment, dyadic trust, and social support. Subsequent meta-analyses were run to determine the strength and replicability of the hierarchical models. Results suggest that social anxiety is a robust predictor of unique variance in both lower perceived social support and of lower commitment to one's romantic partner. Depression was a robust predictor of unique variance in relationship satisfaction, dyadic trust, social support, and commitment.

Conclusions: The present pre-registered study clarifies conflicting findings in the field and provides novel information regarding the role of social anxiety in key factors influencing romantic relationships.

Impact: These results help inform our understanding of the impacts of social anxiety in romantic relationships and provide direction for future empirical research and clinical intervention.

11:00 - 12:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 2 /
Session "Éclair 5"**
Clinical Psychology /
Psychologie clinique

#7 44163 IMPULSIVITY FOSTERS BINGE EATING - BUT IS THE REVERSE TRUE? TESTING A RECIPROCAL RELATIONS MODEL

Aislin Mushquash, Lakehead University; *Shakira Mohammed*, Lakehead University; *Elizabeth Grassia*, Lakehead University; *Christopher Mushquash*, Lakehead University; *Daniel McGrath*, University of Calgary

Background and Rationale: Binge eating (BE; a rapid consumption of large amounts of food in a short time period) is a prevalent concern in university students, correlated with a host of negative outcomes. Various personality traits, such as impulsivity, have been implicated in the onset and maintenance of BE, however less is known about the reverse influence of BE on impulsivity. Within the literature, theoretical models suggest that there is a dynamic relationship between impulsivity and eating behaviours across the course of eating disorders. The current study aimed to assess the stability and directionality of the relationship between impulsivity and BE. It was hypothesized that impulsivity and BE would both be stable and would influence each other reciprocally over time.

Methods: Undergraduate students ($n = 241$) were recruited to participate in a longitudinal study. Participants were asked to complete self-report measures of impulsivity and BE at baseline and at one week and two weeks after baseline. Structural equation modeling was used to test the proposed reciprocal relations model.

Results: Analyses showed that both impulsivity and BE were stable over time ($p < .001$). In addition, impulsivity influenced BE over time ($p < .05$). However, contrary to hypotheses, BE did not significantly impact impulsivity across time after prior levels of BE were accounted for.

Conclusion and Impact: The findings support the significance of impulsivity in the etiology and course of disordered eating behaviour and suggest a focal point for future research on psychological interventions for eating disorders.

11:00 - 12:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 2 /
Session “Éclair 5”**
Clinical Psychology /
Psychologie clinique

#8 45137

Friday, May 31 / vendredi le 31 mai

11:00 - 12:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 2 /
Session “Éclair 5”**
Clinical Neuropsychology /
Neuropsychologie clinique

#9 46070 USING SERIAL POSITION EFFECTS TO INVESTIGATE MEMORY DYSFUNCTION IN HOMELESS AND MARGINALLY HOUSED PERSONS

Kristina Gicas, University of British Columbia; Kristina Waclawik, Simon Fraser University; Anna Petersson, Simon Fraser University; Emily Livingston, Simon Fraser University; Paul Jones, Simon Fraser University; William Panenka, University of British Columbia; Donna Lang, University of British Columbia; Wayne Su, University of British Columbia; Alasdair Barr, University of British Columbia; Allen Thornton, Simon Fraser University; William Honer, University of British Columbia

Background: Verbal memory is the most impaired cognitive domain in homeless and marginally housed populations, with approximately 75% scoring at least 1 standard deviation below the mean. We investigated whether serial position effects in this population could help determine if deficits are related to dysfunction of long-term memory (primacy effects) or short-term memory (recency effects) processes.

Methods: A community cohort of marginalized persons (N = 227) completed the Hopkins Verbal Learning Task and neuroimaging. Serial position effects for immediate and delayed recall trials were evaluated with paired samples t-tests. Regression analyses were used to examine differential associations between long-term memory-dependent (hippocampus, entorhinal cortex [ERC]) and working memory-dependent (dorsolateral prefrontal cortex) structural volumes, and primacy and recency scores. The potential unique roles of hippocampal subfields in primacy scores were also explored.

Results: A pronounced primacy effect was observed across immediate recall trials with diminished delayed recall of recency words. Positive associations were observed between ERC volumes and primacy scores, and between CA4/dentate gyrus volumes and immediate primacy scores specifically.

Conclusions: Diminished recall of recency words suggests attention/working memory dysfunction may be a contributor to overall poor memory in marginalized persons. The ERC and CA4/dentate gyrus are involved early in the memory processing circuit and may be implicated in disruption to encoding information into long-term memory. Subfields involved in consolidation or retrieval processes were not associated with memory performance.

Action/Impact: Cognitive rehabilitation for marginalized persons should focus on enhancing attentional efficiency and more elaborate encoding strategies to bolster overall memory functioning.

11:00 - 12:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 2 /
Session "Éclair 5"**Clinical Neuropsychology /
Neuropsychologie clinique**#10 45112 HOW PERCEPTIONS IMPACT RECOVERY FROM CONCUSSION IN
CHILDHOOD AND ADOLESCENCE: A SYSTEMATIC REVIEW***Vickie Plourde, University of Alberta; Janice Kung, University of Alberta; Allison Gates, University of Alberta; Shelly Jun, University of Alberta; Brian Brooks, University of Calgary; Meghan Sebastianski, University of Alberta*

Rationale: Perceptions about the causes and consequences of concussion, and individual representations and interpretations of these factors, can influence the post-concussive recovery process. The goal of this project was to synthesize evidence on perceptions related to concussions as experienced by children, adolescents, and parents, and to evaluate how these perceptions impact post-concussive recovery in physical, behavioural, cognitive, and psychological domains.

Methods: We undertook a systematic review based on the Cochrane Handbook, conducting a comprehensive search of six databases and Google Scholar. Duplicate, independent screening was employed and the quality of the individual studies was assessed using the Mixed Methods Appraisal Tool (MMAT).

Results: A total of 1552 unique records were identified and a total of six records (5 scientific articles and 1 thesis, published between 1990 and 2018; $N = 26$ to 412, age range from 2 to 18 years) were included. Overall, perceptions about concussions were assessed differently between studies, with a range in types of measures and respondents. Some evidence suggested that that perceptions could negatively impact concussion recovery, mostly post-concussive symptoms; however, this was not consistent between studies.

Conclusions: There is limited evidence of the impact of perceptions of children, adolescents, and their parents on concussion recovery.

Action: Future studies considering validated measures of perceptions in both children, adolescents and parents when investigating predictors of concussion recovery are warranted.

11:00 - 11:15

Nova Scotia Ballroom C (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Clinical Psychology /
Psychologie clinique**46328 THE DEVELOPMENT AND EVALUATION OF AN INFORMATION
DECISION-AID FOR LATE-LIFE DEPRESSION***Kristin Reynolds, University of Manitoba; John Walker, University of Manitoba*

Background: Late-life depression can be prevalent, complex, and severe, with adults over the age of 65 having the highest rates of completed suicide worldwide. Most older adults with mood disorders do not use professional mental health services, and older adults' understanding of the recognition, management, and prevention of mental health problems is poor, as compared to younger age groups. This reduced mental health literacy contributes to low rates of service use and difficulty managing symptoms of late-life depression. One tool that has been shown to improve health literacy is the information decision-aid (IDA). The objective of this research was to develop an IDA concerning late-life depression.

Method: IDA development occurred in four stages: 1) Compilation of a list of content areas pertaining to late-life depression. 2) Examination of the Informed Choices IDA, a decision-aid developed by our research team focused on depression among young adults, to determine content areas that need to be added or revised in order to address issues of late-life depression. 3) Completion of knowledge synthesis. 4) Compilation of information into clear, concise language.

Results: The focus of this presentation will be to discuss IDA development methodology, and to present the IDA and review main topic areas that are particularly relevant to late-life depression, including the expression of depression in later life, side effects and interaction effects of pharmacological treatment, and treatment effectiveness. Findings of evaluation will also be reviewed.

Conclusion & Impact: Implications for health and aging, as well as future directions will be discussed.

11:00 - 11:15

Atlantic Suite (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**

Ethics

**46284 CANADIAN PSYCHOLOGISTS PERCEPTIONS OF PROFESSIONAL
CONDUCT AND ETHICAL BEHAVIOR VARY WIDELY**

Bob Uttl, Mount Royal University; Kelsey Cnudde, University of Calgary; Bethan McBreen, Ryerson University

Background: Anecdotal evidence suggests that psychologist disagree as to which professional and private behaviors are ethical and which of these behavior amount to unprofessional conduct. Our study examines Canadian clinical psychologists perception of various professional and private behaviors.

Method: We surveyed a large sample of Canadian clinical psychologists about their perception of various professional and private behaviors. For each behavior, participants were asked (a) to rate how ethical each behavior was and (b) whether each behavior amounted to unprofessional conduct.

Results: Our results show that Canadian psychologists disagree about ethicality of many behaviors and disagree about whether such behaviors amount to unprofessional conduct. For example, substantial proportion of psychologists believe that private conduct such as running a red light amount to a sanctionable unprofessional conduct and that professional conduct such as writing a letter to a court in a custody matter recommending counselling for a parent without ever meeting the parent is ethical and not unprofessional conduct.

Conclusions: Canadian psychologists lack clarity on ethics and professional conduct. Substantial proportion believe that psychologists should be sanctioned for purely private conduct such as running a red light or making a comment about someone's personality at a party.

Impact: Our research clarifies psychologists' perceptions, is likely to spark a widely needed debate, and is likely to provide guidance for regulatory bodies.

11:00 - 11:15

Sable C (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**

Developmental
Psychology / Psychologie du
développement

**46307 THE ASSOCIATION OF CO-OCCURRING ALCOHOL MISUSE AND
TRAUMATIC BRAIN INJURY AMONG ONTARIO ADOLESCENTS AND ADULTS.**

Gabriela Ilie, Dalhousie University

Background: This study describes the association among lifetime traumatic brain injury (TBI) and past year hazardous/harmful drinking, as well as their synergistic effects, on mental health among Canadian adolescents and adults.

Methods: The study describes results using a cross-sectional sample of 3130 Ontario adolescents aged 10–21 which were surveyed in 2013 and a sample of 6074 Ontario adults aged 18 years or older were surveyed between 2011-2013 as part of CAMH's OSDUHS and Monitor surveys. TBI was defined as trauma to the head resulting in loss of consciousness or overnight hospitalization.

Results: An estimated 11.8% of Ontario adolescents reported a history of *former* TBI and were not hazardous drinkers; 4.0% reported *recent* TBI and were not hazardous drinkers; 13.7% were hazardous drinkers who never had a TBI; 4.1% had *former* TBI with co-occurring hazardous drinking; and 2.2% had *recent* TBI with co-occurring hazardous drinking. An estimated 13.1% adults reported a prior TBI, 2.7% reported a prior TBI while concurrently screening positive for past year hazardous/harmful drinking and 9.8% screened positive for hazardous/harmful drinking (no TBI). Most odds increased significantly and were two to three times higher for reporting compromised mental health for classifying as a hazardous drinker at the time of testing with co-occurring either *former* or *recent* TBI compared to classifying as not having either of these conditions.

Conclusion: Results show that singly and jointly, these conditions are associated with adverse health impediments.

11:00 - 11:15

Halifax Ballroom C (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Quantitative
Electrophysiology /
Électrophysiologie
quantitative**45691 PREVENTING MURDERS: REDUCE RECIDIVISM BY TRAINING THE BRAINS
OF VIOLENT YOUNG OFFENDERS USING NEUROFEEDBACK.**

Lynda Thompson, ADD Centre & Biofeedback Institute of Toronto

Brainwave training, usually referred to as EEG biofeedback or neurofeedback, has established efficacy for treating both Attention-Deficit/Hyperactivity Disorder and Epilepsy. An over-looked application of this applied neuroscience technique is improving frontal lobe functions in people who are incarcerated for violent crimes. In 1995, Douglas Quirk published his findings based on years of working with violent young offenders at a centre in Brampton, Ontario. He found that there was a dose-response curve: the greater the number of neurofeedback training sessions, the less the individual was likely to reoffend upon release. He estimated that the changes in behaviour due to neurofeedback training had prevented at least 100 murders. Quirk died shortly after that first publication and momentum for applications of neurofeedback to this population was lost, but two other studies support his findings.

This presentation will review the rationale for applying neurofeedback; namely, that there is frontal lobe dysfunction, including high rates of ADHD, in the population of incarcerated people. Then the intervention method of neurofeedback will be described. There will be a brief overview of research results (3 papers have been published). The talk will finish with recommendations regarding how further applied research might be done in Canadian correctional facilities.

11:00 - 11:30

Sable A (Ground Floor)

**Discussion Forum /
Forum de discussion**International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle**45070 DIVERSITY AND IDENTITY FORMATION THERAPY: AN INTEGRATIVE
MODEL FOR IMMIGRANTS AND SEXUAL MINORITIES**

Pavna Sodhi, Yes

Based on my book, *“Exploring immigrant and sexual minority mental health: Reconsidering multiculturalism”*, this discussion forum will introduce Diversity and Identity Formation Therapy (DIFT), an integrative model specifically designed for immigrants and sexual minorities. The DIFT model is comprised of the following theoretical perspectives: psychoanalytic therapy, narrative therapy, multicultural counselling and therapy, Buddhist psychology, and cognitive behavioural therapy. The impetus for writing this book were twofold: to provide practitioners and educators with current theory, research, and therapeutic strategies that are suitable in their work with multicultural populations; and to encourage practitioners to become further culturally competent and sensitive towards the immigrant and sexual minority psyche (Sodhi, 2017).

In accordance with these goals, the first part of the discussion forum will provide an overview of immigrant and sexual minority issues pertinent to the DIFT model. The second part will entail a didactic conversation concerning the application of the DIFT model using a relevant case study. This will involve exploring the client's family of origin and past thought patterns; constructing, deconstructing, and re-authoring the client's life narrative; integrating family and ethnic community resources; considering strategies for clients to overcome internalized suffering and locate inner peace; linking the client's past cultural experiences with their current mindset; and ultimately transforming negative thought processes into positive thoughts/actions. It is anticipated that participants will leave the discussion forum with a completed DIFT model template and a better appreciation of how to effectively work with culturally diverse populations.

Reference: Sodhi, P. (2017). *Exploring immigrant and sexual minority mental health: Reconsidering multiculturalism*. New York, NY: Routledge.

11:00 - 12:00

Sable D (Ground Floor)

Conversation HourGeneral Psychology /
Psychologie générale**49299 FUNDING OPPORTUNITIES FOR PSYCHOLOGY AT SSHRC**

Patrica Emery, Social Sciences and Humanities Research Council

I am a program officer at SSHRC, and I regularly handle the Insight Grants and Insight Development Grants for Psychology. I will be going over SSHRC's guidelines to subject matter eligibility, as well as IG and IDG competition results, and general SSHRC news. I will also be happy to answer questions.

11:00 - 12:00

Nova Scotia Ballroom A (Second Floor)

SymposiumEducational and School
Psychology / Psychologie
éducationnelle et scolaire**44780 CLINICAL REASONING IN SCHOOL PSYCHOLOGY: FROM ASSESSMENT TO INTERVENTION***Jac Andrews*, University of Calgary ; *Jenna Young*, University of Calgary

The roles and functions of school psychologists typically include conducting psychological assessments, providing prevention /intervention services, and consulting with allied professionals and parents to promote learning and development of children and youth. Centrally, clinical reasoning is required to provide accurate diagnoses and appropriate intervention plans. Clinical reasoning is far from uniform across practicing psychologists as many factors influence clinical decision making at each step from assessment through to intervention. Clinical reasoning serves to bridge the gap between one's experience and knowledge base and requires observation, reflection, judgment, problem solving, clinical orientation, and the integration and conceptualization of multiple sources of information to inform decision-making. The current symposium is a follow up from the Special Issue in the Canadian Journal of School Psychology (CJSP/2017). In that issue, school psychologists from Canada and the United States published papers regarding their clinical reasoning with respect to the assessment and intervention planning of children and youth with disorders. This symposium will provide a guiding framework to clinical reasoning and present rationales for the relevance and significance of clinical reasoning within school psychology. Doctoral students in the School and Applied Child Psychology (SACP) program at the University of Calgary will make implicit clinical reasoning explicit and show their expanded clinical reasoning as part of the assessment and intervention aspect of their clinical work. Information will be synthesized using foundational frameworks learned from theoretical and empirical literature and from their clinical experiences towards diagnosis and intervention plans relative to clinical case reasoning

SymposiumEducational and School
Psychology / Psychologie
éducationnelle et scolaire**#1 45756 CLINICAL REASONING IN SCHOOL PSYCHOLOGY: CONCEPTUAL MODEL AND FRAMEWORK FROM ASSESSMENT TO INTERVENTION REPORTING***Jac Andrews*, University of Calgary; *Victoria Purcell*, University of Calgary

Assessment of children and youth and diagnostic decisions are part of the clinical role of school psychologists. Many psychologists within schools are also involved in the treatment and intervention for assessed children and youth, and these roles require clinical awareness, insight and judgment. Although clinical reasoning underlying assessment and intervention has generally thought to be the cornerstone of professional practice in school psychology, existing literature is limited in its attempts to disseminate information that describes how clinical decisions are formed, implemented, analyzed and evaluated by practicing school psychologists. To be accountable for psychological assessment and intervention decisions, there is a need in the field of school psychology to elucidate the nature and scope of clinical reasoning practically with respect to assessment, case conceptualization and intervention processes. As such, psychologists (in training and in practice) require a resource that illustrates a conceptual framework designed to develop, test, and evaluate hypotheses. The current presentation will provide a foundational framework related to the process of accountable diagnostic decision- making and the development and implementation of appropriate intervention. In this model, clinical reasoning is an interaction of clinical judgment and truth seeking. Clinical judgment includes a collection of evidence, interpretation of results and diagnostic decision making. School psychologists should seek truth by way of empirical, theoretical, personal, and clinical accountability. This guiding framework aims to guide school psychologists and enrich their accountably with respect to the services they provide to children and youth.

11:00 - 12:00

Nova Scotia Ballroom A (Second Floor)

#2 45758 CLINICAL REASONING IN SCHOOL PSYCHOLOGY: CLINICAL JUDGMENT AS DECISION MAKING TO SUPPORT ASSESSMENT AND INTERVENTION

Victoria Purcell , University of Calgary; *Christina Gray*, University of Calgary; *Jenna Young*, University of Calgary; *Kelsey Gould* , University of Calgary; *Felecia Hoey*, University of Calgary; *Jac Andrews* , University of Calgary

Clinical judgment is the foundation of psychological practice, as it facilitates the formulation of a valid understanding of a client's psychological presentation. School psychologists are tasked with databased decision-making, interpreting psychoeducational assessment data, providing recommendations for evidence-based intervention strategies for symptom remediation. To fulfill this role and to ensure accurate assessment and diagnostic decisions, school psychologists rely on a general model of clinical judgment, which includes one's training and clinical experience, as well as one's knowledge of human behavior and development, theory and empirical evidence of techniques and procedures used throughout the assessment, and personal/professional models of clinical practice. Likewise, clinical judgment about the nature and use of interventions develops from a practitioner's training, experience, reasoning abilities and knowledge of evidence-based treatment. While research has made some progress in understanding clinical judgment in practice, diagnostic decision-making, and adaptive intervention design, literature has been limited in its attempts to illustrate the clinical reasoning of school psychologists. To fill the gap within the discipline of school psychology, this presentation will discuss how school psychologists in training utilize clinical judgment to account for the evidence collection, interpretation, and decision making in the assessment of childhood disorders and relevant intervention planning. By providing case examples, we exemplify how this process unfolds and how school psychologists conceptualize psychological/psychoeducational assessment to intervention process, and account for the development of clinical judgment in their diagnostic decisions as well as how they decide on appropriate scientifically validated interventions, and modify these interventions for the child situation contexts.

Symposium

Educational and School
Psychology / Psychologie
éducationnelle et scolaire

#3 45761 CLINICAL REASONING IN SCHOOL PSYCHOLOGY: TRUTH-SEEKING IN ASSESSMENT AND INTERVENTION REPORTING

Felecia Hoey, University of Calgary; *Kelsey Gould* , University of Calgary; *Jenna Young*, University of Calgary; *Christina Gray*, University of Calgary; *Victoria Purcell* , University of Calgary; *Jac Andrews* , University of Calgary

Clinical reasoning involves the clinician's approach to truth seeking. School psychologists seek truth in their diagnostic decisions and the development and implementation of appropriate interventions by way of empirical, theoretical, personal, and clinical accountability. Truth-seeking guides school psychologists' clinical reasoning by ensuring the needs of children and youth are met through the development of accountable clinical process and product. Despite the importance of truth seeking, it is rarely given explicit consideration in diagnostic and intervention processes and product. This presentation seeks to fill that gap by providing examples that exemplify the relevance and significance of truth seeking as part of clinical reasoning. Case examples from Doctoral students clinical work within their School and Applied Child Psychology (SACP) program will be presented to demonstrate how each component of truth-seeking (empirical, theoretical, clinical, and personal) contributes to accountable clinical reasoning during the assessment process as well as in the development and implementation of interventions for children presenting with co-occurring Attention-Deficit/Hyperactivity Disorder and Specific Learning Disorders. The presentation will ultimately demonstrate that truth seeking contributes to accountable diagnoses and effective interventions with respect to presenting problems. More broadly, this presentation seeks to highlight the importance of making implicit thinking explicit relative to the clinical reasoning and practice of school psychologists.

11:00 - 12:00

SymposiumBrain and Cognitive
Science / Cerveau et sciences
cognitive**46296 THREE NEW EFFECTS OF MUSIC TRAINING: TIMBRE MEMORY,
NARRATIVE CREATIVITY, AND VOCAL ACCURACY***Annabel Cohen*, University of Prince Edward Island

Music performance training entails complex auditory-visual-motor co-ordination in conjunction with attentional, memory, and executive processes. Psychological research has long ago revealed the association between musical training and superior performance in experiments involving musical stimuli. However, neuroscientific and cognitive research has more recently shown that musicians have enhanced subcortical speech encoding and that this enhancement correlates with such real-world tasks as reading ability and hearing speech in noise. Nevertheless, there are music-relevant tasks, such as simple pitch discrimination, which are insensitive to music training. Because of potential benefits of musical training for both normal individuals and those who have various mental or motoric deficits, it is useful to extend findings of the impact of musical training. The present symposium has this goal using three very different tasks, all of which had in common the use of singing as a behavioral measure. Stephanie Bisson explores the role of musical training on creating words of a song and a story. Jonathan Wilbiks explores the role of musical training on short-term memory span for instrumental music, vocal/instrumental music and spoken words. Jingyuan Sun explores the role of musical training in students whose first language is a tone language (Cantonese or Mandarin) on accuracy of singing the song *Frère Jacques* in their native language. Each study revealed predicted as well as surprising findings that together add to the picture of the potential of music training for enhancing cognitive processes underlying creativity, perception, and memory.

**#1 46323 MUSICAL TRAINING IMPROVES MEMORY FOR INSTRUMENTAL MUSIC,
BUT NOT VOCAL MUSIC OR WORDS***Jonathan Wilbiks*, University of New Brunswick - Saint John; Sean Hutchins, The Royal Conservatory of Music

In previous research, there exists some debate about the effects of musical training on verbal memory, with some evidence suggesting that musical training leads to improved memory, and other findings showing that this is not the case. The current research sought to disambiguate these findings by considering effects of musical training on memory for excerpts of music as well as words. Twenty individuals with musical training (mean = 12.2y) were tested and their results were compared to 20 age-matched individuals with no musical training (mean = 0.6y). Participants were asked to listen to a list of 15 words, 15 brief (approximately 1 second) excerpts of instrumental music, and 15 (approximately 1 second) excerpts of vocal/instrumental music, and asked to report as many items as they could remember by saying (for words) or singing them back (for music). Musically trained individuals demonstrated a significantly higher level of memory for instrumental musical excerpts, with numerical, but not statistically significant, advantages for vocal/instrumental musical excerpts and for spoken words. These findings are in agreement with previous research showing that while music and words overlap in terms of their processing in the brain this does not lead to direct facilitative effects. It also coincides with research on the vocal superiority effect, wherein processing of voices is privileged in all individuals, regardless of musical training. The findings further contribute to understanding the value of musical training in improving memory, helping to contextualize the literature suggesting the importance of musical training to overall cognitive development.

11:00 - 12:00

Sable B (Ground Floor)

SymposiumBrain and Cognitive
Science / Cerveau et sciences
cognitive**#2 46336 MUSICAL TRAINING INCREASES ACCURACY OF PITCH IN SINGING OF CANTONESE AND MANDARIN CHINESE STUDENTS***Jingyuan Sun*, University of Prince Edward Island; *Lee Fui Lim*, University of Prince Edward Island; *Esther Mang*, Hong Kong Baptist University; *Annabel Cohen*, University of Prince Edward Island

In a tone language, the pitch of the word can change the core meaning, not just emotional nuances. Because fine control of pitch production characterizes both speaking in Chinese and singing, we asked two questions: Does music training facilitate accuracy of singing in tone-language speakers? and Does expertise with a tone language influence accurate melodic singing? To examine both questions, Mandarin and Cantonese native speakers in Hong Kong completed components of the AIRS Test Battery of Singing Skills. The test included singing *Frère Jacques (Brother John)* in Cantonese/Mandarin under 3 context conditions (i) after hearing it sung in the key of C (ii) after hearing it sung in C as 4 separate phrases and (iii) after learning an unfamiliar song played in the key of Eb. There were 12 persons with music training and 14 without. The audio recordings of the produced songs were retrieved, and 14 structurally significant melodic tones (major triadic: *do, mi, sol*) were analysed with Praat and transformed to a semitone scale. Several measures of vocal error were calculated to test mental models of the melody that guided the singer. In general, musical training was associated with significantly higher vocal accuracy, and musicians were more influenced by the preceding key. Cantonese compared to Mandarin participants showed significant improvement in their second repetition of *Brother John*, accounted for by experience with their more complex linguistic tone system. In conclusion, musical training benefits singing accuracy beyond the benefit obtained from lifelong experience speaking a tone language.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

Poster Session "B" / Présentation par affichage

- Community Psychology / Psychologie communautaire
- Environmental Psychology / Psychologie de l'environnement
- Family Psychology / Psychologie de la famille
- Health Psychology and Behavioural Medicine / Psychologie de la santé et médecine du comportement
- Indigenous People's Psychology / Psychologie des peuples autochtones

**Poster Session "B" /
Présentation par
affichage**Community Psychology /
Psychologie communautaire**#1 45492 PREDICTORS OF SELF-ESTEEM IN ADULTS WHO ARE HOMELESS OR UNSTABLY HOUSED***Sean Maxey*, UBC; *Anita Hubley*, UBC

Background: In Canada, 235,000 individuals experience homelessness annually. While considerable literature has viewed homelessness through a negative lens focused on substance use, crime, and health costs, more research is needed that uses a positive psychological lens to examine possible protective factors -- such as self-esteem (a predictor of resilience) -- of individuals who are homeless. The study purpose was to examine whether demographic variables (i.e., age, gender, ethnicity, educational level, marital status, pet ownership), number of health conditions, and well-being variables (i.e., subjective quality of life, depression) predict Rosenberg Self-Esteem Scale scores in adults who are homeless or unstably housed.

Methods: Participants were 239 adults aged 19-71 years (M=42.3, SD=11.8), recruited from shelters, meal programs, and other services in Vancouver, Calgary, and Ottawa, who completed the survey via individual interviews.

Results: An ordinary least squares multiple regression was conducted. The model explained 49% of the variability in self-esteem scores. The two well-being variables -- subjective quality of life (B = 1.50, p < .001) and depression (B = -0.19, p < .001) -- were the only statistically significant predictors of self-esteem in the model. Pratt's index showed that depression was the most important variable as it accounted for 60.8% of the explained variance.

Conclusions: In this sample, well-being variables (particularly depression) were stronger predictors of self-esteem than demographic or health variables.

Impact: It is recommended that improvements in self-esteem among homeless adults could be gained by early diagnosis and treatment of depression and programs addressing quality of life issues.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "B" /
Présentation par
affichage**Community Psychology /
Psychologie communautaire**#2 45719 IMPLEMENTATION OF THE WELCOME BASKET: A TRANSITIONAL
PEER SUPPORT INTERVENTION**

Christina Mutschler, Ryerson University; Sidney Lichtenstein, Centre for Addiction and Mental Health; Fiona Blair, Centre for Addiction and Mental Health; Marc Loranger, Centre for Addiction and Mental Health; Chris McKinney, Centre for Addiction and Mental Health; George Mihalakakos, Centre for Addiction and Mental Health; Gursharan Virdee, Centre for Addiction and Mental Health; Sandra Yan, Centre for Addiction and Mental Health; Sean Kidd, Centre for Addiction and Mental Health

Background: Peer support is an approach to mental health recovery that is led by individuals who have personal experiences with navigating the mental health system. While there is considerable uptake of peer support in the mental health sector, challenges still occur for peers, particularly in hospital environments. A driver of this challenge is that peers have less well-defined roles and responsibilities compared to other staff members. One response to these challenges has been to study various implementation strategies of more standardized peer support programs. The Welcome Basket (WB) is a peer support intervention that was developed to address high rates of readmission to psychiatric hospitals, acting as a bridge between hospital and community.

Method: The present paper involved a systematic review of the literature on peer support implementation as well as a case study on the WB. Four key stakeholders from the WB were interviewed about their experiences providing peer support within the hospital environment including implementation successes and barriers.

Results: The results of the systematic review and stakeholder interviews outline the components that are necessary to implement peer support successfully in a mental health hospital, including having clearly defined role for peers, a responsive team environment, and engaged, open-minded clients. Challenges included integrating peer services with other allied staff and working alongside the medical model.

Conclusions/Impact: This project provides insight into the components that are necessary to successfully implement peer support within a mental health hospital and provide a framework for future initiatives in this novel area of study.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "B" /
Présentation par
affichage**Community Psychology /
Psychologie communautaire**#3 46063 STUDENT PERCEPTIONS OF SEXUAL VIOLENCE, HARASSMENT
AND SAFETY AT CAPE BRETON UNIVERSITY**

Gabrielle Smith, Cape Breton University; Heather Schmidt, Cape Breton University

Until approximately three years ago, Canadian universities assessed their climate of sexual violence using the number of reported assaults to campus-authorities. As of 2014/15, Cape Breton University had only 1 reported assault and many Nova Scotian universities also reported 0 or very few. This has since been proven grossly inaccurate, however, as the majority of sexual violence survivors do not report what happened to authorities for a variety of reasons (e.g., shame, self-blame, minimization, fear of retribution, lack of confidence in the Canadian justice system, etc.) Seeking to improve, CBU has created a Sexual Violence Policy, hired a full-time Human Rights Officer, formed a Sexual Violence Prevention committee, and now offers Bystander Training, and education on consent. But how well is this working from the students' perspective? The goal of this in-progress undergraduate thesis study is to get an in-depth student perspective on the climate of safety, sexual violence and harassment at CBU, while also empowering a diversity of students by seeking their voices and suggestions for improvement to help make CBU a safer place for all students. Approximately 25 students are completing a short survey with rating scales and then participating in small focus groups to discuss how well current services and policies are working, in terms of prevention, reporting, and treatment/support for survivors. Grounded theory analysis will be conducted in order to identify common themes running across the focus groups, and the results will be used to advocate for improved services and changed, as needed.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "B" /
Présentation par
affichage**Community Psychology /
Psychologie communautaire**#4 44784 IMPROVING CHILD WELFARE'S USE OF RESEARCH: PRACTITIONER
PERSPECTIVES ON THE IMPACT OF A TRAINING CURRICULUM***Lauren Stenason*, The University of Ottawa; *Kelly Weegar*, The University of Ottawa; *Connie Cheung*, The University of Toronto; *Elisa Romano*, The University of Ottawa

In 2000, the Ontario Looking After Children (OnLAC) project was developed as a child welfare initiative to improve the developmental outcomes of youth in out-of-home care through annual assessments. However, challenges remain in child welfare's use of OnLAC data for service planning and delivery. This study evaluated the impact of a training curriculum that we developed to improve practitioners' applied use of OnLAC data. The three-part curriculum was delivered across two Ontario child welfare agencies (N=18). We conducted practitioner focus groups post-training (N=12) to examine its utility and suggestions for improvement. Preliminary results indicate that practitioners found the training useful in helping to incorporate OnLAC data into service delivery, citing the use of case examples as particularly beneficial. Suggestions for improvement included using more complex case examples representative of their youth in-care. Practitioners expressed challenges surrounding the OnLAC data, such as its timely availability and ease of use in its current format. Findings from the current study has the potential to improve developmental outcomes and permanency planning for youth in out-of-home care through improved application of the OnLAC data to service planning and delivery.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "B" /
Présentation par
affichage**Environmental
Psychology / Psychologie de
l'environnement**#5 45695 AN INVESTIGATION OF THE PSYCHOSOCIAL IMPACT OF AN INTENSE
OUTDOOR CHALLENGE: QUALITATIVE AND QUANTITATIVE OUTCOMES***Anna Gallagher*, University of New Brunswick ; *Janine Olthuis*, University of New Brunswick; *Alex Whynot*, Dalhousie University ; *Kevan Kostynski* , University of New Brunswick

Adventure Therapy, which often includes green exercise and traditional psychotherapeutic methods, is a moderately effective mental health intervention. Limited research, however, has elucidated the impact of a similar type of experience on the wellbeing of non-clinical populations. The present study examined the psychosocial impacts of an intense hiking challenge (including group adventure, nature, challenge, and reflection, all traditional aspects of adventure therapy) on healthy adults, using a mixed-method design. Participants in the current study were recruited from a group of young adults completing a hiking challenge (N = 21). Participants completed self-report surveys (pre/post/1-month follow-up) designed to assess changes in mindfulness, self-concept, resilience, self-efficacy, and depression, anxiety, and stress. Qualitative data was collected via photovoice interviews. Repeated measures ANOVAs revealed that most study outcomes did not change from pre- to post-hike and follow-up. Given our small sample size and observed trends, we conducted further exploratory analyses. Paired samples t-tests showed a significant increase in mindfulness and resilience and a significant decrease in depressive symptoms from pre- to post-hike. There was, however, a subsequent significant increase in depressive symptoms and decrease in self-concept and resilience from post-hike to one month follow-up. Thematic coding of interviews revealed five key themes capturing participants' experiences: 'social connection', 'overcoming adversity', 'appreciation for nature', 'personal growth', and 'symbolic significance'. Quantitative and qualitative results suggest that adventure-based experiences may contribute to enhanced wellbeing in the short-term among healthy adults, but that additional work is needed to determine how to extend these benefits long-term.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "B" /
Présentation par
affichage**Environmental
Psychology / Psychologie de
l'environnement**#6 44598 CONNECTEDNESS TO NATURE AS A PREDICTOR OF CONSUMPTION
RESTRICTION***Sara-Emilie McIntee*, University of Ottawa; *Ihssane Fethi*, Université de Montréal; *Darcy Santor*, University of Ottawa

Despite researchers' active interest in individuals' relationship with the natural environment as a predictor of pro-environmental behaviour, no research to date has tested a construct of closeness to nature with respect to specific pro-environmental behaviours, such as consumption restriction. The purpose of this study is to assess the Connectedness to Nature Scale's (CNS; Mayer & Frantz, 2004) predictive value of consumption restriction within the recently developed Consumption Restriction Questionnaire (CRQ). We hypothesized that scores on the CNS will: (1) have a positive relation with consumption restriction behaviour and (2) have a negative relation with one's actual consumption behaviour. Two hundred and forty-three University of Ottawa students (62% female) have completed an online survey consisting of the CRQ, the CNS, and previously validated measures of Materialism, Frugality, and Greed. Results of stepwise regression analyses showed that measures of Greed and Materialism were the strongest predictors of consumption, outperforming the measure of Connectedness to Nature. However, results of stepwise regression analyses also showed that Connectedness to Nature was the strongest predictor of consumption restriction, outperforming measures of Materialism, Frugality, and Greed. Findings suggest that individuals who are more connected to nature are more likely to restrict their consumption of goods. Thus, implications include possibilities to use individuals' relationship with nature as a target of intervention to induce consumption restriction.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "B" /
Présentation par
affichage**Family Psychology /
Psychologie de la famille**#7 45836 AN EXAMINATION OF INTERPERSONAL FLEXIBILITY DURING SIBLING
CONFLICT USING DYNAMIC STRUCTURAL EQUATION MODELING***Sahar Borairi*, University of Toronto; *Michelle Rodrigues*, University of Toronto; *Nina Sokolovic*, University of Toronto; *Jennifer Jenkins*, University of Toronto

Background: Sibling relationships provide an important context for both positive and negative socialization in childhood. Although conflict is only one of several dimensions of the sibling relationship, it seems to be particularly salient to children, and many researchers posit that sibling conflict and the conflict resolution may actually contribute to the development of a child's social competence

Methods: 5-minute interactions of home visit video data (n=206) were coded in 20-second intervals where older siblings and younger siblings discussed and aimed to resolve a recent conflict. For each 20-second interval of the interaction, each sibling was coded based on a 5-point constructiveness scale. Using a novel statistical framework, dynamic structural equation modeling (DSEM), interaction processes were examined on a sequential basis.

Results: Findings suggest that successful interactions among siblings require a certain degree of behavioural flexibility. Siblings reciprocated one another's behaviour from one moment to another. Siblings who demonstrate more flexibility were more constructive in their approach to conflict resolution. This behaviour was moderated by the dyadic composition, because as the power differentials increase between siblings (age gap) the more dominant partner (older sibling) behaved less flexibly towards their younger sibling.

Implications: DSEM has the potential to greatly expand our understanding of real-time dynamics of dyadic interactions and how they relate to factors at a developmental time scale. Research has shown that micro-processes of sibling interactions are associated with important aspects of child development including psychopathology, social cognition, and emotion and behavioural regulation, underscoring their value for developmental research.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Family Psychology /
Psychologie de la famille**#8 44765 CHILDHOOD ADVERSITY AS A PREDICTOR OF EMOTION
SOCIALIZATION: THE MEDIATING ROLE OF PARENTAL EMOTION REGULATION***Sarah Cabecinha-Alati*, McGill University; *Rachel Langevin*, McGill University; *Tina Montreuil*, McGill University

Parental emotion regulation (ER) is thought to exert indirect influences on children's ER through parents' emotion socialization (ES) practices. Although there is some research on the relationships between ER and ES in maltreating families, no studies to our knowledge have investigated how childhood adversity (CA) might impact parents' ES practices and the potential mediating role of parental ER. Evidence suggests that levels of regulatory skills may differ depending on the emotion involved, making it vital to identify specific emotional states rather than examining ER more broadly. Consequently, the present study will investigate the impact of CA on parental ES practices specific to anger, sadness, and anxiety, and mediating role of parents' emotion-specific ER skills. We will also examine the impact of these variables on children's ER. Parents will be recruited via social media and complete questionnaires online including the ETI-SR (CA), ERSQ-ES (ER), EAC-PR (ES), and P-CEMS (child ER). Data collected by: March 2019. PROCESS will be used to test three mediation models with two sequential mediators (parent ER and ES practices), explaining the associations between parental CA and child ER for each emotion. It is expected that CA will be negatively associated with parents' ER skills, and that parental ER will mediate the relationship between CA and parental ES. Further, unsupportive ES is expected to predict child dysregulation, while supportive ES is expected to predict child coping. Findings will contribute to our understanding of the mechanisms behind the intergenerational transmission of ER, with implications for prevention and intervention.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Family Psychology /
Psychologie de la famille**#9 44257 PATERNAL DEPRESSIVE SYMPTOMS AND MARITAL QUALITY:
A META-ANALYSIS***Kristene Cheung*, University of Manitoba; *Jennifer Theule*, University of Manitoba; *Michelle Ward*, University of Manitoba; *Rachel Goertzen*, University of Manitoba; *Diane Hiebert-Murphy*, University of Manitoba; *Caroline Piotrowski*, University of Manitoba

Background: Much research suggests that paternal depression is associated with marital quality; however, the magnitude of the relationship varies across studies. The objectives of this study were to clarify the strength of the association and explore whether study-specific factors moderate the strength of the relationship.

Method: A series of meta-analyses were conducted to examine the strength of the association between paternal depressive symptoms and marital quality. Several moderator analyses were also conducted (e.g., paternal educational attainment, maternal depression, and type of publication).

Results: The present meta-analysis consisted of 42 published and unpublished studies. Fathers with higher levels of depressive symptoms reported significantly lower levels of marital quality than fathers with lower or no depressive symptoms ($d = -0.80$; 95% CI $[-0.96, -0.64]$; $p < .001$). There was a medium relationship between paternal depressive symptoms and father-ratings of marital quality ($r = -.32$; 95% CI $[-.36, -.27]$; $p < .001$). The relationship between paternal depressive symptoms and mother-ratings of marital quality was small ($r = -.22$; 95% CI $[-.26, -.19]$; $p < .001$). None of the explored moderators were significant.

Conclusions: Overall, this study found a significant relationship between paternal depressive symptoms and marital quality, regardless of the study-specific factors. The association between paternal depressive symptoms and marital quality was weaker for mother-ratings than father-ratings of marital quality.

Impact: Based on the results of this study, clinicians should be cognizant of this link and be aware that treatment options that reduce depressive symptoms may also enhance marital quality, and vice versa.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Family Psychology /
Psychologie de la famille**#10 45400 BUILDING PROTECTIVE RESOURCES IN REFUGEE FAMILIES:
DEVELOPMENT OF A PREVENTION-FOCUSED MULTIPLE FAMILY GROUP
INTERVENTION***Catherine Costigan, University of Victoria; Cindy Quan, University of Victoria; Drexler Ortiz, University of Victoria*

Background: We present a formative evaluation of a preventative intervention with refugee families. Refugee families face many stressors before, during, and after migration. Before and during migration families are exposed to violence and unstable living conditions. Post-migration stressors include unemployment, mental health challenges, lack of affordable housing, loss of social networks, changing family roles, and discrimination. Our aim was to deepen resilience and empower refugee parents and children to thrive by building capacity within families. Specifically, we designed a six-session trauma-informed multiple family group workshop, drawing on family systems and attachment theory. Sessions focused on integrating important values, rituals, and routines, enhancing perspective taking, and fostering family resilience.

Methods: Sessions were held once a week (90-minutes). Seven families from Syria and Sudan (7 parents and 11 youth) participated in the workshop. Participants completed pre and post translated measures of family relationship functioning (Epstein et al., 1983), psychiatric symptoms (Kessler & Mroczek, 1992), and resilience (Ungar & Liebenberg, 2011). Qualitative feedback was also sought.

Results & Conclusions: Feedback from participants and our own experience conducting the workshop provided evidence for the feasibility of the group. Some perceived benefits from participants included themes about 1) appreciating the opportunity to explore ways of solving problems as a family and 2) valuing discussion of how parents can support their children's adjustment. The results from this pilot project have helped to refine the content of the sessions, the logic model of the program, and the evaluation plan.

Action/Impact: Recommendations for future preventative interventions are offered.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Family Psychology /
Psychologie de la famille**#11 45699 BREASTFEEDING DURATION AND ITS ASSOCIATION WITH PARENTAL
PHYSICAL AND MENTAL HEALTH AND PARENTING STRESS (DISSERTATION)***Leah Kenyon-George, Fielding Graduate University; Jessica Emick, Fielding Graduate University; Joseph Bush, Fielding Graduate University; Tiffany Field, Fielding Graduate University; Barbara Figueiredo, University of Minho, Portugal*

Background: This dissertation explores the extent to which breastfeeding duration predicts parental physical and mental health and parenting stress. This study uses a family systems perspective to examine the association between breastfeeding duration and maternal and paternal mental health and parenting stress.

Methods: The sample was obtained from the Maternal and Child Health Bureau and the National Survey of Children's Health (2012). It was expected that the results would demonstrate a positive association between breastfeeding duration, better mental and physical health outcomes, and lower rates of maternal and paternal parenting stress. To determine the extent to which this was the case, several logistic regressions were run. A structural equation model was used for confirmatory factor analysis, in which four variables were used to create a latent variable for maternal and paternal parenting stress. Then linear regressions were used to examine the extent to which breastfeeding duration predicted parenting stress in both mothers and fathers.

Results: Longer duration of breastfeeding was associated only with maternal physical health in one comparison. Other important predictors (such as child's health, mother's age, quality of the parental relationship, adverse family experiences, & community safety) for parental health and parenting stress were statistically significant.

Conclusion: This study identifies the factors that are most predictive of parental physical and mental health and parenting stress during the postnatal period.

Action/ Impact: The findings of this study have important implications for researchers, educators, clinicians and policymakers regarding important predictors of parental physical health, mental health and parenting stress.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#12 45126 PREDICTIVE VALIDITY OF THE BARIATRIC INTERPROFESSIONAL
PSYCHOSOCIAL ASSESSMENT OF SUITABILITY SCALE (BIPASS)***Molly Atwood*, Ryerson University ; *Thiyake Rajaratnam*, University Health Network; *Sanjeev Sockalingam*, University Health Network; *Stephanie Cassin*, Ryerson University

Bariatric surgery is the most effective intervention for severe obesity; however, many bariatric patients demonstrate suboptimal weight outcomes and fail to benefit psychosocially. Although best practice guidelines emphasize presurgical psychosocial evaluations to identify patient challenges for postsurgical adjustment, there is a paucity of research examining the predictive utility of evaluations. This study explored the ability of the Bariatric Interprofessional Psychosocial Assessment of Suitability Scale (BIPASS), a novel psychosocial evaluation tool, to predict outcomes 1 and 2 years following bariatric surgery. An assessor blinded to patient outcomes applied the BIPASS retrospectively to the charts of 200 patients (aged 18 to 67 years; 81.5% female) of the Toronto Western Hospital Bariatric Surgery Program. Information obtained during presurgical psychology, nursing, dietician, and social work assessments was used to score the BIPASS. Weight and self-reported quality of life (SF-36) and psychiatric symptoms (BES, PHQ-9, GAD-7) were measured at 1 and 2 years postsurgery. Controlling for age and sex, hierarchical regression analyses showed that higher BIPASS scores significantly predicted lower physical and mental health-related quality of life, and higher binge eating symptomatology at 1 year postsurgery. Higher BIPASS scores also predicted greater weight regain by 2 years postsurgery. Findings suggest that the BIPASS may prove useful in identifying patients at high risk for poor postsurgical outcomes, for whom short-term psychosocial interventions may be beneficial.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#13 45128 FACTOR STRUCTURE OF THE BARIATRIC INTERPROFESSIONAL
PSYCHOSOCIAL ASSESSMENT OF SUITABILITY SCALE (BIPASS)***Molly Atwood*, Ryerson University; *Alex Muravsky*, University Health Network; *Sanjeev Sockalingam*, University Health Network; *Stephanie Cassin*, Ryerson University

Bariatric surgery is the most effective intervention for severe obesity; however, many bariatric patients demonstrate suboptimal weight outcomes and fail to benefit psychosocially. Although best practice guidelines recommend that patients undergo preoperative psychosocial evaluation in order to identify potential challenges for postsurgical adjustment, there is a paucity of psychometrically sound evaluation tools. The Bariatric Interprofessional Psychosocial Assessment of Suitability Scale (BIPASS) is a novel tool to assess patient suitability for bariatric surgery. The BIPASS includes 14 items, broadly assessing patient knowledge, preparation and motivation for surgery, psychiatric functioning, social support, and general assessment features including response bias. This study presents an Exploratory Factor Analysis (EFA) of the BIPASS items in a sample of 200 preoperative patients aged 18 to 67 years (81.5% female), recruited from the Toronto Western Hospital Bariatric Surgery Program. EFA was preformed using Principal Axis Factoring with Direct Oblimin rotation. Kaiser’s criterion and scree plot indicated a two-factor structure (“Mental Health” and “Readiness for Surgery”), together accounting for 31% of the variance. Internal consistency was 0.69 for BIPASS Total score, 0.733 for Mental Health, and 0.551 for Readiness for Surgery. Results show that the BIPASS demonstrates acceptable preliminary psychometric properties. Future research efforts should validate the factor structure of the BIPASS using Confirmatory Factor Analysis and examine predictive validity for outcomes following bariatric surgery.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#14 46036 ACCESS TO MENTAL HEALTH SERVICES AND PERCEIVED NEED FOR
CARE AMONG ATLANTIC CANADIAN MILITARY PERSONNEL***Andrea Bowes, University of New Brunswick; Janine Olthuis, University of New Brunswick*

Background: Given the potential impact of mental health (MH) issues (e.g., PTSD) on well-being, it is important for military personnel with MH needs to access care. The Atlantic Canadian area offers an important opportunity to understand treatment seeking by service members given the intersecting influence of large military bases and the variety of health services this population may access. Prevalence of mental health issues and help seeking are not well researched in this region.

Research goals: This study examines the nature of mental illnesses as well as needs and help seeking from professionals and non-professionals among Atlantic Canadian service members who meet the criteria for a past year mental illness.

Methods: The research uses de-identified survey data from the Canadian Armed Forces Mental Health Survey, administered by Statistics Canada (2013) and accessed through the secure environment at the University of New Brunswick, Fredericton.

Results: Although those with a mental health issue tend to demonstrate high levels of functional disability based on the World Health Organization Disability Assessment Schedule (WHO DAS), over half of the sample were seeking care. Those seeking help from a variety of professional and non-professional services report their needs were partially or fully met. Those not seeking care demonstrated high WHO DAS scores compared to the general population.

Conclusions/Actions: Results are discussed in light of how to align perceived needs with access to care. Factors such as reasons why some do not seek care and the role of friends/family will also be discussed.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#15 44584 DISCRIMINATION AS A PREDICTOR OF LIFE SATISFACTION
TRAJECTORIES AMONG OLDER ADULTS***Esther Briner, Carleton University; Rachel Burns, Carleton University*

Background: Among older adults, life satisfaction (LS) reflects the extent to which a person positively evaluates the overall quality of their life. However, experiences of discrimination can potentially threaten individual LS. Although associations between LS and discrimination have been demonstrated, the extent to which discrimination is associated with patterns of LS over time has not been explored. The present study hypothesized that: (i) LS in older adults would not be uniform, but rather follow distinct trajectories over time; and (ii) that discrimination would predict LS trajectory group membership.

Methods: Longitudinal data (2008-2014) came from the Health and Retirement Study. Participants (N=6,957) were assessed for life satisfaction, measured in 2008, 2010, 2012, and 2014, discrimination, measured at baseline (2008), and demographic variables.

Results: Latent class growth modeling identified 3 distinct, stable LS trajectories that, over time, were characterized by: low LS (9.3% of participants), high LS (35.1%), and very high LS (55.6%). Baseline discrimination differed across trajectory groups. Participants in high and very high LS trajectory groups experienced significantly less discrimination than the low LS group, $ps < .001$. Likewise, members of low LS trajectory groups experienced significantly more discrimination than other groups, $ps < .001$.

Conclusions: Discrimination differed across LS trajectories among older adults in the United States.

Action/Impact: Findings provide direction for leaders looking to support efforts aimed at dispelling discriminatory practices in the community. Future research may wish to assess the extent to which exposure and adaptation to discrimination is linked to LS in various population groups.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#16 45164 TESTING A BRIEF MINDFUL EATING PROGRAM FOR REDUCING
OBESITY-RELATED EATING BEHAVIOURS AND BODY WEIGHT***Kimberly Carrière, McGill University ; Elena Dikaïos, McGill University; Ian Bernstein, McGill University; Mallory Frayn, McGill University; Bärbel Knäuper, McGill University*

Background: Recent research has demonstrated the efficacy of mindful eating programs in increasing interoceptive awareness, reducing overeating and leading to significant weight loss in overweight and obese individuals. Although effective, these programs are inaccessible to the wider community. As a result, their reach and impact on obesity has been limited.

Method: To address these limitations, the present study examines the efficacy of a brief (nine sessions, 5 to 10 minutes each) mindful eating program for weight loss. Interoceptive awareness, mindful eating, overeating, and weight are assessed at baseline, post-program, and follow-up. Participants are overweight or obese (BMI > 25) adults.

Results: Preliminary within-group analyses demonstrate statistically significant increases in interoceptive awareness ($N = 37, p < .001$), mindful eating ($N = 37, p < .001$) and statistically significant decreases in weight ($N = 31, p < .05$) and levels of overeating ($N = 37, p < .001$). Treatment effects were maintained at a 3-month follow-up.

Conclusions: This is the first study to test the effectiveness of a brief mindful eating intervention to facilitate successful weight management. If supported, the results would identify a new approach to obesity management that is cost effective and affordable.

Action/Impact: This study seeks to bridge the gap between research and community-based weight loss programs. If effective, the intervention could lay the groundwork for the dissemination of similar community-based programs, increasing the accessibility and impact of mindfulness-based weight loss interventions on the successful treatment of obesity.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#17 45590 DOES HORMONAL SENSITIVITY PLAY A ROLE IN EATING DISORDER
SYMPTOMS?***Kristen Chafe, Lakehead University ; Jessica Bird, Lakehead University; Kirsten Oinonen, Lakehead University*

Previous studies have linked symptoms of bulimia with androgens and found that a history of oral contraceptive (OC) side effects is associated with greater body dissatisfaction and eating dysfunction. These findings suggest a role for gonadal hormones and hormonal sensitivity in the expression of eating disorder symptoms. The purpose of this study was to further examine the potential role of hormonal sensitivity in the relationship between OC use and eating disorder symptoms. Six-hundred-forty-two female participants completed a questionnaire examining OC experiences and symptoms of bulimia. A portion of these participants completed follow-up questionnaires six months and one year later. Bulimia scores were positively associated with both history and current experience of OC side effects (including physical, emotional and sexual side effects), and hormonal sensitivity (i.e., OC side effect history) predicted current bulimia symptoms over and above BMI and a history of depression and anxiety. Additionally, there was an increase in bulimia scores (but not BMI) in women after starting OC use, and bulimia symptoms were higher in women who experience a high (vs. low) number of androgenic/progestational OC side effects. These findings suggest that women who experience more bulimia-type symptoms are also more sensitive to exogenous hormones, and tend to show more androgenic/progestogenic side effects than women who experience fewer symptoms. The results provide further evidence for a link between hormones and disordered eating attitudes and behaviours. The role of androgens in bulimia symptoms requires additional research focus.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#18 45653 A PROFILE OF FEEDISM: EXPLORING THE DEMOGRAPHICS AND
PERSONALITIES OF SELF-IDENTIFIED FEEDISTS.***Kathy Charles, Edinburgh Napier University*

Rationale: This study begins to address the quantitative and psychometric gap in feedism research identified by Charles and Palkowski (2015). Feedism refers to individuals who engage in deliberate weight gain (or encourage others to gain weight) for sexual pleasure. Feedism tends to be under researched with a strong bias towards qualitative methods focussing on very small samples, and a tendency to focus on individual pathology rather than seeking to understand broader trends or patterns within feedism.

Method: This study used online purposive sampling to gather psychometric and demographic information from 74 individuals involved in feedism. Participants completed the HEXACO (Lee & Ashton, 2016) personality measure and the Short Dark Triad (SD3: Jones & Paulhus, 2014). Participants also indicated when they first became aware of their feedism interests.

Analyses: Comparing psychometric data with existing norms revealed the feedism group was significantly higher on Narcissism and Psychopathy, and significantly lower on Honesty-Humility, Emotionality, Conscientiousness, and Openness. Males were significantly lower on Agreeableness, and females significantly lower on Extraversion. The mean first reported age of interest in weight gain was 10.2 years (sd = 5.04).

Summary: This study reinforces that feedism often becomes apparent in childhood (Charles & Palkowski, 2016). Results also demonstrate that those involved in feedism may have significantly different personality traits to the normal population. Previously this was implied from individual case studies. These findings have implications for how health professionals tackle weight loss with overweight and obese patients, and how treatments might be designed should they be desired.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#19 44789 AN EXAMINATION OF HOW CULTURAL AGE AND BODY NORMS
SHAPE OLDER MEN'S BODY IMAGE***Peter Crocker, The University of British Columbia; Erica Bennett, The University of British Columbia; Elizabeth Pritchard, The University of British Columbia; Tayler Colton, The University of British Columbia; Laura Hurd Clarke, The University of British Columbia*

The physical changes accompanying aging shape body-related cognitions, emotions, and behaviours in later life, and have implications for physical activity and healthy eating. Little remains known, however, about older men's body image. The purpose of this study was to examine how men aged 65 to 83 perceived, experienced, and coped with age-related body changes. A thematic narrative analysis of semi-structured interviews with 28 Canadian men diverse in ethnocultural background (European; East Asian; South Asian descent), sexual orientation (gay; heterosexual), and social class revealed two overarching storylines. Participants experienced complex emotional webs of embarrassment, envy, shame, guilt, and pride related to changing body function, health, and appearance. However, the meaning they assigned to these emotions shaped their body-related experiences in diverse ways. Those who acknowledged yet avoided emotion overidentification were accepting, and positively adapted to body changes. The men who overidentified with their body-related emotions perceived the aging body as a threat, begrudgingly accepted, and had difficulty adapting to body changes. These divergent trajectories were underpinned by the embodiment of cultural norms. The men who associated aging with reverence placed emphasis on the mindful acceptance of and self-compassionate approach to aging-related body challenges, and engaged in physical activity and healthy eating for pleasure and well-being. The men who internalized ageist body norms of youthfulness, health, and physical fitness were frustrated with their bodies, and were active and ate a healthy diet to slow body decline. Findings highlight the importance of cultural age and body norms in shaping later life body image.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "B" /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#20 46122 THE INFLUENCE OF PRE-SURGICAL SELF-ESTEEM ON BODY IMAGE DISSATISFACTION AND WEIGHT-LOSS 12-MONTHS AFTER BARIATRIC SURGERY***Ashley Felske*, University of Calgary; *Tamara Williamson*, University of Calgary; *Josh Rash*, Memorial University of Newfoundland; *Jo Ann Telfer*, Calgary Adult Bariatric Surgery Clinic; *Tavis Campbell*, University of Calgary**Background:** While body image typically improves following bariatric (weight-loss) surgery, some patients continue to experience body image dissatisfaction (BID) regardless of post-surgery weight-loss. Persistent BID may increase the risk for suboptimal surgical outcomes including depressed mood, low self-esteem, and suboptimal weight-loss. Additional research is needed to identify pre-surgical risk factors for persistent post-surgical BID.**Aims:** To evaluate whether: 1) pre-surgical self-esteem and depressed mood are associated with BID 12-months post-surgery independent of weight-loss, and; 2) improvements in body image, mood, and self-esteem predict greater 12-month weight-loss.**Methods:** Adults approved to receive bariatric surgery self-reported body mass index (BMI) and completed validated measures of weight-related self-esteem, depressed mood, and BID pre- and 12-months post-surgery. Percent excess body weight loss (%EWL) from pre- to 12-months post-surgery was calculated.**Results:** Fifty-two adults (79% female; age = 46.46 years, *SD* = 8.87; BMI = 49.04 kg/m², *SD* = 10.28) participated in the study. Lower pre-surgical self-esteem predicted greater BID 12-months post-surgery, explaining 13% of variance in BID beyond the influence of depressed mood and %EWL, $F(1,48) = 8.68, p = .005$. Improved self-esteem was positively associated with greater %EWL, $b = .016, t(42) = 2.52, p = .016$. Improved BID did not predict increased %EWL, $p > .10$.**Conclusions:** Lower pre-surgical self-esteem was associated with greater BID 12-months post-surgery. Improved self-esteem, but not BID, was associated with greater 12-month %EWL. Pre-surgical self-esteem may represent an important treatment target throughout surgery preparation, treatment, and recovery to enhance surgical outcomes (body image, weight loss).

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "B" /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#21 44339 VALIDITY OF A SHORT MALE ROLE NORMS MEASURE: TRADITIONAL ATTITUDES ABOUT MEN SCALE***Keisha Gobin*, York University; *Donald McCreary*, York University; *Jennifer Mills*, York UniversityPre-existing measures of masculine ideology are large and difficult to administer in large-scale population health surveys. As such, the Traditional Attitudes About Men (TAAM) scale was developed by McCreary et al. (2005) to briefly assess five core features of masculinity: risk-taking, self-sufficiency, physical strength, emotionality, and avoidance of femininity. The current study aimed to examine the psychometric properties of this measure. $N = 102$ adult males completed the measure at two time points: online, at the start of the term (Time 1), and in-person, approximately six months later (Time 2). The five items are rated on a four-point Likert scale and responses are scored into a single index. After determining the suitability of the data, two principal axis factoring analyses with a varimax rotations were performed. Initial eigen values indicated that the first factor explained 48% of the variance at Time 1 and 50% at Time 2. A single-factor structure was evident for this measure, which was confirmed by a parallel analysis. The inter-item correlations revealed that the items were moderately correlated, with values ranging from $r = .13$ to $.63$. Corrected item-total correlations ranged from $.33$ to $.63$ across both time points. The alpha reliability estimates were $.73$ at Time 1 and $.75$ at Time 2. Regarding test re-test reliability, a paired-sample t-test revealed no significant differences between mean scores at Time 1 and Time 2, $t(101) = .18, p > .05$. The TAAM demonstrated good psychometric qualities, supporting its use as a brief masculine ideology assessment tool.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#22 46150 PHYSICAL ACTIVITY AND POSTTRAUMATIC STRESS DISORDER:
A SYSTEMATIC REVIEW OF THE EVIDENCE***Raquel Graham*, University of Victoria; *Rebecca Vendittelli*, University of Victoria; *Tomiko Yoneda*, University of Victoria; *Scott Hofer*, University of Victoria

A growing body of research suggests that greater levels of physical activity are associated with fewer symptoms of posttraumatic stress disorder (PTSD). However, this is a relatively new area of exploration and there is a need for a comprehensive review of the evidence to-date. This systematic review aimed to summarize the literature on physical activity in relation to symptoms of PTSD from studies using a variety of designs (e.g., observational, intervention). Eligible studies included original research reporting the associations between physical activity (self-report or measured) and diagnosis/symptoms of PTSD in adults with a diagnosis of PTSD or reported trauma history. The search protocol yielded 22 eligible studies (7 cross-sectional, 5 prospective, and 10 interventions). Across study designs, there was support for an inverse association between physical activity and PTSD symptoms. The findings from longitudinal and intervention studies suggest that the association may be reciprocal, such that a diagnosis of PTSD can predict reductions in exercise over time, while increasing exercise can lead to reductions in PTSD symptoms. In studies that looked at specific symptom clusters (n=7), hyperarousal symptoms were most strongly related to the positive effects of physical activity. The studies also highlight moderating and mediating factors such as gender, depressive symptoms, sleep quality, and pain. The findings from this systematic review suggest that physical activity interventions may be a useful standalone or adjunctive treatment component for individuals with PTSD, particularly in terms of reducing hyperarousal symptoms.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#23 45012 SEXUAL FUNCTIONING OF LATE ADOLESCENTS AND YOUNG
ADULTS: INDIVIDUAL AND RELATIONSHIP FACTORS***Kathleen Hughes*, University of Calgary; *Lucia O’Sullivan*, University of New Brunswick; *Sandra Byers*, University of New Brunswick

Sexual problems or poor sexual functioning among young adults is an emerging area of study (Landry & Bergeron, 2010). Initial studies in this area have examined sexual functioning in general rather than in the context of a committed romantic relationship. Given that relationship well-being and sexual well-being are closely linked for young people (Byers, Demmons, & Lawrance, 1998), the current study assessed the prevalence of sexual problems and individual and relationship factors associated with poorer sexual functioning of young people in a committed romantic relationship. Participants were 409 young people (172 men, 237 women) aged 18 to 24 who completed an online survey concerning their sexual functioning, cognitive-affective appraisals of their romantic and sexual relationship, sexual frequency, and sexual communication. Significantly more young women (22.8%) than young men (4.7%) reported a clinically significant sexual problem as well as a sexual problem in one or more sexual functioning domains (53.2% versus 20.3%). Poorer sexual functioning was associated with being female, a history of sexual coercion, perceiving a romantic partner as less caring, lower relationship and sexual satisfaction, and less frequent sexual activity and verbal and positive nonverbal sexual communication. Gender and sexual satisfaction added uniquely to the prediction of sexual functioning. The results indicate that being in a satisfying committed romantic relationship is protective against poor sexual functioning for young people. Findings are discussed in terms of the need to provide sexual health education aimed at helping young people, particularly young women, to avoid or ameliorate poor sexual functioning.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#24 45996 RECENT CAFFEINE INTAKE AND PHYSICAL EXERCISE ARE
ASSOCIATED WITH FEWER ERRORS OF COMMISSION***Nicole Keir, Lakehead University; Kirsten Oinonen, Lakehead University*

Research has indicated cognitive effects of health-related behaviours such as sleep, physical exercise, and alcohol and caffeine intake. However, few studies have examined how these variables are associated with response inhibition. As part of a larger study, 147 undergraduate students filled out questionnaires about health-related behaviours and completed a facial emotion recognition and a GoNogo task of response inhibition following three mood primes (sad, happy, fear). Correlations followed by linear regressions revealed that recent caffeine intake and recent physical exercise may predict performance on a response inhibition task. Indeed, any caffeine consumption on the day of testing was associated with fewer errors of commission. This effect was also found after the sad, but not after the happy or fear mood inductions. Caffeine consumption on day of testing was also associated with correct responses on a facial emotion recognition task, especially after the sad, but not after happy or fear mood inductions. Further, recent exercise of 46 minutes or more was associated with fewer errors of commission than those reporting less exercise. This effect was also found after the fear, but not after the happy or sad mood inductions. Neither recent alcohol consumption nor hours of sleep predicted performance on either task. Results suggest that recent caffeine consumption and physical exercise contribute to inhibitory control and that caffeine may affect facial emotion recognition. Knowledge regarding the effects of physical exercise and caffeine consumption on cognitive functioning can help to guide individuals in making lifestyle decisions about engaging in certain health behaviours.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#25 44812 PSYCHOSOCIAL AND HEALTH RELATED CORRELATES OF THE
WILL-TO-LIVE IN YOUTH BASED POPULATIONS***Dave Korotkov, St. Thomas University*

Background/Rationale: One's Will-to-Live (WTL) has been storied in lay and academic literatures. However, there are few youth-based studies despite being a highly vulnerable population (e.g., self-harm). Further, though some studies exist linking various psychological variables to the WTL (e.g., self-esteem), little data exists concerning other relevant psychosocial correlates. Measurement issues further limit the reliability of its findings.

Methods: Two student-based samples (Ns = 231, 70) were administered questionnaires pertaining to the WTL, various traits, social variables, health behaviours, and well-being. A third sample (N = 30) was administered a multi-item WTL measure twice over four weeks.

Results: Correlational analyses yielded the following: The WTL measure was found to be (1) reliable ($r_{\text{test-retest}} = .77$); and (2) related to several variables including hope ($r = .56, p < .001$), grit ($r = .35, p < .001$), self-controllability ($r = .42, p < .001$), active coping ($r = .20, p < .001$) behavioural disengagement ($r = -.23, p < .001$), preventive behaviour ($r = .27, p < .001$), stress ($r = -.19, p < .001$), support ($r = .36, p < .001$), satisfaction ($r = .35, p < .001$), interpersonal sensitivity ($r = -.29, p < .001$), physical symptomatology ($r = -.19, p < .001$), and greater expected life expectancy ($r = .37, p < .001$).

Conclusions: The WTL is strongly related to other significant biopsychosocial variables which may be pertinent when planning self-based interventions.

Action/Impact: It is recommended that applied, prospective, and experimental methodologies further assess the validity of these findings.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#26 46078 IMPACT OF PSYCHOLOGICAL DISTRESS ON DANGEROUS DRIVING PATTERNS OF BEHAVIOUR***Émilie Lamarre*, Université de Montréal; Amy-Lee Normandin, Université de Montréal; Marianne Benoit, Université de Montréal; Alexandra Daicu, Université de Montréal; Martin Paquette, Université de Montréal; Jacques Bergeron, Université de Montréal

Background: A recent study supports the theory that there's a significant relation between symptoms of depression and dangerous driving patterns of behaviour (McDonald, Sommers & Fargo, 2014). Another study linked anxiety symptoms to patterns of behavior while driving - concluding that anxiety negatively influences decision-making process involved in driving (Pourabdian & Azmoon, 2013). Combining these two variables, Mann & al. (2010) illustrated that the rate of collisions is linked to the anxiety-depression scale of the 12-item Goldberg General Health Questionnaire (GHQ-12). Therefore, this study hypothesized that psychological distress will be positively correlated with dangerous driving.

Methods: 490 participants (240 women and 250 men, aged between 18 and 65) answered ten self-reported questionnaires, including the GHQ-12 and the Dula Dangerous Driving Index (DDDI) (Dula & Ballard, 2003), as well as a general information questionnaire.

Results: Results indicate that people in a higher state of psychological distress have significantly more dangerous driving patterns than people in a lesser state of distress ($t = -3,118$; $p < 0,01$). Age is a moderator, as the significant difference is found only amongst the 26 years old or older group ($t = -2,428$; $p < 0,05$).

Conclusions: This study illustrates the influence of psychological distress on dangerous driving patterns of behavior, and the importance of age as a moderator in this relation.

Action/Impact: Psychological distress has significant repercussions on people's driving behaviour patterns, therefore on collision rates. Many drivers may suffer the negative consequences. A further look at the possible consequences of psychological distress on dangerous driving is required.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#27 44686 VERBAL COMPLIANCE-SEEKING STRATEGIES OF RESIDENT PHYSICIANS IN RURAL CANADA***Han Li*, UNBC; Janna Olynick, UNBC

Purpose: The patient healthcare experience is a complex phenomenon, as is encouraging patient compliance with medical advice. To address this multifaceted relationship, a study was conducted to explore the ways resident physicians verbally encourage patient compliance and the relationship between these compliance-seeking strategies and patient satisfaction.

Methodology: Forty medical interviews between resident physicians and patients were audio-recorded, transcribed, coded, and analyzed. Patient questionnaires were also administered and analyzed.

Findings: It was found that resident physicians used indirect orders most frequently, followed by motivation, persuasion, scheduling, and direct orders. It was also found that 1) female patients received (marginally) more messages than male patients; 2) female residents used more messages with female patients than with male patients; 3) female residents used more persuasion messages with female patients than with male patients; 4) male residents were less likely than female residents to use motivational messages with female patients; and 5) compliance was significantly correlated with expertise satisfaction, overall satisfaction, and communication satisfaction.

Implications and Value: This study advances existing research by examining various ways in which residents verbally encourage patient compliance and the relationship between these messages and patient satisfaction. Findings can be used to inform physicians on strategies to encourage patient adherence to medication regimen, appointments, and lifestyle changes.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

Poster Session "B" /
Présentation par
affichage

Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement

#28 46254 COPING MECHANISMS IN PATIENTS DIAGNOSED WITH MELANOMA

Sarah Mackay, McGill University; Annett Korner, McGill University; Catherine Bergeron, McGill University; S. Burdayron; R. Brophy, McGill University

Melanoma is the most lethal and fastest growing type of skin cancer and often has serious implications for the psychological well-being of patients. Coping styles differ in their benefit for regulating psychological distress due to cancer diagnoses. This study examines the correlations between various coping mechanisms, general and skin-cancer distress, and healthcare climate. Melanoma patients ($N = 173$) recruited from two hospitals in Montreal completed four self-report measures as part of a large-scale study. Correlation coefficients were computed between coping mechanisms and general distress, skin cancer-specific distress, and healthcare climate. Bonferroni correction was used to reduce the risk of type 1 errors. General and skin cancer-specific distress were significantly correlated to denial ($r = .31$ and $r = .38, p < .001$), substance use ($r = .43$ and $r = .25, p < .001$ and $p = .001$), behavioural disengagement ($r = .34$ and $r = .25, p < .001$), venting ($r = .23$ and $r = .26, p = .003$ and $p = .001$), and self-blame ($r = .38$ and $.36, p < .001$). Acceptance was negatively correlated to general distress ($r = -.40, p < .001$), whereas distraction ($r = .33, p < .001$) and planning ($r = .24, p < .003$) were related to skin cancer distress. Positive healthcare communication was significantly correlated to emotional support ($r = .23, p < .003$) and instrumental support ($r = .25, p = .001$). In line with previous research, distress was associated with less adaptive coping mechanisms. However, disease-specific worries were also related to taking steps for dealing with ones concerns and to distracting oneself. Longitudinal research is required to determine if the combination of planning and distracting leads to decreased distress over time. Understanding the relationship between psychological distress and coping mechanisms can inform future work in clinical and research settings seeking to reduce distress among melanoma patients.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

Poster Session "B" /
Présentation par
affichage

Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement

#29 44509 COMPASSIONATE MIRROR SELF-TALK EXERCISE INCREASES HRV FOLLOWING SELF-CRITICISM INDUCTION

Laura McGeown, Lakehead University; Ron Davis, Lakehead University

Background. Heart rate variability (HRV) reflects variation in successive interbeat intervals of one's heartbeat, providing a measure of parasympathetic vagal tone (Thayer & Lane, 2000). Higher HRV is correlated with better self-regulation (Holzman & Bridgett, 2017), positive psychological adjustment (Beauchaine & Thayer, 2015), and physiological health (Wheat & Larkin, 2010). Thus, increasing HRV could improve stress-related health outcomes. Following self-criticism induction, Petrocchi et al. (2017) found participants who repeated self-generated compassion phrases in a mirror exhibited significantly greater HRV compared to those who repeated phrases without a mirror or merely looked in a mirror. This study sought to replicate this novel finding.

Methods. Female undergraduates ($n = 59$) were instructed to write four compassionate phrases aimed to soothe a friend. Participants then reflected for 5 min on a recent event in which they felt ashamed or disappointed in themselves during HRV recording. Subsequently, participants were randomized to repeat the phrases aloud with or without a mirror while HRV was recorded. Kubios' PNS index (version 3.1) was used as a more robust index of HRV (Tarvainen et al., 2018).

Results. A 2-between (mirror + phrase vs. phrase) x 2-within (self-criticism vs. self-compassion) mixed factorial ANOVA revealed a significant interaction between time and condition, $F(1, 56) = 9.15, p < 0.01$, eta-squared = 0.14.

Conclusion. Repeating self-compassion phrases in a mirror elicited significantly greater PNS vagal activity and HRV following stress. This task may thus show promise as an intervention to enhance psychological resilience and self-regulatory capacity in the face of stress.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "B" /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#30 45291 THE MEDIATING ROLE OF AFFECT IN THE RELATIONSHIP BETWEEN
REGULATORY FOCUS AND RESTRICTIVE EATING.**

Maureen Plante, MacEwan University ; Courtney Plante , MacEwan University

Regulatory focus theory (RFT) posits that there are differences in the strategies people adopt during goal pursuit, with affective and behavioural consequences. The present study investigates the relationship between chronic regulatory focus and restricted eating strategies and the potential mediating role of negative affect. Self-report measures of regulatory focus, anxiety, sadness, and controlled eating were administered to an undergraduate sample ($N=184$). Correlations and structural equation modeling tested models wherein anxiety and sadness mediate the relationship between regulatory focus and a latent variable comprised of three different measures of restrictive eating. Promotion focus was found to be negatively correlated with restrictive eating, a relationship that was mediated by affect. These results are qualified, however, by unusual relationships between regulatory focus and both restrictive eating and affect, both which run counter to the relationship typically observed in the existing literature. Our findings suggest that restrictive eating is best understood through models that incorporate both motivational and affective variables. The contradiction of the present findings with prior research illustrates the need for future research to better distinguish between chronic and state regulatory focus and to search for additional mediators. This research may help with the development of techniques to better predict eating disorders before serious symptoms begin to manifest and to supplement existing treatments for eating disorders by changing clients' motivational mindset. It also offers several important directions for future research on both regulatory focus theory and restrictive eating.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "B" /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#31 44184 CHANGE IN ANXIETY AND DEPRESSIVE SYMPTOMS DURING
PREGNANCY AND EXECUTIVE FUNCTION AND ATTENTION IN 2-YEAR-OLDS**

Kharah Ross, University of Calgary; Nicole Letourneau, University of Calgary; Emma Climie, University of Calgary; Gerald Giesbrecht, University of Calgary; Deborah Dewey, University of Calgary

Background: Prenatal anxiety and depression are associated with executive function and attention deficits in children. Most studies assess either anxiety or depressive symptoms, not both. Few studies examine whether change in distress severity over pregnancy predicts child outcomes. The purpose of this study was to investigate whether prenatal change in anxiety and depressive symptoms predicted executive function and attention in children at 2 years of age.

Methods: A sample of 336 children and mothers from the Alberta Pregnancy Outcomes and Nutrition (APrON) Study participated. Women completed anxiety and depressive symptom measures during the second and third trimesters of pregnancy. At 2-years of age, maternal reports of child executive function and attention were obtained. Covariates were maternal demographics, birth gestational age, and time between prenatal assessments.

Results: Linear regression models tested associations between child executive function *or* attention and second trimester anxiety and depressive symptoms, and change in anxiety and depressive symptoms between the second and third trimesters. Higher second trimester anxiety was associated with poorer child executive function, $b(SE)=3.48(1.03)$, $p=.001$, and attention, $b(SE)=1.03(.467)$, $p=.028$. Increasing anxiety between the second and third trimesters was associated with poorer executive function, $b(SE)=13.7(4.82)$, $p=.005$. Depressive symptoms were not independently associated with either child outcome, $p's>.403$.

Conclusions: Prenatal anxiety predicted child executive function and attention at 2-years of age. Increasing anxiety during pregnancy was associated with poorer executive function, suggesting that worsening symptoms during pregnancy could have an accumulative impact on child outcomes. These findings highlight the utility of interventions that address anxiety during pregnancy.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "B" /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#32 44263 BODY AND SYMPTOM-RELATED CONCERNS IN WOMEN DIAGNOSED WITH POLYCYSTIC OVARY SYNDROME: GAPS IN SYMPTOM MANAGEMENT**

Tanja Samardzic, University of Windsor; Kendall Soucie, University of Windsor; Kristin Schramer, University of Windsor; Cindy Ly, University of Windsor

Background: Polycystic ovary syndrome (PCOS) is the most common endocrine disorder among women aged 18 to 40, with incidence peaking in adolescence. Its menstrual and obesity-related symptoms, which are particularly debilitating, challenge conceptions of femininity, disrupt body esteem, and promote negative body image. To date, age-related differences in PCOS-diagnosed women's perceptions of body esteem have not been investigated.

Methods: PCOS-diagnosed women were recruited from a mid-sized university and the local community. They completed a survey measuring symptom concerns, body esteem, and physician-recommended treatment regimes.

Main Findings: Moderation was assessed using Hayes' (2013) PROCESS macro. Controlling for body mass index (BMI), age significantly moderated the relationships between menstrual and obesity-related symptom concerns of PCOS and both sexual attractiveness and physical condition, but not control over their weight. This was only the case for older (> 30 years old) but not younger (< 30 years old) women.

Conclusions: Older women received far more information on alternative and holistic management tools from their physicians than did younger women, who received substantially more information on diet and weight management. Physician-provided symptom management information thus reinforced societal expectations of thinness for younger women. Future research requires age-targeted body acceptance, education, and advocacy interventions for PCOS-diagnosed women, and for women's overall reproductive health. This study highlights the need for physician training to be adequately equipped to manage complicated women's health issues like PCOS.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "B" /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#33 45574 INTOLERANCE OF UNCERTAINTY AS A BASELINE PREDICTOR OF PREGNANCY-RELATED ANXIETY**

Hangsel Sanguino, University of Calgary ; Lianne Tomfohr-Madsen, University of Calgary ; Ivan Sedov, University of Calgary ; Ashley Dhillon, University of Calgary

Pregnancy Related Anxiety (PRA) is characterized as a distressful and worrisome experience, and an important predictor of negative birth outcomes, such as pre-term birth. Predictors of PRA include individuals' household income, social support, first pregnancy and intendedness of pregnancy. Intolerance of uncertainty (IU) has been shown to predict general anxiety and depressive symptoms. However, to date, there has been very little research on the relationship between PRA and IU. The purpose of the current project is to examine the predictive power of IU early in pregnancy for PRA experienced in the third trimester. Participants were recruited from a low-risk maternity clinic in Calgary, AB. Interested participants were emailed a link to a 15-minute online survey. Participants were followed and surveyed every 10 weeks until postpartum. A hierarchical regression was used to investigate if IU, at baseline, predicted PRA in late pregnancy over and above adjusted variables (social support, household income, parity, pregnancy intendedness, and baseline PRA). IU showed significant correlation with PRA ($\beta = .239, p = .041$). Hierarchical regression indicated that IU at baseline significantly predicted PRA in late pregnancy ($R^2(5, 64) = 0.36, p < 0.01, R^2\text{change}(1, 63) = 0.40, p = .041$). IU in early pregnancy is a predictor of PRA in the third trimester. Future research should explore whether modifying IU in early pregnancy reduced later PRA.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "B" /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#34 44795 THE CURSE OF KNOWLEDGE IN NURSES AS HEALTH EDUCATORS***Donald Sharpe, University of Regina; Allison Owens, University of Regina*

Background. Stemming from research into Theory of Mind, the Curse of Knowledge is a cognitive bias that makes it difficult for experts to estimate the knowledge and proficiency of novices. The purpose of the current study was to investigate the role of the Curse of Knowledge in nurses in the context of patient education.

Methods. Participants were nurses ($n = 42$, mean age 32.22 years, 92.2% female) and undergraduate psychology students ($n = 51$, mean age = 21.92 years, 86.3% female). All participants were presented with health related information about diabetes and heart disease. Students and nurses were tested for their familiarity, understanding, and time taken to learn the information provided. Nurse participants were asked to predict student performance on the measures.

Results. Not surprisingly, nurses had far better comprehension of and familiarity with the health information. More importantly, as predicted nurses overestimated students' ability to answer skill-testing questions on the health information. Students were poor at estimating their own comprehension of the health information and the time they required to learn the concepts.

Conclusions. Our findings suggest the Curse of Knowledge impacts learning in health settings and beyond. Nurses underestimate the difficulty students have learning health concepts; students as surrogate patients overestimate their own difficulty in learning those concepts.

Action/Impact. By understanding whether nursing expertise serves as a limitation to patient education, teaching methods and models can be adapted to improve patient outcomes and to identify communication barriers in healthcare.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "B" /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#35 45169 COUPLE SATISFACTION AND MENTAL HEALTH DURING PREGNANCY***Pooja Sohal, University of Calgary; Ivan Sedov, University of Calgary; Lianne Tomfohr-Madsen, University of Calgary*

Anxiety and depression have been highlighted as important concerns during pregnancy and have been shown to relate to the woman's relationship satisfaction. To date, there has been no exploration of the way women's mental health during pregnancy relates to their partner's relationship satisfaction and vice versa. The current project explored a cross-sectional relationship between couple satisfaction and mental health (anxiety, depression, and insomnia symptoms) within expecting parents.

Method: One hundred six pregnant women and their partners were recruited from a low-risk maternity clinic in Calgary, AB. Upon recruitment, participants completed a 15-minute online survey. Surveys contained measures of anxiety, depression, and insomnia symptoms as well as couple's satisfaction. Bi-variate correlations were conducted to examine the relationship between anxiety, depression, insomnia, and couple satisfaction between both partners.

Results: Mothers' and fathers' relationship satisfaction were significantly positively related ($r = 0.51, p < .001$). Fathers' couple satisfaction was significantly related to the mothers' anxiety ($r = -0.21, p = .029$) and depression ($r = -0.20, p = .042$). Mothers' couple satisfaction was not related with the fathers' depression ($r = -0.02, p = .854$) and anxiety ($r = -0.04, p = .668$). Neither mothers' nor fathers' insomnia symptoms were related to the partners' couple satisfaction ($r = -0.06, p = .575; r = -0.09, p = .407$).

Discussion: The results of the current study indicated that mothers', but not fathers', symptomology was significantly related to their partners' couple satisfaction. Future research should focus on determining the directionality and mediators of these relationships.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "B" /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#36 45683 ASSESSMENT OF CHILDREN'S PAIN: INDIVIDUAL DIFFERENCES
AND POTENTIAL BIAS IN THE LITERATURE***René-Pierre Sonier*, Université de Moncton; *Stéphanie Rowe*, Université de Moncton; *Annie Roy-Charland*,
Université de Moncton; *Mélanie Perron*, Laurentian University

Studies have shown that individuals who should be able to assess children's pain, such as parents, nurses and physicians perform poorly on such tasks, with small group differences (Boerner, Chambers, Craig, Pillai Riddell, & Parker, 2013; Foglia, Roy-Charland, & Perron, 2017; Larochette, Chambers, & Craig, 2006). Thus, we explored individual differences in emotional intelligence and emotional contagion as possible predictors of the capacity to assess emotions of pain. We presented videos of children displaying either genuine, fake or suppressed pain to university students and asked them to indicate the type of pain displayed by the child as their eye movements were measured. Participants answered an emotional intelligence and an emotional contagion scale. Regressions showed no relation between emotion abilities and the assessment of children's pain. However, conditional analysis of answer bias revealed that although suppressed pain had a higher proportion of correct response, similarly to previous studies, participants answered suppressed falsely as often as correctly. Furthermore, not only did the genuine condition have the lowest proportion of correct answers, it was answered falsely more often than it was answered correctly. Results show a response bias that had not been discussed before. Seeing as the results obtained in this study are similar to the results of previous studies, previous results might also be a product of response bias. Furthermore, this study shows that university students can recognize children's pain expression on the same level as parents, nurses and pediatricians. This study shows the need for better training in assessing children's pain.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "B" /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#37 45177 PERCEIVED APPROVAL OF RISKY DRINKING: DEVELOPMENT AND
VALIDATION OF AN INJUNCTIVE DRINKING NORMS QUESTIONNAIRE***Katherine Séguin*, Concordia; *Sarah Hines*, Concordia; *Roisin O'Connor*, Concordia

Approximately one-third of undergraduates drink at levels considered hazardous and experience negative consequences as a result (Adlaf, 2004). Beliefs about whether others approve of risky drinking (referred to as injunctive drinking norms) are theorized to influence one's own risky drinking (Ajzen, 2011). However, empirical tests of the association between injunctive norms and risky drinking produce mixed results. It is unclear whether this can be attributed to the fundamental irrelevance of injunctive norms or if this is an issue of the problematic (non-psychometrically supported) measures used in previous studies. The goal of the present study was to test the validity of a new, empirically developed measure of injunctive norms - Perceived Approval of Risky Drinking Inventory (PARDI). The PARDI assesses the perceived approval of risky drinking by three reference groups (parents, friends, typical students) across four domains: heavy drinking, problems, drinking to cope, and sexual risk taking. Undergraduates (N = 157) completed online assessments including the PARDI and measures of drinking, alcohol-related problems, and drinking motives. Results supported correlations (in the expected direction) between the PARDI's four subscales and typical weekly alcohol use, binge drinking, alcohol-related problems, and drinking motives. Regression analyses demonstrated that beliefs about friends' approval of heavy and problem drinking were particularly risky for binge drinking. The current study demonstrates concurrent validity of the PARDI. It also isolates beliefs about friends' approval as particularly relevant to undergraduate risky drinking, thus pointing to targets for future investigation and intervention.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#38 45196 SLEEP/DIETARY PATTERNS OF CHILDREN WITH EXTERNALIZING
PROBLEMS OR IN COMORBIDITY WITH INTERNALIZING AND/OR ATTENTIONAL
PROBLEMS***Melina Tomasiello*, McGill University; *Émilie Fletcher*, McGill University; *Michèle Déry*, Université de Sherbrooke; *Alexa Martin-Storey*, Université de Sherbrooke; *Martine Poirier*, Université du Québec à Rimouski; *Caroline Temcheff*, McGill University

Conduct problems (CP) in children are prospectively associated with a greater likelihood of adolescent health risk behaviours such as sub-optimal sleep and dietary patterns. Comorbid CP and other disorders such as depression and attention deficit hyperactivity disorder (ADHD) may further increase the likelihood of engaging in health risk behaviors. The aim of the present study was to examine the differences in sleep and dietary patterns of adolescents with CP only versus those with comorbid CP/depression, CP/ADHD and CP/depression/ADHD in childhood. The sample consists of 586 children from an ongoing longitudinal study carried out in four regions of Québec. Parent-report problems of CP, depression and ADHD were assessed at Time 1 (Mage = 8.5 years) and child reports of sleep and dietary patterns were assessed at Time 8 (Mage = 15.5 years). ANOVA and post-hoc analyses demonstrated that children with CP/ADHD had significantly poorer diets than children with CP/depression but were not significantly different from the other CP groups. All CP groups reported poorer diet than controls. Children with CP/depression and those with CP/depression/ADHD had significantly worse sleep than controls and children with only CP and those with CP/ADHD. Again, all CP groups reported poorer sleep than controls. Children with CP/ADHD are more likely to have poor diets while children presenting with a comorbidity involving depression are more likely to have poor sleep patterns. These findings highlight the patterns of risk behaviors specific to children with various comorbid disorders. Future studies should investigate other risk behaviors in relation to comorbidity.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#39 45375 THE IMPACT OF SPEECH AND HEARING DIFFICULTIES FOR PERSONS
WITH MULTIPLE SCLEROSIS***Allison Walls*, St. Francis Xavier University; *Lindsay Berrigan*, St Francis Xavier University

Multiple sclerosis (MS) is a debilitating chronic autoimmune disease that can affect several functions of the body and mind. Several studies have examined major indicators of mental health and fatigue, such as pain and physical disability, however, research on how speech intelligibility and hearing loss can impact mental health and fatigue in MS patients is lacking. This study examined whether communication abilities are associated with mental health and fatigue for persons with MS using measures from the Health Utility Index Mark 3 (HUI3), the Hospital Anxiety and Depression Scale (HADS), and the Daily Fatigue Impact Scale (D-FIS). Participants were 949 adults with definite MS. Pearson's correlations were computed between single attribute-utility scores of speech and hearing from the HUI3 and HADS scores and D-FIS scores. These analyses found that hearing was not significantly correlated with any other outcomes however, speech was significantly correlated with anxiety ($r = -0.109, p < 0.05$), depression ($r = -0.175, p < 0.05$), and fatigue ($r = -0.132, p < 0.05$). These results suggest that hearing loss does not have an impact on mental health or fatigue, however, speech intelligibility appears to have a significant impact on patients' anxiety and depression levels as well as their overall fatigue. Based on these results, physicians may look at treating symptoms that affect speech intelligibility which could then improve mental health and potentially quality of life as well in MS patients.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Indigenous People's
Psychology / Psychologie des
peuples autochtones**#40 45092 A SYSTEMATIC REVIEW OF EMPIRICALLY-BASED PSYCHOTHERAPY
WITH INDIGENOUS POPULATIONS: AN IMPROVEMENT TO SEARCH TERMS***Rajeena Kumar*, University of British Columbia; *Robinder Bedi*, University of British Columbia; *Alanaise Goodwill*, Simon Fraser University; *Arash Narchi**, University of British Columbia; *Brittany Mohyeddin**, University of British Columbia; *SiNae Park**, University of British Columbia; *Janelle Velo**, University of British Columbia; *Wenjie Shen*, University of British Columbia

The mental health disparities of Indigenous populations have been well documented, however counselling and psychotherapy research with these populations is lacking. A clear picture of the state of mental health treatment research is needed to direct future research and practice. Our previous study added to a completed systematic review (Pomerville et al., 2016) by including clinical counselling search terms (an additional 79 articles were found.) This study seeks to identify if additional articles are obtained by using additional and more nuanced search terms related to psychological treatment and to Indigenous populations. By working with librarians with expertise in Indigenous research, search terms aiming to capture research with Indigenous populations were given special attention due to the various challenges of capturing the concept of indigeneity in historical and current research. For this study, a systematic review of empirically-based psychotherapy for Indigenous populations (in Australia, Canada, New Zealand, and the United States) was conducted across 10 bibliographic databases. All searches were completed over September 29 – October 13, 2017. Results obtained indicate additional research literature exists that was not reported in previous systematic reviews, and that more is known about psychological treatment with Indigenous populations that has been previously assumed. By improving search terms to include mental health counselling literature, as well as those that capture Indigenous populations more effectively, more evidence is found to guide and improve therapeutic intervention efforts with Indigenous populations.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Indigenous People's
Psychology / Psychologie des
peuples autochtones**#41 45093 EMPIRICALLY-BASED PSYCHOTHERAPY WITH INDIGENOUS
POPULATIONS: SYSTEMATICALLY REVIEWING INDIGENOUS-FOCUSED AND
OTHER-RELEVANT DATABASES***Rajeena Kumar*, University of British Columbia; *Robinder Bedi*, University of British Columbia; *Alanaise Goodwill*, Simon Fraser University; *Arash Narchi**, University of British Columbia; *Brittany Mohyeddin**, University of British Columbia; *SiNae Park**, University of British Columbia; *Janelle Velo**, University of British Columbia; *Wenjie Shen**, University of British Columbia

There is a deficit of empirically based clinical counselling and psychotherapy with Indigenous populations. To direct future research and practice, a clear picture of the state of mental health research is needed. Reviews of counselling and psychotherapy for ethnic populations typically only access bibliographic databases associated with professions that provide counselling or psychotherapy within their primary scope of practice (e.g., PubMed, PsycINFO, CINHALL) and this applies to systematic reviews of counselling and psychotherapy with Indigenous populations (e.g., Pomerville et al., 2016). This study examined if searching non-conventional bibliographic databases (e.g., those associated with anthropology, linguistics, education) results in the identification of additional research literature about psychological treatment with Indigenous populations to supplement the knowledge mobilization and conclusions of existing reviews. A systematic review of psychological treatment research with Indigenous populations was conducted across 9 bibliographic databases for the following countries: Australia, Canada, New Zealand, and the United States. Results indicate that little additional research is to be likely found in these non-conventional databases and therefore utilizing databases such as PsycINFO, PubMed/Medline, and CINHALL to be sufficient for locating most relevant literature on counselling and psychotherapy with Indigenous populations.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Indigenous People's
Psychology / Psychologie des
peuples autochtones**#42 45236 PRELIMINARY RESULTS FROM A SYSTEMATIC REVIEW OF
TECHNOLOGY ASSISTED INTERVENTIONS FOR INDIGENOUS PEOPLE***Elaine Toombs*, Lakehead University; *Kristy Kowatch*, Lakehead University; *Stephanie McConkey*, Thunderbird Partnership Foundation; *Lauren Dalicandro*, Lakehead University; *Christopher Mushquash*, Lakehead University, Northern Ontario School of Medicine, Centre for Rural and Northern Health Research, and *Dilico Anishinabek Family Care*

eHealth interventions involve health services delivered using the Internet and related technologies (Eysenbach, 2001). These services can be particularly relevant for Indigenous populations who often have differential access to health care services compared to mainstream populations, especially within rural and remote areas (Health Canada, 2015; O'Donnell et al., 2016). As the popularity of eHealth interventions grows, there is an increased need for evidence-based recommendations for the effective use of these technologies. The current study is a scoping review of peer-reviewed and available grey literature with the aim of understanding outcomes of e-Health interventions for Indigenous people. Literature was interpreted within a Two-eyed Seeing framework, such that research developed for majority populations was used to provide insight for recommendations, with an acknowledgment of the larger social determinants that influence Indigenous health. The majority of studies used eHealth technologies to prevent or treat substance use, with a primary focus on smoking cessation. Other studies described interventions for health promotion, prevention of Human Immunodeficiency Virus, treatment of chronic health conditions and cancer, as well as suicide prevention. A lack of eHealth interventions for the treatment of most mental health concerns was observed. Some promising preliminary results from the engagement of Indigenous individuals with eHealth services has been demonstrated, but further research is needed to confirm these results. eHealth services appear to be most useful in addition to in-person services, for facilitating youth engagement, rather than in efforts to deliver interventions. Community-specific engagement in development is vital to implementing the most appropriate eHealth services.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Indigenous People's
Psychology / Psychologie des
peuples autochtones**#43 45722 INDIGENOUS LANGUAGE USE AND IMPLICATIONS FOR HEALTH
OUTCOMES: A BRIEF SCOPING REVIEW***Shanna Peltier*, Ontario Institute for Studies in Education (OISE) - University of Toronto ; *Jeffrey Ansloos*, Ontario Institute for Studies in Education (OISE) - University of Toronto

Language is a fundamental aspect of human thought and plays an integral role in societal function and cultural identification. In Canada, Indigenous languages have shown their strength by means of unrelenting survival through what many have argued as cultural genocide by the residential school system (TRC, 2015). Indigenous languages allow for a deep connection to ancestors, land, and spirit; access to traditional knowledge; offer a unique perception of the world and fosters collective relations and responsibility (Battiste, 1998, Ansloos, 2017). The purpose of this research was to explore connections between Indigenous language use and mental health outcomes. A brief scoping review method was used to examine the current status of literature. Relevant peer-reviewed and gray literature related to Indigenous language and health was reviewed and yielded 372 articles. However, only 3 directly addressed the research question and moved forward to analysis. Results of analysis demonstrate that the use of Indigenous languages has implications for health and well-being at the community level. It has been found that youth suicide rates were six times higher in First Nations communities where less than half of the members spoke their Indigenous language at a conversational level. Whereby First Nations communities with a majority who demonstrated Indigenous language fluency had low to nonexistent suicide rates. This research highlights both an immense gap in the literature as well as the potential for future study in this area. This presentation will highlight implications for ongoing and future research and policy development in regards to Indigenous language revitalization.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Indigenous People's
Psychology / Psychologie des
peuples autochtones**#44 45753 CONTESTED MEANINGS AND LIVED EXPERIENCES OF TWO-SPIRITNESS:
A SYSTEMATIC REVIEW OF THE CANADIAN RESEARCH LITERATURE***Bidushy Sadika*, University of Saskatchewan; *Melanie Morrison*, University of Saskatchewan; *Todd Morrison*, University of Saskatchewan

The term *Two-Spirit* refers to Indigenous individuals embodying both male and female spirits, and performing the social roles of medicine healers, priests, and shamans in traditional Indigenous ceremonies and practices. While some researchers conceptualize Two-Spirit individuals as a distinct social group with their own unique history of colonial oppression, most consider Two-Spirit persons to constitute a trans or sexual minority subgroup. The present study systematically reviewed the Canadian research conducted on Two-Spirit people and their communities. Academic databases and relevant documents from Two-Spirit organizations were systematically reviewed to better understand Two-Spirit people's experiences in Canada from 2000 to present. Using various inclusion criteria, fifteen studies were reviewed and categorized. Five key themes were articulated focusing on the Canadian history of Two-Spirit persons, transition to modern ideas, meanings of Two-Spirit identity, Two-Spirit people's discriminatory experiences, and their positive narratives of resistance. Results indicated that Two-Spirit identity was conceptualized in order to regain the social position that Two-Spirit persons had once in Indigenous communities. In their journey of relearning Two-Spirit traditions, Two-Spirit people are exposed to discrimination and violence, and cope with these negative experiences through activism and positive affirmation of Two-Spiritness. *Intersectionality* by positing Two-Spirit identity as an integration of Indigenous culture, spirituality, sexuality, and gender identity is emphasized, as are recommendations that future research on the conceptualization of Two-Spirit identity as unique from other sexual minorities be undertaken in order to recognize the social roles, experiences and colonial oppression of Two-Spirit people.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “B” /
Présentation par
affichage**Indigenous People's
Psychology / Psychologie des
peuples autochtones**#45 45156 ATTITUDES TOWARD RECONCILIATION IN CANADA: RELATIONSHIPS
WITH CONNECTEDNESS TO NATURE, HUMAN-ANIMAL CONTINUITY, AND MORAL
CONCERN***Leora Strand*, University of Manitoba; *Aleah Fontaine*, University of Manitoba; *Katherine Starzyk*, University of Manitoba; *Katelin Neufeld*, University of Manitoba

According to the Truth and Reconciliation Commission of Canada, “If human beings resolve problems between themselves but continue to destroy the natural world, then reconciliation remains incomplete” (2015, p. 18). Reconciliation between Indigenous and non-Indigenous peoples in Canada therefore requires respect for the natural world. Related to this, our goal was to understand how respect for the natural world relates to support for reconciliation among non-Indigenous students. In an online correlational study, 236 undergraduate students completed measures of connectedness to nature, human-animal continuity, moral expansiveness, and attitudes toward reconciliation. The correlation between human-animal continuity and attitudes toward reconciliation was not statistically significant; otherwise, all variables positively and significantly correlated. Thus, those who felt more connected to nature and perceived more human-animal continuity considered more human and non-human entities worthy of moral concern (i.e., higher moral expansiveness); they were also more supportive of reconciliation. Participants who reported higher moral expansiveness also reported greater support for reconciliation. To understand whether moral expansiveness could explain the relationship between our nature predictors (i.e., connectedness to nature, human-animal continuity) and attitudes toward reconciliation, we conducted independent mediation analyses. The indirect effect of connectedness to nature (and in the second analysis human-animal continuity) on support for reconciliation through moral expansiveness was significant. To the extent that connectedness to nature or human-animal continuity may be manipulated, such as through exposure to nature and animals as well as by teaching respect for “all our relations,” we may increase the circle of moral concern and reconciliation.

11:00 - 12:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "B" /
Présentation par
affichage**Indigenous People's
Psychology / Psychologie des
peuples autochtones**#46 46311 TRENDS OF THE EDUCATION OF FIRST NATIONS CHILDREN, YOUTH,
AND BEYOND***Robert Williams, Child Study Project /Crandall University*

Data and information are shared about: 1) First Nations educational infrastructure—new schools, repairs and renovations of schools, project planning, teacher's residences, and operational and maintenance funds. 2) The monitoring of primary and secondary education on reserves. 3) Challenges of schools located in remote areas and with fewer than 100 students. 4) Government spending for primary and secondary education whether positive or negative is made public. 5) Post-secondary achievements of First Nations members.

11:00 - 13:00

Empress Boardroom (Hotel Halifax - 1st Floor)

**Committee Business
Meeting / Réunion**General Psychology /
Psychologie générale

49292 STANDING COMMITTEE MEETING

David Danto, University of Guelph-Humber

11:15 - 11:30

Nova Scotia Ballroom C (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Clinical Psychology /
Psychologie clinique**45868 LIFE STRESS AS A MEDIATOR IN THE PROSPECTIVE RELATIONSHIP
BETWEEN BORDERLINE PERSONALITY DISORDER AND DEPRESSION***Amanda Uliaszek, University of Toronto*

Background: It is well established that borderline personality disorder (BPD) symptomatology is strongly associated with depression in both clinical and community samples. While it is evident that these symptoms co-occur, more information is needed regarding 1) the specific direction of the effect and 2) what mechanisms are responsible for prospective relationships.

Methods: The present study examined 101 adults currently experiencing symptoms of BPD. Participants completed a diagnostic interview, self-report questionnaires, and a gold-standard life stress interview in a three-wave design over the course of one year.

Results: Structural equation modeling was used to determine whether it was more likely for depressive symptoms to precede BPD symptoms or the reverse. Results indicated that models examining the prospective relationship of depressive symptoms predicting future BPD symptoms were a better fit than the alternative model. Subsequent, mediation path analyses were used to examine the mechanistic process. Specifically, we examined life stress at the 6-month time point as a mediator in the prospective relationship between baseline depression symptomatology predicting BPD symptoms at the end of one year. All models accounted for baseline BPD and life stress; four types of life stress were tested.

Conclusions: All four models demonstrated excellent fit indicating that multiple types of life stress mediate the relationship between baseline depression and future BPD symptoms.

Impact: This study has implications for clinical interventions, as well as clarifying mechanisms that contribute to the chronicity of BPD. Life stress should be targeted and reduced as a way of preventing future exacerbation of BPD symptoms.

11:15 - 12:15

Halifax Ballroom C (Second Floor)

**Section Chair Address /
Allocution du président
de la section**Quantitative
Electrophysiology /
Électrophysiologie
quantitative**SECTION PROGRAM / PROGRAMME DE LA SECTION****45745 THE BENEFICIAL CONTRIBUTION OF BIOFEEDBACK AND
NEUROFEEDBACK TO PSYCHOLOGICAL PRACTICE: A PRIMER FOR
PSYCHOLOGISTS***Elizabeth Hartney, Royal Roads University*

Biofeedback and neurofeedback are well-established, efficacious approaches to the treatment of a variety of neurologically based disorders, most notably, ADD/ADHD, seizure disorders, and stress-related conditions including chronic pain. In spite of decades of scientific research, the majority of psychologists and allied health professionals are unaware of the psychologically-based process of conducting various forms of biofeedback, and the tremendous advantages offered to patients, particularly in taking a long term, medication-free approach to treatment. This presentation offers a primer in what is involved in biofeedback and neurofeedback treatment, how to identify legitimately qualified biofeedback and neurofeedback practitioners, and how to work with biofeedback as an adjunct to other psychological therapies. The goal of this presentation is for a range of psychologists to become more aware of what biofeedback has to offer, and to become more literate in discussing this approach to clients and other healthcare professionals.

11:15 - 12:15

Atlantic Suite (Second Floor)

**Jean Pettifor
Distinguished Lecture
on Ethics**
Ethics**46894 WHAT ETHICAL STANDARDS AND VALUES DO WE INTERNATIONALLY
SHARE?***Mark Leach, University of Louisville*

Psychological ethics codes reflect the values associated with professional practice, yet little is known about the common standards and principles reflective of these values across national codes. Given increasing international collaborations, it is important to consider how identified ethical behaviors are consistent or inconsistent across countries and contexts. By examining ethics codes, the common features of the profession itself become more evident. This presentation will focus on recent efforts to evaluate standards and principles across national codes of ethics. It will include common standards found across countries and unique components that may be culture-specific, as well as common values found in principles.

11:15 - 12:15

Sable C (Ground Floor)

**Section Chair Address /
Allocution du président
de la section**Rural and Northern
Psychology / Psychologie
des communautés rurales et
nordiques**SECTION PROGRAM / PROGRAMME DE LA SECTION****46344 EXPLORATION OF PSYCHOLOGICAL SERVICE AND TRAINING MODELS:
FINDING A FIT FOR RURAL PRACTICE***AnnaMarie Carlson, University of Manitoba*

Many parts of Canada have limited access to high quality evidenced based psychological care. This is especially so in Rural and Northern regions. The purpose of this session is to consider a variety of treatment models, all of which seek to improve access to psychological care, such as those outlined in Peachy et al. (2013; i.e., IAPT, Fee-for-service, Collaborative practice, eMental Health) with attention to the practical application of the model to rural regions, and in the context of the current models of training. This will be done by reviewing different models, the potential benefits and challenges of each in the context of rural practice, and discussion of what preparation a psychologist may need to work within the model. Audience participation will be encouraged.

11:15 - 12:15**Section Featured
Speaker Address /
Allocution principale de
la section**Quantitative Methods /
Méthodes quantitatives**SECTION PROGRAM / PROGRAMME DE LA SECTION****45213 ADVANCES IN MODELING RESPONSE STYLES AND ABERRANT
RESPONDING IN SURVEY DATA***Carl Falk, McGill University*

The use of self-report instruments (e.g., Likert-type items) is pervasive throughout the social and behavioural sciences. However, individuals sometimes utilize response styles when selecting response options or may complete such items under different testing conditions and with different motivations. In this talk, I provide an overview of some recent advances in latent variable model-based approaches for tackling such problems, with a particular emphasis on response styles (e.g., extreme/midpoint responding, acquiescence). Such model-based approaches can often flexibly determine how response styles are defined, can adjust for random measurement error, and provide score estimates (with standard errors) for individuals on style and substantive constructs. In many cases, such models also offer a certain level of falsifiability and the ability to test whether modeling response styles results in improved model fit. In addition, such models can be used in conjunction with a planned missing data design; that is, respondents may complete only a subset of items on the test. Comparisons with traditional sum score-based approaches and recent extensions to multilevel data may be briefly presented. Time permitting, additional challenges in aberrant responding and alternative modeling approaches will be discussed.

11:30 - 11:45

Nova Scotia Ballroom C (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Clinical Psychology /
Psychologie clinique**46138 BRINGING DBT SKILLS TO LIFE: USING EXPERIENTIAL INTERVENTIONS
TO ENHANCE TREATMENT OF BORDERLINE PERSONALITY DISORDER***Marie-Eve Couture, Nova Scotia Health Authority; Jacqueline Cohen, Nova Scotia Health Authority; Shelley Harvill, Te Whare Mahana DBT Services; Deborah Parker, Nova Scotia Health Authority*

Dialectical Behaviour Therapy (DBT) is an evidence-based treatment for borderline personality disorder (BPD) that has been found to be effective in reducing suicidal ideation, suicide attempts, self-injurious acts, and hospital visits (e.g., Linehan et al., 2006). However, in its standard form, DBT provides limited opportunities for clients to work on one of DBT's fundamental treatment targets: creating "a life worth living" (Linehan, 1993). In addition, there are often few opportunities for clients to practice their skills during DBT Skills Training group sessions. To enhance clients' experiential learning and help clients enhance their lives outside of treatment, we developed a Wellness Group aimed to help clients explore their values, practice DBT skills, connect with community resources, and develop their sense of mastery. This group was developed based on principles and interventions from the Acceptance and Commitment Therapy (ACT), DBT, and positive psychology literatures. The group occurs weekly as part of an intensive, primarily DBT-based treatment program for persons with BPD, and the material covered is chosen to enhance the skills taught in the clients' weekly DBT skills group. The rationale for this group and the interventions used will be described. Clients' and clinicians' perspectives on the group and its fit within our larger program will also be discussed. Discussion will highlight the various ways in which ACT and positive psychology-based interventions fit with DBT principles and enhance DBT interventions by helping clients practice their DBT skills, increase their self-efficacy, and overcome barriers to building "a life worth living".

11:30 - 11:45

Annapolis (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Sexual Orientation
and Gender Identity /
Orientation sexuelle et
identité sexuelle**44690 WHEN _BOTTOMING_ IS A PAIN: EXPLORING GAY, BISEXUAL, AND
QUEER MEN'S EXPERIENCES WITH ANODYSPAREUNIA***Natalie Stratton, Ryerson University; Tuuli Kukkonen, University of Guelph; Trevor Hart, Ryerson University*

Background: Recurrent and severe pain during receptive anal penetration, also known as anodyspareunia, is common among gay and bisexual men with prevalence rates ranging from 12.5% to 18%. Despite high prevalence, this is the first study to assess diagnostic criteria for Genito-Pelvic Pain/Penetration Disorder (GPPPD) among gay, bisexual, and queer (GBQ) men and systematically explore symptom and biopsychosocial profiles.

Methods: 369 Canadian GBQ men ($M_{age} = 31.26$, $SD_{age} = 10.85$) with and without recurrent and severe pain during receptive anal penetration were recruited to complete an online self-report questionnaire package.

Results: 47.2% of the sample met full criteria for GPPPD, 31.0% met no criteria, and 21.8% met most criteria, but reported no distress or interference. GBQ men with high pain were most likely to report pain during thrusting and pain inside the anal canal/rectum that lasted for more than five minutes. GBQ men with full criteria reported significantly greater prostate and rectal conditions and heterosexist harassment, rejection, and discrimination over the past year than the other two groups.

Conclusions: GPPPD diagnostic criteria were relevant for GBQ men with anodyspareunia. Pain location, temporal presentation, and duration are also important to assess. GBQ men with GPPPD reported poorer physical, mental, and social health than pain-free controls. Implications for biomedical, educational, and CBT interventions will be discussed.

Action/Impact: The high proportion of GBQ men who met full criteria for GPPPD highlights the need for effective interventions and further research regarding anodyspareunia among this population.

11:30 - 12:00

Acadia A (Ground Floor)

**Discussion Forum /
Forum de discussion**Counselling Psychology /
Psychologie du counseling**46347 PARTICIPATORY ACTION RESEARCH WITH UNDERSERVED POPULATIONS:
BENEFITS AND CHALLENGES***Jann Tomaro, McGill University; Ada Sinacore, McGill University*

Participatory Action Research (PAR) is a methodology recommended for working with underserved communities. Specifically designed to overcome power imbalances and knowledge barriers, PAR methodology endorses mobilizing community stakeholders to participate in creating and implementing solutions (Pant, 2014). The goal of collaborating with underserved communities through PAR methodologies is to engage communities in developing and applying knowledge to make positive changes that the communities deem beneficial and possible (Kidd & Kral, 2005). While PAR is a methodology known to be effective, it is underused and furthermore, has many challenges. In particular, PAR methodology requires lengthy timelines that do not align with grant funding and university structural requirements (Pant, 2014). Additionally, limited training and knowledge of PAR, as well as the unique nature of each PAR project leaves many PAR researchers without parameters and guidelines for successful projects. This discussion invites dialogue surrounding the benefits and challenges to using PAR methodologies in research, pulling from personal experiences, successes, and concerns.

11:30 - 12:30

Symposium

International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle

46222 MENTAL HEALTH AND WELL-BEING AMONG REFUGEES AND IMMIGRANTS: THE ROLE OF MIGRATION, ACCULTURATION AND ADJUSTMENT.

Jennifer Taing, Laval University

Refugees and migrants experience stressful challenges that can affect their adaptation and their mental health. These can involve practical concerns, such as settling into their host society, improving their SES, and searching for employment. They may also encounter other barriers in terms of acculturation processes and discrimination experiences. This symposium showcases studies that explore (1) the detrimental impact of these sources of stress on migrants and refugees' well-being and adaptation, (2) the supporting role of social buffers. Bridekirk and Hynie's examination of the impact of expected and achieved employment on mental health outcomes revealed higher rates of depression among Syrian refugee men who remain unemployed 2 years after arrival. Qasim and Hynie's exploration of the role of religion on refugees' settlement showed that language barriers and not having Canadian work experience contributed to their financial uncertainty, while faith was reported as a coping mechanism. Eguakun and Safdar explored the experience of refugees from a resilience perspective. The results provide an understanding of how goal setting and achieving these goals are associated with adjustment. Dan and colleagues investigated the acculturation experiences of internal migrants in Beijing. The results show that they experience more overt discrimination, with lack of residency status as a significant limitation on their lives. By identifying factors that may hinder or promote refugees' and migrants' settlement, this symposium highlights specific needs for services intended for newcomers in order to facilitate their adjustment and protect their well-being.

#1 46227 FAITH-BASED COPING IN MUSLIM SYRIAN REFUGEES FACING FINANCIAL THREAT IN TORONTO.

Kashmala Qasim, York University; Michaela Hynie, York University

Background: As of January 29 2017, Canada has accepted over 50,000 Syrian refugees, many of whom are Muslim. Refugees experience several unique challenges in the process of settlement that contribute to a situation of vulnerability, including limited economic prospects, which are a major source of stress. Because of religious prohibitions regarding debt, Muslims may find the economic and employment challenges of resettlement particularly stressful. Culturally appropriate mental health care needs to take into account religious beliefs and practices. It is therefore important to understand how Muslim Syrian refugees are dealing with settlement stress and especially financial stress.

Method: We conducted Arabic focus groups with 37 Muslim Syrian refugees in Toronto about challenges and coping strategies, including employment and mental health. Results were analyzed using grounded theory.

Results: The participants reported language barriers and a lack of Canadian work experience as the primary contributors to their financial uncertainty. The Syrian men and women reported their personal faith (prayer, reflection on the Qu'ran) and institutional faith (attending the Mosque) were their primary coping mechanism when adjusting to the new country. The concept of *amaanah* (giving back of a trust) was also highlighted. However, the role of the Mosque and the meaning of employment differed by gender.

Implications: These findings deepen our understanding of the importance of religion in the resettlement process for some refugees and can be used to create culturally sensitive models of therapy for Muslim Syrian refugees that include both emotional and problem-solving aspects of coping.

11:30 - 12:30

Sable A (Ground Floor)

Symposium

International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle

#2 46232 EDUCATION, EMPLOYMENT AND MENTAL HEALTH OUTCOMES FOR SYRIAN REFUGEES IN CANADA.

Jonathan Bridekirk, York University; Michaela Hynie, York University

Between November 4th, 2015 and June 30th, 2018, Canada relocated and resettled over 56,000 Syrian refugees nationwide (IRCC, 2018). Syrian newcomers vary widely in terms of their socioeconomic (SES) backgrounds, previous employment, qualifications, and education (Shields et al., 2016). It is often assumed that those with higher levels of education will find integration easier because they are better able to learn English/French, and are more likely to find employment (Fazel et al., 2012). However, past research finds that mental health outcomes for refugees are poorest for those with the highest pre-migration socio-economic status (Porter & Haslam, 2005). We are exploring this phenomenon by exploring the impact of the gap between employment expectations and achieved employment on mental health outcomes, using data from a longitudinal survey of 1932 Syrian refugees across Canada. Consistent with past research, we find higher rates of depression among Syrian refugee men who remain unemployed 2 years after arrival. This paper explores the relationships between past socioeconomic status and education backgrounds, on perceived control and gaps between expectations and employment achievement, and, their influence on post-migration stress, mental health outcomes. Further analyses will examine the relationship between education level and expectations changes in mental health outcomes for Syrian refugees over time. By understanding how different resettlement conditions predict successful pathways to integration for diverse newcomers can help us strengthen resettlement support to assure their long-term well-being.

#3 46236 THE UNTOLD STORIES: CHALLENGES AND RESILIENCE OF INTERNAL MIGRANTS IN BEIJING, CHINA.

Dan Tao, Concordia University; Sijia Li, China Academy of Science; Yuqi Cao, China Academy of Science; Xiaopeng Ren, China Academy of Science; Andrew Ryder, Concordia University

One out of five people in China are rural-to-urban migrant workers. They are often found in jobs with low income, facing discrimination from local residents, and living a marginalized life in overly crowded apartments, all while trying to support their families back home. Many studies have shown a higher rate of mental health issues and psychological distress among this group. Internal migrants in China go through a somewhat similar acculturation process as cross-national migrants, such as Chinese immigrants in Canada; however, researchers have paid much less attention to them. This study aims to understand the acculturation experiences of internal migrants in Beijing. Forty-four internal migrants in Beijing (Mage of arrival = 23.0, Mage = 32.7) completed an online survey on eleven different aspects of acculturation including relationships, acculturative stress, well-being and mental health help-seeking. Ten people were selected for interview based on a high level of distress. Thematic analysis was performed; themes emerged under general headings of: impression of Beijing people vs. hometown people; impression of Beijing vs. hometown family relationships; problems with residency status; discrimination; anxiety, trauma; view on psychotherapy; and migration outcome. Qualitative results show that overall, internal migrants in Beijing experience many challenges in different domains. Compared to previously collected data from Chinese migrants in Montreal, they experience stronger, more overt discrimination, with lack of residency status a significant limitation on their lives. Quantitative results from the survey indicate overall low distress and high well-being over the acculturation process. Research and clinical implications are discussed.

11:30 - 12:30

Symposium

International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle

#4 46392 GIVING HOPE: HELPING SYRIAN REFUGEES SET SMALL, ACHIEVABLE GOALS

Omorowa Eguakun, University of Guelph; Saba Safdar, University of Guelph

Canada has accepted nearly 60,000 Syrian refugees, with Ontario becoming home to approximately 26,000 since 2015. The process of migration for refugees is stressful as many have experienced political turmoil, persecution, and distressing transitions. In psychological literature, the adjustment of newcomers, including refugees, are examined primarily from a stress and coping model. The focus of the current study was to understand the experience of refugees from a resilience perspective in terms of hope and goal setting. In positive psychology, hope is defined as a positive motivational state based on goal setting. These strategies can contribute to building inner resilience and buffer against stress and other negative psychological symptoms. A quasi-experimental longitudinal study using mixed methodology was conducted. Participants in the experimental group were met six times on a monthly basis for six months and their daily goals were discussed at each meeting. Participants in the control group were met twice, at the start and end of the project, after six months. The sample consists of 30 Syrian refugees from Southern Ontario. Quantitative and qualitative results provide an understanding of how goal setting and achieving those goals are associated with adjustment to Canadian society. The results will be discussed within the framework of positive psychology and in relation to experiences and adaptation process of refugees. The implications of the study in reference to policy related initiatives for refugee resettlement will be presented.

The results of the study have a policy-relevant focus and the potential to inform public and private refugee service organizations, while also providing insight on the refugee experience. By focusing on the positive aspects of resettlement, goal-setting can become an effective strategy to combat the stress of adaptation.

11:45 - 12:00

Nova Scotia Ballroom C (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**

Clinical Psychology /
Psychologie clinique

46171 EVALUATING THE EFFICACY OF MINDFULNESS-BASED COGNITIVE THERAPY TO REDUCE ANXIETY SYMPTOMS: A RANDOMIZED CONTROLLED TRIAL

Maisha Syeda, University of Calgary; Jac Andrews, University of Calgary

Mindfulness-based cognitive therapy (MBCT) has gained increased popularity in research and practice. While there is evidence to suggest that MBCT may be efficacious to alleviate anxiety in children, previous studies had several methodological gaps (e.g., small sample size, lack of comparison groups and follow-up evaluations), which reduce the reliability and validity of their findings. This research addresses these methodological gaps. Specifically, the researchers are conducting a randomized controlled trial to examine the immediate and one-month follow-up efficacy of MBCT to reduce anxiety symptoms in 9-12 aged children.

The research has two phases. In the first phase, child participants and their parents fill out questionnaires to report on the child's anxiety symptoms and overall mental well-being to determine whether the child will be eligible to participate in the intervention. If the child is found to be eligible, they are randomly assigned to be either in the 'intervention' or the 'waitlist' group. In the second phase, the intervention participants take part in a 12-week MBCT manualized program. Children and their parents from both groups will fill out an anxiety questionnaire at pre-and-post intervention and after one month.

The researchers completed phase one and found twenty-two participants to be eligible to participate in the intervention. The MBCT program will run from January to March and follow-up evaluation will occur in April, and the results of the evaluations will be ready for May.

The findings from the research will advance our understanding of MBCT with respect to its efficacy to reduce anxiety in children.

11:45 - 12:00

Annapolis (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Sexual Orientation
and Gender Identity /
Orientation sexuelle et
identité sexuelle**46108 UNDERSTANDING THE BELIEVABILITY AND EROTIC VALUE OF
“HETEROSEXUAL” MEN IN GAY PORNOGRAPHY***Mark Kiss*, University of Saskatchewan; *Todd Morrison*, University of Saskatchewan; *Kandice Parker*,
University of Saskatchewan

Gay pornography has traditionally utilized male performers who are coded as “heterosexual” (e.g., stating they are straight) to perform gay sexual acts. However, research has yet to examine gay men’s perceptions of “straight” men in sexually explicit material (SEM). The current study evaluates the perceived believability and erotic value of variables used to code a male performer as “heterosexual” in gay SEM. In study 1, which was exploratory in nature, a sample of gay men ($N = 56$) evaluated 53 variables on the dimensions of believability and erotic value. The 20 most salient indicators of heterosexuality then were examined by a larger sample of gay men ($N = 214$). Results suggest that performers’ reluctance to engage in certain sexual acts as a believable indicator of heterosexuality. Variables that are often linked with masculinity and sexual satisfaction were accorded the most erotic value. Gay participants’ endorsement of traditional masculinity correlated positively with the belief that reluctance denoted heterosexuality and that “masculine” attributes were erotic. Contrary to our predictions, few statistically significant associations were observed for internalized homonegativity. Limitations of the current research and avenues for future inquiry are elucidated.

12:00 - 12:15

Nova Scotia Ballroom C (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Clinical Psychology /
Psychologie clinique**46223 SUBJECTIVE EMOTIONAL AWARENESS IS MORE ROBUSTLY ASSOCIATED
WITH PSYCHOLOGICAL WELL-BEING THAN EMOTIONAL COMPLEXITY***Gregory Williams*, University of Toronto Scarborough; *Amanda Uliaszek*, University of Toronto Scarborough

Background/rationale: This study examined various constructs putatively related to emotional intelligence, including emotion clarity (subjective knowledge/clarity of one’s emotional experience), attention to emotion (subjective propensity to attend to one’s emotional experiences), alexithymia (impoverished emotional knowledge), emotion differentiation (ability to distinguish between and find nuance in emotional experiences), and emodiversity (range of emotional language) with the goal of examining how these constructs relate to each other and to indices of psychological well-being.

Methods: A sample of 386 participants completed self-report measures of relevant variables, in addition to a performance-based measure of emotion differentiation. A structural modeling approach was implemented to analyze hypothesized measurement models and associations between latent constructs.

Results: A model was retained based on goodness-of-fit that included two higher order latent constructs representing emotional awareness and emotional complexity. Awareness was comprised of two lower-order constructs representing self-reported emotion clarity and attention to emotion. Complexity was comprised of two lower-order constructs representing emotion differentiation and emotional dialecticism (i.e., experiencing positive and negative emotion simultaneously). Regressions revealed awareness, but not complexity, was strongly associated with a latent construct representing psychological well-being (self-report measures of psychopathological symptoms and life satisfaction).

Conclusions: The degree to which we are cognisant of our emotional experiences with a high degree of clarity may be an important factor in terms of our psychological well-being, perhaps more so than the subjective richness or complexity of our emotional experiences.

Action/Impact: Strategies to improve mindful awareness of one’s emotional experiences may be valuable in promoting psychological wellness.

12:00 - 12:15

Sable B (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Brain and Cognitive Science
/ Cerveau et sciences
cognitive**45752 DETECTING PHONEMES IN AURAL PROSE OR LETTERS IN TEXTS: TWO SIDES OF THE SAME COIN***Jean Saint-Aubin*, Université de Moncton; *Emilie Laplante*, Université de Moncton; *René-Pierre Sonier*, Université de Moncton

When participants search for a target letter while reading, they miss more instances if the target letter is embedded in frequent function words than in less frequent content words. This phenomenon, called the *missing-letter effect*, is used to study the cognitive mechanisms involved in visual processing of written language. Saint-Aubin et al. (2016) extended this effect to oral language by asking participants to search for a phoneme when listening to a narration. Here, in a series of four experiments, we isolated the influence of word function and of word frequency, and we controlled for anticipation. In Experiment 1 and 2, participants either read a text and searched for a letter or listened to the narration of the same text and searched for the target letter's corresponding phoneme. The target letter or phoneme was embedded in a function and content word of the same frequency or in frequent and rare content words. As predicted, whether reading or listening both word frequency and word function contributed to misses. Item-based correlations between the reading and listening tasks were high. In Experiment 3 and 4, a rapid serial visual or auditory presentation procedure was used. This procedure controlled for anticipation based on parafoveal preview or co-articulation, since words were presented in isolation. Results replicated those observed in Experiment 1 and 2. We concluded that both tasks involve cognitive processes that reading and listening have in common and that both processes are rooted in psycholinguistically driven allocation of attention.

12:00 - 12:15

Acadia A (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Counselling Psychology /
Psychologie du counseling**45415 INTERSECTIONS OF SINGLE PARENTHOOD, IMMIGRATION, GENDER, AND ETHNICITY***Gia Lam*, Athabasca University

Single immigrant mothers make up a large percentage of the Canadian population, yet there is insufficient research on the sociocultural experiences of single immigrant mothers in their new receiving society (Browne et al., 2017; Gherghel & Saint-Jacques, 2012). Single immigrant mothers face specific barriers that negatively affect their physical and emotional wellbeing. Mental health professionals must incorporate intersectionality theory in their counselling practices in order to enhance cultural awareness, knowledge, and responsiveness to this population (Moradi & Grzanka, 2017; Viruell-Fuentes, Miranda, & Abdulrahim, 2012), whose various dimensions of cultural identity include immigration, gender, ethnicity, single parenthood, and sometimes social class. Intersectionality is described as "the complex ways in which social variables, such as race, ethnicity, gender, sexual orientation, social class, and other factors combine to shape a person's overall life experiences-particularly with respect to the prejudice and discrimination that one may face within society" (Garcia, 2015). In this qualitative study, I will examine the interplay between these intersectionalities and each of the following: (1) Dominant and nondominant ideologies of motherhood, (2) the mother-child relationship, (3) vulnerability to marginalization, (4) labour market participation, (5) lack of social support, and (6) mental health. My hope is that the findings of this study will help single immigrant mothers receive the most-appropriate professional care for their specific needs.

12:00 - 12:15

Annapolis (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Sexual Orientation
and Gender Identity /
Orientation sexuelle et
identité sexuelle**46201 NEEDS, EXPERIENCES, AND RESILIENCE AMONG ALBERTA
STREET-INVOLVED SEXUAL AND GENDER MINORITY YOUTH**

C.J Bishop, University of Alberta; Andre Grace, University of Alberta

Street-involved sexual and gender minority youth (SIGSMY) comprise a largely disenfranchised population in Canada. While only 5-10% of the nation's youth self-identify as SGM, a disproportionate 25-40% of street-involved youth are SGM. Many of these youth resort to substance use and sex work as ways to cope and survive. SIGSMY in Alberta regularly report experiencing prejudice, discrimination, and even violent reprisal with self-harm interventions being common. There is a recognized need to gather topical data on SIGSMY experiences of sex work, addictions, and suicide ideation and attempts. This research uses mixed-methods to collect the most robust data possible. First, an in-depth survey was developed to assess SIGSMY experiences with prejudice, discrimination, violence/abuse, and risk taking; access to basic needs and services; and elements of resilience, both positive (asset building and indicators of thriving) and negative (impairing health and social outcomes). Items were developed based on trends in the literature and in conjunction with the CHEW Project's intervention and outreach staff. While important, survey methodology is limited. As a result, participants are invited to take part in semi-structured interviews they can contextualize their survey responses. Given the unique experiences that may not be captured within the survey or interviews, photovoice, a method whereby participants take photographs of artefacts illustrative of their everyday lives and provide context for them, is being used. Preliminary results across all three methods will be shared. These results have implications for service providers and agencies who serve SIGSMY in Alberta and elsewhere in Canada.

13:00 - 14:00

Nova Scotia Ballroom B-C-D (Second Floor)

**CPA Keynote /
Conférencier de la SCP**General Psychology /
Psychologie générale**PLENARY ADDRESS / CONFÉRENCIER****48200 PSYCHOLOGICALLY WISE INTERVENTIONS CAN SUPPORT BETTER
TEACHER-STUDENT RELATIONSHIPS AND REDUCE DISCIPLINE PROBLEMS IN
SCHOOL**

Gregory Walton, Stanford University

What causes exorbitant rates of suspensions and other discipline problems in school, especially among boys and students of color? Whereas it is common to focus separately on the qualities of teachers and students, I understand discipline problems as emanating from relationships that develop over time between teachers and students. If teachers view students as out of control, they may respond in punitive ways to misbehavior. If students feel disrespected or judged stereotypically, they may act out. A toxic cycle may ensue. To interrupt this cycle, interventions may help either teachers or students build better relationships. Testing this account, I will present two primary intervention field experiments. The first, focused on teachers, encourages an emphatic rather than punitive approach to student misbehavior. This *empathic discipline intervention*, a brief online exercise (70-min over two sessions) randomized to middle-school math teachers, reduced suspension rates among 1,682 students by 50% over a school year. The second, focused on students, represents worries about belonging and relationships with teachers as normal early in middle school and as improving with time—not as proof of a permanent or global lack of belonging. Delivered in two class sessions early in 6th grade, this *social-belonging intervention* reduced disciplinary citations among Black boys through the end of high school by 65%, closing the disparity with White boys by 75%. Further analyses identify improved cycles of interaction with teachers in 6th and 7th grades and more positive beliefs at the end of 7th grade. Interventions to reduce discipline problems can improve students' trajectories through school and into adulthood; they also improve the learning environment for all students and the work environment for teachers. Further, they provide a case study illustrating a distinctive social-psychological approach to understanding and remedying social problems. Discussion will address these implications and how psychologically "wise" interventions can address diverse social and personal problems.

GIMME-5 Session # 3 / Session “Éclair 5”

- Addiction Psychology / Psychologie de la dépendance
- Adult Development and Aging / Développement adulte et vieillissement
- Brain and Cognitive Science / Cerveau et sciences cognitive

GIMME-5 Session # 3 / Session “Éclair 5”

Addiction Psychology /
Psychologie de la
dépendance

#1 44424 IMPACT OF SUBSTANCE USE AND MENTAL HEALTH COMORBIDITY ON ACCESSING HEALTH CARE SERVICES IN CANADA

Grace Dao, Dalhousie Medicine-New Brunswick (DMNB) ; *Caroline Brunelle*, University of New Brunswick-Saint John; *David Speed*, University of New Brunswick-Saint John

Psychological disorders and substance use comorbidity is associated with greater symptomatology and a worse prognosis. Previous research has highlighted discrepancies in the level of use of health care services in individuals experiencing both conditions compared to those with a mental disorder or substance use disorder alone. This study aims to add to existing research in order to further clarify the relationship between mental health symptoms, substance use disorders, comorbidity, and health care access within the Canadian context by analysing data from the 2012 Canadian Community Health Survey-Mental Health. Individuals with mental illness only, substance use only, and individuals with comorbid conditions (mental disorders and substance use disorders) were compared in regard to accessing a professional about their mental health, the number of professionals accessed, the frequency of visits, and the perceived level of help received from the professionals. Findings indicated that access to a professional and number of professionals accessed were significantly lower for those in the substance use or psychological disorder alone category compared to the comorbid group. There were no significant differences between the groups in terms of the perceived levels of helpfulness for interventions received. Individuals in the substance use only group had a reduced frequency of visits to a psychiatrist and family physicians/general practitioners in comparison to those in the comorbid group. The findings of this study reveal various treatment gaps, especially in those experiencing substance use disorders, and reaffirm the importance of improving treatment accessibility for these individuals.

GIMME-5 Session # 3 / Session “Éclair 5”

Addiction Psychology /
Psychologie de la
dépendance

#2 46153 DAILY CANNABIS USE AND DRUG-RELATED PROBLEMS: UNDERSTANDING MOTIVATIONS FOR USE MATTERS!

Catherine Gallagher, University of New Brunswick; *Catherine McDonald*, University of New Brunswick; *Caroline Brunelle*, University of New Brunswick

Daily cannabis use is associated with increased drug-related problems, although this relationship may vary by motivations for use (Sznitman & Room, 2018). Medical users tend to use cannabis more frequently but report fewer drug-related problems than recreational users (Hakkarainen et al., 2017). However, existing research does not consider how motives for cannabis use contribute to cannabis-related problems. Given cannabis is legal for medical and recreational use in Canada, understanding the role of motivations is important. The current study examined how multiple motives (i.e., medical, coping with negative emotions, enhancing positive emotions, enhancing concentration) may explain daily cannabis use and cannabis-related problems in a community sample of Canadian adults reporting use in the last 30 days ($N=250$). Participants completed an online survey including measures of cannabis use, motives, and cannabis-related problems. Cannabis use frequency was classified into low/moderate ($n=125$; $M=5.1$ [4.8] days) and daily/near daily (i.e., > 20 days; $n=136$; $M=28.4$ [3.1] days). Daily users were significantly older than low/moderate users ($M = 36.9$ and 30.6 years, respectively), $p < .001$; groups did not vary on gender, ethnicity, or education, $ps > .27$. Results indicated that higher emotional enhancement mediated the relationship between daily use and higher levels of intoxication, $p < .05$. Relations between daily use and cannabis-related problems was mediated by higher coping, higher enhancement, and lower concentration motives, $ps < .05$, but not medical motives, $p > .05$. Results suggest that individuals may possess multiple motivations for cannabis use, which may uniquely relate to different types of cannabis-related problems. Implications for service providers and future research are discussed.

14:15 - 15:15

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 3 /
Session "Éclair 5"**Addiction Psychology /
Psychologie de la
dépendance**#3 45422 PERCEIVED DANGEROUSNESS AND GAMBLING ACTIVITIES IN
ATLANTIC CANADA: A LOOK AT _CHASE THE ACE_***Kayla Hollett*, Memorial University of Newfoundland; Chelsea Hudson, Acadia University; Nick Harris,
Memorial University of Newfoundland

Problem gambling can contribute to diminished functioning in financial, occupational, social, physical, and psychological areas of life. However, it is not clear whether the perceived dangerousness of gambling activities translates to awareness of the real dangers posed. In addition, previous reports suggest that societal acceptance or disapproval may influence how gambling activities are perceived by the public. In Atlantic Canada, the popular lottery fundraiser *Chase the Ace* has garnered substantial media coverage and is often portrayed as a positive social activity. However, *Chase the Ace* has several game-based characteristics that may contribute to problematic gambling behaviours. The purpose of the current study was to compare the perceived dangerousness of *Chase the Ace* to that of other known forms of gambling in Atlantic Canada. Participants ($N = 270$) accessed an online survey by clicking a link advertised on social media and local news websites. Participants were randomly assigned to read one of four vignettes describing a character with problematic engagement in either *Chase the Ace*, lottery play, slot machine play, or running (control). Following the vignette, participants answered a series of questions pertaining to dangerousness of the activity described. An Analysis of Variance and subsequent post-hoc tests revealed that the perceived dangerousness of *Chase the Ace* was significantly lower than the perceived dangerousness of both lottery and slot machine play. Furthermore, the perceived dangerousness of *Chase the Ace* was not statistically different from that of the control activity. Societal influences on gambling participation and implications for future research are discussed.

**GIMME-5 Session # 3 /
Session "Éclair 5"**Addiction Psychology /
Psychologie de la
dépendance**#4 45525 CANNABIS IN CANADA: HOW PEOPLE ARE USING AND WHAT DO
THEY THINK OF IT?***Catherine McDonald*, University of New Brunswick; Caroline Brunelle, University of New Brunswick

Cannabis is amongst the most widely used substances in the world (United Nations, 2013). Further, Canadian cannabis use rates are amongst the highest, with 11% of the general population and 25% of adolescents reporting past-year use (Phillips et al., 2015). In October 2018, Canada made amendments to the legal status of cannabis, permitting cannabis use for recreational purposes (Government of Canada, 2018). These changes provide increased accessibility, with potential impacts on the normalization of cannabis use and decreases in the perceptions of health risks associated with cannabis use (Aldington et al., 2007; APA, 2013; Duff et al., 2014; Hall, 2015; Osborne & Fogel, 2016). Given this context, the present study examined patterns of cannabis use in Canada prior to legal status changes, perspectives on legalization from users and nonusers, current levels of awareness for cannabis-related health risks, and intentions for future use. A total of 795 Canadians from the general population across several provinces, completed an online survey that focused on cannabis use practices and opinions regarding the legalization of cannabis. Findings illustrated a positive perception of cannabis legalization across groups, with a minority of users engaging in high-risk use (i.e., use during driving, employment, or inhalation methods of administration), as well as a lack of awareness of some empirically established risk of cannabis (e.g., psychosis, etc.). In addition, the majority of participants indicated that legalization would not impact their use of cannabis. Greater levels of cannabis-related health risk awareness would be beneficial for individuals to help guide informed use.

14:15 - 15:15

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 3 /
Session "Éclair 5"**Addiction Psychology /
Psychologie de la
dépendance**#5 45214 AGGRESSION MEDIATES THE RELATIONSHIP BETWEEN SEXUAL
IDENTITY AND DISORDERED GAMBLING AMONG COLLEGE STUDENT-ATHLETES***Jeremie Richard, McGill University; Caroline Temcheff, McGill University; Tom Paskus, National Collegiate Student Association; Jeffrey Derevensky, McGill University*

Gambling disorder has serious negative consequences for individual health and wellbeing, while being more prevalent among college student-athletes compared to the general college population. While previous research reports that sexual minority (i.e. gay, lesbian and bisexual) populations have higher rates of addictive behaviors such as problem gambling, no previous research has explored the mediating role of aggressive symptoms in this association. The aim of the current study is to identify the role of aggressive symptoms in the severity of gambling disorder symptomatology among sexual minority and heterosexual student-athletes. A stratified random sample of 19,048 National Collegiate Athletic Association college student-athletes participated in an anonymous survey. Student-athletes completed measures assessing disordered gambling as measured by the DSM-5 diagnostic criteria, aggressive symptoms, and provided information on their sexual identity. Path analysis modeling estimated the relationships among sexual identity, aggressive symptoms and disordered gambling symptomatology. Results indicate that gay and bisexual student athletes endorsed a higher number of aggressive symptoms than heterosexual student athletes, which in turn predicted more disordered gambling symptoms ($\beta = -.02$, 95% CI [-0.0268, -0.0139]). It was found that aggressive symptoms fully explained the effect of sexual identity on disordered gambling. Based on these findings, aggressive symptoms are a significant factor to consider when investigating addictive behaviours among sexual minority college student-athletes. College counselling centres should be aware of the influence of aggressive symptoms on high-risk behaviours while acknowledging their differential role among individuals of differing identities.

**GIMME-5 Session # 3 /
Session "Éclair 5"**Addiction Psychology /
Psychologie de la
dépendance**#6 44370 THE IMPACT OF EARLY LIFE EXPERIENCES AND ATTACHMENT ON
ALCOHOL MISUSE IN UNIVERSITY STUDENTS***Brittany Skelding, University of New Brunswick Saint John*

Alcohol-related problems in university students are quite prevalent, given how frequently and heavily they engage in alcohol consumption. Early life experiences may play an important role in this relationship, as the events in one's childhood can influence a person psychologically, physiologically, and/or interpersonally (i.e. attachment patterns), which in turn can alter their reasons for consuming alcohol (i.e., coping motives). This study investigated the role of early life trauma on drinking-related problems and drinking motives in adulthood, and whether or not attachment mediated this relationship. Students from the University of New Brunswick in Saint John, New Brunswick ($N=99$) completed questionnaires on negative childhood experiences, current attachment patterns, alcohol motives, and alcohol-related problems. Anxious attachment was found to predict both drinking to cope with depression and anxiety (respectively $R^2 = .23$ and $R^2 = .11$, $p < .01$). In addition, drinking to cope with depression and drinking for enhancement motives were found to predict problematic drinking scores ($R^2 = .57$, $p < .01$). Although childhood trauma was significantly associated with both insecure attachment and problematic drinking (r s ranging from .21-.38, $p < .05$), the mediational model examining the role of attachment in the relationship between childhood trauma and alcohol-related problems did not find a mediation effect of insecure attachment. This study highlighted the importance of anxious attachment in predicting drinking to cope and the role of drinking to cope in predicting alcohol-related problems. Interventions aiming to reduce problematic drinking in university students should pay attention to drinking to cope motives and the use of anxious attachment as potential targets of intervention.

14:15 - 15:15

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 3 /
Session "Éclair 5"**Addiction Psychology /
Psychologie de la
dépendance**#7 44750 CROSS-SECTIONAL SURVEY OF SUBSTANCE USE AND OVERDOSE
IN PEOPLE WITH SEVERE CONCURRENT DISORDERS***Wen Qian Zhang*, University of British Columbia; *Cindy Chiang*, University of British Columbia; *Christiane Wesarg*, Technische Universität Dresden; *Christian Schütz*, University of British Columbia

Individuals with severe concurrent disorders are highly vulnerable and at high risk for overdose. However, they are hard to reach and regularly missed both in clinical and epidemiological studies. To explore their experiences with overdose and substance use, including intentional and unintentional use of fentanyl, we surveyed patients at the Burnaby Centre for Mental Health and Addictions, a tertiary treatment and recovery centre for people with severe concurrent mental illnesses and substance use disorders. Participants completed a cross-sectional survey related to substance use and experience with overdose, and their medical charts were reviewed for patient history and diagnoses. Preliminary data based on 120 participants shows that 65% report a history of at least one overdose. We analyzed the data using bivariate and multivariate analysis. Among those with history of overdose, we found an average of 9.5 overdoses across the lifetime. Results from logistic regression suggest that both heroin and cocaine use are risk factors for overdose, but not unintentional use of fentanyl. Higher number of overdoses is associated with unintentional use of fentanyl as well as use of illicit prescription opioids. Our data point toward high rate and high number of overdoses in people with severe concurrent disorders. Given the high vulnerability of this population, we recommend intensive harm reduction and treatment effort, specifically since overdose experiences seem to have limited impact on their use behavior. Better understanding of their experience with substance use and overdose is essential in informing treatment approaches and harm reduction campaigns.

**GIMME-5 Session # 3 /
Session "Éclair 5"**Adult Development and
Aging / Développement
adulte et vieillissement**#8 46159 A LEARNING EXPERIENCE? ORGASMIC DIFFERENCE, NOT SEX
DIFFERENCE, IN POST-COITAL AFFECT AND ADULT SEXUAL DESIRE***Diana Peragine*, University of Toronto

Background: First vaginal intercourse is a major benchmark in (hetero)sexual development, one in which young people learn to engage in and form new expectations about sexual relationships. Strong gender asymmetries at this event have been described, with women reporting less positive affect and satisfaction than men. However, the role of sexual reward (i.e. orgasm) in these discrepant experiences is rarely considered.

Methods: We asked 943 adults about their coital debut experiences to determine whether previously observed sex differences might be better understood as orgasmic differences. We also tested a reward-based learning model of sexual motivation, and examined the association between orgasm at coital debut and current desire.

Results: Initial analyses of affect at first coitus revealed four factors (enjoyment, expediency, discomfort, objectification), and showed sex differences, with women reporting more objectification and discomfort, and men reporting more expediency and enjoyment. Similarly, women reported less satisfaction at first coitus. However, women were also less likely to experience orgasm at first coitus, and we found this experience mediated women's lower satisfaction, greater feelings of objectification and discomfort, and lesser expediency and enjoyment. Moreover, although women reported less sexual desire currently, this difference was mediated by orgasm at coital debut, such that orgasm at this event predicted higher current desire among women, even when controlling for orgasmic frequency.

Conclusions: Results shed new light on gender asymmetries in appraisals of first coitus, and suggest that one's first coital experience is more than a developmental milestone. Rather, it may inform sexual motivation years later.

14:15 - 15:15

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 3 /
Session "Éclair 5"**Brain and Cognitive Science /
Cerveau et sciences cognitive**#9 45772 EXPLORING AUDIOVISUAL CONTRIBUTIONS TO THE VERTICAL
AND HORIZONTAL SMARC EFFECT***Jonathan Wilbiks, University of New Brunswick; Sarah Klapman, Mount Allison University*

When assessing the pitch of auditory tones, participants respond more quickly and more accurately when high pitch is associated with a physically high response key, and low pitch with a low response key (Rusconi et al., 2006). Known as the SMARC effect, it seems to be relatively universal when it comes to vertical orientation, but there is also evidence for a horizontal SMARC effect (Cho & Proctor, 2002).

To examine relative effects of auditory and visual factors on vertical (vSMARC) and horizontal (hSMARC) effects, we employed a 3 (vertical height) x 3 (horizontal placement) x 3 (pitch height) x 3 (horizontal pitch location) design. For each trial, 9 white dots in a 3x3 grid were presented for 1500 ms, then one turned black in synchrony with a tone, which could be high, medium, or low, and was presented in left, both, or right ears. Participants responded to the pitch of the cue by pressing one of three keyboard keys mapped horizontally (Experiment 1) or vertically (Experiment 2).

Findings show that vertical visual cues contribute to perception of pitch height in the expected manner, regardless of response mapping. However, horizontal visual cues only have an effect when response mapping is also horizontal. This suggests that the effects of vertical visual cues occur at a perceptual level, while horizontal visual cues are strictly a stimulus-response correspondence effect. These findings will be used to inform applied research into the creation of maximally salient alerting or navigation systems, as well as in educational contexts.

14:15 - 14:30

Nova Scotia Ballroom D (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Counselling Psychology /
Psychologie du counseling**45983 CLINICAL PRACTICE GUIDELINES; DEVELOPMENT, ASSESSMENT,
AND QUALITY**

Catherine Hébert, Educational & Counselling Psychology, McGill University; Lyane Trepanier, Educational & Counselling Psychology, McGill University; Joan Medina, Clinical Psychology, Barcelona University; Constantina Stamoulos, Educational & Counselling Psychology, McGill University; Martin Drapeau, Department of Educational and Counselling Psychology, McGill University; Emma schmelefske, Educational & Counselling Psychology

Background/rationale: Clinical Practice Guidelines (CPGs) have been shown to improve healthcare services and clinical outcomes. Although CPGs are useful resources for mental health and social service professionals, they are helpful only when developed according to the most rigorous standards. However, not all guidelines are created equal, and multiple studies have demonstrated there exist a significant variability in terms of their quality. Since psychologists are required to use the best evidence to inform their practice, and because CPGs are quick references aiming to achieve this goal, it is crucial for them to be able to determine which guidelines are of good quality.

Methodology: A series of two studies was carryout to evaluate the quality of 5 Québec CPGs, and 4 European CPGs using the Appraisal of Guidelines for Research and Evaluation II (AGREE II) guideline evaluation instrument. A third study surveyed guidelines development committee members of 6 regulatory bodies in Quebec to address several key areas of guideline development.

Summary of results: Methodological inadequacies were present in all five Quebec CPGs whereas European CPGs were of a greater quality. While these results suggest more rigour in CPGs development is warranted, specifically in Quebec, a majority of experts on CPGs development from this province seem to consider that the guidelines were developed using best practices. These studies inform about areas needing improvement, and offer potentials solutions to increase CPGs quality.

14:15 - 14:30

Acadia A (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Environmental
Psychology / Psychologie de
l'environnement**44346 IMPACTS OF CIRCADIAN LIGHTING AND INTERIOR MURALS ON
HOSPITAL EMPLOYEES: A PHARMACY DEPARTMENT CASE STUDY***Lindsay McCunn*, Vancouver Island University; *Cara Frey*, Vancouver Island University; *Jeremy Williams*,
Vancouver Island University

Interdisciplinary literature exists concerning how the physical environment of hospitals can affect the health, wellbeing, and behaviour of those who work and recover within them. The present case studies focus on how employees working in an area of two hospitals without access to natural daylighting perceive a recently-installed 'circadian' lighting system and wall mural (one biophilic and one built scene). Affective organizational commitment, perceived productivity, wellbeing, and attention restoration are measured, as is the estimated length of time employees are exposed to the lighting and murals, and the types of behaviors undertaken near the murals. Both studies employ a mixed-methods design. Data is currently being collected via online questionnaires sent to employees of a department proximal to the design changes. Both case studies will analyze descriptive statistics of each item, as well as the scales they form. Retroactively-worded items asking participants to rate their perceptions of the environment compared to the time before design changes were made will also be analyzed in relation to scale scores. Correlational analyses will be undertaken among scales per case study. For the second case study specifically, a comparison will be done between responses from employees working in the two hospitals to understand whether significant differences exist between measured variables depending on the type of mural content. We expect that perceptions of each psychosocial variable will be stronger for employees reporting more exposure to the circadian lighting system and the biophilic, nature-based mural scene. Results and implications will be ready for presentation at the convention.

14:15 - 14:45

Nova Scotia Ballroom A (Second Floor)

**Discussion Forum /
Forum de discussion**Addiction Psychology /
Psychologie de la
dépendance**44673 THE INCLUSION OF GAMING DISORDER IN THE ICD-11: DIFFERING
PERSPECTIVES AND INTERPRETATIONS***Jeremie Richard*, McGill University

Over the past year, there has been lively international debate concerning the inclusion of gaming disorder (GD) in the 11th revision of the International Classification of Diseases (ICD-11) by the World Health Organization (WHO). Although justifications to include GD in the section of disorders due to addictive behaviors have been provided, this consensus decision has been challenged by various groups of researchers. Generally, researchers with backgrounds in computer research, social and educational psychology, sociology, and communication science have challenged this decision, whereas researchers with a background in the clinical and public health disciplines (e.g. psychiatry, clinical psychology, family practice) have supported this decision. The purpose of this discussion forum is to explore thoughts and ideas regarding the integration of GD as an addictive behavior in the ICD-11. The discussion forum will be divided into two parts: 1) Overview of the debate regarding the integration of GD in the ICD-11; 2) Discussion with the audience regarding GD and the core issues related to public health, clinical practice and education. The ideas discussed in this forum are of utmost importance as there is increasing demand for the treatment of the distress, impairment, and suffering encountered by those experiencing GD. To encourage participation, questions to the audience will address specific arguments supporting or challenging the inclusion of GD in the ICD-11. Furthermore, published case reports will be presented to elucidate clinical presentations of GD and the impact of this disorder on individuals and society.

14:15 - 14:45

Nova Scotia Ballroom C (Second Floor)

**Discussion Forum /
Forum de discussion**Clinical Psychology /
Psychologie clinique**44107 BENEFITS AND PITFALLS OF SELF-DISCLOSING WITHIN THE CONTEXT
OF CLINICAL SUPERVISIO***Sarah Boyle*, University of Guelph; *Therese Kenny*, University of Guelph; *Margaret Lumley*, University of Guelph

Supervisor (SR) and supervisee (SE) self-disclosure (i.e., the act of sharing personal information) are crucial for the supervision process. Research consistently highlights advantages of self-disclosure and the consequences of failing to disclose within supervision. While appropriate SR disclosure can benefit the SE in a number of ways (e.g., fostering the SR-SE relationship, normalizing the SE's experiences), if SR disclosure is perceived as dismissive or shifts the focus from the SE onto the SR, it can derail the supervision process. Of note, it is essential that the SE disclose relevant information (e.g., clinical errors, feelings or experiences within a session) during the supervision process, to facilitate SE learning. SEs, however, often fail to disclose such information due to poor SR-SE working alliance and/or fear of negative evaluation. It then falls to the SR to model, foster, and monitor appropriate disclosure within the supervision context. Thus, SR actions (i.e., use of appropriate disclosure and response to SE disclosure) are essential to fostering and creating a safe and non-judgmental environment in which both the SR and SE can disclose. In this discussion forum, the authors will review the extant literature highlighting the advantages of self-disclosure, the risks of failing to disclose during supervision, and the implications of a SR actions within the context of supervision (~10 minutes). In the following discussion (15 minutes), participants will be invited to share thoughts and/or experiences relating to SE and SR self-disclosure.

14:15 - 14:45

Sable C (Ground Floor)

**Discussion Forum /
Forum de discussion**Teaching of Psychology /
Enseignement de la
psychologie**44939 TRAINING PSYCHOLOGY GRADUATE STUDENTS IN THE PUBLICATION
PROCESS: RECOMMENDATIONS FOR GRADUATE PROGRAMS AND STUDENTS***Maisha Syeda*, University of Calgary; *Jon Woodend*, University of Calgary; *Sylvie Roy*, University of Calgary; *Jingzhou Liu*, University of Calgary

Publishing is an expectation in most psychology graduate programs; however, students rarely receive formal training. Moreover, there are few studies investigating graduate students' publication training experience, including the effectiveness of the training. As such, an empirical examination of these experiences was needed to inform best practices.

The authors conducted semi-structured interviews with graduate students regarding a) what helped, b) hindered, and c) what else was needed in their publication training. The authors analyzed the verbatim transcripts using thematic analysis, discerning codes and identifying converging and diverging themes from these codes, both within and across participants.

For "what helped", the main themes were a) helpful feedback from supervisors/instructors, and b) mentorship from journals. For "what hindered", the main themes were a) lack of knowledge and support, and b) lack of time. For "what else was needed", the main themes were a) education about the publication process and how to write manuscripts, and b) individualized writing mentorship.

The findings from this study support the idea that there is a lack of formal training, and this gap is preventing students from publishing their scholarly work. The findings provide guidance for how graduate programs can create formalized training opportunities for students.

From this study, the authors have started partnerships with graduate programs in order to develop ways to incorporate publishing-specific learning tasks and mentorship. In this Discussion Forum, the authors will review these findings and then facilitate conversation about how attendees can transfer these best practices to their context and work.

14:15 - 15:15

Nova Scotia Ballroom B (Second Floor)

Professional Development Workshop / Ateliers de perfectionnement professionnel
Clinical Psychology / Psychologie clinique

44583 CPA / CCPPP INTERNSHIP FAIR: PREPARING FOR YOUR PREDOCTORAL INTERNSHIP: WHAT TRAINING DIRECTORS LOOK FOR! (INTERNSHIP FAIR TO FOLLOW IN ANNAPOLIS ROOM - MAIN FLOOR)

Sara Hagstrom, Northern Ontario Psychology Internship Consortium; Lesley Lutes, University of British Columbia; Julie Wershler, IWK Health Centre; Brooke Beatie, University of Manitoba

Internship Committees review applications with an eye for depth, breadth, and quality of practicum experiences, acquisition of applied skills, academic progress, 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. While preparation for the internship begins during early graduate training, the applicant can take specific steps to increase the likelihood of obtaining an internship that is most consistent with their training and practical needs. This workshop will be facilitated by Internship Training Directors, University Directors of Clinical Training, a recent past student who has navigated the process, and a current student who chose to wait to apply. They will collectively present practical suggestions, dispel myths, give placement facts and figures, and outline survey findings completed by internship training directors as to how they choose applicants for interviews and how they make ranking decisions. This workshop will allow for 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).

14:15 - 15:15

Atlantic Suite (Second Floor)

Symposium
Ethics

45312 ETHICS UPDATE 2019: RECENT DEVELOPMENTS AND EMERGING ISSUES

JANEL GAUTHIER, Univeristé Laval, Québec

The purpose of Ethics Update is to highlight recent developments and emerging issues in psychological ethics. The first paper provides a summary of the recommendations made by the CPA Task Force on Medical Assistance in Dying (MAiD) and End of Life Issues in May 2018 and an update of developments related to MAiD since the release of the report. The second paper provides an overview of the recommendations made by Canadian Psychological Association and the Psychology Foundation of Canada in response to the Truth and Reconciliation Commission of Canada's report in May 2018 and describes where we are now. The third paper outlines the key updates made to various CPA ethics documents since the release of the fourth edition of the *Canadian Code of Ethics for Psychologists* in 2017, including those made to the *Companion Manual to the Canadian Code of Ethics for Psychologists*, the CPA web-based course *Being an Ethical Psychologist*, and the *Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice, and Administration*. The presentation of these papers will be followed by a Q & A period during which the audience will also have the opportunity to comment.

#1 45319 MEDICAL ASSISTANCE IN DYING - CPA TASK FORCE RECOMMENDATIONS AND UPDATE

Samuel Mikail, Sun Life Financial, University of Waterloo Centre for Mental Health Research and Treatment

On June 17, 2016 Royal Assent was given to Bill C-14 on Medical Assistance in Dying (MAiD). The legislation amended sections of the Criminal Code of Canada that previously prohibited euthanasia and assisted suicide provided certain conditions are met. In recognition of the social and clinical significance of this legislation for the practice of psychology, the Board of Directors of the Canadian Psychological Association commissioned a Task Force on MAiD and End of Life Issues. The Task Force addressed a number of issues stemming from the law governing the practice of MAiD and the government's plans to consider its expansion. The work of the Task Force focused on the following questions:

1. Can a mental disorder be considered grievous and irremediable, and if so, should individuals diagnosed with a mental disorder in the absence of a concurrent physical illness or disability have access to MAiD?
2. What factors should be considered when assessing capacity for consent, and what is the potential role of psychologists in that process?
3. Should a mature minor with a grievous and irremediable condition have access to MAiD?

The presentation will provide a summary of the Task Force recommendations and an update of developments related to MAiD since the release of the report.

14:15 - 15:15

Atlantic Suite (Second Floor)

Symposium
 Ethics

#2 45321 CPA/PFC TASK FORCE ON RESPONDING TO THE TRC REPORT: WHERE ARE WE NOW?

David Danto, Psychology, University of Guelph-Humber

In response to the Truth and Reconciliation Commission of Canada (TRC) report (2015), the Canadian Psychological Association (CPA) and the Psychology Foundation of Canada (PFC) formed a joint task force to develop concrete, action-oriented recommendations to improve service delivery to the First Nations, Métis, and Inuit populations in Canada. Objectives included creating recommendations and guiding principles that acknowledge and respect Indigenous concepts of the person, health, family, and ways of knowing. The Task Force published its report in May 2018. Key aspects of that document include: A statement of apology and accountability to Indigenous Peoples regarding the discipline's failure to meet its own ethical standards; General guiding principles for working with Indigenous Peoples in Canada; Guiding principles relating to specific areas within the discipline including: Assessment, treatment, research, education, program development, program evaluation, advocacy and social justice. Recommendations were also made to psychology organizations in Canada. Among these, was a recommendation to form a standing committee/knowledge sharing group comprised of Indigenous and non-Indigenous psychologists and community members to continuously respond to issues regarding the interaction between Indigenous Peoples and the discipline of psychology. Its goals are to better meet the health and wellbeing needs of Indigenous Peoples, enhance psychology's relationship with Indigenous Peoples and facilitate the profession's understanding of truth from an Indigenous perspective on the road to reconciliation.

#3 45322 THE FOURTH EDITION OF THE CANADIAN CODE OF ETHICS FOR PSYCHOLOGISTS: IMPLEMENTATION OF NEXT STEPS

Carole Sinclair, Independent Practice, Toronto

Since its first edition in 1986, the *Canadian Code of Ethics for Psychologists* has been revised three times, with a fourth edition released in 2017. With each revision, it has been important to ensure that other CPA documents and products are updated in accordance with the changes that have been made to the Code. This presentation will outline the key updates made since the release of the fourth edition of the Code, including those made to the *Companion Manual to the Canadian Code of Ethics for Psychologists*, CPA's web-based course "Being an Ethical Psychologist," and CPA guidelines (e.g., *Ethical Guidelines for Supervision in Psychology: Teaching, Research, Practice, and Administration*). Steps taken to explain the role played by emerging issues in making changes to the Code also will be outlined.

14:15 - 15:15

Sable B (Ground Floor)

**Section Chair Address /
 Allocution du président
 de la section**

Psychopharmacology /
 Psychopharmacologie

SECTION PROGRAM / PROGRAMME DE LA SECTION
45657 THE NECESSITY FOR INTERGRATIVE PSYCHOLOGY IN UNDERSTANDING BEHAVIOUR

David Nussbaum, The Allen K. Hess Institute for Integrative and Forensic Behavioural Science

Background: Integrative Psychology seeks to redefine behaviour so that it meshes conceptually with brain function as opposed to brain and behaviour, even when studied together, running along parallel but never meeting pathways.

Method: Logical analysis.

Results: Redefining behaviour reductionistically avoids the problem of circularity.

Conclusions: Psychology can become a STEM science functionally and not simply nominally.

Impact: Psychology can become THE leading clinical profession.

14:15 - 15:15

Sable A (Ground Floor)

**Section Featured
Speaker Address /
Allocution principale de
la section**Women and Psychology /
Femmes et psychologie**SECTION PROGRAM / PROGRAMME DE LA SECTION****49303 CAMPUS SEXUAL VIOLENCE: CURRENT ISSUES AND FUTURE DIRECTIONS***Lana Stermac, University of Toronto*

This presentation will address current work in sexual violence on university campuses in Canada with a particular focus on women's education. The persistent and high rates of gendered sexual violence on campuses are examined within intersectional frameworks and existing structures that impact women's education and health negatively. Current issues around internationalization on campuses, student mental health, university policies and resources are discussed in terms of violence intervention and prevention on university campuses in Ontario, Canada.

14:15 - 15:15

Maritime Suite (Second Floor)

**Committee Business
Meeting / Réunion**
General Psychology /
Psychologie générale**49305 PUBLICATIONS COMMITTEE MEETING***Lisa Votta-Bleeker, CPA, Deputy CEO***14:15 - 15:15**

Halifax Ballroom A-B (Second Floor)

Poster Session "C" / Présentation par affichage

- Clinical Neuropsychology / Neuropsychologie clinique
- Sexual Orientation and Gender Identity / Orientation sexuelle et identité sexuelle
- Social and Personality Psychology / Psychologie sociale et de la personnalité

**Poster Session "C" /
Présentation par
affichage**Clinical Neuropsychology /
Neuropsychologie clinique**#1 45325 EVALUATION OF THE TRAINING OF EXECUTIVE ATTENTION:
A CLINICAL QUALITY ASSURANCE STUDY***Jennifer Chweiri, Glendon Campus, York University; Dmytro Rewilak, Baycrest Health Sciences*

This quality assurance study examined the effectiveness of the Training of Executive Attention (TEA) programme in treating individuals with executive dysfunction arising from different etiologies. The TEA programme comprised: a) two initial sessions of attention training, b) seven sessions based on Goal Management Training (Levine, Manly, & Robertson, 2012), c) a final two sessions focusing on patients' personal pre-treatment goals. Pre and post scores on the Cognitive Failures Questionnaire (CFQ), Goal Management Training Questionnaire (GMTQ), and Goal Setting Questionnaire (GSQ) were obtained retroactively from patients' charts ($N = 47$) and submitted to statistical analyses. Results showed significant improvements on all three measures; reduced frequency of cognitive failures on the CFQ, reduced impact of pretreatment symptoms on daily functioning on the GMTQ, and improved level of performance and satisfaction with the new level with respect to personal pre-treatment goals on the GSQ. These results suggest that the TEA programme is a promising intervention to help individuals better cope with the effects of their executive difficulties on their ability to meet the demands of daily living.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**

Clinical Neuropsychology /
Neuropsychologie clinique

#2 45053 EXAMINING THE RELATION BETWEEN PROCESSING SPEED AND ATTENTION NETWORKS FOR INDIVIDUALS WITH MULTIPLE SCLEROSIS (MS).

Ashley Francis, St. Francis Xavier University; *Jay Nero*, St. Francis Xavier University; *Krista Hull*, Mount Saint Vincent; *Jenna Bissonnette*, Mount Saint Vincent University; *Trudy Campbell*, Dalhousie Multiple Sclerosis Research Unit; *Derek Fisher*, Mount Saint Vincent University; *Lindsay Berrigan*, St. Francis Xavier University

Objective: Cognitive impairment affects 40-65% of individuals with multiple sclerosis (MS), with slowed processing speed most commonly reported. Attention has been studied infrequently and it is unknown whether slowed processing speed affects attention network inefficiency in MS. The current study investigated the relation between processing speed and attention networks in MS.

Methods: Participants were adults with relapsing-remitting MS (n = 8) and controls (n = 6). Processing speed was measured using the Symbol Digit Modalities Test (SDMT). The Combined Attention Systems Test (CAST) was used to measure alerting, orienting, and executive control efficiency.

Results: Pearson correlations revealed no significant associations ($p > .05$) between the SDMT and CAST attention network scores for the relatively small, preliminary samples. However, several of the associations represented large effect sizes. For MS participants, a large effect was observed for the association between SDMT and orienting network scores ($r = 0.52$). For Controls, large effects were observed for the association between SDMT and each of orienting ($r = 0.51$) and executive control network scores ($r = -0.59$).

Conclusion: While the lack of significant results suggests no relation between processing speed and attention network efficiency, the results may have been due to lack of power. In contrast, effect sizes indicated that processing speed may influence certain attention processes and that the profile of such relations may differ between persons with and without MS. Further research is necessary to clarify the findings; data collection is on-going so sufficiently powered analyses can be conducted.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**

Clinical Neuropsychology /
Neuropsychologie clinique

#3 45894 ATTENTION, COGNITION, AND VISION IN READING: UNDERSTANDING PROCESSES ASSOCIATED WITH READING COMPREHENSION IN UNDERGRADUATE STUDENTS

Melissa Grubb, University of Guelph; *Tara McAuley*, University of Waterloo

Background: Much of the curriculum in university is presented through reading. Consequently, weak reading/comprehension skills can hinder a student's success. While there is ample literature on reading in children, research focusing on adults, particularly those in the university context, is lacking. The current study aimed to determine to what extent ADHD traits, visual working memory, and Convergence Insufficiency (CI) symptoms contribute to reading comprehension in undergraduate students, beyond basic reading skills known to predict reading in children. To our knowledge, this is the first study to evaluate each of these components in tandem.

Methods: 71 undergraduate students (66% female) completed measures of basic reading skills including word reading, pseudoword decoding, and rapid object naming. Participants also completed a visual 2-back working memory task and questionnaires to evaluate ADHD traits and CI symptoms.

Results: Positive associations were found between ADHD symptoms, CI symptoms, and reading comprehension. Unexpectedly, there was no association between working memory and reading comprehension. Hierarchical multiple regression showed that pseudoword decoding and ADHD traits both contributed unique variance to reading comprehension. High rates of CI symptoms were also reported.

Conclusions: While basic reading skills predicted reading comprehension in undergraduates, pseudoword decoding was a stronger predictor than word reading, contrary to findings in children. Symptoms of CI may exert an indirect influence on reading comprehension by negatively impacting basic reading skills

Action/impact: Results can inform future practice in reading assessment. Additionally, the high rate of CI symptoms was notable and necessitates further study, particularly in the reading context.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Clinical Neuropsychology /
Neuropsychologie clinique**#4 45853 ASSESSMENT OF DRIVERS WITH MILD DEMENTIA WITH LEWY BODIES IN HIGH DEMAND DRIVING SITUATIONS.***Vanessa Hyslop*, University of Ottawa; Michael Armstrong, University of Ottawa; Sylvain Gagnon, University of Ottawa

The cognitive decline associated with Dementia with Lewy Bodies (DLB) leads to a reduced capacity to execute complex activities of daily living, such as driving. While research has demonstrated the complexity of navigating intersections for other dementia populations, further study is required to determine the challenges experienced by those with mild DLB. The primary objective of the present study is to validate the importance of intersections as high demand-driving situations for individuals with mild DLB, using a driving simulator. This study will also demonstrate the clinical utility of driving simulator assessment for DLB patients. To address the first goal, we compare simulated driving performances of 12 older drivers with mild DLB and 21 neurologically healthy drivers by applying a systematic, segmented intersection error classification scheme. For the second objective, inexperienced evaluators will classify the cognitive status and overall safety of the DLB patients and matched healthy controls by watching short video clips of their driving behaviors. We expect to find differences in intersection behaviours between the two groups, and hypothesize that inexperienced evaluators will be able to properly classify individuals according to their cognitive status. This study highlights the relevance of a systematic approach analyzing driving behaviors at a road intersection. Furthermore, this research will provide support for the use of driving simulators as a valuable tool in the clinical assessment of individuals diagnosed with DLB.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Clinical Neuropsychology /
Neuropsychologie clinique**#5 45855 A COMPARISON OF ATTENTIONAL PROFILES IN ADHD AND DLB IN OLDER ADULTS***Jennifer Prentice*, University of Calgary; Brandy Callahan, University of Calgary

Attention deficit/hyperactivity disorder (ADHD) and dementia with Lewy bodies (DLB) share many cognitive and non-cognitive similarities, including deficits in attention (Donaghy & McKeith, 2014; Woods, Lovejoy, & Ball, 2002). The overlapping features between both disorders may cause confusion when older adults present with concerns about possible dementia, and the cognitive and behavioural traits associated with late-life ADHD may be mistaken for early signs of DLB. The aim of the current systematic review was to compare patterns of attentional profiles in older adults with ADHD (>40 years old) and DLB in an attempt to quantify the extent of their overlapping cognitive features and identify possible characteristics to facilitate differential diagnosis. Two searches were completed in PsychInfo, Medline, and Embase - one for ADHD and another for DLB. Study selection was carried out in a two-step process by first reviewing the titles of the studies and then if deemed relevant, the abstract of the study before a full-text review of the final list. The initial search, after the removal of duplicates, yielded 1989 ADHD-related articles and 1332 DLB-related articles for screening. Of these articles 3 ADHD and 26 DLB articles were retained for review. The similarities and differences of the attentional profiles between ADHD and DLB are reviewed in detail. The attentional profile results may be used by practitioners to guide differential diagnosis in a more informed manner. The strengths and limitations as well as directions for future research are discussed.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

Poster Session "C" /
Présentation par
affichage

Clinical Neuropsychology /
Neuropsychologie clinique

#6 45740 THE ASSOCIATION BETWEEN NEUROPSYCHOLOGICAL ASSESSMENT AND SIMULATED INTERSECTION DRIVING ERRORS IN DRIVERS WITH ALZHEIMER'S DISEASE

Christine Saber, University of Ottawa; *Michael Armstrong*, University of Ottawa; *Arne Stinchcombe*, St Paul University; *Stephanie Yamin*, St Paul University; *Sylvain Gagnon*, University of Ottawa

Background: Driving maneuvers that require increased cognitive load may be more systematically impaired than global driving ability in drivers with Alzheimer's disease (AD). Because navigating an intersection is demanding on road events, errors seen in this context might be more sensitive and indicative of the extent of cognitive changes seen in drivers with AD.

Method: Older adults with a diagnosis of mild AD were recruited from a hospital-based memory clinic and matched with neurologically healthy control participants. Neuropsychological measures were administered to all participants prior to completing two simulated driving scenarios. Errors made at intersections were examined using a systematic scoring system to classify all intersection errors made during preparation, execution, or at recovery.

Results: In contrast to previously published data, one global measure of cognition (the Mini Mental State Exam; MMSE) was significantly associated with driver errors, specifically while coping with intersections. Errors of preparation and execution at intersections were significantly associated with MMSE scores for AD drivers.

Conclusion: A more fine-grained evaluation of driver behaviour at intersections, relative to overall driving simulator performance, provides further insight into the cognitive challenges that drivers with AD experience.

Impact: This evaluation scheme provides a novel approach to evaluating driver behaviour and allows for the calculation of the frequency of errors according to type and when they occur in the intersection. The cognitive challenges experienced by AD drivers may be better captured by this highly specific approach when compared to other variables of overall driving performance.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

Poster Session "C" /
Présentation par
affichage

Clinical Neuropsychology /
Neuropsychologie clinique

#7 44810 NEUROPSYCHOLOGICAL FUNCTIONING IN CHILDREN WITH SPECIFIC LEARNING DISABILITIES AND NORMAL CHILDREN: A COMPARATIVE STUDY

Samita Sharma, Postgraduate Institute of Medical Education and Research, Chandigarh, India; *Adarsh Kohli*, Postgraduate Institute of Medical Education and Research, Chandigarh, India; *Ruchita Shah*, Postgraduate Institute of Medical Education and Research, Chandigarh-160012, India

Specific Learning Disability is a developmental disorder associated with difficulty in reading, arithmetic, and/or written expression, having many underlying neurobiological and neuropsychological underpinnings. Assessment of neuropsychological functions is necessary to determine the source of the difficulty as well as the areas of neurocognitive strength that can serve as the basis for instituting treatment options and compensatory strategies. The aim of this study was to identify the neuropsychological functions of children with specific learning disabilities in comparison with normal children without any history of learning disabilities. Twenty-five school going children with Specific Learning Disabilities both boys and girls in the age range of 10-12 years attending the Child and Adolescent Psychiatry Clinic at a premier institute of North India were recruited. Twenty-five normal boys and girls in the same age range with average scholastic performance studying in government and private schools of the same region were recruited for comparison purposes. Tests of spelling and mathematics, forward and backward digit span tasks, semantic and phonetic fluency, comprehensive trail making, nonword reading, auditory and visual discrimination were administered to both the groups. Significant differences were found between the two groups on spelling, mathematics, trail making and phonetic fluency tests. Group differences were analyzed using a multi-factorial multivariate analysis of variance. Administering these neuropsychological tests helps in identifying strong and weak areas to plan a personalized individual intervention/remedial program for the child.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Clinical Neuropsychology /
Neuropsychologie clinique**#8 44530 AN EXAMINATION OF COGNITIVE ABILITIES IN DEPRESSIVE DISORDERS***grace videla-nash, university of toronto*

Depression is the world's leading cause of disability; the functional impairments (i.e., disability) associated with depression are suggested to be caused, in part, by neuropsychological impairments (see Jager et al., 2006). Yet, it is unclear what factors related to disability and cognition (i.e., neuropsychology) may influence depressive symptoms. To this end, the current study aims to 1) examine the relationship between functional and cognitive impairment in the context of depressive symptomatology, 2) and examine how these variables are predictive of depression severity. To this end, a sample of ($N=53$) of undergraduate students completed an online neuropsychological test battery (BrainScreen), measures of depression symptom severity, and functional impairment on six domains. Our results show that depression was significantly correlated with delayed verbal memory (Pearson's $r=.64, p<.001$) and on all six domains of functional abilities measured. Next, we ran multiple regression analyses and our model was significant ($R^2=.809 F(7,10) = 6.052, p<.001$), with verbal memory and domains "participation in society", "self-care", and "getting along" of functioning trending as predictors. As such, verbal memory impairments may be indicative of depressive symptoms when considering functional impairments. Upon completion of data collection, and a larger sample size, implications may aid clinicians and researchers to measure specific cognitive treatment targets to improve social and occupational functioning in individuals afflicted with depression.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Clinical Neuropsychology /
Neuropsychologie clinique**#9 46350 EXAMINING INVALID AUTOBIOGRAPHICAL MEMORY TASK
PERFORMANCE USING EVENT-RELATED SPECTRAL PERTURBATION ANALYSIS***Jenna Wright, University of New Brunswick; Perry Dykens, University of New Brunswick; Kenneth Harker, University of New Brunswick*

Performance validity testing (PVT) has become widely accepted by neuropsychologists as an important part of the neuropsychological assessment. Less clear, however, is how to interpret the results of a neuropsychological assessment when a patient's PVT performance is noncredible or invalid (i.e. what is the status of cognitive functioning?). To address this issue, previous work by Harker and Connolly (unpublished data) has focused on the use of the Event-Related Potential (ERP) methodology (a measure of electrical brain activity) as a means of estimating cognitive functions, such as memory, even in the presence of invalid behavioural responses. In the present study, we sought to explore the related electroencephalogram (EEG) - based brain imaging methodology of Event-Related Spectral Perturbation (ERSP) analysis for estimating memory functioning. Eighteen participants completed a remote long-term autobiographical memory test for faces with simultaneous EEG recordings. Participants were incentivized to perform the test in a way that would make them appear to have a brain-injury related memory impairment. The results appear to suggest that ERSP analysis provides a complimentary brain-based analyses of memory functioning, even in the context of invalid test performance. Results from the ERSP analysis are discussed in relation to the ERP results obtained from the same group, as well as to the ERSP / ERP results obtained from previous work by Harker & Connolly using this memory paradigm.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#10 45860 THE RELATIONSHIPS BETWEEN TWO COMMON COGNITIVE
PROCESSES AND BEHAVIOURS ASSOCIATED WITH SOCIAL ANXIETY***Dani Adduono*, Lakehead University; *Carley Pope*, Lakehead University; *Dwight Mazmanian*, Lakehead University

Background: A number of correlates of social anxiety have been proposed in the literature. These include cognitive processes such as post-event processing and repetitive thinking (rumination), and the use of safety behaviours. Recently, we have shown that non-verbal behaviours associated with social anxiety can be assessed using the Ethological Coding System for Interviews (ECSI). The purpose of this investigation was to examine the extent to which post-event processing and rumination are associated with safety behaviours and other non-verbal behaviours measured by the ECSI.

Method: The sample consisted of 348 individuals ranging between the ages of 16 and 57 ($M = 20.79$, $SD = 4.95$), 78.7% of which identified as female. Participants completed a battery of self-report questionnaires, including the ECSI, the Social Phobia Inventory, the Subtle Avoidance Frequency Examination, the Post-Event Processing Questionnaire, and the Repetitive Thinking Questionnaire.

Results: Bivariate correlation analyses indicated that rumination scores were significantly associated with both the use of safety behaviours, ($r(263) = .69$, $p < .05$), and non-verbal behaviours measured by the ECSI, ($r(251) = .61$, $p < .05$). Post-event processing scores were also significantly related to the use of safety behaviours, ($r(274) = .67$, $p < .05$) and non-verbal behaviours measured by the ECSI, ($r(257) = .58$, $p < .05$).

Conclusions: Increased post-event processing and rumination appear to be associated with elevated use of behaviours linked to social anxiety.

Impact: The findings suggest that other non-verbal behaviours might play a role in anxiety experienced in social situations, similar to that of safety behaviours.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#11 46110 PERFECT WEDDINGS, PERFECT IDEALS: PERFECTIONISM PREDICTS
HAPPINESS, SATISFACTION, AND MOTIVATION TO LOSE WEIGHT***Chantal Arpin-Cribbie*, Laurentian University; *Reeshma Haji*, Laurentian University; *Alyssa Smith*, Laurentian University; *Megan Bolt*, Laurentian University

Individuals higher in trait perfectionism may be more likely to internalize ideal body standards, and as such, may be more vulnerable to the negative consequences associated with exposure to these stringent body ideals. This study examined the contributing influence of perfectionism, consumption of bridal television programs, and the visibility of the wedding role (e.g., bride, guest, etc.) on life satisfaction, subjective happiness, and the motivation to lose weight before a wedding. A student and community sample of women ($n = 112$) that were attending or participating in a wedding within the following 18-month period were recruited from a post-secondary institution and bridal-specific settings (e.g., bridal shops and bridal websites). Regression analyses revealed a significant interaction between other oriented perfectionism (OOP) and frequency of watching bridal television on satisfaction with life (SWL) and subjective happiness (SH). Furthermore, significant interactions were found between wedding role and socially-prescribed perfectionism (SPP) on SWL, between wedding role and perfectionistic self-promotion (PSP) on SH, and between wedding role and non-display of imperfection (NDI) on SH and importance of wedding-related weight loss. This study highlights the contributing influence, in women, of perfectionistic predispositions in relation to media consumption of wedding-related ideals. Considering the prevalence of social media in today's society, future research may consider whether media literacy interventions may assist in mitigating the influence associated with exposure to societal pressures in those with increased susceptibility.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#12 45704 THE DIGITALIZED WORLD OF SEX: THE FACTOR STRUCTURE OF THE
ONLINE SEXUAL ACTIVITY EXPERIENCE QUESTIONNAIRE.**Yodit Asrat, University of Ottawa; Severina Borisevich, University of Ottawa; Krystelle Shaughnessy,
University of Ottawa

Background: Online sexual activity (OSA; any activity on the internet involving sexuality), is thought to be grouped into three subgroups: Non-arousal (seeking information about sex), solitary-arousal (viewing sexually explicit material), and partnered-arousal (sharing sexual fantasies). However, only one Chinese study found evidence for the three subgroups. Therefore, the purpose of this study was to examine the factor structure of a comprehensive measure of OSA to examine the theoretical groupings.

Methods: Online recruited participants (n=237, 18 – 61 years old, 53.6 % women, 43.9 % men, 2.1 % trans) answered a survey of attitudes, experiences, and outcomes of online sexual activities. Participants completed a background questionnaire and the OSA Experience Questionnaire comprising 48 specific OSAs. We conducted a PCA with oblimin rotation using the R statistical software. We also will examine gender differences in the factor scores.

Results: Following Howard's (2016) guidelines, we concluded that a six factor solution provided the best solution (variance explained = .67; root mean square residual (RMSR)=.04). We interpreted the six factors as: live-streaming, mixed-sex sexually explicit media, same-sex/trans* sexually explicit media, public interaction, information seeking, relationship-focused.

Conclusion: The results suggest that OSAs are much more varied than previously theorized. Although some of our factors were similar to previously theorized groups (e.g., information seeking similar to non-arousal), other factors suggest the content of OSA may also be important for differentiating types.

Action/Impact: Our findings contribute to a greater understanding of OSAs by providing evidence of the need for greater precision in subgroups of experience.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#13 45397 ONCE A POACHER ALWAYS A POACHER?: SOCIOSEXUAL ORIENTATION,
SERIAL INFIDELITY, AND ASSOCIATIONS WITH RELATIONSHIP QUALITY**

Charlene Belu, University of New Brunswick; Lucia O'Sullivan, University of New Brunswick

Background/Rationale: Mate-poaching is a form of infidelity that occurs when a person successfully attracts someone who already is in an exclusive relationship into a new relationship (Schmitt & Buss, 2001). Relationships evolved from mate-poaching are of poorer quality than those formed serially (Foster et al., 2014). To date, no one has explored whether mate-poaching history is linked to poorer relationship quality and whether this association is accounted for by sociosexual orientation—one's attitude toward and willingness to engage in sex without commitment.

Method: U.S. adults (716; 25-40 years of age; 55% female) in relationships were recruited from a crowdsourcing site to complete an anonymous online survey that assessed mate-poaching, sociosexual orientation, relationship quality (e.g., commitment, satisfaction) and infidelity.

Results: Sociosexual orientation was positively associated with history of mate-poached relationships, $F(3,712)=18.60, p<.001$, as well as whether one was currently in a relationship formed from mate-poaching, $F(3,712) = 10.14, p<.001, \eta^2=.04$. A MANOVA revealed that those with a greater history of mate-poaching reported poorer relationship quality in their current romantic relationship, $F(10,1372)=5.53$, Pillai's trace=.06, $p<.001, \eta^2 = .03$. This association between mate-poaching history and relationship quality was partially accounted for by sociosexual orientation.

Conclusions/Impact: Participants who reported a serial history of mate poached relationships (versus not) had more permissive sociosexual orientations and lower relationship quality. Given the devastation that often follows from relationship loss to mate poaching, insights into individual traits associated with serial poaching might help those working with couples in distress as well as couples in relationships formed of infidelity.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#14 45564 ATTACHMENT AND LONELINESS: THE ROLE OF ONLINE AND OFFLINE
PERCEIVED SOCIAL SUPPORT***Aryn Benoit, University of New Brunswick; Enrico DiTommaso, University of New Brunswick*

Loneliness is a common experience that has been associated with a multitude of negative outcomes (Heinrich & Gullone, 2006; Petitte et al., 2015; Stickle & Koyanagi, 2016). Importantly, loneliness is predicted by an individual's attachment orientation. Although attachment security predicts loneliness, research has indicated that perceived social support (PSS) is a crucial mediator in this relationship (Bernardon, Babb, Hakim-Larson, & Gragg, 2011). As social media is playing an increasing role in shaping the ways in which individuals develop and maintain relationships, it is important to understand how online social perceptions mediate the relationship between attachment and loneliness. The current study examined online PSS as a mediator in the relationship between attachment and loneliness. Three hundred eighty-five individuals completed a series of questionnaires using the online survey platform, Lime Survey. Results indicated that online PSS mediated the relationship between attachment and loneliness. Specifically, greater attachment insecurity predicted less online PSS, which predicted greater loneliness. In addition, multiple regression analyses revealed that that online PSS did not uniquely contribute to loneliness over and above offline PSS, whereas offline PSS did predict loneliness over and above online PSS. The latter findings indicate that offline perceptions and relationships remain critical in predicting loneliness. The role of social media as a tool to help attenuate the long-term experience of loneliness is also discussed.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#15 46354 TEENAGERS ON INSTAGRAM: EXPLORING ASSOCIATIONS BETWEEN
PERFECTIONISM AND INSTAGRAM USE ON APPEARANCE-RELATED CONCERNS
AND BEHAVIOURS***Chantal Arpin-Cribbie, Laurentian University; Megan Bolt, Laurentian University*

Instagram (IG) has been linked to negative consequences, such as body dissatisfaction and poor self-evaluation. Individuals higher in trait perfectionism may be uniquely vulnerable to consequences such as these. Further, although IG requires users to be over 13-years-old, youth are accessing IG at ages well under this. This study examined relationships between IG use and perfectionism, and their associations with fitness investment (FI), body satisfaction (BS) and appearance investment (AI). Participants ages 18 and under were recruited through an online social networking site (SNS), and completed an online survey assessing these areas. Participants were categorized as high or low IG users based on frequency of use. Results revealed a significant interaction between socially prescribed perfectionism (SPP) and IG use on AI. Specifically, participants who were high in IG use and higher in SPP reported the greatest degree of AI. Self-oriented perfectionism (SOP) was a significant positive predictor of AI and FI. Additionally, SPP was a significant positive predictor of BS. This study demonstrated that high IG users who were also higher in SPP placed more importance on their appearance. Additionally, as SOP was linked to AI and FI, and SPP was linked to BS, this suggests individuals higher in certain facets of perfectionism may be vulnerable to appearance-related concerns and behaviours. This study highlights the increased vulnerability that youth with perfectionistic tendencies may have to image-based SNSs, like IG. Given the prevalence of SNSs, future research may consider how increasing social media literacy in youth may assist in reducing this.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#16 45513 RELATIONAL COMMITMENT PREDICTS DISCLOSURE ABOUT THE
RELATIONSHIP ON FACEBOOK: AN ACTOR-PARTNER INTERDEPENDENCE
MEDIATION MODEL***Geneviève Bouchard*, Université de Moncton; *Isabelle Harrigan*, Université de Moncton; *Stephanie Tobin*, Australian Catholic University

Is the information that people share about their romantic relationships on Facebook influenced by their level of relational commitment? Can high disclosure about the relationship on Facebook be predicted by high relational commitment? The aim of this study was to document the use of social medias in intimate relationships.

A sample of 102 couples, users of Facebook, aged 18 to 30 years, participated in a study investigating the mediating role of desired relationship visibility in the link between relational commitment and declared relationship status and objective relationship visibility on Facebook. They completed questionnaires and used the Friendship application on Facebook.

Results of actor-partner interdependence mediation model analyses confirmed that women's relational commitment was positively associated with their desired relationship visibility on Facebook. Men's and women's desired relationship visibility were, in turn, associated with their own's and their partner's declared relationship status or objective relationships visibility on Facebook.

Results of this study confirmed the model under study and the role of relational commitment in relationship visibility. In line with the uses and gratifications theory (Sundar & Limperos, 2013), we concluded that individuals are active in their choice of social medias and used them to meet their relational needs.

Results of this study suggest that, in the age of social media, communication technologies are tools that are establishing, shaping, and even defining our romantic relationships. Given the growing dominance of online social interaction, more research is needed on how our romantic relationships simultaneously unfold both online and off-line.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#17 45804 MOMMY AND DADDY ISSUES: THE ASSOCIATION BETWEEN PARENTAL
ATTACHMENT AND PSYCHOPATHIC TRAITS***Scottie Jean Curran*, Trent University; *Virginia Brown*, Trent University; *Ghinwa El-Ariss*, Trent University; *Jocelyn Enright*, Trent University; *Elaine Scharfe*, Trent University

Background/rationale: In a recent study, Blanchard and Lyons (2016) reported different associations between primary and secondary psychopathic traits and attachment for men and women. One limitation of this study was that they measured global attachment and not attachment in specific relationships. In this study, we replicated their methodology with one difference – we assessed attachment to mothers and fathers separately. We expected to find differences in the associations between psychopathic traits and attachment to same sex and opposite sex parents for men and women.

Method: To date, 221 participants have completed the Self-Report Psychopathy Scale (SRP-III; Paulhus, Neumann, & Hare, 2009) to assess psychopathy and the Trent Relationship Scales Questionnaire (T-RSQ; Scharfe, 2016) to measure attachment representations with both mothers and fathers.

Results: We have found that the associations between primary and secondary psychopathy and attachment were similar to Blanchard and Lyons (2016), however, we have found important differences with each parent. For example, our preliminary results demonstrated that the associations between secondary psychopathic traits and attachment with the opposite sex parent were similar for men and women. However, for both men and women, primary psychopathic traits were more strongly associated with avoidant attachment with the same sex parent.

Conclusions: The findings highlight the importance of assessing attachment to specific individuals, rather than using more global measures of attachment.

Action/Impact: It is recommended that future work on the effects of attachment continue to distinguish between general and specific attachment representations.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#18 44510 MERE BELONGING: THE POWER OF SOCIAL CONNECTIONS TO
FACILITATE INTERGROUP EMPATHY***David Cwir*, Booth University College; Steven Spencer, Ohio State University

The ability to form shared psychological states is essential for participation in joint activities and ultimately in the formation and maintenance of relationships (Tomasello, Carpenter, Call, Behne, & Moll, 2005). Research has shown that even a minimal sense of connectedness to another person results in the propensity to share emotions and physiological states with him/her (Cwir, Carr, Walton, & Spencer, 2011). The purpose of the following experiment was to test the hypothesis that cues of social connectedness to an outgroup member would result in greater empathy (emotion sharing) with another outgroup member who experienced discrimination. In order to test this prediction, participants first examined a series of social-networking profiles as part of an ostensible memory task. The target profile consisted of either a European-Canadian or an African-Canadian target who shared some idiosyncratic preferences in common with the participants (social-connection condition) or not (no-connection condition). As part of a supposedly separate memory task, participants examined a series of newspaper articles, one of which was about various incidents of discrimination experienced by an African-Canadian employee. Participants then completed an emotion scale. Consistent with our predictions, only participants who initially felt connected to an African-Canadian tended to experience greater empathy with another African-Canadian who was victimised by discrimination. These results have interesting implications, suggesting that subtle cues of connectedness to an outgroup member can be a powerful means of facilitating positive intergroup relations.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#19 45018 VARIATIONS IN THE BODY DISSATISFACTION VISUAL ANALOGUE SCALE***Lilach Dahoah Halevi*, Ryerson University; Stephen Want, Ryerson University

When measuring state body dissatisfaction, it is increasingly common for researchers to use idiosyncratic versions of Visual Analogue Scales (VASs). However, the many different versions of the body dissatisfaction VAS vary in their psychometric properties, and the multiplicity of VAS measures makes it hard to compare results across studies. The goal of this study was to create a large-scale summary of the all the variations seen in body dissatisfaction VASs to fully understand the extent of this variability across studies. A total of 86 studies have used a version of the body dissatisfaction VAS. Two coders recorded the psychometric properties (i.e., items, anchors, scale direction, item analysis, reliability and validity evidence) and sample information (i.e., sample size, mean age, % female, and % Caucasian) of each study. Out of 86 studies, 73 different variations of the scale were found. From those scale variations, we identified 25 different anchors descriptors, a large range in scale items, and the presence of multiple scale directions and item analysis techniques. Additionally, we found that researchers infrequently computed reliability (N = 41; 47.67%) or validity evidence (N = 21; 24.41%). Providing citations to support the reliability or validity of the scale reduced the likelihood of supplementing those citations with additional evidence. While this study has shown that there is an unnecessary amount of variability in body dissatisfaction VASs and a lack of validity evidence to accompany those variations, it also uncovered the most psychometrically sound items and scales to be used in future research.

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Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#20 45713 MOTIVATIONAL INTELLIGENCE: VALIDATING A NEW MEASURE FOR
THE CONSTRUCT.***Hiten Dave*, Western University; Michael Apter, Apter Research LLC; Albert Crane, Trent University; James Parker, Trent University

Background/rationale. A problematic gap in conceptual models of emotional intelligence (EI) is the lack of attention to motivation. Widely used EI models assume that individuals possess specific levels of emotional and social competencies and that it is the relative amount of the competency that ultimately predicts how emotional information will be processed. Yet, emotion-related “facts” are ambiguous and much that influences a person’s appraisal of them is connected to motivation.

Method. This presentation describes the development of a new self-report tool (Motivational Intelligence Questionnaire; MIQ) to assess motivational intelligence (MI). MI is conceptualized as a multidimensional construct connected to the ability to recognize, understand, and control motivational states in oneself and others. The current factor structure for the MIQ includes 5 subscales (goal stability, commitment capacity, self-discipline, interpersonal recognition, and interpersonal influence) and a total score.

Results. The MIQ model was found to replicate across different groups: university students (N = 895) and project professionals (N = 310). While overlap was found between the MIQ dimensions and established constructs of basic personality and trait-EI, a substantial portion of variability was found to be unique to the model.

Conclusions. Although work on the MIQ is still at an early stage, the psychometric properties are encouraging and certainly warrants continued work.

Action/Impact. There is also a growing sense in the EI literature that we have probably learned all we can from existing EI measures. Measurement tools like the MIQ offer new opportunities for studying the impact of emotional and social competencies.

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Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#21 45832 ON THE INSIDE LOOKING IN: HOW HISTORICAL PERPETRATOR
STATUS AFFECTS PERCEIVED MORAL OBLIGATIONS FOR VICTIMS***Mackenzie Doiron*, Carleton University; Kimberly Matheson, Carleton University; Nyla Branscombe, University of Kansas

The victimization of Indigenous peoples is becoming increasingly salient. Four studies investigated how this salience might impact intergroup dynamics. Unlike previous moral obligations research, observers in this series of studies (Canadians) are members of the historical perpetrator group. Following a written meaning-making task focused on Indian Residential Schools (IRS), participants were surveyed on their perceived moral obligations for Indigenous peoples, modern racism, and perceived benefit finding. Manipulation occurred either in the focal group of the meaning-making task (Indigenous peoples vs. Canadians), or the framing of Indigenous peoples (resilient vs. vulnerable). We expected observers to perceive greater moral obligations and benefit finding for Indigenous peoples when focusing on the meaning of the IRS for Indigenous peoples, and that this increase in perceived moral obligations and benefit finding would also be seen for participants presented with a resilience-based framing of Indigenous peoples. Analyses of variance indicated a lack of support for the hypotheses in Studies 1 and 2. The role of historical perpetrator status was then considered. Study 3 included a third-party observer group (Americans), and Study 4 included an alternative victim group (Syrian refugees). It was found that both these comparison groups yielded higher scores on measures of victim moral obligations and benefit finding. The results of these final two studies suggest that members of historical perpetrator groups are less willing to perceive greater moral obligations and find benefits for victim groups than third-party observers. The implications of these findings for Canada’s reconciliation process and its unique intergroup challenges are discussed.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#22 45109 PARENTAL STEREOTYPES AND READING SPEED: EVIDENCE FOR A
DOUBLE STANDARD IN PARENTING ROLES***Mylène Dumont*, Université de Moncton; *Mylène Ross-Plourde*, Université de Moncton; *Mylène Lachance-Grzela*, Université de Moncton; *Clodie Dessureault*, Université de Moncton; *Annie Roy-Charland*, Université de Moncton

In recent decades, women have increased their participation in the labor market while men have become more involved in parenting tasks. However, although fathers' role in the home environment has changed (McLaughlin & Muldoon, 2014) the role of mother remains stereotyped (Park, 2010). To explain this difference, research has demonstrated that mothers who do not adhere to this stereotype often experience a backlash effect (Villicana, Garcia, & Biernat, 2015). The current study examines the impact of parental stereotypes on the cognitive processes associated with reading texts, more precisely, by measuring eye movements during a reading task. A sample of 32 individuals read 24 experimental passages including four sentences introducing a parent (mother or father) in a traditional or non-traditional role. Depending on the context (neutral or disambiguating), the parent role was introduced once or twice. Results showed a significant interaction between type of role and gender of the parent on reading times. Simple main effect tests showed that for traditional roles, total fixation durations were longer for fathers than mothers. However, there was no significant effect of gender for non-traditional roles. Furthermore, there was no effect of type of role for fathers, but for mothers, total fixation durations were longer for non-traditional roles than for traditional roles. Overall, results support the idea that mothers' parenting stereotypes remain well anchored in society and are more rigid than those of fathers, supporting the idea of a double standard in parenting roles.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#23 45905 COMPARING PERCEPTIONS OF DISCRIMINATION PREVALENCE TO
DISCRIMINATION EXPERIENCES OVER TIME***Megan Earle*, Brock University; *Gordon Hodson*, Brock University

The belief that Whites face equal, or even greater, levels of discrimination compared to non-Whites has received a large amount of media attention in recent years. Such perceptions may be rooted in "zero-sum" thinking (e.g. decreases in discrimination for one group must be met with increases in discrimination for another) and are thought to drive voting behaviour and opposition to anti-discrimination policies. Using large, nationally representative datasets, we first assessed perceptions of the prevalence of discrimination against Whites and non-Whites in 2012 and 2016 (Study 1; $N = 10,185$) and then examined the amount of discrimination actually experienced by Whites and non-Whites between 1995 and 2014 (Study 2; $N = 7112$). Results revealed that people are largely inaccurate in their estimates of discrimination experienced by different social groups. Whereas Study 1 suggest that people perceive that discrimination against Whites is increasing over time, results of Study 2 suggest that discrimination experienced by Whites is low and has remained low over the past three decades. Moreover, discrimination experienced by non-Whites has decreased over the past 30 years, suggesting that decreases in discrimination against non-Whites has not been met with increases in anti-White discrimination. Therefore, these results show little support for the increasingly popular belief that anti-White discrimination is increasing over time and suggest that improving conditions for non-Whites does not negatively impact conditions for Whites. Such information may aid policy makers in fostering public support for continuing efforts to reduce prejudice and discrimination against racial minorities.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#24 45488 TESTING THE FACTOR STRUCTURE AND GENDER INVARIANCE OF
THE HEXACO-100 USING EXPLORATORY STRUCTURAL EQUATION MODELING***Jose Espinoza*, Western University; *Kabir Daljeet*, Western University; *John Meyer*, Western University

Examinations of the factor structures of various personality instruments using confirmatory factor analysis (CFA) do not support the structures theorized to underlie these measures. Recent research suggests that this is due to the highly restrictive assumptions underlying CFA, and that exploratory structural equation modeling (ESEM), a technique integrating CFA and exploratory factor analysis (EFA), provides support for these structures because it overcomes these restrictions (e.g., Marsh et al., 2010; Marsh, Nagengast, & Morin, 2013). Previous investigations, however, have used measures of the Big Five. This study examines the HEXACO-100, a comprehensive measure of another popular model of personality (Lee & Ashton, 2009), in a large sample ($n = 100,318$). Our results indicate that an ESEM model of the 6-factor structure of the HEXACO-100 provides a better fit to the data than a CFA model, with few substantial differences in the parameters. There were also differences between the latent means of self-identified members of two genders (male and female) supporting findings by Lee & Ashton (2004) using scale scores, and in line with similar findings of gender non-invariance in Big Five measures (e.g., Marsh et al., 2010; Chiorri et al., 2016). These results provide support for the application of ESEM over CFA when the restrictive assumptions of CFA are a concern. They also have implications for the wider use of the HEXACO-100 as they suggest that comparisons of means on the HEXACO traits across gender should consider that distinctions might reflect systematic differences in the latent factors underlying the HEXACO-100.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#25 45631 SELF-COMPASSION AS A PREDICTOR OF POST-EVENT PROCESSING
IN INDIVIDUALS WITH ELEVATED SOCIAL ANXIETY***Lindsey Feltis*, Wilfrid Laurier University; *Leah Parent*, Wilfrid Laurier University; *Nancy Kocovski*, Wilfrid Laurier University

Self-compassion has been consistently associated with well-being. Individuals with elevated social anxiety report low levels of trait self-compassion, and inducing state self-compassion has been found to have positive benefits, including recent evidence of lowering levels of rumination. The present study examined the extent to which trait and state self-compassion predicted state post-event processing among university students with elevated social anxiety ($n=69$; expected total=120). A speech task was used to elicit anxiety and then participants were randomly assigned to one of three conditions: self-compassion, cognitive reappraisal or control. One day later, online, participants were asked to report the extent to which they engaged in post-event processing related to their speech. Preliminary analyses did not reveal any significant differences across conditions; however, data collection is ongoing. Regression analyses were used to assess the extent to which state and trait self-compassion impacted levels of post-event processing, regardless of condition. Known predictors of post-event processing were included in the first two steps (step 1: trait post-event processing, R Square Change = .23, F Change (1,67) = 19.92, $p < .001$; step 2: state and trait anxiety, R Square Change = .13, F Change (2,65) = 6.81, $p = .002$). In a third step, trait and state self-compassion accounted for additional variance, in the prediction of state post-event processing (R Square Change = .09; F Change (2,63) = 5.20, $p = .008$). This research contributes to the growing evidence that diminished self-compassion may be an important treatment target for those with elevated social anxiety.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#26 46065 MACHIAVELLIANISM AND THE NEGATIVE PERCEPTION OF
ROMANTIC PARTNERS***Vanessa Gray*, St. Thomas University ; *Mihailo Perunovic*, St. Thomas University; *Claire Deweyert*, St. Thomas University

People who score high on the dark personality trait of Machiavellianism (i.e., high Mach's) are manipulative, cynical, and unprincipled (Furnham, Richards, & Paulhus, 2013). A study conducted by Deweyert, Anstey, and Perunovic (2017) found that high Mach's tend to view themselves as having bad relationship partners. That is, they claim their partners tend to be cold, distant, critical, unaccommodating, and look at others they find attractive (i.e., "check them out"). However, Deweyert et al. only studied individuals and not their partners. The current study extends on this previous research by including both members of couples to examine whether high Mach's tendency to view themselves as victims is valid (i.e., their partners admit to behaving poorly), or whether it is an attempt to justify their own negative behaviours. Both members of couples were brought in to a lab (n = 50 couples) and completed a set of questionnaires which measured Machiavellianism, accommodation, attention to alternatives, and other negative behaviours. We found that, although Machiavellianism was associated with behaving badly and claiming one's partner also behaves badly, partners of the high Mach's did not confirm their own bad behaviour. Further, the tendency of high Mach's to engage in negative relationship behaviours was mediated by their claim that their partner treats them poorly (especially for females), suggesting that they are simply trying to justify their own negative behaviours.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#27 45577 INCREMENTAL THEORIES OF WELL-BEING PREDICT THE PURSUIT
OF POSITIVE EXPERIENCES: A LONGITUDINAL STUDY***Megan Hamel*, MacEwan University; *Andrew Howell*, MacEwan University

People differ on the extent to which they believe well-being is fixed (i.e., entity theorists) or amenable to change (i.e., incremental theorists). Those with a more incremental theory of well-being adopt a more positive orientation to their cognitive and behavioral experiences (Howell, Passmore, & Holder, 2016; Passmore, Howell, & Holder, 2018). The current longitudinal study, with an initial sample of 200 university students, tests a model wherein incremental theories of well-being predict positive cognitive and behavioral experiences and, in turn, eudaimonic and hedonic well-being. Participants completed three-waves of data collection at approximately 5-week intervals. Initial analyses of the first- and second-wave data indicate that incremental theories of well-being correlated reliably with concurrently assessed Positivity (i.e., the tendency to view life with a positive outlook), Prioritizing Positivity (i.e., the tendency to organize one's life in a manner that maximizes positive experiences), and both eudaimonic and hedonic well-being. Moreover, incremental theories of well-being from the first wave predicted Prioritizing Positivity at the second wave, controlling for wave-one Prioritizing Positivity scores. Data for the third wave will also be reported, and will test whether Prioritizing Positivity scores from wave two predict well-being at wave-three. This study is the first to test temporal associations between naturally-occurring variation in theories of well-being, positive experience, and well-being. Further, this study has implications for interventions focused on cultivating growth mindsets of well-being. Such cultivations may result in more adaptive functioning, enhanced responsiveness to interventions, and increased levels of both hedonic and eudaimonic well-being.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#28 46042 HETEROSEXUAL UNIVERSITY-AGED STUDENTS' PERCEPTIONS OF
RAPE AND CONSENT IN MALE-ON-FEMALE SEXUAL ASSAULT SITUATIONS***Graham Hood*, Dalhousie University; *Tim Juckes*, Dalhousie University; *Sean Mackinnon*, Dalhousie University; *Sevi Ade-Ojo*, Dalhousie University

Research on sexual assault has used people's agreement with rape myths to measure acceptance of sexual assault. Past research in this area has used single statements to represent a rape myth. Our research sought to improve measures by creating vignettes that provide more information and context. Our vignettes (based on the five Updated Illinois Rape Myth Acceptance Scale-Short Form (uIRMA-SF) subscales; e.g., "She Lied") provide complex, multi-sentence descriptions that better capture participants' support of rape myths and their understanding of sexual consent. We compared the vignette responses of heterosexual students' ($N = 159$; 136 females, 23 males) to the uIRMA-SF (McMahon & Farmer, 2011). The five mean vignette subscale scores were all significantly lower than the uIRMA-SF mean scores (e.g., "She Asked for it" uIRMA-SF $M = 1.76$, Vignette $M = 1.27$, Cohen's $d = 1.08$). All five uIRMA-SF mean subscale scores for males were higher than females (mean Cohen's $d = 0.725$); however, there were no significant differences between genders for the mean vignette subscale scores (mean Cohen's $d = 0.212$). Males and females consistently stated the male was culpable (77%), males' lack of restraint was responsible (41%), and the incident should be reported (60%). The vignettes enabled students to articulate their level of understanding of consent in a way that scale items cannot. The vignettes have substantive value, providing a more sophisticated approach to the study of attitudes on consent and acceptance of sexual assault.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#29 46333 RESPONSE PROCESSES ASSOCIATED WITH POSITIVE AND NEGATIVE
WORDING AND KEYING OF SELF-ESTEEM ITEMS***Anita Hubley*, University of British Columbia; *Wen Qian Zhang*, University of British Columbia; *Sophie Ma Zhu*, University of British Columbia

Background: Inclusion of negative or reverse keyed items in questionnaires is used to address acquiescence bias but is controversial because of its negative impacts on factor structure, reliability, and validity. Recent evidence suggests that positively worded items may be easier to process, but less deeply processed. The purpose of the present study was to examine if and how adults from the general public process self-esteem items differently depending on how they are worded (positively or negatively) and keyed (positively or negatively/reverse).

Methods: Participants were 20 adults recruited from the general community who completed four 5-item sets of self-esteem items reflecting the four different wording/keying combinations, presented in counterbalanced order. Audio-recorded cognitive interviewing (i.e., think aloud protocol (TAP) and verbal probing using the Survey Interaction Model) and thematic coding of transcripts were used to explore response processes.

Results: Preliminary findings include: not all phrasing in the four categories was perceived as equivalent, positively worded items (irrespective of keying) tended to be easier to read and process, participants tended to give their numerical responses before describing the process, and participants had difficulty identifying/describing emotional response processes.

Conclusions: Verbalizing response processes was challenging for some participants, which raises questions about the effectiveness of the TAP method to capture self-esteem response processes concurrently. Positively worded items were identified as easier to read but further analysis will determine if they have any disadvantages.

Impact: Understanding how individuals process different types of items can lead to more accurate and effective tests and measures.

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Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#30 46259 ZERO-SUM BELIEFS AND THEIR IMPACT ON ATTITUDES TOWARD
SOCIAL ISSUES***Leslie Janes, Brescia University College; Samara Roher, Brescia University College; Jessica Haber, Brescia University College*

A questionnaire was developed to measure “zero-sum orientation”—the extent to which people perceive social situations as having a winner and a loser, whereby the gains of the winner must equate to the losses of the loser (hence, “zero-sum”). Two experiments tested the predictive validity of the Zero-Sum Questionnaire (ZSQ). In Study 1, participants completed scales measuring zero sum beliefs and prejudiced attitudes, and their attitudes about immigration were assessed. Results indicated that high zero-sum orientation participants were more likely than low zero-sum participants to oppose immigration. Additionally, scores both on the prejudice scale and ZSQ predicted negative attitudes toward immigration, but did so independently—scores on these scales did not significantly correlate, suggesting that negative attitudes toward immigrants may be due in part to perceptions that immigrants will deprive citizens of resources, as opposed to racism. Study 2 examined participants’ attitudes towards providing school support to students suffering from Autism. Results indicated that participants with high zero-sum orientation were significantly less likely to support programs that support autistic children. These studies suggest that people’s perceptions regarding a zero-sum world influence their attitudes on diverse social issues. Addressing these zero-sum beliefs may be useful in public policy initiatives, as they acknowledge that some individuals perceive that other groups’ gains will necessarily entail losses for their group.

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Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#31 45506 INTRODUCING THE “LIGHT TRIAD”: DEVELOPING AND VALIDATING A
SCALE OF PROSOCIAL PERSONALITY***Laura Johnson, Western University; Donald Saklofske, Western University*

Scales for measuring prosocial personality traits are lacking, and existing measures overlap in conceptual and operational definitions. Given that in current research, a) identical labels are used for different constructs (“jingle” fallacy), b) different labels are used for the same constructs (“jangle” fallacy), and c) this ambiguity is present in their measures, a new scale is needed. An initial item pool for the Light Triad Scale (Light-3) was generated based on conceptual definitions of each trait and then assessed by expert raters on clarity and relevance. After revision, the final pool was 80 items (25-30 items per subscale). These items will be administered to a sample of approximately 300 undergraduate students, along with comparison measures. Data collection is underway, with expected completion in December 2018. Exploratory factor analysis will examine the clustering of the items and psychometric properties. It is expected that a three-factor structure of empathy, compassion, and altruism will emerge, which will in turn load onto a higher-order prosocial orientation factor. Subscales will also be refined based on psychometric properties. Support for construct validity will be established through bivariate correlations with existing measures of the empathy, compassion, and altruism as well as by observing expected relationships with related constructs (i.e. self-compassion, gratitude, alexithymia). The final scale will assess prosocial personality through three conceptually and empirically distinct subscales: empathy, compassion, and altruism. Future research should administer the new Light-3 in a non-student sample (e.g. using Amazon’s mTurk) and examine its ability to predict prosocial behaviour.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#32 46332 TRANSLATION AND VALIDATION OF THE SAVOURING
CONFIGURATION INVENTORY IN A FRANCOPHONE CANADIAN SAMPLE.***André Lauzon*, University of Ottawa; *Isabelle Green-Demers*, Université du Québec en Outaouais

The purpose of the present study was to validate a French translation of the Savouring Configuration Inventory (SCI; Lauzon, 2018), an instrument that assesses hedonic savouring, and six forms of eudaimonic savouring (i.e. meaning of life, spirituality, inspiration, self-reflection, appreciation, and gratitude). A translated version of the SCI was administered to 190 French students, between 18 and 45 years old (M age = 20.32, SD = 3.64), from the Université du Québec en Outaouais. The items from the SCI were subjected to an exploratory factor analysis. Support was obtained for six of the seven savouring dimensions: hedonic savouring, and eudaimonic savouring of meaning of life, spirituality, inspiration, appreciation, and gratitude. It was not possible to obtain a factor representing eudaimonic savouring of self-reflection. Other minor problems (4 cross-loadings and a 2 sub-threshold loadings) remained in the final solution as well. The obtained six-factor solution explained 58.40% of the total variance. The subscales of the SCI showed acceptable internal consistency ($0.73 < \text{Cronbach's } \alpha < 0.89$). Furthermore, the pattern of associations among the seven subscales of the SCI, and a variety of relevant constructs argued in favour of the construct, concurrent, and discriminant, validity of the SCI. Findings from this study hold important fundamental implications in regards to understanding the nature of savouring experiences cross-culturally, in a Francophone Canadian sample. Moreover, the current study is, to date, the first to offer a French measure to assess the different types of savouring experiences, and may thus foster more studies in this area.

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Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#33 45654 CHANGING ATTITUDES TOWARDS PARENTHOOD: THE PERSUASIVE
EFFECT OF AN EGALITARIAN MESSAGE***Angèle LeBlanc*, Université de Moncton; *Mylène Ross-Plourde*, Université de Moncton

Although fathers' involvement in domestic work and child care tasks has increased in recent years, mothers continue to perform the vast majority of these tasks (Coltrane, 2000), which can be partly explained by the persistence of traditional attitudes towards parenting (Gaunt, 2006). Specifically, biological essentialism has a known impact on father involvement in childcare (Ross-Plourde, Pierce, & De Montigny, 2017). This study tests the effect of exposure to a text supporting an egalitarian position towards parenthood on biological essentialism attitudes. A sample of 119 participants, aged 18 to 62 (M = 25.7) was randomly assigned to an “egalitarian text” or a “neutral text” condition. Biological essentialism attitudes were measured before and about two days after reading the text. As predicted, results show that pretest attitudes of participants in both groups are not significantly different ($t(118) = -1.27, p = .21$). A t-test for independent samples indicates a significant difference in post-test biological essentialism attitudes between conditions ($t(117) = -2.54, p < .05$), with an effect size (Cohen's $d = 0.47$) approaching Cohen's (1988) criteria for a medium effect ($\geq .50$). After reading an egalitarian text, participants held more egalitarian attitudes than those who read a neutral text. These results confirm the potential to change biological essentialism attitudes by using information supporting an egalitarian view of parental roles. Such information could be included in prenatal classes to promote greater involvement from fathers, and consequently, higher relationship satisfaction (Dew & Wilcox, 2011) and optimal child development (Lamb, 2010).

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#34 45985 SOCIAL ATTRACTION AND PERCEIVED SIMILARITY PREDICT
PARASOCIAL RELATIONSHIPS WITH A NOVEL TELEVISION CHARACTER**

A. Luke MacNeill, University of New Brunswick; Enrico DiTommaso, University of New Brunswick

According to past research, the parasocial relationships that people maintain with their favorite television characters are strongly related to factors like attraction and perceived similarity to the character. The current study assessed whether these same factors are important for the formation of a parasocial relationship with a novel or unfamiliar television character. One hundred and twenty participants watched two episodes of the television program *Pushing Daisies*. Afterward, they filled out measures of attraction (social, physical, and task attraction), perceived similarity, and parasocial relationship strength with respect to the main character from the television program. A hierarchical regression indicated that social attraction and perceived similarity were significant predictors of parasocial relationship strength. Demographic variables, physical attraction, and task attraction did not contribute significantly to the model. These results highlight two factors that may be important in the early stages of parasocial relationship development. Media producers may be able to promote the formation of parasocial relationships by emphasizing these factors, something that would have important implications for the various domains in which parasocial relationships are influential (e.g., mental health and wellbeing).

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#35 45293 GRATITUDE INTERVENTION PROMOTES SOCIAL INTEGRATION
AMONG FIRST-YEAR UNDERGRADUATE STUDENTS**Chelzea Nexie Madia, University of British Columbia; Christine Anderl, University of British Columbia;
Frances Chen, University of British Columbia

Social integration has been identified as one of the most important psychosocial variables predicting first-year students' positive health outcomes. Likewise, being thankful is related to feelings of connectedness and preserving relationships. Given the social benefits of thankfulness, a gratitude intervention might help promote friendship formation for first-year students as they transition into university, when there is a marked need to build social ties. Thus, the current study examined whether a short-term gratitude intervention would increase the number of new close friends made between September to October (T1) and December (T2) of very first term in university. Participants were asked to complete a set of questionnaires online for T1 and T2. After the first survey, students were presented with the option of completing a daily diary exercise for two weeks, and those who opted in were randomly assigned to either the gratitude (n = 44) or a control condition (n = 39). The gratitude group listed positive social interactions for which they were grateful for, while the control group recorded daily events. Results showed that the gratitude intervention significantly increased the number of new close friends from T1 to T2, after controlling for number of friends in university at T1. These findings suggest that individuals in a new social environment may particularly benefit from cultivating gratitude over time by forming new friendships. Importantly, the impact of the brief intervention on expanding one's social network was sustained weeks after the intervention. This study warrants further examination on specific factors possibly influencing the positive development of social integration.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#36 45280 STRATEGIES OF DECEPTION AND DETECTION FOR ACADEMIC
EXCUSES***Anna McInnis, Saint Mary's University; Meg Ternes, Saint Mary's University*

While deception detection is a heavily researched area, little research is done on the strategies surrounding deception. However, Strömwall and Willen (2011) were able to highlight common strategies that are used by incarcerated offenders while lying: verbal, behavioural, and interview strategies. To expand on Strömwall and Willen's (2011) research this study sought to better replicate the true mindset during a lie and report the strategies presented.

Methods: Student participants were asked to present a fabricated academic excuse in front of a video camera, self-report on their deception strategies, and complete questionnaires to determine demographics and personality variables.

Results: Verbal strategies were most commonly used, with 96.4% of participants reporting verbal strategies, such as plausibility of their story. These strategies were not entirely independent of one another, as most participants (96.4%) reported using a combination of the three categories of strategies. Of the participants who had reported behavioural strategies (89.3%) those who had used more than one subtype of behavioural strategies had significantly higher Emotional Intelligence scores. Participants who had reported using an interview strategy had significantly higher self-monitoring scores than participants who had not used any interview strategies.

Action/Impact: To understand how to accurately detect deception, we must first understand how lying is occurring in varying circumstances. Since the ability to detect lies can have serious consequences in the real world, the results of this study may be applied to real-life situations, such as various assessments and evaluations in the workplace or criminal justice system.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#37 45558 PERFECTLY ALONE AND ANXIOUS: A PRELIMINARY TEST OF THE
PERFECTIONISM SOCIAL DISCONNECTION MODEL IN ADOLESCENTS***Emily Murphy, Brock University; Danielle Molnar, Brock University; Paul Hewitt, University of British Columbia; Gordon Flett, York University*

Background: Perfectionism is increasing amongst young people (e.g., Curran & Hill, 2017), which is a troubling trend given that perfectionism contributes to poorer mental and physical health. Yet, little research has examined the pathways that may explicate why perfectionism is a risk factor for poorer outcomes, particularly among youth. The Perfectionism Social Disconnection Model (PSDM; Hewitt et al., 2006) is a theoretical framework which posits that social disconnection acts as one explanatory pathway linking perfectionism to psychopathology.

Methods: The aim of this study was to test whether dimensions of trait perfectionism (i.e., self-oriented and socially-prescribed) were related to anxiety symptoms in a community sample of 109 adolescents (68% female; M age = 16.10, SD = 1.85) via social disconnection (i.e., relational victimization, school connectedness, parental acceptance, and subjective loneliness) using structural equation modeling.

Results: Results revealed significant direct effects such that higher levels of socially-prescribed perfectionism were associated with greater anxiety. Importantly, social disconnection emerged as an explanatory pathway, such that socially prescribed perfectionism was associated with higher levels of anxiety via greater social disconnection.

Conclusions: These findings offer preliminary support for the Perfectionism Social Disconnection Model in youth, raise important questions about the link between perfectionism and social functioning, and have implications for prevention and intervention development.

Actions: In particular, interventions aimed at reducing anxiety associated with perfectionism should be targeted towards facilitating positive social relationships and reducing maladaptive social cognitions.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#38 45467 ILL GOTTEN-GAINS: THE RELATIONSHIP BETWEEN STATUS ANXIETY
AND POOR MENTAL HEALTH OUTCOMES***Jonah Nadler*, Memorial University of Newfoundland; *Martin Day*, Memorial University of Newfoundland

Greater income inequality has been reliably related to poorer mental health outcomes (Buttrick & Oishi, 2017). However, the processes through which this occurs remain unclear. One possibility is that the growing gap between the rich and poor increases status competition and people's concerns about their status, which negatively affects their mental health (Wilkinson & Pickett, 2009). Therefore in this research we examined whether status anxiety, that is, individuals' concerns about failing to meet the standards of success of society (de Botton, 2004), could help explain well-being and mental health outcomes. In Study 1, an online adult sample (N = 120) completed measures of status anxiety, life satisfaction, positive affect, negative affect, and chronic sadness. As expected, greater status anxiety was related to less life satisfaction ($r = -.50$), less positive affect ($r = -.27$), more negative affect ($r = 0.47$), and more sadness ($r = 0.51$). A second study will investigate whether status anxiety specifically relates to incidence of mental illness, and symptoms of Generalized Anxiety Disorder. While still preliminary, these results suggest that status anxiety may be one factor that helps to explain the relationship between greater income inequality and poorer mental health. Continued research in this area may help to inform policy decisions that aim to change societal income inequality.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#39 46268 HOW DOES THE VALENCE OF ONES OWN BEHAVIOURAL OUTCOME
INFLUENCE SPONTANEOUS CAUSAL INFERENCES?***Kyoungsil Nah*, UNB

Spontaneous causal inferences (SCIs) are instantaneously made interpretations about observed behaviours or outcomes (Hassin, Bargh, & Uleman, 2002). SCIs are typically made without awareness or intention, and yet may influence behaviour. The purpose of the present study was to examine whether valence (positivity/negative) of outcome involving the self would influence the locus of causality (internal/external) of SCIs. Past research has shown that people tend to attribute their successes and failures to internal and external causes, respectively (Campbell & Sedikides, 1999). This study used a probe recognition task where participants read outcome sentences that were either positive (e.g., "You got an A for the test") or negative (e.g., "You got an F on the test") and then determined whether a following probe word had appeared in the sentence they read. The subsequent probe word was either internal or external to the person (e.g., "smart" or "easy"). It was found that outcome valence of the experimental sentences activated SCIs consistent with the self-serving bias (i.e., that Spontaneous Trait Inferences (STIs; internal) were activated more for successes, and Spontaneous Situational Inferences (SSIs; external) were activated more for failures). The results contrast with activation of SCIs in person perception, where both STIs and SSIs have been shown to co-occur (Ham & Vonk, 2003), and suggest that outcome valence may moderate the activation of SCIs in self-perception.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#40 45864 BINGE-WATCHING BEHAVIOUR AS A FUNCTION OF ADHD TRAITS***Hiba Nauman, The University of Guelph; Tara McAuley, The University of Waterloo*

The goal of the present investigation was to determine whether Attention Deficit Hyperactive Disorder (ADHD) traits would differ in individuals who engaged in binge-watching and those who did not. ADHD affects 5 to 7% of school-aged children and 3% of adults. Binge-watching, however, is a construct that is still undefined in the literature. Without a consistent definition, it is difficult to compare binge-watching to other harmful binge behaviours, many of which are associated with ADHD. Therefore, the Binge-Watching Behaviour Questionnaire (BWB-Q) was developed to capture trends in the frequency of online television streaming and any associated feelings of loss of control. Using data collected from the BWB-Q, correlations between episodes watched per day and frequency of loss of control feelings were examined to derive a working definition for binge-watching. Next, ADHD traits such as hyperactivity, impulsivity, and inattention were used to predict binge-watching behaviour in 87 undergraduate students (Age: $M = 21$ years, $SD = 2.6$; 75% Female). Neither scores from the SWAN rating scale nor the UPPS Impulsivity scale predicted significant differences between those who binge-watched and those who did not. Although no significant relationship was found, trends in binge-watching were examined to develop a potential scientific definition for the term. Binge-watching, as per this study, is characterized by feelings of loss of control experienced while watching 3 or more episodes of the same show in one sitting. Although present research on binge-watching is still scarce, this study provides a starting point for future researchers to build upon.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#41 45593 THE MODERATING ROLE OF INTERDEPENDENCE IN THE
RELATIONSHIP BETWEEN ATTACHMENT ANXIETY AND SELF-DISCLOSURE***Katie O'Connell, University of New Brunswick; Michael Golding, University of New Brunswick; Enrico DiTommaso, University of New Brunswick*

Previous research suggests individuals with greater attachment anxiety often fail to disclose fully in their romantic relationships; instead, they prefer to confide in friends (Mikulincer & Nachshon, 1991; Wei, Russell, & Zakalik, 2005). To date, no studies have attempted to explain why anxiously attached individuals contravene self-reported preferences and social conventions by disclosing more freely in less intimate relationships. The current study investigated whether interdependence moderates the influence of attachment anxiety on self-disclosure in both romantic and platonic relationships (Dibble, Levine, & Park, 2012). It was anticipated that individuals with greater attachment anxiety, fearing abandonment, would disclose less in highly interdependent (e.g., romantic) relationships to preclude the possibility of damaging this vital bond (Gomillion & Murray, 2013). In less interdependent contexts (e.g., close friendships) however, it was hypothesized that individuals reporting greater attachment anxiety would engage in more self-disclosure as the costs of rejection would be reduced. To assess this hypothesis, 300 participants completed a battery of self-report measures which assessed attachment security, interdependence, and self-disclosure in romantic and platonic relationships. Results provided partial support for the hypothesized moderating role of interdependence, as attachment anxiety was positively associated with romantic self-disclosure when interdependence was low. However, contrary to expectations, attachment anxiety was not significantly associated with romantic self-disclosure at higher levels of interdependence. Moreover, interdependence failed to moderate the relationship between attachment anxiety and self-reported disclosure in platonic relationships. Discussion of these findings will highlight implications for future research and clinical intervention for individuals with high attachment anxiety.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#42 45901 SOCIAL VERSUS EMOTIONAL INTELLIGENCE: VALIDATING A
MEASURE FOR THE SOCIAL COMPETENCY CONSTRUCT.***James Parker, Trent University; Geoffrey Crane, Trent University; Laura Summerfeldt, Trent University*

Background/rationale: Although different models have been proposed for the emotional intelligence (EI) construct, existing EI measures were developed assuming they assessed a cross-section of both emotional and social competencies. To date, little effort has been made to separate (where relevant) social from emotional competencies. This becomes particularly relevant given widespread interest in the EI area in developing programs to teach or train specific competencies.

Method: This study examines the psychometric properties of a measure designed to assess a broad set of important social competencies in several independent samples: university students (N = 897) project professionals (N = 311) and teaching professionals (N = 389). The current factor structure for the self-report tool (MIEI-SI) contains three scales associated with healthy social functioning (social integration, performance readiness, and social agency) and a total score.

Results: The model was found to replicate adequately across all three groups. While overlap was found between the instrument's dimensions and established constructs of basic personality and trait-EI, a substantial portion of variability was found to be unique to the model.

Conclusions: Each of the three factors showed strong ecological validity as significant score improvements were observed across an occupationally-defined hierarchy of social functioning. These encouraging results suggest further investigation into the predictive validity of the instrument.

Action/Impact: There is also a growing sense in the EI literature that we have probably learned all we can from existing EI measures. Measurement tools like the MIEI-SI offer new opportunities for studying the impact of emotional and social competencies.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#43 45693 TO AGREE OR NOT TO AGREE: PATIENT-PARTNER CONGRUENCE
AND EFFICACY DYNAMICS IN CARDIAC REHABILITATION***Meaghan Petersen, Acadia University; Diane Holmberg, Acadia University*

29% of all deaths in Canada result from heart disease. Those who experience a cardiac event often participate in cardiac rehabilitation (CR) programs, frequently involving partners such as spouses. The present study addresses self-efficacy (SE; i.e., patients' own views of whether they can make necessary lifestyle changes) and relation-inferred self-efficacy (RISE; i.e., patients' perceptions of whether their partners believe they can make the necessary changes) as predictors of physical fitness in 77 patients in a 10-week CR program (78% men; mean age = 64 years). It was hypothesized that (H1) higher values of RISE and SE would predict better outcomes (namely, self-reported exercise; improvements on fitness tests); (H2) agreement between levels of RISE and SE would be associated with better outcomes; and (H3) should there be discrepancies between RISE and SE, then better outcomes would be associated with discrepancies in the direction of RISE scores exceeding SE scores. The data were analyzed using polynomial regression with response surface analysis. First, regressions were completed using SPSS, with follow-up response surface analyses being completed using an Excel template. For self-reported exercise, both H1 and H2 were supported; however, contrary to H3, better outcomes were associated with SE being higher than RISE. Hypotheses were not supported for actual fitness improvement. Implications of these findings for optimizing the structure of cardiac rehabilitation programs are discussed.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#44 44775 ANXIETY SENSITIVITY AND PERFECTIONISTIC COGNITIONS PREDICT
COGNITIVE-BEHAVIOURAL RESPONSES TO A PROTOTYPICAL SOCIAL SITUATION**

Victoria Pitura, Lakehead University; K. Amanda Maranzan, Lakehead University

Despite their relevance to social anxiety (SA), few studies have examined how perfectionism and anxiety sensitivity influence cognitive-behavioural factors like anticipatory processing (AP), self-focused attention (SFA), and safety behaviours (SBs). To clarify this, undergraduates ($N = 156$) completed measures of trait SA, anxiety sensitivity (social/cognitive/physical concerns), trait socially prescribed perfectionism (SPP), and perfectionistic self-presentation. They later (a) completed measures of depression and perfectionistic cognitions, (b) performed a 5-minute speech, and c) rated their state anxiety, AP, SFA, and SBs in response to the speech. Hierarchical multiple regressions tested (1) whether SPP and anxiety sensitivity predicted AP/SFA/SBs beyond SA and depression, and (2) whether perfectionistic self-presentation and cognitions contributed additional unique variance. Controlling for SA and depression, only anxiety sensitivity social concerns uniquely predicted AP ($b = 0.37, p < 0.01$) and SBs ($b = 0.38, p < .01$). Social ($b = .69, p < 0.001$) and cognitive concerns ($b = -.50, p < 0.001$) uniquely predicted SFA. After controlling for SPP and anxiety sensitivity, only perfectionistic cognitions contributed additional unique variance; AP ($b = 0.19, p < 0.001$), SFA ($b = 0.20, p < 0.001$), and SBs ($b = 0.15, p < 0.001$). Overall, a tendency to catastrophize about anxiety symptoms and experience perfectionistic cognitions influenced how individuals responded to the speech. Findings suggest addressing these areas may have an impact on the aforementioned cognitive-behavioural factors. They also improve our understanding of SA, which is crucial given its broad impacts on individuals and society (e.g., lost productivity and healthcare costs).

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#45 46043 THE RELATIONSHIP BETWEEN DISPOSITIONAL MINDFULNESS AND
FEAR OF FAILURE IN UNDERGRADUATE STUDENTS**

Abbey Radford, Lakehead University ; Carley Pope, Lakehead University ; Dwight Mazmanian, Lakehead University

Background: Previous investigations on the underlying motives of perfectionism have found an association with Fear of Failure (FoF). Research suggests that FoF is often experienced by university students and that it can have adverse effects in academic contexts. Research on mindfulness has shown beneficial effects on maladaptive perfectionism by reducing rumination. However, the relationship between dispositional mindfulness and FoF has yet to be investigated. In response, we investigated the relationship between dispositional mindfulness and FoF. We also assessed the relationship between perfectionism and dispositional mindfulness, as well as the relationship between perfectionism and FoF.

Method: Two-hundred and sixteen undergraduate students (M age = 20.39, 77.8% female, and 85.6% Caucasian) completed a battery of questionnaires including the Multidimensional Perfectionism Scale, the Five Facet Mindfulness Questionnaire, and the Performance Failure Appraisal Inventory.

Results: Dispositional mindfulness was inversely correlated with FoF ($r = -.41, p < .01$). Perfectionism and mindfulness also showed an inverse relationship ($r = -.24, p < .01$), while perfectionism and FoF showed a positive relationship ($r = .62, p < .01$).

Conclusion: The findings suggest that lower levels of dispositional mindfulness are associated with higher levels of FoF and maladaptive perfectionism.

Action: FoF has been shown to interfere with academic success and well-being. Cultivating mindfulness could aid university students in reducing FoF. Future research is needed to evaluate whether mindfulness interventions may help reduce the distress associated with FoF in undergraduate students.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#46 45837 RAPE MYTH ACCEPTANCE AMONG UNIVERSITY STUDENTS: ITS
ASSOCIATIONS WITH BYSTANDER INTERVENTION ATTITUDES AND SEXUAL
ASSAULT***Morgan Richard, University of New Brunswick; Lucia O'Sullivan, University of New Brunswick*

Background/rationale: Sexual assault is one of the most common acts of violence experienced by young people, with rates highest among those between the ages of 15-24 (Statistics Canada, 2014). It constitutes a major health crisis on university campuses, with one-fifth of university women experiencing sexual assault by their fourth year in university (McMahon, 2010). Our goals were to investigate links between rape myth acceptance and reports of sexual assault, as well as links between rape myth acceptance and bystander attitudes and behaviours.

Methods: The Sexual Climate Survey assessed ($N=1209$) university students' (801 female, 401 male, 7 transgender) rates of sexual assault since beginning university, rape myth acceptance beliefs, bystander attitudes, experiences, disclosure, and intervention after sexual assault.

Results: One in five (21%) of the students had experienced sexual assault since beginning university, with higher rates among women. The majority of students (72.3%) endorsed rape myths to some degree, with greater endorsement among men (87.9%) than women (66.2%). Witnessing a sexual assault, even an assault of a friend, was not associated with acceptance of rape myths by bystanders. However, rape myth endorsement was negatively correlated ($r=-.47$) with willingness to intervene to prevent a sexual assault.

Conclusions: Sexual assault is a serious problem among university students, with dire consequences that affect the psychological, interpersonal, social, and academic realms of survivors' lives (Dworkin et al., 2017; Jordan et al., 2014). These insights have informed campus policy regarding sexual assault, making university a safer place for those who are at the highest risk.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#47 44832 THE MEANING BEHIND MENTAL ILLNESS: COMPARING THE EFFECTS
OF MENTAL HEALTH STATUS AMONG RESIDENCE STUDENTS***Alison Rose, York University; Anthony Battaglia, York University; Gordon Flett, York University; Joel Goldberg, York University*

Background/rationale: There has been increasing public concerns about mental illness on postsecondary campuses, however there have been surprisingly few empirical studies of students who live in university residences. This study fills a gap in the literature by comparing those resident students who self-disclosed having a mental illness versus those who did not in relation to various indicators of psychological vulnerability.

Methods: Residence students ($N=66$) were asked to complete online self-report questionnaires assessing mental health status and psychological well-being through inclusion of measures such as mattering, self-compassion, and self-criticism.

Results: Independent t-tests were run to investigate whether those students who self-disclosed mental illness reported a greater risk of experiencing detriments to psychological health. Noteworthy findings revealed that those who self-disclosed mental illness reported significantly lower levels of self-compassion ($t(64)=-2.84$, $p \leq .01$), mattering, ($t(64)=-2.92$, $p \leq .01$), and forgiveness of self ($t(64)=3.09$, $p \leq .01$) while also reporting higher levels of self-criticism ($t(64)=-2.92$, $p \leq .01$), and negative automatic thoughts ($t(64) = 3.29$, $p \leq .01$).

Conclusions: Residence students who self-identify as having mental illness may feel more inclined to feel that they do not matter to others, and tend to be more self-critical and unforgiving of themselves. These results suggest that students who self-disclose having mental illness are at a heightened risk of experiencing psychological difficulties.

Action/Impact: Information garnered from this research can be used for programming and policy purposes. For instance, residence initiatives can be specifically tailored to address issues surrounding the need to boost feelings of mattering and self-compassion among students.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#48 46310 MATTERING AND INTERPERSONAL RESILIENCE: LINKS WITH
SELF-ESTEEM AND WELL-BEING DOMAINS***Alison Rose, York University; Gordon Flett, York University; Nancy Kocovski, Wilfrid Laurier University*

Background/rationale: While there has been extensive research on self-esteem, there has been little research on feelings of mattering (i.e., a sense of being important to others) despite the fact that mattering has been identified as central to being interpersonally resilient. Mattering has also not been examined in terms of its likely links with well-being (for a discussion, see Flett, 2018). Our study examined the link that mattering had with domains of well-being and whether the proposed associations were still evident after taking into account the variance attributable to self-esteem.

Method: A sample of 265 university students completed several measures including Rosenberg's General Mattering Scale, measures of general and social self-esteem, the multiple domain Well-Being Scales created by Ryff, and a multi-dimensional measure of life satisfaction.

Results: The correlational results confirmed that mattering was linked with all six domains of well-being as well as life satisfaction. Partial correlation analyses controlling for levels of both self-esteem and social self-esteem showed that mattering still had robust associations with well-being and life satisfaction.

Conclusions: Feelings of mattering have robust and unique links with well-being and life satisfaction. Our results are in keeping with the notion that mattering is central to an interpersonal form of resilience.

Action/Impact: The positive psychology movement should be expanded to include a much greater focus on mattering. Prevention programs should specifically target the promotion of mattering as a form of protection in an attempt to enhance the well-being and life satisfaction of emerging adults.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#49 44799 THE ROLE OF INDIVIDUAL DIFFERENCES IN SHARING AND PRIVACY
ON SOCIAL MEDIA: A SYSTEMATIC REVIEW***Alyssa Saiphoo, Ryerson University*

This poster presents a systematic review of the literature on the influence of personality and self-esteem on self-disclosure and privacy on social media. The main goal of this review was to answer key questions regarding the role that individual differences, specifically in personality (The Big-5 and narcissism) and self-esteem, play in self-disclosure and privacy on social media. Specifically: 1) what is the relationship between individual differences and self-disclosure/privacy on social media?; 2) why do users self-disclose on social media, and why are they more or less private?; and 3) how do users' behaviours on social media (i.e. their self-disclosures) correspond to their privacy attitudes and behaviours? A literature search of relevant databases (PsycInfo, Scopus, ERIC via ProQuest, and Communications and Mass Media Complete) was conducted to locate articles that investigated the role of personality and/or self-esteem in self-disclosure and privacy behaviours on social media. Eligible articles must have been empirical in nature, included self-report measures of the independent and dependent variables, and be written in English. Based on this criteria, 49 samples were identified and results were synthesized using a numerical scoring method (used in previous reviews: Allen & Walter, 2016; Lehmann, Hagedoorn, & Tuinman, 2015). The review revealed that The Big-5 are not consistently or clearly related to self-disclosure and privacy on social media, while self-esteem and narcissism are. Social psychological theories are applied to the existing literature to further understand its current state, and gaps in the literature are identified to guide future research.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#50 45076 SOCIAL SUPPORT PARTIALLY MEDIATES RELATIONSHIP BETWEEN
RELIGION/SPIRITUALITY AND MENTAL HEALTH FOR CANADIANS**

David Speed, UNB; Caitlin Barry, University of New Brunswick; Ryan Cragun, University of Tampa

Background: Religion/spirituality is often reported as having a positive effect on mental health. While several studies have explored the mediating role of social support on this relationship, there are deficits within the existing research. Studies rarely use validated measures or generalizable samples, and most research is heavily focused on American data. Consequently, the extent to which social support accounts for the relationship between religion/spirituality and mental health is unclear, and this knowledge gap is especially pronounced for Canadians.

Methods: Data from the 2012 Canadian Community Health Survey ($n = 22,722$) was used to explore the relationship between spirituality, mental well-being, and social support. Data analysis used weighted, hierarchical linear regression.

Results: Only the highest levels of religion/spirituality were found to have a consistent and meaningful relationship with mental health, and in those circumstances, social support acted as a *partial* mediator. By including social support within regression models, the relationship between the religion/spirituality and mental health was attenuated (13% to 37%). However, even with social support as a mediator, religion/spirituality maintained a significant (but small) positive effect on mental health.

Conclusions: The relationship between religion/spirituality and mental health appears to be partially, but not wholly, attributable to social support. Additionally, religion/spirituality did not have a linear relationship with mental health, which suggests that religion/spirituality offers a selective (i.e., non-universal) benefit.

Actions: Researchers should exercise caution when discussing the relationship between religion/spirituality and health, as part of this salutary relationship is due to social support.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#51 46299 UNCOVERING THE SEMANTIC BASIS OF THE BIG FIVE USING WORD
EMBEDDING**

Victor Swift, University of Toronto; William Cunningham, University of Toronto

The lexical hypothesis states that the most important individual differences of a community are likely to become encoded in the vocabulary of that community. This hypothesis, which forms the basis of the Big Five personality model, implies that we may gain insight into personality by directly examining the vocabulary of a language. While it is accepted that the complete set of person-descriptive adjectives of a vocabulary represent the broadest description of personality for a given language, it remains untested whether the semantic relationship between person-descriptive adjectives conveys the underlying structure of personality traits. We herein test whether the hierarchical structure of the Big Five traits corresponds to the hierarchical semantic structure of person-descriptive adjectives. One hundred adjectives representative of the Big Five were mapped to a semantic vector-space using Word Embedding – a well-established computational technique which determines the similarity of words on the basis of interchangeability in large corpuses (e.g., Wikipedia). The word vectors in the semantic space were cluster-analysed in order to determine their hierarchical relationships. The hierarchical structure of the Big Five was determined by cluster-analysing a 100-item measure of the Big Five administered to a large Facebook sample ($N = \sim 400,000$). The semantic network was found to organize into a Big-Five-like structure which mimicked the organization of the self-reported Big Five network. In addition to providing a new framework for understanding the structure of personality, our results suggest that the Big Five model may be a consequence of semantic processes rather than biological or social processes alone.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#52 45815 LOW SELF-ESTEEM AND MOTIVATIONAL CONFLICT: AVOIDING
STRONG SELF-AFFIRMATION AND THE TRADE-OFF BETWEEN ANXIETY AND
DEPRESSION***Steven Wilton*, Acadia University ; *Candice Hubley*, University of Waterloo ; *Joseph Hayes*, Acadia University

Although self-affirmation conveys numerous beneficial effects for well-being, it represents a source of motivational conflict for people with low self-esteem (LSEs). Previous research has not measured how affirmation strength plays a role in the relationships between self-esteem, approach motivation, anxiety and depression. The current research includes affirmation strength with the aim of better understanding the mechanism by which these variables interact. It is hypothesized that low self-esteem (LSE) individuals will affirm less strongly to avoid increased anxiety and approach motivation but, in turn, suffer higher levels of depression. Participants (N = 909) were United States residents, who participated online through MTurk. Participants completed a measure of trait self-esteem and randomly assigned to either self-affirmation or control conditions. They also completed a domain-specific measure of approach motivation, avoidance motivation, felt self-integrity, anxiety, and depression. While approximately half of the participants were also asked to rate the strength of their affirmations, affirmation strength for the remaining half was measured using a qualitative coding scheme by two independent coders. Consistent with the hypothesis, LSEs refrain from engaging strong self-affirmations and keep approach motivation low and thereby avoiding anxious motivational conflict at the cost of increased depression. Discussion is focused on health implications for understanding self-affirmation behavior among LSEs. Moreover, the further mechanistic understanding that has been gained could lead to more focused therapeutic treatment in certain cases.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#53 45136 A WEEK IN THE LIFE OF AMERICANS: EXPLORING MENS AND
WOMEN'S SELF-REPORTED PLANS AFTER THREAT-EXPOSURE***Abigail Withers*, University of Guelph; *Cailin Starnski*, University of Guelph; *Leanne Son Hing*, University of Guelph

Theorists suggest women self-objectify because of continual exposure to sexual objectification in society (Fredrickson & Roberts, 1997). However, how this occurs is unclear. System justification processes could be why women internalize gendered status differences and self-objectify. System justification is the process by which individuals legitimize existing social arrangements, at the expense of personal- and group-interest, because of motivations to believe that the world is fair, legitimate, and predictable (Jost & Banaji, 1994). System justification motives are induced by exposing people to a system threat, which calls into question their system's legitimacy (Kay et al., 2005). If system justification processes are one reason why women self-objectify, then women (but not men) should self-objectify more after exposure to a system threat than after exposure to other forms of threat. Americans (198 female, 198 male) completed 1-of-4 different tasks exposing them to different threat conditions: a system threat task stating that America's social, economic, and political climate is worsening, a difficult verbal test, a task stating America is relatively stable and positive, and a non-threatening control task. Participants then wrote their intentions for the upcoming week (Pope, 1978). Two-independent raters coded each response. Results showed a significant interaction: women wrote more appearance management intentions for the week (e.g., exercising, dieting, clothes shopping) when the social order was threatened, compared with all conditions. There were no other significant differences for women. Men's appearance intentions did not differ between conditions. These results suggest that women self-objectify to legitimize their lower status in the social order.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Sexual Orientation
and Gender Identity /
Orientation sexuelle et
identité sexuelle**#54 45839 CHOOSING TO WAIT: EXPERIENCES AND MEANINGS OF SEXUAL
ABSTINENCE***Madeleine Froehlich, 1997; Melanie Bayly, Centre for Health and Safety in Agriculture, College of Medicine, U of S; Karen Lawson, Dept. Of Psychology, Arts & Science, U of S*

Background/rationale: Emerging adults who choose to remain sexually abstinent during this formative developmental period differ from the majority of their peers who often engage in regular sexual activity (Arnett, 2007). This leads to questions surrounding why these differences occur and the consequences these choices incur. Past research investigating this topic has been based in the United States and focused upon religiosity as a main contextual factor. Recent research has begun to show that sexual decision making is far more nuanced and affected by complex contextual factors and experiences (Boislard, van de Bongardt & Blaid, 2016).

The primary purpose of this study is to qualitatively examine the experiences and meanings behind sexual abstinence for female Canadian emerging adults (ages 19-28). Only women are participating in this study in order to understand their unique experiences and sexual decision making.

Methods: Data will be collected during two separate interviews (one life-history, one semi-structured) with 7-10 women and analyzed through a phenomenological methodology. The semi-structured interview questions draw on sexual script theory (Wiederman, 2015), to examine how sociocultural ideas and norms, past experiences, and personal understandings may inform women’s decisions around sexual activity and abstinence.

Expected Results: These combined methods will allow an in-depth, qualitative understanding of women’s decision making around abstinence, and how they understand this construct in relation to personal experiences and sociocultural norms.

Conclusion/Impact: It is anticipated that findings will further the understanding surrounding emerging adults’ choice to be sexually abstinent, which will help contextualize research on abstinence and wellbeing.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “C” /
Présentation par
affichage**Sexual Orientation
and Gender Identity /
Orientation sexuelle et
identité sexuelle**#55 46196 A NEW SOURCE OF HOPE: LEARNING ABOUT QUEER HISTORY***Jason Harley, University of Alberta; Yang Liu, University of Alberta; Tony Ahn, University of Alberta; Andre Grace, University of Alberta; Susanne Lajoie, McGill University*

Queer history has been generally excluded from Canadian school curriculum, despite the important role education plays in helping to dispel ignorance, which is known to contribute to homophobia and transphobia—which remain problems in Canada (StatsCanada 2017). Learning about history has the potential to do more than decrease negative attitudes through exposure to new perspectives, though. It also has the potential to instill hope that things are getting better for LGBTQ+ individuals by helping students appreciate the important and positive historical changes that have and continue to take place in Canada. This study used a pre-post design to evaluate the impact of a novel queer history educational resource on increasing hope. 57 students completed a six-item self-report measure of their hope when thinking about LGBTQ+ individuals in a near-future context before and after interacting with the app. We hypothesized that interaction with the app would lead to significant increases in hope through students historically contextualizing challenges to the queer community. Findings supported our hypothesis and two Wilcoxon Signed-Ranks Tests revealed a statistically significant increase in hope toward both sexual orientation ($Z= 4.66, p<.001$) and gender identity minority people ($Z= 4.41, p<.001$). These findings provide support for using educational apps as interventions to foster hope-building toward vulnerable minority groups in Canada. This educational technology for social history learning stands to help fill a gap in curriculums while improving students’ ability to take the perspectives of others through an appreciation of historical and ongoing challenges not formally covered in schools.

14:15 - 15:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "C" /
Présentation par
affichage**Sexual Orientation
and Gender Identity /
Orientation sexuelle et
identité sexuelle**#56 45904 LESBIAN SUBGROUP REPRESENTATION ON TELEVISION: THE EFFECT
OF GENDER ROLE CHARACTERISTICS ON EVALUATIONS OF LESBIANISM***Jessica McCutcheon, University of Saskatchewan; Melanie Morrison, University of Saskatchewan*

Recently, researchers have argued for the existence of subgroups of sexual minority persons. Research has identified the perceived existence of the subgroups of *butch*, *feminist*, and *tomboy* lesbian women within a Canadian context. The identification of these comparatively masculine-oriented lesbian subgroups has resulted in two notable gaps in our understanding of subtyping of lesbian women: 1) how are lesbian women exhibiting feminine appearance characteristics being conceptualised and categorised by Canadian heterosexual individuals? and 2) how are conceptualisations of lesbian subgroups being developed and perpetuated? These questions are explored by examining depictions of lesbian television characters on broadcast and cable networks, and streaming sites. In total, 52 currently on-air, regularly-featured lesbian characters were identified. Across two studies ($Ns = 400$ and 200) Saskatchewan undergraduate students and members of the Saskatchewan general populace were presented with photographs of lesbian characters and asked to identify their sexual orientation, to categorise them into subgroups, and to respond to items assessing parasocial interaction and likeability. It is expected that the results will support the three previously-generated lesbian subgroups. It is also hypothesised that feminine-categorised lesbian women will not be perceived as "true" lesbian women to the extent to which are masculine-categorised lesbian subgroups. Finally, it is expected that parasocial identity and likeability will be more strongly associated with characters perceived to be non-lesbian and non-masculine-oriented subgroups. The over-representation of certain subgroups of lesbian women will be highlighted and the implications for future lesbian subgroup research and the invisibility of femme lesbian women will be discussed.

14:15 - 15:45

Acadia B (Ground Floor)

**Professional
Development
Workshop / Ateliers
de perfectionnement
professionnel**Psychologists in Hospitals
and Health Centres /
Psychologues en milieu
hospitaliers et en centres de
santé**45961 HOSPITAL PSYCHOLOGISTS AND SCOPE OF PRACTICE: WORKSHOP II** *Marcie Balch, IWK*

Psychologists working in hospitals and health care facilities often encounter administrative policies, organizational structures, or inter-professional issues that constrain their ability to exercise their full scope of professional practice. Participants in this workshop will explore and discuss practice scenarios based on real-world experiences of psychologists in hospitals, with input from the facilitators: Registrar of the Nova Scotia Board of Examiners in Psychology, Legla representative from Gowling WLG, Dr. Karen Cohen, Chief Executive Officer of the CPA, Susan Marsh, Executive Director of the Association of Psychologists of Nova Scotia and Marcie Balch, Professional Practice Lead for Psychology at the IWK Health Centre. Participants will increase their knowledge and skills to effectively navigate the regulatory, legal, professional, inter-professional, ethical and organizational environments of hospitals in order to practice to their full scope for the benefit of their patients.

14:15 - 15:45

Acadia C (Ground Floor)

**Professional
Development
Workshop / Ateliers
de perfectionnement
professionnel**Quantitative Methods /
Méthodes quantitatives**46282 CRASH COURSE IN META-ANALYSIS** *Robert Cribbie, York University*

Meta-analyses have quickly become the evidence of choice for researchers in Psychology. This course will introduce the methods and practices of meta-analysis, including how to formulate an answerable research question, locate studies, extract data, assess the risk of bias, and choose an appropriate model. In addition, the course will also demonstrate how to run appropriate analyses and create relevant plots in R. Participants are encouraged to bring laptops with R/RStudio installed if they are interested in running sample analyses during the workshop.

14:15 - 16:15**Conversation Hour**
Accreditation**49296 ACCREDITATION CONVERSATION SESSION AND SITE VISITOR RECEPTION***Stewart Madon*, Canadian Psychological Association; *Ada Sinacore*, McGill University; *Deborah Dobson*

Internship and doctoral programme directors, site visitors, 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. The Registrar and Chair of the Accreditation Panel will provide an update on their key activities this year, and programmes will have the opportunity to raise any issues of interest. This session will also highlight progress toward the 6th Revision of the Accreditation Standards.

14:30 - 14:45

Nova Scotia Ballroom D (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Counselling Psychology /
Psychologie du counseling**45821 FROM PULSE TO PITTSBURGH: COLLECTIVE GRIEF IN RESPONSE TO TWO SEPARATE MASS SHOOTINGS***Karen Blair*, St. Francis Xavier University; *Rhea Hoskin*, Queen's University

On June 12, 2016, a gunman entered the Pulse Nightclub in Orlando, Florida. Over a span of nearly four hours, the shooter terrorized approximately 320 predominantly queer Latinx patrons of the club. In the end, 49 people were killed. At the time, it was the largest civilian mass shooting in the history of the United States. More recently, on the morning of October 27, 2018, an armed man entered the Tree of Life Congregation Synagogue in Pittsburgh, PA and murdered 11 individuals. It was the largest attack in American history on a Jewish community. Although each shooting targeted a specific and local community, the reverberations of the shootings were felt far beyond those communities. The current paper will present a qualitative analysis of responses gathered in the aftermath of each shooting concerning how individuals from each community understood, processed, and evaluated the shootings. In particular, we will focus on the commonalities and departures in how each community responded to the shootings and what can be learned in terms of better supporting members of minority communities targeted by violence in the future. A common theme in response to both shootings was the sense that others outside of their community (i.e., non-LGBTQ after Pulse and non-Jewish after Pittsburgh) moved on more quickly and downplayed the role that prejudice played in the shootings. Other common themes included the violation of sacred/safe spaces, turning grief into action, and grappling with a fatal demonstration of hate directed at their own community and identity.

14:30 - 14:45

Acadia A (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Environmental
Psychology / Psychologie de
l'environnement**45733 APPLICATION OF A NOVEL ATTENTION TASK SUPPORTS THE ATTENTION RESTORATION THEORY IN CHILDREN***Shannon Johnson*, Dalhousie University; *Daniel Rainham*, Dalhousie University; *Michael Lawrence*, Dalhousie University; *Stephanie Snow*, Dalhousie University; *Raymond Klein*, Dalhousie University

The Attention Restoration Theory (ART; Kaplan, 1995) states that contact with nature replenishes endogenous attention (e.g., directed, voluntary attention). Some studies of adults have supported this theory, but most have employed correlational designs and have used measures of attention that cannot directly address the tenets of ART. Importantly, there are no validated tools that assess endogenous and exogenous attention independently. Furthermore, there is a lack of rigorous research regarding if and how contact with nature affects attention in children.

Study 1: We developed and validated a theoretically driven computerized measure of endogenous and exogenous attention in children and adults, the Combined Attention Systems Tool (CAST). Results indicate reliable and stable measurement of a variety of phenomena of attention on the CAST, in both children and adults. The CAST can be employed to examine endogenous and exogenous attention separately to test the ART.

Study 2: We employed a quasi-experimental design using a sample of typically-developing children (ages 8 - 15) to investigate endogenous and exogenous attention performance (CAST) before and after exposure to one of two treatments: thirty-minute walk in either an urban (n = 30) or natural (forested, n=30) environment. As predicted by ART, the results demonstrated credible effects of the nature intervention on measures of endogenous attention (in space: orienting; and in time: preparation), but not on any measures of exogenous attention. Our findings indicate that interventions targeting children's attention should incorporate nature exposure and policy decisions regarding children's access to nature should consider these and related findings.

14:30 - 15:30

Halifax Ballroom C (Second Floor)

**Section Featured
Speaker Address /
Allocution principale de
la section**

Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle

SECTION PROGRAM / PROGRAMME DE LA SECTION

44880 SUBTLE SOCIAL PERIL: INCIVILITY AS AN IMPEDIMENT TO DIVERSITY AND WELL-BEING AT WORK

Dana Kabat-Farr, Dalhousie University

The social landscape at work can prove treacherous, especially for employees who have to navigate experiences of incivility. In this talk, I will present a collection of findings from my research program that suggest not only are deviant behaviors costly, but they are also a way in which covert varieties of sexism and racism persist in today's organizations. Grounded in theories of modern discrimination, I will display data that illuminates a dark side of organizational life: low-level forms of rudeness and mistreatment that are often disregarded as trivial. I suggest that to truly equal the playing field, organizations must root out interpersonal experiences that undermine women's (and men's) success and satisfaction. Further, I will present findings on how the process of incivility harm unfolds as a function of individual differences. However, I will also complicate this picture with my recent research that finds an unexpected potential bright-side to uncivil interactions. The goal of my work is to inform academic theory and to encourage workplace interventions that both minimize incivility as an inconspicuous form of discrimination and help those experiencing this type of stressor.

14:45 - 15:00

Sable C (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**

Family Psychology /
Psychologie de la famille

46005 NEVER KISS ME GOOD NIGHT: INFLUENCE OF ATTACHMENT AND CONTACT ON COPING WITH PARENT-CHILD SEPARATIONS

Elaine Scharfe, Trent University; Jessica Reid, University of Guelph

Background/rationale: In his introduction of attachment theory, John Bowlby (1969) clearly articulated the importance of understanding the acute distress children experience from even very short parent-child separations and the chronic anxiety that results from prolonged and/or repeated separations. Over the past 40 years, researchers have provided empirical support that parental separation due to marital breakdown has considerable negative effects for children. There are, however, few examinations of the effects of other types of parent-child separations. Researchers seem to assume that all separations would result in negative effects without specifically exploring the effects of different types of parent-child separations.

Method: In three separate studies, we explored the influence of attachment on childhood experience of separation from one or both parents. Samples included 1) undergraduate students reporting on the effects of childhood separations n=113; 2) a community sample of adults reporting on the effects of parental incarceration when they were children n=99; and 3) a community sample of caregivers reporting on the effects of parental incarceration on children in their care, n=70.

Results: Overall we found that attachment security served as a buffer for distress however regular contact with the separated parent(s) was also important to participants experience of distress.

Conclusions: Our findings suggest that there is some empirical support that the emotional distress of parent-child separations can be ameliorated with continued contact for both secure and insecure dyads.

Action/Impact: Our findings provide a clearer understanding of the effects of separations to help develop meaningful interventions and policies to support these families.

14:45 - 15:45

Nova Scotia Ballroom A (Second Floor)

**Section Invited
Symposium /
Symposium sur
invitation de la section**

Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement

SECTION PROGRAM / PROGRAMME DE LA SECTION

**46575 IMPLICATIONS OF CANNABIS LEGALIZATION FOR CANADIAN
PSYCHOLOGISTS: A FOCUS ON PUBLIC HEALTH, PREVENTION, AND TREATMENT**

Sherry Stewart, Professor & Canada Research Chair, Dalhousie University

With the legalization of cannabis in Canada in October 2018, psychologists are seeking to understand the implications on their practice, the mental health and well-being of Canadians, and public and population health. Moderated by Dr Sherry Stewart (Professor & Canada Research Chair, Dalhousie University), this panel session with Dr Patricia Conrod (Professor & Canada Research Chair, Université de Montréal), Dr Mark Asbridge (Associate Professor, Dalhousie University), and Dr Kim Corace (Associate Professor, University of Ottawa), will focus on the prevention, treatment, and public health implications of cannabis legalization. Dr. Conrod will present research on brief screening tools that can be used to detect risk for early onset cannabis use and targeted prevention strategies that are aimed at equipping youth with cognitive behavioural skills to moderate risk. Results from two randomized trials and a third ongoing trial will be presented, demonstrating the impact of targeted prevention on adolescent cannabis use. Dr Asbridge will provide an overview of the current state of evidence regarding the important public health issue of cannabis use and driving, the regulatory models in place to address cannabis use in the context of driving, and future directions for both research and policy. Dr. Kim Corace will provide an overview of assessment approaches to identify problematic cannabis use, as well as evidence-based psychological treatments for problematic cannabis use. Specific strategies to work with youth and young adults will also be discussed. Current knowledge gaps and future research directions will be explored.

**#1 46576 IMPLICATIONS OF CANNABIS LEGALIZATION FOR CANADIAN
PSYCHOLOGISTS: A FOCUS ON PUBLIC HEALTH, PREVENTION, AND TREATMENT**

Dr. Conrod will present research on brief screening tools that can be used to detect risk for early onset cannabis use and targeted prevention strategies that are aimed at equipping youth with cognitive behavioural skills to moderate risk. Results from two randomized trials and a third ongoing trial will be presented, demonstrating the impact of targeted prevention on adolescent cannabis use.

**#2 46577 IMPLICATIONS OF CANNABIS LEGALIZATION FOR CANADIAN
PSYCHOLOGISTS: A FOCUS ON PUBLIC HEALTH, PREVENTION, AND TREATMENT**

Dr Asbridge will provide an overview of the current state of evidence regarding the important public health issue of cannabis use and driving, the regulatory models in place to address cannabis use in the context of driving, and future directions for both research and policy.

**#3 46578 IMPLICATIONS OF CANNABIS LEGALIZATION FOR CANADIAN
PSYCHOLOGISTS: A FOCUS ON PUBLIC HEALTH, PREVENTION, AND TREATMENT**

Dr. Kim Corace will provide an overview of assessment approaches to identify problematic cannabis use, as well as evidence-based psychological treatments for problematic cannabis use. Specific strategies to work with youth and young adults will also be discussed. Current knowledge gaps and future research directions will be explored.

14:45 - 15:45

Nova Scotia Ballroom D (Second Floor)

Symposium

Rural and Northern
Psychology / Psychologie
des communautés rurales et
nordiques

45889 INCREASING ACCESS TO PSYCHOLOGY WITHIN RURAL SETTINGS

Jolene Kinley, University of Manitoba; Amanda Lints-Martindale, University of Manitoba; Michelle Conan, University of Manitoba; Jolene Kinley, University of Manitoba

Clinical psychology services are in high demand with very limited resources. In rural areas the discrepancy between need and availability is even more pronounced. This symposium involves consulting clinical psychologists from three different health regions in Manitoba. Each community mental health program has unique challenges and a history that has affected the organization of the programs, but all have very limited psychology resources. The gap between need and available resources has led psychologists away from one-on-one therapy as a primary service to explore various alternatives. The psychologists within these rural regions have each found ways to spread the reach of their services through various consultation opportunities that will be discussed. The various forms of consultation include informal and formal, client-focused, consultee-focused, and system-focused, which all aim to benefit the individuals we serve.

#1 45893 ASSESSMENT-RELATED PSYCHOLOGICAL CONSULTATION WITHIN A RURAL MENTAL HEALTH PROGRAM

Amanda Lints-Martindale, University of Manitoba

Psychological consultation can happen at any phase within mental health services – assessment, treatment, termination, research, and even program development and evaluation. Often, the emphasis on efficiency and cost-effectiveness corresponds to psychologists' involvement to be primarily focused on and reserved for those cases that require increased specialty due to complexity of client needs. This stepped-care approach is very reasonable, particularly given psychologists' training in psychotherapy, and can result in clients receiving much needed services by trained specialists in a (theoretically) timely fashion. However, focusing solely on intervention does not incorporate a psychologist's full scope of practice. Assessment is also an area where psychologists excel. There are many benefits to psychological consultation during the assessment phase such as accurate identification of mental health diagnoses and evidence-based treatment recommendations. This portion of the symposium will focus on the benefits of including psychological consultation at the assessment phase by using the example of a rural community mental health program's (CMHP) assessment and intake review process. In addition to clarifying diagnostic criteria, providing treatment recommendations, and including general suggestions regarding treatment planning, indirect benefits of psychological consultation such as improved assessment skills within the CMHP teams, increased use of psychological consultation services, and identification of program needs will be discussed. Consultative skills that can facilitate respectful interdisciplinary dialogues and ongoing consultative relationships within a rural CMHP will also be highlighted.

#2 45895 BUILDING CAPACITY AS AN EARLY CAREER PSYCHOLOGIST IN A RURAL COMMUNITY MENTAL HEALTH PROGRAM

Michelle Conan, University of Manitoba

Similar to other rural areas, the Parkland region of Manitoba has limited access to psychological services. It is home to about 42000 people spread over approximately 28000 km². Currently there is one clinical psychologist available through the health region to respond to the needs of all potential clients within the community mental health program (CMHP). As an early career psychologist new to the CMHP, meeting the demand for services is daunting. Because it is not feasible to meet individually with all clients, consultation to community mental health workers (CMHWs) has been emphasized as a way to expand the reach of psychology. One way in which consultation has been fostered is through attendance at weekly intake meetings, during which new cases are assigned to CMHWs. Although no formal psychology input is elicited during the intake process, my participation provides valuable opportunities to increase CMHWs' utilization of psychological consultation. For instance, attendance at intake offers chances to build relationships, increase awareness of services available through psychology, learn about the needs and resources of CMHWs and the program in general, and offer brief input about evidence-based assessment and interventions. It is hoped that increased consultation with psychology will eventually result in increased capacity amongst CMHWs. Benefits and limitations of this approach, as well as the challenges of rural practice as an early career psychologist, will be discussed.

14:45 - 15:45

Nova Scotia Ballroom D (Second Floor)

Symposium

Rural and Northern
Psychology / Psychologie
des communautés rurales et
nordiques

#3 45896 THE ROLE OF PSYCHOLOGY IN MENTAL HEALTH SYSTEM CHANGE IN A RURAL AREA

Jolene Kinley, University of Manitoba; Jonathan Jette, University of Manitoba

The community mental health program in our region developed in the context of a shift to deinstitutionalize individuals with serious mental health disorders from a provincial mental health facility. It was built with a medical model that had a strong focus on assessment and case management and minimal focus on treatment. It has since been shifting to offer a wider range of services to individuals with various severities of needs. The transition has involved shifting at every level of the program including policy and regular practices, increased training for community mental health workers, and increased supports such as clinical supervision and more consultation opportunities. Key changes include including increased stepped-care services, education, and weekly multidisciplinary team consultation. We will discuss the various layers of changes and how they may support or undermine each other. The role of psychology in leading and supporting these changes will be highlighted.

14:45 - 15:45

Acadia A (Ground Floor)

Symposium

Counselling Psychology /
Psychologie du counseling

45446 EVALUATING CPAS DEFINITION OF COUNSELLING PSYCHOLOGY

Robinder Bedi, University of British Columbia

Despite being approved by the CPA in 2009, it still remains unconfirmed whether the beliefs and practices of Canadian counselling psychologists and counselling psychology students are consistent with the CPA definition of counselling psychology. It is possible that the slow incorporation of the definition across various academic programs and licensure bodies is partly related to the lack of empirical verification. The legitimacy of the definition and its utilization can be strengthened by research that substantiates its elements. Recently, four national surveys have been conducted looking at counselling psychologists (two surveys), counselling psychology doctoral students, and student members of the Section on Counselling Psychology (SCP). The novelty of this symposium is to use the results of these surveys to evaluate the definition and look at how graduate application/admissions criteria and practices reflect the definition. First, hypotheses about the field were created on the basis of the definition. Second, data from the surveys or program application/admissions information available online were used to assess these hypotheses. Results indicate that most aspects of the definition for which data exist are supported, but that many aspects of the definition remain uninvestigated, which needs to be remedied with future research. For the few areas of divergence, the field will need to decide if efforts are needed to bring these practices and beliefs closer in line with the expectations of the SCP/CPA (i.e., the definition), or if the definition is outdated and out of touch with the realities of contemporary practice and therefore needs to be revised.

#1 45450 ARE THE BELIEFS AND PRACTICES OF CANADIAN COUNSELLING PSYCHOLOGISTS CONSISTENT WITH THE DEFINITION?

Robinder Bedi, University of British Columbia

The CPA's definition of counselling psychology remains unassessed by way of formal empirical research. This presentation takes the results of two recent national surveys about Canadian counselling psychologists and uses the results to evaluate the CPA definition of counselling psychology. The first survey was part of a cross-national project in which the same survey questions were asked of counselling psychologists in seven countries. The second survey asked Canadian counselling psychologists questions that were more relevant to the Canadian national context of the profession and not asked in the first survey. First, hypotheses about the beliefs and practices of Canadian counselling psychologists were created by extracting relevant and amenable elements of the definition. Second, questions across the two surveys that could provide data relevant to assessing the hypotheses were reviewed. Results indicate that data does not exist to examine most aspects of the Canadian definition of counselling psychology. However, for the few aspects for which data does exist (e.g., stated values, modality of counselling/psychotherapy offered, theoretical orientations employed, settings employed in), the results are generally supportive with a few exceptions. Future research is needed to corroborate many aspects of the Canadian definition which remain uninvestigated and to further investigate the reasons for a few apparent discrepancies between definition-promoted and actual beliefs and practices of Canadian counselling psychologists.

14:45 - 15:45

Acadia A (Ground Floor)

SymposiumCounselling Psychology /
Psychologie du counseling**#2 45451 THE NEXT GENERATION OF CANADIAN COUNSELLING PSYCHOLOGISTS: STUDENTS' ALIGNMENT WITH CPA'S DEFINITION OF COUNSELLING PSYCHOLOGY***Kayla Christiani*, Western Washington University; *Robinder Bedi*, University of British Columbia

Little is known about the overall traits and beliefs of Canadian counselling psychology students, including whether these characteristics conform to the CPA definition of counselling psychology. Recently, an online survey was administered to 43 doctoral students across all Canadian counselling psychology programs and to 52 student members of the CPA's Section on Counselling Psychology (each representing a 26% response rate). In a post-hoc review, we derived several hypotheses from the CPA's definition of counselling psychology and analyzed the extent to which Canadian counselling psychology students adhere to the definition's outlined practices and values. Although no data was available for large parts of the definition, those aspects for which data existed were reasonably supported in most cases (e.g., counselling psychology students had experience in a variety of settings including counselling centres, hospitals, and independent practices). However, certain elements were also less supported, including the lack of family and group counselling experience amongst students, and the negligible time spent providing developmental or preventative services. Further inquiry into areas of the definition not supported by this data is warranted as it is unclear if such discrepancies require modification of the definition or modification of the training and experiences of graduate counselling psychology students. It is also suggested that additional empirical research be conducted on Canadian counselling psychology students in order to fully evaluate the extent to which they adhere to the CPA's definition of counselling psychology.

#3 45453 HOW IS THE CANADIAN COUNSELLING PSYCHOLOGY DEFINITION EXEMPLIFIED IN APPLICATION AND ADMISSIONS INFORMATION AND REQUIREMENTS?*Tom Douce*, University of British Columbia; *Robinder Bedi*, University of British Columbia

An important implication of a nationally-endorsed definition of counselling psychology is impact upon, and perhaps greater consistency between, application and admissions information and requirements across the five (CPA-accredited) doctoral programs in counselling psychology. Through reference to this definition, this presentation examines the extent to which features of the CPA definition of counselling psychology are manifest throughout doctoral application requirements and admissions procedures across Canadian programs in counselling psychology. Specifically, we reviewed the definition and noted specific aspects which have clear implications for application and admissions practices. We then visited the websites of each counselling psychology PhD program to examine the extent to which their application/admissions information is in line with the definition. Our analyses indicate moderate consistency in application/admissions criteria and procedures across the programs and little apparent impact of the Canadian definition in influencing these practices. We conclude that current strategies for admissions have the potential to enable programs to admit a set of students who reflect the range of research and professional objectives reflected in the definition of the specialty, but may be unwieldy for easily achieving this end. We present recommendations for admissions approaches that enable programs to reinforce the discipline's emphases and become most consistent with CPA's definition of counselling psychology. These recommendations include on-campus admissions interviews to better assess person-environmental fit and pre-admissions questionnaires asking about an applicant's goals and belief in Canadian counselling psychology's stated values. Incorporating practices such as will better promote and preserve the specialization's professional identity and reinforce the definition.

14:45 - 16:15

Nova Scotia Ballroom C (Second Floor)

SymposiumGeneral Psychology /
Psychologie générale**49372 E-MENTAL HEALTH AND DIGITAL PSYCHOLOGICAL SERVICES: AUGMENTING SERVICE***Karen Cohen*, CEO, Canadian Psychological Association; *Matt Murdoch*, Coordinator, Education and Research, Canadian Psychological Association; *Danielle Impey*, Program Coordinator, Access to Quality Mental Health Services, Mental Health Commission of Canada; *Deanne Simms*, President and CEO, ThriveSpace Health and Wellness; *Justin Ford*, Patient Representative

This session will focus on the efficacy, evidence and resources on e-mental health services in general and their application for psychological practice. We will report on a survey of psychologists' views and needs when it comes to using technologies in their practices, report on the effectiveness of e-mental health services, the consumer perspective of such services as well as offer resources to aid practitioners wanting to incorporate e-mental health services into their practices.

15:00 - 15:15

Sable C (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Family Psychology /
Psychologie de la famille**46046 RESILIENCY AT-RISK: IMPACT OF PARENTAL OSI ON YOUTH RESILIENCY
AND PSYCHOLOGICAL OUTCOMES***Kelly Schwartz*, University of Calgary; *Andrea Stelnicki*, University of Regina

Children and youth growing up in military-connected families experience unique challenges that illuminate the presence and power of resiliency (Chartrand et al., 2008; Easterbrooks et al., 2013) and that are complicated by parents who have an operational stress injury (OSI). The present study explored how parent mental health may impact the self-reported resilience of youth: a) For children and youth who live with parent(s) with an OSI, are there differences in self-reported resilience factors compared to youth who do not reside with a parent(s) with OSI?; and b) Are there differences in the how resilience factors predict specific child outcomes (e.g., emotional functioning) based on whether the child has a parent(s) with an OSI? Youth ($N = 56$; 11-17 years) in CAF military-connected families (ages 11-18) completed the Child and Youth Resilience Measure (CYRM; individual, caregiver, and contextual subscales) and the Youth Self-Report (YSR; Achenbach, 1991); parents (i.e., Member, spouse) each completed the Adult Self Report (Achenbach & Rescorla, 2001) and a measure of operational stress injury (OSI; e.g., anxiety, depression, PTSD). Results indicated significant differences between self-reported resilience from youth who had one parent with a reported OSI compared to those not living with a parent(s) with an OSI. Results also indicated that, for youth with a parent with an OSI, all resilience predictions of psychological outcomes were attenuated. Thus, the presence of parental OSI indirectly impacts both the presence of resilience factors and the power of those factors to predict healthy outcome for military-connected youth.

15:15 - 15:30

Sable C (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Family Psychology /
Psychologie de la famille**44548 IMPROVING PARENT EMOTION SOCIALIZATION AND EMOTION
REGULATION: THE EFFECTIVENESS OF AN IN-PERSON PARENTING PROGRAM***Rayna Edels*, McGill University; *Tina Montreuil*, McGill University

Emotion regulation (ER) refers to the processes involved in initiating, maintaining, and modulating the occurrence, intensity, and expression of emotions (Thompson, 1994). The ability to regulate emotions is an early developmental milestone that has significant implications for social, academic, and psychological functioning (Aldao et al., 2010; Graziao et al., 2007; Kim & Cicchetti, 2001). Parents influence children's ER development through multiple mechanisms, including modeling displays of emotion, engaging in emotion socialization (ES) practices, and fostering an emotional climate within the family environment (Morris et al., 2007). To date, no parenting programs have focused on improving parent ER and ES in conjunction. A total of 60 participants (primary caregivers of children aged 8 to 10 years old) will be recruited to participate in the study. Participants will be randomly assigned to the parenting program group or the wait-list comparison group. Participants will complete questionnaires that assess parent ER, parent ES, child ER, and child psychological well-being at pre-test, post-test, and 6-month follow up. A MANOVA will be conducted to evaluate the effectiveness of the parenting program in improving parent and child outcomes. Data collection will be completed by May 2019. The proposed parenting program has the potential to improve parent and child social, academic, occupational, and psychological functioning. Furthermore, the in-person format will serve as a foundation for the development of a parallel online parenting program. Findings from this study will contribute to the development of parenting programs that support more adaptive parent ES and ER.

15:15 - 15:45

Atlantic Suite (Second Floor)

**30-Minute Talk /
Présentation orale
(30 minutes)**History and Philosophy
of Psychology / Histoire
et philosophie de la
psychologie

45614 PERSON-ENVIRONMENT INTERACTION IN CAREER PSYCHOLOGY

Charles P. Chen, University of Toronto

Situated in the core of career psychology is the recognition and utilization of person-environment interaction as an essential phenomenon to describe and understand individuals' actions and behaviors in vocational life. To analyze and demonstrate the fundamental co-existence and correlation between the individuals and their dynamic and complex environments in vocational situations, it appears worthwhile to look at this interaction through a perspective of historical development and evolution.

The purpose of this presentation is to briefly review the philosophical and conceptual development through which the phenomenon of person-environment interaction (PEI) is identified to frame and construct a number of major theories in modern and postmodern vocational and career psychology. Along with social and historical contexts, the PEI is examined and explained to represent the trends and dominant worldview of vocational wellness during different time periods of the world of work, defining the parameter and core of the realm of career psychology. As a result, it provides links and logics for a more comprehensive and thorough understanding of the current magnitude of PEI in theory, research, and practice, aiming to more effectively utilize PEI in both self-helping and professional helping interventions to enhance vocational wellbeing.

15:15 - 15:45

Sable A (Ground Floor)

**Discussion Forum /
Forum de discussion**Community Psychology /
Psychologie communautaire44974 BYE BYE BINARY: EXPLORING NON-BINARY YOUTHS' EXPERIENCES OF
DISCRIMINATION, MENTAL HEALTH, AND COMMUNITY BELONGINGNESS

Ellis Furman, Wilfrid Laurier University

In recent years, there has been an increase in research focusing on the impacts of social exclusion and discrimination on the mental health of transgender populations. Despite this, few studies have focused on the experiences of non-binary individuals. This community-based participatory research study ($N = 9$) used the arts-informed method of body-mapping, individual interviews, and group discussions to examine non-binary youths' experiences of discrimination in relation to mental health. Participants consisted as undergraduate and graduate students attending post-secondary institutions in Waterloo, Ontario. A visual analysis, thematic analysis, and member-checking session were employed to analyze collected data. Participants experienced discrimination through gendered spaces, gendered language, and tokenism at their post-secondary institutions. Findings highlight the connections between discrimination and experiences of poor mental health, and the importance of community belongingness as a buffer. Implications for institutional policy, curriculum, and pedagogy within post-secondary institutions include: 1) fostering collaboration between post-secondary administrators and non-binary student in way that does not burden the students with the responsibility of catalyzing institutional change; 2) developing programs and policies addressing discrimination such as microaggressions, mistreatment, and hostility; and 3) providing high-quality training opportunities to enhance the skills of post-secondary faculty, staff, administrators, and students to engage in meaningful allyship.

15:15 - 16:00

Nova Scotia Ballroom B (Second Floor)

Conversation HourGeneral Psychology /
Psychologie générale49302 _CANADIAN PSYCHOLOGY / PSYCHOLOGIE CANADIENNE_ EDITORIAL
MANDATE DISCUSSION

Please join the new editor, Dr. Vina Goghari, for a discussion of the updated mandate for *Canadian Psychology / Psychologie canadienne*, the flagship journal of the Canadian Psychological Association - <https://www.apa.org/pubs/journals/cap/>. This journal publishes generalist articles in areas of theory, research, practice, education, and policy that are of interest to a broad cross-section of psychologists. The journal publishes systematic reviews (including meta-analyses) and literature reviews relevant to theory or research in basic and applied areas. Original, empirical contributions are published if large-scale work is involved and the research is of direct relevance to the discipline as a whole. Commentaries and articles discussing professional issues and case material illustrative of theoretical principles or professional problems are also appropriate for submission. Manuscripts with direct relevance to the Canadian context are also published; authors should ensure that the article speaks to the broad interest. *The journal accepts submissions in either English or French. In addition, to elaborating on the journal mandate, this session will consist of tips on how to make a manuscript competitive for publication in the journal.*

15:15 - 16:15

Sable B (Ground Floor)

Section Annual Meeting /
Séance de travail
annuelle de la section
Psychopharmacology /
Psychopharmacologie

SECTION PROGRAM / PROGRAMME DE LA SECTION

46513 PSYCHOPHARMACOLOGY SECTION ANNUAL MEETING

David Nussbaum, The Allen K. Hess Institute for Integrative and Forensic Behavioural Science

15:30 - 16:30

Halifax Ballroom B (Second Floor)

GIMME-5 Session # 4 / Session "Éclair 5"

- Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle
- International and Cross-Cultural Psychology / Psychologie international et interculturelle

GIMME-5 Session # 4 /
Session "Éclair 5"

Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle

#1 45275 ARE MEN MORE VULNERABLE?: GENDER AS A MODERATOR BETWEEN LEADERSHIP AND ITS OUTCOMES

Duygu Biricik Gulseren, Saint Mary's University; Kevin Kelloway, Saint Mary's University; Lori Francis, Saint Mary's University

Background/rationale: The importance of leadership for organizations is non-negligible. Leaders have particularly an immense effect on employee health and safety; such that ineffective leadership styles such as abusive leadership lead to poor employee health outcomes whereas effective leadership styles such as positive leadership lead to positive employee health outcomes (Biricik-Gulseren, Thibault, & Kelloway, 2018). However, to our best knowledge, no studies up to date have examined the role of gender in health outcomes of leadership. Drawing on the social identity theory (Tajfel & Turner, 1986), the current study seeks to understand the role of gender in abusive and positive leadership outcomes.

Methods: This is a cross-sectional study. Panel survey data was collected from 1060 employees working in the Canadian Maritimes provinces.

Results: A series of simple moderation analyses were conducted using Process macro version 3.0 (Hayes, 2018). Results showed that abusive supervision was negatively and positive leadership was positively associated with employee well-being. Gender moderated both of these relationships. The effects of both leadership styles were found to be bigger for men than women.

Conclusions: Results suggest that men can be more vulnerable to the effects of leadership.

Action/Impact: Results suggest a possible moderating effect of the follower gender in leadership outcomes. Additionally, leaders can be more mindful of their impact on followers from different genders in their daily interactions.

15:30 - 16:30

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 4 /
Session “Éclair 5”**
Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle

#2 46229 CAN AN INNOVATION TRAINING PROGRAM ENHANCE THE DEVELOPMENT OF NEW IDEAS BEYOND CREATIVITY TRAINING?

Rachael Jones-Chick, Saint Mary's University; Kevin Kelloway, Saint Mary's University

Background: According to the IBM 2010 Global CEO study, industry transformation was rated as a top factor contributing to organizational uncertainty, indicating that innovative solutions will be required to manage the future of organizational structures, finances, people, and strategies. The literature on creativity and innovation in the workplace has also identified the connection to business success. Researchers have found innovation and creativity to be significant determinants of organizational performance, success, and long-term survival (Anderson et al., 2014). One question that remains unanswered is whether there is a difference between creativity-only training and innovation training in the quality of solutions generated by training participants.

Methods: Currently, there are no known studies evaluating the use of the Clear Ideas model in improving innovative problem solving. The current study includes three different samples to compare the quality of solutions between participants who follow the Ideas (creativity) process, the Clear Ideas (creativity and innovation) process, and a treatment as usual control group.

Results: The solutions generated by the three groups will be evaluated for novelty, practicality, and ease of implementation. They will be compared using MANOVA, controlling for pretest measures of affect, efficacy, and motivation to innovate.

Conclusions: It is expected that the addition of innovation training will result in significantly more innovative solutions, and increased creative/general self-efficacy, intention to implement, and motivation to innovate.

Impact: If successful, I intend to apply this model to employees working in long term care with the objective of innovating new safety solutions to reduce employee risk.

15:30 - 16:30

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 4 /
Session “Éclair 5”**
Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle

#3 46295 ACCOMMODATING OUR TALENT: A MULTI-LEVEL LOOK AT PSYCHOSOCIAL FACTORS PREDICTING RETENTION OF WORKERS FACING ILLNESS

Lucie Kocum, Saint Mary's University; Catherine Loughlin, Saint Mary's University; Lynne Robinson, Dalhousie University; Keltie Wagstaff, Saint Mary's University

Surprisingly little research in occupational health psychology has studied how we can better create psychologically healthy workplaces capable of accommodating individuals with serious illnesses. Yet ironically, in many jobs (partially due to technological advancements), we are in a better position than ever to accommodate individuals at work and to facilitate positive workplace responses. Moreover, the basic psychological need satisfaction derived from work can be very important in helping stave off depressive symptomatology among those with critical illnesses (Talley, Kocum, Schlegel, Molix, & Bettencourt, 2012). Unfortunately, persons who experience critical illnesses have very unstable work trajectories. The present study examines the role of psychosocial factors (e.g., job control, role conflict, social support) and adequacy of workplace accommodations in determining the employment and mental and physical health outcomes among individuals experiencing a critical illness.

Longitudinal (5-wave) survey data were collected over a period of 1 year from $N = 110$ female workers (attrition 30% over 5 waves of measurement) who experienced breast cancer within the past 5 years. Inter- and intra-individual differences in employment and mental and physical health outcomes were examined as predicted by several psycho-social workplace factors, presence and appropriateness of accommodations, and disability-supportive culture. Preliminary results indicate that positive work and health outcomes for women with breast cancer are largely predicted by job control, adequate accommodations and a culture supportive of individuals who experience illness. More detailed multi-level model testing is in progress. Implications for employee retention and organizational accommodations policies will be discussed.

15:30 - 16:30

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 4 /
Session "Éclair 5"**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#4 45468 COMPARING THE IMPACTS OF INCIVILITY, INTERPERSONAL CONFLICTS
AND WORKPLACE HARASSMENT ON PSYCHOLOGICAL DISTRESS***Rémi Labelle-Deraspe*, Université du Québec à Trois-Rivières; *Cynthia Mathieu*, Université du Québec à Trois-Rivières

In the past decade, a lot of attention has been given in research related to workplace aggression and harassment. Unfortunately, less obvious forms of psychological harassment such as incivility, have not been approached with the same ardor, despite the continuous progression of the phenomenon. This study compares the impacts of incivility, interpersonal conflicts and workplace harassment on psychological distress. 267 employees from a public organization completed self-report measures of incivility, interpersonal conflicts, workplace harassment and psychological distress. Correlations and linear regressions were conducted to measure the impact of these different forms of negative interpersonal behavior on psychological distress. The results show that, while all three measures of negative interpersonal behavior were positively correlated with employees' psychological distress, incivility was the best predictor of psychological distress in the workplace, even when controlling for harassment and interpersonal conflicts. The findings of this study are important as they indicate that some forms of psychological harassment of lower intensity have a strong negative impact on employees' mental health. Organizations should develop and implement measures to deal with incivility in order to promote employee's well-being in the workplace.

15:30 - 16:30

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 4 /
Session "Éclair 5"**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#5 46060 EXCEEDING CUSTOMER EXPECTATIONS: EXPLORING CUSTOMER
INTERACTIONS AND EMOTIONAL LABOUR ON FRONT-LINE EMPLOYEES'
AMBULATORY BLOOD PRESSURE.***Vanessa Myers*, Saint Mary's University; *Kevin Kelloway*, Saint Mary's University

Background: Front-line employees are the representatives of many organizations. These employees are expected to satisfy all customers' needs with a smile on their face. Although, employees may appear satisfied while interacting with customers, research reveals that many front-line employees are suppressing their own emotions to act in way that is more favourable for the organization (Morris & Feldman, 1996). Some of the consequences of emotional labour include emotional exhaustion, job stress, job dissatisfaction, absenteeism and quitting intentions (Huscheger & Schewe, 2011). However, research has yet to explore the relationship between emotional labor and physiological outcomes such as, blood pressure.

Method: Front-line employees ($N = 40$) from various restaurants were recruited to partake in the study. The front-line employees were asked to fill out hourly 5-minute daily diary entries after their blood pressure was taken. The measures in the questionnaire included short measures of the employees' surface acting, deep acting, emotional exhaustion and control variables that influence blood pressure (e.g., smoking, caffeine, food). Participants were also asked to wear the blood pressure monitor for a full day. Blood pressure was automatically taken every hour.

Results: Surface acting resulted to higher blood pressure compared to deep acting.

Conclusions: Different emotional labour techniques have different consequences for front-line employees health.

Action: With customer service being a crucial predictor of organizational success, employers must recognize and attempt to mitigate the detrimental effects of employees enacting in a way that is inauthentic to their true emotions.

15:30 - 16:30

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 4 /
Session "Éclair 5"**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#6 44580 IO PSYCHOLOGISTS - THE ARCHITECTS OF ORGANIZATIONAL
WEALTH AND MONEY!***Chris Wrobel, Langara College*

What if we could change from an emphasis to a requirement for the inclusion of IO Psychologist in planning activities of Starting, Managing and Growing Organizations?

Subject areas of Selection and Placement, Training and Development, Organizational Development, Performance Measurement, Quality of Work Life, Consumer Psychology and Engineering Psychology impact every function of an organization. Nevertheless, organizations such as Business Development Bank of Canada do not provide any literature or mention of the importance of including IO Psychological analysis in their business startup documentation.

CSIOP and other IO organizations should be strategizing to develop the necessity for Organizations to include IO Psychological planning into the strategic business planning activities. After all it is the people who bring great ideas, products and services to the market. IO Psychological framework should be the structural foundation for other organizational functions. These include financial, operational, marketing, sales and legal aspects of an organization.

Final comment, much as software industry has turned away from offering product to software as a service model, similarly IO Psychologists should think of ways to turn opportunities for grandeur organizational changes to incremental supporting roles where small nudges to change minimize the risks to organizational stakeholders. Changing technologies and global socio-cultural context present opportunities for IO Psychologists to apply knowledge make impact at individual and organizational scale to mitigate these risks.

If we can become the Trusted Advisors we can create Wealth (Intangibles ie. Human, Social) and some Money to make the world a better place for Organizations To Come!

15:30 - 16:30

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 4 /
Session "Éclair 5"**International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle**#7 45432 A CROSS-CULTURAL COMPARISON ON MENTAL TOUGHNESS AND
SELF-DEFEATING BEHAVIOURS IN NORTH AMERICAN AND MALAYSIAN
SAMPLES***CiCi Guo, Western University; Breanna Atkinson, Western University; Philip Vernon, Western University; Raja Intan Arifah binti Raja Reza Shah, HELP University; Ooi Wei Lin, HELP University; Tamil Selvan Ramis, HELP University; Eugene Tee, HELP University*

The self-defeating interpersonal style scale (SELF-DISS) assesses the extent to which individuals participate in unhealthy relationships. Mental toughness, measured through the MTQ48, assesses individual resilience and self-regulation. Although there is considerable research on mental toughness in the West, cross cultural comparisons are needed in relation to measuring the two constructs. 319 adults in the North American study were recruited through Mechanical Turk and compensated \$1.00. 240 undergraduate students at HELP University, Malaysia were recruited in classes and online. Participants completed the SELF-DISS, assessing 3 factors: Insecure Attachment, Undeserving Self-image, and Self-sacrificing Nature. The MT48 was completed, measuring 4 factors: control, commitment, challenge, and confidence. We computed Pearson correlations to examine the relations between the MTQ48 and SELF-DISS. High scores on the MTQ48 were significantly associated with high scores on the SELF-DISS in the North American study while high MTQ48 scores were significantly associated with lower scores on the SELF-DISS. Findings suggest that compared to North American samples, Malaysian students with higher mental toughness were less likely to exhibit self-defeating behaviours, like enduring abusive relationships. Especially, commitment and confidence buffered the likelihood of self-defeating behaviours. Findings also provide evidence for the utility of the MTQ48 and the SELF-DISS in collectivist, non-Western samples. The SELF-DISS has proven to be an effective assessor of self-defeating behaviours, which can also predict dimensions of mental toughness. This has found to be true of both our North American and Malaysian samples. It provides further insight on the maintenance of unhealthy relationships in these cultures.

15:30 - 16:30

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 4 /
Session "Éclair 5"**International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle**#8 45887 A CROSS-CULTURAL INVESTIGATION OF EMERGING ADULTS'
SELF-CONSTRUAL***Hua Huo*, Wilfrid Laurier University; Ruoning Li, University of Toronto; Ying Yao, OISE/University of Toronto; Hongyuan Qi, Wilfrid Laurier University; Kim Roberts, Wilfrid Laurier University; Lei Chen, Jiangnan University

Self-construal refers to individuals' conceptualization of the self in their embedded socio-cultural context (Markus & Kitayama, 1991). Previous literature has shown that Eastern societies promote *interdependent* self-construal, while the Western societies facilitate *independent* self-construal (Triandis, 1989). However, recent research has shown a rise of individualism due to changes in the social demographic environments in many countries. Nevertheless, researchers found that collectivist values still play a major role in East Asian countries such as China and Japan (Hamamura, 2012). Limited research has investigated the changes in individualism-collectivism among emerging adults. The present study examined cultural differences in Chinese and Canadian undergraduates' self-construal using two different measures. Two hundred and ninety university students (139 Canadians and 151 Chinese, *Mage* =19.50 years) completed the revised Twenty Statements Test (TST) and the Singelis Self-Construal Scale (SCS; Singelis, 1994). The revised TST required participants to introduce themselves by completing 10 "I..." stems. The SCS scale consists of 24 statements, of which 12 statements examine interdependent self-construal and the other 12 examine the independent self-construal. Participants indicated their agreement with each statement on a 7-point Likert scale. Findings from the two measures are consistent. Compared to Canadians, Chinese undergraduates provided more social-focused self-descriptions, $p = .005$, fewer autonomous self-descriptions, $p = .045$, and scored lower on the *independence* SCS scale, $p < .001$. Findings suggest that cultural differences are still prominent among emerging adults, and collectivistic and individualistic values continue to affect their self-construction in the given way to a large extent.

15:30 - 16:30

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 4 /
Session "Éclair 5"**International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle**#9 44685 CHILD-REARING PRACTICES OF THE CARRIER FIRST NATION IN
NORTHERN BRITISH COLUMBIA, CANADA***Han Li*, UNBC; Janna Olynick, UNBC

This study examined child-rearing practices of the Carrier First Nation in a sample of four parents and one grandparent residing in an urban community of northern BC. Interviews were conducted individually, face-to-face, and audio-recorded. Intriguing findings include the following: (a) the grandparents' generation used metaphors and stories to educate their children; their philosophies and values were traditional and collectivistic; (b) residential schools created a break in their culture to the effect that the parents' generation was lost and did not know how to raise their children; (c) the younger generation survives the neglect of their parents, takes a bi-cultural approach of rearing their children: showing love, being there, and being encouraging and positive, and at the same time making sure their children attend traditional ceremonies and community activities. This new approach may prepare their children for a multi-cultural society where their children will navigate their way for survival and success. Nevertheless, today's parents do face particular child-rearing problems: negative impact of the media and peer pressure endangering their children to drugs, violence and physical inactivity. To conclude, our findings may be of important use for social workers, early-childhood educators as well as policy-makers concerning issues related to child-rearing of first nations in general and the Carrier First Nation in particular.

15:30 - 15:45

Halifax Ballroom C (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**46381 MULTI-AGENT ACCUMULATOR-BASED DECISION-MAKING FOR INCIVILITY:
A DECISION-MAKING MODEL OF DISRESPECTFUL BEHAVIOUR***Jordan Richard Schoenherr*, Carleton University, Department of Psychology; *Kim Nguyen*, Carleton University, Department of Psychology

Incivility has become an increasing concern for organizations. Definitions of incivility highlight assert that it is a group-level phenomenon that arises from the ambiguous intentions of the social agents within a social network leading to a spiraling effect. Research has been directed toward defining the kinds of behaviour that are associated with incivility while leaving the underlying decision-making process largely unexamined. We present a model of Multi-agent Accumulator-based Decision-making of Incivility (MADI). MADI assumes that incivility arises in a group as a result of individual differences in social cue identification accuracy as well as response threshold to respectful and disrespectful behaviour. Three simulations suggest that “the spiral of incivility” within a group can be modelled with these two parameters while additionally assuming reciprocal interaction between social agents within a group. We demonstrate that while reciprocal behaviour might govern individual interaction within a group, disrespectful cues can create uncertainty that leads to experienced incivility over time.

15:30 - 15:45

Sable C (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Family Psychology /
Psychologie de la famille**44550 THE IMPACT OF SCREEN TIME ON CHILD DEVELOPMENT OUTCOMES
AND THE ROLE OF PARENTS***Melissa Mueller*, University of Calgary; *Kelly Schwartz*, University of Calgary

Since the television entered our homes in the late 1950's, scientists have wondered about the impact of television on our development. In addition to watching television, children now have access to/interact with video games, computers, mobile devices, and DVD's that simply did not exist before (Common Sense Media, 2017). Prescriptive research is limited, but current recommendations suggest that children aged three to five should view no more than one hour of screen time per day, and children six to 12 years of age should be limited to two hours of screen time per day (Canadian Paediatric Society, 2017). Although screen time is a pervasive part of a child's life, reliable estimates on the use of technology and its impact on various areas of child development is of critical importance. This lends to the research questions of what are the estimated effects of preschool-age screen time on behavioural outcomes and what role do parents play in moderating those effects? The present study examined how screen time is associated with behavioural outcomes in three year-olds using data from a pregnancy cohort in Calgary, Alberta. The results will gather an estimate of screen time, screen time connections to behavioural outcomes, and what role of parents play in moderating screen time impacts. This research will inform on the role of significant relational figures in attenuating the effects of screen time for children. Findings from this study would benefit educators and parents by affirming their role as important monitors and limiters of screen time.

15:30 - 16:30

Annapolis (Ground Floor)

**Internship Fair / Salon
des internats**General Psychology /
Psychologie générale**49300 INTERNSHIP FAIR**

In collaboration with the CCPPP, we will be hosting an Internship Fair at our 80th CPA Annual National Convention in Halifax, on Friday, May 31, 2019 from 3:30 PM to 4:30 PM in the Annapolis room (main floor) of the Marriott Harbourfront Hotel.

The Internship fair will feature an informative session on how to apply, interview and navigate the internship process. It will also include the opportunity to meet with representatives from several internship programs.

15:30 - 16:30

Maritime Suite (Second Floor)

**Committee Business
Meeting / Réunion**General Psychology /
Psychologie générale**49306***IRC / CNC-IUPsyS* Committee Meetings

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

Poster Session “D” / Présentation par affichage

- Addiction Psychology / Psychologie de la dépendance
- Brain and Cognitive Science / Cerveau et sciences cognitive
- Counselling Psychology / Psychologie du counseling
- Psychopharmacology / Psychopharmacologie
- Quantitative Methods / Méthodes quantitatives

**Poster Session “D” /
Présentation par
affichage**Addiction Psychology /
Psychologie de la
dépendance**#1 45619 SOCIO-ECONOMIC STATUS MODERATES THE EFFECT OF IMPULSIVITY
ON NEGATIVE ALCOHOL CONSEQUENCES IN YOUNG ADULTS***Shayla Chilliak, Concordia University; Mayesha Khan, Concordia University; Roisin O'Connor, Concordia University*

Young adulthood is a transitional period when substance use patterns may be established, including unique negative alcohol consequences that may persist throughout adulthood. Extant theoretical and empirical literature consistently implicates impulsivity in risk for alcohol-related problems; this is found across all age groups, but specifically among young adults. Theories of deferred gratification propose a positive association between social class and impulse moderation. The current study evaluated the role of impulsivity on unique negative alcohol consequences in young adults, as moderated by socio-economic status (SES). We hypothesized that those high on impulsivity, who were also low on SES, would be at risk for negative alcohol consequences. Undergraduates (N=2,659, Mage=22.5 years, 84.3% women) completed self-reports of impulsivity (Whiteside, 2001), negative alcohol consequences (Read et al., 2006), and provided demographic information including household income. Linear regression analyses supported the interactive effects of impulsivity and SES on negative alcohol consequences. Simple slopes analyses revealed that elevated impulsivity predicted increased unique negative alcohol consequences, including risky behavior, academic/occupational consequences, impaired control, and physical dependence. Contrary to the study hypothesis, these effects were stronger when SES was high (vs. low). This may be due to social and financial supports available to high-SES individuals to mitigate the negative consequences of their alcohol use. These findings contribute to clarifying the impulsivity-risk pathway, and may be useful in assessing individual risk for negative alcohol consequences.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Addiction Psychology /
Psychologie de la
dépendance**#2 44565 CHILDHOOD EXTERNALIZING PROBLEMS AND SUBSTANCE USE:
THE MEDIATING EFFECT OF DISINHIBITION AND DEPRESSION***Émilie Fletcher, McGill University; Melina Tomasiello, McGill University ; Alexa Martin-Storey, Université de Sherbrooke; Michèle Déry, Université de Sherbrooke; Caroline Temcheff, McGill University*

Childhood externalizing problems have long been associated with the development of substance use. Some have suggested that core characteristics of externalizing problems, including disinhibition, may be responsible for this association. An alternative explanation suggests that depressive symptoms may increase future substance use risk. Some evidence points to worse substance use outcomes for those with co-occurring externalizing and depressive symptoms, while others suggest that the latter may interact with externalizing problems to reduce the risk of future substance use. The current study examines whether disinhibition or depressive symptoms mediate the association between externalizing behaviours and adolescent substance use. Participants (N=744) were drawn from an ongoing longitudinal study on children with and without early conduct problems. Externalizing problems were assessed at study inception (mean age 8.5). Both the Stroop and verbal fluidity tasks were used as measures of disinhibition, and depressive symptoms were assessed using the CBCL. Adolescent substance use was assessed using the DEP-ADO when participants were approximately 15 years old. Mediation analyses were conducted using PROCESS for SPSS. Partial mediation was obtained for both measures of disinhibition, and for depression symptoms. In other words, neither disinhibition nor depression symptoms fully explain the association between early CP and later substance use. It is possible that disinhibition may only be one of multiple core externalizing characteristics that influence substance use risk, and that depression symptoms may potentiate future substance use risk if it occurs alongside comorbid externalizing problems. Substance use prevention may require targeting both externalizing traits and comorbid negative affect.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Addiction Psychology /
Psychologie de la
dépendance**#3 45592 DIFFICULTIES IN EMOTION REGULATION ASSOCIATED WITH PROBLEM
VIDEO GAMING AMONG ADULT VIDEO GAMERS***Kayla Hollett, Memorial University of Newfoundland; Nick Harris, Memorial University of Newfoundland*

Emotion dysregulation refers to difficulties with monitoring, understanding, and accepting unpleasant emotions. Previous research has demonstrated a link between emotion dysregulation and a number of distracting activities (e.g., problematic internet use), suggesting that some individuals may attempt to use distraction as a means to avoid unpleasant emotions. Video games represent an accessible distraction for many individuals, and the results of two previously published studies suggest that emotion dysregulation may be related to problem video gaming among Spanish-speaking adolescents. Given that these results do not generalize to the general English-speaking population, the current study was designed to examine whether dimensions of emotion regulation predict problem video gaming among a sample of English-speaking video gamers. Participants ($N = 928$) completed an online survey including the Problem Video Game Playing Questionnaire and the Difficulties in Emotion Regulation Scale. A sequential regression analysis revealed two dimensions of emotion dysregulation that predicted problem video gaming in the full sample: difficulties with impulse control and perceived limited access to emotion regulation strategies. Two subsequent regression analyses conducted on data from male and female gamers separately revealed that age and difficulties with impulse control significantly predicted problem gaming among male gamers while difficulties with impulse control and perceived limited access to emotion regulation strategies significantly predicted problem gaming among female gamers. This study represents the first examination of emotion dysregulation and problem gaming in an English-speaking sample. Results are discussed with respect to past findings, and recommendations for future research are highlighted.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Addiction Psychology /
Psychologie de la
dépendance**#4 44792 CHANGES IN STRESS LEVELS AND CANNABIS USE QUANTITY ACROSS
THE MENSTRUAL CYCLE: A PILOT STUDY***Kayla Joyce, Dalhousie University; Nacera Hanzel, Dalhousie University; Philip Tibbo, Dalhousie University; Sherry Stewart, Dalhousie University*

Little is known about female-specific factors influencing addictive behaviors. Some research suggests female heavy cannabis users progress from first use to dependence more quickly than males. Given such sex differences, research on female-specific factors associated with cannabis use is imperative. Some addictive behaviors (e.g., nicotine use) appear to fluctuate across the menstrual cycle (MC). Similarly, increased stress is self-reported by females premenstrually/menstrually. However, concurrent changes in stress and cannabis use across MC phase remain to be investigated. We predicted that, consistent with self-medication theory, (1) stress and cannabis use quantity would be highest premenstrually/menstrually relative to other MC phases, and (2) increased cannabis use would be positively correlated with increased stress premenstrually/menstrually relative to ovulation. Fourteen normally-cycling female cannabis users ($M[SD]_{age}=29.29[4.89]$) completed daily diary surveys via smartphone. Participants reported stress severity and cannabis use quantity daily across a full MC. Findings provided partial support for self-medication theory. Cannabis use quantity was highest premenstrually relative to the follicular and ovulatory phases. Females reported higher stress levels premenstrually compared to ovulation. Difference scores for cannabis use quantity and stress between the premenstrual/menstrual (theoretical high) and ovulatory phases (theoretical low) revealed a positive correlation between stress and cannabis use quantity menstrually relative to ovulation. This study contributes increased understanding of MC phase effects on female cannabis use quantity, stress, and their inter-relations, providing some support for self-medication theory predictions. Results may be used to develop new, and improve existing, psychoeducational and biopsychosocial treatments for females experiencing, or at risk for, cannabis use disorders.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Addiction Psychology /
Psychologie de la
dépendance**#5 45512 SMILE JUDGMENT IN SUBSTANCE USE DISORDERS : AN EYE-TRACKING INVESTIGATION***Sarah Lewis*, Université de Moncton; *Annalie Pelot*, Laurentian University; *Mélanie Perron*, Laurentian University; *Annie Roy-Charland*, Université de Moncton

Substance use disorders (SUDs) are pervasive conditions whereby the use of one or more substances leads to clinically significant impairments in daily functioning, experiences of distress and emotional difficulties. It has been shown that individuals with SUDs have deficits in their ability to interpret facial expressions of emotion. The current study explored the judgments individuals with SUDs make regarding the authenticity of enjoyment smiles versus masking smiles containing traces of negative emotions. Accuracy at identifying the masked negative emotions was also examined. Eye-movements were recorded to observe relationships between attentional processes and smile judgment. Additionally, the relationships between smile judgment, emotion dysregulation, and interpersonal problems were investigated. Twenty individuals with SUDs and 20 individuals matched on gender/age participated in the smile judgment task. Results indicated that individuals with SUDs were no different than controls in their categorization of smiles as “really happy” for enjoyment smiles and “not really happy” for masking smiles. However, the results showed that individuals with SUDs were significantly more likely to report the presence of negative emotions when they judged the expression as “not really happy.” They were also more often incorrect in their identification of the masked emotions. Results showed links between smile judgment and attentional processes. Finally, emotional and interpersonal functioning were related more to the ability to distinguish smile authenticity than the ability to identify masked emotions. Results provided further support for emotional deficits showing that individuals with SUDs experience difficulty in their judgment of smile authenticity and identification of masked negative emotions.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Addiction Psychology /
Psychologie de la
dépendance**#6 45834 GAMBLING ON STATE-REGULATED WEBSITES IS ASSOCIATED WITH LESS GAMBLING-RELATED HARM***Sylvia Kairouz*, Concordia University - Research Chair on Gambling; *Vincent Eroukmanoff*, Observatoire des Jeux (France); *Jean-Michel Costes*, Observatoire des Jeux (France); *Nicole Arsenault*, Concordia University - Research Chair on Gambling; *Eva Monson*, Université de Sherbrooke - Longueuil

In 2010 France enacted a law to regulate supply and consumption of online gambling. Its primary aim was to protect citizens from gambling-related harm. This study aims to assess differences in gambling patterns and related harm between online gamblers who use licensed versus unlicensed sites. Participants ($N = 3860$) completed a self-administered online survey on gambling practices. Pairwise logistic regressions examined the association between the legal statuses of gambling sites people patronized and demographic variables and gambling types. Multivariate logistic regression models explored associations between gambling patterns and related problems according to the legal status

of sites people have gambled on. Overall, 53.7% of online gamblers report gambling exclusively on licensed sites. Those who bet on regulated activities on unlicensed sites, versus licensed sites, are more likely to be female, younger, less educated, inactive in the labor market and are more likely to perceive their financial situation to be difficult. Gambling on unlicensed sites is associated with more intense gambling patterns and more gambling-related problems compared to licensed sites. Findings demonstrate that gambling activities carried out on state licensed sites are associated with less overall harm to gamblers. This paper provides evidence in support of the theory that gambling activities

carried out on state regulated sites cause less damage to gamblers. Further implications of these findings on future policy are discussed and prospective research directions are outlined.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Addiction Psychology /
Psychologie de la
dépendance**#7 46123 NEIGHBORHOOD PERCEPTIONS ASSOCIATED WITH GAMBLING
OUTCOMES***Eva Monson*, Université de Sherbrooke; *Sylvia Kairouz*, Concordia University; *Marie-Josée Fleury*, McGill University; *Nicole Arsenault*, Concordia University; *Jean Caron*, McGill University

Background/rationale: Within the field of gambling research, an emerging body of literature has begun to examine the associations between neighborhood context and gambling outcomes (i.e., gambling participation and problems). Previous research has been heavily focused on objective measures of neighborhood influence with few studies examining subjective (i.e., perceived) neighborhood attributes as they relate to gambling outcomes. This study aimed to expand knowledge of the effects of neighborhood characteristics on gambling patterns and problems.

Methods: Using data derived from the fourth wave of an epidemiological community sample (n=1862), this study explores the associations between perceived neighborhood contextual factors and gambling participation and problems.

Results: Our findings reveal that community participation was positively related to gambling participation, even after accounting for control variables (i.e., sex and social support). Perceived neighborhood disorder was positively associated with problem gambling.

Conclusions & Action/Impact: Findings highlight the importance of looking beyond individual risk factors for gambling outcomes. Population-based interventions for gambling problems may benefit from understanding how neighborhood contexts come into play.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Addiction Psychology /
Psychologie de la
dépendance**#8 46127 ARE GENERAL AND ACTIVITY-SPECIFIC PROBLEM GAMBLING
SEVERITY INDEX (PGSI) SCORES CONSISTENT?***Eva Monson*, Université de Sherbrooke; *Adèle Morvannou*, Concordia University; *Nicole Arsenault*, Concordia University; *Mairead Shaw*, McGill University; *Sylvia Kairouz*, Concordia University

Gambling research has highlighted substantial activity-specific differences in gambling behaviours, but measures of problem gambling remain nonspecific. This study aims to examine the consistency of general versus activity-specific Problem Gambling Severity Index (PGSI) scores among a sample of moderate-risk and problem gamblers. Data were derived from the 2009 cross-sectional ENHJEU-QC survey (N = 11,888) and are representative of the adult population of Quebec, Canada. Correlations and t-tests were run to examine associations and differences between general and activity-specific PGSI scores. Analyzed by number of activities reported and activity rank for lottery, video lottery terminal (VLT), and slot machines, results suggest that PGSI scores may not accurately reflect problem gambling severity for all specific activities. General and activity-specific PGSI scores were more highly correlated when lottery was the primary activity whereas for VLTs, scores were highly correlated regardless of number or rank of activities. General PGSI scores were significantly higher than activity-specific scores for lottery but were not significantly different for VLTs, which demonstrates that the PGSI is a better indicator of activity-specific scores for some forms of gambling (e.g., VLTs) over others (e.g., lottery). Researchers conducting population surveys should exercise caution in assigning general PGSI scores to specific activities. There may also be a need to develop standardized tools to assess activity-specific problem gambling or assessment tools specific to high and low-risk activities.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Addiction Psychology /
Psychologie de la
dépendance**#9 45223 SEXUAL SELF-EFFICACY AND ASSERTIVENESS MODERATE EFFECTS
OF SOCIAL ANXIETY ON DRINKING TO COPE IN UNDERGRADUATES***Madeline Morris*, Concordia University; *Mayesha Khan*, Concordia University; *Charlotte Corran*, Concordia University; *Roisin O'Connor*, Concordia University

Tension reduction theory supports social anxiety (SA) risk for drinking to cope with negative affect, and in turn, risk for alcohol misuse among undergraduates. Empirical evidence, however, reveals mixed support (Potter et al., 2016; Schry & White, 2013; Blumenthal et al., 2010). Examination of moderators may clarify this potential risk pathway.

University life includes social experiences – where alcohol use is normative – that may be particularly distressing for those high in SA (e.g., dating, new sexual experiences). An added lack of confidence in one's ability to assert boundaries may amplify discomfort, thus increasing risk of drinking to cope. The present study investigates the moderating effects of sexual self-efficacy (SSE) and assertiveness on the relation between SA and drinking to cope in undergraduates.

Undergraduates (N=2,613, Mage=22.54 years, 84% women) completed self-report measures assessing SA, drinking to cope motives, SSE, and assertiveness. Moderation analyses showed that elevated SA was associated with increased drinking to cope, and this effect was stronger for those low (vs. high) on SSE and for those high (vs. low) on assertiveness, despite high associated discomfort.

These results suggest that socially anxious young adults who have minimal confidence asserting themselves sexually and/or who take action despite discomfort are at risk of using alcohol to cope. Perhaps this is because alcohol alleviates the discomfort of dealing with difficult situations. These findings add to our understanding of SA as a complex risk factor for alcohol misuse among young adults. It may also support targeting assertiveness and confidence in future interventions.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Addiction Psychology /
Psychologie de la
dépendance**#10 44891 POSITIVE URGENCY MEDIATES THE RELATIONSHIP BETWEEN EARLY
LIFE STRESS AND PROBLEMS ASSOCIATED WITH SUBSTANCE USE***Nayani Ramakrishnan*, University of Toronto; *Matt McPhee*, University of Toronto; *Alexandra Sosnowski*, University of Toronto; *Vinitaa Rajasingam*, University of Toronto; *Suzanne Erb*, University of Toronto

Background: Early life stress (ELS) predicts development of substance use problems in young adulthood. Building on past work examining the role of impulsivity in the mediation of the relationship between childhood maltreatment and substance use in heavy drinkers, the present study was designed to study the problem in a representative undergraduate sample. In addition, the study aimed to determine whether there was convergence in findings between different measures of ELS and impulsivity;

Method: A sample ($n = 309$) of undergraduate students completed self-report questionnaires assessing ELS (Childhood Trauma Questionnaire – CTQ; Adverse Childhood Experience Scale – ACE), impulsivity (Short UPPS-P; Barratt Impulsivity Scale – BIS-11) and the incidence of problems associated with substance use (Drug Abuse Screening Test – DAST-10);

Results: The UPPS-P positive urgency facet partially mediated the relationship between CTQ and DAST-10 ($b = 0.0039$, 95% CI [0.0008, 0.0086]), as well as ACE and DAST-10 ($b = 0.015$, 95% CI [0.0014, 0.0446]). The BIS-11 motor facet partially mediated the effect of CTQ on DAST-10 ($b = 0.0017$, 95% CI [0.0002, 0.0054]). There were no other mediation effects;

Conclusion/Impact: Positive urgency partially and selectively mediated the relationship between ELS and problems associated with substance use for both the CTQ and ACE. These results contrast with past findings demonstrating a selective mediation effect of negative urgency in a sample of heavy drinkers, thereby highlighting that the construct of impulsivity is not only multifaceted but strongly influenced by experience.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Addiction Psychology /
Psychologie de la
dépendance**#11 45252 MEASURING THE EXTENDED PHENOTYPE USING A DIMENSIONAL
MODEL OF PERSONALITY IN BIPOLAR AND GAMBLING DISORDER***Nayani Ramakrishnan*, University of Toronto; *Suzanne Erb*, University of Toronto; *David Hodgins*, University of Calgary; *Vina Goghari*, University of Toronto

Background: Impulsivity is a core feature of both bipolar and gambling disorder. Investigating the extended phenotype of these disorders may help to better understand common and specific elements in both disorders. Additionally, a more complete understanding of personality traits associated with the two disorders may help with treatment planning. Therefore, we investigated personality using a dimensional personality inventory in these two disorders;

Method: Individuals with bipolar or gambling disorder, and community controls, completed the Personality Inventory for DSM-5 (PID-5) questionnaire on an online platform. The PID-5 is a 220-item self-report questionnaire that assesses personality traits in five trait domains: negative affect, detachment, antagonism, disinhibition and psychoticism;

Results: Preliminary analyses were conducted using multivariate analysis of variance (MANOVA). A significant main effect of group was found on all PID-5 domains, except antagonism ($p > 0.05$). In the case of both bipolar patients and problem gamblers, pairwise comparisons for each domain (except antagonism) revealed significant differences between the respective clinical and control groups; however, there were no significant differences between the bipolar and gambling participants on any domain;

Conclusions/Impact: Preliminary findings did not detect significant differences between bipolar and gambling disorders on the personality trait domains assessed. Past research indicates higher detachment scores for bipolar disorders compared to substance-use disorders (also characterized by impulsivity). The null results may be due to lack of power, as recruitment is ongoing. Research on shared personality traits associated with impulse-control disorders (e.g., bipolar and gambling) could contribute to knowledge about similar characteristics across conditions.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Addiction Psychology /
Psychologie de la
dépendance**#12 45202 THE EFFECT OF ALCOHOL CUES ON ATTENTIONAL BIASES FOR
GAMBLING AMONG POKER PLAYERS WHO DRINK***Emma Ritchie*, University of Calgary; *Daniel McGrath*, University of Calgary

Alcohol is an integral part of most public spaces devoted to gambling activities. Given its prominence in these areas, and considering that many gamblers choose to drink while they gamble, examining the effect that alcohol has on gambling is of utmost importance. We are recruiting an equal number of male poker players and non-gamblers to participate in a cue exposure and eye-tracking task. Participants will be randomly assigned to either a neutral cue (bottles of water) or alcohol cue (bottles of alcohol) condition. They will be asked to look at, smell, touch, and take a small sip of the beverage. Afterwards, they will participate in an eye-tracking task that has three categories of photos (gambling, alcohol, and neutral). Alcohol and gambling cravings will be assessed at three time points. To determine if exposure to alcohol cues affects gambling-specific attentional biases and subjective craving for gambling, we will conduct a series of 2 (gambler vs. non-gambler) \times 2 (alcohol cue vs. neutral cue) between-subjects ANOVAs will be conducted using various eye-tracking measures as the dependent variable. Additionally, a repeated measures ANOVA will be conducted to assess the effect of cue exposure on gambling craving. Recruitment for this project is ongoing and will be completed by spring 2019. By examining the influence of comorbid addictions on attentional biases and cross-cue reactivity, we hope to better understand this complex relationship, which may aid in designing more specific strategies for responsible gambling, and could have treatment implications for disordered gambling.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session "D" /
Présentation par
affichage**Addiction Psychology /
Psychologie de la
dépendance**#13 46351 DEVELOPMENT OF ADOLESCENT CANNABIS OUTCOME
QUESTIONNAIRE: ASSESSING NEGATIVE CONSEQUENCES WITHOUT
PROMPTING FOR CANNABIS USE***Lauren Rossiter*, University of British Columbia - Okanagan; *Marvin Krank*, University of British Columbia - Okanagan

Background: Adolescent cannabis use has been associated with numerous negative outcomes. The present study aims to develop a new questionnaire that assesses negative consequences that are common for adolescent cannabis users, without specifically prompting for cannabis use. The current study will examine the outcome of adolescent cannabis use in the last six months.

Methods: The questionnaire items were derived from the Marijuana Adolescent Problem Inventory (MAPI), the Cannabis Problems Questionnaire for Adolescents short form (CPQ-A-S), the Brief Marijuana Consequences Questionnaire (B-MACQ), and the Marijuana Problems Scale (MPS). Items were adjusted to fit sixth grade reading comprehension and any terms referring to cannabis were removed. Psychometric analysis of the questionnaire will include tests for internal consistency, construct validity, predictive validity, and factor structure. Participants consisted of 9th and 10th grade students from the Vernon School District. Participants were asked to complete the health questionnaire and report demographic information, previous cannabis use, and frequency of cannabis use.

Results: Data collection will continue until December of 2018. Results will be available to present at the conference.

Conclusion: This questionnaire intends to assess negative outcomes associated with adolescent cannabis use within the last six months without prompting for cannabis use.

Implications: This study uses items from multiple accepted cannabis questionnaires to create a comprehensive scale to measure the negative consequences of adolescent cannabis use. Additionally, this questionnaire does not prompt for cannabis use, assuring that participants respond based on their experiences and not their expectations associated with cannabis use.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session "D" /
Présentation par
affichage**Addiction Psychology /
Psychologie de la
dépendance**#14 45892 LEGALIZATION DOES NOT AFFECT USE OF OR ATTITUDES TOWARD
MARIJUANA IN UNIVERSITY STUDENTS***Myriam Roy*, Bishop's University; *Gregory Gooding*, Bishop's University; *Cassandra Goldfarb*, Bishop's University; *Ahisha Jones-Lavallée*, Bishop's University; *Suzanne Hood*, Bishop's University

Following legalization of marijuana in some American states, consumption increased and perception of relative harm of marijuana decreased among young adults. We examined whether a similar pattern of behaviour emerged after legalization in Canada by asking students to report their perceptions and use of marijuana.

Method: An anonymous online survey was administered at a small, liberal arts institution in Quebec one year before legalization (N = 269, mean age = 22 years, SD = 5 years, 70% female) and one month after legalization (N = 168, mean age = 22 years, SD = 4 years, 74% female).

Results: At both timepoints, a large proportion of students reported not using marijuana within the past 30 days (year 1, 42%; year 2, 41%). Despite reporting no or minimal use themselves, students believed that others consumed much more frequently (more than 10 times in the past 30 days: year 1, 31%; year 2, 40%). Perception of harmfulness did not differ across time, with the majority of students reporting that marijuana is addictive (year 1, 77%; year 2, 85%) but not as harmful as other substances (year 1, 77%; year 2, 75%).

Conclusions and Impact: In contrast to the effects of legislative change in other regions, legalization has not influenced use or attitudes towards marijuana use in this population of young adults, at least in the short term. However, similar to other substances such as alcohol, students overestimate marijuana use by their peers, which may affect their perception of health risk.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session "D" /
Présentation par
affichage**Addiction Psychology /
Psychologie de la
dépendance**#15 45530 INTERNET-DELIVERED COGNITIVE BEHAVIOUR THERAPY FOR
ALCOHOL MISUSE: SYSTEMATIC REVIEW***Andrew Wilhelms, University of Regina; Swati Mehta, University of Regina; Annemieke Kidd, University of Regina; Christopher Sundström, Karolinska Institutet; Matthew Keough, University of Manitoba; Heather Hadjistavropoulos, University of Regina***Objective:** Alcohol misuse is a common, disabling, and costly issue within Canada. Internet-delivered cognitive behaviour therapy (ICBT) has the potential to reduce the harms of alcohol misuse, particularly for individuals who encounter difficulties accessing face-to-face therapy.**Methods:** A systematic review was conducted using Medline, CINAHL, EMBASE and PsycINFO databases for all relevant articles published from 1980 to July 2018. Randomized controlled trials (RCTs) were included if (i) an ICBT intervention targeting alcohol misuse was delivered; (ii) participants were aged 18 years or older; (iii) primary outcomes included drinking behaviour. Studies were excluded if they were non-RCTs or non-clinical trials (i.e. reviews, epidemiology, basic sciences). Effect sizes were calculated for each outcome and were interpreted as: small>0.2, moderate>0.5, large>0.8.**Results:** Twenty-nine studies met inclusion criteria. Small effects were seen in number of drinks per week among self-directed programs; while guided interventions resulted in moderate to large effects. No significant effects were seen among studies evaluating abstinence-based outcomes. Results revealed that the ICBT programs with the largest effect sizes tended to be guided, excluded individuals with comorbid severe mental health issues or drug use, and assessed individual's weekly alcohol consumption as an outcome measure.**Conclusions:** The current review indicates that ICBT has a significant effect in reducing alcohol misuse behaviours. Several factors were implicated in the effectiveness of the ICBT interventions. Larger studies evaluating ICBT compared to active control groups or ICBT in routine clinics are warranted.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session "D" /
Présentation par
affichage**Brain and Cognitive
Science / Cerveau et sciences
cognitive**#16 45969 MISMATCH NEGATIVITY (MMN)-INDEXED AUDITORY CHANGE
DETECTION DEFICITS IN MAJOR DEPRESSIVE DISORDER***Jenna Bissonnette, Mount Saint Vincent University; Ashley Francis, St. Francis Xavier University; Krista Hull, Mount Saint Vincent University; Jenn Leckey, Mount Saint Vincent University; Laura Pimer, Mount Saint Vincent University; Trudy Campbell, Dalhousie Multiple Sclerosis Research Unit; Lindsay Berrigan, St. Francis Xavier University; Derek Fisher, Department of Psychology, Mount Saint Vincent University and Department of Psychiatry, Nova Scotia Health Authority*Depression is one of the most commonly occurring mental illnesses today. It is known that depression causes cognitive deficits in areas like memory and attention, both behaviourally and as measured by EEG-derived event related potentials (ERPs). The mismatch negativity (MMN) is an ERP that represents auditory change detection and is thought to be a marker of central auditory function; the MMN has been shown to be affected in clinical populations, including depression. While some studies report a decrease in amplitudes of the MMN in people with depression, others have shown an increase in amplitude. The primary objective of this project was to examine the MMN across a wide range of deviant types in order to profile changes in depression. Participants were people diagnosed with major depressive disorder (MDD; n=12) and healthy controls (HC; n=13). MMN amplitudes and frequencies were derived from EEG recordings and elicited by an 'optimal' multi-feature paradigm with five deviant types. We report reduced MMN amplitudes in MDD participants for gap deviants ($p < .05$). Overall, our findings suggest that deficits in auditory change detection are present in depression, however may be dependent on the deviant being examined.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Brain and Cognitive
Science / Cerveau et sciences
cognitive**#17 46390 REPETITION PRIMES SLOW PROSPECTIVE MEMORY TASK
PERFORMANCE***Michelle Crease* Lark, University of British Columbia; Randall Jamieson, University of Manitoba; Peter Graf,
University of British Columbia

Many prospective memory tasks (e.g., return a call) need to be executed while we are engaged in other activities (e.g., cooking, driving), and they involve bivalent cues, that is, stimuli pertinent to both the prospective task and the concurrent activity. The current study investigated the effects of priming such cues on an ongoing activity and on prospective memory task performance. The ongoing activity required participants to make semantic decisions about words, and the prospective task required pressing the q-key whenever a bird word (e.g., eagle) was displayed. We used 3 types of primes: repetition (e.g., eagle), category (e.g., bird) or unrelated (e.g., mirror); they were displayed subliminally. Prime type had no effect on prospective memory task accuracy, but the repetition and category primes slowed prospective memory task responding.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Brain and Cognitive
Science / Cerveau et sciences
cognitive**#18 44273 SPATIAL FREQUENCY THRESHOLDS FOR DETECTING LATENT FACIAL
SIGNALS OF THREAT***Brock DeGagne*, Brock University; Nicholas Watier, Brandon University

Background: This research informs a gap in the literature regarding latent facial threat signals relied on for discrimination tasks based on limited visual information. In the present study, spatial frequency (SF) thresholds were examined for non-expressive, computer-generated faces varying in threat (high vs. low). We expected that latent facial signals of threat, compared with nonthreatening faces, could be detected at more extreme SFs. This expectation was partly based on literature demonstrating a general processing advantage for threatening stimuli.

Methods: To determine SF thresholds, an adaptive staircase procedure and a two-interval forced-choice same-different task were employed. Across 200 total trials, SF thresholds were obtained from 64 undergraduate students (mean age = 20.7; 87% female) for both the high and low-ends of the spectrum for non-expressive threatening and nonthreatening conditions.

Results: Repeated-measures t-tests were conducted to analyze both high and low-end thresholds. Two 2 (threat: threatening vs nonthreatening) × 2 (filter: low-band vs high-band) ANOVAs were conducted on reaction time and discrimination accuracy. Results indicated that threatening faces were discriminated from neutral faces at more extreme ranges of SFs, more quickly, and more accurately, compared to non-threatening faces.

Conclusions: These results support literature suggesting that threatening faces possess advantageous characteristics compared with nonthreatening faces in discrimination tasks. Whereas previous research has indicated that SFs could be used to make facial threat judgments, the present work identified specific SF thresholds for making threat-related discriminations.

Action/Impact: This research suggests that threatening faces can be detected under more impoverished visual conditions, compared to nonthreatening faces.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Brain and Cognitive
Science / Cerveau et sciences
cognitive**#19 45928 PRELIMINARY VALIDATION OF RADAR WATCH, A GAME-LIKE TOOL
FOR MEASURING AND TRAINING ATTENTION PERFORMANCE.***Richard Drake, Dalhousie University; Emily Patrick, Dalhousie University; Kelsey Villars, Dalhousie University; Anne Johnson, Dalhousie University; Jacob Kroeker, Dalhousie University; Sarah Dolan, Dalhousie University; Gail Eskes, Dalhousie University*

Background/Rationale: Attention is often affected in brain disease and thus we designed Radar Watch, a game-like computer task to measure and improve sustained attention abilities. In Radar Watch, players monitor a radar screen to respond to briefly presented targets, while ignoring distractors. We conducted an initial validation study to verify that Radar Watch is able to measure known sustained attention phenomena: vigilance decrement (worsening of performance over time); alerting (performance improvement following warning signals); and goal neglect (failure to maintain an intention to switch tasks).

Methods: Fifty young adults played Radar Watch in one of three conditions: Vigilance (sustained responding to different target rates), Alerting (responding following randomly presented audiovisual cues), and Target Switching (responding to a different target following a cue). We used mixed ANOVAs to quantify target response time (RT, milliseconds) and accuracy (% hits - % false alarms).

Results: Vigilance: RT slowed over blocks, with decreased accuracy ($p < .05$). Alerting: There was a trend for audio-visual alerts to facilitate RT overall ($p = .19$). Task Switching: Performance was less accurate from pre- (0.92) to post-switch (0.86, $p = .01$), but RT results depended on type of switching cue.

Conclusions: Radar Watch shows promise as a valid measure of vigilance decrement, alerting and goal neglect.

Action/Impact: The results suggest that vigilance can be assessed, and potentially improved, in a more game-like task. Radar Watch measurement and training could benefit those who work in vigilance-demanding jobs (e.g., air traffic controllers, lifeguards) and people with attention deficits (e.g., ADHD, stroke).

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Brain and Cognitive
Science / Cerveau et sciences
cognitive**#20 46049 EXAMINING LONG-TERM AUTOBIOGRAPHICAL MEMORY USING
EVENT-RELATED SPECTRAL PERTURBATION ANALYSIS.***Perry Dykens, University of New Brunswick; Jenna Wright, University of New Brunswick; Kenneth Harker, University of New Brunswick*

Assessing autobiographical memory, particularly remote long-term autobiographical memory, through question and answer tests is difficult due to challenges in corroborating the accuracy of responses. Electroencephalography (EEG) studies using event-related potential (ERP) analysis techniques are well-established as objective, clinically-useful measures of recognition memory, but studies to date have focused mainly on short-term or recent long-term memory. Studying remote long-term memory remains a significant challenge and few tests exist to efficiently and accurately assess autobiographical memory. Recently, the Harker-Connolly Autobiographical Faces test (HCAF), has been used in EEG studies to assess autobiographical memory. The HCAF presents participants with images of personally-known, autobiographical faces as well as unknown or new faces and participants are asked to indicate whether they recognize each face. ERP analysis methods have successfully revealed markers of recognition for autobiographical faces (Harker & Connolly, unpublished data). An increasing number of studies have been analyzing EEG data using Event-related spectral perturbation (ERSP) analysis because ERP analysis alone may not provide a complete picture of complex EEG results (Grandchamp & Delorme, 2011). The present study seeks to examine participants' responses to personally-known faces and new faces using ERSP methods to provide richer detail on how the brain processes autobiographical memory. Results will be discussed in terms of information gained in analyzing using ERSP methods compared to results obtained from traditional ERP analysis.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session "D" /
Présentation par
affichage**Brain and Cognitive
Science / Cerveau et sciences
cognitive**#21 46012 THE EFFECT OF INSTRUCTIONS ON THE JUDGMENT OF ENJOYMENT
AND MASKING SMILES***Adele Gallant*, Université de Moncton; *Clodie Dessureault*, Université de Moncton; *Annie Roy-Charland*,
Université de Moncton

Smiles can display happiness but, their voluntary production may also be used to mask other emotions (Ekman & Friesen, 2006). However, the masking smiles are not always perfect replications of enjoyment smiles and traces of the real emotion can leak. The goal of the study was to explore the role of instructions (authenticity or happiness) in the judgement of enjoyment and masking smiles (trace of fear, disgust, anger in the eyes or mouth, sadness in the eyes or mouth). Thirty-six participants judged whether enjoyment and masking smiles were happy and authentic using 7-point Likert scales, while their eye-movements were recorded. Participants reported higher ratings for the happiness than authenticity. Enjoyment smile were judged happier and more authentic than all masking smiles and the fear masking smile, the least. The smile with a trace of anger in the brow was rated happier and more authentic than other masking smiles. Participants spent more time in the eyes than the mouth and nose for all prototypes. For disgust and sadness in the brow, they spent more time in the nose area than the mouth area. Interestingly, participants spent more time in the eyes area for the fear masking smile and the least for the anger in the brow trace. In sum, results suggest that instructions do not impact judgment as a function of the prototypes used but seem to be interpreted differently. Results will be interpreted as a function of The Attentional-Perceptual Scan-path of Emotion Recognition (APSER) model.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session "D" /
Présentation par
affichage**Brain and Cognitive
Science / Cerveau et sciences
cognitive**#22 45104 ROLE OF ANTERIOR CINGULATE CORTEX AND MIDDLE FRONTAL
GYRUS IN CHILDREN WITH ADHD***Tasmia Hai*, University of Alberta

Background: Attention-deficit/hyperactivity disorder (ADHD) is a common neurodevelopmental disorder. Symptoms include inattention, impulsivity and hyperactivity. Core challenges observed in children with ADHD are Executive functions (EF). Previous studies have found reduced cortical thickness in areas of the frontal-striatal pathway (FSP), specifically in the anterior cingulate cortex (ACC). However, no study to date has investigated the relationship between EF and cortical thickness in the ACC.

Methods: 14 children with ADHD and ten typically developing children (9-12 years old) took part. The participants underwent T1-weighted sequence Magnetic Resonance Imaging. Cortical surface reconstruction was conducted using Freesurfer software. Both groups also completed EF battery including Continuous Performance Task (CPT), Wisconsin Card Sorting Task (WSCT), DKEFS Inhibition and Category Fluency Task.

Results: There was no significant group difference between the ADHD participant group compared to controls in the ACC cortical thickness. However, significant group differences were observed in the Middle Frontal Gyrus, with thinner cortex in children with ADHD. Spearman Correlations found significant positive correlations between CPT Omission errors, Category Fluency and Inhibition task performance with and thickness of rostral ACC in the ADHD group. No such relationships were observed in the control group.

Conclusions/Impact: The findings from the current study further support the delayed cortical maturation hypothesis in children with ADHD. Additionally, the results indicate the importance of ACC in EF and cognitive control performance. Given the significant role of EF in the academic and social functioning of children with ADHD, the ACC could be a potential treatment target.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Brain and Cognitive
Science / Cerveau et sciences
cognitive**#23 45918 ARE EMOTIONAL MEMORIES HARDER TO INTENTIONALLY FORGET?
A META-ANALYSIS***Kelsi Hall*, Memorial University of Newfoundland; *Emily Fawcett*, Memorial University of Newfoundland;
Jonathan Fawcett, Memorial University of Newfoundland**Background/Rationale:** Emotional experiences can have a lasting impact on our mental health. The current meta-analysis aimed to determine whether this is partly because emotional memories are less susceptible to intentional forgetting.**Methods:** We conducted an electronic search of PsycINFO, PsychARTICLES, PubMed and Google Scholar until October 2018 using the keywords item method, directed forgetting, intentional forgetting, emotion, emotional, valence, negative, and positive. Studies using emotional stimuli in an item-method directed forgetting paradigm measuring recall or recognition were included, whereas clinical populations and participants over age 40 were excluded.**Results:** Preliminary analyses revealed superior memory for remember items compared to forget items – suggesting a directed forgetting effect – across neutral, negative, and positive conditions. However, whereas there was no difference in the magnitude of the directed forgetting effect between negative and positive items, $g = -0.02$, 95% CI [-0.19, 0.16], there was a diminished directed forgetting for negative, $g = 0.29$, 95% CI [0.14, 0.45], or positive items, $g = 0.23$, 95% CI [0.12, 0.33], compared to neutral items.**Conclusions:** Our results suggest that both negative and positive experiences are less susceptible to intentional forgetting compared to neutral experiences.**Action/Impact:** Emotional memories play an important role in our lives but can also become intrusive. The present work suggests that emotional memories are resilient to control processes aimed at mitigating them. This may help explain the perseverative role played by unwanted emotional memories in clinical disorders such as PTSD.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Brain and Cognitive
Science / Cerveau et sciences
cognitive**#24 46010 MISMATCH NEGATIVITY (MMN)-INDEXED AUDITORY CHANGE
DETECTION IS UNAFFECTED IN RELAPSING-REMITTING MULTIPLE SCLEROSIS***Laura Pimer*, Mount Saint Vincent University; *Jenna Bissonnette*, Mount Saint Vincent University; *Ashley Francis*, Saint Francis Xavier University; *Krista Hull*, Mount Saint Vincent University; *Jenn Leckey*, Mount Saint Vincent University; *Trudy Campbell*, Dalhousie Multiple Sclerosis Research Unit; *Lindsay Berrigan*, Saint Francis Xavier University; *Derek Fisher*, Mount Saint Vincent UniversityMultiple sclerosis (MS) is one of the most common neurodegenerative diseases in North America and it is often associated with cognitive impairments, such as working memory and attention deficits. While there are many studies that have examined cognitive deficits in MS measured by behavioural responses, only a few studies examined neurophysiological measures of cognition of MS patients, such as the mismatch negativity (MMN). The MMN is an event-related potential that indicates automatic auditory change detection. This study aimed to examine whether MMN amplitudes and latencies measured by EEG differ in patients with relapsing-remitting MS and healthy controls. Therefore, the optimal multi-feature MMN paradigm was used which consisted of a standard tone and five deviant tones that varied in frequency, duration, intensity, perceived location of sounds, and a gap in the middle of the tone. Using this paradigm, different auditory-discrimination abilities of MS patients were assessed in order to build a profile of possible MMN deficits. It was found that there were no significant differences between participants with MS and healthy controls on MMN measures ($p > .05$). While some aspects of brain function may be impaired in MS, auditory change detection appears to be intact.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Brain and Cognitive
Science / Cerveau et sciences
cognitive**#25 45054 SEX DIFFERENCES IN NOVELTY MISMATCH NEGATIVITY AND P3A***Hayley Riel*, Dalhousie University; *Catrina MacPhee*, Acadia University; *Derek Fisher*, Mount Saint Vincent University; *Philip Tibbo*, Dalhousie University

Detection of and orientation to auditory change in the environment are well characterized cognitive processes commonly indexed with the use of an electroencephalogram (EEG), specifically focusing on the waveforms of mismatch negativity (MMN) and P3a. MMN is elicited by a detectable change in the auditory environment, and P3a is an involuntary orienting response, both elicited by inserting rare salient non-target stimuli in a pattern of repeated standard auditory stimuli. While MMN and P3a decrements are reported in psychosis, it is unclear whether sex differences exist in healthy and/or clinical populations. We presented participants with an auditory oddball paradigm comprising of standard tones ($P = .8$), deviant tones ($P = .1$) and novel sounds ($P = .1$). With 12 male and 12 female healthy controls, our results found significant sex differences for novelty MMN at frontal and central electrode sites ($p < .015$; females $>$ males) and novelty P300/P3a at frontal sites ($p < .05$; females $<$ males). These sex differences observed suggest that 1) females exhibit larger MMN than males and thus may be more sensitive to novel changes in the auditory environment, and 2) males exhibit larger P3a amplitudes, suggesting enhanced attention orienting to novel stimuli.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Brain and Cognitive
Science / Cerveau et sciences
cognitive**#26 46069 SEX-BASED DIFFERENCES IN MISMATCH NEGATIVITY
(MMN)-INDEXED AUDITORY CHANGE DETECTION***Erica Rudolph*, Department of Psychology, Saint Mary's University; *Hayley Riel*, Department of Psychiatry, Dalhousie University; *Catrina MacPhee*, Department of Psychology, Acadia University; *Philip Tibbo*, Department of Psychiatry, Dalhousie University; *Derek Fisher*, Department of Psychology, Mount Saint Vincent University

The mismatch negativity (MMN) is an EEG-derived event-related potential (ERP) elicited by any violation of a predicted auditory “rule”, regardless of whether one is attending to the stimuli, and is thought to reflect updating of the stimulus context. In a broader sense, the MMN has been interpreted as an index of central auditory function and used to investigate deficits in clinical populations. Despite its extensive use, there is little data as to whether sex differences exist for the MMN. This study investigated whether MMNs elicited by the ‘optimal’ multi-feature paradigm are equivalent between healthy females and males. This paradigm is ideally suited as it elicits separate MMNs to five deviant tones (deviant tones differed in either frequency, duration, intensity, perceived location of sound origin, or contained a gap in the middle of the tone), allowing for a broader neurophysiological profile. EEG recordings of 13 healthy females (F) and 11 healthy males (M) were collected. No sex differences were found for frequency, duration, location, or gap deviants ($p > 0.05$). A significant main effect of sex ($p = .049$) was found for the intensity deviant, with males showing a smaller MMN ($M = -2.82$) compared to females ($M = -4.21$). This sex difference was isolated to electrode sites Fz ($p = 0.03$) and F4 ($p = 0.049$). Given the observation of sex differences in the widely used MMN in healthy controls, it is important to determine whether such differences can be observed in clinical populations.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session "D" /
Présentation par
affichage**Brain and Cognitive
Science / Cerveau et sciences
cognitive**#27 45276 THE EXPECTATION FOR LEARNING AS A BOUNDARY CONDITION OF
MEMORY RECONSOLIDATION***Olivia Simioni*, University of Ottawa; *Andrea Ashbaugh*, University of Ottawa; *Julia Marinos*, University of Ottawa

Memory reconsolidation (e.g., the updating of long-term memory) is a recent addition to understanding memory storage, however the conditions needed to induce reconsolidation are not understood. We examined if a discrepancy between previously learned and new information is necessary for successful memory reconsolidation. Participants were 47 undergraduate students. On day one, participants underwent differential fear conditioning, where the CS+ (spider image) was sometimes paired with a shock (US). The following day, participants were randomly assigned to three conditions. Groups one and two underwent reactivation, consisting of a single presentation of the CS+ without the shock. Prior to re-extinction group one (Expectation; n = 15) was told to expect to learn something new about the CS+ and group two (No Expectation; n = 17) was told exactly what would happen and thus had no expectation for learning. The third group (No Reactivation; n = 15) did not receive any reactivation. All groups then underwent extinction. On day three, all participants underwent reinstatement followed by re-extinction to measure the return of fear. Fear potentiated startle (FPS) was used to measure participants' fear responses. We found that the No Expectation and No Reactivation groups exhibited a return of fear, whereas the Expectation for learning group did not, $F(2, 44) = 5.674, p = .006, \eta^2 = .205$. These results suggest that reconsolidation occurred only when new learning about the original stimulus was expected and supports the contention that integrating new information during reactivation is necessary for rendering a memory malleable for updating.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session "D" /
Présentation par
affichage**Brain and Cognitive
Science / Cerveau et sciences
cognitive**#28 44836 INDEPENDENCE OF TWO ATTENTION SYSTEMS: STIMULUS-DRIVEN
AND GOAL DRIVEN ATTENTION ACROSS PERCEPTUAL DETECTION***Chenyang Wang*, McGill University

While certain researchers consider attention the primary gateway to perceptual awareness, others challenge this view arguing that attention and consciousness are orthogonal to one another. One limitation to these debates has been a tendency to construe attention as a unitary process. The current research project aimed to address this shortcoming and explore how different attention systems influence conscious perception. Combining a double cueing approach with a target detection task, we planned to test the interactions between stimulus-driven and goal-driven attention during the detection of a sensory event. Accordingly, we assessed detection abilities across four attention conditions: (1) unattended condition (2) stimulus-driven attention condition; (3) goal-driven attention condition; (4) combined stimulus-driven and goal-driven attention. The target would onset for half of the trials, while all potential target locations would be masked after a short delay. This project enabled us to see whether both attention systems interact at the level of target detection. A total of 38 subjects participated the study before exclusion. Four models were fit to account for stimulus-driven and goal-driven attention conditions. Across the three variable, d-prime, reaction time and criteria, the Chi-Square test only showed a significant interaction effect for reaction time, indicating that the execution of two attention systems only interacts at a motor level. The findings support our hypothesis that the two systems function independently without interaction at primary detection level of information processing, demonstrating that attention operates differently at each level of the hierarchical processing of information.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Counselling Psychology /
Psychologie du counseling**#29 44442 GENDER ROLE CONFLICT IN CANADIAN POST-SECONDARY MEN:
WHAT POSITIVE MASCULINITY CAN OFFER**

Patrycja Adam, Athabasca University

Traditional masculine gender role socialization can lead to *gender role conflict* (GRC) and has significant impacts on the mental health and wellbeing of post-secondary men. This has been increasingly studied in the United States, but there continues to be a dearth of scholarship on Canadian post-secondary men.

The main objective of this article is to consider the intersection of male gender role development and GRC in the psychosocial context faced by post-secondary males, and how self-authorship of new positive masculine identities can address the negative consequences of restrictive gender role socialization. Through a review of the literature, this paper explores expanding conceptualizations of masculinity using Kiselica and Englar-Carlson's (2010) *Positive Psychology/Positive Masculinity* (PPPM) model and Davies, Shen-Miller, and Isacco's (2010) notion of *possible masculinities*, as a means to reduce GRC and address the mental health concerns of post-secondary men. Possible masculinities based on positive masculine traits, such as self-efficacy, courage, and heroism (Kiselica & Englar-Carlson, 2010), can free young men to deconstruct internalized unhealthy masculine conceptualizations and develop positive, internally-grounded masculine identities. Positive masculinity has slowly been incorporated into some post-secondary campus programs in the United States. However, comprehensive research and evaluations of these initiatives are overdue. Furthermore, in Canada the emergence of positive masculinity on campuses has been slower than in the United States. As much of the literature on post-secondary men has emerged from the United States, suggestions are made for future research on Canadian post-secondary populations as well as counselling implications for Canadian campus counsellors.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Counselling Psychology /
Psychologie du counseling**#30 45822 POSITIVE INTERACTIONS WITH PARENTS PROMOTE WELL-BEING IN
EMERGING ADULTHOOD: FINDINGS FROM A DAILY DIARY STUDY**

Sasha Allen, University of Toronto; Elaine Scharfe, Trent University; Danielle Molnar, Brock University; Chloe Hamza, University of Toronto; Abby Goldstein, University of Toronto

Although it is well established that parents play an important role in promoting mental health and well-being in their emerging adult children, there is little current research on *daily* parent-child interactions and well-being in emerging adulthood. Using data from a daily diary study on parent-emerging adult relationships and well-being, the current study examined pathways from parent-emerging adult relationship dynamics to daily interactions and well-being in emerging adulthood. Emerging adults (M age = 19.77, SD = 1.41) completed baseline surveys on perceptions of parents and then reported on interactions with parents and well-being for 30 days. Baseline positive parent-child dynamics (autonomy-support, involvement, and warmth) were associated with (average) positive daily parent-child interactions (feeling listened to, getting guidance, feeling connected). Only mothers' parenting was associated with (average) negative daily parent interactions (parental criticism). As expected, greater daily parental criticism was associated with lower well-being, whereas greater positive interactions were associated with greater well-being. These findings highlight the ongoing influence that parents have on the daily well-being of their emerging adult children. Fostering positive and developmentally-appropriate parent-child interactions is an important target for interventions.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Counselling Psychology /
Psychologie du counseling**#31 45269 EMOTION-FOCUSED GROUP THERAPY FOR BULIMIA NERVOSA:
TREATMENT EFFECTS ON EATING PATHOLOGY AND SHAME***Jennifer Bartlett*, University of Alberta; *William Whelton*, University of Alberta; *Amanda Stillar*, University of Alberta

Bulimia nervosa (BN) is a complex disorder characterized by binge-eating, purging, secrecy, and an abundance of painful emotions among the most prevalent of which is shame. Our most popular approaches to treatment have shown moderate success. However, it is true that these treatments promote recovery in only half of all cases, thus necessitating the search for alternative treatment options. This study examined the effectiveness of emotion-focused group therapy (EFT-G) in the treatment of BN, with a particular focus on reducing eating pathology and shame. This study employed a single subject withdrawal (A-B-A) design to examine change on outcome measures for bulimia symptomology, internal shame, and external shame among ten women with symptoms of BN. Measures were repeatedly administered before, during and after treatment. Data was analyzed via graphing and visual examination for clinically significant changes. Results show that the majority of participants experienced a reduction in bulimia symptomology with six participants achieving a clinically significant change. The majority of participants also experienced a reduction in internal shame with half of participants achieving a clinically significant change. External shame showed the least change across participants, with limited clinically significant change. Additionally, participants exhibited non-linear processes of change characterized by periods of deterioration and improvement. It can be concluded that EFT-G is a viable treatment alternative for BN and that recovery occurs in a non-linear fashion. Findings highlight the need for an in-depth investigation of EFT-G in the treatment of eating disorders, including a systematic comparison to existing methods of treatment.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Counselling Psychology /
Psychologie du counseling**#32 45184 GOAL-DIRECTED SUPPORT FOR YOUNG ADULT NEWCOMERS TO
CANADA: CASE STUDY OF AN INTERNATIONAL STUDENT COUPLE***Mindy Ming-Jung Chiang*, University of British Columbia; *Mathew Gendron*, University of British Columbia; *Meredith MacKenzie*, University of British Columbia; *Kesha Pradhan*, University of British Columbia; *Shalet Rosario*, University of British Columbia; *Alejandra Botia*, University of British Columbia; *Vanessa Silva*, University of British Columbia; *Christine Yu*, University of British Columbia; *Jose Domene*, University of Calgary; *Yan Liu*, University of British Columbia; *Natalee Popadiuk*, University of Victoria; *Richard Young*, University of British Columbia

Young adult newcomers to Canada must navigate the intersecting transitions to a new country and adulthood, confronting both the challenges of adjusting to a new socio-cultural environment and the demands to plan and pursue long-term life goals. This case study describes the transition experience of a young couple, undergraduate international students at a Canadian university, navigating career decisions after graduation. Their transition experience was facilitated through a novel supportive counselling intervention grounded in the Contextual Action Theory. This intervention is logistically based on the qualitative action-project method and implemented over approximately 4 months. Components of the intervention include video-assisted self-reflection, narrative feedback and identification of goal-directed projects, as well as supportive telephone follow-up to monitor progress toward these goals. This poster provides an in-depth case illustration of how the goal-directed projects identified with the young couple in the intervention—to foster more effective communication between themselves around career and finding ways to facilitate their respective career explorations—were lived out through action, particularly joint action. It also outlines how the projects evolved over the course of the intervention as the young individuals navigated differing expectations faced in the Canadian context and from their families back home. The poster highlights how the supportive intervention facilitated the development of these projects by helping the couple better understand their interactions and themselves, and focus on important career and life goals. These results suggest the utility of the intervention in providing effective counselling support for young adult newcomers to Canada navigating challenging transitions.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

Poster Session "D" /
Présentation par
affichage

Counselling Psychology /
Psychologie du counseling

#33 46260 VARIABLES ASSOCIATED WITH COUNSELLORS ATTITUDES
TOWARDS WORKING WITH CLIENTS WITH SUBSTANCE USE DISORDERS

Zachary Cornfield, University of British Columbia; Anita Hubley, University of British Columbia

Background: Substance Use Disorders (SUDs) are a significant and growing problem for Canadians; low rates of SUD treatment entry and retention suggest that our SUD treatment system requires improvement. Most counsellors are likely to see clients with SUDs during their careers and their attitudes towards these clients will strongly influence the therapeutic value of these encounters. Little is known about counsellors' attitudes towards working with such clients or the factors that contribute to them, thus providing the purpose and rationale for the current study.

Methods: Counsellors (N=263) were recruited from an online Canadian directory and completed an online survey about their attitudes and numerous variables related to education and experience, the workplace, and various personal factors.

Results: Counsellors' attitudes were mostly positive. An ordinary least squares multiple regression was conducted to determine which variables were predictive of counsellors' attitudes in the presence of the other variables. Frequency of contact with clients with SUDs, workplace situational constraints, feelings of anger towards people with SUDs, and counsellor age were the only significant predictors of counsellors' attitudes.

Conclusions: Counsellors who tend to be younger, frequently see clients with SUDs, work in environments supportive of this type of work, and have less frequent feelings of anger toward these clients are more likely to have positive attitudes towards clients with SUDs.

Impact: This study helps inform us about what supports are needed to help counsellors. Providing more supports for counsellors who work with clients with SUDs is critical to ensure positive and effective client experiences.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

Poster Session "D" /
Présentation par
affichage

Counselling Psychology /
Psychologie du counseling

#34 45461 SCHOOL COUNSELLORS PERCEPTIONS OF STUDENT SEXTING
BEHAVIOUR

Courtney Cribb, MUN/ HRSB; Greg Harris, MUN

Sexting is a relatively recent phenomenon that involves the sending, receiving and sharing of sexually explicit photos through cell phone messages and online social media platforms (Chalfen, 2009; Lenhart, 2009; Ringrose et al., 2012). Research has demonstrated that some youth are engaging in sexting and that these behaviours have implications for schools and school professionals. It has been suggested that sexting behaviours may have serious mental and physical impacts on students (Van Ouytsel, Walrave & Van Gool, 2014). The present study was designed to explore school counsellors' views on their experiences with student sexting. A generic qualitative research design was employed and semi-structured interviews were conducted with five participants. Results from this study were divided into three major themes: Prevention and Preparation, School Counsellors' Roles, Responsibilities and Introspection and School Counsellors' Perspectives on Specific Aspects of Student Sexting. It is evident that school counsellors are in a unique position to support students. The findings indicate that sexting is perceived as an issue within schools and that more prevention and preparation are necessary to address the needs of students. As such, more research is necessary to establish effective sexting prevention and intervention strategies for students and proper training for school counsellors, staff and parents.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**

Counselling Psychology /
Psychologie du counseling

**#35 44802 IMPORTANT AND INFLUENTIAL DECISION FACTORS FOR STUDENTS
CHOOSING COUNSELLING PSYCHOLOGY PHD PROGRAM IN CANADA**

Thomas Douce, University of British Columbia; Robinder Bedi, University of British Columbia

Greater attention by graduate programs to the experience and decision process of applicants can help programs enroll students who will enrich and thrive in their programs. In this study, we conducted a survey of 36 students in Canadian counselling psychology PhD programs. Participants responded to a list of 25 decision factors pertinent to choosing a program, rating them in terms of what they deemed personally important, and in a second rating, actually influential on where they applied. In addition, we used thematic analysis of free response questions to gain a more thorough understanding of how respondents assessed fit in programs. Trends based on our sample of 36 students (79% female, 76% Caucasian) across all five doctoral programs in Canada show that for most comparison factors, the factor's personal importance to applicants is rated higher than its influence on their decisions to apply. Quality of clinical training was deemed most important to applicants, followed by accreditation, interpersonal fit with a faculty mentor, program reputation, faculty research interests, and the emotional atmosphere of the program. A similar set was reported for the most influential factors on the choice to apply, except that emotional atmosphere exerted a weaker influence, whereas geographic location played a stronger role. These results confirm findings in similar populations indicating the vital role of interactions with faculty. Key recommendations based on these data include that programs can become more competitive by fostering and conveying a positive emotional atmosphere, and by showing convincing evidence of high-quality clinical training.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**

Counselling Psychology /
Psychologie du counseling

**#36 44806 PSYCHOLOGISTS' EXPERIENCES CONDUCTING SUICIDE RISK
ASSESSMENTS**

Jonathan Dubue, University of Alberta; William Hanson, University of Alberta

Assessing suicide is a stressful and complicated process, one that health professionals often list as their greatest clinical difficulty. Recent literature suggests that health professionals have diverse suicide risk assessment (SRA) practices, the study of which has led to better training and less patient suicide. However, no such research has been conducted for psychologists, despite regularly treating suicidal clients.

The overarching research question is “What are psychologists' experience of conducting SRA?”, with an additional focus on how psychologists perceive suicidal clients, how psychologists are affected by SRA, and how psychologists view their SRA training. To answer these questions, an interpretative phenomenological analysis (IPA) qualitative design was used and five registered Canadian psychologists were interviewed about the essence of their SRA experiences. Results suggest psychologists' experiences differ greatly from other health professionals, as psychologists have more time, resources, and training to conduct SRA. However, psychologists also reported a wealth of professional insecurities and personal fears in conducting SRA, leading to confusion about best practices when treating a suicidal client.

These results are enlightening and important to the field of psychotherapy, as they inform psychologists' current ethical, training, and practical difficulties with SRA. By knowing how psychologists conduct and respond to SRA, training can be enhanced, and suicidal clients can be better assessed and helped. Furthermore, with recent empirical evidence suggesting SRAs are largely ineffective, new SRA approaches are necessary.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Counselling Psychology /
Psychologie du counseling**#37 45314 PREDICTORS OF TURNOVER INTENTION IN SCHOOL GUIDANCE
COUNSELLORS***Julia Greenham*, Memorial University of Newfoundland; *Kayla Hollett*, Memorial University of Newfoundland ; *Gregory Harris*, Memorial University of Newfoundland; *Nicholas Harris*, Memorial University of Newfoundland

Turnover is a significant problem in the school system, but little research exists regarding turnover and turnover intention among school counsellors. The school counsellor's role is imperative to the success of any school system, and therefore it is important to understand the variables that may be related to turnover intention among these individuals. The present study investigated workplace stress, employee self-esteem, organizational identification, organizational commitment, and demographic variables as the possible predictors of turnover intention among school counsellors in Newfoundland and Labrador, Canada. Participants ($N=98$) were contacted via email and completed a 15-minute online survey. The results of a sequential regression analysis revealed that tenure as a school counsellor, one dimension of work stress (effort), and one dimension of organizational identification (in-group ties) predicted turnover intention in this population. Implications and recommendations are discussed with a focus on collegial relationships and workload among school counsellors in Newfoundland and Labrador.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Counselling Psychology /
Psychologie du counseling**#38 45982 THE STRENGTHS, HOPE AND RESOURCEFULNESS PROGRAM FOR
TEACHERS (SHARP-T)***Chelsea Hobbs*, University of Alberta; *Wendy Edey*, University of Alberta; *Regan Holt*, Edmonton Public Schools; *Rebecca Hudson Breen*, University of Alberta; *Denise Larsen*, University of Alberta; *Avivit Cherrington*, Nelson Mandela University

Teaching is a highly challenging and complex profession. Teachers face increasing workloads, poor school culture, and the inclusion of students with varying needs in the same classroom. These factors contribute to low workplace morale and high anxiety for many teachers (Nolan & Stitzlein, 2011). Hope serves as an essential and sustaining factor when facing stressful workplace conditions (Flesaker & Larsen, 2010; Snyder, 2005), and is especially necessary when enduring and overcoming challenges in educational contexts (Nolan & Stitzlein, 2011). Using a qualitative case study design (Yin, 2012), researchers will examine a hope and strengths-focused intervention with Canadian teachers. This pilot project adapts an established and empirically supported hope and strengths group program (i.e., SHARP-CP and SHARP-PWP) employed in health psychology settings for new use with teachers. Research has shown the program to be flexible in response to context and to enhance participants' hope, emotional well-being, and life-engagement (Howell, Jacobson, & Larsen, 2015). The structured program is relatively simple to deliver with strong potential for wide-spread rollout should evidence of effectiveness be found. The goal of the SHARP-T program is to enhance engagement, hope and emotional well-being in schools. The program is also anticipated to contribute to the creation of transformative spaces for teachers, enabling autonomy and agency to sustain their well-being, as well as possibly empower teachers for social change in their school community (Olivier, Wood & De Lange, 2009). Observations, questionnaires and interview data will be analyzed using constant comparative analysis to determine initial impact/effectiveness of the program.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**

Counselling Psychology /
Psychologie du counseling

#39 45987 UNDERSTANDING THE LIVED EXPERIENCE OF HOPE FOR WOMEN WHO HAVE MISCARRIED

Chelsea Hobbs, University of Alberta; Denise Larsen, University of Alberta

Miscarriage is a common, often isolating, and life-altering experience. Unacknowledged loss and deep psychological distress are frequently accompanied by poor coping strategies and the risk of negative long-term emotional outcomes. Across the grief literature, hope is identified as an important factor, helping those who face profound loss to find a future with which they wish to re-engage. An important contributor to healthy living, hope is consistently linked with life satisfaction (Demirli, Türkmen, & Arık, 2015; Satici, 2016) and is a defining attribute of resilience (Gillespie, Chaboyer & Wallis, 2007). High levels of hope are strongly tied to positive life outcomes (Brazeau & Hannah, 2018; Cheavens, Michael & Snyder, 2005). Employing Smith, Flowers and Larkin's (2009) articulation of interpretative phenomenological analysis (IPA), this study will answer the following research question: How do women experience hope following a miscarriage of their first pregnancy? Analysis will be represented as emergent themes both within and across cases. Findings are expected to describe how women experience hope following the loss of a pregnancy, including identifying threats to hope, processes related to hope, and where hope is found. The research will result in deepened understandings of miscarriage loss and inform psychologists, physicians, nurses, midwives and doulas on how to better support women with sensitive hopeful approaches that foster growth through and beyond miscarriage.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**

Counselling Psychology /
Psychologie du counseling

#40 45792 EXAMINATION OF THE EFFECT OF MANDATORY CONTINUING EDUCATION ON TRAINING PRACTICES OF QUEBEC PSYCHOLOGISTS

Catherine Hébert, Educational & Counselling Psychology, McGill University; Leah Beaulieu, Educational & Counselling Psychology, McGill University; Stacy Bradley, Nova Scotia Health Authority; Lyane Trepanier, Educational & Counselling Psychology, McGill University; Andrea Reyes, Educational & Counselling Psychology, McGill University; Martin Drapeau, Department of Educational and Counselling Psychology, McGill University

Background/rationale: Continuing education (CE) is a valued and widely promoted practice across the helping professions. Despite this, investigation into the CE practices of Canadian psychologists is lacking. In particular, it remains unclear if mandatory, as opposed to voluntary, continuing education has positive effects on the practices of these professionals. The enactment in 2012 of Bill 21 in Quebec, which imposes 90 mandatory hours of CE every five years for psychologists who practice psychotherapy, provides an excellent opportunity to examine the effects of making CE mandatory. The present study examined continuing education practices of psychologists pre- and post-Bill 21.

Methodology: Data were collected via surveys sent to practitioners in 2006 ($n=473$) and 2017 ($n=179$).

Results: showed that psychologists spent more money on CE activities, but devoted significantly less time to CE in 2017 as compared to 2006.

Conclusions: Implications for future research, practitioners, regulatory bodies, and the general public are discussed.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Counselling Psychology /
Psychologie du counseling**#41 45649 THE EFFECT OF TREATMENT PREFERENCE ON COMPLIANCE AND
SATISFACTION FOR SOCIAL ANXIETY DISORDER***Jessica Ilton, University of Ottawa; Diana Koszycki, University of Ottawa*

There is accumulating evidence that treatment preference may significantly impact treatment compliance and satisfaction. Little is known about how treatment preference for a conventional therapy versus an alternative intervention would influence treatment outcome. The primary objective of the current study was to determine whether treatment expectancy and preference for a mindfulness intervention adapted for Social Anxiety Disorder (SAD; MBI-SAD), cognitive behavior group therapy (CBGT), or no preference, would influence treatment compliance and satisfaction. The sample included 97 participants who met the DSM-5 criteria for SAD. After selecting a treatment preference, participants were randomly assigned to a treatment group. Analyses were conducted to determine if

being matched to one's preferred treatment influenced compliance and satisfaction, and if those with no preference differed from those with a preference. Additional analyses determined if participants' perceptions of credibility and expectations and match to treatment influenced compliance and satisfaction. Results indicated that CBGT met expectations more often than did MBI-SAD when participants were matched to their preferred treatment. When participants were matched to their preferred treatment or had no preference, they were more compliant with homework than those who were not matched. Those with no preference had lower attendance than both the matched and not matched groups. Perceived credibility and expectancy were higher for those who were matched to their preferred group, however this did not have an impact on compliance and satisfaction. The remainder of the analyses did not find a relationship between treatment preference or match to treatment on compliance or satisfaction.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Counselling Psychology /
Psychologie du counseling**#42 44386 EXPLORING MY EXPERIENCES WITH INDIGENOUS COMMUNITIES:
AN AUTOETHNOGRAPHIC REFLECTION***Haley Keast, University of Calgary*

The aim of this study was to assist the researcher in becoming an allied researcher with Indigenous communities. Additionally, the self-exploration process allowed the researcher to engage in the preliminary groundwork for future work with Indigenous communities that is culturally sensitive. As a Euro-Canadian woman, becoming aware of my own values, beliefs, biases, and motivations for engaging in research and working with Indigenous communities was important in facilitating a better understanding of relationship with Indigenous communities. The self-analysis and reflexive nature involved in autoethnography aligns well with Indigenous cultural practices (Whitinui, 2014; Karki, 2016); thus, narrative autoethnography was used to evaluate my personal experiences and connect them to wider cultural understandings and systems. Three separate stories in relation to my work with Indigenous communities and how they have impacted my role as a counsellor were documented and thematically analyzed. Themes of an outsider looking in, navigation of privilege, the consequences of history, community and belonging, and transformative growth were identified and discussed. As a non-Indigenous person it was critical that I explore and critique my own experiences to further understand the culture, locate myself in the context of colonialism, and leave behind a “settler mentality” (Regan, 2010) to ensure I am applying decolonizing aims in future work.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**

Counselling Psychology /
Psychologie du counseling

**#43 45521 THE JOURNEY OF BECOMING AN ALLY WITH THE TRANS
COMMUNITY: DEVELOPING A COMMUNITY PORTFOLIO**

Haley Keast, University of Calgary

The community portfolio is a series of assignments that were designed for counselling students to gain further knowledge and awareness about an unfamiliar cultural community (Sinacore & Kassan, 2011). This poster presentation will provide an overview of how I completed my community portfolio and gained a better understanding in working with the trans community from a counselling perspective. The purpose of the portfolio was to learn more about the current strengths, challenges, and adversities that still face the community through a variety of learning tasks (Kassan & Green, 2016). Additionally, the completion of this portfolio promoted self-awareness and knowledge of personal biases, power, privilege, and oppression regarding the trans community. In this poster, the outcomes of the different learning tasks completed for the community portfolio will be presented, including: 1) an assessment of knowledge, experiences, and biases prior to engaging with the community, 2) an annotated bibliography, 3) an examination of resources for the trans community, 4) an investigation of how the media depicts the trans community, 5) an interview with a healthcare provider, and 6) the participation in a community event. A reflection of my experience is discussed with consideration to diversity, the strengths and challenges of developing the portfolio, and how the learning tasks impact social and cultural responsiveness as a clinician. Furthermore, clinical implications are discussed regarding the implementation of multicultural practice as a counsellor.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**

Counselling Psychology /
Psychologie du counseling

**#44 46092 HOW DO COMMUNITY MENTAL HEALTH WORKERS MAINTAIN
WELLNESS WHILE RESPONDING TO THE FENTANYL OVERDOSE CRISIS?**

Matthew McDaniel, The University of British Columbia; William Borgen, The University of British Columbia

This research investigates how Community Mental Health Workers (CMHWs) maintain wellness while responding to the recent fentanyl overdose crisis. The overdose crisis has resulted in the addiction related deaths of over 1000 British Columbia residents in the last year, putting strain on the CMHWs that are working to save their lives. Working from within client communities, CMHWs have become first responders in this crisis, needing to administer anti-overdose drugs and perform CPR to keep their clients alive. However, despite the difficulties involved, some CMHWs report functioning well in the long-term. To the author's knowledge these workers have never been asked to put in their own words what is contributing to their wellness. The discovery of what is helping these workers in their pursuit of wellness has the potential to increase the effectiveness of the supports provided within difficult work environments, while adding to our overall understanding of human stress and coping processes. Using the Enhanced Critical Incident Technique, approximately 15 workers will be asked what is helping, what is hindering, and what might help them in maintain their personal wellness while doing this work. Their answers will be analyzed with practical uses of the information in mind. Data collection and analysis has begun, with a study completion date projected for May, 2019. Addressing this gap in our knowledge may increase the skills and delivery methods that are required to effectively respond to crises of this kind, while contributing to the creation of a more innovative, resilient, and culturally rich society.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

Poster Session “D” /
Présentation par
affichage

Counselling Psychology /
Psychologie du counseling

**#45 46372 SCHOOL INTEGRATION AMONG CANADIAN NEWCOMER YOUTH:
A NEW QUALITATIVE METHODOLOGY**

Rabab Mukred, University of Calgary; Anusha Kassan, University of Calgary; Suzanne Goopy, University of Calgary; Nancy Arthur, University of Calgary

Background/Rationale: In this study, newcomer youth are placed as experts of their own experiences in order to shed light on process of integrating into the school system in Canada following migration. This phenomenon of *school integration* will be investigated through an art-based ethnographic research design. Two main research questions will be addressed: 1) *How do newcomer youth experience school?* and 2) *How do these experiences influence their positive integration into the school system?*

Methods: The research consists of two phases: 1) cultural probes and qualitative interviews, and 2) focus groups. Participants use cultural probes (e.g. cameras, diaries, maps) to document their experiences during the first phase. After two weeks of documentation, this is followed by an individual semi-structured interview. The second phase consists of the participation in three focus groups, in which all the participants will collectively share their experiences on a particular theme derived from the first phase of the study.

Results: The significant themes that have emerged include: a) general school culture; (b) trying to fitting in; (c) family and peer relationships; as well as (d) growing self-identity. This poster will unpack on the last theme, growing self-identity, exploring its multiple sub-themes (i.e. exclusion, inclusion, and impact on mental health and wellbeing).

Conclusions: Identity negotiations seems to have had the largest impact on the participants in this study.

Action/Impact: Results highlight the needs of newcomer youth as they integrate into their new Canadian environment and allow service providers to ensure the nurturement of their well-being and sense of inclusion.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

Poster Session “D” /
Présentation par
affichage

Counselling Psychology /
Psychologie du counseling

**#46 45447 UNIVERSITY VARIABLES ASSOCIATED WITH SUCCESSFUL MATCH
RATES OF APPIC FOR CANADIAN DOCTORAL STUDENTS**

Ava Outadi, University of British Columbia; Robinder Bedi, University of British Columbia

The professional psychology field is dealing with a quandary, where the number of Association of Psychology Postdoctoral and Internship Centers (APPIC) match rates have been hovering around 80%, since 2000. This has been labelled as the internship imbalance. This study will examine if certain university/program variables are associated with receiving an APPIC internship.

Data was collected from Maclean’s Magazine (2017 University Edition) and from all (N = 30) CPA accredited doctoral clinical and counselling programs’ websites. The 30 programs included, 25 clinical and five counselling psychology programs. Spearman’s Rank Order Correlation was ran to examine if there are any associations between APPIC match rates and five different university/program variables. Since population parameter values were collected, the results are strongly suggestive.

The results showed university wealth defined by Maclean’s as “operating expenditures per weighted fulltime student” is associated with APPIC match rates ($\rho(28) = .362, p = .049$), and the average number of years for completing the clinical/counselling doctoral program ($\rho(28) = .417, p = .048$). This indicates that it is possible, successful APPIC match rates are associated with universities that reported longer PhD programs, as well as more university wealth.

The data from this study can possibly help future doctoral students in choosing a university, where they can maximize their chances of receiving an APPIC internship. On the other hand, this could help ignite a conversation about policy changes within APPIC to ensure a more balanced and fair opportunities for all professional psychology students.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**

Counselling Psychology /
Psychologie du counseling

#47 46160 CANADIAN UNIVERSITY COUNSELLING AND PSYCHOLOGICAL SERVICES: EXPLORING CURRENT APPROACHES AND STUDENT PERCEPTIONS

Abigail Peyton, Grenfell Campus, Memorial University; Jennifer Buckle, Grenfell Campus, Memorial University; Veronica Hutchings, Grenfell Campus, Memorial University

Across Canada, counselling and psychological services at universities have experienced an increase in both the student demand for assistance and the complexity of presenting issues. In response to these changes, there has been increasing discussion about the role of these services on campus, the resources allocated to them, and the range of interventions provided. While the literature in this area is limited, it does suggest that many universities are struggling to meet the needs of their students and have attempted to address these needs through the implementation of various systems and methods (e.g., triage systems, online services). Students' perceptions of the adequacy and availability of on-campus counselling and psychological services are not well represented in the literature. The present study explored two main goals. The first goal was to provide a broad overview of the current range of campus counselling and psychological services offered at 43 Canadian universities. The second goal study was to provide an in-depth exploration of students' perceptions of the counselling and psychological services provided on a small, primarily undergraduate, university campus. By offering an in-depth analysis of students' perceptions, embedded within the broader Canadian context of current campus counselling and psychological services, a deeper, more complete understanding of these services and students' perceptions of them is achieved.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**

Counselling Psychology /
Psychologie du counseling

#48 45637 MULTICULTURAL PRACTICE WITH CANCER PATIENTS: A SYNTHESIS OF THE LITERATURE

Maryam Qureshi, University of Calgary; Anusha Kassin, University of Calgary

Rationale: Cancer patients seeking therapy often exhibit elevated existential distress. Individuals from racialized/minoritized backgrounds may experience unique stressors, or have different styles of coping, through the lens of their culture (i.e. spirituality, religion), which psychologists may not be adequately aware of. As such, a review of the literature is warranted to assess the multicultural competence of psychologists in cancer-care.

Method: This is a scoping review in nursing, medical, social work, spiritual care, palliative care, and psychology journals using keywords such as: Cultural competence, oncology/cancer, counselling/therapy, spirituality, religion, ethnic minority. Articles with relevant abstracts are being included, and screened again after reading in full.

Results: Much of the literature addressing cultural competence in oncology is targeted towards *nurses* and/or *physicians* rather than psychologists. Where spirituality or religion are specifically concerned, studies in *chaplains* evaluate how the provision of specific spiritual care needs increase quality of life, and if untended result in distress, and desire for hastened death. Research in *psychology* evaluates cultural competence in genetic counselling for cancer, or looks at how patients use culturally-influenced coping methods (spirituality, religiosity). Majority of studies are concerned with only advanced cancer populations or any palliative populations, despite this being a concern throughout the cancer trajectory.

There is a general lack of literature evaluating multicultural competence in *psychologists*, and even less research addressing *ethnic minorities*.

Implications: In our Canadian context of ethnic diversity, these concerning results highlight the need for further study to ensure we are not marginalizing minority needs and providing culturally sensitive care.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session "D" /
Présentation par
affichage**Counselling Psychology /
Psychologie du counseling**#49 44883 THE LIVED EXPERIENCE OF HOPE IN THE SUCCESSFUL EARLY
CAREER TRANSITIONS OF ELITE AMATEUR BALLERINAS***Tricia Sandham, University of Alberta; Denise Larsen, University of Alberta*

Establishing a vocational identity is a vital developmental task of childhood that carries into adolescence. If not well defined by late adolescence, a lack of vocational identity can have negative effects on mental health, and delay the transition to adulthood work life. However, a high commitment to a chosen career with a concomitant lack of alternate career exploration can have equally negative outcomes. This research examines the lived experience of hope among elite amateur ballet dancers who make early and successful transitions to second careers. Many ballet dancers emphasize career goals to the exclusion of a broad education, leaving them unprepared for second careers. Ballet careers are short and amateur commitment is no guarantee of achieving professional status. Failure to achieve professional status and premature retirement is often exceedingly difficult. This transition can lead to depression, loss of identity, loss of social support, decreased self-confidence, and anxiety. In short, hopelessness often pervades retirement with no viable future apparent. This is particularly concerning given research highlighting the importance of hope in major human change processes. Interpretative Phenomenological Analysis was used to explore how former elite female amateur ballet dancers experience hope as they successfully transition to meaningful alternate careers. Three semi-structured interviews were conducted with 10 women. Preliminary findings suggest that hope is found through other forms of dance, important others, creating new future goals, and evolving identity development. Findings will aid counsellors in their work with former elite ballet dancers and similar elite athletic and artistic populations.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session "D" /
Présentation par
affichage**Counselling Psychology /
Psychologie du counseling**#50 46395 A QUALITATIVE STUDY OF CLINICIANS UNDERSTANDING OF THE
COMPONENTS OF MINDFULNESS IN TORONTO***Syeda Shireen, University of Toronto*

The emerging field of contemplative science that draws on knowledge from eastern traditions faces the challenge of trying to empirically understand it from the point of view of western conceptualization. This study aims to bridge the gap between eastern conceptualizations of mindfulness and its utilization in western clinical practice, with a focus on equanimity. Equanimity is described as the essential attitudinal component in mindfulness and as one of its core mechanisms of action. It is defined as an even-minded mental state or dispositional tendency towards all experiences regardless of their affective valence or source. This study answers the following research question: how is mindfulness, and specifically equanimity, conceptualized by clinicians engaged in mindfulness practice in clinical settings in Toronto? Such an exploration allows for a meeting of perspectives on mindfulness and equanimity from both modern psychology and classical Buddhist psychology. A qualitative, phenomenological research design was utilized by conducting semi-structured interviews with eight psychotherapists who also practice as mindfulness teachers. Data was collected on their understanding of the components of mindfulness and the concept of equanimity. The implications of the results are in refining the current definitions of mindfulness and equanimity. Such an understanding of these concepts can then be applied to the development of more precise measurement tools and focussed interventions and training programs.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session "D" /
Présentation par
affichage**Counselling Psychology /
Psychologie du counseling**#51 45408 EXPERIENCING INTEGRATION INTO HIGH SCHOOL IN CANADA:
AN ART-BASED ETHNOGRAPHIC STUDY WITH NEWCOMER YOUTH***Danielle Smith*, University of Calgary; *Anusha Kassan*, University of Calgary; *Susanne Goopy*, University of Calgary; *Nancy Arthur*, University of Calgary

Due to a dramatic increase in immigration in Canada in recent years, the fabric of our country is shifting, and newcomer youth are now a vital part of our communities (Government of Canada, 2017). While there has been a lot of research completed with newcomer youth (Sinacore, Kassan & Lerner, 2015), much of this research has been quantitative in nature and has focused on a narrow set of factors (Berry, Phinney, Sam & Vedder, 2006). The following research hopes to highlight the individual voices of newcomer youth and create a more nuanced account of their experiences. As such, a social justice framework is used to unearth the inequalities that newcomer youth face with the goal of creating equal engagement of all groups within society (Stewart, 2014).

This study employs an art-based ethnographic research design (Goopy & Kassam in press) in which students are given a set of cultural probes (e.g. camera, journal, map) and asked to document their experience of integration into a high school in Canada. Data collected from these probes is used to inform individual interviews and focus groups, which are then analyzed using Wolcott's ethnographic procedures (Wolcott, 1994). This study is currently underway and data collection will be completed by December 2018. The themes discovered during this analysis will hopefully illuminate the lived experiences of newcomer youth and their experiences integrating into the school system in Canada. This research will have implications for educational policies, as well as service providers such as teachers, social workers, and psychologists.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session "D" /
Présentation par
affichage**Counselling Psychology /
Psychologie du counseling**#52 45633 EXPLORING STAGE AND DIMENSION MODELS OF CLINICAL
SUPERVISOR DEVELOPMENT***J. K. Payden Spowart*, University of Calgary

Clinical supervision is a distinct specialty within the field of professional psychology (Bernard & Goodyear, 2019). As an individual takes on the unique role of a clinical supervisor, they undergo a significant and potentially lifelong transition. Despite efforts to clarify the process of becoming and developing as a clinical supervisor, there is no widely adopted understanding of this complex and multifaceted process (Thériault & Gazzola, 2018). This poster will present the primary efforts to describe this process, which includes models of supervisor development. I will present on each of the seven models, illustrate points of convergence and divergence across each of these models, highlight gaps in each of these models, and proposed promising areas of future research related to models of supervisor development. For example, while recent models of supervisor development have moved away from development as advancing through distinct stages and towards development as growth along dimensions, models remain conceptual in nature. Thus, research efforts are needed to verify the specific dimensions of development, as well as the experiences of supervisors at various points in their career, to help bring validity to newer models.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Counselling Psychology /
Psychologie du counseling**#53 46251 A CALL TO ACTION: ANTI-BULLYING INITIATIVES IN POST-SECONDARY AND WORKPLACE SETTINGS***Jezzamyn Stone, University of Calgary; Danae Laut, University of Calgary; Jenna Young, University of Calgary; Franziska Kintzel, University of Calgary*

There has been much research and attention given to bullying and anti-bullying campaigns directed at school-age children. Although not often acknowledged, bullying past grade-school persists into adulthood, impacting the well-being and adaptive functioning of individuals in post-secondary and workplace environments. This poster serves as a call to action in order to draw professionals' attention to adult bullying and intervention. Outlining the current literature on the understandings and impact of post-secondary and workplace bullying, the proposed poster aims to understand what next steps are required to develop and implement a post-secondary/workplace anti-bullying campaign and intervention/prevention program. The poster will review the available literature on the effects of: bullying and harassment among adults; prevalence of post-secondary/workplace bullying, harassment, and mental health; and current anti-bullying interventions and awareness initiatives geared toward adults. This review will highlight gaps in the literature and discuss next steps in the development of a post-secondary/workplace anti-bullying initiative.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Counselling Psychology /
Psychologie du counseling**#54 45755 THE KINDNESS OF STRANGERS: A NARRATIVE STUDY ON COMPASSION TOWARD AND FROM UNFAMILIAR PEOPLE***K. Jessica Van Vliet, University of Alberta*

Theory and research suggest that compassion—whether from others, toward others, or toward oneself—are fundamental to adults' positive functioning and well-being (Gilbert, 2009; Mikulincer & Shaver, 2007). Yet psychology has much to learn about the specific contexts in which adults are most receptive to giving and receiving compassion, and how under specific conditions, compassion may have transformative effects. This narrative research project, which was part of a larger mixed methods study, explored the stories of 63 culturally diverse adults who wrote narratives and were later interviewed about significant experiences of giving or receiving compassion. In approximately one third of cases, compassion was directed toward or from strangers. Data were analyzed utilizing thematic analysis (Braun & Clarke, 2006) and content analysis (Elliot, 2005). The findings point to specific situational, interpersonal, cultural, and cognitive aspects of the experiences that made compassion from or toward strangers particularly meaningful for participants. In addition, the findings offer insight into factors related to people's openness to giving or receiving compassion from others. Implications for potential compassion-based counselling interventions are discussed.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Counselling Psychology /
Psychologie du counseling**#55 44247 EXAMINING PROTECTIVE FACTORS FOR DELIBERATE SELF-HARM AMONG CHILDREN AND YOUTH WITH HISTORIES OF DEVELOPMENTAL TRAUMA***Rebecca West, 48-12417/TOR; Alan Leschied, Western University; Shannon Stewart, Western University*

Nonsuicidal self-injury (NSSI) is the deliberate, self-inflicted destruction of body tissue resulting in immediate damage without suicidal intent, whereas suicidal self-injury (SSI) includes suicidal intent. Victimization through maltreatment in childhood is among the most extensively studied risk factors for NSSI and SSI. However, the current literature fails to account for protective factors that could moderate this relationship. This study examined social support and executive functioning and their relationship to NSSI and NSSI+SSI among children and youth who have experienced physical or sexual abuse, neglect, and/or have witnessed domestic violence. Data from children's mental health care agencies across Ontario that have used the interRAI Child and Youth Mental Health Assessment, a comprehensive, multidisciplinary mental health assessment system that evaluates child and youth's strengths, preferences and needs, was used. The data included approximately 8,000 children and youth between 7-18 years of age. The data were analyzed using multiple logistic regression. Results are discussed in terms of how clinicians can develop targeted intervention/prevention strategies for NSSI and NSSI+SSI for children and youth who have experiences with trauma, as well as improving the continuity of care of the mental health needs of children and youth.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session "D" /
Présentation par
affichage**Counselling Psychology /
Psychologie du counseling**#56 45462 LIVED EXPERIENCES OF LGBTQ* INDIVIDUALS IN THE CANADIAN
ARMED FORCES: A NARRATIVE REVIEW***Cassidy Wilson*, University of New Brunswick; *Helen Massfeller*, University of New Brunswick

Historically, the Canadian Armed Forces (CAF) has been a heteronormative industry, and as a result much of the research produced on the CAF has been understood from a heteronormative perspective. As more sexual and gender minority groups of people are being drawn to serve their country, there is a growing need to explore their experiences of working in the CAF. This research aims to identify the unique challenges people of sexual and gender minorities may face by identifying as LGBTQ* in the CAF. This narrative review was used to create a platform for this research. The main themes include: (i) violence against LGBTQ* military members, (ii) impact of gender norms, (iii) career satisfaction of LGBTQ* military members, and (iv) recommendations for future research.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session "D" /
Présentation par
affichage**Psychopharmacology /
Psychopharmacologie**#57 44764 COMBINED EFFECTS OF CAFFEINE AND MENSTRUAL PHASE ON
SELECTIVE ATTENTION***Kaitlyn Napier*, Mount Saint Vincent University; *Bronwen Schryver*, Mount Saint Vincent University; *Krista Hull*, Mount Saint Vincent University; *Jenna Bissonnette*, Mount Saint Vincent University; *Randy Newman*, Acadia University; *Derek Fisher*, Mount Saint Vincent University

Selective attention is the ability to enhance processing of relevant information while inhibiting the processing of irrelevant information. Both caffeine and menstrual phase have been shown to affect selective attention abilities; caffeine has been shown to improve accuracy and reaction times on selective attention tasks, while lower levels of progesterone (characteristic of the menstrual phase) have been associated with worsened selective attention and visuospatial abilities. Employing a double-blind, placebo-controlled design, nine women in their menstrual phase performed a visual search task in two separate sessions approximately 28 days apart following the administration of caffeine (200mg) or placebo. Behavioural performance measures (% correct, reaction time) were examined along with EEG-derived event related potentials (ERPs). We specifically examined the P100, an index of early visual processing; the P300, an index of target detection; the N2pc an index of time it takes an individual to locate a target and shift their attention to it. While there were no significant differences in behavioural performance on the visual search task, significantly larger amplitudes of the P100 were found in response to targets during caffeine conditions when compared to placebo as well as decreased latencies of the N2pc. These findings suggest caffeine speeds up target classification and enhances early selective attention to target-related information during the menstrual phase.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session "D" /
Présentation par
affichage**Quantitative Methods /
Méthodes quantitatives**#58 46264 EVALUATION OF RELIABILITY ESTIMATES: THE DEPENDENCE OF
OMEGA HIERARCHICAL ON A CORRECTLY SPECIFIED MODEL***Marie-Louise Donohoe*, York University

Researchers in psychology rely on indirect measurements of constructs. Due to the unobservable nature of constructs, estimating the reliability of psychological measurements (e.g. a scale) is critical. Coefficient alpha is the most widely used estimate of a scale's reliability, although its limitations have been well-documented (Peters, 2004; Yang & Green, 2011). The correct use of coefficient alpha depends on model assumptions which are often violated, resulting in inaccurate reliability estimates. Thus, alternative estimates of reliability, such as omega coefficients (Trizano, et al., 2016), have been recommended. Omega coefficients are calculated differently depending on the hypothesized factor model for a given scale. For instance, omega hierarchical is calculated for a bifactor model. Morgan and his colleagues (2015) have shown that model fit indices can be biased in favour of bifactor models, even when it is not the true underlying factor model structure. Thus, a bifactor model may be chosen over a similar yet theoretically different model (e.g. a higher-order factor model). The effects of factor model misspecification on reliability estimation using omega hierarchical were evaluated using Monte Carlo simulation methods.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Quantitative Methods /
Méthodes quantitatives**#59 44999 MULTIVARIATE MULTILEVEL MODELING OF GROWTH WITH A TIME-VARYING COVARIATE ASSESSED OVER A PARTIAL AGE RANGE***Andrea Howard, Carleton University*

Background: Longitudinal studies often assess some constructs across a longer span of development than others. For researchers who prefer multilevel models (MLM) for growth, an immediate barrier to modeling time-varying effects of constructs assessed over a partial age range is that the conditional likelihood function requires complete predictor data. This study considers whether a multivariate MLM adaptation can incorporate time-varying predictors with such partial coverage.

Methods: I simulated growth in alcohol use (age 14-21) in sample $n=500$ across 1000 replications. Piecewise change was steep through age 17 ($B=.50$) then gradual through age 21 ($B=.125$). Depression was a time-varying covariate through age 17 ($B=.20$). Replications were analyzed in SAS PROC MIXED. Dummy codes isolated repeated measures at 14-17 ($d1=1, d2=0$) from 17-21 ($d1=0, d2=1$). Model intercepts were main effects of dummy codes. Alcohol growth was $d1*age$ (14-17) and $d2*age(17-21)$. Person-mean centered depression was $d1*tvc$, a fixed effect over ages 14-17.

Results: Multivariate MLM recovered fixed effects for growth and time-varying depression (CI coverage from 94.9% to 96.4% inclusion of the population parameter). One but not both intercepts were recovered (95.3% vs. 20.1% coverage). Growth variances (92.1% and 95% coverage), within-person residual (95.2%), and one but not both intercept variances (93.9% vs. 0% coverage) were recovered.

Conclusions: Key fixed effects were recovered without bias. Equality constraints on intercept variance components deriving from a single population intercept are likely needed.

Action/Impact: For researchers preferring MLM software for modeling growth, multivariate MLM is a promising option for studies with a partially-assessed time-varying covariate.

15:30 - 16:30

Halifax Ballroom A-B (Second Floor)

**Poster Session “D” /
Présentation par
affichage**Quantitative Methods /
Méthodes quantitatives**#60 46145 A COMPARISON OF LIMITED-INFORMATION FIT STATISTICS FOR RESPONSE STYLE IRT MODELS***Joshua Starr, McGill University; Carl Falk, McGill University; Scott Monroe, University of Massachusetts, Amherst*

Background/Rationale: To measure goodness of fit for item response theory (IRT) models, full-information fit statistics (Pearson Chi-Square and G2) perform poorly as the presence of many items can yield an abundance of low-frequency response patterns. Limited-information fit statistics such as M2, M2* and C2 have emerged to address this problem. This research evaluates the relative performance of these fit statistics across IRT models popular in response style research. For the multidimensional nominal response model, under which the order of categories is unclear and not assumed, fit statistic performance is unknown and untested. This gap requires attention because some limited-information fit statistics (M2* and C2) operate under the assumption of ordered categories.

Methods: We present a simulation study in which data were either generated from the generalized partial credit model or the multidimensional nominal response model with substantive and extreme response style factors. The strength of loadings was varied for both response styles and substantive factors.

Results: We expect that M2 may exhibit poor performance when substantive loadings are strong, as this induces more sparseness into second-order margins. We also expect that M2* may have little power to detect a misspecified model unless the ordinality assumption about the categories is met. Finally, C2 retains some information about category order from the first-order margins and may provide a good compromise.

Conclusions: This study will illuminate the utility of limited-information fit statistics under assumption violations.

Impact: Researchers will have more knowledge about which test statistic is most appropriate for use in applied settings.

15:45 - 16:15

Atlantic Suite (Second Floor)

**30-Minute Talk /
Présentation orale
(30 minutes)**History and Philosophy
of Psychology / Histoire
et philosophie de la
psychologie**46300 THE USE OF VISUAL INSCRIPTIONS: DISCIPLINARY DIFFERENCES IN
GRAPH, TABLE, AND ILLUSTRATION USE***Lisa Best, University of New Brunswick; Claire Goggin, St. Thomas University; Montgomery Boone, University of New Brunswick; Diane Buhay, University of New Brunswick; Denise Billings, St. Thomas University*

Background: Scientific inscriptions (tables, graphs, diagrams) provide a visual representation of information. Although factors such as paradigm development, methodological approach (Kuhn, 1970), and codification (Zuckerman & Merton, 1973) are used to demarcate hard and soft science, the differential use of visual representations may account for some differences, with researchers in harder sciences relying heavily on visual representation (i.e., Arsenault et al., 2006; Cleveland, 1984). Our purpose was to produce a comprehensive description of how inscriptions are used in disciplines relative to psychology.

Method: 1,322 articles from psychology (see Smith et al., 2002), biology, gerontology (Caissie et al., 2013), criminology and criminal justice (Goggin & Best, 2013), and library and information science (N = 577) journals published between 1980 and 2010. In addition to demographic variables, the proportion of page space dedicated to graphs (FGA; Cleveland, 1984), tables (FTA; Smith et al., 2002), and non-graph illustrations (FIA; Smith et al, 2002) were measured.

Results and Conclusions: Inferential and graphical analyses indicated that mean disciplinary FGA mirrored the traditional hierarchy, with biology and psychology articles including more graphs and fewer tables than criminology and gerontology articles. Nonetheless, a clear demarcation was difficult because sub-disciplinary differences led to significant overlap in FGA, FTA, and FIA; sub-disciplinary variability was often as large as variability between disciplines.

Impact: Scientific inscriptions enhance communication (Latour, 1990) and support the transfer of results from research settings to applied settings (Ahmed & Boisvert, 2003). Using visualisations as knowledge transfer tools support the appreciation of specific research findings.

15:45 - 16:45

Nova Scotia Ballroom A (Second Floor)

**Section Annual
Meeting / Séance de
travail annuelle de la
section**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**SECTION PROGRAM / PROGRAMME DE LA SECTION****45368 HEALTH PSYCHOLOGY AND BEHAVIOURAL MEDICINE BUSINESS MEETING***Kim Lavoie, UQAM/Hopital du Sacre-Coeur de Montreal; Justin Presseau, University of Ottawa*

15:45 - 16:45

Nova Scotia Ballroom D (Second Floor)

**Section Featured
Speaker Address /
Allocution principale de
la section**Rural and Northern
Psychology / Psychologie
des communautés rurales et
nordiques**SECTION PROGRAM / PROGRAMME DE LA SECTION****45316 ETHICS IN CONTEXT: NAVIGATING PROFESSIONAL BOUNDARIES IN
RURAL AND NORTHERN AREAS***Christy Simpson, Dalhousie University*

In rural and northern areas, dual and multiple relationships are both common and, to some extent, expected. For those providing mental health and psychological services, these overlapping relationships can raise a number of questions about how to best ensure that professional boundaries are appropriately maintained with clients. Drawing on recent work in rural health ethics, this talk will examine the nature of these relationships and 'boundaries', challenging commonly held assumptions about providing care in these settings. In particular, stereotypes – both positive (the rural idyll) and negative (the deficit perspective) – that influence how health care in rural and northern settings is broadly framed, and how this relates to traditional understandings of professional boundaries, will be discussed. Closely connected to this, the ways in which health care ethics has an urban bias will be highlighted. This bias needs to be redressed in order to more fully appreciate the values of place and community which are often held by those living in rural and northern communities, and are values which have relevance for professional boundaries. Further, the importance of addressing different standards and expectations regarding professional boundaries which may arise in interprofessional teams, something which may be more obvious and visible when providing care in rural and remote settings, will be addressed. The talk will conclude with some ideas and suggestions about navigating the complexities of professional boundaries in rural and northern areas.

15:45 - 16:45**Symposium**Sexual Orientation
and Gender Identity /
Orientation sexuelle et
identité sexuelle**45813 FROM COMING OUT TO WALKING HAND-IN-HAND: THE INTERPERSONAL EXPERIENCES THAT SHAPE LGBTQ MENTAL HEALTH***Karen Blair, St. Francis Xavier University*

The mental well-being of LGBTQ individuals often ebbs and flows with the valence of interpersonal interactions and relationships that they experience with close friends and family as well as complete strangers. In this symposium, we will examine two different kinds of interpersonal experiences that can have lasting implications for mental well-being in LGBTQ individuals. The first two papers will explore how LGBTQ adults and their parents remember the coming out process and the extent to which these memories overlap and diverge. The first paper presents a qualitative analysis of the coming out narrative, as told by both the LGBTQ individual and one of their parents. The paper analyzes the narratives for points of agreement and disagreement, demonstrating that there are specific patterns of omission within parental memories of their child's coming out. The second paper is from the same study and uses quantitative methods to assess how the level of agreement between the LGBTQ individual and their parent concerning the coming out memory predicts current day mental well-being and parent-child relationship quality. The final paper examines how it is not only close familial interpersonal exchanges that impact LGBTQ health but also exchanges with complete strangers. This paper explores how same-sex couples' experiences of Public Displays of Affection (PDAs) differ from those in mixed-sex relationships, with a specific focus on vigilance and concerns for safety. All three papers will focus on the mental health implications of both positive and negative interpersonal exchanges for LGBTQ individuals.

#1 46192 PUBLIC DISPLAYS OF AFFECTION IN SAME-SEX VS. MIXED-SEX COUPLES: A LACK OF SAFETY NOT DESIRE*Odessa McKenna, St. Francis Xavier University; Karen Blair, St. Francis Xavier University; Diane Holmberg, Acadia University*

Although an abundance of research has identified the powerful importance of touch to human development and well-being, much less research has focused on the role of non-sexual forms of physical touch within romantic relationships. Even less research has examined how the experiences of physical affection may differ as a function of whether a couple is in a public or a private context. The current study utilized a survey to assess participants' affection-sharing habits both in public and in private. Participants completed measures of frequency of affection sharing, desire and comfort with affection sharing in public and in private, as well as measures identifying common experiences with sharing affection in public. Participants also completed measures of vigilance related to sharing affection in public. The current presentation will focus on the group differences identified between participants in same-sex versus mixed-sex relationships, as well as additional differences based on gender. For example, while all couples reported less comfort sharing physical affection in the presence of their family members compared to in the presence of their friends, this difference was significantly exacerbated for individuals in same-sex relationships. Those in same-sex couples also reported significantly higher vigilance related to sharing affection in public and described more negative experiences related to past instances of sharing affection in public. To the extent that sharing affection is an important aspect of romantic relationships, the current study suggests that those in same-sex relationships may still experience barriers to being able to freely and comfortably affection, especially in public.

#2 46195 PARENT AND ADULT CHILD MEMORIES OF PARENTAL SUPPORT DURING THE COMING OUT EXPERIENCE*Jill Northcott, Acadia University; Breanna O'Handley, St. Francis Xavier University; Diane Holmberg, Acadia University; Karen Blair, St. Francis Xavier University*

Coming out, or revealing oneself to be lesbian, gay, bisexual, transgender/transsexual, queer, etc. (LGBTQ+), can be incredibly stressful due to fear of parental disapproval or rejection. Previous research has shown that both parental approval and disapproval can predict the identity formation, mental well-being, and physical health of LGBTQ+ youth. Previous studies of the coming out experience have assessed the experience from the adult child's perspective, and occasionally the parent's perspective, but never from both simultaneously. The current study examines how memories of the coming out experience from both perspectives predict the psychological well-being of the adult child. Participants were recruited to complete online surveys, obtaining qualitative and quantitative memories of coming out from both adult children and the parents to whom they had come out. Polynomial regression with response surface analysis was used to analyze both perspectives simultaneously as predictors of the adult child's mental health. It was predicted that more negative recollections of coming out by the child would predict poorer mental health, and that agreement between parents' and children's memories would predict better mental health than when there were discrepancies between memories. Preliminary results show the psychological well-being of the adult children is lowest when there is a strong disagreement between the valence of their recollections and their parents', which supports the hypotheses. The children's mental health scores were highest overall when the parent's recalled experience of the child coming out was relatively neutral, rather than highly negative or highly positive. Possible explanations and implications are discussed.

15:45 - 16:45

Sable A (Ground Floor)

Symposium

Sexual Orientation
and Gender Identity /
Orientation sexuelle et
identité sexuelle

#3 46198 “THATS NOT QUITE HOW I REMEMBER IT:” HOW DO LGBTQ FAMILIES REMEMBER COMING OUT?

Breanna O’Handley, St. Francis Xavier University; *Karen Blair*, St. Francis Xavier University; *Diane Holmberg*, Acadia University

The current study examined the novel question of how concordance between parent and adult LGBTQ+ child memories of the “coming out” experience relates to the parent-child relationship. “Coming out” is a critical point in an LGBTQ+ person’s development, however, parental experiences of these events are commonly described as negative. Since memory has been found to be goal driven, parents and children may recall the “coming out” event differently.

The current study collected data from 45 matched parent and adult LGBTQ+ child dyads through an online survey. Participants were asked open-ended questions regarding their memories of the coming out experiences, such as the high and low points, what they would change about the experience and how the parental reaction has changed over time. Responses were analyzed using thematic narrative-based analysis.

On average, participants had come out to their parent(s) 13.2 years prior to participating in the current study. The most common themes of disagreement between LGBTQ+ adults and their parents were parental emotional valence in response to the “coming out” and parents’ actions and behaviours following the event.

Parental emotion valence and behaviours in response to their LGBTQ+ child’s “coming out” are points of memory discordance, which may impact the parent-child relationship.

In understanding these trends of disagreement surrounding “coming out” narratives, the present research hopes to inform a healthier narrative of “coming out” that discourages invalidating responses from parents and encourages more open discussion following “coming out.”

15:45 - 16:45

Sable C (Ground Floor)

Section Annual Meeting / Séance de travail annuelle de la section

Family Psychology /
Psychologie de la famille

SECTION PROGRAM / PROGRAMME DE LA SECTION**46072 CPA FAMILY PSYCHOLOGY SECTION AGM**

Kelly Schwartz, University of Calgary

15:45 - 16:45

Acadia A (Ground Floor)

Section Annual Meeting / Séance de travail annuelle de la section

Environmental Psychology
/ Psychologie de
l’environnement

SECTION PROGRAM / PROGRAMME DE LA SECTION**44323 ENVIRONMENTAL PSYCHOLOGY SECTION ANNUAL MEETING**

Lindsay McCunn, Vancouver Island University

15:45 - 16:45

SymposiumAdult Development and
Aging / Développement
adulte et vieillissement**45383 IT'S COMPLICATED: CAREER, CULTURE, CHOICE, AND PERSONALITY IN OLDER WOMEN***Nicky Newton*, Wilfrid Laurier University

Transitions, the movement from one situation or condition to another (Hettich, 2010), are studied using a number of theoretical frameworks. One useful way is Life Course Theory (Elder, 1995; Settersten, 2003), where life transitions, such as work-related change, are embedded in contexts defined by personal history and sociocultural circumstances. This approach works particularly well for contextualizing older women's career trajectories: compared to men, women often have non-continuous work histories, and are more likely to be caregivers (Altschuler, 2004). Additionally, personality development as outlined by Erikson (1982) – particularly the adult stages of identity, generativity, and ego integrity – are resources both affecting, and affected by, the decisions women make concerning their careers. Presentations in this symposium draw from Elder and Erikson's theoretical frameworks, using quantitative and qualitative methods to explore relationships between careers, culture, choice, and personality development in older women. First, Ottley examines associations between voluntary or involuntary choice to remain working and levels of identity (who am I and where do I fit?) in a group of women from the U.S.; next, Newton examines the in/voluntary nature of retirement and levels of generativity (concern for future generations), ego integrity (coming to terms with one's life), regrets, and well-being in Canadian women; finally, Qi and colleagues unpack relative levels of generativity's components (agency and communion) in two older activists from the U.S. and China. These presentations highlight the importance of acknowledging diverse later-life experiences of career transitions for women, and provide support for the life course approach to aging.

#1 45387 WHY WORK?: OLDER WOMEN'S IDENTITY CERTAINTY AND MOTIVATIONS FOR CONTINUED WORK*Katherine Ottley*, Wilfrid Laurier University

Work-related decisions can remain salient for women well into late adulthood. For some older women, perhaps those who are most strongly defined by their career, considering retirement results in psychological upheaval and the need to revise their core identities (Osborne, 2012). Hence, researchers recommend taking a life course approach to decisions around work force participation (Duberley, Carmichael, & Szmigin, 2014; Ní Léime, 2017). In particular, older women have a variety of motivations for continuing to work, which can be broadly categorized as push factors (e.g., the need to remain in a job because of income) and pull factors (e.g., the choice to remain in a job because of enjoyment; Fisher et al., 2015). This mixed method study uses quantitative and qualitative data to examine the relationship between the level of choice in decisions to continue working and older women's ($N = 74$; $Mage = 68$) sense of personal identity. Qualitative data from women who were interviewed by phone are used to illuminate the reasons some of these women continue to work. Women who chose to continue working had greater levels of identity certainty than those who were forced to continue working. Motivations for continuing to work were varied, including both push factors (money, insurance, and succession planning), and pull factors (enjoyment, social contact and having something meaningful to do). These findings support and extend previous life course research into retirement, and help increase understanding of the role of work in older women's lives.

#2 45389 WOMEN AND RETIREMENT: CONTEXT AND PSYCHOSOCIAL RESOURCES*Nicky Newton*, Wilfrid Laurier University

Decisions concerning retirement can be complicated. Some older adults experience this often-major transition as a psychological upheaval coinciding with a review of their lives, involving acknowledgement of regrets (Butler, 1968; 2002). According to Erikson (1982), reviewing one's life is a characteristic of ego integrity, the last of his eight-stage developmental theory; this stage is preceded by generativity, or concern for future generations. Successful resolution of both stages and experiencing fewer life regrets are related to higher levels of well-being (Torges, Stewart, & Duncan, 2008). Recent research emphasizes the need to include a wider range of psychosocial factors in the examination of retirement experiences (Wang & Hesketh, 2012), perhaps particularly for women (Duberley, Carmichael, & Szmigin, 2014), who may perceive retirement as forced for numerous reasons (e.g., poor health; assuming increased family care-giving responsibilities). Conversely, women may intentionally plan this major life transition, often for similar reasons. The current mixed-methods study examines relationships between voluntary versus involuntary retirement, generativity, ego integrity, regret, and well-being in older Canadian women ($N = 85$; $Mage = 67.6$). Initial analyses show that a comparatively higher proportion of women indicated having regrets if their retirement was unplanned, and that those higher in ego integrity were more likely to have regrets; both ego integrity and in/voluntary retirement were related to life satisfaction. Qualitative data concerning participants' experiences of life path regrets are examined for added nuance. These results underscore the importance of recognizing the diversity of the retirement experience, and situating it within an individual's life course.

15:45 - 16:45

Acadia B (Ground Floor)

SymposiumAdult Development and
Aging / Développement
adulte et vieillissement**#3 45391 FOR SELF OR OTHERS?: A QUALITATIVE STUDY OF OLDER CHINESE AND AMERICAN WOMEN'S GENERATIVITY**

Hongyuan Qi, Wilfrid Laurier University; Huo Hua, Wilfrid Laurier University; Andrew Tkatchyk, Wilfrid Laurier University

Generativity, as an important stage in mid- to later-life, refers to one's concern about caring and nurturing others (Erikson, Erikson, & Kivnick, 1986). *Agency* (i.e., self-expansion and enhancement) and *communion* (i.e., social commitment and connectedness) are two motives for being generative (McAdams, 2018). Asians may express more *communal* than *agentic* motives compared to North Americans because of cultural variations in the emphasis placed on collectivist and individualist values. The present study investigates the extent to which the contribution of *agency* and *communion* to one's generativity varies with culture by content analyzing a Chinese and an American woman activist's narratives pertaining to their career development in later life. *Agency* and *communion* were initially coded using the eight subthemes of McAdams's (2001) coding scheme, and subsequently re-coded using a more sensitive scheme to capture implicit *agentic* and *communal* values: the Values Embedded in Narrative method (Frimer & Walker, 2009). Preliminary analyses reveal that both women reported a higher proportion of *agency* compared to *communion* themes (Chinese: 73% vs. 27%; American: 57% vs. 43%). There are also nuanced cultural differences in subthemes: the American activist reported proportionally more *Self-mastery* and *Dialogue* themes, whereas the Chinese activist reported more *Status/Victory* and *Caring/Help* themes. These results suggest that although generativity is about caring for others, *agency* (i.e., self-interest) may serve as an indispensable and culturally-invariant motive through which individuals are able to be generative (McAdams, 2018). Research findings also highlight the need to foster and emphasize women's *agentic* self in later life.

15:45 - 17:15

Acadia C (Ground Floor)

**Professional
Development
Workshop / Ateliers
de perfectionnement
professionnel**Counselling Psychology /
Psychologie du counseling**46324 DIALECTICAL BEHAVIOR THERAPY FOR THE PROBLEMS OF BORDERLINE AND SUICIDAL BEHAVIORS IN CLINICAL PRACTICE**

Kafui Sawyer, Joy Health and Research Centre

This workshop is an introduction to using Dialectical Behavior Therapy (DBT) in clinical practice. DBT is a compassionate and evidence-based model of treatment that has proven effective for clients struggling with Borderline Personality Disorder (BPD). Research has shown DBT to be effective in reducing suicidal behaviour, self-harm, psychiatric hospitalization, treatment dropout, substance abuse, anger, depression, eating disorders, couples' conflict. DBT was developed by Marsha Linehan (1991) to treat Borderline Personality Disorder. DBT is based on behavioral theory, cognitive theory, and mindfulness practice. The pivot points of the "stages of treatment" in DBT are Problem Solving, Behavioral Analysis, Insight Strategies/ Cognitive Restructuring, Didactics, Contingency Management, Behavioral Rehearsal and Exposure therapy.

DBT dramatically reduces suicide attempts and parasuicide behaviors over Treatment as Usual (TAU) or Treatment by Experts (TBE). DBT decreases anger, self harm, and anxiety related impulsive behaviors, reduces hopelessness, improves coping skills and positively impacts borderline and suicidal clients.

This workshop will introduce participants to the five skills used in the treatment process and how these skills are implemented in the treatment process. Participants will learn how to utilize mindfulness (wise mind), emotional regulation, distress tolerance, interpersonal effectiveness and walking the middle path using dialectics to help promote a life worth living.

16:15 - 16:45

**30-Minute Talk /
Présentation orale
(30 minutes)**History and Philosophy
of Psychology / Histoire
et philosophie de la
psychologie**46382 HETERARCHICAL STRUCTURES IN THE VALUES AND ETHICS OF
PSYCHOLOGY: A PROBLEMATIC PLURALISM?***Jordan Richard Schoenherr*, Carleton University, Department of Psychology; *Anna Fedotova*, Carleton University, Department of Psychology

Research misconduct and the “replication crisis” have become recurrent topics of concern for contemporary psychologists. Much of this discussion ignores the nature of research misconduct and the plurality of norms that define psychological science and practice. Rather than being a unique feature of psychology, these topics represent an ongoing concern that scientists and practitioners have grappled with for over a century. Using archival methods, we argue that the values and ethics of psychology reflect a heterarchical structure wherein multiple relational models define the values of scientists and practitioners in terms of fairness and the proper conduct of research. Heterarchies are evidenced when multiple groups within the same community use different criterion to assess merit. By analyzing codes of conduct across national psychological organizations, we present evidence for strict intransitivity between values and ethics of psychological professional organizations. We argue that similar patterns are observed in other areas of scientific research and practice. Additionally, we claim that there is a significant deficit in education and training directed toward the development of shared values within communities of researchers and practitioners such as psychology.

16:15 - 17:15

Sable D (Ground Floor)

**Section Featured
Speaker Address /
Allocution principale de
la section**Educational and School
Psychology / Psychologie
éducationnelle et scolaire**SECTION PROGRAM / PROGRAMME DE LA SECTION****46212 TRUTH AND RECONCILIATION: EDUCATION AND SCHOOL PSYCHOLOGY
SERVICE PROVISION THROUGH AN INDIGENOUS LENS***Melanie Nelson*, University of British Columbia

In 2015, the Truth and Reconciliation Commission of Canada released their final report regarding the ongoing impact of residential schools across social sectors, including several Calls to Action to be addressed within education and health. In May 2018, the Canadian Psychological Association and The Psychology Foundation of Canada released, *Psychology's Response to the Truth and Reconciliation Commission of Canada's Report*, in response. Of particular relevance to Education and School Psychologists across Canada, are the recommendations provided in the latter report regarding assessment and treatment of Indigenous peoples. In order for psychologists to gain a more thorough understanding of the experience of Indigenous families and communities with respect to assessment and treatment, an examination of how Indian Act policies, including the implementation of residential schools, have impacted Indigenous community functioning is needed. When working to understand perspectives on assessment and treatment, which are common across communities, it is necessary for professionals to examine and reflect on their experiences across social systems. It is crucial to explore differences in culture, language, and worldview, including differences in conceptualization of constructs such as disability and mental health to best support the assessment and mental health needs of Indigenous peoples. During this presentation, consideration for assessment and treatment with Indigenous people will be shared and consideration of approaches for taking up Reconciliation within the context of Educational and School Psychology will be explored. This topic is a fitting follow-up to the presentation of the *Psychology's Response to the Truth and Reconciliation Commission of Canada's Report* by the CPA Task Force in June 2018, at the CPA co-convention with the International Congress of Applied Psychology.

16:15 - 17:15

Sable B (Ground Floor)

Professional Development Workshop / Ateliers de perfectionnement professionnelClinical Psychology /
Psychologie clinique**49341 DISABILITY DETERMINATION: AN ESSENTIAL COLLABORATION BETWEEN PSYCHOLOGISTS AND PRIVATE INSURERS.***Samuel Mikail*, CPA President; Valerie Legendre, Sun Life Financial - Senior Consultant, Mental Health; Carmen Bellows, Sun Life Financial - Senior Consultant, Mental Health

Effective management of disability associated with mental disorders is a complex endeavor. Psychologists are often faced with the dual and sometimes conflicting tasks of maintaining a positive therapeutic alliance with patients while providing disability insurers unbiased information regarding treatment engagement, nature and degree of disability, and prognoses. The task is made all the more complex by the absence of objective biological markers for most mental disorders, issues of transference and countertransference that may be operative, and various social and economic factors that can serve to shape patients' presentations. Successful rehabilitation requires recognition of these and other factors. Key to positive outcomes is the ability to approach the rehabilitation of mental disorders through collaborative engagement of patients, disability claims managers, and other treatment providers. This workshop will address these themes, with a particular emphasis on how best to respond to requests for information by insurers, and the use of psychometric measures as an added means of supporting the psychologist's conclusions and recommendations.

16:45 - 17:45

Halifax Ballroom C (Second Floor)

Section Annual Meeting / Séance de travail annuelle de la sectionSocial and Personality
Psychology / Psychologie
sociale et de la personnalité**46056 SOCIAL AND PERSONALITY SECTION ANNUAL MEETING***Frederick Grouzet*, University of Victoria**16:45 - 17:45**

Nova Scotia Ballroom A (Second Floor)

Section Award and Reception / cérémonie de prix et réception de la sectionHealth Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**SECTION PROGRAM / PROGRAMME DE LA SECTION****45371 MID-CAREER INVESTIGATOR AWARD LECTURE AND WINE AND CHEESE RECEPTION***Kim Lavoie*, UQAM/Hopital du Sacre-Coeur de Montreal; Justin Presseau, University of Ottawa**16:45 - 17:45**

Nova Scotia Ballroom D (Second Floor)

Section Annual Meeting / Séance de travail annuelle de la sectionRural and Northern
Psychology / Psychologie
des communautés rurales et
nordiques**SECTION PROGRAM / PROGRAMME DE LA SECTION****44997 ANNUAL BUSINESS MEETING OF THE RURAL AND NORTHERN SECTION***AnnaMarie Carlson*, University of Manitoba

16:45 - 17:45

Maritime Suite (Second Floor)

Section Annual Meeting / Séance de travail annuelle de la sectionCommunity Psychology /
Psychologie communautaire**SECTION PROGRAM / PROGRAMME DE LA SECTION**

44986 COMMUNITY PSYCHOLOGY ANNUAL SECTION MEETING

*Julie Beaulac, The Ottawa Hospital***16:45 - 17:45**

Sable A (Ground Floor)

Section Annual Meeting / Séance de travail annuelle de la sectionSexual Orientation
and Gender Identity /
Orientation sexuelle et
identité sexuelle**SECTION PROGRAM / PROGRAMME DE LA SECTION**

45812 SOGII SECTION ANNUAL MEETING

*Karen Blair, St. Francis Xavier University***16:45 - 17:45**

Acadia A (Ground Floor)

**Section Reception /
Réception de la section**
Environmental
Psychology / Psychologie de
l'environnement**SECTION PROGRAM / PROGRAMME DE LA SECTION**44377 SECTION RECEPTION TO BE SCHEDULED (OUTSIDE THE HOTEL)
AFTER THE AGM.*Lindsay McCunn, Vancouver Island University***16:45 - 17:45**

Acadia B (Ground Floor)

Section Annual Meeting / Séance de travail annuelle de la sectionAdult Development and
Aging / Développement
adulte et vieillissement**SECTION PROGRAM / PROGRAMME DE LA SECTION**

46316 ADULT DEVELOPMENT AND AGING SECTION ANNUAL MEETING

*Marin Heisel, University of Western Ontario***16:45 - 17:45**

Sable C (Ground Floor)

**Section Reception /
Réception de la section**
Family Psychology /
Psychologie de la famille**SECTION PROGRAM / PROGRAMME DE LA SECTION**

46113 CPA FAMILY PSYCHOLOGY SECTION RECEPTION

Kelly Schwartz, University of Calgary

17:15 - 17:30

Acadia C (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Clinical Psychology /
Psychologie clinique**45300 ANXIETY SYMPTOMS ACROSS TWENTY YEARS IN SCHIZOAFFECTIVE
DISORDER, BIPOLAR DISORDER, AND MAJOR DEPRESSIVE DISORDER***Vina Goghari*, University of Toronto; *Marty Harrow*, University of Illinois-Chicago

Anxiety symptoms and disorders are common in both mood and psychotic disorders. However, limited comparative information exists regarding the long-term course of anxiety in schizoaffective disorder, bipolar disorder, and major depressive disorder. Prospective evaluation of the 20 year trajectory of self-reported anxiety in three major diagnostic groups, 43 schizoaffective patients, 47 bipolar patients, and 109 major depression patients was conducted. The patients were recruited at an index phase of hospitalization and then reassessed longitudinally at six subsequent follow-ups over 20 years. The sample was well characterized with symptom, recovery and functioning data being available. This study found that in the early years, self-reported anxiety was greater in schizoaffective and major depression patients than bipolar patients. Additionally, we found the longitudinal course suggested similarities between schizoaffective disorder and major depression, with disorders presenting with less anxiety symptomatology in the mid-part of the 20 year course. This pattern was not present for the bipolar patients. Last, we found in all patients, self-reported anxiety in the early years predicted having a period of recovery and lower global functioning in the future. Our data provides unique information regarding the comparative course of anxiety in related mood and psychotic disorders. Both clinicians and researchers should focus on assessing, diagnosing and treating anxiety in mood and psychotic disorders as a means to improve outcomes and quality of life in these patients.

17:30 - 17:45

Sable D (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Teaching of Psychology /
Enseignement de la
psychologie**46353 LEARNING ABOUT MUSIC PSYCHOLOGY AND MUSIC COGNITION BY
BUILDING ASSIGNMENTS AROUND STUDENTS FAVOURITE SONGS.***Annabel Cohen*, University of Prince Edward Island

Music plays a significant role in the lives of most students. Courses in music psychology are also becoming increasingly available. Students come into a course in music psychology tacitly knowing a lot about the music they like, but knowing little about psychological mechanisms underlying their responses to this music. This presentation describes several techniques by which courses or lectures in music psychology can build on the students' knowledge and passion for music. These techniques include assignments that require of the student to: (1) Choose a favorite song on which to focus during the term (2) Maintain a logbook of entries which apply concepts from the course to the favorite song throughout the term. (3) Acoustically analyze the favorite song with Audacity analysis and editing software (4) Present the song to the class including brief details about features of interest, and a psycho-biographical consideration of the composer or performer. The corpus of music chosen by students enables the professor to illustrate, in a meaningful way, such topics as perception of tones, timbre, musical elements (intervals, triads and chord progressions), sequential structure, emotion, meaning, creativity, aesthetics, musical development, and music and well-being, as covered in texts on music psychology. By the end of the course, students should understand how to apply psychological concepts to any music they hear. Assignments build listening, writing, and reflective skills in addition to expertise in course content. Audio presentation of chosen songs by the students often provides emotional common ground for all students, contributing to class cohesion.

18:00

Nova Scotia Ballroom B-C (Second Floor)

**CPA Awards Ceremony /
cérémonie des prix de
la SCP**General Psychology /
Psychologie générale**48487 AWARDS CEREMONY / CÉRÉMONIE DES PRIX DE LA SCP***Karen Cohen*, CEO, Canadian Psychological Association**18:30 - 19:30**

Sable Foyer (Ground Floor)

**Presidential Reception
CPA Program / Programme
de la SCP****48488 PRESIDENTIAL RECEPTION / RÉCEPTION PRÉSIDENTIELLE***Samuel Mikail*, CPA President

**Saturday, June 1 /
samedi le 1 juin**

08:00 - 09:15

Nova Scotia Ballroom B-C-D (Second Floor)

CPA Annual General Meeting / Assemblée générale annuelle
CPA Program / Programme de la SCP

42341 CPA ANNUAL GENERAL MEETING / ASSEMBLÉE GÉNÉRALE ANNUELLE DE LA SCP

Karen Cohen, CEO, Canadian Psychological Association

09:15 - 10:15

Nova Scotia Ballroom B-C-D (Second Floor)

CPA Keynote / Conférencier de la SCP
General Psychology / Psychologie générale

48202 FATES BEYOND TRAITS: THE SOCIAL ECOLOGY OF HUMAN FLOURISHING

Brian Little, Cambridge University

The study of human personality explores how each of us is like all other people, some other people and no other person. Understanding the nature and nurture of human personality is essential to shaping our singular and collective futures. One influential perspective on personality emphasizes how stable traits such as extraversion or neuroticism have consequences for how we think, feel and act, for better or for worse. From this perspective, whether our lives go well or poorly is largely determined by our biogenic traits. This is an important perspective, but it is incomplete.

I present an alternative social ecological perspective on personality that claims that we have fates beyond traits. We shape our lives through the pursuit of personal projects that can range from the trivial pursuits of typical Thursdays to the overarching and self-defining commitments of our lives. Although project pursuit reflects our stable traits it also is influenced by the stable and dynamic features of our environmental contexts and by the enactment of “free traits” that involve us acting out of character.

Human flourishing comprises the sustainable pursuit of core projects in our individual and collective lives. From this perspective, human personality is intriguing, hilarious, complex, frustrating, noble and massively consequential.

10:15 - 11:15

Sable C (Ground Floor)

Professional Development Workshop / Ateliers de perfectionnement professionnel
General Psychology / Psychologie générale

45902 NEW ADVANCES IN COMMUNICATING RESEARCH: VIDEO ABSTRACTS AND INTERACTIVE DIGITAL POSTERS

Karen Blair, St. Francis Xavier University; *Rhea Hoskin*, Queen's University; *Jessie Earl*, The Advocate

This workshop will present an overview of two mechanisms for disseminating research findings. The first focuses on sharing research with a broad audience through video abstracts. The second presents a novel approach to traditional conference posters.

Video abstracts are brief video summaries of published manuscripts that seek to communicate the key findings of a paper to a general audience. The videos are often 1 to 5 minutes in length and can be shared through of social media platforms. We will cover the rationale for video abstracts as well as the basic tools necessary to create a video abstract. The workshop will provide an overview of the various software programs available for creating engaging and aesthetically pleasing videos, as well as basic tips for easy video editing. For those interested in more professional videos, we will discuss methods of best practice for collaborating with video editors and creators in order to develop the best video to represent your work.

Poster presentations are a drag! Posters are expensive and generate a significant amount of waste. Digital posters are an alternative, but not all conferences are equipped to provide presenters with screens. We will present a new method of designing a poster presentation that relies on affordable technology to create a digital interactive experience with a significantly smaller carbon footprint and greater accessibility. Best of all, the actual poster you'll take with you to conferences will fit in your suitcase and be reusable at every future conference you attend!

10:30 - 10:45

Acadia C (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**

Clinical Psychology /
Psychologie clinique

44557 ACCEPTANCE AND COMMITMENT THERAPY FOR PSYCHOSIS AND TRAUMA: INVESTIGATING LINKS BETWEEN TRAUMA SEVERITY AND OUTCOME.

Alicia Spidel, University of Montreal; Tania Lecomte, University of Montreal

Background: Although Acceptance and Commitment Therapy (ACT) may be effective for individuals with psychosis and a history of childhood trauma, little is known about predictors of treatment response among such patients. **Aims:** The current study examined: (1) whether severity of trauma predicted treatment response, and (2) profiles of patients with regard to their responses to treatment. **Method:** Fifty participants with psychosis and childhood trauma history were recruited and randomized to take part in either eight sessions of group-based ACT, or to be on a waiting list for the ACT group (i.e. treatment as usual group). The entire sample was used for the first part of the analyses (aim 1), whereas subsequent analyses used only the treatment group (n = 30 for aim 2). **Results:** It was found that trauma severity did not moderate the effectiveness of ACT on symptom severity, participants' ability to regulate their emotional reactions, or treatment compliance with regard to help-seeking. In addition, among those receiving ACT, the results revealed three distinct and clinically relevant change profiles. Avoidant attachment style and number of sessions attended were predictive of belonging to the different clusters or profiles. Patients in the profile with the least clinical change attended an average of two sessions less than those in the other change profiles. **Conclusion:** ACT offered in a group format appears to be a promising treatment for those with psychosis and history of trauma regardless of trauma severity. Given the brevity of the intervention, patients should be encouraged to attend all sessions.

10:30 - 11:00

Sable D (Ground Floor)

**Discussion Forum /
Forum de discussion**

Teaching of Psychology
/ Enseignement de la
psychologie

45936 STUDENT EVALUATIONS OF TEACHING: REVISE, REPLACE, OR REMOVE?

Melissa Boyce, University of Calgary; Chris Sears, University of Calgary; Vina Goghari, University of Toronto; Susan Boon, University of Calgary

This discussion forum will explore possible methodologies for assessing students' satisfaction with the quality of instruction in their psychology courses. There is a clear need to ensure that faculty are accountable to their students and that measures of teaching effectiveness are evidence-based and valid. Unfortunately, a growing body of research has supported the conclusion that student evaluations of instruction (SETs) are flawed measures of teaching effectiveness (Clayson, 2009; Hornstein, 2017; Uttl, White, & Wong Gonzalez, 2017) and subject to bias by factors irrelevant to teaching quality, such as grade inflation (Eiszler, 2002) and instructor characteristics such as gender (Boring, 2017) and ethnicity (Smith & Hawkins, 2011). Recognition of these biases resulted in a recent arbitration decision between Ryerson University and the Ryerson Faculty Association that SETs could no longer be used to evaluate teaching effectiveness in promotion and tenure decisions (Ryerson University v. Ryerson Faculty Association, 2018). This judgment is likely to have repercussions across Canada for how universities can and should evaluate teaching effectiveness, making this a timely issue for discussion. Methods to be used to encourage participants to engage with each other and the topic include two six-minute round table discussions where each table will discuss two questions in turn: 1) what criteria can be used to establish the validity of measures of teaching effectiveness?; and 2) how can measures of teaching effectiveness be improved? At the conclusion of each round table discussion, each group will summarize the ideas generated at their table.

10:30 - 11:30

Halifax Ballroom C (Second Floor)

Symposium
Ethics

45618 MEDICAL ASSISTANCE IN DYING: PRACTICES AND ETHICAL CHALLENGES IN CANADA AND AROUND THE WORLD

Carole Sinclair, Independent Practice

The purpose of this symposium is to provide an overview of current practices related to medical assistance in dying, and the ethical challenges that they have brought to psychology and psychologists. The first presentation provides an overview of practices in countries that have legalized or de-criminalized medical assistance in dying, and of the types of ethical issues reflected in discussions at international and regional conferences, particularly with respect to balancing different ethical perspectives. The second presentation will outline the ethical challenges Québec psychologists have experienced in working with persons who request medical assistance in dying, as well as with their families, and their care teams, since the adoption of the *Act Respecting End-of-Life Care* in Québec in 2014. The third presentation will present a conceptual framework for thinking about extending medical assistance in dying to persons with a mental disorder, which is an extension that has been legalized in some countries, and has been under consideration in Canada. The papers will be followed by a time for questions and discussion.

#1 45620 MEDICAL ASSISTANCE IN DYING AROUND THE WORLD: OVERVIEW OF CURRENT PRACTICES AND ETHICAL QUESTIONS

Janel Gauthier, Université Laval

As of November 2018, medical assistance in dying (MAiD) (known outside of Canada as euthanasia, assisted suicide, physician-assisted suicide, physician-assisted dying, physician-assisted death, or aid in dying) has been legalized in at least eight countries, and in eight states within the United States. Most of the legalization has occurred over the past two decades, bringing with it several new ethical issues and challenges for psychologists. How does one balance the right of the individual to die with the good of the broader society? How does one align the principles of enhancing human dignity, extending compassion to all, relieving suffering, empowering the individual, promoting the health and well-being of both the individual and the community, and respecting diverse and often conflicting ethical perspectives? This presentation aims to provide an overview of the practices related to MAiD around the world, and of the type of ethical issues discussed by psychologists at international and regional conferences with respect to medical assistance in dying. The overview will be used to reflect on the law permitting MAiD in Canada.

#2 45624 RESPECTING END-OF-LIFE CARE: CURRENT ETHICAL CHALLENGES IN QUEBEC

Christine Grou, l'Ordre des psychologues du Québec; *Christine Grou*, l'Ordre des psychologues du Québec

The Québec Law on medically assisted death, the *Act Respecting End-of-Life Care* was designed to provide a framework for palliative care and medical aid in dying. The latter came into force in June 2016 after a long and arduous consultation process. Medical aid in dying is allowed only under very restrictive and strict conditions. Consequently, the strict eligibility criteria, the complexity of the process when someone resolves to ask for it, the challenges associated with preparing and caring for the person making the request and the person's closest relatives, and the strong discomfort expressed by a large portion of care teams, have highlighted some important issues, especially from an ethics point of view, that had to be addressed. Dre Grou will explain how the implementation of the law in Québec poses ethical challenges that are still going through a resolution process.

10:30 - 11:30

Halifax Ballroom C (Second Floor)

#3 45626 SHOULD MEDICAL ASSISTANCE IN DYING EXTEND TO PERSONS WITH A MENTAL DISORDER?

Catherine Shaffer, Department of Psychology, Simon Fraser University; *Alana Cook*, Department of Psychology, Simon Fraser University; *Deborah Connolly*, Department of Psychology, Simon Fraser University

Over the past few decades, laws legalizing medical assistance in dying (MAID) for adults with a terminal or general medical condition have been enacted in a number of jurisdictions, including Canada, Belgium, Luxemburg, the Netherlands, and several U.S. states. Some jurisdictions have also extended access to MAID to adults with a mental disorder. Based on this shift in practices, further discussion is needed concerning whether MAID should be approved when a mental disorder is the primary or sole medical condition and whether safeguards are needed to regulate MAID for persons with a mental disorder separate from or in addition to regulations for persons with a terminal or general medical condition. We provide a brief discussion of the principles that guide regulatory frameworks on MAID practices worldwide, including a discussion of jurisdictions that allow MAID for those suffering from an incurable non-terminal disease, illness, or disability. Next, we present a conceptual framework as a series of questions that address legal, ethical, and clinical dilemmas arising from this trend. We conclude with a summary of guidelines on the practice of MAID from international jurisdictions to assist in the development of potential legal and professional regulations.

10:30 - 11:30

Nova Scotia Ballroom A (Second Floor)

Symposium

Brain and Cognitive
Science / Cerveau et sciences
cognitive

44930 DATA ANALYSIS IN THE BRAIN AND COGNITIVE SCIENCES: INCORPORATING MODERN METHODS

Adam Sandford, University of Guelph-Humber

This session will highlight methodological innovations and recommendations that are applicable to the analysis of data from the Brain and Cognitive Sciences. The first talk will present an example of research from the Brain and Cognitive Sciences, specifically investigating the role of cognitive capacity in reasoning ability using a ratio-bias task and eye-tracking. The next three talks will highlight methodological issues in Brain and Cognitive Science research; more specifically, recent methodological advancements that are applicable to research conducted in Brain and Cognitive Sciences. The first methodological talk will discuss the application of orthogonal contrasts within analysis of variance and related designs. The second methodological talk will extend the discuss of orthogonal contrasts, while also highlighting modern approaches for conducting power analyses and evaluating a lack of association among variables. The final methodological talk will highlight the importance of effect sizes, and specifically confidence intervals for effect sizes, as well as robust ANOVA-based test statistics for analyzing data that violate the underlying assumptions of the ANOVA. The over-arching goal of these talks is to encourage researchers from the Brain and Cognitive Sciences to incorporate modern methodological methods into their standard data analytic practices.

#1 45805 EYETRACKING IQ: A MIXED-METHODS APPROACH TO DATA ANALYSIS

Valerie Thompson, University of Saskatchewan

Three hypotheses regarding the basis of the relationship between cognitive capacity and reasoning ability were tested. 125 participants completed four measures of cognitive ability and inclinations to think analytically. A principle components analysis indicated that these loaded onto the same component; they were combined into a composite measure of cognitive ability. Participants then completed a ratio bias task whilst their eye-gaze movements were recorded by an SMI RED-m remote eye-tracking device. The ratio-bias task requires participants to choose the tray that afforded the best chance of drawing a red jelly bean; ratio bias occurs when participants select the tray with a larger number of red beans but a lower chance of winning (e.g., 19/20 vs 2/10). On each trial, participants saw both a picture of a tray and a fraction; the task was completed once under a strict (1.7sec) deadline (Time1), and then under free time (Time2). The data were analysed using ANCOVA and regression models. We found that high-capacity reasoners were more accurate than low capacity reasoners, even when giving quick, intuitive responses. They were also more likely to improve from the first to the second response. Low accuracy at Time1 was associated with a sub-optimal strategy of looking at the pictures; those who improved performance at Time2 were more likely to look at the fractions. Strategy use and cognitive capacity independently predicted the increase from Time1 to Time2.

10:30 - 11:30

Nova Scotia Ballroom A (Second Floor)

SymposiumBrain and Cognitive
Science / Cerveau et sciences
cognitive**#2 45809 CURRENT PRACTICES AND MODERN METHODOLOGICAL TOOLS:
ORTHOGONAL CONTRASTS, PRECISION-BASED POWER ANALYSES AND
EQUIVALENCE TESTING***Nataly Beribisky, York University; Robert Cribbie, York University*

There are many statistical procedures available to brain and cognitive science (BCS) researchers that are rarely adopted. Some are misunderstood, such as orthogonal contrasts (OCs), while others, such as precision-based power analysis (PPA) and equivalence testing (ET), are slow to be integrated into BCS research, despite being around for decades. OCs form a set of independent linear comparisons of population means. OCs are beset with confusion surrounding when they should be adopted, multiplicity control, etc. PPA is a sample planning procedure that allows researchers to estimate the required sample size for a desired confidence interval width. In contrast, traditional a priori power analysis estimates the sample size necessary to detect a true effect with reasonably high probability. Problems with traditional power analysis include: (a) the pre-specification of a minimally meaningful effect; and (b) its foundation within the problematic null hypothesis significance testing framework. Despite having obvious advantages over traditional power analysis, PPA is rarely utilized in BCS research. Like PPA, ET is also under-used despite its wide applicability. Whenever a researcher wants to detect a lack of relationship, traditional NHST (i.e., accepting H_0) is inappropriate, whereas ET methods are appropriate. Reviews of recently published BCS research was used to demonstrate issues with current practices regarding OCs, PPA, and ET, and recommendations regarding the application of these techniques within BCS research are provided.

**#3 46391 CURRENT PRACTICES AND MODERN METHODOLOGICAL TOOLS:
EFFECT SIZES AND ROBUST STATISTICS***Robert Cribbie, York University; Linda Farmus, York University*

This talk will highlight the use of effect sizes and robust statistics in the analysis of data from Brain and Cognitive Science (BCS) studies. Effect sizes are often touted as the most valuable outcome of empirical studies, based on their ability to convey practical significance of results, and to facilitate a cumulative science. Effect sizes are often grouped under either the d family (standardized mean differences) or the r -squared family (variability explained, VE). We highlight three questions related to the use of effect sizes within BCS: 1) Which form of VE is most appropriate? VE measures differ in terms of interpretation, degree of bias, etc., and it is often unclear which is most appropriate for a given situation; 2) Do confidence intervals for effect sizes contribute information over and above that of the effect size?; and 3) Should effect sizes be reported for omnibus or specific effects in BCS research? These questions were answered using a review of current BCS literature and recommendations are provided for improving practice. Due to the susceptibility of traditional ANOVAs to assumption violation (e.g., normality), and the fact that data in BCS studies rarely meet these assumptions, robust ANOVA procedures are a valuable tool. For example, the Welch statistic with trimmed means has been proposed as an alternative test for heteroscedastic and non-normal data, that is also valuable when assumptions are met. Again, a review of the BCS literature was used to discuss current practices and recommendations are provided for improving practice.

10:30 - 11:30

Nova Scotia Ballroom B (Second Floor)

SymposiumCounselling Psychology /
Psychologie du counseling**46031 PRACTICING STEPPED CARE AT A UNIVERSITY COUNSELLING CENTRE:
ON PROMISE AND PITFALLS***Lisa Moores*, Student Wellness and Counselling Centre, Memorial University of Newfoundland

Rationale: Stepped care models of mental health service delivery have garnered favour across a wide array of sites seeking to meet steadily growing demands for psychological healthcare and enhance outcomes. While much has been said about the potential benefits of adopting such models, comparatively little attention has been given to navigating the demanding process of turning promise into practice and even less to the experience of clinicians practising stepped care over time.

Methods: This symposium will explore both the merits and limitations of stepped care service models. An overview of the applied literature on stepped care models, with particular attention to the gap surrounding clinician experience and consideration of process will be presented. Following a description of the model employed, the authors and colleagues will present their experience as clinicians at an early adaptor university counselling centre site.

Results: The symposium aims to balance the dominant focus on administrative service considerations regarding stepped care in the literature by providing a voice to the clinicians engaged in its practice.

Conclusions/Impact: Several years into their transition to a stepped care model, the presenters aim to share the real-life struggles and rewards experienced beyond the initial phase of model adoption, along with lessons learned, ongoing frustrations, and solutions generated. Examining the process level of this lived experience, reflections and recommendations for those engaged in managing adoption of a stepped care approach are presented to enhance benefit practitioners.

**#1 46361 CAN STEPPED CARE BENEFIT POSTSECONDARY STUDENTS AND THEIR
CLINICIANS?***Lisa Moores*, Student Wellness and Counselling Centre, Memorial University of Newfoundland; *Pamela Button*, Student Wellness and Counselling Centre, Memorial University of Newfoundland

While stepped care has been implemented in a wide array of clinical settings, the historically academic emphasis of the university counselling centre presents unique attributes and challenges. One influential element is the endorsed alignment of stepped care with a primary health care model, proposed to enhance efficiency and open up access to services. For clinicians in postsecondary settings, this approach evokes questions such as: How do we keep the student in student counselling? How do we support clinicians to see this model as expanding their options rather than restricting them? This paper will examine both these areas while drawing on dilemmas relevant to the university setting. The potential for the prioritization of mental health needs to obscure the developmental and academic support needs of the university student population will be considered with integration argued over assimilation. The presenters will also highlight options for clinicians to act as advocates for their students' needs and help press the current dialogue toward a more holistic perspective.

10:30 - 11:30

Nova Scotia Ballroom B (Second Floor)

SymposiumCounselling Psychology /
Psychologie du counseling**#2 46365 ONE STEP FORWARD, TWO STEPS BACK: EXAMINING STEPPED CARE CHALLENGES TO FIND SOLUTIONS***Emily Fawcett*, Student Wellness and Counselling Centre, Memorial University of Newfoundland

Stepped Care promises elimination of wait-lists and increased accessibility and flexibility for both clients and providers. As with any new model of service delivery, transition from design to implementation yields both successes and challenges. This session will outline some factors that complicate effective and ethical implementation of stepped care in clinical practice, such as complexity and chronicity of client mental health histories, barriers to timely referrals to community-based programs and receipt of outside referrals, lack of engagement in online e-therapy resources, and client service expectations. There is a growing conflict between the increasing student demand for psychological services and the limited staff and fiscal resources available to meet post-secondary student needs within an academic environment. An emphasis on single-session interventions and short-term counselling facilitates rapid and high-volume access to services but challenges the suitability of a mandate to provide longer term treatment to clients with more complex presentations. While the Stepped Care model under discussion more clearly delineates the lower intensity programming, the structure of the higher intensity individual therapy step is often ill-defined. The importance of setting guidelines both to manage client expectations and create a sustainable service model will be discussed along with options to potentially address this gap. By examining the challenges arising in everyday clinical practice with implementing Stepped Care and sharing real-world clinician experiences, we hope to encourage discussion of practical strategies, including case management, that may alleviate some of the pressure points in the implementation of the model in a post-secondary counselling centre.

#3 46366 INTERPROFESSIONAL PRACTICE WITHIN STEPPED CARE: KEEPING PSYCHOLOGY'S PLACE AT THE TABLE*Pamela Button*, Student Wellness and Counselling Centre, Memorial University of Newfoundland; *Lisa Moores*, Student Wellness and Counselling Centre, Memorial University of Newfoundland

Within primary and mental health care provision there has been a movement towards client-centered interprofessional practice. This involves multiple professionals with different backgrounds and training providing comprehensive and collaborative services requiring communication between professionals, shared goals, and working together to improve the overall client outcomes. Effective engagement in Stepped Care necessitates that professionals develop awareness and knowledge about their own and other professional roles and skills. Stepped Care has been proposed as the “right care at the right time for the right person” in which clients are provided with a “stepped” treatment intensity in line with their goals, readiness, and health care provider assignment. This suggests matching provider skillset and capacity with client needs and intervention in which different professions are aligned with steps of varying intensity. In practice, however, both psychology’s involvement and interprofessional collaboration is influenced by the structure and flexibility of implementation. This presentation will explore the ways in which interprofessional practice can be impacted, positively and negatively, by enacting a Stepped Care model. It will also explore the ways in which psychologists need to be included in the implementation and execution of Stepped Care to ensure our ethical mandate for client care, interprofessional practice, and to keep Psychology’s place at the table.

Symposium

Developmental
Psychology / Psychologie du
développement

45060 A TALE OF TWO ORTHOGRAPHIES: ARE MATHEMATICAL AND LEXICAL ORTHOGRAPHY SIMILAR?

Jo-Anne LeFevre, Carleton University; *Michelle Drefs*, University of Calgary

We will explore the similarities and differences in orthographic knowledge for mathematical expressions and for words. The notion of orthography is familiar in written language: *salt* conveys different sounds and meanings than *slat*; *rain* forms a real word whereas *rane* does not. Similarly, the order and combinations of numbers and symbols in mathematical expressions determines whether or not that expression is meaningful. For example, 3;00 and $a < b > c$ are not. However, the notion of mathematical orthography and its potential role in mathematical learning has not received much attention from psychologists or educators. Deacon will review the construct of orthography in research on reading and present new empirical data that expands the definition of the construct in relation to how children acquire reading skill. LeFevre will present evidence that mathematical orthography is an important construct for understanding mathematical development. Tucker will describe research that explores how children learn to link orthography and meaning, a process that may also be critical in mathematics. For both domains, the cognitive underpinnings as well as the development of the two types of orthography will be discussed. The goal of the symposium is to leverage the mature body of knowledge about lexical orthography to formulate a clearer understanding of how mathematical orthography functions in mathematical development. This research is important in helping psychologists and educators understand the role of orthography in literacy and mathematics. Comparing and contrasting across domains will enhance understanding of children's competence in both.

#1 45598 WHAT IS THE ORTHOGRAPHIC COMPONENT THAT SUPPORTS READING?

Helene Deacon, Dalhousie University; *Nicole Conrad*, St. Mary's University

Theorists have long articulated that there is something orthographic about learning to read. This makes sense. Learning to read involves mapping the oral language onto the page and children need to learn about both domains and how they connect. And yet there is far less theoretical agreement, and indeed empirical evidence, as to what the key orthographic skill is in learning to read. I report here on a series of studies focused on this question. As we will see, several of these show that children's crystallized orthographic knowledge, such as the spelling of specific words (e.g., *rain-rane*) and letter-combinations (e.g., *baff-bbaf*), emerges through their reading (e.g., Conrad & Deacon, 2016). In the other direction, early crystallized orthographic knowledge does not appear to predict gains in reading. Instead, it seems that other orthographic skills, specifically early knowledge of how books and words work and skill in learning new orthographic forms, show power in predicting children's progress in learning to read (e.g., Deacon et al., in press). Together, these studies refine the orthographic component that is key in helping children learn to read.

#2 45602 DEVELOPMENT OF THE SYMBOL DECISION TASK FOR MATHEMATICS (SDT-MATH): EVIDENCE OF DOMAIN-SPECIFIC RELATIONS WITH PERFORMANCE

Jo-Anne LeFevre, Carleton University; *Heather Douglas*, Carleton University; *Stephanie Hadden*, Carleton University; *Marcia Headley*, University of Delaware; *Chang Xu*, Carleton University

Background. Lexical orthographic knowledge is a domain-specific body of knowledge that is acquired as a consequence of learning to read (Apel, 2011; Conrad & Deacon, 2016). Is there an equivalent body of orthographic knowledge in mathematics? What role does it play in the learning and development of mathematical skill? In the domain of mathematics, ordered combinations of symbols represent meaning; these combinations may form a stored mathematical orthography. The goal of these studies was to develop age-appropriate measures of mathematical orthographic knowledge and explore the reliability and the validity of these measures.

Methods. Children in grades 2 and 3 ($n = 79$) completed a variety of measures of mathematics, including the symbol decision task (SDT; Headley, 2016), a measure of mathematical orthographic knowledge in which participants decide if mathematical expressions are well formed or not. For example, "d = rt" is a meaningful mathematical symbol string whereas "d || rt" is not.

Results. Performance on the mathematical orthography task captures a dimension of symbol knowledge that predicted unique variability in measures of math story problem solving, and writing numbers from dictation, but was not related to children's performance on arithmetic problems (e.g., $3 + 2$).

Conclusion. The measure of mathematical orthography captures individual differences that are related to children's performance on mathematical tasks where knowledge of the written form is directly relevant to the task. These findings help to define a role for orthography in mathematical learning.

10:30 - 11:30

Sable A (Ground Floor)

SymposiumDevelopmental
Psychology / Psychologie du
développement**#3 45605 LONG-TERM RETENTION OF ORTHOGRAPHIC LEARNING: DIFFERENT TYPES OF MEMORY CUES AFFECT WHAT CHILDREN CAN RECALL***Rebecca Tucker, Dalhousie University; Catherine Mimeau, Laval University; Helene Deacon, Dalhousie University*

Background. The Self-Teaching Hypothesis states that children are able to learn the spelling patterns of new words during independent reading (Share 2008). We examined whether children retained both the spellings and meanings of novel words over a one year period and investigated the influence of providing different types of cues on their recall.

Methods. Children (n = 109) in Grade 4 read 12 stories with embedded nonwords. They completed three outcome measures: an orthographic choice task, a semantic choice task, and a spelling-definition matching task three times: immediately after learning, 1 – 6 days later (short-term retention), and one-year later (long-term retention). At the one-year follow up, the children were placed in one of three cue groups: a no cue group, a phonological cue group, and a semantic cue group. The groups were matched on word reading and phonological decoding efficiency, and their performance on the previous outcome tasks.

Results. Children performed at above-chance levels on all outcome tasks at immediate and short-term follow ups. One year later, all children performed above chance on the orthographic and semantic choice tasks. Children who were given either a phonological or semantic cue also performed above chance on the spelling-definition matching task.

Conclusion. Children retained both orthographic and semantic information from their orthographic learning after one year; cues facilitated their retrieval of a representation of the word that combines both spelling and semantic information. These results provide new information about children's long-term retention and recall of new words they learned during independent reading.

10:30 - 11:30

Nova Scotia Ballroom C (Second Floor)

**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**

General Psychology /
Psychologie générale**49289 A JOURNEY FROM DISCRIMINATION IN MINIMAL GROUPS TO LANGUAGE POLICIES IN QUEBEC***Richard Bourhis, Université du Québec à Montréal (UQAM)*

Minimal group paradigm (MGP) studies showed that random categorization of people as group K vs W members was sufficient to trigger discriminatory behaviours and more ingroup than outgroup liking, supporting Social Identity Theory. MGP studies also showed that dominant groups discriminate twice as much as subordinate groups in stable power structures, while both dominant and subordinate groups prefer twice as much power for their own group rather than equal or total power. In Quebec, MGP studies were used to guide polling studies designed to recommend the relative presence of French/English on commercial signs. Such insights contributed to the adoption of Bill 85 by the Quebec governments, assigning twice as much prominence to French than English on commercial signs, thus stabilising tensions between the French dominant majority and declining English minority. However, Bill 101 adopted by the French majority government, restricted access to English minority schools and succeeded in reducing the size of this school system to 35% of its original student body, the sharpest decline of an English school system in Canada. We discuss how social psychology research can guide language policies to attenuate/accentuate power differentials between linguistic minorities and majorities in divided societies.

10:30 - 11:30

Maritime Suite (Second Floor)

**Committee Business
Meeting / Réunion**General Psychology /
Psychologie générale**49290 PROFESSIONAL AFFAIRS COMMITTEE MEETING***Kim Corace, University of Ottawa/The Royal*

10:30 - 11:30

Annapolis (Ground Floor)

Conversation HourGeneral Psychology /
Psychologie générale**49293 PSYCHOLOGY'S RESPONSE TO THE TRUTH AND RECONCILIATION REPORT: AN EDUCATIONAL CONVERSATION***David Danto, University of Guelph-Humber*

In May, 2018 the Canadian Psychological Association (CPA) and the Psychology Foundation of Canada (PFC) published their report addressing action-oriented recommendations to improve service delivery to

the First Nations, Métis, and Inuit populations in Canada. The joint task force addressing the Truth and Reconciliation Report was comprised of self-identified Indigenous community members as well as members of the profession of psychology. The report included a statement of accountability addressing the profession's failure to meet its own ethical standards with regard to Indigenous clients, guiding principles and best practice recommendations. Among the numerous recommendations made in the CPA and PFC report, was a proposal to form a knowledge-sharing group and standing committee on reconciliation comprised of Indigenous and non-Indigenous psychologists and community members to continuously respond to issues relating to the interaction between Indigenous Peoples and the discipline of psychology. In this conversation session, members of both the joint task force and the newly formed standing committee and knowledge sharing group will share their views on Canada's response to the Truth and Reconciliation Report. Panelists will provide guidance to students and members of the profession regarding the path toward reconciliation.

10:30 - 12:00

Nova Scotia Ballroom D (Second Floor)

Professional Development Workshop / Ateliers de perfectionnement professionnelClinical Psychology /
Psychologie clinique**45675 INFUSING CLINICAL PRACTICE WITH EVIDENCE-BASED POSITIVE CLINICAL PSYCHOLOGY APPROACHES: FROM ASSESSMENT TO INTERVENTION***Margaret Lumley, University of Guelph*

As a field, there has been a tendency to orient towards a deficit model in clinical work with major foci on how to best assess and ameliorate distress, difficulty and illness. Positive clinical psychology (PCP; Wood & Tarrier, 2010) challenges the mental health field to bring a more holistic focus to our work by sensibly applying evidence-based positive psychology models and constructs (e.g., well-being models, character strengths, positive cognitive schemas, meaning making) in assessment and intervention work with clinical populations. Such approaches are gaining empirical support (e.g., Rashid, 2014). This workshop orients participants towards more holistic conceptualizations of mental health (consistent with Corey Keyes prominent Dual Continuum of Mental Health model; 2012), the empirical research that supports PCP practice (including research by the facilitator) with the introduction of concrete PCP tools to apply in clinical practice. The facilitator will highlight aspects of prominent evidence-based CBT and ACT models consistent with a PCP approach and then go on to forward further strategies and tools that may benefit participants' assessment and intervention practice (e.g., meaningfully assessing character strengths during assessment and therapy intake, strengths identification and growth in the context of challenge, orienting to building positive schemas and desired futures). To promote active learning by workshop participants, demonstration videos and case study applications will be presented in an interactive format. It is intended that attendees leave the workshop inspired to apply evidence-based PCP approaches to their work towards their clients' well-being and perhaps their own as well.

10:30 - 12:00

Atlantic Suite (Second Floor)

**Professional
Development
Workshop / Ateliers
de perfectionnement
professionnel**

Adult Development and
Aging / Développement
adulte et vieillissement

**46318 MEANING-CENTERED MENS GROUPS: PREVENTING THE ONSET OF
SUICIDE RISK AMONG MEN TRANSITIONING TO RETIREMENT**

Marnin Heisel, The University of Western Ontario

Older men have the highest suicide rates worldwide, and the older adult population is growing rapidly. Relatively few interventions have been shown effective in reducing suicide risk in this demographic, necessitating novel interventions designed to promote psychological resiliency and prevent the onset or exacerbation of suicide risk. The purpose of this workshop is to provide the theoretical and epidemiologic background on Meaning-Centered Men's Groups (MCMG), a novel, upstream, community-based group intervention designed to enhance psychological resiliency and prevent the onset of depression and suicide risk among middle-aged and older men facing the transition to retirement (Heisel et al., 2016). Participants will learn about positive findings from our initial trial of MCMG, including significant reduction in suicide ideation, depression, hopelessness, and loneliness, and improvement in Meaning in Life (MIL), psychological well-being, and life satisfaction. Participants in this interactive workshop will additionally learn how to facilitate a course of MCMG for community-residing men facing the transition to retirement.

10:30 - 12:00

Sable B (Ground Floor)

**Professional
Development
Workshop / Ateliers
de perfectionnement
professionnel**

Students in Psychology /
Étudiants en psychologie

**44496 SELF-CARE AND WELLNESS DURING GRAD SCHOOL: HOW TO STAY
HEALTHY UNDER PRESSURE**

Georden Jones, University of Ottawa; Alexandra Richard, Lady Davis Institute - Jewish General Hospital and McGill University; Alisia Palermo, University of Ontario Institute of Technology (UOIT); Baénie La Fleur, University of Manitoba

Graduate studies are a life period in which students are faced with many competing demands, including academics (i.e., thesis writing, research projects, or teaching), clinical work, and personal life (i.e., social relationships, home-maintenance, and exercise). Burnout and a decreased quality of life are significant work hazards for graduate students, with up to 70% of psychology graduate students reporting a level of stress that interferes with functioning (El-Ghoroury, Galper, Sawaqdeh, & Bufka, 2012). Research indicates that self-care decreases psychological distress and increases self-compassion as well as life satisfaction (Colman, Echon, Lemay, McDonald, Smith, Spencer, & Swift, 2016). In this workshop, we will discuss the importance of self-care, the symptoms and signs of burnout, research supporting self-care, and self-care strategies in an open and collaborative environment. Additionally, we will discuss issues relevant to students including procrastination, time management, working autonomously, and setting both long-term and short-term goals. This workshop will foster a conversation amongst students on a topic that may otherwise be stigmatized, where it intends to normalize and acknowledge the necessity of self-care. Further, this workshop will serve as a discussion for students to share self-care techniques with each other. This workshop's learning objectives are to 1) inform and equip students to recognize the signs of burnout in themselves and others, 2) provide practical strategies to improve and develop a self-care plan, and 3) facilitate an open conversation about self-care.

10:30 - 12:00

Acadia A (Ground Floor)

**Professional
Development
Workshop / Ateliers
de perfectionnement
professionnel**

Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle

**45947 APPLICATIONS OF AN EVIDENCE-BASED APPROACH TO CASE
COMPETITION**



R. Blake Jelley, University of Prince Edward Island; Tina Saksida, University of Prince Edward Island

Cases have been used in business schools for over 100 years and their application has expanded to inter-university case competitions. Business school applications of cases have traditionally rejected consideration of evidence or principles derived from research. Gamble and Jelley (2014) proposed an evidence-based case competition to stimulate explicit use of Briner and colleague's (2009) evidence-based management framework. That framework encourages decision-making and action planning based on critical consideration of ethics and stakeholder concerns, practitioner judgement and expertise, evidence from formal research, and local evidence. Jelley and Saksida (2017) suggested that the industrial-organizational (I-O) psychology community could use an evidence-based case competition to help address concerns that I-O practice is not as strongly evidence-based as the field's endorsement of the scientist-practitioner model might suggest (Briner & Rousseau, 2011). In this session, we review, demonstrate, and facilitate discussion of the evidence-based approach to case competitions that we have adapted for courses at the undergraduate and graduate levels. Participants will be provided with an orientation to the approach, sample cases, and grading criteria that they can adopt. Participants will also consider the possibility of an evidence-themed inter-university case competition.

10:30 - 12:00

Acadia B (Ground Floor)

Professional Development Workshop / Ateliers de perfectionnement professionnel

Educational and School Psychology / Psychologie éducationnelle et scolaire

45263 DIVERSE PSYCHOLOGICAL SERVICES FOR DIVERSE SCHOOL POPULATIONS

Ester Cole, Section on Psychology in Education - Ontario Psychological Association; *Carolyn Lennox*, Section on Psychology in Education - Ontario Psychological Association; *Maria Kokai*, Section on Psychology in Education - Ontario Psychological Association; *Debra Lean*, Section on Psychology in Education - Ontario Psychological Association

The ongoing challenges faced by education systems are interlinked with social, economic, and pedagogical trends. Service needs, however, must be addressed based on school cultures in order for them to be successful, adjusted, and sustained over time. For school psychologists, pre-service and in-service training are highly important in promoting evidence-based role expansion and confidence in the delivery models in line with organizational goals and expected outcomes.

This interactive workshop, which will consist of presentations, discussion, and role-playing, will highlight several examples of core services concerning prevention and intervention activities including:

The comprehensive 2018 Guidelines for Diagnosis and Assessment of Children, Adolescents, and Adults with Learning Disabilities. The consensus statement and supporting documents, developed by psychologists representing divergent points of view, can also be utilized in assessing students presenting with a range of reasons for referrals.

Effective consultation with Multi-Disciplinary School Teams- Research findings that point to efficient collaborative processes will be shared. Those can be embedded in planning primary, secondary, and tertiary services.

Addressing the needs of Canadian Newcomers to schools- examples will highlight both generic and specific skills that enhance the development of evolving services.

The use of reliable knowledge-translation online resources and professional development as aids to consultation with educators, parents, and students. The examples will focus on resources developed with significant input by

10:45 - 11:00

Acadia C (Ground Floor)

12-Minute Talk / Présentation orale (12 minutes)

Clinical Psychology / Psychologie clinique

44856 EVALUATION OF GROUP PROGRAMS THAT COMBINE CBT AND DBT SKILLS WITH ART THERAPY

Laura Lang, True North Psychological Services; *Danielle Cuvilier*, True North Psychological Services

The Teen Group and Women's Group at True North Psychological Services, are both 10-week, skills-based programs, that combine CBT/DBT skills with art therapy. The groups are designed for teenagers (ages 14-17) and women (age 18+) who could use support in the development of healthy coping strategies and basic stress management skills. Our approach is strengths-based, focusing on encouraging competencies and positive potential. The program adopts the underlying principles of DBT, including the balance between acceptance and change. In addition to skill building, we also incorporate therapeutic art activities as a healing tool for self-reflection, restoring wellness, and reinforcing concepts learned through group. The group is co-facilitated by a registered psychologist and certified art therapist. The group size is typically 6-8 participants. Topics covered include goal setting, relaxation skills, self-care, cognitive distortions, rational thinking, mindfulness, assertiveness, emotion regulation, and distress tolerance. Each group meeting closes with a therapeutic art activity connected to the theme of the session. The purpose of the current evaluation was to examine the effectiveness of the teen group and women's group programs and highlight the benefit of combining art therapy with skills-based interventions. Assessment tools included the following: PHQ-9, GAD-7, MAAS, and a Distress Tolerance checklist. Data collection is ongoing (preliminary results are promising).

11:00 - 12:00

Sable D (Ground Floor)

**Section Featured
Speaker Address /
Allocution principale de
la section**

Teaching of Psychology /
Enseignement de la
psychologie

SECTION PROGRAM / PROGRAMME DE LA SECTION

46028 STUDENT EVALUATIONS OF TEACHING: FACTS AND MYTHS

Bob Uttl, Mount Royal University

Student evaluation of teaching (SET) ratings are used to evaluate faculty's teaching effectiveness based on the widespread but false belief that students learn more from more highly rated professors. Using SET in high stakes personnel decisions such as hiring, firing, promotion, tenure, and merit pay decisions is fatally flawed. First, SET do not measure faculty's teaching effectiveness; students do not learn more from more highly rated professors (Uttl, White, & Wong Gonzalez, 2017). Second, SET are influenced by many teaching effectiveness irrelevant factors (TEIFs) not attributable to professors. For example, professors teaching quantitative vs. non-quantitative courses receive lower SET and are much more likely to fail a variety of standards for "satisfactory" teaching (Uttl & Smibert, 2017). Third, SET are influenced by factors attributable to professors that universities would be ill advised to consider in high stakes personnel decisions. For example, SET are influenced by attributes such as teacher accent, ethnicity, national origin, beauty/hotness, facial approachability, low academic standards, and provision cookies. The origin of the false belief that SET measure teaching effectiveness can be traced to extremely poor methods and significant conflicts of interests. Continued use of SET as a measure of teaching effectiveness is unwarranted, contrary to basic principles of fairness, contrary to the principles detailed in the Standards for Educational and Psychological Testing (AERA, APA, NCME, 2005), contrary to various ethics codes (including Canadian Code of Ethics for Psychologists), and contrary to basic principles of employment law (see *Ryerson University v. Ryerson Faculty Association*, 2018 CanLII 58446).

11:00 - 12:30

Acadia C (Ground Floor)

**Professional
Development
Workshop / Ateliers
de perfectionnement
professionnel**

Counselling Psychology /
Psychologie du counseling

45608 SHOULD YOU TRUST AND USE PRACTICE GUIDELINES?: ASSESSING THE QUALITY OF A GUIDELINE (PART 1)

Michelle Azzi, McGill University; Gabrielle Ciquier, McGill University; Kia Watkins-Martin, McGill University; Catherine Hébert, McGill University; Catherine Bergeron, McGill University; Annett Korner, McGill University; Maxine Holmqvist, University of Manitoba; Martin Drapeau, McGill University

Background/rationale: The purpose of clinical practice guidelines (CPGs) is to enhance clinical knowledge, facilitate the application of scientifically supported recommendations, improve outcomes, and lower costs (e.g., Rutten et al., 2016; van Dijk, Oosterbaan, Verbraak, & van Balkom, 2013). However, the development, production and dissemination of high quality practice guidelines requires a significant investment in time, expertise, and financial resources (Ansari & Rashidian, 2012; Hollon et al., 2014). Unsurprisingly, research has shown that not all guidelines available to psychologists and other practitioners are of good quality (Trépanier et al., 2017; Stamoulos et al., 2014). As psychologists are required to use the best evidence to inform their practice, it is crucial for them to be able to determine which guidelines are of good quality.

Methods: In Part 1 of this workshop, participants will learn about best practices in the development of practice guidelines, with a focus on the AGREE-II method, which is considered to be the gold standard for the assessment of guidelines. The rationale behind the AGREE-II method will be presented, along with the key steps that need to be implemented to design guidelines.

Action/Impact: Participants will learn about best practices in the development of practice guidelines, and understand the model behind AGREE-II. This will serve as a starting point to learn how to assess practice guidelines. This latter topic will be addressed in Part 2 of this workshop (Should you trust and use practice guidelines?: Assessing the quality of a guideline (Part 2)).

11:15 - 12:15

Halifax Ballroom B (Second Floor)

GIMME-5 Session # 5 / Session “Éclair 5”

- Educational and School Psychology / Psychologie éducationnelle et scolaire
- Teaching of Psychology / Enseignement de la psychologie

GIMME-5 Session # 5 / Session “Éclair 5”

Educational and School Psychology / Psychologie éducationnelle et scolaire

#1 45769 BRIDGING THE GAP WITH REFUGEE FAMILIES: A CALL FOR CULTURALLY APPROPRIATE EMOTIONAL DEVELOPMENT PROGRAMS

Esther Arquillano, University of British Columbia; *Laurie Ford*, University of British Columbia

At the end of 2017, 26,600 displaced individuals were resettled in Canada, many of whom were parents with young children (UNHCR). Centres supporting refugee families have provided programs aimed at enhancing the emotional skills and emotion socialization practices of parents to help lead to the successful integration of the child and parent into society. However, cross-cultural differences exist regarding how emotions are thought about; practices that are effective or ineffective for families with Western ideals do not necessarily transfer to non-Western families (Friedlmeier, Corapci, & Cole, 2011). The purpose of this presentation is to review the best practices of programs that bridge together the non-Western beliefs of parents who are refugees and how developmentally appropriate emotion socialization practices are taught. Comparison of various programs will lead to a summary that highlights the importance of supporting emotion-related self-regulation in refugee families, how programs can take into account parental beliefs when developing emotion socialization practices, and how consistent collaboration is required to produce effective programs. Assessment of programs can lead to the implementation and development of culturally-appropriate programs that focus on emotional development and emotion-related self-regulation. Successful development of these programs will require the voices of parents to be incorporated alongside evidence-based practices. The implications of culturally-appropriate programs are more impactful programs to support refugee families in transitioning to Canadian society to foster a sense of belonging and increase well-being.

11:15 - 12:15

Halifax Ballroom B (Second Floor)

GIMME-5 Session # 5 / Session “Éclair 5”

Educational and School Psychology / Psychologie éducationnelle et scolaire

#2 46034 COMBATTING NEUROMYTHS IN SCHOOLS: WHY IT MATTERS TO SCHOOL PSYCHOLOGISTS

Erica Makarenko, University of Calgary; *Heather Craig*, University of Calgary; *Gabrielle Wilcox*, University of Calgary; *Frank MacMaster*, University of Calgary

Recently, educators have indicated an increased interest in neuroscience and brain development; however, there are concerns regarding the accuracy of the information they attain (Carew & Magasmen, 2010; Zadina, 2015; Zambo & Zambo, 2011). *Neuromyths* refer to statements that sound as if they are based on science but are inaccurate (Beauchamp & Beauchamp, 2013; Fischer et al., 2007). Neuromyths have been proliferated in the educational community and include statements such as: “you only use 10% of your brain,” and, “brain development is fixed after age three.” School psychologists in particular are in a position to be ‘knowledge translators’ for teachers given their training in psychology, neuroscience, cognition, and learning. We conducted a study of educator’s knowledge of educationally-relevant neuroscience through an online survey distributed to educators across North America. The survey included demographic and 30 true-or-false items about common neuromyths. Overall, results from 253 educators suggest that neuromyths are still prevalent with the average score of 63% on the survey. The most commonly held misconception was the utility of learning styles in teaching children. These results highlight the need for not only accurate training in teacher preparation programs, but also a call for action from psychologists in schools. Specifically, school psychologists can support educators by disseminating accurate information and providing teachers reputable sources of information to support student learning and well-being. This presentation will bring awareness to the prevalence of neuromyths that persist in education and provide some suggestions for school psychologists in supporting accurate knowledge dissemination in schools.

11:15 - 12:15

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 5 /
Session “Éclair 5”**Educational and School
Psychology / Psychologie
éducative et scolaire**#3 44269 WRITING MATTERS: ANALYZING THE EFFECTS OF WRITING
SELF-EFFICACY ON DOCTORAL STUDENTS’ PHYSICAL AND PSYCHOLOGICAL
WELL-BEING**

Samira Feizi, McGill University

Recent studies on students identify the challenges of writing a dissertation as one of the underlying causes of doctoral students’ dropout before finishing the dissertation stage (Cassuto, 2013; Harris, 2011). Academic writing is an activity which should be performed alone with a great deal of effort, and consequently, self-efficacy has a lot of importance in this activity (Zimmerman & Bandura, 1994). There are several qualitative studies on writing in doctoral students (Caffarella & Barnett, 2000), and considering the negative effects of writing on doctoral students’ dissertation progress and well-being (Russell-Pinson & Harris, 2017), it is vital to assess the relationship of writing self-efficacy and quality of life of doctoral students. Doctoral-level students ($N = 636$) recruited internationally from a total of 36 countries across 41 disciplines. Participants completed an online questionnaire consisting of several self-report measures including Writing self-efficacy and depression, burnout, intention to quit and health and illness. Regression analyses were conducted to analyze the association between writing self-efficacy and psychological well-being (i.e., depression, burnout, intention to quit) and health and illness factors (i.e., sleep problems, headaches, feeling low in energy, muscle tension, constant fatigue, heart pounding or racing). Results revealed that students with a higher level of self-efficacy in writing have better levels of psychological and physical well-being. Findings revealed that by providing a great deal of support in writing to doctoral students, not only we can improve their physical and mental health but also, we can elevate their persistence in their doctoral program.

11:15 - 12:15

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 5 /
Session “Éclair 5”**Educational and School
Psychology / Psychologie
éducative et scolaire**#4 44405 DOCTORAL STUDENTS’ PSYCHOLOGICAL WELL-BEING AND
SUPERVISOR SUPPORT IN THE DIFFERENT STAGES OF PH.D. PROGRAM**

Samira Feizi, McGill University

Past research has shown the supervisory relationship to be one of the principal contributors to doctoral students’ well-being, research progress, satisfaction with the program, and in turn, attrition rates (Gube et al., 2017). Additionally, several empirical studies have demonstrated that doctoral students’ emotions are significantly influenced by their relationship with their supervisors (Chiang, 2003; McAlpine & McKinnon, 2013). Therefore, this study aims to augment existing findings by analyzing supervisor support, emotional well-being, and psychological adjustment together in the one study.

Doctoral-level students ($N = 636$) from 36 countries across 41 disciplines completed an online questionnaire consisting of self-report measures including supervisor support, emotional well-being, and global psychological adjustment. SPSS mediation PROCESS macro was used to evaluate the mediating role of epistemic emotions (i.e., boredom, anxiety, enjoyment) in the relationship with supervisory support (i.e., autonomy support, academic support, supervisor availability, and personal support) and psychological well-being (i.e., intention to quit, depression, burnout) in different stages of the doctoral program (i.e., coursework, comprehensive examination, dissertation).

Results revealed that in the coursework and comprehensive examination stages, anxiety plays a significant role in mediating the four components of the supervisory support in predicting depression and burnout. Additionally, boredom and enjoyment mediate all psychological outcomes in the dissertation stage, which reflect that students experience more boredom and less enjoyment after spending several years in the program, which could be crucial to their well-being. Generally, these findings highlight the importance and influence of the supervisory relationship on the psychological well-being of the doctoral students.

11:15 - 12:15

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 5 /
Session “Éclair 5”**Educational and School
Psychology / Psychologie
éducative et scolaire**#5 45106 LONGITUDINAL ASSOCIATION OF CHILDREN’S CHANGES IN
VICTIMIZATION AND SOCIAL SUPPORT WITH WELL-BEING***Randip Gill*, University of British Columbia; *Michelle Chen*, University of British Columbia; *Martin Guhn*, University of British Columbia; *Shelley Hymel*, University of British Columbia; *Kimberly Schonert-Reichl*, University of British Columbia; *Anne Gadermann*, University of British Columbia

Background. Peer victimization is associated with multiple negative mental health outcomes (McDougall & Vaillancourt, 2015), with 1 in 10 Canadian schoolchildren experiencing chronic victimization (Molcho et al., 2009). However, peer and adult support have been associated with lower harm in victimized students (e.g., Bonnano & Hymel, 2010). This study examined the longitudinal relationship between changes in schoolchildren’s self-reported victimization status and life satisfaction, and how this association may be moderated by changes in adult and peer support, as well as gender.

Methods. Students (N=2696, ethnically diverse) reported their experiences of peer victimization, peer and adult support, and life satisfaction in Grades 4 and 7.

Results. Results from multivariable regression analysis showed that, generally, increasing peer/adult support was associated with increased life satisfaction; the strength of this association was moderated by change in victimization status and students’ gender. For example, the positive association between adult support and life satisfaction was significantly stronger for girls than for boys, and stronger for students who stayed a victim at both grade levels than for those who remained non-victim over that period of time.

Conclusions. These results emphasize the importance of social support from peers and adults for the well-being of students, particularly adult support for students who remained victimized over a 3-year time period, and that these relationships appear to associate differently for boys and girls.

Impact. Advancing knowledge of the interplay of victimization and peer/adult support can inform interventions that aim to reduce victimization and to minimize harms associated with victimization in schools.

11:15 - 12:15

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 5 /
Session “Éclair 5”**Educational and School
Psychology / Psychologie
éducative et scolaire**#6 46182 CONSISTENCY OF FUNCTIONAL IMPAIRMENT RATINGS OF
POSTSECONDARY STUDENTS WITH MENTAL ILLNESS: PHYSICIAN RATINGS
VERSUS ASSESSMENT.***Alana Holmes*, Northern Ontario Assessment and Resource Centre (NOARC) at Cambrian College; *Robert Silvestri*, Northern Ontario Assessment and Resource Centre (NOARC) at Cambrian College

The province of Ontario recently changed the process by which students with mental health disabilities request accommodations at post-secondary institutions. Diagnoses and comprehensive documentation are no longer required, instead a checklist completed by a primary health care physician attesting to disability status and needs is now deemed sufficient. The level of agreement between these two methods of determining functional impairment was investigated through a case study approach focusing on areas of impairment that can be captured through objective testing. Diagnosis(es) and degree of academic and cognitive impairment were gathered from student files containing both physician completed checklists and comprehensive psycho-educational assessments. Physician completed checklists rated cognitive and academic functional impairments as occurring at much different levels than that demonstrated on psychometric testing of these same students. Ratings of attention/concentration problems and written communication problems showed the greatest discrepancy. Implications of these findings with respect to accommodations granted to students within postsecondary school and suggestions around administration and revision of the checklists are discussed.

11:15 - 12:15

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 5 /
Session “Éclair 5”**Educational and School
Psychology / Psychologie
éducative et scolaire**#7 45940 RELATIONSHIP BETWEEN ELEMENTARY SCHOOL CHILDREN'S
COGNITIVE ABILITIES AND FLOOR IMPACT NOISE IN TYPE APARTMENT
BUILDINGS**

Yoon Joon LEE, Psychology Research Centre for Sustainable Building Design & Construction

The purpose of the present research is to examine the influence on children's cognitive functions in multi-story residential buildings after being exposed to long periods of floor impact noise. In accordance with this purpose, the participants were chosen among fourth–sixth graders in elementary schools who have been living in multi-story residential buildings for a long time (four years or more).

In present research, various recognition function domains (i.e., Children's Apperception Test (CAT), Children's Color Trails Test (CCTT), STROOP Color and Word Test, Korean Child Behavior Checklist(K-CBCL), which are expected to be affected by long-term floor impact noise, were tested and the two groups' performance results were compared and analyzed.

In present research, results supported the hypothesis that “children with exposure to noise transfer from other units have lower levels of attention, and academic performance, and lower scores on the assessment of verbal skills.” Specifically, the group with the most exposure to floor impact noise showed lower scores in tests for cognitive flexibility, psychomotor speed, sequential processing skills, and prolonged visual attention skills, than comparison group.

The results of affect and behavioral tests showed more internalizing and externalizing problems and defiant behavior problems in the noise exposure group than in the comparison group.

11:15 - 12:15

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 5 /
Session “Éclair 5”**Teaching of Psychology /
Enseignement de la
psychologie**#8 45876 TEN EFFECTIVE TEACHING ACTIVITIES FOR INTRODUCTORY
PSYCHOLOGY**

Steven Dukeshire, Dalhousie University

Introduction: The importance of experiential, engaging classroom pedagogy is now axiomatic. However, implementing engaging, pedagogical strategies and techniques can be challenging in large classes, as is typical for Introductory Psychology. This GIMME-5 will present ten classroom tested activities that can be conducted in an Introductory Psychology class of any size.

Methods: Over five years, the presenter has employed many experiential activities for practically every topic in Introductory Psychology. Activities that were engaging and pedagogically effective have been retained, others have been eliminated or modified.

Results: The ten activities judged to be most effective in raising student engagement as well as for conveying important psychology principles have been retained and each will be briefly presented in this GIMME-5. A handout will also be provided that describes each of the activities including where to obtain needed materials and how to conduct the activity.

Conclusion and Impact: The popularity of Introductory Psychology means the course can have considerable impact on a large number of students. Yet being able to engage students with meaningful, effective, pedagogical teaching methods can be a challenge in large classes. By highlighting experiential activities tested multiple times in large classes, it is the goal of this GIMME-5 to help enable, empower, and inspire instructors to make their classes more meaningful and rewarding for students.

11:15 - 11:45

Sable C (Ground Floor)

**Discussion Forum /
Forum de discussion**Sexual Orientation
and Gender Identity /
Orientation sexuelle et
identité sexuelle**46359 BEYOND ETHICS: WHEN INTERNAL REVIEW BOARDS OPERATE
BEYOND THEIR MANDATE***C.J Bishop*, University of Alberta; *Melanie Morrison*, University of Saskatchewan; *Todd Morrison*, University of Saskatchewan

This proposed discussion session will focus on the pursuit of ethics approval for various research projects by three researchers in the social sciences at a Canadian post-secondary institution. The presenters will outline their experiences with Internal Review Boards (IRBs) when conducting research focused on lesbian, gay, bisexual, and transgender-related (LGBT) issues, as well as the myriad concerns outlined by the IRBs that were construed by the researchers as offensive and, importantly, unrelated to the ethicality of the proposed research. The presenters will briefly reflect on the ways in which receipt of the IRB evaluations affected their research trajectories, along with their students' wellness and progress in their intended programs. In addition, the presenters will also link challenges when conducting research on sexual and gender minorities to research on ethno-cultural minorities; specifically, research on topics falling under the general rubric of stereotyping, prejudice, and discrimination toward Indigenous Peoples. The presenters' shared experiences will provide fodder for attendees to share their own experiences, positive or negative, with their respective IRBs and the methods they used to deal with the concerns raised. Along with sharing personal experiences, the generation of ideas of how similar situations can be addressed by attendees in the future will be encouraged. This session is meant to provide support and encouragement to any and all researchers who feel as though they have experienced IRB interference that was not related to the research being proposed and develop strategies that can be used when such incidents occur.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

Poster Session "E" / Présentation par affichage

- Clinical Psychology / Psychologie clinique
- Traumatic Stress / Stress traumatique

**Poster Session "E" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#1 46340 AGE AND GENDER MODERATE THE INFLUENCE OF SELF-RELIANCE
ON HELP-SEEKING ATTITUDES AND INTENTIONS***Lindsay (Huska) Berard*, University of Manitoba; *Tyler Eschenwecker*, University of Manitoba; *Lily Pankratz*, University of Manitoba; *Corey Mackenzie*, University of Manitoba

Self-reliance – a preference to rely on oneself, rather than seeking help from others – has been identified as one of the most common barriers to seeking mental health services. Self-reliance is often cited as a particularly strong barrier to service use for men, whereas age differences in reliance have received little empirical attention. A small body of research suggests that high levels of self-reliance are related to more negative attitudes, and less favourable intentions to seek help, both of which are precursors to actual help-seeking. The objective of this study was to examine whether the influence of self-reliance on attitudes and intentions to seek help are moderated by age and gender. We examined our objective using cross-sectional data from a national survey of 5,712 Canadian adults (aged 18-101, $M=49.9$) that included measures of self-reliance and help-seeking attitudes and intentions. Results indicated that higher self-reliance was related to more negative help-seeking attitudes and intentions to seek help. Only age moderated the effect of self-reliance on attitudes, such that the negative relationship between reliance and attitudes was stronger for older adults. Conversely, only gender moderated the effect of self-reliance on intentions, such that the negative relationship between reliance and intentions was stronger for men. By exploring the boundary conditions under which self-reliance affects help-seeking, our findings suggest that efforts to increase mental health service use by reducing self-reliance would be most effectively targeted at men and older adults.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#2 46345 CHOICE, COERCION, AND/OR MUDDLING THROUGH: AN EXPLORATION
OF OLDER MANITOBANS' EXPERIENCES SEEKING PSYCHOLOGICAL CARE***Lindsay (Huska) Berard*, University of Manitoba; *Corey Mackenzie*, University of Manitoba; *Kristin Reynolds*, University of Manitoba; *Lesley Koven*, University of Manitoba; *Genevieve Thompson*, University of Manitoba; *Brooke Beatie*, University of Manitoba

Although decades of research have been devoted to help-seeking behaviors, reasons why many older adults with mental health problems do not seek professional help are not fully understood. The Network Episode Model (NEM) (Pescosolido et al., 1998) suggests that there are three unique pathways into treatment: choice (willingness), coercion (force/pressure) or muddling through ('drifting around,' or having someone take-over). The current study examined two objectives: 1) classifying older Manitobans' pathways into treatment using the NEM, and 2) exploring whether the pathways should represent distinct treatment journeys, or if they are best conceptualized as co-occurring processes (i.e., choice, coercion, *and* muddling through). Secondary qualitative data ($N = 35$) was analyzed with content analysis. Findings highlight that the majority of the sample entered care choicefully. The remaining participants (40%) entered care through muddling. No participants' pathways were categorized as coercion. For objective two, findings demonstrated that few participants (28.6%) had a help-seeking journey that represented only one type of pathway. A period of muddling through was included in all but two participants' journeys to care, and muddling often preceded choice. These findings demonstrate that help-seeking is not always a direct pathway to treatment. For clinicians, having an effective way to describe pathways to treatment could provide beneficial information in understanding clients and developing treatment conceptualizations. Additionally, this may inform health researchers and policy makers, aiding in removing barriers and systematic delays to accessing treatment, supporting the growing numbers of older adults with mental health problems needing treatment in the coming decades.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#3 45650 BRIEF LARGE-GROUP CBT COMPARED TO WAITLIST FOR PATIENTS
AWAITING ANXIETY DISORDERS ASSESSMENT AND TREATMENT***Gillian Alcolado*, University of Manitoba; *Hongru Ren*, University of Manitoba; *Patricia Furer*, University of Manitoba

Background: In healthcare there are often long waits for cognitive-behavioural therapy (CBT). In a tertiary care anxiety clinic, we evaluated the effectiveness of a brief, large-group CBT program (QuickStart) as a stepped care offering. We expected that as compared to a naturalistic control group, patients who received QuickStart would have decreased anxiety symptoms by intake.

Methods: A chart review was conducted on patients who attended the two sessions of QuickStart ($n = 612$). We compared them to patients who were not offered this program (Care as Usual, CAU; $n = 106$). All patients completed the *Depression Anxiety Stress Scale* (DASS-21) and a patient feedback questionnaire at intake.

Results: The two groups did not differ on symptom severity at intake as assessed by independent samples t -tests conducted on the anxiety, depression, and stress subscales of the DASS-21 (all p 's > 0.05). Use of CBT while on the waitlist (as reported on the patient feedback questionnaire) was higher in the QuickStart cohort, $t(336) = 2.47, p = .014, d = .37$. Interestingly, there was greater attendance at intake for QuickStart patients (80%) as compared to CAU patients (60%).

Conclusions: QuickStart encouraged CBT use. While there were no differences in symptoms, QuickStart encouraged intake attendance, which reduced costly waste of clinician time for “no-show” appointments. Future research will compare QuickStart patients who attend vs. decline intake to determine whether for some patients QuickStart is a sufficient intervention.

Impact: QuickStart teaches CBT, increases attendance, and may be a useful component of stepped care.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#4 44785 PANIC DISORDER SEVERITY SCALE: TRANSLATION AND
PSYCHOMETRIC EVALUATION OF THE FRENCH-CANADIAN SELF-REPORT
VERSION**

Annie Benoit, Université de Sherbrooke; Jonathan Couture, Université de Sherbrooke; Patricia Marx, Bishop's University; Vincent Morissette-Thomas, Université de Sherbrooke; Nathalie Carrier, Université de Sherbrooke; Martin D. Provencher, Université Laval; Peter J. Norton, Monash University; Pasquale Roberge, Université de Sherbrooke

Background: The self-report version of the Panic Disorder Severity Scale (PDSS-SR; Houck et al., 2002) is a reliable and valid instrument to assess panic disorder, and a practical alternative to the original clinician-administered PDSS (Shear et al., 1997). The aim of this study was to translate the PDSS-SR to French-Canadian and examine its psychometric properties.

Methods: This study is part of a pragmatic RCT of group transdiagnostic CBT for anxiety disorders, and includes adults meeting DSM-5 panic disorder diagnostic criteria. At baseline, participants completed the following self-report measures: French-Canadian PDSS-SR, Beck Anxiety Inventory, Mobility Inventory for Agoraphobia, Sheehan Disability Inventory, Insomnia Severity Index and Patient Health Questionnaire. Convergent and divergent validity were assessed with Pearson correlations, Cronbach's α was used to analyse the scale's internal consistency, and confirmatory factor analysis (CFA) evaluated its factor structure.

Results: 108 participants met DSM-5 criteria for panic disorder, including 58 with agoraphobia. Ninety-five were women (88%) and mean age was 35.4 (SD = 11.7). Internal consistency (Cronbach's α) was 0.86. For convergent validity, the highest correlation was with the BAI ($r = 0.60$); MIA and SDI were lower than 0.50. Regarding divergent validity, correlations with the ISI and PHQ-9 were $r = 0.27$ and $r = 0.46$. CFA suggested a two-factor model.

Conclusion: The French-Canadian PDSS-SR possesses psychometric properties similar to the previous version with confirmed reliability and validity.

Action/Impact: Easy to use and efficient, this instrument can be practical for clinical and research uses in French-Canadian contexts.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#5 46033 MENTAL HEALTH-RELATED CORRELATES OF CO-OCCURRING
GENERALIZED ANXIETY DISORDER AND CHRONIC PAIN: A NATIONALLY
REPRESENTATIVE STUDY**

Caitlin Blaney, University of Manitoba; Renée El-Gabalawy, University of Manitoba; Jordana Sommer, University of Manitoba

Background: There is a dearth of literature dedicated to mental health-related correlates (e.g., suicidality, quality of life) of comorbid GAD and chronic pain conditions, despite the prevalent co-occurrence.

Method: We analyzed data from the 2012 Canadian Community Health Survey-Mental Health supplement (CCHS-MH; $N = 25,113$). Past-year GAD was assessed in accordance with DSM-IV criteria, using the World Health Organization Composite International Diagnostic Interview (WHO-CIDI), and chronic pain conditions (i.e., arthritis, migraine, back pain) were determined through participants' self-report of a physician-provided diagnosis. Suicidality (i.e., thoughts, plans, attempts) and mental/physical health-related quality of life (HR-QOL) were established through participants' self-report. Multiple regression models examined associations between comorbid GAD and chronic pain conditions (reference = GAD alone) with each outcome of interest.

Results: In the most stringent models, comorbid GAD and migraine was associated with increased odds of suicide ideation and plans (adjusted odds ratio (AOR) range: 1.29-1.39, $p < .05$), whereas comorbid GAD and arthritis was associated with increased odds of suicide attempts (AOR = 4.10, 95% CI [1.05-16.01], $p < .05$). Additionally, comorbid GAD and chronic pain was associated with reduced physical HR-QOL across all pain conditions (unstandardized beta (b) range: -0.35 - -0.63, $p < .01$), whereas only comorbid GAD and migraine was associated with reduced mental HR-QOL ($b = -0.39$, 95% CI [-0.64 - -0.14], $p < .01$).

Conclusions: Idiosyncratic differences in the consequences of comorbid chronic pain for those with GAD were supported, as was routine suicide risk assessment among individuals with both GAD and chronic pain.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#6 46093 AN INVESTIGATION OF HOW COMPULSIVE BUYING BEHAVIOURS
CONTRIBUTE TO DEPRESSIVE AND ANXIETY SYMPTOMS IN UNDERGRADUATES***Kara Boles, Lakehead University; Elaine Toombs, Lakehead University; Aislin Mushquash, Lakehead University; Christopher Mushquash, Lakehead University; Daniel McGrath, University of Calgary*

Background: Compulsive buying (CB) has been recognized as a problematic behaviour among young adults. Previous research has shown that those who engage in CB report that excessive purchasing has reduced unwanted distress, improved mood, and increased peer approval. Despite perceived benefits, many of those who engage in CB have reported regret of purchasing, increased guilt, and increased interpersonal, financial, and legal difficulties, with many reporting difficulties mitigating problematic spending behaviour when desired. Although CB has been found to co-occur with mental health symptoms (i.e., anxiety, depression), a study has yet to examine how CB behaviours contribute to mental health symptomatology in a Canadian University sample. This research study will fill a gap in the literature by examining how CB behaviours contribute to mental health symptomatology (depression and anxiety symptoms) over time.

Methods: Data from 410 Canadian undergraduate students were collected using a short-term longitudinal design. Each student completed questions regarding their CB behaviours and mental health (i.e., depression, anxiety) at baseline and follow-up (2 weeks later).

Results: Structural equation modeling was used to test a model predicting mental health symptoms (at follow-up) from CB (at baseline). The hypothesized model fit the data well and showed that CB behaviours at baseline significantly predicted ($p < .05$) the latent mental health variable at follow-up.

Conclusions: These results indicate that among undergraduate students, CB has an impact on mental health symptoms.

Recommendations: Further analyses exploring the role of individual difference factors influencing the relationship between CB behaviours and mental health symptoms are warranted.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#7 45463 EXAMINING FACTORS IMPACTING PATIENT TREATMENT OUTCOMES
IN A CANADIAN PUBLIC COMMUNITY MENTAL HEALTH SETTING***Kristina Bradley, IWK Health Centre*

Evidence-based guidelines are needed to maximize patient care in the context of increased referrals, fewer resources, and large caseloads in public community mental health centres (CMHCs). Some research findings, such as the role of psychotherapy “dose” and session frequency in treatment trajectories (Erikson, et al., 2015), could guide improvements in patient flow through CMHCs. However, there are fundamental differences between (American) university clinics and CMHCs (e.g., average sessions attended is 11 in trials vs. 3-4 in CMHCs; Southam-Gerow, 2003). Therefore, this project aims to examine factors contributing to patient outcomes at an IWK CMHC by determining 1) if mean total number of sessions (#sessions) of treatment differs for various clinical problems (such as anxiety, mood, disruptive behavior - using one-way ANOVA), 2) predictors for #sessions (greater cumulative mean frequency of sessions, proportion of booked sessions attended, presentation severity, and frequency of sessions occurring in the clinician-preferred/evidence-based timeframe - using HLM to nest patients within clinicians), and 3) predictors of categorical treatment outcomes (variables above plus age, gender, and clinical problem - using logistic regression). Chart data from 923 patients over a 21-month period will be analyzed, totaling 6126 unique appointments, completed by 14 clinicians of various disciplines (psychology, social-work, occupational therapy). Results from this study will be used to guide recommendations to maximize efficiency and effectiveness of patient flow through our CMHC, while reducing staff caseload burden. Such policies could help inform practices in other Canadian CMHCs and help to improve youth access to efficient and effective mental health care.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#8 45735 SELF-COMPASSION AND RISK TAKING: A FIELD STUDY OF CASINO PATRONS.***Nicolas Brais*, University of Manitoba; *Daniel Bailis*, University of Manitoba; *Alanna Single*, University of Manitoba; *Benjamin Schellenberg*, University of Manitoba

Self-compassion is the tendency to treat oneself kindly in difficult times. An adaptive trait for coping with negative past events, the possible role of self-compassion in anticipating and avoiding negative future events is less clear. The present study evaluated the link between self-compassion and risky decision-making in casino patrons. Individuals ($N = 240$) ranging in age from 18-85 were recruited in person and tested onsite in two large casinos operated by the provincial gambling authority in Winnipeg. Participants completed a paper survey to capture demographics, self-compassion, and Problem Gambling Severity Index (PGSI) scores. They then completed the Iowa Gambling Task (IGT), a computer-simulated card game measuring risk-prone decision making. The relationship between self-compassion and IGT performance was evaluated after controlling statistically for participants' gender and problem gambling severity, using hierarchical regression analysis. Individuals higher in self-compassion showed significantly higher performance on the IGT, corresponding with better avoidance of risk. Further analyses, which stratified the sample at low (<3), moderate (3+), or high (8+) PGSI scores and tested for moderation by strata, showed that higher self-compassion predicted better IGT performance more strongly among participants who were at greater risk for problem gambling. These findings suggest that self-compassion may be beneficial for avoiding risky bets by potential problem gamblers in a relevant field setting.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#9 45963 SOCIAL ANXIETY AND SAFETY BEHAVIOURS: AN EXAMINATION OF IMPRESSION MANAGEMENT***Leah Brassard*, Wilfrid Laurier University; *Rebecca Blackie*, Wilfrid Laurier University; *Nancy Kocovski*, Wilfrid Laurier University

Social anxiety is the excessive fear of social situations, typically stemming from concerns about negative evaluations from others. Individuals who experience social anxiety commonly engage in safety behaviours, which aim to reduce levels of anxiety in threatening social situations. There are three self-report measures of safety behaviours; the Subtle Avoidance Frequency Examination (SAFE; Cuming et al., 2009), the Social Phobia Safety Behaviours Scale (SPSBS; Pinto-Gouveia et al., 2003), and the Safety Behaviours Questionnaire (SBQ; Clark et al., 1994). Past factor analyses conducted on these individual scales has provided support for three different clusters of safety behaviours: avoidance behaviours, concealment of physical symptoms, and impression management. Previous work in our lab, conducted on an undergraduate sample using all items from these scales, found the impression management cluster to contain two separate factors; internal and external impression management. The purpose of the current study is to confirm these two distinct categories of impression management in an adult sample. Participants ($N = 300$) are currently being recruited from Amazon's Mechanical Turk ($n = 100$ thus far; total will be 300). Using all three safety behaviour scales, the factor structure will be examined in this adult sample. Further, the use of internal vs. external impression management will be compared across different social situation types to better understand when individuals are engaging in these behaviours. Assessing the full range of safety behaviours has implications for research and clinical practice. Being able to comprehensively assess safety behaviours can help clinicians more effectively target these maladaptive behaviours.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#10 45854 THE SELF-WORTH CONTINGENCIES QUESTIONNAIRE:
PSYCHOMETRIC PROPERTIES AMONG ADULTS***Rebecca Burwell*, Westfield State University; *Teila Dupuis*, Westfield State University ; *Joseph Camilleri*, Westfield State University

The Self-Worth Contingency Questionnaire (SWCQ) was originally developed for use with adolescents to assess the extent to which external feedback (in the areas of academics, social acceptance, physical appearance, and activities) influences self-worth (Burwell & Shirk, 2006). Though the original SWCQ demonstrated good internal consistency and reliability among adolescents, little is known about psychometric properties among college students and adults. This current study adapted the SWCQ by changing language in the academics and activities domains to represent the experience of an adult sample (e.g., “Whether or not I do well in my work strongly affects my feelings of worth”). Next, psychometric properties of this adapted SWCQ were evaluated, including its internal consistency and convergent validity, and examination of associations between one’s own reports of contingencies and one’s partner’s reports of them (the latter has not previously been demonstrated). Forty-six couples (aged 18-58, 54% female; 88% white non-Hispanic) recruited from the community and from flyers within a small university participated in the current study. Results indicated good internal consistency (Cronbach’s alpha = .94) as well as convergent validity, correlating with the Relationship Contingent Self-Esteem Questionnaire (Knee, Canevello, Bush, & Cook, 2008) ($r = .35$, $p < .001$). Furthermore, one’s own ratings of SWCQ and one’s partner’s ratings of their SWCQ were correlated ($r = .50$, $p < .001$). Findings support the strong psychometric properties of the SWCQ in an adult sample and suggest that partner ratings of contingencies may be a viable addition or alternative to self-reported measures.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#11 45880 UNIVERSITY STUDENTS MENTAL HEALTH: RESILIENCE, STIGMA,
COPING, AND ACADEMIC BEHAVIOURS.***Danielle Caissie*, St. Thomas University; *Jessica Gilbert*, St. Thomas University; *Suzanne Prior*, St. Thomas University; *Marvin Claybourn*, St. Thomas University

Students’ mental health is an issue of growing concern on many university campuses, particularly as it relates to their academic success (Eisenberg, Gollust, Golberstein, & Hefner, 2007). Existing literature on the mental health of Canadian university students is sparse but the results of studies that have been conducted tend to indicate that students experience a wide range of mental health difficulties which might adversely impact their academic performance (Kirsh, et al., 2014). The present study is intended to add to this growing body of research and explore relationships between university students’ mental health, resilience, stigma, coping styles and academic behaviours. In this study students at a university in Atlantic Canada were invited to participate in a study in which they would be measured on these constructs weekly for six consecutive weeks during a busy time of the academic semester. As of the initial assessment (Time 1), 182 undergraduate university students (90% Female; 1% Gender-Fluid, Non-Binary, Gender-Variant, Gender Non-Conforming, Gender Diverse) responded to questionnaires measuring mental health, resilience, stigma, coping styles and academic behaviours. Preliminary analyses indicated that 44% of our sample self-identified as having a diagnosed mental illness and 28% felt they have an undiagnosed mental illness. Additional analyses shall focus on comparing resilience, stigma, coping styles and academic behaviours for students who do and do not have a mental illness as well as investigating changes over time on these constructs. Intended implications of this study include increased awareness of mental health amongst university students, and recommendations for services.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#12 45906 SOCIAL ROLE FUNCTIONING AND COPING IN INDIVIDUALS WITH
BORDERLINE PERSONALITY DISORDER***Emma Carlson*, University of British Columbia; *Daniel Cox*, University of British Columbia; *David Kealy*, University of British Columbia; *John Ogrodniczuk*, University of British Columbia

Borderline personality disorder (BPD) is characterized by instability of interpersonal relationships, self-identity, and emotions, as well as impulsivity and self-injurious behaviour (Dixon-Gordon et al., 2011). Individuals with BPD often exhibit deficits in social functioning, such as idealization/devaluation, and angry or hostile behaviour (Clifton et al., 2007). These difficulties are often argued to be critical to the genesis and maintenance of BPD symptoms (Kosson, Walsh, Rosenthal, & Lynch, 2015), and likely negatively impact how these individuals embody social roles (family/parenting, relationships, employment; Skodol et al., 2002). As social dysfunction can cause significant distress, this study sought to investigate if coping styles in BPD were related to their social role functioning. Psychiatric outpatients ($N = 277$) completed self-report measures on social functioning, coping styles, and BPD symptoms as part of a larger outpatient group therapy program for individuals with significant personality dysfunction (Joyce, Ogrodniczuk, & Kealy, 2017). Emotion-focused coping and social diversion-focused coping were predictive of social role dysfunction while controlling for age ($p < .001$), but this effect was only significant in females. Contrary to predictions, task-focused coping was not significantly linked to social role functioning in either males or females ($p > .05$). These results suggest that gender is an important factor when examining how individuals with BPD function in social settings, which may inform how treatment providers tailor therapeutic interventions to target these deficits. Additionally, interventions that seek to bolster or decrease specific styles of coping may allow these individuals to better manage distress, further decreasing social difficulties over time.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#13 45929 EXAMINING RISK-TAKING BEHAVIOR IN GAMBLING DISORDER AND
BIPOLAR DISORDER USING THE BALLOON ANALOGUE RISK TASK***Ivy Cho*, University of Toronto Scarborough; *David Hodgins*, University of Calgary; *Vina Goghari*, University of Toronto Scarborough

Background: Risk-taking behavior is a common clinical symptom seen in both individuals with gambling and bipolar disorder. Hence, studying risk-taking behaviors can provide insight into understanding the two disorders within a transdiagnostic framework.

Methods: 30 individuals with gambling disorder, 26 individuals with bipolar disorder, and 69 controls completed the Balloon Analogue Risk Task (BART). The BART is a computerized task that measures real-life risk-taking behavior. This 30-trial paradigm required pumping a virtual balloon. The probability of the balloon exploding increased with each pump. With each pump, a monetary reward was collected into a temporary virtual bank account. If participants chose to stop pumping the balloon before the balloon exploded, the reward in their temporary account was transferred to their permanent virtual account. Rewards in the temporary account were lost if the balloon exploded prior to stopping. Indicators of risk-taking were: total monetary reward, average number of pumps on trials where the balloon did not explode (i.e., adjusted score), and response time on the final pump for trials where there was no explosion.

Results: Preliminary analyses suggest that the three groups did not differ on total pay or on the adjusted score. Moreover, following the removal of outliers, the groups did not differ on response time.

Conclusion: Although the clinical definition of the two populations associated with impulsivity suggest heightened risk-taking, these preliminary results suggest that *behavioral* responses on measures of risk-taking behavior may not differ from controls.

Action/Impact: Examining the two disorders together enhances understanding of the underlying transdiagnostic markers.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#14 46226 DUAL DIGANOSIS AND POSITIVE MENTAL HEALTH: THE ROLE OF
PROTECTIVE AND RISK FACTORS***Frances Churcher*, University of New Brunswick; David Speed, University of New Brunswick; Caroline Brunelle, University of New Brunswick

Co-occurring psychiatric and substance use disorders, known as dual diagnoses, pose a significant barrier to optimal treatment in clinical settings and can result in decreased educational and occupational opportunities. Although individuals with dual disorders are at risk of negative mental health outcomes, they are still able to experience positive mental health, which is defined as “a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community” (WHO, 2004). Past research has focused on the effects of several protective and risk factors that affect mental health outcomes but has failed to examine both within a comprehensive model. Using a representative sample from Statistic Canada’s Canadian Community Health Survey – Mental Health (Statistics Canada, 2013), the current study examined the effects of several protective factors (i.e., social support, employment, coping skills) on positive mental health, as well as the effect of a risk factor (i.e., childhood trauma) in a combined model. Overall, the protective factors significantly moderated the relationship between dual diagnosis and positive mental health, indicating that these factors can promote positive mental health. Childhood trauma was also a significant negative predictor of positive mental health. The results of this research have implications for the development of treatment targets and increasing quality of life for individuals with co-occurring disorders.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#15 45471 EFFECT OF PROFESSIONAL TRAINING ON CHILD PROTECTION
WORKERS’ CONCEPTUALIZATION AND SELF-EFFICACY IN DOMESTIC
VIOLENCE CASES***Marlena Colasanto*, University of Toronto; Katreena Scott, University of Toronto

Child exposure to domestic violence (DV) is a recognized risk factor within child protection services and more cases are referred to child protection as a result of concerns about DV than for any other single form of maltreatment. However, child protection workers often do not understand the dynamics of DV cases and are not well equipped to refer families to appropriate interventions. The aim of the current study is to examine the efficacy of professional training to improve child protection workers’ capacity and self-efficacy for working with mothers who have experienced DV and fathers who have perpetrated the DV. As part of a larger cluster randomized control trial (Safe and Understood), child protection workers from four branches of Children’s Aid Society Toronto participated in the study. Workers were randomized into one of four study conditions – mother-focused training, father-focused training, combined training, and service as usual. Workers completed a hypothetical DV case vignette and a self-efficacy measure. Both measures were completed at baseline (Time 1) and 12 months later (Time 2). Those in an intervention condition were invited to attend professional development training after Time 1. Findings revealed marked differences in workers’ capacity and self-efficacy for conceptualizing the risks and needs of mothers and fathers. Professional training resulted in improvements to worker’s conceptualization of mothers’ risk and needs as they intersected with DV, but not fathers’. Results will help lay the groundwork for future studies aimed at improving child protection workers’ knowledge and response to families in circumstances of DV.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#16 44241 POSTPARTUM DEPRESSION: ACTION TOWARDS CAUSES AND
TREATMENT IN CANADA- RESULTS FROM ONE YEAR OF RECRUITMENT.**

Joanna Collaton, University of Guelph; *Cindy-Lee Dennis*, Lawrence S. Bloomberg Faculty of Nursing; *Valerie Taylor*, Women’s College Hospital; *Sophie Grigoriadis*, Sunnybrook Health Sciences Centre; *Tim Oberlander*, BC Women’s Hospital and Health Centre; *Benicio Frey*, St. Joseph’s Healthcare (Hamilton); *Ryan Van Lieshout*, St. Joseph’s Healthcare (Hamilton); *James Kennedy*, Centre for Addiction and Mental Health; *Simone Vigod*, Women’s College Hospital

Postpartum depression (PPD) affects up to 13% of women, with PPD-related suicide accounting for ~20% of postpartum deaths. PPD is also a source of significant illness burden for both mother and child, including poor mother-child attachment, delayed child development, intergenerational transmission of psychiatric disorders, and an increased risk of partner PPD. The PACT consortium, an international group of postpartum psychiatric researchers, are working to elucidate the genetic basis of PPD and postpartum psychosis, requiring hundreds of thousands of samples. To this end, the PPD-ACT app, an iOS application, was released in Canada in 2017 to collect sociodemographic information and genetic samples of women who believe they have ever had PPD or PPP. Participants completed the Edinburgh Postnatal Depression Scale (EPDS), and were deemed a PDD case if their score was above 12 and symptoms began during pregnancy or within three months postpartum, while ruling out other causes for depressive symptoms such as bereavement. Over 800 women across 11 provinces and territories were recruited in the first year of the study. Results indicate that rates of depressive symptoms and suicidal ideation were very high in the sample, with EPDS scores far exceeding the cut-off used for a diagnosis of Major Depressive Disorder. Over 60% of the case sample indicated some thoughts of self-harm after birth. Implications will be discussed in relation to the clinical severity of the sample and future directions of data collection in Canadian PPD and PPP samples.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#17 45546 NEUROPSYCHOLOGICAL FUNCTIONING ACROSS TREATMENT WITH
COGNITIVE BEHAVIOURAL THERAPY FOR INSOMNIA**

Lauren Cudney, McMaster University; *Sheryl Green*, McMaster University; *Laura Grennan*, McMaster University; *Gurjovan Sahi*, McMaster University; *Randi McCabe*, McMaster University

Background: Cognitive Behavioural Therapy for insomnia (CBT-I) is a gold-standard non-pharmacological treatment shown to be effective at improving sleep. Insomnia disorder has been associated with clinically significant deficits in attention, episodic memory, working memory, and executive function. However, it remains unclear whether treatment with CBT-I may positively impact cognitive function. This study aims to investigate whether neurocognitive deficits in insomnia patients change following treatment with CBT-I.

Methods: Individuals with insomnia disorder were recruited from the Sleep Medicine and Mood Disorders Clinics, St. Joseph’s Healthcare Hamilton, and participated in a 6-session group CBT-I protocol. Prior to treatment, self-report measures of insomnia symptoms and a brief neuropsychological battery was administered including measures of episodic memory, selective attention, working memory and executive function. These measures were administered again immediately post-treatment and 3-months following treatment.

Results: Analyses will be conducted on an expected sample of N=15 participants by April, 2019. Paired sample t-tests will be run to determine differences between neuropsychological variables pre- and post-treatment. Multiple linear regression will be used to estimate the effect of treatment response on changes in neuropsychological variables.

Conclusion: We hypothesize that participants who have improved symptoms of insomnia following CBT-I will also have an increase in neuropsychological functioning.

Action/Impact: Results from this study could have major implications for improving cognitive outcomes by way of improving sleep. Further exploration of the mechanisms for how neuropsychological functioning is influenced by CBT-I is warranted.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "E" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#18 45842 VULNERABLE VERSUS GRANDIOSE NARCISSISM AND TREATMENT UTILIZATION**

Sarena Daljeet, University of Western Ontario; Kasey Stanton, University of Western Ontario

Background/rationale: While clinical reports suggest that vulnerable narcissism is more associated with psychotherapy utilization than grandiose narcissism, only one study to date has empirically investigated this relation and in a limited sample. Additionally, no studies have examined psychotropic medication use in the context of vulnerable and grandiose narcissism. The present study aims to investigate links between vulnerable and grandiose narcissistic traits and both psychotherapy and medication utilization in a large sample.

Methods: Associations were examined between items on the Pathological Narcissism Inventory and current and past psychotherapy and psychotropic medication use. The sample consisted of 700 patients recruited through Amazon Mechanical Turk who were currently receiving psychotherapy, medication, or both. The mean age for the sample was 32.8 years ($SD = 10.1$). Most participants were White/Caucasian (84.4%) and identified as female (68.6%).

Results: Factor analysis showed that both vulnerable traits (contingent self-esteem, devaluing) and grandiose traits (grandiose fantasies, exploitativeness) were related significantly, but weakly, to currently receiving psychotherapy. The relations were stronger for vulnerable narcissistic traits. Neither grandiose nor vulnerable traits were related to receiving past psychotherapy, current medication, or past medication.

Conclusions: Results support previous evidence that vulnerable narcissistic traits are more strongly related to psychotherapy utilization than grandiose narcissistic traits.

Action/Impact: These findings suggest that contingent self-esteem and devaluation may drive the association between vulnerable narcissism and psychotherapy utilization while grandiose fantasies and exploitativeness contribute to the relation between grandiose narcissism and psychotherapy utilization. These results may be used to inform the identification of these traits in practice.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "E" /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#19 45496 THE ROLE OF ANXIETY SENSITIVITY IN RELATIONS BETWEEN INSECURE ATTACHMENT AND BORDERLINE PERSONALITY DISORDER**

Jessie Doyle, St. Francis Xavier University; Jacqueline Cohen, Nova Scotia Health Authority; Marie-Eve Couture, Nova Scotia Health Authority; Margo Watt, St. Francis Xavier University; Deborah Parker, Nova Scotia Health Authority

Anxiety sensitivity (AS) is a specific fear of the physical, cognitive, and/or social consequences of arousal-related somatic sensations (Reiss, 1991). High AS is considered a maladaptive emotion regulation strategy and known risk factor for various psychopathology (Macaulay et al., 2015), including Borderline Personality Disorder (BPD; Bounoua et al., 2015). A recent study by Gallagher et al. (submitted) found that AS mediated relations between insecure attachment (conceptualized along two dimensions: anxiety and avoidance; Brennan et al., 1998) and BPD traits. AS dimensions (i.e., physical, cognitive, social) have been found to uniquely predict different forms of psychopathology (Olthuis et al., 2015) and may play help explain relations between different attachment styles (anxiety, avoidance) and specific BPD symptomology (e.g., self-perception; affect regulation). The present study included 92 BPD outpatients (93%F) currently receiving treatment (primarily DBT) who completed measures of AS (ASI; Reiss et al., 1986), attachment (ECR-R; Fraley et al., 2000), and BPD (BSL-23; Bohus et al., 2009). Preliminary results indicate significant positive correlations between AS-physical ($r = .453, p > .001$), AS-cognitive ($r = .453, p > .001$), and AS-social ($r = .296, p = .018$) with BPA symptoms; AS-physical ($r = .373, p > .01$) and AS-social ($r = .309, p = .016$) with attachment anxiety (vs. avoidance). Multiple mediation analyses will test whether AS facets uniquely mediate relations between attachment and BPD symptomology. Results will be discussed in terms of clinical implications, such as better understanding the transdiagnostic role of AS and the influence of attachment style in the variability in BPD manifestations.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#20 45517 CAN WORKING ALLIANCE EXPLAIN RELATIONS BETWEEN INSECURE ATTACHMENT AND TREATMENT OUTCOME IN BPD OUTPATIENTS?***Jessie Doyle*, St. Francis Xavier University ; *Jacqueline Cohen*, Nova Scotia Health Authority ; *Marie-Eve Couture*, Nova Scotia Health Authority ; *Margo Watt*, St. Francis Xavier University ; *Deborah Parker*, Nova Scotia Health Authority

Insecure attachment can be conceptualized along two dimensions: anxiety and avoidance (Bartholomew & Horowitz, 1991). Attachment plays a major etiological role in the development of Borderline Personality Disorder (BPD; Fonagy, 1991) and attachment styles vary among BPD patients (Beeney et al., 2015). Differences in attachment styles may help explain individual differences in working alliance between BPD clients and clinicians (Riggs et al., 2002). Working alliance refers to an affective bond between client and therapist and to agreement tasks/goals of treatment (Bordin, 1979) and has been found to predict BPD treatment outcome (Barnicot et al., 2011). Present study included 92 BPD outpatients (93% F) receiving treatment (primarily DBT) who completed measures of attachment (ECR-R; Fraley et al., 2000), BPD symptoms (BSL-23; Bohus et al., 2009), and working alliance (WAI-SR; Hatcher & Gillaspay, 2006) at three time points: pre-, 6- and 12-month follow-up. Preliminary results indicate a significant positive correlation between ECR-R attachment anxiety (vs. avoidance) and BSL-23 BPD symptomology at Time 1 ($r = .526, p < .001$) and a significant negative correlation between attachment avoidance (vs. anxiety) and working alliance measured at Time 2 ($r = -.399, p = .026$). Multiple regressions will test if attachment at Time 1 can predict BPD symptoms at Time 2 and 3; mediation analyses will test if working alliance mediates relations between attachment and BPD symptoms. Results will be discussed in terms of improving interventions for BPD, and better understanding the role that attachment and working alliance play in the reduction of BPD symptoms over course of treatment.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#21 44372 THE INFLUENCE OF MENSTRUAL PHASE AND HORMONAL FLUCTUATION ON STRESS-INDUCED SMOKING CRAVINGS IN WOMEN***Ashley Ethier*, University of Regina; *Laurie Sykes* Tottenham, University of Regina; *Jyotpal Singh*, University of Regina; *J. Patrick Neary*, University of Regina; *Jennifer Gordon*, University of Regina

Women experience greater difficulties in quitting smoking, though the hormonal factors contributing to this sex difference remain to be clarified. Increased smoking has been observed in the late luteal phase of the menstrual cycle and the current study aimed to clarify the role that changes in reproductive hormones may play in explaining these cycle effects. Furthermore, it tested the hypothesis that stress-induced smoking cravings are more pronounced during the luteal phase. To this end, twenty-two smoking women underwent two laboratory sessions—one in the mid-follicular phase and the other in the late luteal phase—involving an in-vivo smoking cue task, administered before and after exposure to a psychosocial laboratory stressor. Heart rate variability (HRV) and subjective smoking cravings in response to the pre- and post-stress cues were measured. Furthermore, urinary metabolites of estradiol and progesterone and daily number of cigarettes smoked were monitored regularly throughout the follicular and luteal phases of the menstrual cycle. Results revealed that the luteal phase is associated with lower HRV parameters reflecting autonomic imbalance, and tended to be associated with greater self-reported smoking cravings in response to the smoking cue; however, this did not translate into greater daily smoking, as assessed by daily diaries. Cycle effects on cue reactivity were seen only in highly nicotine-dependent women, were not moderated by acute stress exposure, and were driven by the greater hormonal withdrawal that accompanies the late luteal phase. These findings clarify the biological and psychological processes by which the menstrual cycle impacts one's propensity to smoke.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#22 45372 MIND BODY CONNECTION: A SIX-MONTH FOLLOW-UP STUDY OF
MULTIFAMILY TREATMENT FOR YOUTH AFFECTED BY SOMATIZATION***Hilary Evans*, BC Children’s Hospital; *Scott Emerson*, University of British Columbia ; *Reghan Strutt*, BC Children’s Hospital; *Amrit Dhariwal* , University of British Columbia & BC Children’s Hospital

The physical experience of emotional distress is a hallmark of Somatic Symptom and Related Disorders. Such physical experiences are involuntary, common, and adaptive over the course of development; however for 8-12% of youth, physical symptoms cause significant distress and severe impairments in engaging in school, physical activity, and social events. Clinicians are frequently perplexed by the physical symptoms, and there are currently few resources for engaging youth and families in psychological treatment. The Mind-Body Connection (MBC) Program is a multifamily treatment designed to introduce patients and families to the role of emotions in physical symptoms and increase emotional attunement. Previous research has shown that in a single-arm open-label observational design, the MBC Program is associated with reduced physical symptoms and stress, as well as improved emotion regulation and readiness for psychological services. This study reports on a six-month follow-up evaluation of treatment recipients. A total of 45 youth (79% girls; 14.68 years old \pm 1.69 years) and their parents completed surveys at baseline, immediate follow-up, and six-months follow-up. Results showed that all gains made over the course of the intervention were maintained six months later. Furthermore, gains significantly increased in some areas: symptoms and stress were significantly lower at six months compared to immediate follow-up. We conclude that the MBC program may be a useful strategy to engage youth and families in psychological care. Experimental and mechanistic research is warranted.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#23 45079 AUTISM SPECTRUM DISORDER AND VIDEO GAMING: AN
EXPERIMENTAL EXPLORATION OF WITHIN-GAME SOCIAL BEHAVIOURS.***Mikaela Flood*, Department of Psychology, University of Prince Edward Island; *Jason Doiron*, Department of Psychology, University of Prince Edward Island

The pervasive presence of videogaming in the general population is now well documented (Chung, Vanderbilt, & Soares, 2015). This pattern is similar among persons with Autism Spectrum Disorder (ASD,) with research suggesting that individuals with ASD are playing significantly more video games than those without ASD, (Sundberg, 2018) and are more likely to prioritize videogaming as a social activity (Chung, Vanderbilt, & Soares, 2015). Although some research has suggested that the popularity of video gaming among ASD individuals provides an opportunity to help promote the development of prosocial behaviors (Chung, Vanderbilt & Soares, 2015; Gallup & Serianni, 2017, little research exists which actually explores whether any significant differences exist between the videogaming behaviours of ASD and non-ASD groups. The current study utilizes an experimental design to compare the in-game social behaviors of people with ASD (n=15) to typically developing peers (n=15). Dependent variables including number of social interactions during game play, cooperative acts within the game, and verbal / chat interactions during game play are recorded using standard screen capture technology, and differences between groups are analysed using analysis of variance. The present study adds to current literature by adding to our understanding of how ASD and non-ASD individuals may differ in their in-game engagement with these media. Implications for future research and intervention with the ASD population are discussed.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#24 46067 CAN INTERNET-DELIVERED COGNITIVE BEHAVIORAL THERAPY FOR ANXIETY AND DEPRESSION INCREASE RESILIENCE AMONG YOUNG ADULTS?***Vanessa Fournier*, Université de Moncton; *Josée LeBlanc*, Université de Moncton; *France Talbot*, Université de Moncton; *Nick Titov*, Macquarie University; *Blake Dear*, Macquarie University

A number of barriers have been identified that can interfere with utilization of traditional face-to-face mental health services by young adults including fear of stigma and a need for autonomy; young adults have been shown to prefer independent problem solving. Internet psychotherapy may be a more youth friendly treatment approach that may not only improve access to treatment, but also increase resilience via more adaptive cognitive coping and improved problem solving skills. To our knowledge, the impact of internet psychotherapy on youth resilience has not been assessed. This study aims to provide a preliminary assessment of the impact of minimally-assisted internet cognitive behavioral therapy (iCBT) for anxiety and depression on self-rated resilience and to evaluate the extent to which improvements in anxiety or depression relate to improvements in resilience. Two feasibility trials were conducted among French-speaking young adults reporting mild to moderately high levels of anxiety or depression. In Trial 1, participants were media-recruited (n=10) while in Trial 2, university students were recruited on site (n=15). The iCBT program, *Mood Mechanic Course*, has been implemented in Australia and comprises five treatment modules completed over eight weeks. A French-Canadian adaptation of the iCBT program was delivered with minimal assistance in the form of weekly automated emails. Outcome measures were the Connor-Davidson Resilience Scale, the Patient Health Questionnaire 9-item and the Generalized Anxiety Disorder 7-item. A single group pre-post design with a 3-month follow-up was used. Data will be analysed using Spearman's correlations and linear mixed-effects models.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#25 45523 WEIGHT BIAS INTERNALIZATION, THIN IDEAL INTERNALIZATION, AND SELF-OBJECTIFICATION AMONG YOUNG WOMEN: EFFECTS ON BINGE EATING***Aliza Friedman*, Ryerson University; *Stephanie Cassin*, Ryerson University; *Becky Choma*, Ryerson University

Weight bias internalization (WBI) occurs when individuals accept negative societal weight- and shape-based attitudes as being true for themselves, and is associated with increased rates of disordered eating. Although individuals who are overweight or obese demonstrate higher levels of WBI, accumulating research suggests that individuals of all body weights are at risk of internalizing anti-fat attitudes if they perceive themselves as failing to meet the societal expectation of the ultrathin ideal. However, given significant conceptual overlap between WBI and other related internalization constructs (i.e., internalization of the thin ideal; self-objectification), it is unclear if WBI predicts measures of disordered eating over and above the influences of these other constructs. The purpose of the present study was therefore to determine if WBI was predictive of binge eating symptoms in a sample of young women, over and above the influences of thin ideal internalization, self-objectification, and body mass index (BMI). Participants ($N = 196$; $M_{age} = 18.67$, $SD_{age} = 1.76$) completed a series of online questionnaires assessing measures of WBI, thin ideal internalization, self-objectification, binge eating, and BMI ($M_{BMI} = 22.70$, $SD_{BMI} = 4.48$). Regression analyses demonstrated that both WBI and BMI significantly predicted binge eating, whereas thin ideal internalization and self-objectification were not statistically significant predictors of this phenomenon when included in the final regression model. These findings underscore the value of assessing WBI among young women, suggesting that this construct is applicable across the weight spectrum.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#26 45873 BARRIERS AND FACILITATORS TO SELF-INJURY RECOVERY: VIEWS
FROM THOSE WITH LIVED EXPERIENCE***Brianne Gayfer*, University of Guelph; *Therese Kenny*, University of Guelph; *Kristen Whitfield*, University of Guelph; *Jennifer Gomez*, University of Guelph; *Stephen Lewis*, University of Guelph

Non-suicidal self-injury (NSSI), the purposeful damage of one's own body tissue (e.g., cutting) without suicidal intent, represents a serious mental health concern. Indeed, NSSI has rates up to 14-24% in youth and emerging adult populations and research indicates NSSI engagement confers robust risk for suicide. Despite gains in our understanding of NSSI, research on recovery is scant. Moreover, until recently, views from those with lived experience have been unexplored in these efforts. Accordingly, little is known about how individuals with lived NSSI experience conceptualize the recovery process and importantly, what they see as facilitating or impeding recovery. To address this gap, the current study used open-ended questions about recovery in an effort to understand what factors those with lived NSSI experience viewed as either supporting or hindering their recovery. Specifically, 226 emerging adults with a past or current history of NSSI (77% female, mean age = 18.90 years) completed questions regarding their NSSI history as well as their recovery. Pursuantly, results were thematically analyzed using an inductive approach and organized to highlight perceived barriers and facilitators to recovery. Preliminary analyses suggest that individuals with lived experience view social support as a facilitator of recovery, whereas social stigma is viewed as a hurdle. Of note, individuals reported that some factors (i.e., scarring) may play both a facilitative and impeditive role in NSSI recovery, even within the same individual. Recommendations and implications for both research and practice will be discussed.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#27 45984 THE IMPACT OF ROLES AND NEEDS ON RELATIONSHIP
SATISFACTION AND WELL-BEING***Curtis Gough*, University of Ottawa; *Darcy Santor*, University Of Ottawa; *Cavan Pollard*, University of Ottawa

Background: Research has demonstrated an existing, elusive exchange between romantic relationships and mental health, particularly in the influence of relationship qualities on well-being. Rusbult's Investment Model (1979, 1980) was developed to identify qualities that predict relationship persistence and has been used to predict well-being, but some studies have noted room for improvement. This study identifies roles and needs, noteworthy paradigms of the interpersonal mental health investigation, as constructs underlying the modelled phenomenon.

Methods: Participants completed an online survey through the University of Ottawa asking for demographic information, their unmet needs, depressive mood, life satisfaction, relationship commitment, alternatives, satisfaction, and persistence, and the frequency of engagement in, satisfaction of, resulting conflict from, and needs for relationship roles ($N=143$).

Results: Using Statistical Analysis Software, exploratory factor analysis was conducted on aspects of roles to identify role-based factors, while multiple regression demonstrated that including roles and needs in Rusbult's model explained more variance than the original model ($r\text{-squared}_{\text{new-model}}=0.66$). Role conflict related positively to unmet needs and depressive mood ($r_{\text{role-conflict_need}}=0.37$; $r_{\text{role-conflict_mood}}=0.30$) and negatively to life and relationship satisfaction ($r_{\text{role-conflict_life-sat}}=-0.40$; $r_{\text{role-conflict_relationship-sat}}=-.34$), while role satisfaction correlated positively with life and relationship satisfaction ($r_{\text{role-sat_life-sat}}=0.23$; $r_{\text{role-sat_relationship-sat}}=.31$) and negatively with unmet needs and depressive mood ($r_{\text{role-sat_need}}=-0.42$; $r_{\text{role-sat_mood}}=-0.32$; $P_{\text{all}} < .001$).

Conclusion: Aspects of roles relate to life, relationship, and need satisfaction, and should be included when modelling the influence of relationship quality on well-being via relationship satisfaction.

Impact: Roles and needs may provide a theoretical framework for describing relationship quality, conflict, and satisfaction, and their influence on individual mental health.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#28 45976 THE RELATIONSHIP BETWEEN EXPRESSED EMOTION AND
SUICIDALITY IN ADOLESCENTS RECEIVING MULTI-FAMILY DIALECTICAL
BEHAVIOR GROUP THERAPY***Tahira Gulamani*, University of Toronto; *Ekaterina Kapoustina*, University of Toronto; *Amanda Uliaszek*, University of Toronto

Background. Etiological models of borderline personality disorder (BPD) conceptualize the disorder as an interaction between an invalidating environment (IE) and temperamental emotion sensitivity (Linehan, 1993). While emotion sensitivity represents a biological vulnerability, the invalidating environment is best represented as a caregiver strategy where emotional expression is met with neglect, anger, or criticism. Retrospective studies support this premise; however few studies have explored the invalidating environment in a prospective design. One proxy of the invalidating family environment is expressed emotion (EE), which refers to the perception of high levels of hostility, emotion overinvolvement, criticism, and a lack of support in families of those with a mental illness. This concept has been less studied in those with symptoms of BPD, although it is likely that the construct is applicable to symptom expression and severity, as well as treatment response.

Methods. The present study looks at EE in the context of a 16-week multi-family DBT skills group for adolescents (n=13) and their caregivers (n=16). The study consisted of two aims: 1) does baseline EE predict treatment outcome and 2) do EE change as a result of treatment.

Results. Results showed a significant change in parent-reported EE from pre to post treatment and parent-reported critical comments predicted change in adolescent personality disorder symptoms.

Conclusion. These results provide preliminary support for the influence of EE in treatment outcome effects in DBT for adolescents.

Impact. With evidence of EE predicting worse outcomes in patients, changing levels of EE might indicate a solution for improving patient outcomes and treatment retention levels.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#29 46124 COGNITIVE OUTCOMES IN VARSITY ATHLETES WITH ADHD***Tasmia Hai*, University of Alberta; *Martin Mrazik*, University of Alberta

Background: Approximately 3–13% of college-aged students have a diagnosis of Attention Deficit/Hyperactivity Disorder (ADHD). However, little is known about the cognitive impact of concussion on athletes with a previous diagnosis of ADHD. The current study investigated the prevalence of ADHD in a large sample of varsity athletes to investigate cognitive symptoms as well as predictors of future concussions.

Methods: Participants included 680 varsity athletes (ADHD = 27, controls = 662). Participants completed the Immediate Post Concussion Assessment and Cognitive Testing (ImPACT).

Results: ADHD prevalence was found to be about 4.0% in the sample. Multivariate Analysis of Variance found significant overall group difference ($p = .032$) in the ImPACT questionnaire between the ADHD group and the controls. Specifically, the ADHD group had lower memory and visual-motor scores than the controls. Multiple Regression analysis indicated that the history of previous concussion and age were the main predicting factors for a future concussion.

Conclusion: The current study showed that the prevalence of ADHD in varsity athletes is similar to the general population. Athletes with a previous ADHD diagnosis are likely to have lower scores on memory and visual-motor functioning compared to athletes without ADHD. Finally, the results found that having an ADHD diagnosis in varsity athletes was not a predictive factor for future concussions.

Impact: The results from the current study indicate that athletes with a previous diagnosis of ADHD will need interventions specifically to address memory and visual motor functioning. However, ADHD diagnosis was not a predictive factor for getting future concussions.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#30 46089 QUALITY-OF-LIFE, FUNCTIONALITY AND ROLE OF DEPRESSION
3 YEARS FOLLOWING ONSET OF BIPOLAR DISORDER.***Amery Wu*, University of British Columbia; *Erin Michalak*, University of British Columbia; *Lakshmi Yatham*, University of British Columbia; *Taj Dhanoa*, University of British Columbia; *Anita Hubley*, University of British Columbia

Background: According to the World Health Organisation, Bipolar Disorder has the fifth highest burden of disease with respect to mental illness. The present study observed the trajectory of QoL and functional outcomes and examined if depression impacted Quality-of-Life (QoL) and functioning across the first 3 years following the first episode of mania (FEM) in a cohort of individuals with Bipolar Disorder Type I (BD I).

Methods: 40 individuals diagnosed with BD I and recovering from FEM were recruited from a hospital-based clinical program. Participants completed assessments for QoL, functionality, and depression annually from baseline to year 3.

Results: QoL and functionality improved between baseline and year 1, and then stabilized up to year 3. Regression analyses found higher severity of depressive symptomology at baseline and year 3 to be predictive of lower QoL at year 3. No depression variables were significantly related to QoL or functionality difference scores between year 3 and baseline.

Conclusion: This is the first longitudinal study to examine the trajectory of QoL and functionality in the first 3 years of illness in a FEM sample of individuals with BD I. While initial QoL and functionality gains can be maintained up to year 3, depression has a long-term relationship with QoL.

Action/Impact: It is recommended that greater attention be paid to treatment of depression throughout the early stages of BD I. Psychological therapies may help individuals with BD I develop skills to manage depression and improve wellbeing.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#31 45460 FEAR OF SEPARATION MEDIATES THE ASSOCIATION BETWEEN
ATTACHMENT ANXIETY AND ATTACHMENT AVOIDANCE IN EX-OFFENDERS***Chelsea Hudson*, Acadia University; *Joseph Hayes*, Acadia University; *Diane Holmberg*, Acadia University

Research has identified the adverse effects of incarceration on relationships, particularly in the context of attachment. Since existing research focuses on early attachment styles and family relationships, the purpose of the present study was to examine the potential effect of imprisonment on current attachment styles and romantic relationships. 200 adults who had been imprisoned at least once in their lifetime completed an online survey on Amazon's Mechanical Turk. Participants completed a thought manipulation, which assessed thoughts about imprisonment (experimental) versus thoughts about school (control), as well as measures of attachment anxiety, fear of separation, and attachment avoidance. A series of regression analyses were conducted using SPSS PROCESS. Contrary to the hypotheses, the thought manipulation did not influence state attachment avoidance. However, exploratory regression analyses indicated a significant direct effect of attachment anxiety on attachment avoidance, whereby higher levels of anxiety predicted higher levels of avoidance. Interestingly, there was also a contradictory significant indirect effect of attachment anxiety on attachment avoidance through fear of separation, whereby higher levels of anxiety predicted higher levels of fear of separation, which in turn predicted *lower* levels of avoidance. Although anxiously attached individuals generally engage in avoidant behaviour in fear of being hurt, they may also fear separation due to external factors (e.g., imprisonment), which reduces avoidance. This pattern expresses the ambivalence of anxious attachment, whereby individuals are simultaneously attracted to and repelled from others due to their fears. Further potential explanations of these unexpected findings and directions for future research are discussed.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#32 45919 THE ROLES OF BELIEFS ABOUT LOSING CONTROL AND SELF
FOCUSED ATTENTION IN SOCIAL ANXIETY***Joseph Inhaber*, Concordia University; Kenneth Kelly-Turner, Concordia University; Adam Radomsky, Concordia University

Cognitive models of social anxiety state that maladaptive beliefs are activated when socially anxious individuals enter social situations which trigger a state of self-focused attention (SFA), leading to anxiety. Anecdotally, beliefs about losing control may be relevant in the aetiology and maintenance of social anxiety disorder (SAD). This study aims to investigate the relations among beliefs about losing control, SFA and SAD. In the present study, beliefs about losing control are experimentally manipulated in a sample of undergraduate students ($n = 57$ tested out of a projected sample of $N = 102$). Participants are randomly assigned to receive positive or negative feedback regarding their ability to maintain control during a complex reading task, namely a ‘Low Beliefs about Losing Control’ (LLC) condition and a ‘High Beliefs about Losing Control’ (HLC) condition, respectively. Participants then take part in a controlled social interaction with a confederate. Following this interaction, participants complete measures of anxiety, SFA and a manipulation check. Preliminary results indicate that HLC participants reported greater SFA ($t(55) = -2.256, p = .028, d = .62$) and anxiety ($t(55) = -.279, p = .781, d = .07$) during the interaction compared to LLC participants. It is expected that SFA mediates the association between beliefs about losing control and anxiety. Through the current study, we hope to achieve a better understanding of the psychological mechanisms involved in the development and maintenance of SAD. This could be used to enhance the efficacy of existing treatment options for SAD.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#33 44884 DYSFUNCTIONAL BELIEFS ABOUT SLEEP AND TREATMENT
EFFICACY IN COGNITIVE BEHAVIOURAL THERAPY FOR INSOMNIA***Parky Lau*, Ryerson University; Nicole Carmona, Ryerson University; Aleksandra Usyatynsky, Ryerson University; Olya Bogouslavsky, Ryerson University; Colleen Carney, Ryerson University

Dysfunctional beliefs about sleep have been implicated as a potential factor in the etiology and maintenance of chronic insomnia. Cognitive Behavioural Therapy for Insomnia (CBT-I), which, in part, alters negative cognitions and beliefs about sleep is a compelling treatment option, especially for patients whose sleep disturbance is largely a result of unrealistic expectations about sleep and worry about the consequences of getting insufficient sleep. The present study investigated whether individuals with high dysfunctional beliefs, as indexed by the Dysfunctional Beliefs about Sleep scale (DBAS-16), are more amenable to CBT-I treatment, as measured by the Insomnia Severity Index (ISI), compared to those with low dysfunctional beliefs in a sample of 71 patients with comorbid insomnia and depression. A hierarchical regression determined that baseline dysfunctional beliefs predicted change in insomnia scores after four sessions of CBT-I above and beyond baseline insomnia scores, $F(1, 38) = 6.46, \Delta R^2 = .10, p = .015$. Moreover, an independent samples t-test found that individuals with high dysfunctional beliefs demonstrated greater change in insomnia severity post-treatment compared to individuals with low dysfunctional beliefs, $t(39) = 2.904, p < .01, 95\% \text{ CI } [1.59, 8.90]$. The results suggest that individuals with more dysfunctional beliefs about sleep may be particularly amenable to CBT-I treatment while those with lower dysfunctional beliefs may benefit from a greater focus on the behavioural modifications and restrictions aspect of CBT-I. Recommendations regarding more personalized and flexible treatment planning are discussed.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#34 45888 THE RELATIONSHIP BETWEEN INSECURE ATTACHMENT AND
PERFECTIONISTIC SELF-PRESENTATION IN YOUTH***Jeongeun (Diana) Lee*, Perfectionism and Psychopathology Laboratory at University of British Columbia; Ariel Ko, Perfectionism and Psychopathology Laboratory at University of British Columbia; Paul Hewitt, Perfectionism and Psychopathology Laboratory at University of British Columbia; Susan Birch, K.I.D. Studies Centre at University of British Columbia

Research has demonstrated a link between perfectionism and a host of negative psychological outcomes in both adults and children (see Egan, Wade, & Shafran, 2011; Hewitt et al., 2002). The detrimental effects associated with perfectionism require more research into better understanding how perfectionism develops. Recently, Hewitt, Flett, and Mikail (2017) proposed that insecure attachment gives rise to perfectionism, and many studies have provided empirical support for the association between insecure attachment and perfectionistic traits (the need for self and others to be perfect; Reis & Grenyer, 2002; Rice & Mirzadeh, 2000). However, there is a research gap on the relationship between attachment styles and perfectionistic self-presentation (the need to appear perfect). Boone (2013), Chen, Hewitt, and Flett (2015), and Chen et al. (2012) are the first studies to demonstrate a significant association between perfectionistic self-presentation and insecure attachment styles, but the studies were conducted on young adults and older adolescents. Thus, the current study will look at the relationship between perfectionistic self-presentation and insecure attachment in a younger sample, namely, 8 to 15-year-old youth. Participants were recruited to complete online questionnaires on perfectionistic self-presentation and attachment styles. In line with our hypothesis, perfectionistic self-presentation is associated with insecure attachment, suggesting that youth with high levels of perfectionistic self-presentation are likely to have unstable psychological connectedness with the self and others. This study has important clinical implications in understanding how perfectionism manifests in youth and in developing interventions for perfectionism that focus on attachment needs.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#35 45692 IMMEDIATE VS SHORT TERM EFFECTS OF MINDFULNESS AND
PROGRESSIVE MUSCLE RELAXATION ON DEPRESSION AND ANXIETY***Arthur MacDonald*, Mount Saint Vincent University

Online audio-based mind-body interventions have potential use in relieving anxiety and depression, and are convenient options to university students as they are widely available and can be done quickly and cheaply. Two such interventions were investigated: A novel mindfulness exercise called Present Awareness Mindfulness (PAM), and a shortened form of Progressive Muscle Relaxation (PMR). Participants in the experimental conditions were exposed to audio based guided exercises (either PAM or PMR), that were delivered over two weeks at brief (5 minute per day) intervals. Self-report measures of anxiety (state vs trait) and depression were recorded immediately following each exercise, as well as at pre and post treatment periods. These results will be compared to a control group who simply recorded self-report anxiety and depression each day, and before and after the same two-week experimental period. Of primary interest is which of these exercises might show significant reductions to anxiety/depression following each exercise, compared to reductions post treatment period. Any findings will be discussed with an emphasis on the immediate and short-term efficacy of each exercise (PAM and PMR), and whether results support PAM, developed by Liu, Xu, Zhang, & Wu (2016), as a valid mindfulness exercise. Possible limitations to the current study will also be discussed.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#36 46371 MEDICATION USE IN YOUTH WITH AUTISM SPECTRUM DISORDER:
SIDE EFFECTS AND MONITORING PRACTICES***Carly McMorris*, University of Calgary; *Chantel Ritter*, University of Calgary; *Tyler Williamson*,
University of Calgary

Background: Mental health issues are common in youth with autism spectrum disorder (ASD). Psychopharmacological interventions are often used to manage these mental health issues, with as many as 39% taking a psychotropic medication and a small number taking more than three medications at the same time (polypharmacy). Despite the high prevalence of medication use and polypharmacy in this population, little is known about its effects.

Objectives: The aim of the present study was to examine the: 1) rates of medication use in youth with ASD; and 2) side effects of certain medications in youth with ASD; and 3) medical monitoring practices completed by their primary care physician following a prescription.

Methods: The cross-sectional study will involve secondary data analysis from the Canadian Primary Care Sentinel Surveillance Network (CPCSSN) database. To be included in the study cohort, individuals must: 1) have had an encounter with a CPCSSN sentinel between January 1st, 2012 and December 31, 2014; 2) had two or more physician visits with an ICD-9 diagnostic code of ASD; and 3) be 18 years of age or younger. Research questions will be examined using descriptive statistics.

Results: Data is already collected and analysis will begin in December 2018

Discussion: Although psychopharmacological intervention is common in this population, it is unknown the degree to which medication use is monitored by their primary health care provider.

Impact: Implications for the prevention of adverse effects in the context of evidence-based clinical practice for children and youth with ASD and comorbid mental health issues will be discussed.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#37 45909 MOTIVATIONS FOR SUICIDE IN BORDERLINE PERSONALITY
DISORDER: INTERNAL PAIN, NOT MANIPULATION***Coral More*, University of British Columbia; *E. David Klonsky*, University of British Columbia

Introduction: Understanding why people are driven to attempt suicide is a critical component of risk assessment and treatment. Patients with Borderline Personality Disorder (BPD) are at high risk for suicide: 75% will attempt and 8% will die by suicide. While suicide attempts in BPD are often conceptualized as efforts to manipulate others or shirk responsibility; method lethality, intent to die and suicide fatality do not support this assertion.

Methods: A sample of 66 undergraduates (78.8% female) and 53 outpatients (52.8% female) who had attempted suicide in the previous 3 years completed the McLean Screening Inventory for BPD and the Inventory of Motivations for Suicide Attempts (IMSA). Data were obtained as part of a psychometric evaluation of the IMSA.

Results: Symptoms of BPD were positively associated with internal motivations for suicide ($r = .24, p = .01$) but were unrelated to interpersonal motivations. Within the internal factor, symptoms of BPD were significantly related to endorsements of psychache ($r = .29, p = .001$), escape ($r = .32, p < .001$) and low belongingness ($r = .37, p < .001$) as motivations for suicide.

Conclusion: Suicide attempts in BPD are associated with greater internal motivations, reflecting a high degree of psychological pain and low belongingness.

Impact: Results challenge the historic conceptualization of BPD suicide attempts as gestures, threats, or attempts to manipulate. Incorrectly labelling suicidal behavior of patients with BPD as gestural may result in inappropriate management and invalidation of psychological pain. Thus, individualized risk assessment must be completed regardless of diagnosis.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#38 45519 THE INFLUENCE OF TABLETOP ROLE-PLAYING GAMES ON
PERCEIVED SOCIAL COMPETENCE: A QUALITATIVE EXAMINATION***Matt Orr*, Dalhousie University; Sara King, Mount Saint Vincent University; Melissa McGonnell, Mount Saint Vincent University**Background/rationale:** This study examined the relation between tabletop role-playing games and perceived social competence in young adults. Instruments and**Methods:** The Strengths and Difficulties Questionnaire (SDQ) was used to assess perceived social competence and semi-structured interviews were conducted to collect detailed qualitative data about experiences with role-playing games. Six young adults (3 men, 3 women) between the ages of 19 and 24 ($M = 21.2$, $SD = 2.6$) participated.**Results:** Responses on the SDQ indicated that participants had typical strengths and difficulties with respect to social competence. The qualitative description indicated the emergence of four main themes related to role-playing games: Content Focus, Social Focus, Creativity Focus, and Identity Focus.**Conclusions:** The themes present in the interviews are consistent with findings from previous case study research, suggesting that role-playing games may have the potential to improve social competence in therapeutic settings.**Action/Impact:** The results of the current study are promising, but more research is required to determine the impact of role-playing games on social competence and how they can be used clinically.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#39 45959 VALIDATION OF A SELF-REPORT MEASURE FOR ALEXITHYMIA IN
ADOLESCENTS***James Parker*, Trent University; Nicole Oattes, Trent University; Robyn Taylor, Trent University; Laura Summerfeldt, Trent University**Background/rationale.** Alexithymia is a personality construct representing a cluster of affective and cognitive deficits. It is well-established that alexithymia in adulthood is a critical risk factor for numerous negative mental health and well-being outcomes. There is increasing interest in this association in earlier developmental stages; however, significant methodological limitations have been noted with current measures of alexithymia for adolescence. The aim of the current research was to validate a new adolescent self-report measure of alexithymia, the Toronto Alexithymia Scale- Adolescent Version (TAS-A).**Method.** The construct validity of the TAS-A was assessed in relation to self and informant reported emotional intelligence (EI). Participants included a community sample of 271 adolescents (58.3% female) and their parent/caregiver (76.8% female). Recruitment was facilitated through community partnerships with high schools in Central Ontario. Participants ranged in age from 12 to 18 with a mean age of 15.5 years ($SD=2.06$); parent's mean age was 45.1 years ($SD=5.15$). Adolescents completed self-report measures of alexithymia and EI, while their caregiver completed an informant-report measure regarding their adolescent's EI.**Results.** Correlations and confirmatory factor analyses revealed significant relationships between adolescent alexithymia, and self and informant reported EI, indicating substantial overlap in constructs.**Conclusions.** The findings contribute important empirical support for the validity of the TAS-A. They also suggest that alexithymia can be reliably and validly assessed in adolescent samples.**Action/Impact.** Alexithymia can now be assessment in vulnerable adolescent populations, as a screening tool for potential interventions, as well as an outcome measure for program evaluation.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#40 45791 SUICIDE CONTAGION IN A POPULAR SOCIAL NETWORK: A
COMPREHENSIVE PREDICTIVE ANALYSIS***Tyler Pritchard, University of Guelph; Therese Kenny, University of Guelph; Stephen Lewis, University of Guelph*

Suicide contagion is the facilitation of suicidal ideation or behavior in one individual as a result of suicide-related exposure (e.g., via peers or the media). Growing research suggests that communication via social media may have particular salience when discussing suicide, especially for adolescents who largely use social networks to share and seek information. Little research, however, has examined the extent to which online communication regarding suicide operates in a contagion-like manner. Here, we examined whether messages in which youth post about their own suicidal ideation or behaviors increase the likelihood that other youth within their immediate network posted about suicidal ideation or behavior. Furthermore, we examined the temporal effects wherein viewing suicide-related content may be particularly sensitive to contagion-like effects over shorter time intervals. To accomplish this, we used data from TalkLife, an adolescent peer-based support network centered on mental health and related difficulties with over 600,000 users globally, to explore if suicide contagion existed in an online social network. Using multi-level logistic modelling, where user posts (level-1) were nested within individual users (level-2), we investigated the probability of a user posting about suicide-related content based on their previously viewed content. Research directions and clinical implications will be discussed to facilitate positive development in youth exposed to suicide-related material through social networking.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#41 45686 DEALING WITH TRAUMATIC BRAIN INJURY: THE POTENTIAL
ROLE FOR PSYCHOLOGICAL FLEXIBILITY***Cecile Proctor, University of New Brunswick; Lisa Best, University of New Brunswick*

Background/rationale: After traumatic brain injury (TBI), the severity and persistence of Post-Concussion Symptom (PCS) and Post Traumatic Stress Disorder (PTSD) are often attributed to biological factors. Interestingly, Lange et al. (2011) reported links between these symptoms and psychological factors, including depression. A cornerstone of Acceptance and Commitment Therapy (ACT) is Psychological Flexibility (PF), which is defined by the ability to accept one's current life situation and limitations. Although PF has been shown to improve outcomes in patients with chronic conditions, these effects have not been examined in TBI survivors (Soo et al., 2011).

Method: TBI survivors (N=305; Mage = 43.44 years) completed online questionnaires to provide information about their injury (time since, severity) and measures of PF, PTSD, and PCS. Two hierarchical regressions were used to predict reported PCS severity and number of PTSD symptoms (Step 1: demographic; Step 2: injury characteristics; Step 3: PF).

Result and Conclusions: Both models were statistically significant, with gender, injury severity and PF (PCS; $\Delta R^2 = .097$; PTSD; $\Delta R^2 = .110$) predicting PCS severity ($R^2 = .188$) and PTSD symptoms ($R^2 = .159$). These results highlight the unique contribution of PF to reported PCS severity and PTSD symptoms beyond injury characteristics. Specifically, increasing PF through ACT may improve both psychological and physical well-being.

Action/Impact: Understanding the amenable psychological factors underlying PCS and PTSD symptoms after TBI lends insight into the experiences of survivors. Although these results are preliminary, they support the use of ACT during the recovery process in order to improve outcomes.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#42 45800 THE RELATIONSHIP BETWEEN SOCIAL MEDIA USE AND MATERNAL SELF-EFFICACY IN PRIMIPAROUS MOTHERS***Otavia Propper*, William James College; Erlene Rosowsky, William James College; Shyamala Venkataraman, William James College; Frances Mervyn, William James College

This study examined the relationship between maternal self-efficacy and social media use and whether social support plays a mediating role in that relationship. 202 primiparous mothers in the first year postpartum completed an anonymous online survey battery including the Post Partum Parental Expectations Survey (PPPES), the Multidimensional Scale of Perceived Social Support (MSPSS), and a questionnaire about social media use created for this study. The mean age of the sample was 31.65 years (SD = 4.74). PPPES scores ranged from 131 to 250, with a mean of 205.86 (SD = 24.73). MSPSS total scores ranged from 13 to 84, with a mean of 70.28 (SD = 11.28). All respondents reported using social media, spending an average of 2.94 (SD = 2.07) hours per day on social media. No relationship was found between maternal self-efficacy and social media use, but results confirm previous findings that higher levels of perceived social support are correlated with higher levels of maternal self-efficacy. Results of independent t tests in the current study indicated that there was a statistically significant difference in PPPES scores between frequent users of Facebook and less frequent users of Facebook, with frequent users of Facebook with friends and family having a higher mean PPPES score. Lastly, the majority of respondents answered “yes” when asked if they feel like they have an online community that is different from their local, geographic community.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#43 45689 A SYSTEMATIC REVIEW OF TRANSDIAGNOSTIC INTERVENTIONS FOR CHILDREN AND YOUTH***Abbey Radford*, Lakehead University ; Kristy Kowatch, Lakehead University ; Christopher Mushquash, Lakehead University

Background: When children and youth experience mental health difficulties it is more common for multiple diagnoses (e.g., depression and anxiety) to be present in comparison to having a single disorder. Given the long wait-times for child mental health services, addressing these co-occurring disorders with one treatment approach may be more responsive to client needs than trying to treat one disorder category at a time. Transdiagnostic approaches aim to address this. These approaches focus on identifying behavioural and cognitive commonalities underlying core psychopathologies (e.g., negative affect, repetitive negative thinking, emotion regulation, intolerance of uncertainty, etc.) in an attempt to treat co-occurring disorders at the same time. A systematic review was conducted to examine features and effectiveness of transdiagnostic treatments for children and youth.

Method: Studies were limited to those with participants aged 7-18 years old who were experiencing multiple mental health concerns concurrently. Studies with participants with a primary diagnosis of Autism or another developmental disability were excluded. 16 Academic and 9 grey literature databases were searched using keywords: (“youth” OR “adolescents” OR “children”), (“transdiagnostic” OR “emotional disorders”), (“group treatment” OR “treatment” OR “intervention”).

Results: 6,269 journal articles and 4,764 grey literature documents were reviewed for relevance. After title review, 262 documents were included for abstract review.

Conclusions: Initial results suggest that transdiagnostic interventions are generally effective at reducing symptoms of primary and secondary diagnoses for children and youth. Cognitive behavioural orientations are the most common.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#44 46317 A PROFILE OF OLDER ADULTS’ PARTICIPATION IN COMMUNITY PROGRAMMING ACROSS CANADA***Kristin Reynolds, University of Manitoba; Jordana Sommer, University of Manitoba; Corey Mackenzie, University of Manitoba; Lesley Koven, University of Manitoba*

Background: We do not yet have a comprehensive understanding of who participates in community programs, how they participate (types of programs and barriers), and what the association is between community program participation and health care service utilization, particularly among our diverse Canadian population. The main objective of the proposed research is to document a profile of older adults’ participation in community programming across Canada.

Method: In order to address the aforementioned objective, we have analyzed nationally-representative data from the Canadian Longitudinal Study on Aging telephone and face-to-face interview questionnaires with community-dwelling Canadians aged 45-85 years.

Results: We classified participants as participating in community programming infrequently (less than once per month; 17%), moderately (once per week; 66%), and frequently (once daily; 16%). Significant differences in sociodemographic characteristics of participants were observed in frequency of participation. Regression models highlighted increased social support, decreased mental health symptomology, and fewer number of physical health conditions among adults who participated more frequently in community programming. Barriers preventing participation in community programming included being too busy (22%), personal/familial responsibilities (8%), health conditions (7%), suitability of activity timing (6%), going alone (5%), cost (4%), and lack of activities in one’s area (3%). Regression models indicated that those who frequently participated in community programming were less likely to report any past-year health care service utilization.

Conclusions & Impact: Findings will be discussed in the context of collaboration with community organizations and supporting access to community programming for our growing population of older adults in Canada.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#45 45977 EXAMINING THE EFFECTS OF A DAILY WRITING INTERVENTION ON PERCEIVED SOCIAL SUPPORT AND DEPRESSIVE SYMPTOMS***D. Sebastian Saint, University of Saskatchewan; Jorden Cummings, University of Saskatchewan*

Although there has been an abundant amount of research on treatment options for depression, national and international surveys have shown that only a small proportion of individuals with depressive symptoms actually seek or receive treatment for their symptoms. Furthermore, most treatments are aimed at addressing depressive *symptoms* rather than specific vulnerability factors, such as perceived social support. Such interventions might be helpful in the absence of clinical levels of depressive symptoms. Thus, the studies in this dissertation aim to examine an alternative or supplementary intervention. Specifically, the intervention was designed to increase perceptions of social support by having individuals write about instances of received social support on a daily basis for four days. This intervention was delivered in an online format, which allows for easy access for individuals interested in using this intervention in the future. This intervention was studied in a sample of undergraduate students, who were randomly assigned to the experimental or control condition.

Data was analyzed using repeated measures ANOVAs and t-tests. Results indicated that individuals who engaged in the social support focused expressive writing experienced increases in perceptions of social support, decreases in excessive reassurance seeking behaviours, and decreases in depressive symptoms compared to those in the control writing condition.

The results are promising and indicate that this intervention has potential. I would recommend its use both within and outside of the therapeutic context, as it would likely be helpful in reducing depressive symptoms and increasing perceptions of social support.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#46 46285 CONCEPTUALIZING COMPLEX POST-TRAUMATIC STRESS DISORDER:
THE ROLE OF DISSOCIATION AND MULTIDIMENSIONALITY***Cara Samuel, University of Victoria; Marsha Runtz, University of Victoria*

Individuals who experience chronic, interpersonal traumatic events often present with extensive psychological symptoms, issues with self-organization and higher impairment; this has been characterized as complex post-traumatic stress disorder (C-PTSD). The inclusion of dissociation as a symptom of affect dysregulation, and the multidimensionality of symptoms in C-PTSD has yet to be fully examined. Using confirmatory factor analysis (CFA) on data from 580 women and men, we tested a model with four latent variables, each consisting of 3 observed variables: (1) PTSD (re-experiencing, avoidance, hypervigilance); (2) affect dysregulation (dissociation, skill deficits/instability, tension-reducing behaviors); (3) negative self-concept (self-blame, self-criticism, helplessness); and (4) interpersonal conflicts (difficulty feeling close to others, difficulty maintaining relationships, discomfort with closeness). This conceptualization was supported by a well-fitting model (CFI = .997, TLI = .995, RMSEA = .019 [90% CI: .000, .034]) with significant positive factor loadings [ranging from .309 to .947 ($p < .005$)] for all symptom variables onto their respective latent variables. These results suggest that the conceptualization of classic PTSD symptoms and hypothesized C-PTSD symptom clusters comprise meaningful, related constructs. A higher-order CFA will examine PTSD, affect dysregulation, negative self-concept and interpersonal conflicts as latent constructs contributing to an overarching complex post-traumatic stress factor. This research is unique in its inclusion of dissociation as a symptom of affect dysregulation in C-PTSD, and in its use of standardized, multidimensional measures; and will enhance our ability to capture variability in symptom presentation, thus increasing the potential for more effective assessment and treatment of trauma survivors.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#47 45681 THERAPEUTIC PROGRESS: HOW IMPORTANT IS EARLY IMPROVEMENT?***Ruth Shelton, Saint Mary's University; Marguerite Ternes, Saint Mary's University*

Background: Across many types of therapy, a poor therapeutic alliance and a lack of early improvement in well-being predict poor therapy outcomes. For this reason, it is important to track the quality of client well-being and therapeutic alliance. Feedback Informed Therapy (FIT) is a therapeutic tool in which clinicians incorporate feedback given by patients into their treatment to make treatment more effective (Miller, 2012). FIT has been shown to improve treatment outcomes, however, there has been very little research looking at patients' progress from session to session with clinicians using the FIT model. The current study aims to examine patient progress by determining levels of change across sessions. **Method:** Using anonymous data provided by Family Services of Eastern Nova Scotia, the present research will compare early therapeutic progress (i.e., over the first three sessions) to later progress. This will be accomplished by examining FIT's outcome rating scales across sessions. Therapeutic alliance will be measured by examining session rating scales across sessions. Covariates such as age, gender, and presenting issue will also be considered.

Results: This study is ongoing. However, preliminary results suggest that, although there is greater improvement in earlier sessions, many clients continue to improve over later sessions.

Conclusion: This research will shed light on the effects of providing patient progress information as well as patient feedback to clinicians and how this affects the course of treatment progress.

Action/Impact: Clients who do not show early progress may benefit from targeted therapeutic techniques to increase retention and engagement.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#48 46230 _PRESCHOOLERS WITH ASD WHO HAVE COGNITIVE AND ADAPTIVE
FUNCTIONING DELAYS: FOLLOW-UP TO AGE EIGHT _**

Isabel Smith, IWK Health Centre/Dalhousie University; Charlotte Waddell, Simon Fraser University; Joanne Volden, University of Alberta; Tracy Vaillancourt, University of Ottawa; Wendy Ungar, University of Toronto; Peter Szatmari, Centre for Addiction and Mental Health, University of Toronto; Pat Miranda, University of British Columbia; Mayada Elsabbagh, McGill University/Montreal Children’s Hospital; Eric Duku, McMaster University; Teresa Bennett, McMaster University; Lonnie Zwaigenbaum, University of Alberta; Helen Flanagan, IWK Health Centre

Background/rationale: Intellectual disability is a common co-occurring condition in individuals with ASD. We examined developmental trajectories of children who had delays in both cognitive and adaptive skills (scores <70) at age 2-4, with re-assessments at age 6 and age 8.

Methods: Participants were 81 children from the Pathways in ASD cohort (79% boys; 33% of larger sample), recruited from across Canada. Children were assessed at mean age 40.83 (7.88) months, 79.30 (3.94) months and 105.07 (3.02) months.

Results: Mean cognitive scores improved ($N = 75, p < .001$), from 29.80 (18.04) at age 2-4, to 42.93 (28.52) at age 6, to 48.50 (26.63) at age 8. Mean adaptive functioning also improved ($N = 76, p < .001$), from 62.16 (4.15), to 65.33 (11.8), to 67.49 (9.35). At age 8, 56% continued to have combined delays, 20% had delays in one area, and 24% had both scores >70.

Conclusions: Skills often improved over time. Mean scores remained below 70, and over 50% of children continued to have significant impairment in both cognitive skills and adaptive functioning.

Action/Impact: Results suggest caution in interpreting low cognitive and adaptive scores in very young children with ASD. However, it is also important to ensure that a diagnosis of ASD does not overshadow potential diagnosis of intellectual disability. Discussing the possibility of later specification of intellectual disability may be appropriate, and re-assessment is recommended.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#49 46027 CODEPENDENCY EFFECTS ON FAMILY MEMBERS OF ADULT OFFENDERS**

Nicole Tibbetts, Acadia University; Joseph Hayes, Acadia University; Diane Holmberg

The purpose of this study was to add to the minimal forensic literature on a neglected population – family members of offenders. The impact of codependency, attachment style, and negative affect were assessed with the goal of answering the primary hypothesis: will being asked for help by an offender potentially heighten negative emotions and codependency levels among the offender’s family members? Furthermore, will this effect vary based on their attachment style? To address the construct of “help”, a manipulation-based scenario was created. Two hundred and three participants were obtained (mean age = 33.8). Participants read a hypothetical help request scenario versus a control scenario, and completed online measures of their attachment style, codependency levels, and positive/negative affect. PROCESS was used to analyze the data. A significant interaction of family members’ attachment anxiety by avoidance was found, suggesting that having high attachment anxiety and low attachment avoidance was associated with a reduced willingness to become codependent. Moreover, a mediation analysis showed that the helping manipulation increased negative affect through codependency, but only in those individuals who were high in attachment anxiety and low in attachment avoidance. This research provides important information for forensic psychologists and family therapists. Knowing that family members may react undesirably to offending individuals reaching out for their help, particularly if the family members are emotionally unstable themselves, has important applications for counseling. This study suggests more research should be conducted to better understand the complicated dynamics between offenders and their family members.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#50 45861 CONCEPTUAL MODELS OF CLINICAL SUPERVISION ACROSS HEALTH
CARE PROFESSIONS: A SCOPING LITERATURE IN CANADA.***Marie-Pier Vandette*, University of Ottawa; Julie Gosselin, Memorial University of Newfoundland

Clinical supervision is becoming more recognized as a crucial part of the effectiveness and modernity of health care professions (Milne, 2007). In Professional Psychology, guidelines such as the Canadian Psychological Association (2009) confirm that fact. Although supervision represents a main professional activity for a large number of professional psychologists, the exact nature of supervision is not as well-defined, obstructing the research and the delivery of practice (Milne, 2007). This scoping review examined the available national and provincial Canadian guidelines for four health professions (i.e., Psychology, Social Work, Medicine, and Nursing). The purpose of this study was to understand the way supervision is conceptualized in these four health professions and to present the similarities and differences between each of these professions related to the agreement used in supervision, modes and objectives of supervision, supervisee and supervisor responsibilities, and standards of supervision. The nine themes related to supervisor competency identified in the Olds and Hawkins framework were also applied to the existing guidelines. Overall, the results suggested that the professions of Psychology and Social Work are the only ones to have both national and provincial guidelines for the practice of clinical supervision. This study concluded that Psychology has most in common with Social Work, and then to some extent Medicine, and overall less with Nursing. Regarding the Olds and Hawkins framework, Psychology and Social Work had the most similarities. Finally, this study found some level of commonality in both the conceptualization and the organization and exercise of clinical supervision.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#51 45863 DÉVELOPPER DES COMPÉTENCES EN SUPERVISION CLINIQUE AU
COURS DES TUDES SUPÉRIEURES.***Marie-Pier Vandette*, University of Ottawa; Julie Gosselin, Memorial University of Newfoundland

La supervision clinique a été reconnue comme une compétence professionnelle et un élément important de l'efficacité des systèmes de santé. En même temps, il existe très peu de données probantes concernant la formation des futurs superviseurs. Ce projet a été réalisé dans une clinique universitaire, et ce, en utilisant une approche multi-perspective longitudinale, en prenant en compte l'expérience des supervisées, des internes-superviseurs ainsi que des superviseurs-mentors lors d'une formation expérientielle en supervision clinique. Pour ce faire, les participants ont rempli des questionnaires à trois différents temps: après leur première rencontre de supervision avec leur supervisé, après 6/8 rencontres de supervision et après la dernière supervision pour chacun des cas de supervision assignés durant l'internat. Le logiciel MlWin (version 2.35) a été utilisé afin de procéder aux analyses de mesures répétées. Les résultats indiquent que le nombre d'heures de formation en supervision a un impact sur la perception du développement des compétences et que l'évaluation de celles-ci augmentent à travers le temps et particulièrement selon les internes et les superviseurs. Quant à l'alliance de travail, les statistiques démontrent que les superviseurs sont le groupe de participant qui ont perçu une meilleure relation de travail, ensuite les étudiants au practicum et finalement les internes. Ces résultats nous permettent de mieux documenter le processus de formation à la supervision clinique survenant au cours de la formation doctorale en psychologie clinique et à fournir des preuves du développement d'une approche de la formation en supervision clinique fondée sur les compétences.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#52 45872 PROPRITS PSYCHOMTRIQUES DE LA VERSION FRANCAISE DU
OUTCOME QUESTIONNAIRE-45 DANS DES CHANTILLONS CLINIQUES ET
COMMUNAUTAIRES.**Marie-Pier Vandette, University of Ottawa; Patricia Brosseau-Liard, University of Ottawa; Tim Aubry,
University of Ottawa; Cary Kogan, University of Ottawa

Puisque les problèmes de santé mentale sont fréquents dans les soins de santé primaires, les cliniciens ont besoin d'instruments valides et fiables pour élaborer de bons plans de traitement pour les patients (Strid, Lundh, Andersson, & Öjehagen, 2014). Ce projet a examiné les propriétés psychométriques de la Mesure d'impact (MI-45), qui est la traduction française de l'échelle couramment utilisée appelée *Outcome Questionnaire-45* (OQ-45.2; Lambert & Bergin, 1994), un des questionnaires les plus connus et souvent utilisés dans le domaine de la psychologie pour mesurer le changement quant au fonctionnement du client au cours de la psychothérapie. L'objectif de l'étude était d'évaluer la fiabilité, la validité convergente et discriminante ainsi que de calculer le seuil clinique et le changement clinique fiable (voir Jacobson & Truax, 1991) pour la version française de la mesure. Pour ce faire, deux échantillons de participants non cliniques ont été recrutés ainsi que deux échantillons cliniques provenant soit d'une clinique communautaire de santé mentale et de formation, soit d'un programme de jour d'un hôpital psychiatrique. D'autres mesures ont été complétées par les participants de l'échantillon non clinique francophone, dont *la liste de symptômes* – version abrégée de 10 items (LS-10) (Nguyen, Attkinson, & Stegner, 1983). L'échantillon clinique provenant du milieu hospitalier a également complété cette mesure. Cette étude utilisant une population francophone au Canada a démontré que les résultats de cette validation dans cette langue sont très comparables à ceux obtenus à l'aide de traduction de l'OQ-45 dans d'autres langues.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#53 45660 ADHD SYMPTOMATOLOGY AND POST-SECONDARY EDUCATION:
USING LATENT PROFILE ANALYSIS TO PREDICT STUDENT SUCCESS**Carolyn Watters, Trent University; Colin Henning, Trent University; Laura Summerfeldt, Trent University;
James Parker, Trent University

Background/rationale. Despite the extensive evidence of a link between ADHD symptomatology and academic underachievement in children and adolescents, the literature with post-secondary students remains inconclusive due to a number of methodological limitations. Previous research has typically assessed academic success over narrow time-lines (e.g., single term), or compromised the interpretability of results by combining into a common data-set full and part-time students, young adults and mature students, and students at different stages of the transition process (e.g. first-year students versus students about to graduate).

Methods. This study explored the utility of ADHD symptomatology for predicting student success (e.g., completion rates; final GPA) at a six-year follow-up. At Time 1, 2,595 newly registered students (≤ 25 , 30% men) completed the *Conners' Adult ADHD Rating Scale* (CAARS), a 66-item self-report questionnaire designed to assess symptoms associated with ADHD in adults, and provided consent to track their subsequent degree progress via official university records. Participants came from several cohorts of students attending the same university.

Results. Using latent profile analysis (LPA), participants were sorted into several classes that differed with respect to inattentive versus hyperactive/impulsive symptomatology. Academic success was uniquely associated with inattentive versus hyperactive/impulsive symptomatology, with unique patterns for men and women.

Conclusion. When appropriate methods are used to measure post-secondary performance, ADHD symptomatology does predict academic underachievement in young adults.

Action/Impact. Results have implications for academic success and retention programs at post-secondary institutions.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Clinical Psychology /
Psychologie clinique**#54 45734 BEHAVIORAL ADDICTIONS AND PRECARIOUS EMPLOYMENT AMONG
CANADIAN YOUNG ADULTS: INSIGHTS FROM THE QUINTE LONGITUDINAL STUDY***Carolyn Watters, Trent University; Augustine Owusu Ansah, Trent University; A Crane, Trent University; Robyn Taylor, Trent University; Laura Summerfeldt, Trent University; James Parker, Trent University*

Background/rationale. The goal of the present project was to utilize a unique data-set from the Quinte Longitudinal Survey (QLS) to explore the relationships between precarious work and a range of behavioural addictions (gambling, sex or pornography, shopping, Internet chat lines, video or Internet gaming) in a sample of young adults. The 5-year QLS was conducted between 2006 and 2011; the longitudinal design and size of the sample allows researchers to examine the stability across time of co-occurring mental health problems, as well as identify vulnerable groups (e.g., emerging adults).

Methods. Sampling was restricted to participants under age 30 at year 1 of the QLS (n = 457; % women). Based on operational definitions used in prior research, employment history variables over the 5-year period were used to identify “precarious” (60.4% of sample) and “non-precarious” employment groups.

Results. For individuals in the precarious employment group, gambling was found to be associated with a broad cluster of other excessive behaviors (particularly exercise, internet, shopping, and video gaming). Importantly, the same clustering of excessive behaviors did not occur in the non-precarious groups. Consistent with this pattern of results, individuals in the precarious group were found to score significantly higher on excessive gambling than young adults in the non-precarious group.

Conclusions. Results are discussed in the context of precarious employment as an important determinant of mental health inequities.

Action/Impact. Results have implications for health care professionals working with precariously employed young adults—who would appear to be particularly at risk for gambling problems.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Traumatic Stress / Stress
traumatique**#55 45100 DEVELOPMENT OF THE EVENT-RELATED BRIEF SHAME AND GUILT
SCALE (ERB-SGS)***Sandra Erb, University of Guelph; Paula Barata, University of Guelph; Shakana Vigneshwaran, University of Guelph*

Trauma survivors frequently experience negative self-conscious emotions. Trait shame, but not trait guilt, has been consistently related to negative mental health outcomes, including PTSD. Trauma-related shame and guilt measures demonstrate positive associations between trauma-related shame and PTSD, but also provide evidence regarding the maladaptive nature of trauma-related guilt. Methodological problems may account for mixed findings regarding guilt’s association with PTSD. The current project aims to develop and validate the Event-Related Brief Shame and Guilt Scale (ERB-SGS) to appropriately distinguish between trauma-related shame and guilt. Study 1 involved the generation of items. First 33 items were extracted from a review of the literature, definitions, and previous scales. Second, students from a Canadian university were recruited to provide an academic assessment of item adequacy by rating items according to trauma-related shame and guilt definitions. Results from the content adequacy analysis identified 13 problematic items. Twenty items met retention criteria to proceed: 75% item/definition agreement; 1.0 higher item mean for corresponding definition; and factor loading and communalities targets. Study 2 is in progress and will examine the factor structure and construct validity of the remaining 20 items. Participants who have experienced traumatic events will be recruited from Amazon Mechanical Turk. Results will be used to further refine the scale and will demonstrate discriminant and convergent validity with constructs such as PTSD, depression, and self-compassion. Such a scale could contribute to society by helping to resolve the maladaptive nature of trauma-related guilt debate and by informing intervention efforts targeting these emotions in trauma survivors.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Traumatic Stress / Stress
traumatique**#56 45098 THE PREDICTIVE EFFECT OF ANGER EXPRESSION ON PTSD
SYMPTOM RECOVERY AFTER A TRAUMATIC EVENT***Jennifer Ip*, Ryerson University; *Alexandra Shifrin*, Ryerson University; *Candice Monson*, Ryerson University

Posttraumatic stress disorder (PTSD) is a severe mental disorder that affects 8-10% of individuals in their lifetime in Canada. Maladaptive anger expression (AE) (i.e., angry outbursts or irritable responses) in PTSD is associated with negative social, occupational, and familial functioning, as well as poor treatment outcomes. However, little is known about whether AE predicts PTSD symptom (non)recovery after a trauma. Thus, the present study sought to address this gap. Participants ($N = 157$) were individuals in the community who had been exposed to a traumatic event within the past six months. They were assessed at four time-points over one year using the Clinician-Administered PTSD Scale to assess PTSD symptom severity, and the Anger Expression-Out subscale of the State-Trait Anger Expression Inventory-2 (STAXI-2) to assess maladaptive anger expression (i.e., hostile or aggressive actions). A growth curve model analysis, using Full Information Maximum Likelihood estimation, was conducted, with anger expression as a time-varying covariate of PTSD symptom severity over four time-points. Results revealed that AE at timepoint one ($b = 0.965$, $SE = 0.492$, $p = 0.05$), three ($b = 0.732$, $SE = 0.329$, $p = 0.03$), and four ($b = 1.079$, $SE = 0.38$, $p < 0.01$), predicts PTSD symptom severity, beyond the effects of the underlying growth curve trajectory of PTSD symptom severity. Given that there are anger symptoms in the PTSD diagnostic criteria, these results show that AE plays an important role in predicting PTSD symptom recovery above and beyond other PTSD symptoms and must be targeted in treatment.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session “E” /
Présentation par
affichage**Traumatic Stress / Stress
traumatique**#57 45282 RESPONDERS REACTIONS TO DISCLOSURES OF SEXUAL VIOLENCE:
EFFECTIVE REACTIONS, INEFFECTIVE REACTIONS, AND REACTION IMPACTS.***Ashlee Kitchenham*, The University of New Brunswick; *Rankyn Campbell*, University of New Brunswick

Research indicates that one in four women in Canada experience sexual violence during their lifetime (Sinha, 2013). Though many cases go unreported, nearly 80% of those who experience sexual violence disclose their assault to at least one trusted individual, such as a mental health provider (Hassija & Turchik, 2016). Research suggests that responders' reactions to disclosures of sexual violence greatly impacts victims' experiences of posttraumatic stress (PTS) (Dworkin & Schumacher, 2016). Considering the prevalence of sexual violence in Canada and the potential that a victim may disclose their experience to a mental health provider, it is important that such providers are prepared to effectively support clients in this vulnerable situation and that they understand how their reactions may impact clients' experience of PTS. To gain insight into what reactions are effective in supporting clients in their disclosures of sexual violence and understand how such reactions may impact clients' experiences of PTS, a systematic content analysis of the existing literature was conducted. The analysis revealed several important findings related to effective and ineffective responder reactions and the impact responder reactions have on sexual violence victims' experience of PTS. These findings underscore the importance that mental health providers are prepared to effectively react when clients disclose sexual violence and that they understand the impact their reaction has on clients' experiences of PTS. Based on these findings, several practice recommendations are made for mental health providers to enhance the quality of the services they provide when working with clients who disclose sexual violence.

11:15 - 12:15

Halifax Ballroom A-B (Second Floor)

**Poster Session "E" /
Présentation par
affichage**Traumatic Stress / Stress
traumatique**#58 45113 WHY FEMALE CANADIAN UNIVERSITY SEXUAL ASSAULT SURVIVORS
DO NOT REPORT: A QUALITATIVE ANALYSIS***Jessie Lund*, Lakehead University; Josephine Tan, Lakehead University

Female Canadian university students are at high risk for sexual victimization and as few as 5% report the assault to authorities. Past literature suggests that a variety of factors, such as alcohol use, knowing the perpetrator previously, and high levels of self-blame, among others, predict whether survivors of sexual assault will report. While past literature has considered factors correlated with reporting, no known studies have sought the perspectives of female Canadian university sexual assault survivors on why they did or did not report the assault they experienced. The present study utilized qualitative methods to explore why female sexual assault survivors did or did not report incidents of sexual assault they experienced on Canadian university campuses. Through an online anonymous questionnaire, 138 sexual assault survivors were asked open-ended questions pertaining to why they did or did not report. Thematic analyses revealed that self-blame, shame, lack of proof/fear of not being believed, and concerns that the incident was not serious enough were commonly expressed as reasons for not reporting. Among those who did report, concern for safety, fear of others being victimized, and the support of others were commonly expressed as reasons they reported. The findings of this study help us better understand the impediments to sexual assault reporting on Canadian campuses and have the potential to inform university sexual assault policies in order to better support survivors.

11:30 - 12:00

Nova Scotia Ballroom B (Second Floor)

**Discussion Forum /
Forum de discussion**Counselling Psychology /
Psychologie du counseling**45204 STUDENT ADVOCACY IN COUNSELLING PSYCHOLOGY - STANDING UP
AND SPEAKING OUT***Franziska Kintzel*, University of Calgary; Lauren Buote, Werklund School of Education, University of Calgary; Payden Spowart, University of Calgary

With a focus on promoting positive growth and holistic well-being through considering the social context and culture of every individual, practitioners in the field of Counselling Psychology are encouraged to hold strong values of social justice and advocacy. These principles are promoted through their inclusion in the ethical guidelines governing the profession of psychologists overall (Canadian Psychological Association, 2017). While graduate students in Counselling Psychology are required to uphold such values in their work with clients, there may be less emphasis for students to advocate for their own needs within their programs and greater educational institutions. Yet, research has shown that student advocacy can contribute to positive mental health and well-being amongst students as it contributes to a stronger community and feelings of belonging. Thus, the question arises: How can we, as students and faculty in Counselling Psychology programs, effectively advocate for our student bodies and our colleagues' educational and learning needs? This forum will offer an overview of the core issues and concepts in relation to student advocacy in Counselling Psychology, followed by involving the audience in a guided discussion. We will pose critical questions to solicit personal experiences and opinions related to the scaffolding and organization of academic institutions to grow and support student advocacy. In addition, the authors will encourage the audience to consider future directions and propositions on fostering student advocacy more effectively.

11:30 - 12:00

**Discussion Forum /
Forum de discussion**Developmental
Psychology / Psychologie du
développement**46248 WOMEN WITH CHILDREN WITH TAY-SACHS: INTERPRETATIONS OF
MOTHERHOOD EXPERIENCES AND EXPERIMENTS.***Julia Climaco, UBC*

This research discusses the narrative productions of transitional motherhoods and self-interpretation of two women who had children with Tay-Sachs, a rare neurodegenerative disease that causes early death of children, with no known cure. Through a narrative dialogical analysis of written and published narratives, it aims to understand how these women produced new meanings for their daily life with their children, from diagnosis to death. The meanings they had so far known as motherhood didn't relate to their new experiences that brought moral dilemmas leading them to experiment and expand life possibilities of themselves and of their children. By reinventing their relationship with time and daily life, they found new ethical ways of being in the world. Developmental psychology is a privileged arena for understanding narratives of transition dynamics such as the ones of these women whose experiences requires new meanings, for they do not seem to fit into the canonical narratives of motherhood: caring for offspring so they can live long and prosperous lives. Analyzing their experience enables the comprehension of how these women interpret themselves and produce meanings for motherhoods of children who had brief lives and how they transitioned from a canonical motherhood to a palliative care one.

11:30 - 12:15

Nova Scotia Ballroom C (Second Floor)

SymposiumSocial and Personality
Psychology / Psychologie
sociale et de la personnalité**44632 IDENTITY MATTERS: IMPORTANT YET OVERLOOKED IDENTITIES AND
EXPERIENCES IN RELATIONSHIP PSYCHOLOGY***Alexandra Fisher, University of Victoria*

More Canadians are single than ever before, and a growing proportion of Canadians identify as lesbian, gay, bisexual, transgender and/or other minority sexual and gender (LGBTQ+) identities. Yet the experiences of these individuals are rarely reflected in mainstream relationship science. Thus, this symposium will feature cutting-edge papers that shed light on the experiences of individuals whose relational (i.e., single), sexual orientation (i.e., LGBTQ+), and gender (i.e., trans) identities are oft-overlooked. The featured papers use a wide range of rigorous and innovative methods—from daily diaries to observational coding to mixed-methods analyses—to reveal the negative impact that stigmatization and marginalization can have on daily well-being or relationship processes such as the likelihood of engaging in public displays of affection (PDA) or acceptance within the dating market. For instance, the first paper finds that single people who identify with other single people experience worse daily well-being in response to discrimination compared to single people who do not identify with other single people. The second paper shows that same-sex couples are less likely to engage in PDA relative to mixed-sex couples across a number of different locales. Finally, the third paper discusses how processes of dehumanization, disbelief, and uncertainty may explain why people exclude trans and gender-nonconforming people from the dating market. Together, these papers reveal some of the ways in which the experiences and relationships of individuals with marginalized identities may differ from other, more commonly-studied groups and thus emphasizes the need for more research that reflects the broader diversity of Canadians' lived-experiences.

**#1 46276 DOES IDENTIFYING WITH OTHER SINGLE PEOPLE BUFFER THE COSTS
OF SINGLE STIGMA?***Amber Edwards, Simon Fraser University; Yuthika Girme, Simon Fraser University*

Single people represent a sizeable and growing demographic in Western society, yet they are largely ignored in psychological research. Single people tend to experience lower well-being compared to coupled people, which may be explained by the societal stigma against singlehood. However, strong identification with one's ingroup has been shown to attenuate the negative effects of perceived discrimination. The current research used daily diary methodology across two studies to assess perceived discrimination, single social identity, and daily well-being in a sample of young single people (Study 1, N=128) and singles across the lifespan in a community sample (Study 2, N=67). Contrary to prior research, I did not find evidence that social identity attenuated the negative effects of discrimination: passive harm (e.g., being patronizing) and active harm (e.g. being threatening) affected daily anxiety and depressed mood, but only when single people strongly identified with other single ingroup members. The results were also consistent in the community sample of singles, highlighting the adverse impact that societal stigma against singles can have for older or long-term single people.

11:30 - 12:15

Nova Scotia Ballroom C (Second Floor)

SymposiumSocial and Personality
Psychology / Psychologie
sociale et de la personnalité**#2 46277 THE GEOGRAPHY OF LOVE: AN OBSERVATION STUDY OF PDA IN SAME-SEX AND MIXED-SEX COUPLES***Steve Wilton*, Acadia University; *Odessa McKenna*, St. Francis Xavier University; *Rhea Hoskin*, Queen's University; *Karen Blair*, St. Francis Xavier University

This paper will discuss the results of a qualitative observation study which observed public displays of affection in 10 cities in three different countries: Canada, Norway and Netherlands, ranging from small towns to large urban centers (e.g., Amsterdam, Toronto, Vancouver). Methods and hypotheses for the study were pre-registered on the Open Science Framework. Each location was observed until a minimum of 150 dyads had been counted. Each dyad was coded based on observable gender, race and age (e.g., same-sex, mixed-sex, gender-diverse, mixed-race, same-race, young adult, mid-adult, older-adult). Dyads engaged in any form of public display of affection were further coded for details on the type of affection being shared (e.g., hand-holding, linked arms). In cities where a predominantly LGBTQ-area was available, coding was conducted within this area as well as a comparable non-LGBTQ area (e.g., in Montreal, the St. Catharine's Village and a comparable pedestrian walking area). Across all cities and all locations, PDAs between same-sex couples were rarely observed, especially between male same-sex couples. Same-sex PDAs were most likely to be observed in LGBTQ-specific areas of cities, however, even within LGBTQ areas, mixed-sex PDAs remained the norm. The number of dyads observed within any given location was positively associated with the number of mixed-sex PDAs observed, but there was no association between dyad quantity and observation of same-sex PDA. By the time of presentation we will have also completed an analysis of PDA patterns among inter-racial and intra-racial dyads and will have added additional cities to the analysis.

#3 46278 DEHUMANIZATION, DISBELIEF AND UNCERTAINTY: REASONS GIVEN FOR NOT BEING INTERESTED IN TRANS AND NON-BINARY PARTNERS*Rhea Hoskin*, Queen's University; *Karen Blair*, St. Francis Xavier University

Previous research has found that the majority of cisgender individuals are unwilling to consider transgender or non-binary individuals as dating partners, even when asked about hypothetical future dating decisions. Although the percentage of those willing to consider dating transgender and non-binary individuals increases when looking within the LGBTQ community, the numbers still remain very low. Researchers have not yet investigated the reasons for the exclusion of transgender and non-binary folks. The current paper will present a mixed-methods analysis of the reasons individuals (N = 200+) give for considering or not considering transgender and non-binary partners. Replicating past findings, fewer than 15% of participants indicated a willingness to date transgender or non-binary partners. The most common reasons described for not dating a transgender or non-binary individual were categorized into three themes: dehumanization, disbelief, and uncertainty. Participants dehumanized transgender and non-binary individuals through the use of slurs and dehumanizing language, e.g., "it is born a male." Others stated their lack of belief in the concept of transgender or non-binary identities and thus dismissed them, e.g., "non-binary is not even possible." Finally, many participants expressed uncertainty about what these terms meant (despite the provided definitions) and specifically, uncertainty about what it would mean within a dating context to be with a transgender or non-binary individual. Conversely, those who were open to dating trans and non-binary partners used humanizing language and often noted their experience with trans and non-binary friends or their desire to value partners for their personalities instead of their gender.

11:30 - 12:30

Halifax Ballroom C (Second Floor)

**Section Featured
Speaker Address /
Allocution principale de
la section**Family Psychology /
Psychologie de la famille**SECTION PROGRAM / PROGRAMME DE LA SECTION****46075 RELATIONSHIP MATTERS: FOSTERING POSITIVE CONNECTIONS IN THE CONTEXT OF ATTENTION-DEFICIT/HYPERACTIVITY DISORDER (ADHD)***Maria Rogers*, University of Ottawa; *Kelly Schwartz*, University of Calgary

People with ADHD across the lifespan frequently report difficulty in forming close, sustainable and meaningful relationships with others. The very nature of ADHD symptoms – inattention, hyperactivity, and impulsivity – can lead to conflict, frustration, and at times broken connections with others, particularly within the family system. This talk will demonstrate the latest research on family functioning for people with ADHD and associated behaviours, with a focus on the parent-child relationship, the parent-parent relationship, and the parent-teacher relationship. Using a clinician-practitioner lens, this talk will also discuss the building blocks of positive relationships and how interpersonal relationships can be enhanced in the context of ADHD.

11:30 - 12:30

Nova Scotia Ballroom A (Second Floor)

Symposium

Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement

45727 INNOVATIONS IN ASSESSMENT, TREATMENT, AND DELIVERY FOR CHRONIC HEALTH CONDITIONS

Dayna Lee-Baggley, Nova Scotia Health Authority/Dalhousie University; *Tiffany Shepherd*, Nova Scotia Health Authority; *Nicolle Vincent*, Nova Scotia Health Authority; *Sulaye Thakrar*, Nova Scotia Health Authority; *Dayna Lee-Baggley*, Nova Scotia Health Authority/Dalhousie University

Millions of Canadians live with chronic health conditions (e.g., diabetes, heart disease, chronic pain, liver disease, kidney disease). Psychology has long played a role in the management of and treatment for chronic disease. In this series of presentations, the authors review their research using innovative approaches to the understanding of and interventions for individuals living with chronic disease. One paper presents a telephone-based coaching program using Acceptance and Commitment Therapy for obesity management. This paper presents clinical techniques and data on the effectiveness of this novel delivery method, designed to increase access to an often-underserved population. The second presents their program of implementation science on training healthcare providers in chronic disease self-management. This paper reviews an evidenced-based training program for healthcare providers including motivational interviewing, behaviour therapy, and Acceptance and Commitment Therapy within their scope of practice to encourage patients in behaviour change. The third provides a novel way to understand the emotional impact of chronic disease by presenting data on validating a measure of chronic disease distress. This conceptualization may create more effective interventions for individuals living with chronic disease. Together the papers illustrate new data, novel applications of theory, and pragmatic, evidence-based innovations to help improve the health and quality of life of individuals living with chronic disease.

Learning objectives:

1. Review methods and data on novel delivery of interventions for chronic disease
2. Explore methods for training healthcare providers in behaviour change skills
3. Increase understanding of chronic disease distress

#1 45946 INCREASING ACCESS TO OBESITY MANAGEMENT INTERVENTIONS: A PILOT STUDY

Tiffany Shepherd, Nova Scotia Health Authority; *Molly Atwood*, Nova Scotia Health Authority

Background/rationale: Obesity is a prevalent chronic disease associated with elevated risk of multiple diseases and disorders (Lim et al., 2012), and excess weight is among the costliest preventable chronic illness risk factors in Canada (Krueger et al., 2015). Despite the high rates of overweight and obesity, access to obesity treatment services are often lacking. In an effort to develop an accessible intervention for obesity, this pilot study examined the effectiveness of an 8-week Acceptance and Commitment Therapy (ACT)-based telephone coaching program. ACT-based obesity interventions have been shown to be effective in achieving initial and sustained weight loss compared to standard behavioural interventions (Forman et al., 2016). Further, ACT-based interventions administered via non-in-person formats (e.g., phone, online) have been effective in improving outcomes for other health issues, such as chronic pain (e.g., Simister et al., 2018).

Methods: In the current study, participants were recruited from clinics within the Nova Scotia Health Authority and randomly assigned to the intervention group or a waitlist control group. Participants will be tracked at 6, 12, 18, and 24 months, providing data that allows for an analysis of sustained weight loss over time.

Results/Conclusions: Pilot data on weight, indicators of health, and process variables (e.g., weekly measures of mindfulness) will be presented.

Action/Impact: Implications for obesity management, especially effective, accessible, and sustainable treatment options, will be discussed.

11:30 - 12:30

Nova Scotia Ballroom A (Second Floor)

Symposium

Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement

#2 45950 IMPLEMENTATION SCIENCE: TRAINING HEALTHCARE PROVIDERS IN BEHAVIOUR CHANGE SKILLS

Nicolle Vincent, Nova Scotia Health Authority

Health behaviour changes are critical for effective self-management of chronic disease. To promote sustainable health behaviour change, evidence based patient-provider interactions are essential; however, few healthcare providers are trained in these skills. In addition, learning behaviour change skills requires a significant change in practice for most healthcare providers in which they must move from the traditional “expert - teach and tell” method to a “collaborate and empower” relationship with patients. The authors will present their competency-based training program designed to support healthcare providers in 1) learning behavior change skills and 2) implementing behavior change skills into daily clinical practice. The training program uses motivational interviewing and an Acceptance and Commitment Therapy framework. Along with training in behavior change skills, the training program addresses health care providers’ readiness for change by examining factors such as values around chronic disease management as well as the internal barriers to changing daily practice. Training program content targeting aspects of mindfulness, defusion, self-compassion, values identification, and acceptance of change, will be described. Data from several clinical research projects involving the behavior change skills training program for healthcare providers will be presented, including single case experimental designs and pre/post data. Barriers and facilitators around implementation of the training program in a hospital setting will also be discussed. Interventions to help healthcare providers implement chronic disease self-management practices are rare. The training program has the potential to improve chronic disease self-management by enhancing healthcare provider behavior change skills and patient-provider interactions.

#3 45952 VALIDATION OF THE CHRONIC DISEASE DISTRESS SCALE TO MEASURE THE EMOTIONAL IMPACT OF CHRONIC DISEASE

Sulaye Thakrar, Nova Scotia Health Authority

Background/Rationale: There is an emotional and physical burden for those living with a chronic disease. Patients with chronic disease often show high rates of distress. Recent empirical research has shown that distress over chronic illness often includes symptoms of depression or anxiety but may be different from a major depressive episode or an anxiety disorder. “Chronic disease distress” (CDD) is a term used to describe these symptoms of depression and anxiety that focus on the chronic disease (e.g., feeling anxiety about the future or feeling hopeless due to limitations caused by the chronic condition). Scales measuring CDD have been developed, particularly with patients who have diabetes. To date, a scale measuring CDD in other chronic conditions has not yet been studied. In this project we describe the adaptation of the Diabetes Distress Scale (Polonsky et al., 2005) to other chronic conditions.

Methods/Results: The authors will describe their program of research validating the Chronic Disease Distress Scale. Results from the use of the scale with patients with end-stage liver disease and chronic kidney disease will be presented.

Conclusions/Action and Impact: Identifying CDD may be critical to appropriately treat individuals living with chronic conditions. These needs may be different from standard mental health interventions typically offered to patients. The implications for treatment and ongoing projects related to treating chronic disease distress will be presented.

11:30 - 12:30**Symposium**

Rural and Northern
Psychology / Psychologie
des communautés rurales et
nordiques

45845 TEACHING AND APPLICATION OF ETHICAL STANDARDS: PERSPECTIVES FROM RURAL PSYCHOLOGICAL PRACTICE

AnnaMarie Carlson, University of Manitoba

Ethical practice is integral to the professional identity of psychologists in Canada. While all psychologists face an array of ethical challenges, it is arguable that rural practice may inherently increase the likelihood of encountering ethically tentative situations such as dual relationships. The purpose of the symposium is to explore ethical practice in rural areas, first, by a bioethics professor who will be considering graduate training and ethics and development of tools to evaluate ethical questions as they arise in practice; second, ethical issues will be explored through the lens of a generalist rural practitioner; and the final presenter will explore the ethical complexities in a rising field of interprofessional collaborative practice. Presenters will be referring to ethical principles, their own professional experience, and audience participation in this interactive symposium. Presenters provide insight into creating balance between the complex relationships psychologists face (from trainee through to practitioner), and provide tips on creating a satisfying professional and personal life without sacrificing ethical standards. Information from this session may be used to facilitate training and ethical practice, and will appeal to students, practitioners, and instructors; rural and urban alike.

#1 46114 TIME FOR A NEW APPROACH? TEACHING ABOUT PROFESSIONAL BOUNDARIES IN ACADEMIA

Christy Simpson, Dalhousie University

From an academic perspective, do we teach students (enough) about professional boundaries? What do we emphasize and what do we under-emphasize? Are our students prepared for entering into practice and addressing the complexities that may arise, both in developing professional boundaries with patients/clients and with team members? Some health professions, including psychology and mental health, have placed a higher emphasis on the intricacies of establishing and maintaining professional boundaries, while other health professions, arguably, have not provided the same depth of training. The importance of preparing our future health professionals for practice by providing them with tools to discuss, examine and reflect upon professional boundaries in a variety of practice settings should not be underestimated. This may be especially true in terms of attracting health professionals to practice in rural and remote settings, and in addressing concerns about compassion fatigue and burnout. Challenging the “status quo” of how we understand what is ethically optimal or best with respect to professional boundaries – while still maintaining integrity in these relationships – may be what is required. Short case examples to illustrate these points will be shared throughout the presentation.

#2 46117 PSYCHOLOGICAL PRACTICE AS A GENERALIST IN A RURAL SETTING: ETHICAL CONSIDERATIONS FOR EARLY CAREER PSYCHOLOGISTS

Amanda Lints-Martindale, University of Manitoba

Ethical psychological practice in Canada includes adherence to the four overarching principles: respect for dignity of persons, responsible caring, integrity in relationships, and responsibility to society. It is a responsibility that all practicing psychologists share and therefore ethical dilemmas are not unique to rural practice; they exist in all settings and have no boundaries. However, there are aspects of rural practice (e.g., geographical isolation, generalist practice) that increase the probability of encountering an ethical dilemma compared to urban practice. Students and early career psychologists, not having years of clinical experience to draw upon, may unexpectedly find themselves in the quicksand of a dilemma, feeling uncertain how to proceed, or even too embarrassed to discuss the circumstances. Individuals who are unable to successfully navigate dilemmas (or students who feel unsupported during the process of resolving the dilemma) may be more reluctant to continue rural psychological practice. Moreover, perceived ethical constraints of psychological practice within rural settings may be a deterrent for recruiting professionals into these underserved areas. However, it is possible to have a satisfying professional and personal life within rural settings, without sacrificing ethical standards. Case examples that illustrate one of the more common ethical dilemmas in rural practice, practicing competently as a generalist in a rural area, will be discussed from the lens of the early career psychologist. Audience participation will be strongly encouraged.

11:30 - 12:30

Annapolis (Ground Floor)

Symposium

Rural and Northern
Psychology / Psychologie
des communautés rurales et
nordiques

**#3 46119 NAVIGATING THE ETHICAL BUMPS ON THE ROAD TO RURAL
INTERPROFESSIONAL COLLABORATIVE PRACTICE: INDEPENDENT
PRACTITIONER PERSPECTIVE**

Shelley Goodwin, Independent Practice

Many independent psychology practitioners' report feeling isolated in their practice and are looking for ways to collaborate with other health care providers. Rural interprofessional collaborative practice (ICP) is showing to be a rewarding opportunity that can fill that void, but is also filled with clinical and personal complexities that are best explored through an ethical lens. Using a scenario as a starting point, this discussion will explore the rural independent practitioners' ICP experience looking specifically at Principle III of Integrity in Relationships and where relevant other principles.

11:30 - 12:30

Maritime Suite (Second Floor)

**Committee Business
Meeting / Réunion**

General Psychology /
Psychologie générale

49291 SCIENTIFIC AFFAIRS COMMITTEE MEETING

Jean Saint-Aubin

12:00 - 12:15

Nova Scotia Ballroom B (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**

Counselling Psychology /
Psychologie du counseling

45616 ENRICH CAREER PSYCHOLOGY VIA THEORETICAL INTEGRATION

Charles P. Chen, University of Toronto

The existing theories in career psychology provide merit and richness for the field. However, to utilize only one of these theories to conceptualize and explain people's worklife experiences and vocational behaviour remains a challenge for both researchers and practitioners. This is because in our post-modern and post-industrial Western society, the meaning of career development has become broader and more complex than ever before. In this highly complex, uncertain, and sometimes chaotic world of work, people are experiencing a profound epistemological and paradigm shift in defining and redefining the meaning of careers. To reflect this reality, there is a need for more comprehensive, holistic, and open-minded perspectives to analyse and explain human growth in their vocational life. With this goal in mind, this presentation examines key tenets from several major career psychology theories, proposing a broadly defined theoretical explanation of career development that is informed by, and borrows from, both the established and emerging theoretical models in the field. This loosely identified convergence of perspectives appears to reflect some of the essential psychosocial characteristics of people's worklife and vocational enhancement. Supported by empirical research, the proposed meta-theoretical framework offers a more inclusive and refreshing outlook in career psychology.

12:00 - 12:15

Nova Scotia Ballroom D (Second Floor)

**Discussion Forum /
Forum de discussion**Addiction Psychology /
Psychologie de la
dépendance**45728 EVALUATING SUCCESS IN ADDICTION TREATMENT: WHERE TO START
AND WHERE DO WE GO FROM HERE?***Katelyn Harris*, Western University; *Sarena Daljeet*, Western University; *Cole Granger*, Western University; *Riley Hinson*, Western University

Substance dependence treatment programs are tasked with providing quality services to clients, but what determines successful treatment and how are treatment outcomes best measured? Embedded within the context of a short-term rural residential substance dependence program, through a university-based Community-Engaged Learning collaboration, this single case study outlines the preliminary steps taken to establish a procedure for measuring treatment outcomes. Drawing on a combination of program evaluation strategies, inductive and deductive interview techniques, and extant literature, the researchers will briefly demonstrate how they qualitatively evaluated the impact of treatment, acknowledged program-specific characteristics, modified standardized instruments to accommodate the local context, and established an outcome monitoring process that addresses the needs of local clients. While the direct benefits of the present project are contributing to continual quality improvement at the local centre, broader benefits include contributing to the literature on defining and measuring treatment outcomes. In this discussion forum, attendees will be encouraged to (re)consider conceptualizations of success, identify stakeholders and community partners, and brainstorm strategies for developing assessment tools and initiating outcome monitoring systems. The novel paradigm adopted in the present study will be used as a foundation to generate meaningful discussions for researchers and service providers to determine next steps in this critical area of research and practice. In particular, forum attendees will be encouraged to consider how they can partner in this social issue by capitalizing on their networks and expertise to improve the experiences of individuals experiencing problematic substance use and create measurable positive change in our society.

12:00 - 12:15

Atlantic Suite (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Adult Development and
Aging / Développement
adulte et vieillissement**46014 MAKING SENSE OF IT ALL: COHERENCY AND RELIGIOSITY PREDICT
SENSE OF MEANING AFTER ANOMALOUS EXPERIENCES***Juensung Kim*, University of Toronto; *John Vervaeke*, University of Toronto

Steger and Frazier (2005) have previously found that meaning in life serves as a mediator in the relationship between religiousness and life satisfaction and well-being. Similar work by Ivtzan and colleagues (Ivtzan et al., 2011) finds a relationship between spirituality and measures of meaning in life, regardless of whether such spirituality is experienced via religious participation. The present study suggests that the relationship between spirituality, religiousness, and meaning in life may be characterised by the ability of spiritual or religious individuals to better make sense of unusual experiences. For example, mystical experiences, characterised as temporary mental states involving a deep sense of interconnectedness with all things or the presence of a higher power, occur spontaneously in 30-50% of the North American population (Hood, Hill, & Spilka, 2009), and are frequently described as being mentally and emotionally overwhelming and beggaring description (Yaden et al., 2016). In a study of mystical experiences in 604 participants, hierarchical linear regression determined that religiousness and coherency were the only significantly predictive factors of the relationship between mystical experiences and meaning in life. Given van der Tempel's (2018) finding that atheists struggle with making sense of spontaneous mystical experiences, it is possible that the religiousness or spirituality affords participants a greater ability to make sense of and assimilate these experiences, contributing to a greater sense of meaning in life. The finding that coherency also predicts the relationship between mystical experiences and meaning in life affords insight into how to preserve such benefits for a secular population.

12:00 - 12:30

Sable A (Ground Floor)

**Discussion Forum /
Forum de discussion**Developmental
Psychology / Psychologie du
développement**45970 RECRUITMENT BARRIERS AND OTHER LIMITATIONS TO DIVERSITY IN
INFANT DEVELOPMENT RESEARCH***Shruti Vyas*, Department Of Psychology, Ryerson University

As experimental methods improve, we know more about the development of infants' cognitive and social abilities (e.g., face and object recognition, emotion perception, and learning). Measures of neural components combined with standard behavioral paradigms offer critical information on how neural and cognitive processes develop through infancy. The current methodology allows us to examine general patterns in these processes but have also shown the importance of individual differences that emerge from how infants experience their environments. Various elements of infants' environments shape how infants learn and behave, however, not all environments are similar. Studies that focus on variability in individual and environmental factors are infrequent, and many have limited sample sizes. Many researchers face recruitment barriers that limit diversity in samples, or the size of the sample when focusing on ethnicity, indigenous cultures, socioeconomic status of families, parent education levels, and parent-infant interactions to name a few.

Considering that stark demographic differences exist among Canadian cities, and between urban and rural locations, this discussion aims to address barriers faced by infant development researchers across Canada when recruiting diverse samples. The participants of this discussion forum will address these issues by discussing: factors that limit studies from exploring the aforementioned individual differences, the experience of facing such limitations, and how these experiences differ across Canada. Participants of this forum will share strategies, resources and best approaches to minimizing these limitations to recruit diverse families for developmental research.

12:00 - 12:30

Sable B (Ground Floor)

**Discussion Forum /
Forum de discussion**Students in Psychology /
Étudiants en psychologie**44222 STRATEGIES FOR NETWORKING AS A PSYCHOLOGY STUDENT:
NAVIGATING THE ONLINE AND IN-PERSON WATERS***Alisia Palermo*, University of Ontario Institute of Technology; Chelsea Moran, University of Calgary; Georden Jones, University of Ottawa; Baénie La Fleur, University of Manitoba

Cultivating mutually beneficial relationships is a skill students in psychology must develop and practice to be successful in the field. Networking is a critical competency for building professional relationships to foster research and employment opportunities, career advancements, and social friendships. Oftentimes, networking online can seem effortless with just the click of a button on social networking sites, whereas networking in-person can seem difficult and daunting. Yet, there are benefits and challenges of both networking strategies. In this discussion forum, we will first consider what networking is and who belongs to our network. Second, we will discuss why networking is important, particularly in the field of psychology (i.e., increasing career advancements, opportunities for collaborations). Finally, we will discuss the challenges that students face when networking both virtually and in-person (i.e., not knowing how to network, feeling worried), and strategies to maximize those networking opportunities (i.e., creating a 30-second introduction, attending conferences, taking on leadership roles, using online social networking sites). We will focus on finding a balance between in-person and virtual networking to benefit from the positive aspects of both strategies to create strong, long-lasting professional relationships. The application of these skills will be directly related to psychology students and students will have the opportunity to discuss, share experiences, and practice various strategies with each other throughout the discussion forum.

12:00 - 12:30

Sable D (Ground Floor)

**Discussion Forum /
Forum de discussion**Teaching of Psychology
/ Enseignement de la
psychologie**44165 EXPERIENTIAL LEARNING IN HIGHER EDUCATION: THE VALUE OF
INTERNATIONAL FIELD TRIPS WITH PARTNERING INSTITUTIONS***Adam Sandford*, University of Guelph-Humber; *Shaila Anjum*, University of Guelph-Humber; *Marlena Williams*, University of Guelph-Humber

Recently the Ministry of Training, Colleges and Universities in Ontario provided a definition of Experiential Learning with 6 criteria that must be met for an activity/event/experience to be considered “experiential learning.” Our study abroad program, established around 2010, responds to these new guidelines and the further need for experiential learning opportunities in higher education. The program has taken students to countries in Europe, India, China, New Zealand, the UK, and the US, in which higher education and/or community/industry partners assist us with the development of an enriching itinerary of activities. We will discuss our trips to Ecuador and the Galapagos Islands where we take small groups of students (~8 to 12) to learn from local professors, university staff, certified guides, and conservationists for two weeks. Each study abroad has a theme, and ours was to explore cultural and evolutionary psychology (nature vs. nurture). We did this in the context of a course (spring semester) that involves multiple course evaluations for course credit. Students participate in class discussions about course content, complete tests and prep work, write journals while on the field trip, develop connections with professors, peers, and community/industry partners, and write a significant research paper that informed by academic literature and observations while on study abroad. The study abroad program has grown with additional international field trips over the last 8 years. Student feedback has been very positive and the university continues to develop the program to further facilitate bilateral exchange of students and faculty (e.g., visiting professors).

12:00 - 12:30

Acadia A (Ground Floor)

**Discussion Forum /
Forum de discussion**Psychologists in Hospitals
and Health Centres /
Psychologues en milieu
hospitaliers et en centres de
santé**45737 THE ROLE OF PSYCHOLOGIST AS ALLY IN HEALTH SYSTEM
TRANSFORMATION***Elizabeth Hartney*, Royal Roads University

Psychologists have a unique understanding of the challenges facing some of our most vulnerable patient populations, yet they may hesitate to self-identify as an ally for these populations in initiating, supporting, and leading health system transformation. The leader’s presentation will outline the rationale for why there is an imperative for psychologists to engage in allyship, using examples of her own experience as an ally for people who use substances who experience challenges accessing primary care; Indigenous communities in developing culturally appropriate healthcare centres; and First Nations Elders who avoid the traumatizing experience of emergency care in hospitals. Aspects of the leadership role of psychologists will be discussed, including the reluctance of psychologists to become allies, and the potential benefit to society in overcoming this resistance. The various mechanisms for psychologists to effectively advocate will be explored, and opportunities for future collaboration among those involved in the discussion can be identified.

12:00 - 12:30

Acadia B (Ground Floor)

**Discussion Forum /
Forum de discussion**
Educational and School
Psychology / Psychologie
éducative et scolaire

46380 SCHOOL-BASED MENTAL HEALTH: BARRIERS, EVIDENCE, AND THE NEED FOR A POLICY-ORIENTED APPROACH

Tina Montreuil, McGill University

Background: The research literature in both education and child and youth mental health (MH) clearly indicates that approximately 20-25% of children and adolescents have diagnosable mental health problems and 80% do not receive adequate treatment (Waddell et al., 2005). Factored into this situation are the long waitlists for child and adolescent MH services in the community, in addition to limited MH services in schools that employ MH professionals. Moreover, educators rank mental health problems as a key issue and there exists a paramount of recognition that MH issues are associated with declining achievement. Hence, schools are where children and youth are likely to receive MH services (Rones & Hoagwood, 2000) through the promotion of positive MH and overall wellbeing as schools represent the most effective place to provide MH services (Crisp, Gudmundsen & Shirk, 2006), a strongest return on investment.

Methods: Following a policy-oriented approach, a universal curriculum-based program was implemented in schools through guided instruction, sections on personal reflection, and group activity exercises with the aim to improve overall wellbeing through the acquisition of bettered social-emotional skills.

Results: Regression analyses, independent t-tests and ANCOVA's, using a randomized control trial design, suggested that the program resulted in improved mental health outcome and wellbeing ($p < 0.05$).

Conclusions: Findings validate the effectiveness of universal school-based mental health intervention. Furthermore, the findings support the need for universal programs and policy-oriented approaches in promoting school-based MH and wellbeing.

Implications: The role of School Psychologists as facilitators of school-based MH will also be discussed.

12:00 - 14:00

Empress Boardroom (Hotel Halifax - 1st Floor)

**Committee Business
Meeting / Réunion**
CPA Meetings / réunion de
la SCP

49368 PRESIDENTIAL OFFICERS - APA

Karen Cohen, CEO

12:30 - 13:15

Maritime Suite (Second Floor)

Task Force Meeting
General Psychology /
Psychologie générale

49319 TITLE TASK FORCE MEETING

Kerri Ritchie

13:15 - 14:30

Nova Scotia Ballroom B-C-D (Second Floor)

SymposiumClinical Neuropsychology /
Neuropsychologie clinique**PLENARY SYMPOSIUM / SESSION PLÉNIÈRE**

48486 PLENARY SYMPOSIUM: CHRONIC TRAUMATIC ENCEPHALOPATHY (CTE) IN SPORT AND IN INTIMATE PARTNER VIOLENCE. EXPLORATION OF REPEATED CONCUSSIONS IN TWO POPULATIONS FROM A BIOPSYCHOSOCIAL PERSPECTIVE (SPONSORED BY THE CPA'S NEUROPSYCHOLOGY SECTION)

Vinay Bharadia, VB Psychology / University of Calgary

#1 49279 BELIEVERS VERSUS DENIERS: THE RADICALIZATION OF CTE SCIENCE:

William Bar

The topic of repetitive brain injury, as obtained through participation in contact sports, continues to receive extensive media coverage across North America and the world at large. This presentation will provide an up-to-date review of the current scientific status of Chronic Traumatic Encephalopathy (CTE) and an examination of the social effects of media coverage of this controversial condition. The scientific review will include a critical examination, from a neuropsychological perspective, of the studies that have been offered to support the underlying claim that repetitive brain injury causes a specific form of tauopathy with a profile of symptoms that is distinct from other clinical and neurodegenerative diseases. The presentation will continue with a review of the societal influences that press and social media coverage have exerted on youth hockey and football participation and on legal challenges involving professional athletes from the National Hockey League (NHL), National Football League (NFL), and Canadian Football League (CFL). The presentation will conclude with a social psychological analysis of modern day tendencies for polarization of the public in the face of controversial issues, such as we find in politics and in our response to the continuing scientific study of CTE.

#2 49280 BEYOND FOOTBALL: INTIMATE PARTNER VIOLENCE AND CONCUSSION/BRAIN INJURY

Angela Colantonio, University of Toronto and the Toronto Rehabilitation Institute-University Health Network

Intimate partner violence (IPV) affects 1 in four women over their lifetime in Canada and international estimates are even higher. Up to 92% of hits are to the head, face and neck in this context and are more likely to be repetitive. While the majority of research on Chronic Traumatic Encephalopathy (CTE) has been conducted on male athletes, there has been a dearth of research on women experiencing brain injury in the IPV context. The aim of this presentation is to present an overview of research on brain injury among women in the IPV context and its significance with respect to CTE. Further, research highlights from a new program of research on IPV and traumatic brain injury in Canada will be shared that includes a needs assessment of frontline providers and a report from the first national workshop on IPV and brain injury that includes a broad range of stakeholders. Innovative education strategies that have developed including a toolkit for front line providers and future research directions will also be discussed.

14:45 - 15:30

Halifax Ballroom B (Second Floor)

GIMME-5 Session # 6 / Session “Éclair 5”

- Health Psychology and Behavioural Medicine / Psychologie de la santé et médecine du comportement
- Indigenous People’s Psychology / Psychologie des peuples autochtones

GIMME-5 Session # 6 / Session “Éclair 5”

Health Psychology and Behavioural Medicine / Psychologie de la santé et médecine du comportement

#1 45241 LIVED WORKPLACE EXPERIENCES OF POLICE SERVICE MEMBERS WITH CHRONIC PAIN

Lyndsay Crump, University of New Brunswick; Samantha Landry, University of New Brunswick; Diane LaChapelle, University of New Brunswick

Police service members (PSMs) are disproportionately affected by chronic pain (CP) due to the nature of their work (Brandl & Stroshine, 2012; Lyons, Radburn, IASP, 2015; Orr, & Pope, 2017) yet no published research has explored how PSMs experience CP in the workplace. PSMs living with CP may be at a higher risk of harassment or isolation due to rejection of help seeking behaviors (e.g., disclosing pain or seeking accommodation) within police culture (Addis & Mahalik, 2003). This study sought to explore CP’s impact on PSMs’ careers and workplace interactions with colleagues and superiors. Six active-duty members of the Royal Canadian Mounted Police with CP participated in a semi-structured interview. Interviews were transcribed then analyzed using Thematic Analysis (Braun & Clark, 2006). Three overarching themes were identified: *pain is weakness*, *fear of job loss*, and *fear of devaluation*. PSMs reported minimizing symptoms, prematurely returning to work after illness/injury, not seeking appropriate medical care, and increased isolation as a result of these fears and pain-related shame. Ultimately, PSM’s CP experiences appear to create a culture of silence which prompts some members to continue working despite the risk of further injury and despite the effect CP may have on their ability to perform operational duties. These preliminary findings help identify key cultural and organizational barriers that impede CP help-seeking with implications for policy revisions. These findings also highlight how society’s need for operationally fit PSMs can conflict with the personal and professional needs of PSMs (e.g., job security).

14:45 - 15:30

Halifax Ballroom B (Second Floor)

GIMME-5 Session # 6 / Session “Éclair 5”

Health Psychology and Behavioural Medicine / Psychologie de la santé et médecine du comportement

#2 45562 FACTORS ASSOCIATED WITH PSYCHOLOGICAL DISTRESS IN YOUNG ADULT CANCER SURVIVORS

Breanna Lane, Memorial University of Newfoundland; Sheila Garland, Memorial University of Newfoundland; Geoff Eaton, Young Adult Cancer Canada; Karine Chalifour, Young Adult Cancer Canada

Introduction: Psychological distress (PD), described as the combined experience of depression and anxiety, is a pervasive problem for young adults (YAs) diagnosed with cancer. This study examined factors associated with PD in YAs with cancer.

Methods: YAs diagnosed with cancer between the ages of 15-39 in Canada completed the Young Adults with Cancer in their Prime (YAC Prime) Survey. The Kessler Psychological Distress Scale (K10) was the primary outcome, and categorized as low (no/mild) and high PD (moderate/severe). Covariates included demographic and clinical variables, physical health, sleep, body image and social support. Univariate logistic regression analyses were performed to identify variables associated with PD. Covariates with p values $<.10$ were entered into a multivariate model.

Results: Of the 470 participants, 87.2% were female, the mean age was 32.27 ($SD=4.747$), and blood cancers were most commonly reported (27.4%). Forty-nine percent of participants ($n=230$) reported high PD. The multivariate model with all variables entered explained 35.7% of the variance in PD ($\chi^2(21)=109.518$, $p<.001$, Nagelkerke R^2). Poor sleep ($AOR=4.416$, $p=.001$), worse body image ($AOR=3.973$, $p<.001$) and low social support ($AOR=6.734$, $p<.001$) were associated with higher PD. Alternatively, a salary of \$60,000 or more ($AOR=6.734$, $p<.001$) was associated with lower PD.

Conclusion: Individuals who experience poor sleep, body image dissatisfaction, and lack social support are at greater risk for higher PD, regardless of sociodemographic or clinical characteristics.

Impact: Working collaboratively with patients and communicating findings directly to stakeholders can increase efficacy and service utilization by tailoring interventions to the different needs of YA.

14:45 - 15:30

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 6 /
Session “Éclair 5”**Indigenous People's
Psychology / Psychologie des
peuples autochtones**#3 45688 SUCCESSES AND CHALLENGES FOR TWO-SPIRIT YOUTH IN THE
WORKPLACE***Mariam Ayoub*, University of Toronto

The unemployment rate of Indigenous youth is significantly higher than non-Indigenous youth despite programs and policies designed to increase their employment. Furthermore, Two-Spirit youth are at an even greater disadvantage in securing access to employment opportunities. The literature identifies barriers that confront Indigenous youth when seeking employment, such as lack of education, poverty, racism, discrimination, and intergenerational trauma. Moreover, Two-Spirit youth face these challenges, as well as a host of others. This study utilizes a community-based, narrative approach, operating within an intersectional framework that aims to explore how the interdependent identities (i.e. Indigenous, LGBTQ, career) of Two-Spirit youth are connected to employment outcomes. Two-Spirit youth, living in the Greater Toronto Area were interviewed to explore their employment experiences in relation to their intersecting identities. Two-Spirit youth reported feeling a disconnect between their ethnic and sexual identities, often feeling pressured to restrict their own identity to one (i.e., Indigenous) or the other (i.e., LGBTQ). Consequently, this feeling of incongruence contributes to a heightened risk of street involvement, drug or alcohol abuse, work in the sex trade industry, and homelessness. Participants identified barriers to employment and offered suggestions to support successful employment for Two-Spirit youth. This research is significant as there is minimal research investigating the intersection of Two-Spirit youth and employment, particularly from the perspective of the youth, themselves. The results of this study identify the need for changes in employment policies to make workplaces more inviting and inclusive of Two-Spirit people and Indigenous culture.

14:45 - 15:30

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 6 /
Session “Éclair 5”**Indigenous People's
Psychology / Psychologie des
peuples autochtones**#4 46258 A SCOPING REVIEW OF APPROACHES CURRENTLY APPLIED IN
PARENTING PROGRAMS FOR INDIGENOUS PEOPLE IN CANADA***Lauren Dalicandro*, Lakehead University; *Elaine Toombs*, Lakehead University; *Fred Schmidt*, Lakehead University, and *Children's Center Thunder Bay*; *Christopher Mushquash*, Lakehead University, Northern Ontario School of Medicine, Centre for Rural and Northern Health Research, and *Dilico Anishinabek Family Care*

Historical assimilation attempts within Canada have negatively affected the transmission of cultural child rearing practices within many Indigenous communities. Evidence-based parenting programs may be able to help positively influence parenting skills, confidence, and learning to combat these negative effects. The current study reviewed available research on parenting programs administered to Indigenous populations within Canada to summarize the effectiveness and efficacy of available programming. A scoping review format was used to analyze information from academic databases and available grey literature published between January 15, 2000 and March 15, 2018. Culture-specific components of each program were noted. Documentation of search processes adhered to PRISMA reporting standards. Thirteen parenting programs implemented with Indigenous families in Canada were reviewed. All programs integrated cultural components into treatment, though specific activities and teachings varied between programs. Most programs were provided by community organizations, used behavioural management strategies, and used a group format. Program structure, content, and development varied. No available studies provided longitudinal data of participant change over time or connected participant change to specific program components. Thus, there is a need for increased rigorous evaluation of parenting programs for Indigenous families in Canada to remedy current gaps in the literature. Future parenting programs for Indigenous families may improve outcomes through increased program accessibility, content tailored for specific familial needs, culture and context, incorporation of extended family structures, holistic service provision, and the incorporation of evidence-based parenting models.

14:45 - 15:30

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 6 /
Session "Éclair 5"**Indigenous People's
Psychology / Psychologie des
peuples autochtones**#5 45264 SCOPING REVIEW OF CULTURALLY-ADAPTED COGNITIVE
BEHAVIOURAL INTERVENTIONS FOR NORTH AMERICAN INDIGENOUS YOUTH***Kristy Kowatch, Lakehead University; Fred Schmidt, Children's Centre Thunder Bay & Lakehead University; Christopher Mushquash, Lakehead University, Northern Ontario School of Medicine, Dilico Anishinabak Family Care, Centre for Rural and Northern Health Research*

Background: Indigenous youth in North America experience greater levels of adversity in their daily lives including poorer housing, education, and employment opportunities. These social determinants of health influence underlying models used to develop mental health interventions. To develop more appropriate, acceptable, interventions for Indigenous youth it may be necessary to incorporate Indigenous conceptualizations of mental health as wholistic, emphasizing a balance between mental, physical, spiritual, and emotional functioning. A scoping review identified journal articles adapting CBT-based interventions for Indigenous youth within North America.

Method: Articles were examined for CBT protocols as well as cultural adaptations. Adaptations were assessed as surface level changes (e.g. wording, pictures, etc.), structural adaptations related to development, the underlying values endorsed, or incorporation of cultural practices.

Results: 10 articles were reviewed. The majority of these interventions were delivered in schools and focused on treating trauma related symptoms or substance use, with two examining anxiety or depression. Surface level changes were the most common, however, the majority of interventions (8/10) embedded traditional concepts, beliefs, or values into programs. Only half of the studies reported consultation with community members or cultural knowledge keepers during development.

Conclusions: The majority of the studies demonstrated reductions in targeted symptoms. Outcomes from the studies were limited by small sample sizes as numerous studies did not have sufficient statistical power to detect between group differences. **Action:** Including qualitative evaluations, and/or assessment of treatment acceptance, is an area for future research as this would provide greater insight into potential benefits of cultural adaptations.

14:45 - 15:00

Halifax Ballroom C (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Addiction Psychology /
Psychologie de la
dépendance**44752 WARNING LABELS ON ALCOHOL PRODUCTS: A SYSTEMATIC REVIEW***Mohammed Al-Hamdani, Dalhousie University ; Kayla Joyce, Dalhousie University ; Sherry Stewart , Dalhousie University*

Background/rationale: Findings about Alcohol Warning Labels (AWLs) are mixed and many questions regarding their effectiveness remain unanswered. This review was designed to synthesize evidence about the effects of AWLs.

Methods: Following PRISMA guidelines, 786 articles were retrieved from four databases using specified keywords. We reviewed the titles/abstracts of the articles and selected 53 full-text original articles on AWLs that met initial inclusion criteria. After full-text review, 48 articles met methodological criteria and were included in the evidence synthesis.

Results: Graphic AWLs are more effective than text AWLs. Graphic AWLs reduce positive perceptions about alcohol, intentions to drink, and drinking behavior, and increase risk perceptions, bottle boringness, warning recall/recognition, and negative affect. Graphic AWLs in plain (vs. branded) packaging reduce positive perceptions and increase AWL recognition. Increasing the size of graphic AWLs reduces positive product perceptions. Direct (vs. indirect) warnings decrease self-reported drinking. There is clear indication that implementation of AWL policy in the U.S. increased knowledge/risk perceptions/awareness and support for the policy and decreased self-reported drinking 6-to-7-months post implementation; some studies also show this policy implementation increased warning recognition.

Conclusions: AWLs can be an effective alcohol harm reduction tool.

Action/Impact: Current AWL evidence supports the implementation of direct and visible graphic warnings on plain format to provide the most protective effects. We recommend implementing direct text warnings on the front of label and evaluating their outcomes in controlled and ecological settings. More studies using longitudinal designs and testing the impact of AWLs on actual drinking are needed.

14:45 - 15:00

Annapolis (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Quantitative Methods /
Méthodes quantitatives**45283 THE IMPORTANCE OF DISTRIBUTIONAL ASSUMPTIONS IN POWER
ANALYSIS: ISSUES AND SOLUTIONS***Oscar Olvera Astivia*, University of British Columbia; *Edward Kroc*, University of British Columbia

Due to the role that underpowered studies have had in psychology's reproducibility crisis, there is a renewed interest in power analysis to plan scientific studies. In spite of this renewed interest, most researchers rely on defaults from online calculators and popular software like G*Power. What many researchers forget to consider are the distributional assumptions that go into these power calculations. If the distributions of the data are not reflected in the power analysis, resulting calculations will be incorrect.

Computer simulations were performed in the R programming language highlighting 3 popular **methods**: the correlation coefficient, multiple regression and linear multilevel model. Different distributional shapes (both continuous and discrete) were simulated to highlight realistic scenarios and the power of these simulation was contrasted with G*Power to highlight the discrepancy.

Overall, deviations from the normality assumption resulted in the need for larger sample sizes or population effect sizes to reach the same levels of recommended 80% power. As expected, distributional assumptions had less impact on simpler statistical methods (like the correlation coefficient) when compared complex methods (like multilevel models). For some of the simulation models presented, even twice the sample size reported from G*Power was not enough to reach recommended levels of power.

Three online calculators (with accompanying R code) will be presented to help researchers with little programming experience to conduct their own simulations to obtain better power estimates.

14:45 - 15:15

Atlantic Suite (Second Floor)

**30-Minute Talk /
Présentation orale
(30 minutes)**History and Philosophy
of Psychology / Histoire
et philosophie de la
psychologie**45573 YES, PERHAPS ALL PSYCHOLOGIES ARE INDIGENOUS PSYCHOLOGIES,
BUT IMPERFECTLY***Bilal Afsin*, York University

Indigenization calls made by non-Western psychologists expose common claims of American psychologists to universality as particular and indigenous. These calls point out that the majority of the research done in North America makes generalizations based on limited samples (i.e., psychology as WEIRD) or limited theories. Most of the indigenously-minded non-Western psychologists lament that this imported psychological knowledge does not fit the "social needs" of their countries. I will argue that these indigenization calls are based on a false assumption of great "compatibility" between academia and society in the West. This "compatibility assumption" implies that Western academic psychology produces knowledge in a way it is fully compatible (as a mirror of reality) with its own culture. Indigeneity in this sense is used in a positive (unproblematic) way like psychology "truly" reflects the society from which it emerges. Moreover, Western psychologists who support the indigenization movement in psychology generally dignify American Psychology as "truly indigenized" or "truly indigenous". However, if we think of the discipline of Psychology in the nexus of academia and society, "indigenization" needs to take on a different meaning. I think that no Psychology can be "truly indigenized" in a culture or "truly reflects" its own culture because we cannot take a perfect photo of our own people and societies. For instance, a "person" depicted in Western Psychology is more hypothetical than real. I will critically compare Western and non-Western calls for indigenization of psychology and discuss the potential contributions of indigenous psychologies to societies.

14:45 - 15:15

Sable B (Ground Floor)

**Discussion Forum /
Forum de discussion**
Students in Psychology /
Étudiants en psychologie

46017 PREPARING FOR THE JOB MARKET: CHALLENGES AND STRATEGIES OF TRANSITIONING FROM INTERN TO EMPLOYEE

Trista Friedrich, University of Saskatchewan; Catherine Fraser, Horizon Health Network; JoAnne Savoie, Horizon Health Network

An important emphasis during graduate training in clinical psychology is on preparing students for pre-doctoral internship. Likewise, workshop and conference topics often focus on the internship preparation and application process (e.g., internship workshop and fair at the CPA annual convention). Following completion of internship, students face another major transition: becoming a licensed early career psychologist. However, interns are provided with limited formal guidance and training on job-seeking preparation or on how to navigate this transition. For example, Plante (1998, p. 508) observed that discussions surrounding employment “occurred informally among peers or sympathetic faculty members or practicum supervisors.” Given that graduate students spend a decade in the role of a student and may possess little knowledge about entering the job market, transitioning to an early career psychologist can be overwhelming. The purpose of this forum is to engage trainees and professional leaders in a collegial discussion regarding the transition from intern to employee with the goal of increasing awareness of this gap in training and the broader intention of identifying potential solutions. Topics for discussion specifically include: the challenges and strategies of job-seeking preparation and networking, negotiating job offers, and role ambiguity prior to full licensure. In turn, such a discussion aims to promote career development and, ultimately, professional satisfaction.

14:45 - 15:15

Acadia A (Ground Floor)

**Discussion Forum /
Forum de discussion**
Counselling Psychology /
Psychologie du counseling

46348 COUNSELLING AND CLINICAL PSYCHOLOGY IN CANADA: STUDENT PERCEPTIONS AND DECISION MAKING.

Rankyn Campbell, University of New Brunswick; Hilary Evans, Trinity Western University; Ashlee Kitchenham, University of New Brunswick

While accredited counselling and clinical psychology doctoral programs in Canada have similarities, there are also differences in significant areas such as instructed theoretical orientations, assessment and diagnostic training, dominant research methodologies, and pre-doctoral internship opportunities (Haverkamp, Robertson, Cairn & Bedi, 2011; Kalogeropoulos, Roquet, Sztopa, Bradley, & Drapeau, 2018). These differences and similarities are at times ambiguous and misunderstood by the public, students, and even professionals in the field of applied psychology (Bedi, Klubben & Barker, 2012). Haverkamp et al. (2011) suggest that students completing accredited counselling psychology programs still receive unclear messages about the discipline’s professional identity. Limited research exists examining the perceptions or heuristics that undergraduate students employ when deciding between training in counselling or clinical psychology. Undergraduate students represent the future of research and practice of both disciplines, and are also stakeholders responsible for determining the future professional identity of both disciplines moving forward. This lack of understanding of factors that influence undergraduate’s decisions on which discipline to target is noteworthy. This forum highlights the scarcity of research on undergraduate student perceptions of counselling and clinical psychology programs in Canada. Dialogue around factors students consider when deciding to pursue either clinical or counselling psychology studies will take place. Student’s will be invited to share their impression of each disciplines current professional identity in Canada, and how they forecast these identities evolving in the future.

14:45 - 15:45

Nova Scotia Ballroom A (Second Floor)

**Section Featured
Speaker Address /
Allocution principale de
la section**

Brain and Cognitive
Science / Cerveau et sciences
cognitive

SECTION PROGRAM / PROGRAMME DE LA SECTION

**44596 ATTENTION: TAXONOMY, ASSESSMENT, DEVELOPMENT, BREAKDOWNS
AND REPAIR OF ITS NETWORKS**

Raymond Klein, Dalhousie University

The concept of attention is pivotal for our understanding of normal human performance and the breakdowns in performance associated with various disorders and brain damage. The contemporary science of attention views it as a set of related neural systems whose chief function is the organization of behavior in the service of our goals. According to one popular framework the networks of attention that support this global function might be called: alertness, orienting and control. Developed to assess the efficiency of these networks, the Attention Network Test (and its variants) has been used, since its development circa 2000, in over 600 published studies. The database of these studies that we have developed at Dalhousie University will be explored to provide meta-analytic answers to questions about the development, breakdowns and repair of these networks.

14:45 - 15:45

Nova Scotia Ballroom B (Second Floor)

Symposium

Counselling Psychology /
Psychologie du counseling

**45903 GENDER AND ITS MULTIPLE INTERSECTIONS: CONDUCTING
COMMUNITY-BASED RESEARCH WITH PARTICIPANTS**

Ausha Kassan, University of Calgary

Intersectionality represents “analytic approaches that simultaneously consider the meaning and consequences of multiple categories of identity, difference, and disadvantage” (Cole, 2009; p. 170). Originally, intersectionality focused on the dimensions of race and gender (Crenshaw, 1989). However, it has subsequently been used to examine the role of multiple identities and social locations in different spheres, including that of research.

In this symposium, we will apply this conceptual framework to research on gender and its multiple intersections. Through this lens, we will examine how gender has been privileged and marginalization across different research contexts, and unearth the social structures, discourses, and practices that influence females' lived experiences.

The first paper will address the intersections of identifying as a woman and being a newcomer to Canada, among other cultural identities and social locations. This presentation will provide an overview of a qualitative study, which employed an arts-based ethnographic research design to unearth the everyday experiences of Canadian newcomer women.

The second paper will highlight the intersections of embodiment and identifying as a woman, among other cultural identities and social locations. This presentation will outline an arts-based ethnographic study, which investigated the everyday embodiment experiences of Canadian newcomer women.

The third paper will explore the intersections of gender and pregnancy. This presentation will provide an overview of research on pregnancy for trans, non-binary / gender variant / genderqueer individuals. Utilizing a social justice lens, a rationale will be provided for the need to examine the experience of pregnancy for gender variant females.

14:45 - 15:45

Nova Scotia Ballroom B (Second Floor)

SymposiumCounselling Psychology /
Psychologie du counseling**#1 45908 THE LIVED EXPERIENCE OF NEWCOMER WOMEN IN CANADA:
AN ARTS-BASED ETHNOGRAPHIC STUDY***Danielle Smith*, University of Calgary; Anusha Kassan, University of Calgary

Recent increases in immigration in Canada, as well as globally, require psychologists and other service providers to be culturally aware and informed so that they are competent to work with clients from a wide variety of cultures. Often, newcomers have a wide variety of intersecting identities that make for unique challenges and resources that counsellors need to be aware of in order to provide informed care (Crooks, Hynie, Killian, Giesbrecht, & Castleden, 2011). The following research focused on newcomer women, and the many intersecting identities that they hold, and the role that these identities play in their integration into Canadian society. This research was conducted with the hope of capturing the unique voices of newcomer women through an in-depth qualitative analysis.

An arts-based ethnographic design was used to capture as much nuance and depth as possible. Eight Newcomer women (ages 20-38, immigrated from various countries, living in Canada from 6 months - 4 years) were asked to document their experience of integration into Canadian society using a variety of cultural probes (e.g. camera, journal, map). These items were then analyzed and used to inform individual interviews with the participants. Analysis of the participant's cultural probes and interviews revealed several themes across participants that shed some light on the unique challenges, identity transformations, resources, and positive experiences that newcomer women experience. These accounts can hopefully inform both individual practitioners' work with newcomer women as well as immigration policies and procedures.

**#2 45911 EMBODIMENT OF NEWCOMER WOMEN IN CANADA: RESULTS FROM A
FEMINIST ARTS-BASED ETHNOGRAPHY***Amy Green*, University of Calgary; Anusha Kassan, University of Calgary

Newcomer women in Canada face many new experiences, including their engagement of their bodies in the world – a concept known as embodiment (Piran & Teall, 2012). Several scholars have called for the construct of embodiment as a meaningful way to explore how women experience their bodies (Blood, 2005; Piran & Teall, 2012; Tolman, Bowman, & Fahs, 2014); however, limited research has investigated embodiment among newcomer women. Such research is important given that newcomer women are not only influenced by discourses about their bodies from both their host and home cultures, they must also interpret their embodiment within the context of multiple identities and social locations.

To address prevailing gaps in the literature, this paper will discuss findings from a feminist, arts-based ethnography that explored how newcomers identifying as women experienced embodiment. Six participants living in Calgary documented their everyday experiences of embodiment using cultural probes (i.e., journals, cameras, and maps). These were later used to elicit further discussion during interviews and focus groups. Data was analyzed using Wolcott's ethnographic procedures (1990) and findings revealed six structures that represented a range of ways newcomer women were connected to and disconnected from their bodies. These experiences were influenced by the materiality of the women's bodies and sociocultural discourses related to gender and other intersecting aspects of culture. Implications of this work will be discussed, including enhanced understanding about newcomer women's wellbeing, influences on broader systemic change, and contributions to our understanding of embodiment in the context of gender and its multiple intersections.

**#3 45913 THE MEANING AND LIVED EXPERIENCE OF PREGNANCY FOR GENDER
VARIANT FEMALES***Daniele Doucet*, University of Calgary; Anusha Kassan, University of Calgary

Pregnancy is a significant experience in the lives of many women / families and is known to be associated with many sociocultural messages and norming about motherhood and femininity (Ryan, 2013). Femininity scripts, and women's adherence to them, are seen as an accomplishment that is institutionally rewarded, while failing to "do" femininity "correctly" means being socially shamed (West & Zimmerman, 1987). Despite the social discourse of pregnancy being tied to femininity, there are many people who experience pregnancy and do not fit the dominant cultural discourse of femininity, such as gender variant people and trans people who have undergone hormone therapy and/or gender affirming surgeries. While the literature on pregnancy includes a handful of studies that have addressed the experience and/or needs of trans people (e.g. Adams, 2010; Light, Obedin-Maliver, Sevelius, & Kerns, 2014), there has yet to be a study conducted on the experience of pregnancy for people who identify as gender variant / non-binary / genderqueer / butch. This session will review the literature related to gender and pregnancy and provide a rationale, based in feminist social justice ideologies, for a hermeneutic phenomenological study to address the meaning and lived experience of pregnancy for gender variant females. Ideas about themes that may emerge in the study will be identified, based on current literature that addresses gender variant experiences. Implications for counselling psychology research and practice will be identified in an effort to ensure culturally sensitive ways of working with gender variant females who are or have been pregnant.

14:45 - 15:45

Nova Scotia Ballroom C (Second Floor)

SymposiumWomen and Psychology /
Femmes et psychologie**44428 GENDERED EXPERIENCES OF TRAUMATIC BRAIN INJURY (TBI)
RECOVERY: CONSIDERING IMPLICATIONS FOR POLICY AND PROGRAMMING**

Andrea D'Souza, University of Toronto/Toronto Rehabilitation Institute, University Health Network; *Vanessa Amodio*, Toronto Rehabilitation Institute, University Health Network; *Alexis Fabricius*, Toronto Rehabilitation Institute, University Health Network; *Andrea D'Souza*, University of Toronto/Toronto Rehabilitation Institute, University Health Network

Background: Recent traumatic brain injury (TBI) research has shown that sex and gender impact injury outcomes; however, gender is rarely incorporated into rehabilitation or treatment guidelines, posing a barrier to equitable care. As part of a larger CIHR-funded grant that aims to develop gendered educational materials for TBI patients, caregivers and clinicians, this project aims to first understand the gendered aspects of the healthcare experience.

Methods: Interviews were conducted with 22 men and 17 women with TBI to learn about pre- and post-injury experiences, including access to healthcare, caregiver support, personal roles and responsibilities, etc. Thematic analysis was applied to the transcripts, and relevant themes were discerned. We draw on feminist theory and examine gender to analyze the data.

Results: Women described feeling compelled to perform femininity while injured, which impacted their ability to follow physicians' advice and delayed recovery. Men described instances of risky behaviour as a form of asserting masculinity in recovery. Lastly, we reflect on our experiences conducting the interviews and the barriers we faced while discussing gender.

Conclusions: We suggest education as part of rehabilitation to enhance understandings of how gender socialization impedes recovery. It is important to consider individual gendered motivations within patient-centered assessments to promote feelings of role fulfilment and reduce risky behaviour.

Action/Impact: Our gender-based analyses have implications at the societal, institutional, and policy levels. This project informs current health debates on women's encounters of discriminatory healthcare provision, thus tackling one of the root causes of gender inequality.

#1 45148 CONSTRUCTING SEX- AND GENDER-BASED INTERVIEWS FOR MEN AND WOMEN WITH TRAUMATIC BRAIN INJURY (TBI)

Vanessa Amodio, Toronto Rehabilitation Institute, University Health Network; *Andrea D'Souza*, University of Toronto/Toronto Rehabilitation Institute, University Health Network; *Alexis Fabricius*, Toronto Rehabilitation Institute, University Health Network; *Angela Colantonio*, University of Toronto/Toronto Rehabilitation Institute, University Health Network; *Tatyana Mollayeva*, University of Toronto/Toronto Rehabilitation Institute, University Health Network

Background: There is limited evidence considering how to integrate sex and gender into qualitative interviews in a TBI context. We reflect on our experiences conducting a TBI study to demonstrate how revising an interview guide to account for participants' understandings of gender yields richer data.

Methods: An initial interview guide was constructed to focus on understandings of sex and gender, navigating the healthcare system, pre- and post-injury roles, barriers and facilitators to recovery, and preferences for educational materials.

Results: Many participants conflated gender, sex, sexuality, and transgender identity, and showed reluctance to freely discuss topics of gender. When definitions of sex and gender were provided, participants were better able to understand how these concepts played a role in their own personal experiences of TBI. Asking specific questions about roles, responsibilities, or expectations gave participants the opportunity to speak to their experiences, which allowed analysts to code the data for latent examples of gender. We additionally revised our guide to ask about sex and gender at the end of the interview to build rapport with participants before discussing potentially sensitive issues.

Conclusions: An interviewer is encouraged to acknowledge that patients' responses about gender are influenced by social and systemic structures, and may additionally be influenced by the interviewer-participant dynamic. These factors must be taken into consideration when tailoring semi-structured interview guides to engage in discussion about gender.

Impact: These findings provide a foundation for the development of interview guides that integrate sex and gender for use by researchers and clinicians.

14:45 - 15:45

Nova Scotia Ballroom C (Second Floor)

SymposiumWomen and Psychology /
Femmes et psychologie**#2 45157 GENDER-RELATED HEALTHCARE EXPERIENCES OF WOMEN WITH TRAUMATIC BRAIN INJURY (TBI)**

Alexis Fabricius, Toronto Rehabilitation Institute, University Health Network; *Andrea D'Souza*, University of Toronto/Toronto Rehabilitation Institute, University Health Network; *Vanessa Amodio*, Toronto Rehabilitation Institute, University Health Network; *Angela Colantonio*, University of Toronto/Toronto Rehabilitation Institute, University Health Network; *Tatyana Mollayeva*, University of Toronto/Toronto Rehabilitation Institute, University Health Network

Background: Historically, traumatic brain injury (TBI) literature has focused on men's experiences, as they are injured more often, and typically more severely. However, women's experiences are not sought or explored to the same extent, leading to unjustified assumptions about their needs and unnuanced healthcare provision. Consequently, there is little scholarly data from which to draw to inform policies, treatment options, rehabilitation plans or informal caregiving for women. Objectives include: (1) to decolonize TBI research methods and treatment practices by developing a deeper understanding of women's gendered experiences to improve patient outcomes; and (2) to offer suggestions for the development of patient-driven educational materials for patients, caregivers and clinicians.

Methods: Semi-structured interviews with 17 adult women with TBI were conducted and analyzed. A thematic analysis was applied and relevant themes were discerned.

Results: The analysis revealed that participants experienced distress over the push-pull tension of being unable to perform femininity post-injury, while still being expected to do so during recovery. Additionally, participants discussed issues with informal care in the form of invalidation of their injury and experience, thus exacerbating symptom expression and delaying resolution.

Conclusions: We suggest educational materials to include psychoeducation in rehabilitation on how gender socialization impairs recovery. Patient-centred treatment modalities and methods for legitimizing women's experiences of TBI are also explored.

Action: These educational materials will be developed and tested as part of a CIHR-funded grant over the next year.

#3 45163 GENDER-RELATED HEALTHCARE EXPERIENCES OF MEN WITH TRAUMATIC BRAIN INJURY (TBI)

Andrea D'Souza, University of Toronto/Toronto Rehabilitation Institute, University Health Network; *Alexis Fabricius*, Toronto Rehabilitation Institute, University Health Network; *Vanessa Amodio*, Toronto Rehabilitation Institute, University Health Network; *Angela Colantonio*, University of Toronto/Toronto Rehabilitation Institute, University Health Network; *Tatyana Mollayeva*, University of Toronto/Toronto Rehabilitation Institute, University Health Network

Background: Research suggests that traumatic brain injury (TBI) recovery, including return-to-work and use of healthcare resources, is impacted by gender-related factors. This study explores the experiences of men with TBI, and aims to (1) understand how men view gender roles; (2) explore perceptions and behaviours regarding the impact of gender; and (3) learn about knowledge gaps to inform educational materials.

Methods: We conducted semi-structured interviews with men who were diagnosed with TBI of any severity. The sample consists of 12 acute (\leq three months post-injury) and 10 chronic participants ($>$ three months post-injury). Thematic analysis was used to interpret interview data. Gender theory with a focus on masculinity used as a guiding theoretical framework.

Results: Participants demonstrated masculine behaviour, such as downplaying severity and pushing for physical rehabilitation, in their treatment. Several discussed the importance of return-to-work and related motivations, such as household roles or success. When asked about their understanding of gender, many tended to conflate concepts of sex, gender and sexuality, with little explicit acknowledgement of the impact of gendered roles and expectations on recovery.

Conclusions: Educational materials for men can include reframing of rehabilitation goals as more 'masculine', and using their gendered motivations to inform goal-setting and decrease instances of risky behaviour in rehabilitation. Men's understanding of gender can be used to strategically inform development of materials that will be approachable to patients.

Action: Our results will inform patient-driven educational materials that will be developed and piloted in the upcoming year.

14:45 - 15:45

Nova Scotia Ballroom D (Second Floor)

SymposiumClinical Psychology /
Psychologie clinique**44109 EXERCISE FOR ANXIETY: EXPLORING FACTORS THAT INFLUENCE EXERCISE ENGAGEMENT***Julia Mason, University of Regina*

Exercise is a mental health intervention that can be delivered as an adjunct to psychological or pharmacological care, or as a standalone intervention when these treatments are not accessible. Exercise has demonstrated efficacy as a treatment for anxiety-related disorders (ARDs). Exercise also has protective effects in that it quickly reduces anxiety sensitivity (AS), a vulnerability construct implicated in the development and maintenance of ARDs. Despite the anxiolytic effects garnered from exercising, a challenge associated with implementing exercise interventions is that individuals with ARDs and those at risk of developing ARDs (e.g., individuals with high AS) tend to avoid exercise. If people with ARDs or high AS do not exercise, they will not experience exercise-related benefits. Understanding why these individuals avoid exercise is, thus, a necessary step towards determining how to support people with ARDs or high AS to manage their anxiety with exercise. This transdiagnostic symposium showcases new quantitative and qualitative data that can help guide the development and use of exercise interventions as part of mental health care. Each of the presentations included in this symposium aims to deliver a unique contribution to our understanding of the reasons why people with ARDs or high AS avoid exercising. Adherence factors discussed in this symposium include exercise cognitive style, AS and gender differences in physical activity, and barriers, facilitators, and psychological processes underlying exercise avoidance for people with ARDs. Each presenter will also discuss how their findings can inform research and practice in the area of ARDs prevention and treatment.

#1 45554 EXERCISE ANXIETY: A BARRIER TO EXERCISE ENGAGEMENT FOR PEOPLE WITH ANXIETY-RELATED DISORDERS*Julia Mason, Anxiety and Illness Behaviours Laboratory, University of Regina; Y. Nichole Faller, University of Regina; Daniel LeBouthillier, University of Regina; Gordon Asmundson, University of Regina*

Background: A strong research body demonstrates the anxiolytic effects of exercise; however, translating these findings into an effective mental health promotion strategy for people with anxiety-related disorders (ARDs) may prove challenging as people with ARDs tend to report lower levels of participation in physical activity, including exercise. To overcome this barrier, research is needed to understand the psychological processes that fuel engagement and disengagement from exercise for people with ARDs.

Method: This qualitative study used grounded theory to describe the exercise experience for people with ARDs. Participants were recruited via an online eligibility screener and 16 eligible participants, who met diagnostic criteria for an ARD and reported being physically inactive, completed individual face-to-face interviews.

Results: The model resulting from our study shows that people with ARDs experience exercise anxiety or cognitive (i.e., worries about exercise), physical (i.e., negative reactions to the physical sensations associated with exercise), and behavioural (i.e., avoidance) symptoms of anxiety when thinking about and/or engaging in exercise. The model identifies several factors (e.g., social support, money, time) that can facilitate short-term exercise participation and explains how loss of these factors leads back to a cycle of exercise anxiety and long-term avoidance behaviour.

Conclusions: Exercise anxiety appears to be a major barrier preventing individuals with ARDs from engaging in a regular exercise regime.

Recommendations: Our findings suggest that researchers and clinicians should consider targeting exercise anxiety, perhaps through the use of cognitive behavioural interventions, to aid people with ARDs to achieve long-term adherence and exercise-related benefits.

14:45 - 15:45

Nova Scotia Ballroom D (Second Floor)

SymposiumClinical Psychology /
Psychologie clinique**#2 45559 MEASURING COGNITIVE STYLES DURING EXERCISE AND THEIR RELATIONSHIPS TO ANXIETY SENSITIVITY***Colin Pridy*, Dalhousie University; Margo Watt, St. Francis Xavier University; Pablo Romero-Sanchiz, Dalhousie University; Sherry Stewart, Dalhousie University

Background: People with high anxiety sensitivity (AS) fear arousal-related bodily sensations, and may therefore avoid exercise. Exercise can reduce AS, but distraction may reduce its effectiveness. Stevinson and Biddle (1998; 1999) proposed a model of exercise-associated cognition that crosses attentional focus (internal/external) and task relevancy (relevant/irrelevant) dimensions to yield four cognitive styles.

Method: We developed/validated an Attention and Distraction during Exercise Questionnaire (ADEQ) to tap these four cognitive styles and to examine relations between AS and cognitive style during exercise. We used exploratory [$n = 326$; $M (SD)$ age = 23.98 (9.07) years] and confirmatory factor analyses [$n = 875$; $M (SD)$ age = 20.04 (3.04) years] to investigate the ADEQ's structural validity. The second sample completed the 18-item Anxiety Sensitivity Index-3 (ASI-3; Taylor et al., 2007). We used structural equation modelling to examine relations between ADEQ subscales and AS level.

Results: We obtained a structurally valid, 19-item ADEQ with four adequately internally consistent factors aligned with Stevinson and Biddle's model. We found a significant, positive association between AS and an internally-focused, task-relevant cognitive style.

Conclusions: The ADEQ is a well-validated, theoretically-grounded measure of cognitive style during exercise. Higher AS individuals reported an increased focus on bodily sensations during physical activity, likely from attending to or catastrophizing about feared exercise-induced bodily sensations.

Recommendations: Future work could examine whether this exercise cognitive style mediates the established relationship between AS and exercise avoidance – and whether it is malleable with cognitive behavioural therapy.

#3 45561 GENDER DIFFERENCES IN PHYSICAL ACTIVITY ARE PARTIALLY EXPLAINED BY ANXIETY SENSITIVITY IN POST-SECONDARY STUDENTS*Christopher DeWolfe*, Dalhousie University; Margo Watt, St. Francis Xavier University; Pablo Romero-Sanchiz, Dalhousie University; Sherry Stewart, Dalhousie University

Background: Female post-secondary students report engaging in less physical activity than their male counterparts. Given that women tend to report higher anxiety sensitivity (i.e., fear of arousal-based body sensations) and anxiety sensitivity is inversely related to physical activity participation, this study sought to determine if anxiety sensitivity mediates gender differences in self-reported physical activity.

Methods: A sample of 802 post-secondary students completed a measure of anxiety sensitivity (i.e., Anxiety Sensitivity Index-3) and a measure of physical activity (i.e., Lifestyles Questionnaire). A mediation analysis was conducted to test whether anxiety sensitivity mediates gender differences in self-reported physical activity. As part of this analysis, bias-corrected bootstrap confidence intervals (95% confidence intervals, $z = 5,000$ bootstrap samples) were estimated. When the 95% confidence interval did not include zero, this finding was taken to indicate a statistically significant effect.

Results: Women reported significantly less physical activity and significantly greater anxiety sensitivity. Anxiety sensitivity was significantly and inversely related to self-reported physical activity. A significant indirect effect of gender on physical activity via anxiety sensitivity was shown ($B = 5.56$, $SE = 2.81$, $p < .05$, 95% $CI [1.31, 12.78]$, $PM = .0843$).

Conclusions: Results suggest that anxiety sensitivity partially explains gender differences in physical activity.

Recommendations: Anxiety sensitivity reduction interventions might increase physical activity participation and reduce the existing gender gap.

14:45 - 15:45

Symposium

International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle

**45754 ACCULTURATION, MULTIPLE IDENTITIES, AND PSYCHOLOGICAL
WELL-BEING**

Saba Safdar, University of Guelph

In this symposium recent development in understanding identity and identity negotiations will be discussed. In the first presentation, identity negotiation amongst two minority groups in Canada: sexual minority immigrants and Muslim women will be presented. The findings highlight the agency of participants in developing their sexual or religious identity, as well as the role that Canadian social context play in shaping these experiences. In the second presentation, the results of a study on multicultural individuals residing in Canada and how they negotiate their cultural identities will be presented. The importance of cultural participation and types of participation in relation to the identity configuration process will be discussed. In the third presentation, an examination of sense of belonging, religious identity, life satisfaction and mental health amongst immigrants in Canada will be presented. The role of Canadian and heritage identities in psychological well-being of immigrants will be also discussed.

**#1 45760 A QUALITATIVE EXAMINATION OF CULTURAL PARTICIPATION AND
MULTICULTURAL IDENTITY CONFIGURATIONS**

Maya Yampolsky, Universite Laval; *Jennifer Taing*, Universite Laval; *Catherine Amoit*, Universite du Quebec a Montreal

This study aims to understand the enculturation experiences of multicultural individuals and how they negotiate, or configure, their cultural identities within the self using a qualitative approach. The cognitive-developmental model of social identity integration (CDSMII; Amiot & al., 2007) was used to examine three identity configurations among second generation and “mixed” Canadians: having one predominant and exclusive identity (categorization), keeping identities separate from each other and context-bound (compartmentalization), and cohesively connecting several identities within the self (integration). Semi-structured interviews using life narratives (McAdams, 1985) and open-ended questions were conducted among multicultural Canadians (N=22) demonstrated that cultural participation with various cultural affiliations (heritages, mainstream, and others) and types (language, school/work, and traditional activities) was connected to the identity configuration process. Integrated participants mentioned mainstream and heritage languages/activities (e.g., holidays, meals and rituals) as important factors to feel connected to their different cultures, and to strengthen the identification and integration of their cultural identities in the self. Compartmentalized participants also talked about heritage and mainstream languages/activities, but separately according to different contexts (e.g. only speaking Japanese at home and English at school). Categorized (Canadian) participants tended to distance themselves from their heritage culture even though they reported participating in heritage language, activities and school, and preferred mainstream cultural activities. Depending on one’s enculturation experiences, social contexts and the importance of cultural participation in their life, second generation and “mixed” Canadians may negotiate their cultural identities differently within the self.

14:45 - 15:45

Sable A (Ground Floor)

Symposium

International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle

#2 45766 NEGOTIATING SEXUAL AND RELIGIOUS IDENTITIES WITHIN CANADIAN CONTEXT

Saba Safdar, University of Guelph; *Melisa Choubak*, University of Guelph; *Rashelle Litchmore*, University of Guelph

In this presentation, the results of two studies will be described. Study 1 examines identity negotiation of lesbian and gay first-generation immigrants to Canada. Using Interpretative Phenomenological Analysis (IPA), we examined how lesbian and gay first-generation newcomers (N=10) construct a sense of self in often contradictory pre- and post-migration socio-cultural contexts. It was found that participants constructed their identity at the intersection of family, ethnic community, LGBTQ community, and Canadian mainstream society.

In Study 2, we investigated the experience of Canadian Muslim women. By conducting in-depth interviews with 10 women, we sought to understand their day-to-day experiences with covering, and how their interpretations of these experiences were related to them as individuals, as well as to broader social contexts. We found that the women's experiences can be regarded as an interplay between internal experience, that is the personal meanings placed on wearing or not wearing a headscarf, and external experience, focusing on participants' interpretations of outside events and treatment by others as related to the headscarf. Their experiences were also embedded in the contexts of their cultural and religious communities, and broader Canadian society.

The results of these studies bring attention to how flexible the characterizations of identity can be. They also highlight the agency of participants in their very personal experiences of displaying their sexuality or religiosity, as well as the role that Canadian social context play in shaping these experiences.

#3 45770 MULTIPLE BELONGINGS AND PSYCHOLOGICAL WELLBEING AMONG IMMIGRANTS AND THE SECOND GENERATION IN CANADA

John Berry, Queen's University & Higher School of Economics; *Feng Hou*, Western University & Statistics Canada

Understanding and managing increasing cultural diversity arising from immigration has become a prominent public issue in Canada and other immigrant resettlement countries. One issue being discussed is the degree to which immigrants orient themselves to the new society and to their heritage cultures and religions. A second issue is the success that immigrants achieve in the receiving country, particularly their psychological wellbeing. Of central concern is the possible relationship between how immigrants orient themselves to their cultural and religious groups and their wellbeing; is there a way of living culturally that is associated with better outcomes? This paper examines these issues with large samples of immigrants and their descendants in Canada, using the concepts and measures of sense of belonging, religious identity, life satisfaction and mental health. Findings show that having multiple identities is associated with higher levels of life satisfaction and mental health. However, this general finding varies according to which identities are strong, and by religious group. These findings suggest that the promotion of both Canadian and heritage identities, and of a religious identity among immigrants, are the best path to achieve higher levels of psychological wellbeing in the Canadian multicultural society.

14:45 - 15:45

Sable C (Ground Floor)

SymposiumClinical Psychology /
Psychologie clinique**45742 SUBSTANCE MISUSE AMONG YOUNG PEOPLE AND INDIGENOUS PEOPLE: IMPLICATIONS FOR INTERVENTION***Matthew Bernstein*, University of Manitoba; Christopher Mushquash, Lakehead University

Substance misuse is a serious problem, especially among young people (15-25) and people of Indigenous background. Young people are the most likely to misuse prescription drugs, and the heaviest alcohol and cannabis use occurs during the first year of university. Substance abuse also represents a major challenge among Indigenous communities. Furthermore, certain mental health symptoms and personality traits co-occur with substance use, which has implications for the development of substance abuse and ultimately intervention approaches.

In response, this year's Clinical Section Student Symposium offers a compilation of innovative research presentations that will discuss how young people and Indigenous people misuse medications and alcohol, and implications for treatment. Chinneck and colleagues will present their examination of personality and mental health symptoms and their relationship to prescription drug misuse. Single and Keough will present on how the different facets of mindfulness predict alcohol misuse in undergraduates. Frohlich and colleagues will present on the patterns and risk factors for the co-morbid development of depression and alcohol misuse in undergraduates. Finally, Toombs, Marshall, and Mushquash will present a systematic review of outcomes for Indigenous people seeking substance abuse treatment. Each of these presentations has clinically relevant implications that will increase our understanding of the etiology and treatment of substance abuse.

#1 45747 PERSONALITY TO MENTAL HEALTH TO PRESCRIPTION DRUG MISUSE IN ADOLESCENTS*Annie Chinneck*, Dalhousie University; Kara Thompson, St. Francis Xavier University; Mohammad Afzali, University of Montreal; Raquel Nogueira-Arjona, Dalhousie University; Ioan Mahu, Dalhousie University; Patricia Conrod, University of Montreal; Sherry Stewart, Dalhousie University

Rationale: Of any age group, 15-25 year-olds are the most likely to misuse prescription drugs (PDs). Few studies have tested theoretical models of adolescent risk for PD misuse, generally or by class. We tested theory-driven mediational paths from personality to mental health to PD misuse. Our hypotheses were informed by etiological models of addiction (i.e., affect regulation, psychological dysregulation, deviance proneness).

Methods: We used semi-longitudinal data collected during the Co-Venture Trial. Our sample included students from 31 Canadian high schools. They were tested in Grade 9 (September 2014-May 2015; $n = 3,024$; mean age = 14.79) and again in Grade 10 (September 2015-May 2016; $n = 2,869$; mean age = 15.83). Personality (hopelessness, anxiety sensitivity, impulsivity, sensation seeking) was assessed in Grade 9. Mental health symptoms (depression, anxiety, attention-deficit hyperactivity disorder, conduct disorder) and PD misuse (opioids, sedatives/tranquilizers, stimulants) were assessed at both time points.

Results: Consistent with self-medication of negative affect: hopelessness predicted opioid misuse via depressive symptoms and anxiety sensitivity predicted sedative/tranquilizer misuse via anxiety symptoms. Consistent with positive affect regulation: sensation seeking marginally predicted stimulant misuse directly. Consistent with self-medication of psychological dysregulation: impulsivity predicted stimulant misuse via attention-deficit hyperactivity disorder symptoms. Consistent with deviance proneness: impulsivity predicted unconstrained PD misuse via conduct disorder symptoms.

Conclusions: Theory-driven mediational paths from personality to mental health to PD misuse were supported.

Impact: Identifying youth high in personality risk may benefit targeted prevention and early intervention efforts. Personality-matched cognitive-behavioural interventions may reduce their risk for PD misuse.

14:45 - 15:45

Sable C (Ground Floor)

Symposium
Clinical Psychology /
Psychologie clinique

#2 45749 SPECIFIC TRAIT MINDFULNESS FACETS PREDICT PROBLEMATIC ALCOHOL USE IN FIRST YEAR UNDERGRADUATES

Alanna Single, University of Manitoba; *Matthew Keough*, University of Manitoba

Heaviest alcohol and cannabis use occurs during the first year of university, which can lead a multitude of problems. Overall, trait mindfulness is negatively related to alcohol use, but less is known how it buffers against cannabis use. Prior work demonstrates that specific trait mindfulness facets (i.e., acting with awareness, nonjudging of inner experience, and nonreactivity to inner experience) reduce risk for alcohol and drug use, but further work should prioritize examining cannabis use specifically. Given that cannabis is the most commonly used drug by young adults, research should aim to parse apart the pathways from trait mindfulness facets to alcohol and cannabis use and focus on factors that may help to explain these associations. We hypothesized that three trait mindfulness facets would predict fewer alcohol and cannabis problems in first year undergraduates. As depression is a common trigger for addiction, we expected lower levels of mood to mediate this effect. First year undergraduates ($N = 296$) completed self-report measures assessing trait mindfulness, depression, and alcohol- and cannabis-related problems. Results revealed that two trait mindfulness facets (i.e., nonjudging of inner experience and nonreactivity to inner experience) predicted decreased alcohol problems, but not cannabis problems. These effects were explained through low levels of depression. Results suggest that specific trait mindfulness facets protect against depression, which reduces risk for alcohol (but not cannabis) problems. Students transitioning into university may benefit by practicing mindfulness to help reduce elevated negative mood and subsequent alcohol use.

#3 45751 PATTERNS AND RISK FACTORS OF DEPRESSION AND ALCOHOL MISUSE COMORBIDITY: A REPLICATION AND EXTENSION

Jona Frohlich, University of Manitoba; *Kiah Orui*, University of Manitoba; *Sherry Stewart*, Dalhousie University; *Simon Sherry*, Dalhousie University; *Matthew Keough*, University of Manitoba

Alcohol misuse and depression are highly comorbid. Self-medication theory proposes that depressed emerging adults use alcohol to reduce negative emotions. However, recent research suggests that the co-pattern of alcohol misuse and depression is not uniform. Specifically, Frohlich and colleagues (2018) showed that emerging adults *transitioning out of university* could be differentiated from one another based on their co-pattern of alcohol misuse and depression (with support for distinct high- and low-risk subgroups). Given that this is a new way of examining depression-alcohol comorbidity, we aimed to replicate this study with emerging adults *during university*. We then extended this study by examining whether baseline individual differences predicted membership in high- versus low-risk subgroups. Undergraduates ($N=300$) completed four waves of self-reports at six-month intervals over an 18-month period. Parallel process latent class growth modeling supported three classes: *Class 1*, the “high-risk” group, had high stable depression and high stable alcohol misuse ($n=28$). *Class 2* had high stable depression but low decreasing alcohol misuse ($n=87$). *Class 3*, the “low-risk” group, had low decreasing depression and low decreasing alcohol misuse ($n=185$). Multinomial regressions showed that male sex, enhancement and coping-with-depression drinking motives, and high impulsivity, hopelessness, and anxiety sensitivity, predicted membership in Class 1 (vs. Class 3). Consistent with our previous study, these results illustrate that emerging adults display differing co-patterns of alcohol misuse and depression over time during university, including both high- and low-risk subgroups. Our results also provide novel evidence that these subgroups can be distinguished based on sex, drinking motives, and personality.

#4 46024 COMPARING OUTCOMES FOR INDIGENOUS PEOPLE SEEKING SUBSTANCE-USE TREATMENT: RESULTS FROM A SYSTEMATIC REVIEW

Elaine Thoombs, Lakehead University; *Nicole Marshall*, Lakehead University; *Christopher Mushquash*, Lakehead University - Northern Ontario School of Medicine - Dilico Anishinabek Family Care - Centre for Rural and Northern Health Research

Limited research of evidence-based treatment strategies for First Nations populations seeking substance use and addiction services exists. First Nations communities have requested interventions address substance use and addiction services (First Nations Information Governance Centre [FNIGC], 2012). Given that accessibility to treatment is influenced by community remoteness, availability of programs, and structure of desired treatment programs (Dell, Tempier, & Mehl-Madrona, 2011), individualized treatment approaches may be required. This presentation will examine treatment outcomes of non-residential and residential treatment programs generated from a scoping review of peer-reviewed and grey literature. In this review, three studies were identified that compared residential and non-residential treatment outcomes for Indigenous people, and reported varying results. Reported outcomes focused primarily on retention and relapse rates by sources, the incorporation of cultural knowledge, and treatment duration for participants. Most retrieved sources described outcomes from residential treatment, however it remains unclear if this treatment modality is the best option for Indigenous people seeking substance use treatment. Given the consequences of untreated substance use and addiction across a lifespan, such as effects on wider social determinants of health for communities, generating evidence for best-treatment options for Indigenous communities must be ongoing.

14:45 - 15:45

Sable D (Ground Floor)

**Section Chair Address /
Allocution du président
de la section**Traumatic Stress / Stress
traumatique**SECTION PROGRAM / PROGRAMME DE LA SECTION****45548 MDMA AS AN ADJUNCT TO EVIDENCE-BASED TREATMENTS FOR PTSD:
A PROMISING NEW DIRECTION?***Anne Wagner, Remedy, Ryerson University*

Treatments for posttraumatic stress disorder (PTSD) offer improvement in symptoms for many who are able to access them - these treatments, however, do not work for all, and while there is often symptom improvement, there is room to improve these outcomes and to target additional trauma-related outcomes, such as the impact on loved ones and relationship functioning. In an effort to build upon the treatments that exist and have been found efficacious in the treatment of PTSD, 3,4-methylenedioxymethamphetamine (MDMA) is being considered as an adjunct to treatment.

This presentation will share the results of a pilot study combining MDMA with Cognitive Behavioral Conjoint Therapy for PTSD as an exemplar of this adjunctive methodology. These findings will be compared and contrasted to outcomes without MDMA, and to MDMA used with supportive, non-directive psychotherapy for the treatment of PTSD. The presentation will discuss whether this is a useful path in terms of treatment development, and will discuss future research projects that will build upon these findings.

14:45 - 15:45

Acadia B (Ground Floor)

SymposiumEducational and School
Psychology / Psychologie
éducative et scolaire**45362 CROSS DISCIPLINARY PERSPECTIVES ON SUPPORTING THE NEEDS OF
STUDENTS WHO ARE REFUGEES AND THEIR FAMILIES***Laurie Ford, University of British Columbia; Ester Cole, Private Practice*

In recent years, schools in Canada, have seen an increase in the numbers of refugee students. Approximately 45% of refugees coming to Canada are under the age of 18 years. Higher proportion of refugees in Canada are children and youth when compared with all immigrants in Canada and Canada's total population (Stats Canada, 2017). The number of persons displaced worldwide for reasons relating to natural disasters, war, violations of human rights, conflict, fear of persecution, or violence has increased in 2016, from 33.9 million to 65.6 million in just two decades (UNHCR, 2016). According to the 2016 United Nations Global Trends report, 51% of individuals who are classified and living as refugees are children. One of many challenges that educators, peers, and community members face is how to best welcome these diverse populations into their classrooms and how to meet the academic, social, and emotional need of these children given their often complex needs (Unger & Liebenburg, 2013). The purpose of this symposium is to highlight ways to support students who are refugees and their families through three papers offering unique perspectives on needs and service provision. The papers highlight practice based on evidence from the perspective of psychology, education, and social work. The intersect of research and practice across these disciplines will contribute to a rich discussion at the end of the session led by a discussant who has worked throughout their career with students who are refugees and their families.

**#1 45980 INTER-RELATED ISSUES AND RESOURCES IN PROGRAM DEVELOPMENT
FOR REFUGEE STUDENTS AND FAMILIES***Ester Cole, Private Practice*

The ongoing demographic transformation of many school communities continues to focus attention on issues and concerns related to effective interventions with culturally diverse refugee families. Over short periods of time, family members, educators, and mental health professionals aim to enhance communication; learn about resources, and hope to strengthen the adjustment of students as Newcomers. Action research and accountability of coordinated services should be advocated as cost effective. This needs to become part of goal setting within systems and across systems. Such evaluation will benefit training, expansion of efficient programs and dissemination of valuable information. A primary purpose of this paper is to explore and examine resources in program development for students who are refugees and their families. The paper will provide examples concerning issues, resources and programs that can be accustomed for local needs, including: Ethical considerations for psychologists consulting with international pre-migration settings; the lessons learned from the International Children's NGO past programs in school communities; multidisciplinary consultation teams aiming to support teachers' self-care in the classroom; barriers and effective work with translators and interpreters; sharing updated multilingual online resources for mediated services. Case examples for practice in working with students who are refugees and their families will be shared for each of the presented components.

14:45 - 15:45

Acadia B (Ground Floor)

SymposiumEducational and School
Psychology / Psychologie
éducationnelle et scolaire**#2 45988 SYRIAN FATHERS IN THE CONTEXT OF FORCED MIGRATION AND RESETTLEMENT***Adnan Al Mhamied, McGill University*

As people from Syria attempt to settle into Canadian society, Syrian refugees face multiple challenges. My research focuses on fatherhood from an integration perspective, focusing on Syrian men who arrived in Montreal in the past three years and who have experienced fatherhood both as refugees in host communities in the Middle East and currently in Montreal. The fathers will be represented in my research are married, heterosexual men who were born outside of Canada. The focus of this research is to analyze the challenges they face, their relationships with their families, particularly their children using their lens, and to examine how adaptation to a new culture in a new socio- ecological system affects their fatherhood. Parenting among refugee populations has been largely overlooked in social work research and literature, and little is known about fathers and fatherhood. The objective my study is to identify the challenges that Syrian fathers from refugee background in Montreal are facing and coping methods among Syrian fathers from refugee background. A sole focus on deficits and problems can obscure the strengths and resiliencies as well as the challenges that many Syrian refugee fathers have individually displayed.

#3 46001 ADDRESSING THE NEEDS OF STUDENTS WHO ARE REFUGEES IN SCHOOLS: A QUALITATIVE META-SYNTHESIS*Esther Arquillano, University of British Columbia; Laurie Ford, University of British Columbia; Julie White, University of British Columbia*

Approximately 45% of refugees coming to Canada are under the age of 18 years. Higher proportion of refugees in Canada are children and youth when compared with all immigrants in Canada and Canada's total population. Educators members face challenges in how to best welcome these students into their classrooms and meet their academic, social, and emotional needs given their often complex needs. Students who are refugees bring many strengths and assets enhancing the schooling experience for all students. However many also bring challenges unique to their life experiences as refugees. Even experienced educators and mental health professionals often acknowledge feeling unprepared to address students unique needs. Understanding not only the ways to most effectively meet the needs of the students but also culturally responsive approaches to working with students and engaging their families in an education system that is new to both the students and families is an area where many educators ask for support. In this paper we share the results of a qualitative meta-synthesis of the largely qualitative or mixed method literature on the features of programs that support the academic, social, and emotional needs of students who are refugees. Psychology and education data bases including ERIC, PsycINFO, and Dissertation Abstracts were the primary sources of the review. In this presentation we will highlight the key elements of educational programs successful in meeting the 1) academic and 2) social-emotional needs of students who are refugees using an inductive constant comparative approach.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

Poster Session “F” / Présentation par affichage

- Adult Development and Aging / Développement adulte et vieillissement
- Developmental Psychology / Psychologie du développement
- Sexual Orientation and Gender Identity / Orientation sexuelle et identité sexuelle
- Women and Psychology / Femmes et psychologie

**Poster Session “F” /
Présentation par
affichage**Adult Development and
Aging / Développement
adulte et vieillissement**#1 46051 INVESTIGATING THE ROLE OF WORKING MEMORY IN VISUAL SEARCH
AMONG OLDER ADULTS***Jasmine Aziz, Dalhousie University; Raymond Klein, Dalhousie University; Gail Eskes, Dalhousie University*

With Canada's aging population, it is essential to study changes in cognitive abilities experienced by older adults. Visual search (VS) is the process whereby people scan for and locate important objects in their environment, and working memory (WM) involves manipulating temporarily stored information. Research in young adults suggests that WM serves several roles in VS, such as remembering previously inspected objects/locations or holding the target object's features in mind to guide the search. Both VS and WM abilities decline with age, which can interfere with daily activities requiring these skills (e.g., driving, shopping). We investigated whether WM abilities would predict VS efficiency in healthy older adults. Participants (aged 55-80) completed WM measures and a VS task. We experimentally (within-subjects) varied the WM load of the VS task by manipulating whether a reference picture of the target was displayed during the search, or whether participants needed to search from memory. We also varied search difficulty (i.e., number of distractors, target features) and recorded eye movements to determine how frequently participants looked at the reference picture. Results to date ($N=14$) show reduced search efficiency with increasing numbers of distractors and target features. Further, participants looked at the reference picture more frequently when the target had more features (higher WM load). We are investigating how these effects relate to performance on WM tasks. Findings clarify how VS abilities relate to WM in older adults, which is useful information when developing strategies to support these cognitive abilities in healthy aging and relevant clinical populations.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Adult Development and
Aging / Développement
adulte et vieillissement**#2 45189 DOES AGE MATTER IN DRIVING SAFETY? INVESTIGATION OF THE
LOW MILEAGE BIAS USING NATURALISTIC DATA***Trista Friedrich, University of Saskatchewan; Kari Duerkson, University of Saskatchewan; Lorin Elias, University of Saskatchewan*

A body of research has cautioned against ageist beliefs and the claim that older drivers have an elevated crash risk relative to other age groups. As an alternative explanation for disparate crash rates between age groups, research examining the low mileage bias hypothesizes that older drivers have similar crash rates compared to other age groups, and that heightened crash risk is limited to a subgroup of older drivers who have limited annual driving exposure. However, previous investigations of the low mileage bias have suffered from methodological limitations, such as self-reported driving distances and crash involvement. The SHRP2 naturalistic driving study was used to examine the crash rates of different age groups matched for annual driving mileage. Consistent with previous research, analyses using objective measures revealed an interaction between annual mileage and age-group. Post-hoc tests indicated that participants 70-79 years of age who drove greater than 14 000 kilometers annually had lower crash rates than participants the same age who drove 3000-14 000 kilometers annually. Further, descriptive differences were observed, and elevated crash risk was localized to older drivers who drove the fewest kilometers annually, supporting the low mileage bias. These findings suggest higher crash rates among older drivers may be bound to a subgroup of older drivers who have limited annual driving exposure -1% of the current sample. Identifying individual factors, other than age, that characterize the subgroup of older drivers who have a heightened crash risk may assist in distinguishing seniors who may benefit from alternative methods of transportation.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Adult Development and
Aging / Développement
adulte et vieillissement**#3 45227 AGE AS A MODERATOR OF THE RELATIONSHIP BETWEEN PURPOSE
IN LIFE AND IMMUNE FUNCTION***Irene Giannis, Concordia University; Carsten Wrosch, Concordia University*

Low grade chronic inflammation is associated with age-related disease and mortality in the elderly. One factor that may be protective against chronic inflammation is purpose in life. Purpose in life has been defined as the extent to which one is engaged in goals that are personally meaningful and valuable; and has been associated with a lesser inflammatory response as measured by C-reactive protein (CRP) and interleukin-6 (IL-6). Although this relationship is robust, purpose in life has been shown to decrease in old age, which may have important consequences for older adults' inflammatory response. The main purpose of the present research was to determine whether purpose in life confers equal benefits across older adulthood by examining associations between within person changes in purpose in life and inflammatory outcomes, and between person differences in age. 130 adults in early and advanced old age were followed over 6 years in a four-wave prospective design. At each wave, participants reported their purpose in life, and CRP inflammation levels were obtained from blood samples. Hierarchical linear modeling was utilized to test these relationships. The results demonstrated that greater within-person purpose in life is associated with lesser inflammation in early old age, but not in advanced old age. These findings suggest that purpose in life may lose part of its protective health function as older adults advance in age.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Adult Development and
Aging / Développement
adulte et vieillissement**#4 45253 SOCIAL SUPPORT FROM FAMILY PREDICTS PLANNING FOR
POTENTIAL FUTURE CARE NEEDS***Julie Gorenko, University of Calgary; Calandra Speirs, University of Calgary; Candace Konnert, University of Calgary; Camille Mori, University of Calgary; Claire McGuinness, University of Calgary*

Planning for future aging is associated with positive health outcomes (Sörensen et al., 2012); unfortunately, planning for aging is largely not occurring (Pinquart & Sörensen, 2002). Perceived social support has been linked to many positive outcomes among older adults. Importantly, social support provides opportunity for discussion of future care needs (Sörensen & Pinquart, 2000), and is related to individuals reporting future-oriented planning (Prenda & Lachman, 2001). Research has yet to examine the influence of differing sources of social support on planning for future care needs. This study compared the influence of perceived social support from friends, family, and a significant other on planning for aging. The sample was comprised of 363 adults (mean age=66.5, $SD=9.3$, range=50-92). Participants completed questionnaires including demographic questions, the Multidimensional Scale of Perceived Social Support (MSPSS; Zimet, Dahlem, Zimet, & Farley, 1988), and the Preparation for Future Care Needs Scale (Sörensen & Pinquart, 2001). The subscales of the MSPSS were entered separately (family, friends, and significant other). A hierarchical linear regression entered two established predictors (age and future financial security) into the first block, and MSPSS subscales into the second block. Perceived social support from family significantly predicted planning ($b=1.18$, $t(358)=2.80$, $p<.01$); support from friends ($b=.75$, $t(358)=1.72$, $p=.09$), and from a significant other ($b=-.54$, $t(358)=-1.34$, $p=.18$) did not. These findings suggest that planning for future care needs is more difficult for those with less family support, putting these individuals at greater risk for poor planning. Strategies for facilitating successful planning among these individuals will be presented.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Adult Development and
Aging / Développement
adulte et vieillissement**#5 46125 FUTURE TIME PERSPECTIVE MEDIATES THE RELATIONSHIP BETWEEN
AGE AND PLANNING FOR FUTURE CARE NEEDS***Julie Gorenko*, University of Calgary; Candace Konnert, University of Calgary; Calandra Speirs, University of Calgary; Claire McGuinness, University of Calgary; Camille Mori, University of Calgary

Planning for future care needs has been identified as a major policy issue related to global aging; however, few older adults engage in planning (Lee, Mason, & Cotlear, 2010; Pinquart & Sörensen, 2002). Not surprisingly, age has been shown to predict planning, but evidence suggests that future self-views are also important (Hershfield, 2011; Kornadt, Voss, & Klaus Rothermund, 2015). This study hypothesized that future self-continuity (FSC) and future time perspective (FTP) would mediate the relationship between age and planning. The sample was comprised of 365 adults (mean age=66.5, $SD=9.3$, range=50-92). Participants completed a questionnaire (in-person or on-line) that included demographic questions, a single-item measure of future self-continuity to assess similarities between current and future selves (Hershfield, 2011), the 10-item Future Time Perspective scale (Carstensen & Lang, 1996) to assess whether time horizons were limited or open-ended, and the 15-item Preparation for Care Needs scale (PCN; Sörensen & Pinquart, 2001) to assess planning. Mediation was tested using a bootstrap method with 5000 samples (Hayes, 2013). Results indicated that the hypothesis was partially supported. FTP mediated the relationship between age and planning ($b=-.03$, $SE=.01$, 95% CI [-.06, -.01]), but FSC did not ($b=.01$, $SE=.01$, 95% CI [-.01, .04]). Interestingly, FTP and PCN were positively correlated ($r=.13$, $p<.01$), indicating that those with more expansive views of the future were more likely to plan. These results demonstrate how personal views influence how one approaches future aging. Results will be discussed in the context of strategies for facilitating planning for future care.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Adult Development and
Aging / Développement
adulte et vieillissement**#6 45707 SUICIDE AMBIVALENCE INTERACTS WITH DEPRESSIVE SYMPTOM
SEVERITY TO PREDICT FUTURE SUICIDE IDEATION AMONG OLDER ADULTS***Yuelee Khoo*, Western University, Department of Psychology; Marnin Heisel, Western University, Department of Psychiatry and Department of Epidemiology & Biostatistics

Older adults, especially men, have high rates of suicide in Canada and worldwide. Given that older adults will represent over 20% of the Canadian population by 2030, it is imperative to better understand which psychological factors increase suicide risk, so as to influence the identification of potentially vulnerable individuals. Suicide ambivalence, defined as simultaneously held wishes to live and die, has been identified as a key psychological process that drives suicide risk. We sought to develop a suicide ambivalence scale for use with older adults. Retrospective analysis of existing datasets from studies of later life suicide ideation was conducted ($n = 305$, $M = 76.3$ years, $SD = 7.8$, range 60 to 98 years). Results, using our novel measure, indicated that suicide ambivalence significantly predicted future suicide ideation after controlling for age, sex, and depressive symptom severity. An interaction effect of suicide ambivalence and depressive symptom severity significantly predicted the onset of suicide ideation, suggesting that focusing on psychological ambivalence towards suicide may play a key role in older adult suicide risk identification and reduction, especially for those experiencing more depressive symptoms. Future studies can examine whether ambivalence interacts with other psychological characteristics, such as personality traits, to influence risk levels of suicide.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Adult Development and
Aging / Développement
adulte et vieillissement**#7 45777 WISE ELDERS EMPHASISE FORMAL STUDY AND SPIRITUAL PRACTICE
IN THE DEVELOPMENT OF WISDOM***Juensung Kim*, University of Toronto; *John Vervaeke*, University of Toronto; *Michel Ferrari*, University of Toronto

In a study of lay conceptions of wisdom and its development, Gluck & Bluck (2011) identified two archetypes of wisdom, predominantly cognitive or integrating both cognitive and affective characteristics, with different presumed developmental pathways for each. These developmental pathways included study, life experiences, spiritual experiences, learning from wise individuals, and mere aging. The present study uses the narratives of wise elders of different faiths, those who would have experience with all of the above factors, to examine their perspectives on the main contributors to the development of wisdom in a nominated personal exemplar. 60 participants over the age of 60 from Muslim, Buddhist, Christian, and Atheist backgrounds were ranked according to their score on the Three-Dimensional Wisdom Scale (3D-WS; Ardel, 2003), to identify the highest scoring participants in each faith group ($n = 4$). Narrative thematic analysis was applied to semi-structured interviews conducted with each participant to determine factors considered to be important to the development of an exemplar's wisdom. Across all participants, it is agreed that formal study or training contributed significantly to the development of wisdom, with all but the Atheist stressing the importance of adhering to a path of conduct, usually in the form of a spiritual tradition. The perspectives of these wise elders differ interestingly from the emphases they were given in Gluck and Bluck's original study, and suggest that there is additional understanding to be gleaned from the perspectives of those who are religious, have much life experience, and are high in wisdom.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Adult Development and
Aging / Développement
adulte et vieillissement**#8 45920 RUMINATION AS A PSYCHOLOGICAL RISK FACTOR FOR BODY
DISSATISFACTION IN MIDDLE-AGED WOMEN***Victoria Nieborowska*, University of Calgary; *Shelly Russell-Mayhew*, University of Calgary

Rationale: Research on body image among middle-aged women remains largely neglected, despite evidence that adult women face a multitude of factors that might negatively influence body image. Body image is a multidimensional construct that reflects cognitive, perceptual, affective, and subjective attitudes towards one's physical appearance. With aging, the female body shifts away from the thin and youthful societal standard of Western beauty, allowing middle-aged women to become more vulnerable to body dissatisfaction. Body dissatisfaction is the negative subjective evaluation of one's appearance. Habitual negative thinking, or rumination, about one's body image might be a distinct factor that contributes to body dissatisfaction and its associated consequences, including depression. The aim of this study is to investigate how rumination is associated with body dissatisfaction and psychological factors in midlife women.

Methods: A sample of 300 middle-aged women between 45-65 years of age will be recruited through Amazon Mechanical Turk. Participants will complete questionnaires on body-specific rumination, body dissatisfaction, depression, anxiety, self-esteem, and quality of life.

Results: This study is currently on-going and preliminary results will be presented.

Impact: The findings from this study might provide insight about the role of dysfunctional thinking and its potential link with body dissatisfaction in middle-aged women. This research may shed light about midlife women and their experiences of body dissatisfaction in relation to aging. Furthermore, the findings might inform researchers and practitioners about possible risk factors related to body dissatisfaction in midlife women and, most importantly, help promote positive body image at every size and age.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#9 44968 PRESCHOOL ASSESSMENT OF ATTACHMENT BEHAVIOUR PATTERNS:
AGREEMENT BETWEEN REPRESENTATIONAL AND BEHAVIOURAL MEASURES***Rita Abdel-Baki, University of Guelph; Heidi Bailey, University of Guelph*

Rationale: Secure attachment behaviour patterns in infancy have been associated with positive emotion regulation and mental health outcomes, and in adulthood with more supportive romantic relationships. Comparatively, little is known about attachment relationships in the preschool period, which is partially due to a lack of consensus on how to assess attachment during this critical age. There are two main methods of assessing preschool attachment: representational tasks, which assess a child’s understanding of their attachment relationships, and behavioural tasks, which assess a child’s attachment-related behaviour with a specific caregiver. The current study examines the agreement between attachment classifications provided by representational tasks and behavioural tasks.

Methods: Preschool aged-children ($n = 85$) completed the Attachment Story Completion Task, a doll-play representational measure of attachment, with an examiner. They also completed a preschool modified Strange Situation Paradigm with their mothers, which is used to code the Preschool Attachment Coding System. The association between the attachment classifications of the two measures was evaluated using Cohen’s kappa.

Results: Preliminary analyses indicate only slight agreement of three-way classifications (secure, insecure, and disorganized) between the two measures, $\kappa = .152$, $p > 0.05$.

Conclusions: Results suggest that representational and behavioural measures of attachment may be assessing different underlying constructs or attachment related facets. This highlights the need to effectively establish the validity of the tools we use to understand attachment relationships in preschool aged children, particularly given the important role of attachment relationships for healthy social and mental health development outcomes.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#10 45843 CHILDREN PERCEIVE TIME IN NATURE AS RESTORATIVE DESPITE
MINIMAL EXPOSURE TO NATURE***Talha Awan, Dalhousie University; Shannon Johnson, Dalhousie University; Daniel Rainham, Dalhousie University*

Spending time in nature (e.g., parks, trails) improves cognitive performance, mental health, and physical health and thus, is an important health behaviour. Moreover, frequent contact with nature in childhood predicts utilizing this environment for restoration and advocating for its protection in adulthood. Limited research has examined children’s relationships with outdoor nature. The current study assessed nature exposure and perceptions of nature in Nova Scotian children and adolescents. In Phase 1, we gathered ten days of Global Positioning System and self-report diary data, including time spent in outdoor nature, social interactions, and daily activities for 36 participants (ages 8-15). In Phase 2, we completed semi-structured interviews to validate Phase 1 data and explore children’s perceptions of nature. Preliminary results ($n=15$) revealed that 86% of indoor activities involved screens, <16% of time was spent outdoors, and <4% in nature, regardless of residential location. None of the participants reported spending time in nature alone. Interview analyses showed 98% of participants perceived time in nature as positive and restorative (e.g. “I love nature”, “feeling good”, “calming”, “relaxing”). Overall, participants spent minimal time in nature, but expressed a strong predilection for spending time in nature and viewed it as a source of well-being. Findings also demonstrate the importance of a social companion for engaging children with nature. These results inform the development of behaviour change interventions that will increase time spent in nature in order to improve physical, mental, and cognitive health. Data analyses are ongoing and results for the full sample will be presented.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#11 45916 SEXUAL RISK TAKING IN EMERGING ADULTHOOD: EXAMINING
ASSOCIATIONS WITH MEANING, MASTERY, AND AUTONOMY***Madelyn Belliveau, Saint Mary's University ; Leanna Closson , Saint Mary's University*

Sexual interactions are common among emerging adults (Boislard, van de Bongardt, & Blais, 2016), but their physical and psychological consequences can be far reaching when proper precautions are not taken. This study aims to examine the links between sexual risk taking behaviour and psychological feelings of meaning, mastery, and autonomy in emerging adulthood. Previous research suggests that sex can be used in a strategic way to meet the demands of different psychological needs (Cooper, Powers, & Shapiro, 1998). Thus, exploring how risky sexual behaviour relates to emerging adults' psychological feelings may aid in understanding how to prevent sexual risk taking. Data collection is currently underway among a sample of over 200 emerging adults between the ages of 18-25. Participants completed an online survey consisting of a series of self-report measures. Correlational analyses will be conducted to determine associations among variables. It is hypothesized that negative correlations will be found between risky sexual behaviour and meaning, mastery; and a positive correlation will be found between risky sexual behaviour and autonomy. Moreover, it is expected that these correlations will be significantly stronger for females than males. Based on the results from this study, important information can be deduced about how emerging adults' thoughts and feelings are related to their risky sexual encounters. If more information can be shed on this topic, better programs and actions can be taken to help prevent negative effects of sexual risk taking, and emerging adults can be better educated before they partake in such risky encounters.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#12 45380 INVESTIGATING WORK EXPERIENCES AND PERCEPTIONS OF
NEGOTIATORS IN LATE ADOLESCENTS***Meghan Borg, Wilfrid Laurier University; Eileen Wood, Wilfrid Laurier University*

Financial literacy develops through socialization across the lifespan and is particularly important for late adolescents who will soon be entering the workforce. Women in Canada continue to make 87 percent of what their male counterparts earn, indicating that some pay gap still exists. Despite this, little research has been dedicated to the development of constructs relevant to remuneration across children and adolescents. This study investigated both informal and formal work experiences, attitudes toward and experiences with remuneration and negotiation in adolescents, and whether these patterns exhibit similarities across gender that are consistent with adult populations. In addition, this study investigated the impact of educational training on financial literacy. In total, 138 participants (97 females) ages 18-19 years completed a survey to assess knowledge, perceptions, and experiences related to financial development. Key findings indicate that, (a) few adolescents reported learning about wage knowledge and negotiation skill through formal financial education, (b) most adolescents had a paid job outside of the home and felt satisfied with their current wage, (c) as age increased, females indicated lower levels of perceived connection between pay and performance while males indicated higher levels of this connection with age, and (d) 18-year old males were more comfortable with asking for money than their female counterparts. Results indicate the need for instruction regarding effective remuneration and negotiation strategies during adolescence to prepare for their future work positions. Discussion includes parental and educational resources for future success.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#13 45802 DOES GENDER CONFORMITY PREDICT MALES PERCEPTIONS OF
BARRIERS TO SEXUAL ASSAULT INTERVENTION?***Carie Buchanan*, St. Thomas More College - University of Saskatchewan; *Brittany Thiessen*, University of Saskatchewan; *Nicole Anderson*, University of Saskatchewan; *Clare Fotheringham*, University of Saskatchewan

Research suggests that adherence to masculine ideology predicts sexual aggression (Murnen et al., 2002). The purpose of this study was to examine the relationship between gender conformity and male undergraduates' perceptions of barriers to intervene in risky situations that could lead to sexual assault. Male undergraduates ($N = 110$) responded to questions in an online survey about gender conformity (Bem, 1974; Choi et al., 2009) and barriers to sexual assault intervention (Burn, 2009). Regression analyses revealed that gender conformity did not significantly predict failure to identify risk and failure to take responsibility. However, gender conformity was found to account for variance in failure to notice, $R^2 = .060$, $F(1, 109) = 6.928$, $p = .010$, failure to intervene due to a skills deficit, $R^2 = .037$, $F(1, 109) = 4.236$, $p = .042$, and failure to intervene due to audience inhibition, $R^2 = .037$, $F(1, 109) = 4.204$, $p = .043$. Specifically, more gender conforming males reported that they were more likely to be unaware of whether someone is at risk for sexual assault ($\beta = .244$). Yet more gender conforming males reported that they were less likely to doubt their efficacy to intervene ($\beta = -.193$) and less likely to feel influenced by others' perceptions when intervening ($\beta = -.193$). Adherence to masculine norms may both inhibit and promote sexual assault intervention among males. Longitudinal research with males and females should further examine how gender socialization shapes the development of attitudes, beliefs, and behaviours regarding sexual assault.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#14 45528 LEARNING TO LOVE: YOUTH PERCEPTIONS OF THE BENEFITS OF
INTERPERSONAL SUPPORT WITHIN LOVE NOVA SCOTIA***Nichole Cole*, Saint Mary's University; *Alicia McVarnock*, Saint Mary's University; *Leanna Closson*, Saint Mary's University; *Meg Ternes*, Saint Mary's University

Interpersonal support may be an effective intervention strategy to promote positive outcomes for violence-affected adolescents (Fagan & Catalano, 2012), especially considering the developmental importance of interpersonal relationships during adolescence (Rubin, Bukowski, & Parker, 2006). Nevertheless, there exists little evidence of the effectiveness of interpersonal support for preventing violence and promoting well-being among adolescents, particularly within Canada. This study provides a first step towards investigating youth perceptions of LOVE (Leave Out Violence) Nova Scotia. LOVE Nova Scotia is a charitable, not-for-profit organization that uses media arts and other activities to help improve the lives of violence-affected youth. Youth leaders and alumni affiliated with LOVE Nova Scotia will be recruited to provide personal accounts of their experiences within the organization and to discuss how they feel their life has been impacted as a result of their involvement with LOVE Nova Scotia. Data will be collected using semi-structured interviews. A qualitative analysis will be used to identify themes that youth perceive as beneficial to their experiences with LOVE Nova Scotia. Interpersonal support is expected to emerge as a predominant theme among participant responses. The results of this study will aid in identifying potentially beneficial aspects of interpersonal support in order to better understand effective strategies for youth violence prevention. Not only will the results provide information about the particular aspects of interventions that are perceived as most beneficial to youth participating in these programs, they will also help to identify possible outcomes of such programming for violence affected youth.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#15 44958 PHONOLOGICAL SKILLS MEDIATE THE RELATION BETWEEN SPELLING
AND GAINS IN VOCABULARY FOR ELEMENTARY SCHOOL-AGED CHILDREN***Nicole Conrad, Saint Mary's University, Department of Psychology*

Literacy, or skill with reading and spelling, is one of the most important skills acquired by children during the early elementary school years. Vocabulary knowledge plays a clear role in developing reading skill (Verhoeven & Perfetti, 2011), yet while correlations exist between vocabulary knowledge and spelling skill (Kim et al., 2013), we know little about the direction or nature of this relation. The current study tested theoretically derived predictions about the direction and nature of the relation between vocabulary knowledge and spelling skill.

Seventy-five children in Grades 2 and 3 completed standardized measures of vocabulary, spelling, non-verbal reasoning, and phonological awareness during two consecutive academic years.

A cross-lagged longitudinal design and hierarchical regressions controlling for autoregressors revealed a one-direction relation between spelling and vocabulary; spelling contributed to gains in vocabulary after controlling for age and non-verbal reasoning, but vocabulary did not contribute to gains in spelling. Next, regression-based mediation models revealed that the relation between spelling and gains in vocabulary became non-significant once phonological skills were added into the model.

Results suggests that the role spelling plays in developing vocabulary is mediated by improvement in phonological skills, supporting theories stating that spelling builds phonological skill, which in turn contributes to gains in vocabulary.

Although many factors contribute to a literate society, empirically-based instructional practices are a key factor in developing literacy in our children. Results suggest that spelling practice is one way to facilitate the development of phonological skills, thus enhancing literacy skills for elementary school-aged children.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#16 45326 CHILDREN'S SAVING IN A TOKEN TASK AND ITS RELATION TO
HOUSEHOLD INCOME AND PARENTAL EDUCATION***Katherine Dueck, University of Ottawa; Alex Castro, University of Ottawa; Cristina Atance, University of Ottawa; Deepthi Kamawar, Carleton University; Marina Milyavskaya, Carleton University*

Background: With an increasing number of older adults planning for retirement and students financing their education, saving behaviour is highly relevant to Canadian society. When does saving behaviour develop and what factors impact its development? Metcalf and Atance (2011) developed a paradigm in which 3-5-year-olds were given marbles to use in a smaller game immediately or save for a larger game later on. Although saving increased with age, it was unrelated to individual differences in inhibitory control and working memory (e.g., Atance, Metcalf, & Thiessen, 2017). However, its relation to socioeconomic status has not yet been explored, despite significant findings in this respect with older children and adults (e.g., Friedline, 2012).

Methods: This study used a task in which 179 3-7-year-olds (M age = 4.55 years; SD = 1.41; 93 females) were given tokens to use for a less-desired treat now, or save for a more-preferred treat later. Measures of household income and parental education were obtained.

Results: Analyses showed a significant association between children's saving (i.e., saved or did not) and income ($\chi^2(5) = 12.55, p = .028$), but not with age ($\chi^2(4) = 4.43, p = .351$) or education ($\chi^2(3) = 0.86, p = .834$).

Conclusions: The significant results demonstrate the relevance of socioeconomic variables for saving behaviour in young children. The findings for parental education could be due to limited variability in the sample (85.4% university-educated). Testing a more diverse sample is an important next step.

Impact: Implications for saving, socioeconomic variables, and future research are discussed.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#17 46179 PARENTAL WARMTH, SELF-EFFICACY, AND NONSUICIDAL
SELF-INJURY IN EMERGING ADULTHOOD***Lexi Ewing*, Ontario Institute for Studies in Education; *Chloe Hamza*, Ontario Institute for Studies in Education; *Abby Goldstein*, Ontario Institute for Studies in Education; *Elaine Scharfe*, Trent University; *Danielle Molnar*, Brock University

Background summary/rationale: Nonsuicidal self-injury (NSSI; e.g., self-cutting without lethal intent) is a widely occurring mental health concern among emerging adults. Although developmental theory and theoretical perspectives on NSSI underscore the importance of the parent-child relationship in the prediction of NSSI, little research has examined the processes through which parenting may be associated with NSSI engagement.

Methods: As part of larger ongoing research study, 231 emerging adults (*M*_{age} = 19.77 years, 85% female) completed an online survey assessing parental warmth for both mother and father, self-efficacy, and NSSI behaviors. Of the emerging adults who completed the baseline assessment, 144 had one parent (*M*_{age} of parents = 51 years, 76% female) who also completed an online assessment of perceived parental warmth to their emerging adults.

Results: Mediation analyses using PROCESS 3.1 demonstrated that perceived maternal and paternal warmth (as assessed by emerging adult reports) predicted lower risk for NSSI behavior, and this effect was indirect through self-efficacy for maternal warmth. Interestingly, perceived parental warmth to child (as reported by participating parents) was not significantly associated with risk for NSSI behavior.

Conclusions: Results of the present study suggest that adolescents who perceive their parents as warm and responsive may be less likely to engage in NSSI behaviors; in particular, parental warmth from mothers may foster greater self-efficacy beliefs in emerging adults, and reduce risk for NSSI engagement.

Action/Impacts. Prevention and intervention programming aimed at fostering strong parent-child relationships in emerging adulthood may also bolster emerging adults' self-beliefs, and reduce risk for NSSI.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#18 44889 EXPLORING THE FEASIBILITY OF MINDFULNESS TRAINING FOR
TEACHERS IN ELEMENTARY SCHOOLS***Lindsey Feltis*, Wilfrid Laurier University; *Kaitlyn Butterfield*, Wilfrid Laurier University; *Lerna Hanceroglu*, Wilfrid Laurier University; *Kim Roberts*, Wilfrid Laurier University; *Paul Totzke*, Waterloo Region District School Board; *Barbara Ward*, Waterloo Region District School Board

Mindfulness has been continually associated with psychological well-being in children and adolescents in classroom settings. However, little research has been conducted thus far on teachers' perspectives on the feasibility of implementing mindfulness in their classrooms. Thus, the feasibility of mindfulness training for teachers was assessed in this study. Elementary school teachers (*n* = 10) and students (*n* = 234) were recruited to participate in the 8-week study. Teachers were trained in developmentally-appropriate mindfulness activities and were encouraged to integrate the activities into their classroom routines. Researchers conducted bi-weekly focus groups with teachers and students, which were then analyzed using NVIVO software to identify successes and challenges teachers faced when implementing mindfulness into their classrooms. Phase I analyses revealed that, while implementing mindfulness into their classroom routines was feasible and well-received by their students, teachers were challenged by time and physical space constraints, in addition to resistance from some students. Full results will be presented with recommendations on how to incorporate mindfulness into children's daily classroom routines.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#19 45597 ADOLESCENT PSYCHOLOGICAL AND PHYSIOLOGICAL RESPONSES
TO FRUSTRATION- AND-ANXIETY-PROVOKING STRESSORS***Elizabeth Gerhardt*, University of New Brunswick; Stacey McKay, Private Practice ; Jessi Knutson, University of British Columbia; Harleen Gill, University of British Columbia; Ye-Von Lee, University of British Columbia; Shuai Shao, University of British Columbia; Katja Pollak, University of British Columbia; Catherine Cameron, University of British Columbia & University of New Brunswick

Adolescence is a period characterized by life challenges and changes (Compas, Orosan, & Grant, 1993; Jackson & Gossens, 2006); High stress levels experienced during adolescence have been associated with poor psychological and physical health (Dewald et al., 2014; Lippold et al., 2016). The present study examines an experimentally-manipulated contextual factor, a frustration-induced stressor, to elicit adolescent voluntary and involuntary stress responses. The study engaged 146 adolescents, between ages 13 and 16, from British Columbia and New Brunswick, Canada, who were randomly assigned to one of three groups: Frustration Social Stressor for Adolescents (*FSS-A*), Trier Social Stress Test for Teens (*TSST-T*), and a Low Stress (*LS*) control. Physiological stress responses (salivary cortisol samples and heart rate readings) were collected, in addition to self-reported coping strategies and involuntary stress responses (Responses to Stress Questionnaire [*RSQ*]). The stressor conditions (*FSS-A* and *TSST-T*) elicited significantly greater physiological arousal than the *LS* condition; both former groups experienced significant changes in cortisol levels when compared to the control, but only the *TSST-T* group evidenced a significant heart-rate change in comparison to the *LS* group. Both stressors elicited more stress responses and coping strategies (involuntary engagement, involuntary disengagement, and voluntary disengagement) than the *LS* control. Involuntary engagement strategies were associated with increased cortisol arousal. Future studies should further explore frustration-inducing stressors, including specific coping strategies extended in response to a range of such stress provocation. Further examination of coping strategies in relation to contextual factors, such as gender and ethnicity, is also warranted.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#20 45609 CONTEXTUAL INFLUENCES IN ADOLESCENT CONSIDERATIONS
REGARDING VERBAL DECEPTION: IS HONESTY ALWAYS THE BEST POLICY?***Elizabeth Gerhardt*, University of New Brunswick; Alessandra Ribeiro, University of British Columbia; Shuai Shao, University of British Columbia; Katja Pollak, University of British Columbia; Catherine Cameron, University of British Columbia & University of New Brunswick

Deception is a part of daily interactions between individuals, however cultural and situational factors can influence speech act choices and moral decision-making, such as, whether to tell a lie or the truth and how to justify those statements. Specifically, contexts reflecting individualistic or collectivistic orientations have been shown to play a role in such speech acts as truths and lies. In order to control for the influence of culture, adolescents in Canada (primarily socialized in an individualistic environment) participated in this study: Participants were presented with moral dilemmas reflecting either collectively-oriented patriotic values or individually-oriented friendship values in a competitive sporting misdemeanour context. We examined participants' *Choices* (behavioural intentions), *Classifications* (of statements as lies or truths), *Judgements* (rated evaluations of speech acts), and *Justifications* (moral reasoning regarding their *Judgements*). These adolescents reported being inclined to *Choose* to tell a truth (which would expose their country), but would valueurize telling a lie to defend a friend. Participants were consistently accurate in their speech act *Classifications*. They *Judged* a truth to expose a friend as significantly less positive than a truth that exposes a fellow country-person. Endorsing honesty was the most significant *Justification* across scenarios. Within the Friendship condition, “Consideration for an individual”, and within the Patriotism condition, “Consideration for others”, were the prevalent justifications for their *Judgements*. Ultimately, most Canadian teenagers valued their friendships over national pride, indicating allegiance to individualistic values. Future studies will interview youth in more collectivist cultures to examine how other cultures determine perspectives on verbal deception.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#21 45611 THRIVING IN THE TRANSITION TO UNIVERSITY***Elizabeth Gerhardt*, University of New Brunswick; *Kerri Ritchie*, University of Ottawa; *Catherine Cameron*, University of British Columbia & University of New Brunswick; *Anne Hunt*, University of New Brunswick

Post-secondary academic engagement involves a major life change and university attendance inherently potentiates stress and anxiety. Maritime universities have seen a steady decline in undergraduate enrolments since 2010 (MPHEC, 2017). This study examines which psychosocial variables impede and which help transitional youth to thrive. Such self-reported assets for thriving in first-year university, as Parental Attachment, and Student Resources (parental support, loneliness, and social support) were examined in relation to University Adjustment (student's emotional, social, and academic adjustment), and Academic Performance (GPA). Three hundred fourteen first-year students at a Maritime university were analyzed at the beginning and end of the academic year. Student Gender was examined in relation to Attachment, Adjustment, and Performance. In Term 1, participants' reports of Paternal Attachment-strength predicted Emotional Adjustment: Social Loneliness, Emotion Regulation, and Internal Locus of Control accounted for this relationship. Both Parental Attachments predicted Academic Adjustment, though only Paternal Attachment was mediated by Locus of Control; Gender and Locus of Control predicted GPA. In Term 2, Parental Attachment predicted Emotional Adjustment with Social Support accounting for this relationship, though only Social Support predicted Social Adjustment. Only gender predicted Term-2 GPA, with females earning higher grades. The developmental needs of first-year students are addressed and suggestions are made for a transitional model that could contribute to student service interventions during first year to facilitate adaptation to higher education and support psychosocial processes involved in academic adjustment and performance. Recommendations are made regarding initiatives that could aid universities in complementing recruitment efforts with retention programs.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#22 45480 IMPULSIVITY AND NONSUICIDAL SELF-INJURIOUS URGES AND BEHAVIORS: A DAILY DIARY STUDY***Chloe Hamza*, Ontario Institute for Studies in Education; *Abby Goldstein*, Ontario Institute for Studies in Education; *Danielle Molnar*, Brock University; *Elaine Scharfe*, Trent University

Background summary/rationale: Nonsuicidal self-injury (NSSI; e.g., self-cutting without lethal intent) is a widely occurring behavior among adolescents and emerging adults (ages 18-25). It has been suggested that heightened impulsivity may contribute to an increased risk for NSSI onset during the sensitive adolescent and emerging adult years. However, empirical investigations on impulsivity and NSSI have been hampered by a lack of longitudinal research, an overreliance on retrospective reports of NSSI behaviors, as well as a focus on NSSI behaviors (but not NSSI urges).

Methods: To address these gaps in the literature, 231 emerging adults (*M*_{age} = 19.77, 85% female) completed an online survey assessing four facets of impulsivity (i.e., negative urgency, lack of premeditation, lack of perseverance, and sensation seeking), and NSSI urges and behaviors. From this sample, 138 participants also completed a daily diary survey for 30 days, reporting on their daily NSSI urges and behaviors.

Results: Logistic regression analyses revealed that negative urgency (i.e., the tendency to act rash in the context of negative emotions) was associated with NSSI urges and behaviors at baseline, and negative urgency predicted increased NSSI urges during the daily diary period.

Conclusions: These findings suggest that impulsivity, particularly negative urgency, may play an important role in NSSI onset and maintenance, and that NSSI may serve as a form of emotion coping behavior.

Action/Impacts: Findings suggest that equipping emerging adults who self-injure with strategies to self-regulate and delay impulses when distressed, could help to reduce risk for NSSI over time.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#23 45248 CHILDREN DRAWING IN EASTERN AND WESTERN CANADA, ITALY
AND BRAZIL***Anne Hunt*, University of New Brunswick; *Giuliana Pinto*, University of Florence; *Claudia Stella*, Independent Scholar; *Catherine Cameron*, University of British Columbia

Children’s drawings have been studied mainly as products, and less for their processes. Our study extends extant research by capturing instances of children drawing during the course of one day, both at home and in school; and the roles taken by significant others in these informal and formal learning contexts. We applied a qualitative, visual, ‘*Day in the Life*’ methodology, privileging the daily social practices of research participants by filming and transcribing one full day in their lives. Participants are four young children from around the globe, just when they entered school, crossing an ecologically significant systemic barrier. The children’s drawing experiences *in situ*, their graphical actions and the verbal commentaries accompanying those experiences are interpreted by primary investigators in each global location in the cultural contexts of their school and familial daily lives. School and home are contexts populated by significant others, whose belief systems, both in general, and in relation to drawing, affect the belief systems of the child. Children, teachers and family members use drawings in a collaborative and communicative manner as a powerful meaning-making tool. This sociocultural framework offers a critical lens through which to interrogate the risk in education of dismissing the knowledge children bring to the classroom and of discouraging cultural diversity. This study makes visible the rich affordances for development within the child’s transformative transactions in their drawing practices, in both the home and school environments, affordances generally less visible to the adults who have a more restricted window into the child’s experiences.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#24 46170 BILINGUALISM IS ASSOCIATED WITH REORGANIZATION OF
FRONTAL LOBE FUNCTION IN 6-MONTH-OLD INFANTS***Ana Ivkov*, University of British Columbia; *Riley Bizzotto*, University of British Columbia; *Eloise Moss*, University of British Columbia; *Richard Aslin*, Haskins Laboratories; *Janet Werker*, University of British Columbia; *Maria Arredondo*, University of British Columbia; *Haskins Laboratories*

Rationale: Infants acquire language effortlessly, yet bilingual babies must adapt their language learning abilities to successfully acquire both languages. Attentional control (i.e., the ability to focus selectively and cast out unnecessary information) is one set of cognitive mechanisms supporting all infants’ language acquisition. Recent work suggests that bilingualism may alter the functional brain organization of non-verbal attentional control in children and adults (Garbin et al., 2010; Arredondo et al., 2017) by showing greater activation of left frontal “language” regions, whereas monolinguals engage right frontal regions. However, there is little research regarding the developmental nature of these changes and the way in which early bilingual experience may shape infants’ attentional control development.

Methods: In order to investigate this further, we used functional near-infrared spectroscopy to assess the potential differences in activation between bilingual and monolingual 6-month-old infants during a version of the Infant Orienting with Attention task.

Results: The preliminary results extend prior findings to infants. We found that bilingual infants also recruit left frontal “language” regions for non-verbal attentional control to a greater extent than monolingual infants.

Conclusions: The results indicate that bilingualism re-organizes the brain functionally for broader, non-linguistic cognitive functions, and that these changes begin to occur early in dual-language acquisition and as early as the first year of life.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#25 44604 FOR CHILDREN WITH ASD, READING COMPREHENSION DEPENDS
EQUALLY ON BOTH WORD READING AND ORAL LANGUAGE***Manasi Karkada, Dalhousie University; Tamara Sorenson Duncan, Dalhousie University; S. Helene Deacon, Dalhousie University; Isabel Smith, Autism Research Centre, IWK Health Centre*

Purpose: Children with ASD are known to have difficulty with reading comprehension (Nation et al., 2006). Reading comprehension is an essential skill underpinning academic and professional success (Statistics Canada, 2003). Thus, it is essential to understand how children with ASD make sense of texts. Using the Simple View of Reading, which suggests that reading comprehension depends on both word reading and oral language skills (Gough & Tunmer, 1986), we conducted a meta-analysis to investigate the extent to which reading comprehension is influenced by each of these two component skills.

Method: Searches were conducted in four major databases, including dissertations, using *autis**, *child**, *reading*, *literacy*, and *academic achievement* search terms. Studies were limited to those that tested school-age (6-18 years) monolingual English-speaking children with ASD on measures of reading comprehension and word reading. The results were screened by the two first authors separately to ensure consensus on inclusion, resulting in 20 included studies with data from 753 children with ASD.

Results: The results of the meta-analysis reveal reading comprehension has equally strong relationships with both word reading (mean $r = 0.594$ [0.440-0.714]) and oral language abilities ($r = 0.584$ [0.477-0.674]).

Conclusion: These findings highlight the crucial roles of both word reading and oral language in the reading comprehension of children with ASD, demonstrating the relevance of the Simple View of Reading for these atypical readers. Importantly, these findings highlight the multifaceted skills that children with ASD need to develop for successful reading comprehension.

Impact: These results may motivate researchers to consider both constructs carefully.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#26 46020 KIDS SHAME PRONENESS: MOMS RELIGIOSITY, AN OVERLOOKED
INFLUENCE.***Debra Lall, University of Manitoba*

Shame serves an adaptive purpose in development by signalling the presence of a social threat. Thus, shame motivate children's self-evaluation and responsible behaviour in order to maintain social acceptance. However, shame can become maladaptive if it becomes the child's dominant response to negative events. Shame proneness is a known mental health risk factor in childhood. If proneness to shame is problematic for some children, then understanding why children vary in shame proneness could help treat it. This study examined the relations among children's interpretive theory of mind (ITOM), authoritarian parenting style, maternal religiosity, and middle-childhood shame.

Method: Children completed tasks measuring ITOM performance and self-reported shame. Mothers self-reported authoritarian parenting style, maternal religiosity, and reported on all relevant demographic variables.

Analyses: Multiple regression analyses tested the hypothesis that advanced ITOM skills attenuate a positive authoritarian parenting and child shame association. Additional explanatory predictors were maternal religiosity, child age, child gender, and social class.

Results: The significant outcome was a positive association between maternal religiosity and shame. Currently, parental religiosity is an overlooked influence on children's self-conscious emotional development. Previous studies examined religious affiliation, making this finding an important contribution to understanding the development of shame in childhood. These results will be presented in the context of the extant literature on religiosity, parental socialization, social cognition, and shame. These findings are a call to action for developmental researchers to examine how specific parent practices related to maternal religiosity influence shame, and to consider the influence of religiosity when designing intervention mechanisms.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#27 45625 TEACHING SARCASM: EVALUATING METAPRAGMATIC TRAINING FOR
TYPICALLY-DEVELOPING CHILDREN***Kate Lee, University of Calgary; Penny Pexman, University of Calgary*

Sarcasm is a common form of social language but one that can be challenging for children to understand. Previous literature has found that many children begin to acquire the ability to understand sarcasm (e.g. knowing that the speaker means the opposite of what they have said) between the ages of five and six (Hancock, Dunham, & Purdy, 2000). At around seven to eight years of age, children can usually identify the intent behind the speaker's ironic statement (Ackerman, 1983). The current study investigated whether training can enhance children's ability to understand sarcasm. A sample of 22 typically-developing 5- to 6-year-old children were shown a series of puppet shows, each containing either sarcastic or literal remarks; after each show children were asked three questions about speaker belief, intent, and humor. They were then given a training session in which the researcher explained what sarcasm was and what cues to look for in a set of stories, which involved both sarcastic and literal remarks. After the training session, children's ability to understand sarcasm was re-assessed using another series of puppet shows. The findings showed that the training session tended to be more effective for the older children tested. Across all children, training had a positive effect on children's accuracy in detecting speaker intent, but more for literal remarks than for sarcastic remarks. [Note that the results presented above are preliminary; data collection is currently underway, and the results will be updated and rewritten after data collection is completed (expected $N = 50$)].

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#28 44942 DEVELOPMENT OF AN EMPATHIC, STRONG, RESILIENT ADOLESCENT:
THE ASSOCIATION OF PERCEIVED CARE***Tiffany Leung, Lakehead University; Edward Rawana, Lakehead University; Rupert Klein, Lakehead University*

Background/rationale: The ability to experience and understand another person's feelings (empathy), to successfully adapt amidst stress (resilience), and to harness personal skills (psychological strengths) are dynamic qualities influenced by an individual's perception of care from others (i.e., family, friends, teachers, and significant others). Although the influence of these different social sources has been studied independently, it has yet to be elucidated which of these sources is most central to the presentation of these three qualities.

Methods: 236 high school students from a northern community completed a series of standardized questionnaires on empathy, resilience, psychological strengths, and perceived care.

Results: A series of hierarchical regressions showed each source of care accounted for unique variance in the presentation of resilience and strengths, with different sources playing a larger role for the different qualities: perceived care from friends accounted for the greatest variance in empathy scores ($\beta = .15, p < .01$), perceived care from teachers accounted for the greatest variance in resilience scores ($\beta = .29, p < .001$), and perceived care from family and teachers accounted for the greatest variance in strength scores ($\beta = .11, p < .001$; $\beta = .46, p < .001$; respectively).

Conclusions: Although much of the adolescent literature has emphasized the role of family and peers for social development, when the influence of different social sources was directly compared, it was found that teachers exerted the greatest influence.

Action/impact: Further research is needed to understand how teachers and the school environment influence personal development.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#29 45949 TEENAGERS REAL VIRTUAL RELATIONSHIPS**

Arantxa Mascarenas, University of British Columbia ; Jessi Knutson, University of British Columbia ; Harleen Gill, University of British Columbia ; Elizabeth Gerhardt, University of New Brunswick; Ann Cameron, University of British Columbia

The current study examines how urban adolescents navigate romantic relationships. The findings from this urban multicultural Canadian sample were compared for an Emergent Fit (Wuest, 2000) with the Grounded Theoretical analyses of a previous study of rural Canadian high-school students (Dmytro et al., 2013; Luft et al., 2012). The unifying category from the rural-based study, *wrestling with gender expectations*, also arose within the urban students' experiences. Additionally, three sub-categories re-emerged from the rural studies in the current urban setting: *Making sacrifices, showing respect, and standing up for oneself*. New sub-categories of *balancing cultural expectations* and *communication* emerged in the urban adolescent study with regard to their familial and social relations. While rural students recognized media as a critical contextual condition for romantic relationships, urban adolescents specifically identified *digital/social media* as a significant contextual condition in dating relationships. Digital/social media moderate intimate relationships by playing roles in: 1) signaling interest (e.g., via Facebook), 2) initiating exchanges by texting, 3) maintaining communications (e.g., Snapchat), and finally, 4) dissolving romantic relationships. Taken together, the findings demonstrate the importance of culture and its virtual contexts in the development of urban Canadian adolescents' romantic relationships. The Emergent Grounded Theory could contribute to understanding the support adolescents may need as they negotiate romantic relationships. Acknowledging the risks and rewards that accompany new forms of communication implicates a need to develop appropriate resources to facilitate healthy relationships and increase confidence in adolescent populations.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#30 45122 THE GENETIC AND ENVIRONMENTAL ASSOCIATIONS BETWEEN
LANGUAGE AND READING FROM AGES 5 TO 15 YEARS**

Catherine Mimeau, Université Laval; Bei Feng, Université Laval; Mara Brendgen, Université du Québec à Montréal; Frank Vitaro, Université de Montréal; Michel Boivin, Université Laval; Ginette Dionne, Université Laval

Oral language has been found to be very much influenced by the quality of children's environment, especially in the first years of life, whereas reading is mostly influenced by children's genetic background. Despite this etiological difference, we know that oral language and reading influence one another. For instance, being aware of the sounds of oral language is helpful for reading, and reading can benefit oral language through exposure to new words. However, it remains unclear how and why oral language and reading are associated across development. The objective of our study was to examine the genetic and environmental associations between oral language and reading from ages 5 to 15 years. We analysed data from the Quebec Newborn Twin Study, a longitudinal study in which 1324 twins were followed from birth to adulthood. Oral language and reading were measured directly or through teacher questionnaires at preschool (5 years), at the beginning of primary school (6-8 years), at the end of primary school (9-12 years), and at high school (15 years). The preliminary results of our cross-lagged genetic models indicated that across development, earlier oral language was associated with later reading and earlier reading was associated with later oral language. These bidirectional associations were explained by both genes and environment, but the contributions of environment diminished over time. Our findings suggest that the quality of young children's environment could have long-term effects on both their oral language and reading, which has important practical implications for children from disadvantaged environments.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#31 45634 ASSOCIATIONS BETWEEN SEXTING AND SEXUAL HEALTH, MENTAL
HEALTH AND SUBSTANCE USE AMONG ADOLESCENTS: A META-ANALYSIS***Camille Mori*, University of Calgary; *Jeff Temple*, University of Texas ; *Dillon Browne*, University of Waterloo; *Sheri Madigan*, University of Calgary

Sexting is common and increasing among youth. While various studies have examined the association between sexting and health risk behaviors, results remain inconclusive. The present study examines the associations between sexting and health risk behaviors (sexting, sexual activity, lack of contraception use, anxiety/depression, delinquency, and alcohol, drug use, and smoking). Gender, age, publication status, and study methodological quality were assessed as moderators. Electronic searches yielded 1431 non-duplicate records. Studies were included if: (1) participants were < 18 years of age and (2) an association between sexting and health risk behaviors was reported. Random-effects meta-analyses were used to derive Odds Ratios (OR). Participants totalled 41,723 from 23 included studies. The mean age was 14.9 years (age range 11.9-16.8 years), and 52.1% were female. Significant increased risk was observed between sexting and sexual activity (N = 16; OR: 3.66; 95% CI: 2.71-4.92), multiple sexual partners (N = 5; OR: 5.37; 95% CI: 2.72-12.67), lack of contraception use (N = 6; OR = 2.16; CI: 1.08-4.32), delinquent behavior (N = 3; OR: 2.50; 95% CI: 1.29-4.86), anxiety/depression (N = 7; OR: 1.79; 95% CI: 1.41-2.28), alcohol use (N = 8; OR: 3.78; 95% CI: 3.11-4.59), drug use (N = 5; OR: 3.48; 95% CI: 2.24-5.40), and smoking behavior (N = 4; OR: 2.66; 95% CI: 1.88-3.76). Moderator analyses revealed that the association between sexting and several health risk behaviors was strongest in younger compared to older aged youth. Results highlight the need for informed education on sexuality and digital citizenship among youth.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#32 44897 HOW CONTEXT INFLUENCES RESOLVING REAL-LIFE MORAL
DILEMMAS AND TEMPTATION CONFLICTS***Melanie Munroe*, University of Toronto; *Fatemeh Alhosseini*, University of Toronto; *Yasmeen Tasabehji*, University of Toronto; *Tianyao Feng*, University of Toronto; *Philip Rajewicz*, University of Toronto; *Michel Ferrari*, University of Toronto

Background/rationale: This study examined how people of different age and faith groups deal with moral dilemmas and temptations. Most research has used hypothetical dilemmas to study moral development. However, to better understand the context in moral development, real-life moral conflicts will be examined in this study. If we can understand how individuals reason about moral dilemmas and personal temptation conflicts, we can gain insight into how virtue plays a role in wise decision-making.

Methods: We interviewed participants between the ages of 18-25 and 60+ (N = 70) in various faith groups (Christian, Muslim, Buddhist, Atheist). Participants were asked about two situations: (1) where the morally right course of action was not clear, and (2) when they knew the morally right course of action, but were tempted not to follow through. We examined types of problems encountered, moral reasoning, and resolution. We also analysed the relationship between wisdom scores, assessed using Ardel's 3-D wisdom scale, and how well the conflicts were resolved.

Results: Wisdom was related to resolution, but not resisting temptation. Narrative analysis demonstrated that there were some differences between religious affiliations in the types of problems people experienced and how people dealt with them.

Conclusion: Findings of this study demonstrate that wise individuals can better resolve their moral dilemmas. In-depth narrative analysis of real-life moral conflicts will address the gap in moral psychology related to ecological validity (Bloom, 2011).

Action/Impact: This study will help educators and practitioners by echoing the importance of virtuous behaviour within a multi-cultural society.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#33 46403 GLOBAL MOTION SENSITIVITY PLAYS LITTLE ROLE IN READING:
A CROSS-SECTIONAL STUDY OF PRIMARY-AGED CHILDREN***Barbara Piotrowska*, Edinburgh Napier University; *Alexandra Willis*, Edinburgh Napier University

Although primarily conceptualized as a disorder of phonological processing, developmental dyslexia (DD) is often associated with broader problems perceiving and attending to transient or rapidly-moving visual stimuli. However, the extent to which such visual deficits represent the cause or the consequence of dyslexia remains contentious, and very little research has examined the relative contributions of phonological, visual, and other variables to reading performance more broadly. We measured visual sensitivity to global motion (GM) and global form (GF), performance on various language and other cognitive tasks believed to be compromised in DD together with a range of social and demographic variables often omitted in previous research, such as age, gender, non-verbal IQ, and socio-economic status (SES) in an unselected sample (n = 132) of children aged 6 - 11.5 yrs. We found that: (i) GM sensitivity (but not GF) was significantly lower in poor readers, but effect sizes were medium; (ii) GM sensitivity accounted for only 3% of the variance in reading scores; (iii) GM sensitivity deficits were only observed in 16% of poor readers; (iv) the best predictors of reading performance were phonological awareness, non-verbal IQ, and SES, suggesting the importance of controlling for these in future studies of vision and reading. Case-wise analysis of the visual and cognitive deficits in poor readers revealed a very mixed picture, with no clear clusters of difficulties. These findings suggest that developmental dyslexia is unlikely to represent a single category of neurodevelopmental disorder underpinned by lower-level deficits in visual motion processing.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#34 45395 HOW GENDER NORMS INFLUENCE ADOLESCENT BOYS NAVIGATION
OF ROMANTIC RELATIONSHIPS. “ITS BULLSHIT, BUT ITS REALITY.”***Morgan Richard*, University of New Brunswick; *Ann Cameron*, University of British Columbia ; *Jessi Knutson*, University of British Columbia

Adolescent romantic relationships can play significant roles in the development of positive psychosocial outcomes (Baker & Carrenõ, 2016; Smiler & Heasley, 2016), as well as future romantic relationship trajectories (Connolly, Furman, & Konarski, 2000; Meier & Allen, 2009). Previous studies have associated gendered stereotypes, such as masculine gender norms, with negative outcomes in romantic relationships (Danube, Vescio, & Davis, 2014). The present study held focus-group discussions with adolescent boys from a multicultural, urban Canadian city, to understand better the intricacies of navigating romantic relationships and how these adolescent boys overcome such challenges. Grounded Theory methodology (Corbin & Strauss, 2008) was used to analyze the focused discussions. Results determined the Central Category of the grounded theory to be *Getting Experience in Dating* with “short-term gain” as a primary goal. Six Sub-Categories appeared in the boys’ navigation of romantic relationships: *Initiating Dating Relationships*, *Benefitting/Gaining from Relationships*, *Managing Relationship Issues*, *Relationship Breakdown*, *Communication*, and *Disengaging from Dating*. Contextual Categories were also identified as influencing romantic relationships: *Struggling to be Confident*, *Social/Digital Media Culture*, *Peer Perception & Social Status*, *Multicultural Context*, *Parents’ Expectations*, and *Female Gender Stereotypes*; with *Masculine Gender Norms* emerging as a Core Contextual Factor influencing all navigational processes. Similar to Way et al’s (2014) participants, the boys did not actively resist masculine gender norms in the context of romantic relationships, but they did question the validity of a number of them. Implications for psychoeducational interventions are discussed, along with theoretical and other psychosocial implications of the findings.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#35 44756 PROSODIC CUES IN TEXT: A MEDIATOR BETWEEN PROSODIC
SENSITIVITY AND READING COMPREHENSION IN YOUNG READERS***Alexandra Ryken*, Dalhousie University; *S. Helene Deacon*, Dalhousie University; *Lesly Wade-Woolley*,
University of Southern Carolina

Reading comprehension, or the ability to understand the meaning of text, is one of the most important skills children learn in school. Understanding how various language skills support children's reading comprehension is essential to supporting early literacy development, especially as students transition from “learning to read” to “reading to learn” (Chall, 1983). One language skill which is related to reading comprehension in young readers is prosodic sensitivity, which is an awareness of the rhythmic cues in speech (e.g. Holliman, Wood, & Sheehy, 2010; Whalley & Hansen, 2006). However, the reason for this relationship is unclear. This study tested the possibility that children's awareness of how rhythmic cues are represented in text, e.g. through punctuation, may mediate the relationship between prosodic sensitivity and reading comprehension. Approximately 150 students in grades 3-5 were assessed on reading comprehension, prosodic sensitivity, awareness of prosodic cues in text, and a variety of other reading-related measures. Even after controlling for other reading-related skills including word reading and phonological awareness, awareness of prosodic cues in text did emerge as a partial mediator in the relationship between prosodic sensitivity and reading comprehension. This suggests that children may be using their awareness of rhythmic cues in text when attempting to understand what they read. Further research should investigate whether incorporating instruction on the rhythmic cues in text into literacy lessons may assist struggling readers to leverage their awareness of rhythmic cues to improve their reading comprehension.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#36 45536 LURING THE RELUCTANT PARTICIPANT: ATTACHMENT
REPRESENTATIONS AND PARTICIPATION IN A LONGITUDINAL STUDY OF
EMERGING ADULthood***Elaine Scharfe*, Trent University; *Scottie Jean Curran*, Trent University; *Ghinwa El-Ariss*, Trent University; *Jocelyn Enright*, Trent University; *Chloe Hamza*, Ontario Institute of Studies in Education, University of Toronto; *Danielle Molnar*, Brock University; *Abby Goldstein*, Ontario Institute of Studies in Education, University of Toronto

Background/rationale: One of the cornerstones of a good study is whether participants are representative of the larger population. In published work, researchers rarely consider this issue as they do not have access to data to test participation bias. We tested whether attachment representations influenced tendency to participate, or not, in research. Specifically, we expected that fearful attachment – which is typically associated with passivity in relationships – would contribute to increased compliance to requests to participate. In contrast, dismissing attachment is typically associated with increased independence in relationships and was expected to contribute to the tendency to refuse continued participation.

Method: To date, 740 undergraduate students completed an online survey which included questionnaires about their relationship with their parents. At the end of the survey, participants were asked if they were interested in participating in a “longitudinal follow-up study.”

Results: In total, 154 participants indicated “yes” they would be interested, 266 indicated “maybe” and 320 indicated “no”. Logistic regression analyses compared participants who indicated yes/maybe with participants who indicated no. Consistent with expectations, fearful attachment with mother was associated with interest in the longitudinal study while dismissing attachment with mother was associated with disinterest in their continued participation. Interestingly, secure attachment with father was also associated with an interest in participating.

Conclusions: There is some evidence that attachment representations may be influencing participants' choice to continue in research studies.

Action/Impact: Further work is needed to understand the choices that participants make when deciding to participate, or not, in research.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#37 45290 ADOLESCENT GIRLS' AND BOYS' HELP-SEEKING INTENTIONS:
CONFORMITY TO MASCULINE AND FEMININE GENDER NORMS TRANSCENDS
GENDER***Heather Sears, University of New Brunswick; Leslie MacIntyre, IWK Health Centre*

Many adolescents manage problems by seeking help from a friend. Others are more reluctant to seek assistance, with some indicating it is likely they will access “no one”. Youths' gender and boys' conformity to specific masculine gender norms are frequently used to explain this variation in help seeking. However, specific masculine and specific feminine gender norms usually are not considered together, and whether these norms are equally important for boys and girls is not clear. We examined adolescents' intentions of seeking help from a female friend, a male friend, or no one (Wilson et al., 2005), and whether conformity to two male gender norms (emotional control and self-reliance) and one female gender norm (being nice in relationships) (Mahalik et al., 2003, 2005) predicted these intentions after accounting for gender. Participants were 264 Canadian adolescents (141 girls, 123 boys; Grades 10–12) who completed a survey at school. Three hierarchical regressions showed that adolescents' gender (girls), less emotional control, and more being nice in relationships predicted help seeking from a female friend; more being nice in relationships predicted help seeking from a male friend; and more emotional control and more self-reliance predicted help seeking from no one. The three blocks of gender by gender norms interactions were not significant. These results suggest that, regardless of their gender, adolescents' conformity to specific masculine and feminine gender norms contribute to their readiness to seek help. Programs promoting adolescents' help seeking must address conformity to both masculine and feminine gender norms for boys and girls.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#38 45960 THE ROLE OF MOTIVATION IN READING COMPREHENSION FOR
ADOLESCENT READERS***Alexandra Stewart, Saint Mary's University; Jamie Metsala, Mount Saint Vincent University; S. Hélène Deacon, Dalhousie University; Nicole Conrad, Saint Mary's University*

Reading comprehension is often believed to develop as a result of two cognitive processes - decoding and linguistic skill. This model, the Simple View of Reading (Gough & Tunmer, 1986) has dominated the field of reading research with children. There is another body of research, however, that suggests motivational factors may be important, yet little research has explored cognitive and motivational factors together as contributors to reading comprehension. These potential relations become particularly intriguing during the adolescent years, when several aspects of literacy-related motivation are believed to decrease (Archambault, 2010). The present study examines how reading comprehension is influenced by word decoding and linguistic skill in conjunction with several aspects of motivation in a sample of adolescent readers. We administered measures of word decoding (Sight Word Reading, Phonemic Decoding) and linguistic skill (listening comprehension, vocabulary), as well as self-report measures of motivation, including number of books read, intrinsic motivation, and value placed on literacy to adolescents in Grades 6 and 8. Hierarchical regression results reveal that only linguistic skill, but not decoding uniquely contribute to reading comprehension. In addition, number of books read adds additional unique variance to individual differences in reading comprehension. Together, these preliminary results support past research demonstrating that word decoding becomes less important for reading comprehension as readers become more skilled, and suggest that motivational factors may be an important contributor to reading comprehension for adolescent readers. Further analyses will more fully examine how motivational factors may contribute to reading comprehension.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#39 46291 KAZIMIERZ DABROWSKI: A HISTORICAL ACCOUNT OF A
LESSER-KNOWN DEVELOPMENTAL THEORIST***Derek van Voorst*, Dalhousie University; Penny Corkum, Dalhousie University

Kazimierz Dabrowski (1902-1980) was a psychologist, psychiatrist, and physician who developed the “Theory of Positive Disintegration”, which is a psychosocial developmental theory. This theory proposed five steps to understand individualization in the developing person based on their social experiences. He employed clinical experience to substantiate his theories. Dabrowski’s theories are little-known and not widely disseminated. This poster will provide a historical account of Dabrowski and his theory, and will compare and contrast to theories of development by Erik Erikson and Sigmund Freud.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#40 45268 NOT COMPLETELY CONSISTENT: LOW STABILITY OF INDIVIDUAL
DIFFERENCES IN CHILDREN’S PREFERENTIAL LEARNING FROM ACCURATE
INFORMANTS***Rose Varin*, University of Ottawa; Isabelle Cossette, University of Ottawa; Sophie F. Fobert, University of Ottawa; Michael Slinger, Queen’s University; Patricia Brosseau-Liard, University of Ottawa

While children rely a lot on information provided by others to learn, they do not passively accept any information from any informant, and actually show selective learning. This study looks at the stability of individual differences in preschoolers’ (N=51) selective learning, more specifically to discover if a child is consistent, across two selective learning tasks, in the way he or she chooses to learn from an accurate informant over an inaccurate one. In each task, children were taught contradictory novel names for four unfamiliar objects (test phase) by a puppet who was previously accurate at identifying four familiar objects (familiarization phase), and by a puppet who was previously inaccurate. Replicating past findings, children did rely on accurate informants more often than chance on both task A ($t(50) = 2.31, p = .025$) and task B ($t(50) = 2.82, p = .007$). The correlation between the two tasks was significant, but small ($r = .241, p = .044$, one-tailed). Thus, it seems like children are not completely consistent with themselves. This small consistency between the two tasks implies that using only one selective learning task to measure a children’s ability to selectively learn might not accurately measure underlying individual differences in this skill. In addition to redefining ways to measure selective learning, this study has important implications for research about children’s early learning strategies and for educational interventions.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "F" /
Présentation par
affichage**Developmental
Psychology / Psychologie du
développement**#41 46256 THE ROLE OF AGE, ATTENTION, AND MULTISENSORY INTEGRATION
ON THE EXPERIENCE OF HAPTIC ILLUSIONS***Katie Walsh*, Mount Saint Vincent University; *Elizabeth Bowering*, Mount Saint Vincent University; *Michelle Eskritt-Keck*, Mount Saint Vincent University

Background: We explored how attention might interact with the integration of sensory information to influence experience of a haptic illusion in children. Attentional abilities improve dramatically in young children and attention may relate to how able children can juggle sensory information arising from different modalities. Research indicates attention is related to multisensory integration, but how that might translate into the experience of a perceptual illusion has not yet been examined.

Method: 3-4 and 6-7 year olds, and adults completed a Stroop task to measure attention. Participants then tried to detect the presence of a bump or a hole on a wooden board through touch (i.e., *Bump Hole Illusion*). The bump/hole might be physically present, but could also have been virtually created through the use of magnets (i.e., force cues). Half of the participants did the task with vision, half wore eye masks.

Results: All groups found the virtual holes harder to judge, especially in the vision condition. Older children could successfully judge the bumps regardless of condition but preschoolers were at chance in the haptic only condition. Attention was related to interpreting physical cues for adults but otherwise attentional ability was unrelated to performance.

Conclusions: Adults experienced the illusion more strongly than children. School age children perform better than preschoolers, who may experience the illusion but have a bias to respond with bump.

Impact: Researchers have suggested using force cues in virtual reality. Our findings suggest that children will not experience the VR created this way as strongly as adults.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "F" /
Présentation par
affichage**Sexual Orientation
and Gender Identity /
Orientation sexuelle et
identité sexuelle**#42 44677 THE RELATIONSHIP BETWEEN SELF-DEFEATING BEHAVIOR, SELF-
DEFEATING HUMOR, AND INTERNALIZED HOMOPHOBIA IN LGB INDIVIDUALS.***Victoria Carmichael*, The University of Western Ontario; *Philip Vernon*, The University of Western Ontario; *Breanna Atkinson*, The University of Western Ontario

Previous studies have reported a 25-50% prevalence rate of domestic violence in homosexual relationships. Accordingly, homosexual individuals may be at high risk of experiencing abusive relationships. The present research illuminates the association between internalized homophobia and the use of self-defeating behavior patterns. Several adverse effects have been associated with internalized homophobia, including the susceptibility to abuse. Furthermore, it has been shown that those who engage in self-defeating behavior have an increased vulnerability to mistreatment. In the current study, it was hypothesized that self-defeating behavioral patterns mediate the relationship between internalized homophobia and abuse. Moreover, humor styles were considered, highlighting self-defeating humor as a potential coping mechanism. Participants were recruited via an online survey service; N = 309 individuals were included in analyses. Participants completed 3 measures: The Homosexuality-Related Stigma Scale, the Self-Defeating Interpersonal Styles Scale, and the Humour Styles Questionnaire. Bivariate correlations were computed. Findings showed a strong correlation between internalized homophobia and factors underlying self-defeating behavioral patterns. In addition, self-defeating humor was strongly related to self-defeating behavioral patterns and was moderately correlated with internalized homophobia. Therefore, a self-defeating interpersonal style is one potential mediator of the relationship between internalized homophobia and maltreatment. Likewise, self-defeating humor may be used to cope with this adversity, particularly in those who present self-defeating beliefs and behaviors. Research involving minorities, such as homosexual and bisexual individuals, provides insight into psychological dissemination and implementation. Increasing our understanding of relevant variables in such minorities may aid in the identification and treatment of vulnerable populations.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Sexual Orientation
and Gender Identity /
Orientation sexuelle et
identité sexuelle**#43 46297 LGBTQ* COMMUNITY BELONGINGNESS, PREJUDICE, AND EXCLUSION
AMONG YOUTH DIFFER BY SEXUAL AND GENDER MINORITY IDENTITIES***Emily Comeau, Saint Mary's University; Leanna Closson, Saint Mary's University*

Previous research indicates that LGBTQ* youth experience prejudice and exclusion. However, little is known about prejudice and exclusion that occurs specifically within the LGBTQ* community. The purpose of this study was to examine how belongingness to the LGBTQ* community is related to prejudice and exclusion, and how these associations differ by sexual and gender minority. With previous research emphasising the importance of belongingness in youth, examining the associations between sexual (and gender) identity and belongingness is essential to understanding the experiences of LGBTQ* youth and increasing their quality of life. Participants were recruited via snowball sampling and were asked to anonymously complete an online survey containing questions on identity, prejudice, belongingness, and exclusion in the LGBTQ* community. Participants were 88 youth between the ages of 14 and 25 ($M=20.02$, $SD=2.83$; 89.8% White), varying in gender identity (59% Cisgender, 15 % Transgender, 26% Non-Binary) and sexual orientation (10.2% Gay; 8% Lesbian; 28.4 % Bisexual; 25% Queer; 17% Pansexual; 11.4% Other). Data collection is ongoing. However, preliminary results indicated that non-binary youth experienced higher prejudice within the LGBTQ* community than cisgender youth; whereas prejudice did not vary by sexual orientation. Preliminary results also showed LGBTQ* belongingness was positively correlated with LGBTQ* identity and was negatively correlated with exclusion and prejudice in the LGBTQ* community. The findings highlight the need to further educate LGBTQ* youth about accepting non-binary gender peers, and to create safe spaces for non-binary youth within the LGBTQ* community.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Sexual Orientation
and Gender Identity /
Orientation sexuelle et
identité sexuelle**#44 44161 PERCEIVED INCLUSIVITY OF SEX EDUCATION AND MENTAL HEALTH
AMONG SEXUAL MINORITY STUDENTS***Gregory Keiser, Washington State University; Paul Kwon, Washington State University; Steven Hobaica, Washington State University*

Background: Much of the existing research on sexual minority stress has demonstrated more negative sexual and mental health outcomes in sexual minorities compared to heterosexual populations. However, there has been little exploration on the influences of sex education climate and perceptions of inclusion or exclusion in sex education on these outcomes. The present study sought to address this gap in the literature.

Method: The Perceived Inclusivity of Sex Education Scale (PISES) was developed to assess the associations between perceived sex education climate and health outcomes, including depression, anxiety, and suicidality, as well as sexual risk-taking and substance use behaviors. Greater inclusion was hypothesized to be associated with better health outcomes and fewer risk-taking behaviors and substance use.

Results: On average, participants reported perceiving sex education to be highly exclusive. Greater perceived inclusivity of sex education was associated with lower anxiety and depression during and following high school, lower suicidality during high school, and lower risk for developing a suicide plan following high school. Perceived inclusivity did not significantly relate to sexual risk-taking and substance use.

Conclusions: The results indicate that among sexual minority populations, sex education is on average perceived to be highly exclusive. This exclusion appears to be associated with greater risk for poor mental health outcomes.

Impact: These findings can help guide future directions for research regarding the clinical impacts of sex education among sexual minority populations. The findings also provide initial empirical support for calls to increase the inclusion of sexual minority orientations in sex education curricula.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Sexual Orientation
and Gender Identity /
Orientation sexuelle et
identité sexuelle**#45 45433 “WELCOME TO WOMANHOOD, PRINCESS”:** A COLLABORATIVE
AUTOETHNOGRAPHY ON GENDER AND THE BODY*Danielle Lefebvre, University of Calgary; Shelly Russell-Mayhew, University of Calgary*

Transwomen may feel pressured to achieve certain standards which are largely created and reinforced by a society that prioritizes men’s perspectives regarding appearance. This is called the “male gaze,” and has not yet been studied with transwomen. Understanding this influence will provide direction for interventions and advocacy. Awareness of biases is also important in conducting this research.

Research question: how will a reflexive interview help me to understand the experiences of transwomen with the male gaze, and consider my personal biases as a ciswoman? An autoethnographic reflexive interview was conducted with RS, a transwoman, to understand her experiences with the male gaze and process my assumptions. The interview was transcribed, coded, and analyzed for themes.

Objectification and fetishization, male entitlement, fear, categorization, and empowerment emerged as themes. We shared a feeling of companionship and drive to empower women and encourage society to think critically about cultural standards and how they are reinforced. My bias to consider transwomen and ciswomen as “separate” was challenged and RS’ experiences were not limited to body image.

The study demonstrates the influence of the male gaze on RS. It demonstrates the assumptions I, and others, may hold as a ciswoman and how this may influence research.

Researchers and practitioners need to understand the concerns transwomen face to provide more targeted interventions. Going directly to transwomen contributes to knowledge of their experiences with the male gaze. More broadly, this will encourage others to think critically about cultural expectations, while promoting body positivity by advocating for self-expression.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Sexual Orientation
and Gender Identity /
Orientation sexuelle et
identité sexuelle**#46 45923 MICROAGGRESSIONS AND THE PSYCHOLOGICAL WELL-BEING OF
BISEXUAL PERSONS IN CANADA***Durr-e Sameen, University of Saskatchewan; Melanie Morrison, University of Saskatchewan; Todd Morrison, University of Saskatchewan; Bidushy Sadika, University of Saskatchewan; Emily Weibe, University of Saskatchewan; Kandice Parker, University of Saskatchewan; Mark Kiss, University of Saskatchewan; Somayyeh Zare, University of Saskatchewan*

Microaggressions are characterized as subtle and unconscious forms of discrimination directed toward sexual minority persons. Previous research has demonstrated an association between experiences of microaggressions and negative outcomes for psychological well-being among sexually diverse individuals, with factors such as community support and sexual identity centrality acting as potential moderators. Scant research has examined microaggressions within a Canadian context, with a greater emphasis on gay and lesbian individuals’ experiences. To address these limitations, the present study examines the relation between microaggressions directed toward Canadian bisexual persons and psychological well-being among this population, as well as whether greater community support and sexual identity commitment account for the variations within this association. A second objective is to investigate the coping and resilience strategies of bisexual persons in response to microaggressions. Approximately 400 participants will complete a national survey measuring the prevalence of microaggressions and various indicators of well-being, such as anxiety, depression, hope, and flourishing, as well as sexual identity centrality, social belonging, coping, and resilience. It is expected that: a) greater incidences of microaggressions will be associated with decreased life optimism, as well as higher anxiety and depression; b) greater centrality of sexual identity will be related to negative well-being outcomes; and c) greater reports of social belonging, coping, and resilience will be associated with more positive well-being outcomes. The study’s contribution to a deeper understanding of how bisexual persons experience and cope with subtle everyday slights will be discussed in addition to recommendations for clinical practice and future research on microaggressions.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Women and Psychology /
Femmes et psychologie**#47 44562 FORMS OF SEXUAL VIOLENCE AND DECREASING ACADEMIC
PERFORMANCE AMONG UNDERGRADUATE WOMEN***Jenna Cripps*, University of Toronto; *Touraj Amiri*, University of Toronto; *Lana Stermac*, University of Toronto

Recent research on educational outcomes among postsecondary students documents lower academic performance including lower grades among women experiencing sexual violence. The current study extends this work to examine whether the type of sexual violence experienced by women is associated with delays in students' academic completion, course and exam failures and avoidance of school. Undergraduate women enrolled in universities in Ontario ($N=934$) responded to survey questionnaires about the types of sexual violence they had experienced (i.e., fondling, kissing or touching; attempted intercourse; or completed intercourse) and three aspects of academic performance. Regression analyses revealed that type of sexual violence significantly predicted scores on the academic performance variables of academic delay, $F(3, 873) = 18.635, p < .001$; academic failure, $F(3, 866) = 15.160, p < .001$; and school avoidance, $F(3, 870) = 28.98, p < .001$. Independent samples t-tests revealed that experiences of sexual violence involving completed sex resulted in significantly greater reductions in academic performance compared to sexual violence involving attempted sex or fondling/kissing/touching for all three performance variables. Findings are discussed in terms of the impacts of sexual violence on women's education generally and the need for specific actions within postsecondary institutions.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Women and Psychology /
Femmes et psychologie**#48 45720 “HEY SEXY THING!” SIMULATED STRANGER HARASSMENT AND ITS
EFFECTS ON WOMEN'S EMOTIONS AND COGNITIONS***Rima Hanna*, University of Guelph; *Paula Barata*, University of Guelph

Street harassment, sexual harassment by male strangers in public places, is an everyday experience in women's lives, yet the impact of these events, as well as which factors intensify the interactions, have not been studied extensively. We will be investigating whether exposure to simulated street harassment in a laboratory setting will increase women's anxiety, anger, and fear of rape. Different male voices (Black man or White man) for the stimuli will be randomly assigned in order to investigate if perceived racial identity interacts with the experimental conditions to further elevate negative emotions or fear of rape. The relationships between past experiences of street harassment and self-objectification will be explored to determine if past street harassment is a moderating variable between self-objectification levels and frequency of past experiences. Relations will also be explored between anxiety levels and passive vs active reactions to street harassment. 200 female UoGuelph students will be recruited for the incentive of obtaining course bonus marks. They will be asked to imagine themselves on a local street with the help of a visual scene and audio simulating an interaction with a male stranger (identified by voice as either Black or White). Women will be randomly assigned to a control (man asking for directions) or one of two harassment (man engaging in complimentary sexist or hostile sexist speech) conditions and asked to report their emotions and perceptions of the experience. They will also be asked how they believe they would react to the simulated street harassment (active or passive).

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**

Women and Psychology /
Femmes et psychologie

#49 45899 WOMEN DANCING WITH AN AGING BODY

Liza Hartling, Werklund School of Education, University of Calgary; H. Lorraine Radtke, Department of Psychology, University of Calgary

The predominate meanings of aging within our culture center around aging as a process defined by bodily decline, and research on women and aging has mainly attended to the consequences of older women's loss of physical attractiveness (i.e., youthful appearance). While it is well established that women are judged by others in terms of their physical attractiveness, women themselves may well understand aging in other ways that depend on how they experience their bodies. In this study, nine women, aged 56 to 74 years, who participated in dance-related activities in the previous 12 months, were interviewed about their experiences with dance, how they experience their bodies while dancing, and how they understand aging. The interviews were semi-structured, digitally recorded, and transcribed. Discourse analysis was employed to analyze how the women made sense of their aging bodies. The women drew on prominent discourses of aging when talking about their bodies, including the discourse of bodily decline, health discourse of aging and positive aging discourse. When drawing on these discourses, the women positioned themselves as active aging women and resisted being positioned as aging women with physical limitations. The women's body talk prioritized their continued functional abilities and remained silent about their physical appearance and body image in later life. This focus on what they could do over how they looked offered alternative understandings of what it means to age as an older woman in contemporary Canadian society and has implications for service providers offering programs for older women.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**

Women and Psychology /
Femmes et psychologie

#50 45344 HOW SELF-PROMOTION IN RESUMES INFLUENCES RESPONSE TO WOMEN AND MEN IN THREE FIELDS

Pam McAuslan, University of Michigan-Dearborn; Marie Waung, University of Michigan-Dearborn; Melissa McCabe, University of Michigan-Dearborn; Zoe Irvin, University of Michigan-Dearborn; Brittany Mitton, University of Michigan-Dearborn

Background: Past resume/interview studies show that women who engage in high levels of self-promotion tend to be viewed more negatively than men. This study examined the effect of level of self-promotion (average vs. high), gender of applicant (male vs. female) as well as job field (HR, accounting, IT) to examine differences in response rates to resumes.

Methods: Four core resumes for each field were developed, then average and high self-promoting male and female versions for each core resume were created (total of 16 resumes per job field). Four applications were submitted for entry level job posted on Craigslist (US east and mid-west), such that each job received an application from an average self-promoting female, a high self-promoting female, an average self-promoting male, and a high self-promoting male. Applications occurred over a 48 hour period and order was counterbalanced.

Results: Preliminary results were unexpected. For two of the three job fields, the high self-promoting female received the most positive responses (54.2% and 52.3% for accounting and HR) while the regular self-promoting female received the fewest positive responses for HR applications (29.5%) and the high self-promoting male received the fewest positive responses for accounting applications (36.4%).

Conclusions: Data collection began in late 2017 and we hypothesize that these findings might represent a different kind of backlash – one that values strong outspoken women and diminishes highly self-promoting men in the era of the Trump presidency and #metoo.

Impact: Women are sometimes advised to be cautious about self-promotion. Perhaps the tide is turning.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Women and Psychology /
Femmes et psychologie**#51 46101 CREATING CONSENT CULTURE: USING A SEXUAL VIOLENCE CLIMATE SURVEY TO INFORM UNIVERSITY SEXUAL VIOLENCE PREVENTION***Breanna O’Handley*, St. Francis Xavier University; *Annie Chau*, Antigonish Women’s Resource Centre and Sexual Assault Services Association; *Karen Blair*, St. Francis Xavier University

The present study examined rape culture at a small Atlantic Canadian university that has been characterized as a “party school” by measuring students’ attitudes and perceptions of sexualized violence, rape myths, consent behaviours and bystander attitudes and intervention. The current study also collected data on self-reported experiences of sexual violence.

The current study collected data from 611 students through an online survey. Participants completed measures of general campus climate, consent behaviour engagement, perceptions of university reporting and policies, bystander attitudes and behaviours, rape myth acceptance, experiences of sexual violence and disclosure and help-seeking behaviours.

44.5% of participants reported that they had experienced some form of sexual assault during their time at the university. Participants reported high engagement in “stopping” consent behaviours, but less engagement in “asking” consent behaviours. Participants appeared to have little knowledge of sexual assault services on their campus and did not understand the process of reporting an assault. Only 5.3% of those who experienced sexual violence reported the incident through formal procedures at the university.

Sexual violence climate surveys are useful to Canadian universities to assess the extent of the problem of sexual violence on each campus and to inform sexual violence prevention efforts. Since very few survivors of sexual violence opt to report to university officials, climate surveys are considered to be a best-practice response to campus sexual violence.

The results of the current study will be used to inform future efforts to create a culture of consent at the university in question.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Women and Psychology /
Femmes et psychologie**#52 46037 PORTRAYAL OF INTENSIVE NEOLIBERAL MOTHERING IDEALS IN TOP-GROSSING LIVE ACTION FAMILY FILMS: 2011 - 2016***Kandice Parker*, University of Saskatchewan; *Melanie Morrison*, University of Saskatchewan; *Todd Morrison*, University of Saskatchewan

Examinations of how mothers are characterized in films are crucial to understanding the messages and perpetuation of myths about motherhood. Images of motherhood in popular top-grossing films are an expression of social acceptability. This research examines portrayals of motherhood in an oft-neglected cinematic genre referred to as “family” films.

Methods: A media content analysis of 34 mother characters in 23 top grossing live action family films (2011 - 2016) examined three ideologies: 1) traditional mothering 2) intensive mothering, and 3) “yummy mummy” portrayal. Postfeminist and neoliberal narratives were also measured. Two new versions of the Bechdel test, “Mother Bechdel Test Version A” and “Mother Bechdel Test Version B,” were created to assess the multi-faceted nature of mother characters.

Results: Mother characters subscribed to modern demands of intensive mothering and “yummy mummy” standards. The films evidenced neoliberal ideals and the postfeminist notion that sexism is a non-issue. White, heterosexual motherhood was overwhelmingly portrayed, and multi-faceted representations of motherhood were dismal. While overall mother characters did not play important roles, fathers enacted the role of hero in 54% of the films assessed. Only 19% of people involved in the production, direction, or writing of the films were female.

Conclusion: The findings suggest that popular family films glamorize both traditional and modern ideas of “good mothers,” who are dependent on men.

Action/Impact: Mothers striving to conform to these socially constructed ideologies of motherhood may find themselves unable to exercise the choice and autonomy that they are promised through postfeminist and neoliberal narratives.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Women and Psychology /
Femmes et psychologie**#53 46312 ARE CHANGES IN HORMONE LEVELS ACROSS THE MENSTRUAL
CYCLE ASSOCIATED WITH CHANGES IN MATE PREFERENCE?***Brandi Person, Lakehead University ; Kirsten Oinonen , Lakehead University ; Dwight Mazmanian, Lakehead University*

Background: Research has indicated that women’s mate preferences and ratings of men differ across the menstrual cycle and with hormonal change. However, most research has not included direct hormonal measures. Many studies suggest that women prefer men with indicators of genetic quality (e.g., symmetry, masculinity) during the ovulatory phase of the menstrual cycle when conception likelihood is high while they prefer men with indicators of non-genetic material resources during cycle phases when conception likelihood is low. The present study sought to examine whether changes in measured hormone levels across the menstrual cycle (i.e., estradiol, progesterone, estradiol:progesterone [E/P ratio]) are related to changes in women’s mate preferences.

Method: Fifty-two women provided ratings of men’s faces (e.g., attractiveness, sexiness) and the importance of potential partner attributes (e.g., intelligence, social status, health) during two phases of their menstrual cycle. Saliva samples were collected and hormonal assays were conducted.

Results: Increases in the E/P ratio across the cycle were associated with increases in the mean attractiveness ratings of the male faces with perfect symmetry. Also, increases in both estradiol and the E/P ratio were associated with decreases in the importance placed on health in a potential romantic partner.

Conclusion: The results suggest that relative increases in estradiol and decreases in progesterone are associated with greater attraction to symmetrical men and lesser importance placed on a potential mate’s health.

Impact: Findings are discussed in the context of mate selection theories/strategies and contribute to our understanding of the relationship between cyclical hormonal fluctuations and mate preferences.

14:45 - 15:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “F” /
Présentation par
affichage**Women and Psychology /
Femmes et psychologie**#54 44772 PARENTING AND WORK-FAMILY BALANCE: A SURVEY OF CANADIAN
FEMALE PSYCHOLOGISTS***Michelle Ward, University of Manitoba; Amber Yaholkoski, University of Manitoba; Jennifer Theule, University of Manitoba; Jeany Keates, University of Manitoba*

While research is expanding concerning the experiences and perceptions of women in the workplace, little is known about the perceptions of women in the field of applied psychology. This issue is particularly important, given that women are entering the field of psychology at rapidly rising rates over men. Despite the rising role of women in applied psychology, little is known about women’s issues in terms of job satisfaction and work-family balance. In an attempt to address this significant gap in the literature, the present study explored predictors of job satisfaction and quality of life in Canadian female clinical psychologists as they relate to maternity and parental leave and childrearing. A total of 169 registered Canadian female psychologists were recruited via Canadian professional psychology organizations and Canadian training programs. A web-based survey was administered via Qualtrics Survey Software. Participants ranged in age from 27 to 79 years ($M = 43.42, SD = 9.69$) and were predominantly White (92.3%), partnered (married or common-law; 84%), and working in an urban setting (93.5%). Data analysis is currently underway and will be completed by December 2018. Inferential data will be analyzed using hierarchical regression to determine the predictive power of demographic and personal variables (i.e., career type, family composition, workplace benefits, work-life balance, marital satisfaction) on job satisfaction and quality of life for Canadian female clinical psychologists. Findings may impact training and practice policies to ensure equity in our field, and support practitioners in achieving work-family balance, as well as job, parenting, and relationship satisfaction.

14:45 - 16:15

Acadia C (Ground Floor)

Professional Development Workshop / Ateliers de perfectionnement professionnel

Counselling Psychology /
Psychologie du counseling

45186 SHOULD YOU TRUST AND USE PRACTICE GUIDELINES?: ASSESSING THE QUALITY OF A GUIDELINE (PART 2)



Catherine Hébert, Department of Educational and Counselling Psychology, McGill University; Catherine Bergeron, Department of Educational and Counselling Psychology, McGill University; Gabrielle Ciquier, Department of Educational and Counselling Psychology, McGill University; Kia Watkins-Martin, Department of Educational and Counselling Psychology, McGill University; Michelle Azzi, Department of Educational and Counselling Psychology, McGill University; Annett Körner, Department of Educational and Counselling Psychology, McGill University; Maxine Holmqvist, Department of Clinical Health Psychology, College of Medicine, Rady Faculty of Health Sciences, University of Manitoba; Martin Drapeau, Department of Educational and Counselling Psychology, McGill University

Background/rationale: Practice guidelines are meant to synthesize the empirical evidence on a given topic in order to inform the clinical work of practitioners (e.g., Rutten et al., 2016; van Dijk, Oosterbaan, Verbraak, & van Balkom, 2013). Given that psychologists are required to use the best available evidence to inform practice (Dozois et al., 2014), guidelines are a potentially valuable tool to quickly and efficiently inform service delivery. However, not all guidelines are created equal, and many guidelines available to psychologists are of low quality (Trépanier et al., 2017; Stamoulos et al., 2014).

Methods: In part 2 of this workshop, participants will learn to use the AGREE-II scale to assess the quality of guidelines. The workshop will demonstrate how the AGREE scale can be used and how it should be applied to a guideline to determine to what extent it is trustworthy. During the workshop, participants will be given the opportunity to apply the scale to rate a guideline.

Action/Impact: Participants will learn how to rate the methodological quality of practice guidelines in order to determine to what extent they should be used to inform clinical practice.

14:45 - 17:45

Maritime Suite (Second Floor)

Committee Business Meeting / Réunion

General Psychology /
Psychologie générale

49294 ETHICS COMMITTEE BUSINESS MEETING (CLOSED MEETING)

Carole Sinclair

15:00 - 15:15

Annapolis (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**

Quantitative Methods /
Méthodes quantitatives

46166 LAGSEQUENTIAL: AN INTRODUCTION TO SIX PROGRAMS FOR ANALYZING LAG-SEQUENTIAL CATEGORICAL DATA IN R

Zakary Draper, University of British Columbia; *Brian O'Connor*, University of British Columbia

Behaviours never occur in isolation. Human interaction typically occurs as a series of events where behaviour from one individual elicits a response from another. Sequential analyses are a category of analytic techniques used to identify dependence amongst such sequences of behaviours. They are used to examine how a given behaviour is influenced by the behaviours that precede it. This allows researchers to answer questions such as, does a given behaviour follow another given behaviour more or less frequently than chance? Does a clinician utilizing a given interaction style elicit the desired responses from a client? Are romantic partners likely to reciprocate anger during relationship disputes? Using sequential analyses, researchers can provide revealing answers to such questions using data from single cases, dyads, or groups. Programs for conducting these analyses in SPSS, SAS, and Fortran were developed by O'Connor (1999), but no such programs have been developed for R. We will present lagSequential, a newly-developed R package which includes six programs for examining dependence in lag-sequential categorical data. For each of these programs we will provide a brief overview of the theory behind the procedure, the types of research questions that can be answered using the procedure, the syntax for conducting that procedure using functions from the lagSequential package, and the interpretation of the output of the function. We will conclude by providing specific examples of how research questions can be answered using these programs.

15:00 - 16:00

Halifax Ballroom C (Second Floor)

SymposiumAddiction Psychology /
Psychologie de la
dépendance**45711 EXPLORING MECHANISMS UNDERLYING ADDICTIVE BEHAVIOURS USING LAB-BASED, EXPERIMENTAL RESEARCH: INNOVATIVE APPLICATIONS OF CUE REACTIVITY PARADIGMS***Pablo Romero Sanchiz, Dalhousie University; Kim Good, Dalhousie University*

Lab-based experimental methods such as the cue reactivity paradigm offer valuable insights into mechanisms crucial to the development and/or maintenance of clinical disorders (e.g., conditioned craving to substance-related cues). In this paradigm, participants are exposed to cues relevant to the disorder in question (e.g., exposure to a bottle of alcohol for an alcoholic) under controlled conditions, to examine participants' emotional, cognitive, and/or behavioural reactions. This set of studies uses the cue-reactivity paradigm in novel ways to enhance understanding of processes contributing to addictions.

Mr. Shephard studies caffeine's dependence potential employing the cue reactivity paradigm to investigate the psychological (craving) and physiological (heart rate) reactions provoked by exposure to caffeine-related cues. His findings suggest that conditioned craving responses to substance cues extend to caffeine.

Dr. McGrath uses the cue reactivity paradigm together with eye-tracking devices to explore attentional biases in gamblers and relations of these biases to gambling craving. His findings that greater attention to gambling cues is associated with stronger craving point to attentional bias modification as a potential tool for reducing gambling craving.

Dr. Romero-Sanchiz uses the cue reactivity paradigm to examine psychological and physiological responses to trauma- and cannabis-related cues in cannabis users with trauma histories. Results point to the role of conditioned cannabis craving to trauma cues as a potential mechanism explaining the high comorbidity of PTSD and cannabis dependence.

Dr. Good, an expert in the cue reactivity paradigm in addictive disorders, will provide integrative insights, suggest potential applications, and identify future directions on this important topic.

#1 45721 CRAVING, EMOTIONAL AND PHYSIOLOGICAL RESPONSES TO TRAUMA- AND CANNABIS-RELATED CUES IN CANNABIS USERS*Pablo Romero Sanchiz, Dalhousie University; Ioan Mahu, Dalhousie University; Kyra Farrelly, Dalhousie University; Nacera Hanzal, Dalhousie University; Jennifer Swansburg, Dalhousie University; Pamela Collins, Dalhousie University; Daniel Rasic, Dalhousie University; Sean Barrett, Dalhousie University; Sherry Stewart, Dalhousie University*

Conditioned craving for different substances is consistently linked to the development of substance use disorders (SUD). Previous research shows that exposure to trauma cues provokes similar levels of alcohol craving responses as exposure to alcohol cues in patients with comorbid PTSD-SUD. This link has not been tested in cannabis users.

The purpose of this ongoing study was to test the potential relationship between trauma cue exposure and cannabis craving using cue-exposure methodology. Cannabis users with trauma histories were exposed to three randomized personalized cues (trauma, cannabis and neutral) and their physiological (saliva) and psychological (craving [MCQ-SF; Heishman et al., 2009] and affect [PANAS; Watson et al., 1988]) reactions were compared across cue condition. Influence of PTSD symptom severity was tested (PCL-5; Blevins et al., 2015).

With the current sample of 31 participants we found that trauma and cannabis cues provoked higher craving than the neutral cue (compulsivity [$F=3.727, p<.03$], emotionality [$F=11.56, p<.001$], expectancy [$F=5.435, p=.01$] and purposefulness [$F=21.38, p<.001$]). We found a similar result for salivation ($F=3.629, p<.05$). Trauma cues provoked higher negative mood compared to the other cues ($F=18.285, p<.001$). Finally, PTSD symptom severity correlated significantly with craving after trauma ($r=.426$), but not after cannabis ($r=.277$) cues.

In conclusion, trauma exposure might promote cannabis use through conditioned craving influenced by negative mood and PTSD symptom severity.

15:00 - 16:00

Halifax Ballroom C (Second Floor)

SymposiumAddiction Psychology /
Psychologie de la
dépendance**#2 45723 PSYCHOLOGICAL FACTORS ASSOCIATED WITH GAMBLING ATTENTIONAL BIASES IN ELECTRONIC GAMBLING MACHINE PLAYERS***Daniel McGrath, University of Calgary*

Models of addiction suggest that important associations exist between attentional bias (AB) for substance-related cues and numerous psychological mechanisms. An AB is the tendency to preferentially attend to stimuli which have gained incentive motivational salience as a result of frequent pairing with substance use. However, little research has focused on relationships between psychological constructs and AB for gambling. In this presentation, the results from a laboratory-based investigation of AB in a sample of electronic gaming machine (EGM) players will be discussed. The study employed eye-gaze tracking to measure attention to gambling-related stimuli including initial fixations, total fixation time, and first fixation dwell time. EGM players (n= 67) were first compared to non-gamblers (n= 55) on indices of AB. EGM gamblers displayed greater preferential attention toward gambling images than non-gambling controls. Regression analyses were then conducted to explore associations between gambling AB (mean dwell time) and gambling craving, expectancies, motives, and indices of trait impulsivity. On the Gambling Craving Scale, only the anticipation scale was positively associated with gambling AB. For gambling expectancies on the Gambling Expectancies Scale, only overinvolvement was significantly associated with AB. No gambling motives were found to be related to AB. Lastly, AB was not significantly associated with any of the UPPS-P impulsivity subscales. This is the first eye-tracking laboratory experiment to systematically isolate individual psychological factors that could be predictive of AB for gambling. Ultimately, these findings could have important implications for treatment and relapse-prevention for disordered gambling by identifying potential targets for modification.

#3 45725 CAFFEINE CUE REACTIVITY: THE IMPACT OF CAFFEINE-RELATED STIMULI AND EXPECTANCIES ON CAFFEINE CRAVING.*Aaron Shephard, Dalhousie University; Sean Barrett, Dalhousie University*

Caffeine is consumed by 90% of adults, yet its potentially addictive properties remain understudied. Many daily caffeine users show dependent-like (i.e., difficulty quitting), leading experts to deliberate the inclusion of a caffeine use disorder in the Diagnostic and Statistical Manual for Mental Disorders. Despite evidence of caffeine dependence and withdrawal symptoms, it is important to examine other aspects of caffeine to conclude whether there should be a caffeine use disorder. Specifically, this study examines caffeine cue reactivity (an observable response that can be used to measure a drug's addictive potential) as well as caffeine expectancy effects. Participants (currently 19/80) are adult coffee drinkers who consume at least 300mg of caffeine per day. Following 18-hour caffeine abstinence, participants' caffeine craving and withdrawal symptoms are assessed. They then receive either caffeine-containing or placebo gum and are given either accurate or inaccurate information regarding the gum's caffeine content. Following an absorption period, participants are exposed to neutral and coffee related stimuli (first visual, then auditory and olfactory), before having their level of craving measured again. It is hypothesized that coffee cues will induce craving in participants and that this will occur regardless of actual or perceived caffeine consumption. As the study is ongoing, early analyses show a significant increase in heart rate when participants are exposed to coffee-related stimuli when controlling for initial heart rate, $F(4,15)=3.8, p=.025$. Further, analyses also show a trend for an increase in reported craving at the same time-points, $F(4,15)=2.5, p=.057$. There are no apparent effects of caffeine expectancy.

15:15 - 15:30

Acadia A (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Counselling Psychology /
Psychologie du counseling**46157 UNDERSTANDING INTERNATIONAL STUDENTS ACCULTURATION
EXPERIENCE THROUGH UNIVERSITY-TO-WORK TRANSITIONS IN CANADA***Jon Woodend, University of Calgary; Nancy Arthur, University of Calgary*

The number of international students attending Canadian academic institutions has increased enormously over the past decade. This is in part because Canadian academic institutions have adopted internationalization policy that recruits international students. At the same time, the Canadian government has identified international students as “ideal immigrants”, suggesting that, because international students have Canadian experience, then they should have an easier time transitioning to the Canadian workforce. Although the transition to academic institutions is well reviewed, little research has investigated international students’ acculturation experiences of transitioning out of university and into the workforce.

This presentation will review the findings from a study that looked at international students’ university-to-work transition experiences. Specifically, this study used an Interpretative Phenomenological Analysis (IPA) approach to analyze semi-structured interviews of 11 international graduates. IPA allows for in depth exploration of individuals’ experiences, as well as determining converging and diverging themes across participants. This study highlighted critical implications regarding this unique, and often overlooked, transition and acculturation experience.

These implications are crucial for having an appropriate conceptualization of this diverse population’s experience, which may differ from that of the domestic student population. Moreover, as academic institutions and the Canadian government move to recruit more international students, this appropriate conceptualization of international students’ experiences is needed to inform interventions that will help to ensure this growing populations’ needs are being met.

15:15 - 15:45

Atlantic Suite (Second Floor)

**30-Minute Talk /
Présentation orale (30
minutes)**History and Philosophy
of Psychology / Histoire
et philosophie de la
psychologie**44322 OTHER THAN US: THE COLONIALIST LEGACY OF DEVELOPMENTAL
PSYCHOLOGY IN POPULAR CULTURE***Donna Varga, Moun*

Recent initiations advocating for the importance of recognizing historical contributions made by developmental psychology to society have resulted in disciplinary publications on the topic that are hagiographic in tone and dismissive of need to interrogate the field’s foundation in colonialist perspectives toward non-white persons. These congratulatory histories fail to offer understandings of the significant role developmental psychology has had in contributing to socio-cultural beliefs of white supremacy, and thereby act to support neocolonialism.

Comparative discourse analysis grounded in Critical Race Theory was applied to text and imagery of popular cultural materials produced from the late nineteenth century into the twenty-first that included representations of white, Indigenous, and African persons. Contents were analyzed to identify how beliefs about the nature of human development expounded by developmental psychology were incorporated into representations of each racialized group.

Analysis revealed that the racialized animal connection of late-nineteenth and early twentieth centuries’ recapitulation theory of developmental psychology has continued to influence representations of human nature, with white persons overwhelmingly represented as intellectually and morally proficient while those of Indigenous and African ancestry being akin to an amoral animal savagery. The findings are revealing of a legacy that perpetuates neocolonialist ideologies.

There is a need for institutional psychology to incorporate a critical perspective toward its past in order to acknowledge how it has contributed to colonialist perspectives, and a need through teaching and research to explore how these colonialist beliefs continue to be represented in both academic and popular cultural materials.

15:15 - 15:45

Sable B (Ground Floor)

**Discussion Forum /
Forum de discussion**
Students in Psychology /
Étudiants en psychologie

44376 MOVING ON FROM THE “REPLICATION CRISIS”: STUDENTS AS LEADERS IN THE RENAISSANCE OF PSYCHOLOGICAL RESEARCH

Chelsea Moran, University of Calgary; *Kaitlin Wilson*, University of Calgary; *Alexandra Richard*, Lady Davis Institute - Jewish General Hospital and McGill University

Replication of research findings is a hallmark of positivism and empirical science. Yet in recent years, psychology has been described as a field facing a “replication crisis” where core findings from seminal psychological studies have failed to be replicated. Not only has this undermined the credibility of published research, both within the field and in mainstream media, but it has also generated an urgent need for researchers to identify potential contributing factors and solutions. Questionable research and publishing practices, such as conducting inadequately powered studies, p-hacking, hypothesizing after results are known, and selective outcome reporting, have been identified as possible causes for difficulties in replication. As the proponents of future psychological science, students face the important task of navigating these issues and acting as agents of change. This discussion forum will begin by providing participants with background information about the impact of questionable research practices on the reproducibility of empirical evidence, as well as an overview of recommended solutions based on open science principles (10 minutes). We will then facilitate a discussion about potential student-driven solutions and their feasibility, such as researchers taking initiative to improve their research practices and working towards increased transparency. We will also explore potential barriers to implementation of such practices. To facilitate discussion and connection, participants will be encouraged to engage with each other in small peer groups (5-10 minutes) and each group will be invited to share their insights with the larger audience (10-15 minutes).

15:15 - 16:45

Annapolis (Ground Floor)

**Professional
Development
Workshop / Ateliers
de perfectionnement
professionnel**
Quantitative Methods /
Méthodes quantitatives

44763 STRATEGIES FOR IMPROVING YOUR MULTIPLE REGRESSION ANALYSIS AND INTERPRETING YOUR RESULTS



Alyssa Counsell, Ryerson University; *Andrea Howard*, Carleton University

Multiple regression is a foundational statistical technique used in psychology and other social sciences. Unfortunately, there is considerable confusion around how to correctly interpret results from regression models and test for statistical assumptions. Reporting results in the wake of severe violations of statistical assumptions can lead to incorrect interpretations and misleading conclusions. In this workshop, we will describe the key concepts involved in interpreting regression coefficients for a variety of predictor variables and detail how to properly test statistical assumptions in commonly-used statistical software. The workshop will include a brief lecture component describing the statistical assumptions and necessary considerations for interpreting regression results. The presenters will also walk through hands-on exercises with real data, allowing participants to follow along in statistical software. The workshop includes the following learning outcomes: 1) Understand what regression coefficients are and are not; 2) Identify multiple regression assumptions; 3) Use statistical software to test multiple regression assumptions; 4) apply model corrections when statistical assumptions are present; and 5) Properly interpret regression results. By the end of the workshop, participants will be able to confidently conduct multiple regression analyses, test for assumptions using statistical software, and correctly interpret the regression coefficients and results when analyzing their own data.

15:30 - 16:00

Acadia A (Ground Floor)

**Discussion Forum /
Forum de discussion**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**45019 THE PROFESSIONAL IS PERSONAL: A CRITICAL LOOK AT
COMPASSIONATE RESEARCH IN INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY***Thomas Sasso, University of Guelph; Grace Ewles, University of Guelph*

As a field, Industrial-Organizational (I-O) Psychology has traditionally taken an unspoken positivist approach to research in which we conceptualize the researcher as objective and therefore, unaffected by the research process and obtained results. However, as I-O Psychology takes on more contemporarily relevant topics (e.g., #MeToo; Ferguson violence), we are more likely to have researchers exposed to and personally vested in their subject matter. Moreover, given the practical nature of our research, we may be working with sectors that we are connected to, with populations we identify with, and on topics that have or will affect us in the future. Based on this impact, there is a need to reevaluate current conceptualizations of research in I-O Psychology to include the bidirectional relationship between researcher and subject.

In this session, we will explore the nature of compassionate, community-engaged research in I-O Psychology and the implications for both graduate students and research-practitioners. The session will open with opportunities for I-O Psychology to create positive change outside of traditional organizational boundaries. We will then explore opportunities to incorporate formal training, supports, and recognition for those engaging in compassionate research in I-O Psychology. To engage the audience, the discussants will share their personal experiences conducting compassionate research and the implications for mental health and well-being. As I-O Psychology continues to expand its scope, there is a need to better equip our researchers with the skills to conduct, and engage in, research that is meaningful and personally relevant.

15:45 - 16:00

Nova Scotia Ballroom A (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Brain and Cognitive
Science / Cerveau et sciences
cognitive**46082 PREDICTING AUDIOVISUAL INTEGRATION CAPACITY THROUGH
MULTIPLE OBJECT TRACKING, ORIENTING ATTENTION, AND GLOBAL
PRECEDENCE IN PERCEPTION***Jonathan Wilbiks, University of New Brunswick*

The capacities of unimodal processes such as visual and auditory working memory, multiple object tracking, and attention have been heavily researched in the psychological science literature. In recent years there has been an increase in work looking at audiovisual integration capacity, with findings showing that capacity modulates based on factors such as proactive interference, temporal predictability, crossmodal congruency, perceptual chunking, and training. I will present further work towards building a predictive model of audiovisual integration capacity based on individual differences in unimodal cognitive processes. An initial set of three experiments found that capacity measures are significantly correlated with: multiple object tracking span, orienting attention, and global precedence in perception. A fourth experiment involved creating a predictive model of audiovisual integration capacity by employing each of the factors found to correlate with capacity. Taken together, these experiments represent the first effort to connect audiovisual integration capacity with unimodal processes, and reveals both the degree to which individual differences can be accounted for by these processes, as well as the amount of variation that is owed directly to integration itself.

This research shows that audiovisual integration capacity is subject to multiple factors, which can be changed depending on the situation in which integration is occurring, and individual differences in the person doing the integrating. This fundamental research will be applied to improve the salience of audiovisual alerting systems, with potential applications in medical alarms, automobile safety features, and other similar settings.

15:45 - 16:00

Nova Scotia Ballroom C (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**

Clinical Neuropsychology /
Neuropsychologie clinique

**46270 ASSESSING COGNITIVE CONTROL CONSTRUCTS WITH THE
COMPREHENSIVE EXECUTIVE FUNCTION INVENTORY-ADULT (CEFI-A)**

Achala Rodrigo, University of Toronto Scarborough; *Liam Wright*, University of Toronto Scarborough; *Brintha Sivajohan*, University of Toronto Scarborough; *Anthony Ruocco*, University of Toronto

Background: Assessment of executive function is an important but often tedious task in clinical and research settings. Typical assessment methods include various standardized performance-based tests that can be resource intensive. Therefore, methods for brief and accurate measurement of executive abilities are essential, especially within a clinical research context. Present research explored the feasibility of assessing cognitive control – as conceptualized by Research Domain Criteria (RDoC), using the Comprehensive Executive Function Inventory-Adult (CEFI-A).

Methods: Forty-nine undergraduate participants completed the CEFI-A, along with several performance-based measures examining the three sub-constructs of cognitive control: 1) goal selection; updating, representation and maintenance (G), 2) response selection; inhibition/suppression (R), and 3) performance monitoring (M). Specifically, G was assessed using the Planning, Organization, and Flexibility subscales, R was assessed using the Inhibitory Control (IC) subscale, and P was assessed using the Self-Monitoring (SM) subscale on the CEFI-A.

Results: CEFI-A subscales pertaining to G and performance-based indices assessing this construct (e.g., indices on task switching and tower task) were largely uncorrelated. On the other hand, IC was associated with key indices on a response inhibition task (e.g., omissions and perseverations). SM was also associated with performance related indices across tasks (e.g., number of errors on tasks, number of rule violations, and vigilance).

Conclusions: These preliminary findings suggest that CEFI-A might be a suitable brief alternative for evaluating inhibitory control and performance monitoring abilities, as conceptualized by the Cognitive Control construct within the RDoC. These findings will be discussed with regard to their implications for clinical research practices.

15:45 - 16:00

Sable D (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**

Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement

**46315 THE ROLE OF RESPONSE SHIFT IN QUALITY OF LIFE ASSESSMENTS OF
CANCER PATIENTS**

Gabriela Ilie, Dalhousie University

Objective: Response-shift has been cited as an important measurement consideration when assessing patient reported quality of life (QoL) outcomes over time among patients with severe chronic conditions. Here we report the results of a systematically review of response shift in cancer patients studies assessing QoL.

Methods: A systematic review using MEDLINE, EMBASE, and PsychINFO along with a manual search of the cited references of the articles selected, was conducted. A quality review was performed using STROBE criteria and reported according to PRISMA guidelines.

Results: A systematic review of 1365 records published between 1946 and April 2017 revealed 89 potentially eligible studies, and 33 studies met inclusion criteria for content and quality. Response shift was identified among 32 of the 33 studies reviewed, of which 15 reported small to negligible and 5 reported moderate to large effect sizes. Aspects of QoL found to be affected by response shift in longitudinal assessments of cancer patients reporting effect sizes of moderate and large were related to physical (e.g., fatigue, pain; 4 studies) and social (role; 1 study) functioning. Given the heterogeneity among the characteristics of the samples and designs reviewed and overall small to negligible effect sizes for the effects reported it is premature to conclude that cancer patients' changed QoL measurement standards should account for changes observed in their QoL outcomes.

Conclusion: Future studies should assess if some cancer patient groups and study design characteristics are more prone to the presence of response shift than others. Possible avenues for inquiry for future investigation are discussed.

15:45 - 16:00

Acadia B (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Educational and School
Psychology / Psychologie
éducationnelle et scolaire**45247 DEFINITIONS OF ACADEMIC SUCCESS: HOW DO PRE-SERVICE AND
IN-SERVICE TEACHERS DEFINE ACADEMIC SUCCESS?***Lauren Goegan*, University of Alberta; *Amanda Radil*, St Stephen's College; *Bryce Hoy*, University of Alberta; *Lia Daniels*, University of Alberta

Academic success is a construct that can have multiple definitions such as grades, attaining learning outcomes, or satisfaction (Jennings et al., 2013). Over the years, researchers have examined various definitions of academic success (e.g., Kuh et al., 2006; York, Gibson & Rankin, 2015), however, there is a lack of empirical research on how teachers define academic success themselves. As such, we were interested in examining how pre-service and practicing teachers define academic success for their students. We surveyed 196 pre-service and 308 in-service teachers. Both samples were predominately female (pre-service 78%, in-service 70%) and had an average age of 25 and 38 years respectively. The in-service sample had on average 12 years of teaching experience. Participants were asked: When you think about students' academic success, how do YOU define "academic success"? Using content analysis, we have identified ten themes with the in-service teacher responses: (a) meet curricular outcomes, (b) demonstrate achievement, (c) learning, (d) growth, (e) future oriented, (f) positive emotions, (g) believing in self, (h) goals, (i) individualized and (j) intrinsic motivation. Analyses with the pre-service teachers is on-going. Once we have the themes from both groups, we will be able to compare and contrast the themes that emerged. To date, our study is consistent with previous research, that suggests that there are numerous indices for academic success. Our results will be utilized to foster a discussion on what "academic success" is, and if definitions are consistent between populations with the area of education.

15:45 - 16:45

Nova Scotia Ballroom D (Second Floor)

**Section Featured
Speaker Address /
Allocution principale de
la section**Clinical Psychology /
Psychologie clinique**SECTION PROGRAM / PROGRAMME DE LA SECTION****48208 THE INTERPERSONAL EMOTION REGULATION MODEL OF WOMEN'S
SEXUAL DYSFUNCTION: CLINICAL APPLICATIONS AND IMPLICATIONS***Natalie Rosen*, Dalhousie University

Clinicians and researchers alike widely acknowledge the inherently interpersonal nature of women's sexual dysfunctions given that both partners impact and are impacted by these difficulties. Yet theoretical models for understanding the role of interpersonal factors in women's sexual dysfunctions are severely lacking, and have the potential to guide future research and inform more effective interventions. The most widely studied sexual dysfunction in women that has espoused a dyadic approach by including both members of affected couples is genito-pelvic pain/penetration disorder (GPPPD). In this presentation, Dr. Rosen will use the example of GPPPD to introduce a novel *Interpersonal Emotion Regulation Model* of women's sexual dysfunction. She will review her CIHR-funded research—using daily diaries and observational study designs—focusing on interpersonal factors in GPPPD. She will then introduce the two core tenets of the model: (1) interpersonal factors acting at the distal and proximal levels influence couples' emotion regulation surrounding the pain, and their sexual and romantic relationships; and (2) difficulties regulating negative emotions make women and their partners more sensitive and reactive to negative stimuli (e.g., couple conflict over sex, the pain itself), and promote the use of less adaptive emotion regulation strategies (e.g., avoidance) rather than more adaptive strategies (e.g., acceptance), with consequences for women's pain and couples' adjustment. Taken together, this theory and prior research informed the development of a cognitive behavioural couple therapy for GPPPD. Dr. Rosen and her colleagues recently completed a randomized controlled trial testing this treatment, and she will share preliminary results. Finally, Dr. Rosen will discuss the applications and implications of their model, including to other sexual dysfunctions in women.

15:45 - 16:45

Sable A (Ground Floor)

**Section Featured
Speaker Address /
Allocution principale de
la section**

International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle

SECTION PROGRAM / PROGRAMME DE LA SECTION

46184 HOW DO PEOPLE DESCRIBE THEMSELVES TO ATTRACT OTHERS?
CULTURAL DIFFERENCES IN ONLINE DATING PROFILE CONTENT.

Elaine Perunovic, University of New Brunswick

In the fast-paced world of online dating, it is important to stand out and present the best possible version of oneself. Across cultures, people are invested in identifying romantic partners, but how do people from different cultures promote their best selves to attract potential romantic partners online? In the West, self-confidence is valued, so individuals may freely describe (or exaggerate) their positive attributes. But how does one promote oneself in cultural contexts that value modesty and self-criticism, such as in Japan? Moreover, do people from different cultural backgrounds favour different types of dating profiles and, if so, how and why? I will present findings from our recent cross-cultural analysis of online dating profiles that examined self-descriptions in online dating profiles from Asian and North American cultural contexts and discuss how online daters from both of these contexts illuminate themselves with a positive light, but differ in how and when that light shines. Findings that illustrate the role of culture and time orientation in predicting people's interest in different styles of online dating profiles will also be discussed.

15:45 - 16:45

Sable B (Ground Floor)

**Section Featured
Speaker Address /
Allocution principale de
la section**

Students in Psychology /
Étudiants en psychologie

SECTION PROGRAM / PROGRAMME DE LA SECTION

44771 EMOTIONAL DISORDER - SUBSTANCE USE DISORDER COMORBIDITY:
NATURE, MECHANISMS, AND TREATMENT

Sherry Stewart, Dalhousie University, Department of Psychology

Emotional disorders (e.g., social anxiety disorder, depression, posttraumatic stress disorder [PTSD]) and substance use disorders (e.g., alcohol, cannabis, opioid) are common, costly, and impairing, and frequently co-occur. Those with an emotional disorder are 2-6 times more likely than others to develop a substance use disorder. Individuals with co-occurring emotional-substance use disorders experience more severe symptoms, poorer treatment response, and greater relapse than those with either disorder alone. Yet psychologists still have little information on how best to intervene with those suffering from this common form of comorbidity. Dr. Stewart will discuss her research program designed to advance theoretical understanding of the psychosocial factors contributing to the complex interplay between emotional disorder and substance use disorder symptoms, and to develop, evaluate, and disseminate into practice, effective interventions for these comorbid conditions. More specifically, she will discuss her ongoing studies using laboratory-based, longitudinal, and daily diary methods to enhance the understanding of these forms of comorbidity, using her work on co-occurring PTSD-cannabis use disorder, and social anxiety disorder-alcohol use disorder, as examples. Dr. Stewart will also introduce how randomized controlled trial methods can be used to test novel interventions for these forms of comorbidity. She will use her work on the development and evaluation of transdiagnostic treatments for emotional disorders-substance use disorders to illustrate these principles. Work she has conducted collaboratively with her graduate students will be emphasized. Discussion will include how students can make use of the lessons learned from this line of research to further their research and clinical training.

15:45 - 16:45

**Section Featured
Speaker Address /
Allocution principale de
la section**

Indigenous People's
Psychology / Psychologie des
peuples autochtones

SECTION PROGRAM / PROGRAMME DE LA SECTION

45782 MTIS PEOPLES AND HEALING: RECONNECTING AND RESTORING ONE'S PLACE IN THE CIRCLE

Tera Beaulieu, University of Toronto (OISE)

Métis people in Canada have often been referred to as “the forgotten people.” As one of the three distinct Indigenous peoples of Canada, the narrative of Métis people has been silenced for far too long. Bringing voice to these collective experiences with colonialism, and the resulting impacts on the health and well-being of Métis people, is a crucial component of telling truths, and reconciling the wrongs, that have occurred. Many of the levels of disconnection that Métis people experience across cultural, communal, and identity dimensions results in an often unarticulated form of cultural and spiritual homelessness. As Métis people continue to heal and restore the various forms of interconnection and relationship with the land, ancestors, culture, and community, they find themselves returning to their original circles of belonging, strengthening as a Nation of people who refuse to be forgotten or unheard any longer.

16:00 - 17:00

Halifax Ballroom B (Second Floor)

GIMME-5 Session # 7 / Session “Éclair 5”

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

**GIMME-5 Session # 7 /
Session “Éclair 5”**

Social and Personality
Psychology / Psychologie
sociale et de la personnalité

#1 46262 MOTIVATED TO BE MISINFORMED: PEOPLE WHO LIKE TRUMP CANNOT TELL REAL FROM FAKE TRUMP NEWS

Mindy Ming-Jung Chiang, University of British Columbia; Kristin Laurin, University of British Columbia

Misinformation abounds in the Trump Era. What might lead people to believe fake news? Motivated cognition provides two possible explanations. On the one hand, people tend to like positive information (and dislike negative information) about targets they personally *like*. This would suggest that how much an individual *likes* Trump might determine how susceptible he or she is to false positive vs. negative stories about him. On the other hand, people tend to like positive information (and dislike negative information) about powerful entities on whom they *depend*. This would suggest that how much an individual is *counting* on Trump to take positive action might determine how susceptible he or she is to false positive vs. negative stories about him. Using a 3X2 within-subjects design, we asked Canadian university student participants ($n=176$) to rate how much they believed *true* news headlines that were: Trump-positive, Trump-negative, or Trump-irrelevant, and presented in either a credible news source (BBC) or a less credible one (Newslo). Results showed that participants who tended to dislike Trump believed all three more credible headlines (from the BBC) more than all three less credible ones (from Newslo). Those who tended to like Trump also tended not to believe all three less credible headlines, however they *also* disbelieved the credible headline that was Trump-negative. In other words, our participants tended to successfully weed out fake news; instead we found that motivated cognition made people disbelieve *real* news. In a larger follow-up study, preliminary analysis showed similar results.

16:00 - 17:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 7 /
Session "Éclair 5"**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#2 46132 I DON'T BELIEVE YOU! COMMITMENT TO PARTNER PREDICTS
MOTIVATED DENIGRATION OF OTHERS' ROMANTIC RELATIONSHIP DISAPPROVAL***Diane Holmberg, Acadia University; Kay Jenson, Acadia University; Joseph Hayes, Acadia University; Karen Blair, St. Francis Xavier University*

It is well-established that social network approval for a romantic relationship predicts a wide variety of positive outcomes, including relationship well-being, relationship stability, mental health, and physical health. However, there has been no research into how people cope with or manage disapproving opinions of their relationship. In the current study, 173 participants (73% women; mean age=32.6, mean relationship length=6.4 years; 45% in visibly marginalized relationships, i.e., same-sex, mixed-race, age-discrepant) completed an on-line survey in which they reported on their experiences with a friend or family member who currently disapproved of their romantic relationship. Using PROCESS, a moderated mediational model was tested, in which greater commitment to one's romantic partner predicted increased denigration of the social network member's disapproving opinion (i.e., perceiving the person as low in relationship expertise; providing poor-quality evidence; high in perceived bias; and out of step with others, who view the relationship as positive). Increased denigration of the opinion, in turn, predicted lower trust in the social network member's disapproving opinion, and finally lower levels of psychological distress (depression, anxiety, stress). The hypothesized mediational model was supported; however, it only applied when commitment to the social network member was moderate to high, thereby arousing a conflict between commitment to the network member and commitment to one's romantic partner. When commitment to the social network member was low, no motivated denigration occurred. The findings applied equally to those in visibly marginalized vs. non-marginalized relationships, suggesting this motivated denigration of disapproving opinions is a widespread process

16:00 - 17:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 7 /
Session "Éclair 5"**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#3 45464 WHO IS THE PROTOTYPICAL "GOOD PERSON"? PROPOSING A "LIGHT
TRIAD" OF PROSOCIAL PERSONALITY***Laura Johnson, Western University; Donald Saklofske, Western University*

Previous research on prosocial behaviour has focused on situational factors, often to the exclusion of individual differences. Though the idea of a "prosocial personality" has been proposed, it has received little attention. The current study aims to address this gap by proposing a broad prosocial personality construct comprising the three most studied prosocial constructs: empathy, compassion, and altruism. First, the psychological literature was reviewed to identify conceptual definitions of each construct. Then items from existing scales of each construct were compiled and mapped onto key elements of each construct. A sample of 451 undergraduates completed the 36 item scale online, as well as measures of the Dark Tetrad, managing the emotions of others, trait emotional intelligence (EI), honesty-humility, and the Big Five traits. Confirmatory factor analysis supported empathy, compassion, and altruism as subscales of a higher-order prosocial personality construct. Likewise, bivariate correlations largely supported hypothesized relationships between the prosocial subscales and comparison variables. Although the subscales were strongly correlated with each other, they still showed unique variance. Likewise, they demonstrated expected relationships with related constructs. As such, preliminary support was obtained for a broader prosocial personality construct that includes empathy, compassion, and altruism. Though further research is required to explore prosocial personality, the current study provides a theoretical contrast to the current focus of antisocial traits in the literature (e.g. the Dark Tetrad).

16:00 - 17:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 7 /
Session “Éclair 5”**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#4 44798 A META-ANALYTIC REVIEW OF THE RELATIONSHIP BETWEEN SOCIAL
MEDIA USE AND BODY IMAGE***Alyssa Saiphoo, Ryerson University; Zahra Vahedi, Ryerson University*

The quickly rising popularity of social media within the past decade has prompted researchers to investigate the relationship between social media use and various psychological wellbeing variables, one being body image. This literature is extensive, but has produced mixed findings and lacks a consensus on the valence of this relationship. Thus, this meta-analysis aimed to provide a quantitative review of these findings to provide clarification on the relationship between social media use and body image. An analysis of sixty-three independent samples ($N = 36,552$) using a mixed-model analysis revealed an overall effect size of $r = .156$, CI [.123, .188], indicating a small, positive, and significant relationship between social media use and body image disturbance. Moderation analyses indicated that this relationship is dependent on both participant and study level characteristics. Implications of this result suggest that social media may not be as harmful to body image as expected. Future directions suggest that experimental research is needed to clarify the direction of this relationship.

16:00 - 17:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 7 /
Session “Éclair 5”**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#5 44547 HOW TO PROMOTE PROSOCIAL BEHAVIOUR IN ANONYMOUS SOCIAL
MEDIA USING GROUP IDENTITY AND NORMS***Alexandra Shifrin, University of Guelph; Benjamin Giguère, University of Guelph*

Social media usage has significantly increased in recent years and continues to grow. Although often linked to anti-social and harmful behaviours, social media may also offer novel opportunities for constructive human interactions. The present studies explored the occurrence and the type of prosocial online supportive behaviours on anonymous geographically based social media (i.e, Yik Yak) using a Social Identity Approach. The first study explored whether prosocial behaviour occurred on the Yik Yak platform. Results of this study revealed use of the anonymous geographically based social media platform to provide and receive support. It also extended the findings by examining the types of issues and the types of social support involved. The second study examined self-reported use of the anonymous social media platform to seek and to provide support. Results supported the use of the platform for prosocial behaviours, and revealed group identification, with a salient local group, and norms as moderators. These findings have important implications for understanding behaviour that occurs in anonymous online settings and how we can use this information to promote prosocial online behaviour (e.g., offering and receiving support) while controlling for harmful antisocial behaviour (e.g., cyberbullying).

16:00 - 17:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 7 /
Session "Éclair 5"**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#6 45166 SELF-COMPASSION INFLUENCING THE LINK BETWEEN SELF-CRITICAL
PERFECTIONISM AND INTERNALIZING SYMPTOMS: A THREE-WAVE
LONGITUDINAL STUDY***Ryan Tobin*, McGill University; *David Dunkley*, McGill University; *Julie Prud'homme*, UVIC; *Pascale Chapados*, Université de Montréal

Self-critical perfectionism (SCP) is a transdiagnostic vulnerability factor with robust links to anxiety and depressive symptoms. Little is known about the moderating effects of self-compassion in predicting depressive and anxious symptoms within high SCP individuals.

The current study features a 3-wave longitudinal design. Participants were asked to complete retrospective measures of perfectionism, self-compassion, and anxiety and depressive symptoms at baseline, one year and two years later.

Multiple hierarchical regression analyses revealed that compared to low SCP individuals, high SCP individuals who engaged in self-compassion at T2 experienced greater decreases in both depressive and anxious symptoms one year later. When further decomposing self-compassion into subscales, results demonstrated that SCP individuals who engaged in mindfulness, self-kindness and common humanity (i.e., positive self-compassion behaviors) at T2 saw decreases in both anxiety and depressive symptoms at T3. Moreover, SCP individuals who engaged in over-identification, isolation and self-judgment (i.e., negative self-compassion behaviors) at T2 experienced increases in depressive and anxious symptoms one year later.

Findings from the current study highlight the buffering effects of self-compassion against depressive and anxious symptoms in high SC perfectionists. More specifically, evidence would support the buffering role of positive self-compassionate behaviors and the exacerbating effect of negative self-compassionate ones in predicting depressive and anxious symptoms within this population.

Considering the link between self-critical perfectionism and depressive and anxious symptoms, therapists can encourage highly perfectionistic patients to practice positive self-compassionate behaviors while aiming to reduce negative self-compassionate behaviors in order to mitigate the maladaptive consequences of this cognitive vulnerability factor.

16:00 - 17:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 7 /
Session "Éclair 5"**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#7 44266 COMPARING THE APPLE OF MY EYE: PARENTAL REACTIONS TO
SOCIAL COMPARISONS OF THEIR SCHOOL-AGED CHILDREN***Emily Vogels*, University of New Brunswick; *W. Q. Elaine Perunovic*, University of New Brunswick

Social comparison is commonplace. However, little research has been conducted to examine parents' reactions to making social comparisons about their children (Schmutte & Ryff, 1994; Thai et al, 2018). The current study examined the effects of making social comparisons of their children on parents' evaluation of their children's ability and the importance of the domain of comparison. Parents ($N=117$; 94% women) of elementary school-age children who were recruited from online Facebook parenting groups were randomly assigned to make either an upward, a downward, or a lateral social comparison about their child's ability in school. Significant differences between the social comparison conditions were found for post-comparison domain importance and post-comparison assessments of the child's ability in the domain, such that parents rated the domain of comparison as more important and their child as more capable than other children in the downward comparison condition compared to the upward comparison. No differences were found for the pre-comparison assessments of domain importance or their child's ability in the domain of comparison. The effect of social comparison on post-comparison domain importance was not mediated by post-comparison assessments of the child's ability, suggesting a direct effect between comparisons and perceived domain importance. This study has important implications for parents and educators. Parents may be motivated to focus on their child's strengths, so when confronted with information to the contrary, they may dismiss the domain as unimportant. This dismissal could hold negative implications for educators who wish for parents to help their child improve in the domain.

16:00 - 17:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 7 /
Session "Éclair 5"**Social and Personality
Psychology / Psychologie
sociale et de la personnalité**#8 45127 PARTISAN DIFFERENCES IN MORAL LANGUAGE USE BY POLITICAL
ELITES**

Sze Yuh Nina Wang, University of Toronto; Yoel Inbar, University of Toronto

Liberals and conservatives are widely thought to differ in the moral domains that they consider important, which may in turn contribute to political polarization and hostility. According to *moral foundations theory*, conservatives more than liberals value the "binding" foundations of loyalty to one's *ingroup*, respect for *authority*, and physical/spiritual *purity*. However, the self-report measures frequently used to measure moral foundations may give an incomplete picture of real-world moral concerns, and there is little large-scale ecologically-valid evidence of ideological differences in moral foundations. We test for ideological differences in moral foundations by examining the moral language used by U.S. members of Congress on Twitter. In 669,133 Twitter messages ("tweets") posted between January 1, 2016 and January 30, 2018, we find little support for differing moral foundations on the political left vs. right. For all moral foundations, including binding foundations, Democrats used more moral language than Republicans, especially after the 2016 presidential election. We also find that across foundations, tweets that used more moral language spread to more people, and that this effect was strongest for tweets written by Democratic members of Congress.

16:00 - 16:15

Sable D (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**46147 THE IMPACT OF DEMOGRAPHIC, CLINICAL, AND PROVIDER-LEVEL
FACTORS ON PSYCHIATRIC LENGTH-OF-STAY IN NEW BRUNSWICK**

David Miller, University of New Brunswick; Scott Ronis, University of New Brunswick; Amanda Slaunwhite, University of Victoria

Background: Recent health care policy has emphasized a need to reduce overall length-of-stay (LOS) in inpatient psychiatric care, which resulted in an overall decrease by as much as 63% across Canada and the US in the decade preceding 2010. However, LOS is a complex and multifaceted risk factor, often influencing individual treatment due to inadequate length (rather than shortened or extended length), potentially creating a concern for individuals with more severe disorders who may not be stabilized before discharge. As such, the goal of this study was to identify the predictors of LOS.

Methods: Study participants consisted of children, adolescents, and emerging adults 10 to 25 years of age admitted for psychiatric conditions to a New Brunswick hospital between April 1, 2003 and March 31, 2014 ($N = 59,617$). Utilization of longitudinal administrative data allowed for an examination of LOS as potentially affected by policy shifts over time.

Results: The study used a retrospective cohort design examining secondary data from the New Brunswick Discharge Abstract Database (DAD), a provincial administrative dataset. Hierarchical regression analysis was used to determine the contributions of factors to psychiatric LOS. Results indicated hospital-level factors account for the greatest degree of variability in LOS. Additionally, receiving inpatient care in a preferred/ non-preferred language also predicted significant variability, along with various clinical and support factors.

Conclusions: Although hospital and clinical factors accounted for the greatest variability in LOS, a number of demographic and individual-level factors also notably influence treatment length.

Impact: Provincial policy implications are discussed.

16:00 - 16:15

Acadia B (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Educational and School
Psychology / Psychologie
éducative et scolaire**45420 UPDATE ON THE TEACHER HELP PROGRAM: BARRIERS AND
FACILITATORS TO CONDUCTING A PAN-CANADIAN RCT***Penny Corkum*, Dalhousie University; *Nezihe Elik*, McMaster Children's Hospital; *Isabel Smith*, Dalhousie University and the IWK Health Centre; *Melissa McGonnell*, Mount Saint Vincent University; *Nicole Ali*, Dalhousie University; *Sarah Brine*, Dalhousie University; *Matt Orr*, Dalhousie University; *Laura Keeler*, Dalhousie University

Teacher Help is a blended eLearning/eHealth program used to deliver professional development about evidence-based classroom interventions to teachers who are educating students diagnosed with attention-deficit/hyperactivity disorder (ADHD), autism spectrum disorder (ASD), and/or learning disabilities (LD). Meeting the needs of children with these neurodevelopmental disorders (NDDs) is among the top challenges faced by Canadian teachers in today's inclusive classrooms. The *Teacher Help* program, developed over the past ten years, started with a collaboration between researchers and educators in Nova Scotia to determine how best to provide teachers with the knowledge and skills required to teach students with NDDs in their classrooms. Since inception a pilot study and randomized control trial (RCT) for the ADHD module, and two usability studies (one for the LD module and one for the ASD module), have been conducted to evaluate each of the three modules. We are now embarking on a pan-Canadian RCT to test the effectiveness of this program in increasing teachers' knowledge and skills related to the implementation of evidence-based interventions in the classroom, and the impact on children's core and associated symptoms and quality of life. We have experienced several barriers and facilitators to conducting this large multi-site RCT which will be shared with the audience. Results of the pilot study conducted in 2017-2018 and preliminary results of the RCT conducted in 2018-19 will be presented. We will discuss sustainability models in order to make the *Teacher Help* program accessible to Canadian teachers and the role of school psychologists in this next step.

16:00 - 16:30

Atlantic Suite (Second Floor)

**Discussion Forum /
Forum de discussion**History and Philosophy
of Psychology / Histoire
et philosophie de la
psychologie**45017 WILLIAM ROBERT NELSON "BUCK" BLAIR (1915-1990): INNOVATOR IN
CANADIAN PSYCHOLOGY***John Connors*; *Karen Blair*, St. Francis Xavier University

William Robert Nelson "Buck" Blair, 1915 -1990, was Head of the Department of Psychology at The University of Calgary from 1966 to 1974. He was Associate Vice-President (Academic) from 1974 to 1978, and retired in 1980. He received his BA and MA from the University of Alberta, and a PhD from the University of Ottawa in 1956. During World War II, he served as a gunner lieutenant and as an army examiner in the army's Directorate of Personnel Selection. In the 1950s, he was a senior officer in the Canadian Army Personnel System. Blair was an early member of the Canadian Psychological Association and served in various executive positions for the Association. He chaired the Alberta Mental Health Study, which produced the Blair Report, and chaired the Provincial Mental Health Advisory Commission, for which he was awarded the Alberta Achievement Award in 1974. He was also involved in The University of Calgary Status of Women Committee. He received an honorary degree of Doctor of Military Science at a ceremony at Royal Roads [military academy] in 1989.

16:00 - 16:30

Acadia A (Ground Floor)

**Discussion Forum /
Forum de discussion**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**45785 PUBLISHING IN I/O AND RELATED DISCIPLINES: TIPS AND INSIGHTS***Ivona Hideg*, Wilfrid Laurier University

This discussion forum will focus on sharing tips, advice, and insights on publishing in leading journals in I/O and the related discipline of organizational behaviour (OB) and more broadly management. With an ever increasing number of scholars and limited space for publishing in our leading journals the acceptance rate for many journals is becoming increasingly low (5% and lower). Such low acceptance rates are alarming and are in particular troublesome for junior scholars and students who need to be able to publish to get jobs, tenure, and promotions. Yet, the formal learning on how to successfully publish and manage the review process is mostly absent from our education and how students are trained and it depends mostly on informal avenues of learning through experiences and with working with others and supervisors, leading to an unequal access to knowledge and training in this crucial aspect of scholarly work. In this discussion forum, our aim is to demystify some of the publishing and review processes and provide actionable knowledge and tips to junior scholars and in particular students. The discussion forum feature leading national and international scholars in I/O and OB who are associate editors and editorial boards members at our leading journals such as, for example, Journal of Applied Psychology (JAP), Organizational Behavior and Human Decision Processes (OBHDP), Journal of Management (JOM), Administrative Science Quarterly (ASQ), Organizational Psychology Review (OPR), Journal of Business and Psychology (JBP), and Journal of Vocational Behavior (JVB), among many others.

16:00 - 17:00

Halifax Ballroom C (Second Floor)

SymposiumAddiction Psychology /
Psychologie de la
dépendance**44744 THEY ARE NOT ALL THE SAME: EVIDENCE FOR SUBTYPES OF YOUNG ADULT DRINKERS AND GAMBLERS***Matthew Keough*, University of Manitoba; *Sherry Stewart*, Dalhousie University

Theories posit that young adults are heterogeneous in their gambling and drinking habits, as well as in the risk factors for these behaviours. Accordingly, researchers have put effort into subtyping young adults who drink and gamble. However, much of this work is cross-sectional. Given that young adulthood is associated with rapid change, it is imperative for research to not only identify meaningful subtypes of young adults who engage in addictive behaviours, but to also examine the stability of these over time. This is precisely our goal in this symposium. First, Mr. Dowd will present longitudinal work demonstrating that young adult gamblers fall into three subtypes (non-problem, emotionally-vulnerable, and impulsivist). His results show that emotionally-vulnerable and impulsivist subtypes are highly unstable in young adulthood. Second, Ms. Bilevicius will present longitudinal work showing that young adult gamblers fit into three subgroups based on their intensity of gambling activity engagement (low, moderate, and excessive). Her findings show considerable reductions in excessive gambling over time, but also reveal a large, stable subgroup of moderate gamblers who also engage in other addictive behaviours. Third, Ms. Bernusky will present work showing that young adult drinkers fall into three distinct subgroups based on their intensity of situational drinking (low, moderate, and heavy). Her work demonstrates that young adults who drink heavily across many situations have more mental health symptoms, and also tend to gamble and use drugs. Dr. Sherry Stewart (as discussant) will highlight how the presented studies improve our understanding of addictive behaviours in young adulthood.

#1 45474 EXAMINING GAMBLING ACTIVITY PATTERNS OVER TIME IN A LARGE SAMPLE OF CANADIAN YOUNG ADULTS*Elena Bilevicius*, University of Manitoba; *Jason Edgerton*, University of Manitoba; *Matthew Sanscartier*, Carleton University; *Depeng Jiang*, University of Manitoba; *Matthew Keough*, University of Manitoba

Gambling is common in young adulthood. Most young adults phase out of excessive gambling, but, some establish regular gambling habits and go on to develop problems. Research has begun to examine the risk associated with different gambling activity patterns. However, there is a paucity of longitudinal work in this area. Using a prospective design, we identified distinct subgroups of young adults based on patterns of gambling activity involvement and tested the stability of these subgroups over a 4-year period. Data came from the Manitoba Longitudinal Study of Young Adults. Participants ($N=679$) completed four waves of self-report measures (each spaced 1-year apart). Latent class analysis and latent transition analysis were conducted to identify the number of gambling activity classes and the stability of these over time. Finally, multinomial logistic regressions were conducted to examine predictors of class membership. A three-class model was supported and classes differed based on the degree of gambling involvement (i.e., *low*, *moderate*, and *high*). Only the moderate gambling class was also associated with alcohol dependence, and was the most stable class over time. Alcohol, drug use, and problem gambling symptoms predicted membership in the moderate (but not the excessive) gambling class. Participants in the excessive gambling class were highly likely to transition into moderate and low gambling classes four years later. These results demonstrate that excessive gambling reduces over time in young adulthood. However, our findings also suggest that there is a large subgroup of stable moderate gamblers who also tend to engage in other addictive behaviours.

16:00 - 17:00

Halifax Ballroom C (Second Floor)

SymposiumAddiction Psychology /
Psychologie de la
dépendance**#2 45475 EXAMINING PATHWAYS TO PROBLEM GAMBLING IN YOUNG ADULTHOOD: EVIDENCE FROM A LONGITUDINAL STUDY IN MANITOBA***Damien Dowd*, University of Manitoba; *Matthew Keough*, University of Manitoba; *Lorna Jakobson*, University of Manitoba; *Jason Edgerton*, University of Manitoba; *James Bolton*, University of Manitoba

Informed by the Pathways Model, the current study utilized latent class analysis (LCA) to empirically derive subtypes of gamblers based on measures of impulsivity, anxiety, depression, drug use, and alcohol dependence. A latent transition analysis (LTA) was then used to examine the stability of these subtypes over a two year period. The sample ($N=566$) was comprised of young adult gamblers (18-22 years of age) who participated in the Manitoba Longitudinal Survey of Young Adults. Participants completed online self-report measures at baseline, and then again at two years later. Results of the LCA revealed three classes of gamblers: *emotionally vulnerable*, *non-problem*, and *impulsive*. Participants in the impulsive gambling class had increased odds of being older, having a lower income (< \$20,000 per year), living independently, and having higher PGSI scores relative to participants in the non-problem gambling class. Identifying as European, living independently, and PGSI scores were associated with increased odds of being an emotionally vulnerable gambler. Finally, the LTA analysis revealed considerable instability of impulsive and emotionally-vulnerable classes over time. Specifically, emotionally-vulnerable gamblers were most likely to transition to the non-gambling class (probability=0.70). Impulsive gamblers had a similar chance of transitioning to either non-problem (probability=0.44) or emotionally-vulnerable (probability=0.45) classes over the two year study period. These results suggest that young adult gamblers are not a homogeneous group but instead are best understood as falling into different subtypes based on shared characteristics. Our results also demonstrate that risky gambling pathways are not stable in young adulthood.

#3 45476 EXAMINING SUBTYPES OF YOUNG ADULT SITUATIONAL DRINKING: A REPLICATION AND EXTENSION STUDY*Haley Bernusky*, University of Manitoba; *Karli Rapinda*, University of Manitoba; *Melody Foot*, University of Manitoba; *Michael Ellery*, University of Winnipeg; *Matthew Keough*, University of Manitoba; *Edward Johnson*, University of Manitoba

Young adulthood is associated with heavy drinking. Despite overall rates of heavy use in this age group, studies demonstrate considerable heterogeneity in young adult drinking habits. In particular, Lau-Barraco and colleagues (2016) examined whether subtypes of young adults could be identified based on patterns of use across eight common drinking situations (e.g., conflict with others). They found support for three distinct subtypes of young adult drinkers: heavy, moderate, and low use across all eight situations. They also found that heavy situational drinkers had the highest alcohol problems, mental health symptoms, and coping/conformity motives for alcohol use. Our goal was to replicate and extend the study by Lau-Barraco and colleagues (2016). We expected to find the same three subgroups of young adult situational drinkers. Next, we examined whether certain risk factors predicted membership in the heavy (relative to the low) situational drinking subgroup. Undergraduates ($N=497$) completed online self-report measures. Using a latent profile analysis, we found support for the same three heavy ($n=36$), moderate ($n=181$), and low ($n=279$) situational drinking subgroups. Using follow-up multinomial logistic regressions, we found that elevated problem gambling, drug use, depression, and anxiety all increased the odds of being a heavy (relative to a low) situational drinker. Consistent with Lau-Baracco and colleagues, we found support for unique subgroups of young drinkers based on situational alcohol use. Building on this work, our results also show that young adults who drink heavily across various situations are likely to engage in other addictive behaviours and to struggle with emotional issues.

16:00 - 17:00

Nova Scotia Ballroom A (Second Floor)

Section Annual Meeting / Séance de travail annuelle de la sectionBrain and Cognitive
Science / Cerveau et sciences
cognitive**SECTION PROGRAM / PROGRAMME DE LA SECTION****44139 BRAIN AND COGNITIVE SCIENCE SECTION ANNUAL MEETING***Adam Sandford*, University of Guelph-Humber

16:00 - 17:00

Nova Scotia Ballroom C (Second Floor)

SymposiumClinical Neuropsychology /
Neuropsychologie clinique**44512 COGNITIVE AND PSYCHOPHYSIOLOGICAL MARKERS OF MAJOR MENTAL ILLNESS***Vina Goghari, University of Toronto*

Cognitive deficits and biases are core features of many psychological disorders. In many disorders, cognitive deficits and biases are more associated with day-to-day functioning than symptoms, making a better understanding of them crucial to our ability to successfully treat individuals with psychological disorders. The goal of this symposium is to discuss cognitive markers or cognitive biases (e.g., attention, emotion processing, verbal and perceptual reasoning) of different forms of psychopathology or symptomatology associated with psychopathology (i.e., bipolar disorder, depression, body dissatisfaction) using different psychophysiological methodologies (i.e., eye-tracking, functional neuroimaging). The first presentation will focus on whether brain networks for crystallized versus fluid intelligence differ in individuals with bipolar disorder compared to controls. The second presentation will focus on eye-tracking during emotion processing to uncover state versus trait markers of depression and relapse to depression. The third presentation will focus on attentional biases and their relationship to body dissatisfaction, a key cognitive bias that increases risk for eating disorders. The symposia will highlight themes across methods and disorders/maladaptive behaviours to discuss the role of cognitive deficits and biases across various forms of psychopathology. Given the recent transdiagnostic focus on psychopathology (for example, the NIMH's RDoC initiative), this symposium will lead to a better understanding of how cognition might serve as a transdiagnostic marker for common forms of major mental illness and how psychophysiological methods can help uncover them.

#1 44514 BRAIN NETWORKS ASSOCIATED WITH CRYSTALIZED AND FLUID INTELLIGENCE IN BIPOLAR DISORDER*Vina Goghari, University of Toronto*

One recent meta-analysis demonstrated that all cognitive domains had medium to large effect sizes for impairment in euthymic bipolar disorder compared to controls, save verbal intelligence, suggesting that verbal ability or 'crystallized intelligence' remains more intact. Therefore, we investigated the underlying pathophysiology of perceptual reasoning or 'fluid intelligence' and 'crystallized intelligence' to determine abnormalities underlying these cognitive processes. Twenty-five bipolar patients and 21 controls completed a lexical decision task (LDT) and Raven's Progressive Matrices (RSPM) task during fMRI. The LDT consisted of discriminating real words versus pseudo-words and had easier and harder conditions. The RSPM consisted of completing a matrix and had easier, medium, and harder conditions. To comprehensively evaluate brain networks involved in the tasks, constrained principal component analysis for fMRI (fMRI-CPCA) was used. Three networks were found for the LDT, default mode (DMN), language, and response/visual attention/DMN. Bipolar patients maintained higher activation following the hemodynamic response (HDR) peak in the response/visual attention/DMN in the pseudo-word and hard conditions compared to controls. Four networks were found for the RSPM task, DMN, visual attention, response/DMN, and visual attention capture. Controls had later reactivation of the DMN compared to bipolar patients. For the response/DMN, bipolar patients showed stronger pre-HDR peak activation and post-HDR peak deactivation compared to controls. Bipolar patients demonstrate abnormalities in coordinated brain activity across both perceptual and verbal reasoning compared to controls, with different networks impacted; however, activation in the language network was preserved for the LDT.

16:00 - 17:00

Nova Scotia Ballroom C (Second Floor)

SymposiumClinical Neuropsychology /
Neuropsychologie clinique**#2 45472 CONCURRENT AND PROSPECTIVE RELATIONS BETWEEN ATTENTIONAL BIASES FOR EMOTIONAL IMAGES AND RELAPSE TO DEPRESSION***Christopher Sears, University of Calgary*

Many studies have examined attentional biases in currently depressed individuals, but much less is known about biased attention in remitted depressed individuals. Cognitive models of depression propose that attentional biases for emotional information are not merely symptoms of depression but may also be an important trait-like cognitive vulnerability for depression recurrence. For depression researchers, the key question is whether attentional biases are trait-like characteristics that contribute to susceptibility to future depressive episodes, as opposed to a state-effect present only during an active episode. To address this question, this study examined concurrent and prospective associations between attentional biases for emotional images and relapse to depression. Previously and never depressed participants completed an eye-tracking task to measure attentional biases for emotional images and were followed for 6 months to assess for relapse to depression. Participants returned for a follow-up session that included the eye-tracking task after a relapse or after 6 months. Previously depressed participants who experienced a relapse to depression showed decreased attention to positive images and increased attention to negative images, relative to previously depressed participants who did not experience a relapse and never depressed participants. The attentional biases exhibited by relapsed participants were observed prior to and following relapse but were more pronounced following relapse. Reduced attention to positive images prospectively predicted relapse to depression. The results clarify how attentional biases manifest and change from a remitted to relapsed state and provide preliminary evidence for reduced attention to positive information as a risk factor for depression recurrence.

#3 45473 HOW MALLEABLE ARE BODY DISSATISFACTION-RELATED ATTENTIONAL BIASES? PRIMING EFFECTS AND THE ROLE OF BODY APPRECIATION*Kristin von Ranson, University of Calgary*

Although strong evidence links attentional biases to body dissatisfaction, the causality of this relationship is unclear. In this experiment, we examined how malleable body dissatisfaction-related attentional biases are by comparing attention to images of women's bodies before and after a body dissatisfaction manipulation and a body satisfaction manipulation. Furthermore, we also considered whether body appreciation exerted a protective effect. Women with high ($n = 64$) and low ($n = 43$) self-reported body dissatisfaction, measured via Body Shape Questionnaire scores, were randomly assigned to a 10-minute body dissatisfaction or body satisfaction priming task. Both tasks involved both video and writing elements. Using eye-gaze tracking, we measured participants' fixations to a series of arrays of thin model images, large model images, images of average women, and neutral images (e.g., household items) presented over 8 seconds, before and after priming. Results showed that the priming tasks modified participants' self-rated body satisfaction immediately afterwards in the predicted direction ($p < .05$). Among women with low body dissatisfaction only, higher Body Appreciation Scale scores were associated with a reduced effect of dissatisfaction priming on self-rated body satisfaction. Unexpectedly, however, body dissatisfaction priming *increased* attention to body images for women with both high and low body dissatisfaction, whereas body satisfaction priming did not affect attention for either group. We conclude that attentional biases to body dissatisfaction are malleable; body dissatisfaction priming alters the attention patterns of women with high and low body dissatisfaction. Implications for the design of body dissatisfaction interventions will be discussed.

16:00 - 17:00

Nova Scotia Ballroom B (Second Floor)

**Section Invited
Symposium /
Symposium sur
invitation de la section**

Counselling Psychology /
Psychologie du counseling

SECTION PROGRAM / PROGRAMME DE LA SECTION

**45556 OUTCOMES OF THE WORKING GROUP AT THE 2018 CANADIAN
COUNSELLING PSYCHOLOGY CONFERENCE**

Anusha Kassan, University of Calgary; *José Domene*, University of Calgary; *Kaori Wada*, University of Calgary; *Robinder Bedi*, University of British Columbia

The 2018 Canadian Counselling Psychology Conference (CCPC), which took place at the University of Calgary from October 26th to 28th, 2018, included a set of seven working groups. These groups included: (a) student advocacy in Canadian counselling psychology; (b) the future of counselling psychology education and training in Canada; (c) foregrounding clinical practice and clinical supervision within Canadian Counselling Psychology; (d) the responsibility of Canadian counselling psychology to reach systems, organizations, and policy makers; (e) the role of Canadian counselling psychology in advocating for the needs of underrepresented groups; (f) responding to the TRC in Canadian counselling psychology; and (g) internationalization of counselling psychology. The aim of these working groups were to (a) facilitate discussion on topics of critical importance in Canadian counselling psychology; (b) identify the current and future needs in each topic area; (c) begin creating an action plan for the future of the discipline in relation to each area; (d) understand all of these aspects from an intersectional perspective (e.g. how they related to other working group topics as well as the needs of various stakeholders within the discipline and broader society). In this invited symposium, working group facilitators who were present at the 2018 CCPC will share some of the outcomes of their sessions. Moreover, they will discuss steps for knowledge mobilization and community engagement.

**#1 45565 WORKING GROUPS OUTCOMES: STUDENT ADVOCACY AND CLINICAL
PRACTICE AND CLINICAL SUPERVISION**

Jessica Van Vliet, University of Alberta; *Jeff Landine*, University of New Brunswick

Student Advocacy in Canadian Counselling Psychology. The focus of this working group is the experiences and needs of students in counselling psychology programs in Canada. The role of advocacy for and by students will be highlighted. One of the aims of this group is to generate information related to student advocacy in order to transform and improve counselling psychology programs, internships, and training into the next decade and beyond.

Foregrounding Clinical Practice and Clinical Supervision within Canadian Counselling Psychology. The focus of this working group is the advancement of clinical practice and the supervision of that practice within Canadian counselling psychology into the next decade and beyond. Using the Canadian definition of counselling psychology, clinical practice is defined as encompassing prevention, assessment, intervention, and advocacy. The discussion will include identifying ways to advocate for and address the current and emerging needs of our clients and communities.

**#2 45567 WORKING GROUP OUTCOMES: SYSTEMS, ORGANIZATIONS, AND
POLICIES AND UNDERREPRESENTED GROUPS**

Sharyl Jordan, Simon Fraser University; *Janelle Kwee*, Trinity Western University

The Responsibility of Canadian Counselling Psychology to Reach Systems, Organizations, and Policy Makers. The focus of this working group is how we, as a discipline, can influence policy, organizations and stakeholder groups related to the well being and mental health of people and communities in society. One of the aims of this group is to address systemic inequities related to age, race, ethnicity, gender, sexual / affectional orientation, language, (dis)ability, religion, spirituality, indigenous ancestry, nationality, status in country, social class, accessibility, physicality, and other aspects of cultural identities and/or social locations that may be (or have been) oppressed.

The Role of Canadian Counselling Psychology in Advocating for the Needs of Underrepresented Groups. The focus of this working group is to address the needs and experiences of underrepresented peoples and communities, who have historically had less voice in the field of counselling psychology. Within this context, inclusive and intersectional conceptualizations of culture will be applied. One of the aims of this group is to advocate for and improve the current ways in which such peoples and communities obtain psychological support and services, to achieve greater cultural and social justice responsiveness into the next decade and beyond.

16:00 - 17:00

Nova Scotia Ballroom B (Second Floor)

**Section Invited
Symposium /
Symposium sur
invitation de la section**
Counselling Psychology /
Psychologie du counseling

#3 45570 WORKING GROUP OUTCOMES: TRC AND INTERNATIONALIZATION

Karlee Fellner, University of Calgary; Ada Sinacore, McGill University

Responding to the TRC in Canadian Counselling Psychology. The focus of this working group is how we, as a discipline, can respond to the Truth and Reconciliation Commission's recommendations and how we can take up this call to action in our education/training programs, counselling practice, and research in the immediate future. In particular, within the TRC's Calls to Action document (see link below) are numerous recommendations related to education, health, and reconciliation that have implications for counselling psychology in Canada. http://nctr.ca/assets/reports/Calls_to_Action_English2.pdf

International Advocacy: Canadian Counselling Psychology in an International Context. Canadian counselling psychology is situated in the current globalizing trends, including rapid knowledge mobility, interconnected professional networks, and economical and political forces. The focus of this working group is to explore the role of our profession in internationalization and international advocacy while attending to the pitfalls of neocolonization and global power structures. One of the aims of this group is to address opportunities and demands for counselling psychology in Canada to respond to the needs of populations outside of our national boundaries, in the next decade and beyond.

16:15 - 16:30

Acadia B (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**
Educational and School
Psychology / Psychologie
éducative et scolaire

45504 INVESTING IN TOMORROW: REDUCING CANADA'S PERPETUAL LITERACY DEFICIT

Andrea Antoniuk, University of Alberta

Over 40% of working-age Canadians have low literacy skills. Furthermore, there is no foreseeable decline in this striking percentage with nearly 20% of Canadians ages 16-19 demonstrating low literacy. The negative impact of poor literacy is widespread—resulting in lower incomes, fewer job opportunities, reduced civic participation (e.g., voting), and earlier mortality than individuals with strong literacy. Over 8 reading interventions are available for each literacy domain (i.e., phonemic awareness, phonics, fluency, comprehension, and vocabulary), leaving administrators to choose from over 40 different interventions. Interventions vary in cost, training, time required, and student-teacher ratio. Moreover, school psychologists and educators are presented with a challenge—to juggle all of the attributes of each program and use limited funds to select a few programs that they hope will have the greatest influence on educational outcomes. Unfortunately, this complex algorithm is difficult to navigate effectively, leaving educational professionals without a straightforward way of selecting the best program to address students' needs. Strategic cost management increases the probability that all struggling readers will receive interventions, without being waitlisted or denied. I explored benefits and costs of fluency interventions to develop a cost-effectiveness decision tool. I systematically analyzed fluency intervention publications, and coded effect size data and intervention costs. I am currently compiling cost and effect size data into comparative analyses, which will be completed by January 2019. The results of this SSHRC-funded study will be disseminated in school-based publications to make intervention selection much easier and more effective for school psychologists and educators across Canada.

16:15 - 17:45

Professional Development Workshop / Ateliers de perfectionnement professionnel

Health Psychology and Behavioural Medicine /
Psychologie de la santé et médecine du comportement

45956 THE ART AND SCIENCE OF ACCEPTANCE AND COMMITMENT THERAPY FOR CHRONIC HEALTH CONDITIONS



Dayna Lee-Baggley, Nova Scotia Health Authority/Dalhousie University; *Sulaye Thakrar*, Nova Scotia Health Authority

Acceptance and Commitment therapy (ACT) is an empirically supported “third-wave” Cognitive Behavioural Therapy which incorporates mindfulness and acceptance techniques. ACT has been shown to be effective for a number of health problems including obesity, diabetes, and chronic pain. In this workshop, the authors will review the theory of applying ACT to health conditions, the research supporting its effectiveness and the practice of ACT with individuals with chronic health conditions. The presenters will review skills to help therapists with the core aspects of developing psychological flexibility through ACT. Next, the presenters will discuss strategies for applying ACT principles to chronic health conditions. This will include promoting health behaviors, dealing with chronic disease distress, contending with setbacks, and establishing purpose and meaning in the face of a life-long health condition. Skills that will be reviewed include values exploration, emotional acceptance, defusion, and mindfulness. Training will involve both didactic and experiential components which attendees can use in their practice. Dr. Dayna Lee-Baggley is an internationally recognized expert on ACT for chronic conditions. She is one of 5 individuals in Canada who is internationally recognized as an ACT trainer. Dr. Sulaye Thakrar has been using ACT in his work with individuals with chronic disease for many years.

Learning objectives:

1. to review the theory and research of ACT for chronic conditions;
2. to practice use of ACT skills as they are applied to chronic conditions including acceptance and defusion and;
3. to experience ACT interventions including values exploration and mindfulness.

16:30 - 16:45

Sable D (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**

Clinical Psychology /
Psychologie clinique

44779 TRAUMA AND EMOTIONAL PROCESSING: AN EXAMINATION OF TRAUMA EXPOSURE AND EFFECT IN THE GENERAL POPULATION

Jala Rizeq, York University; *Doug McCann*, York University

Understanding people’s emotional thought processing, and the role their personal past trauma experiences have on their emotion regulation and reactions to negative life events is important. Negative events are inevitable and trauma exposure remains a major public health concern. One component of emotional thought processing is our ability to predict or forecast our emotional reactions to events we experience in the future. Affective forecasting is important for our ability to understand, predict and regulate our emotional life when making daily decisions. Recent research has attempted to uncover some of the personal and situational factors that might influence the accuracy of our predictions. Using a mixed-methods approach, the current research comprised of three studies focused on understanding 1) the prevalence of trauma exposure and sequelae in the general population and 2) the role of our past trauma experiences in affecting our emotion regulation and the intensity and accuracy of our emotional predictions to future negative life events. Using confirmatory factor analysis in Study 1, the results demonstrated the commonality and complexity of trauma symptomatology in the general population. In Study 2, we demonstrated the conflicting relation participants have to their trauma histories by analyzing trauma narratives provided by 184 participants, highlighting the complex effects of trauma experience. In Study 3, through the use of structural equation modeling, we provide results demonstrating the mediating effect of emotion dysregulation on trauma experience and a negative affective forecasting bias. The implications for emotional processing and the consequences of trauma for society are discussed.

16:30 - 16:45

Acadia A (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Psychology in the Military /
Psychologie du milieu
militaire**45551 SMARTPHONE PHOTOGRAPHY USE DURING MILITARY PATROLS:
EFFECTS ON ACCURACY AND MEMORY.***Robert St.John, Royal Military College of Canada; Alex Gorman, Royal Military College of Canada*

Smartphone technologies are being used by soldiers performing reconnaissance patrols which are fundamental to the success of many army operations and are a foundational performance skill in military training. The objective of this study was to determine if the use of smartphone applications (specifically the camera) would improve the accuracy of military patrol reports. Previous studies have suggested that camera use and photography style affects the accuracy of memory for objects visited during museum tours. Photography with a focus on detail requiring high levels of focused attention generally improved memory. Conversely, when a focus on detail was not made a priority, using the camera more casually provided limited benefits. In this study, military students from the Royal Military College of Canada were separated into three patrol groups. A control group had no access to smartphones during a patrol, the second could use their photography applications as much as they deemed necessary, and the third group was given specific directions focused on detailed photography of objects along the patrol route. The results showed that there were significant main effects found between the three groups. Controlling for level of attention through photography during military patrols improved the accuracy of memory. The results of this study were similar to those of previous literature on museum tours, suggesting that the use of smart phone technology for photography during military patrols may be of benefit in terms of accuracy and reliability of recall.

16:45 - 17:15

Atlantic Suite (Second Floor)

**30-Minute Talk /
Présentation orale (30
minutes)**History and Philosophy
of Psychology / Histoire
et philosophie de la
psychologie**46178 LIVING WITH STUDENT DEBT: A PHENOMENOLOGICAL INVESTIGATION***Sarah Feige, University of Guelph; Jeffery Yen, University of Guelph*

Public concerns about postsecondary student debt in Canada have taken on an increasingly strident tone in recent years, heralding the arrival of the "student debt crisis". Extant psychological literature about experiences of debt among postsecondary students tends to position indebted students in one of two ways: as pathological consumers, or suffering victims. This study aimed to explore, in-depth, the ways in which indebted students themselves understand the meanings and implications of student debt in their own lives. Nine currently indebted upper-year undergraduate and graduate students at the University of Guelph completed semi-structured interviews, and interview transcripts were analyzed using a hermeneutic phenomenological approach. The structural analysis yielded six units of meaning: indebtedness as a matter of necessity; pervasive and distressing thoughts and feelings about debts; variable pressures to repay the debts; constraints in one's living; disconnection from others; and uncertainty about the meaning of university education. The comprehensive understanding suggested that student debt is characterized by the experience of not having "one's own money", and looking towards a fragile future after university. The findings provide insights into the experiential processes underlying abstract constructs that define much of the current psychological literature about student debt, and raise questions as to the ethical use of these constructs in research about indebted students. It is hoped that this study will inform ethical and compassionate practice on the part of service providers and policy-makers in their response to the struggles faced by indebted students.

16:45 - 17:45

Sable A (Ground Floor)

**Section Annual
Meeting / Séance de
travail annuelle de la
section**International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle**SECTION PROGRAM / PROGRAMME DE LA SECTION****45886 INTERNATIONAL/CROSS-CULTURAL SECTION BUSINESS MEETING***Maya Yampolsky, Université Laval*

16:45 - 17:45

Sable B (Ground Floor)

Section Annual Meeting / Séance de travail annuelle de la section

Students in Psychology / Étudiants en psychologie

SECTION PROGRAM / PROGRAMME DE LA SECTION**44511 STUDENT IN PSYCHOLOGY SECTION ANNUAL MEETING***Chelsea Moran, University of Calgary***16:45 - 17:45**

Sable C (Ground Floor)

Section Annual Meeting / Séance de travail annuelle de la section

Indigenous People's Psychology / Psychologie des peuples autochtones

SECTION PROGRAM / PROGRAMME DE LA SECTION**45716 INDIGENOUS PEOPLES PSYCHOLOGY - SECTION ANNUAL MEETING***Jeffrey Ansloos, University of Toronto (OISE)***16:45 - 17:45**

Sable D (Ground Floor)

Section Annual Meeting / Séance de travail annuelle de la section

Traumatic Stress / Stress traumatique

SECTION PROGRAM / PROGRAMME DE LA SECTION**45545 TRAUMATIC STRESS SECTION ANNUAL MEMBERS MEETING, AWARDS AND RECEPTION***Anne Wagner, Remedy, Ryerson University***16:45 - 17:45**

Acadia A (Ground Floor)

Section Annual Meeting / Séance de travail annuelle de la section

Psychology in the Military / Psychologie du milieu militaire

SECTION PROGRAM / PROGRAMME DE LA SECTION**45045 PSYCHOLOGY IN THE MILITARY SECTION ANNUAL MEETING***Damian O'Keefe, Director General Military Personnel Research and Analysis***16:45 - 17:45**

Acadia B (Ground Floor)

Section Annual Meeting / Séance de travail annuelle de la section

Educational and School Psychology / Psychologie éducationnelle et scolaire

SECTION PROGRAM / PROGRAMME DE LA SECTION**46191 EDUCATIONAL AND SCHOOL PSYCHOLOGY SECTION ANNUAL GENERAL MEETING***Laurie Ford, University of British Columbia*

16:45 - 17:45

Annapolis (Ground Floor)

Section Annual Meeting / Séance de travail annuelle de la sectionQuantitative Methods /
Méthodes quantitatives**SECTION PROGRAM / PROGRAMME DE LA SECTION**

44726 QUANTITATIVE METHODS SECTION ANNUAL MEETING

*Donald Sharpe, University of Regina***17:00 - 18:00**

Halifax Ballroom C (Second Floor)

Section Annual Meeting / Séance de travail annuelle de la sectionAddiction Psychology /
Psychologie de la
dépendance**SECTION PROGRAM / PROGRAMME DE LA SECTION**

46454 ADDICTION PSYCHOLOGY SECTION ANNUAL MEETING

*Matthew Keough***17:00 - 18:00**

Nova Scotia Ballroom A (Second Floor)

**Section Reception /
Réception de la section**Brain and Cognitive
Science / Cerveau et sciences
cognitive**SECTION PROGRAM / PROGRAMME DE LA SECTION**

44140 BRAIN AND COGNITIVE SCIENCES SECTION RECEPTION

*Adam Sandford, University of Guelph-Humber***17:00 - 18:00**

Nova Scotia Ballroom B (Second Floor)

Section Annual Meeting / Séance de travail annuelle de la sectionCounselling Psychology /
Psychologie du counseling**SECTION PROGRAM / PROGRAMME DE LA SECTION**

45540 SECTION ON COUNSELLING PSYCHOLOGY ANNUAL GENERAL MEETING

*Anusha Kassan, University of Calgary***17:00 - 18:00**

Nova Scotia Ballroom C (Second Floor)

Section Annual Meeting / Séance de travail annuelle de la sectionClinical Neuropsychology /
Neuropsychologie clinique**SECTION PROGRAM / PROGRAMME DE LA SECTION**

46271 NEUROPSYCHOLOGY SECTION ANNUAL MEETING.

Vinay Bharadia, VB Psychology / University of Calgary

17:00 - 18:00

Nova Scotia Ballroom D (Second Floor)

Section Annual Meeting / Séance de travail annuelle de la sectionClinical Psychology /
Psychologie clinique**SECTION PROGRAM / PROGRAMME DE LA SECTION****46447 CLINICAL SECTION ANNUAL MEETING***Kristin Reynolds, University of Manitoba***17:15 - 17:45**

Atlantic Suite (Second Floor)

**30-Minute Talk /
Présentation orale
(30 minutes)**History and Philosophy
of Psychology / Histoire
et philosophie de la
psychologie**45069 EXAMINING ACADEMIC LITERATURE ON THE USE OF IUDS: A FEMINIST HEALTH PSYCHOLOGY APPROACH***Jessica White, University of Guelph; Kieran O'Doherty, University of Guelph*

Intrauterine devices (IUDs) are considered the most effective form of birth control and can remain in the uterus for five to ten years after insertion by a healthcare practitioner. Despite their effectiveness, IUDs are only used by 1-3% of Canadian women. Literature examining the limited use of IUDs has consistently identified several key barriers, including concerns about documented side effects, a desire for personal control over the use of contraceptives, and a disinclination for the long-term insertion of a device into the body.

Despite the identification of these barriers, researchers emphasize a need to expand IUD use amongst Canadian women. These researchers tend to conclude their studies with a suggestion to emphasize the benefits of IUDs through increased public health education and implementing more effective clinical counselling practices. These recommendations are presented as ways to increase the uptake of IUDs as a primary form of contraceptive in Canadian women.

The proposition that education will act as a mechanism to increase IUD use is based on an assumption that women are misinformed about reproductive health and thus making incorrect contraceptive decisions. However, many of the concerns that women have expressed about IUD use are not based on misconceptions. Drawing on work in feminist health psychology, this paper will critically analyze academic literature concerning IUD use. I will argue that a focus on education and clinical persuasion as a way to encourage IUDs is not only incompatible with research findings, but also demonstrates a paternalistic orientation towards women's reproductive health.

17:45 - 18:45

Acadia B (Ground Floor)

**Section Reception /
Réception de la section**Educational and School
Psychology / Psychologie
éducative et scolaire**SECTION PROGRAM / PROGRAMME DE LA SECTION****46203 EDUCATIONAL AND SCHOOL PSYCHOLOGY SECTION RECEPTION***Laurie Ford, University of British Columbia; Tina Montreuil, McGill University***18:00 - 19:00**

Nova Scotia Ballroom B (Second Floor)

**Section Reception /
Réception de la section**Counselling Psychology /
Psychologie du counseling**45542 SECTION ON COUNSELLING PSYCHOLOGY RECEPTION***Anusha Kassan, University of Calgary*

Joint Reception

18:00 - 19:00

Private Dining Room (Ground Floor)

**Section Reception /
Réception de la section**
Clinical Psychology /
Psychologie clinique

46448 CLINICAL SECTION RECEPTION

Kristin Reynolds, University of Manitoba

18:00 - 19:00

Private Dining Room (Ground Floor)

**Section Reception /
Réception de la section**
Clinical Neuropsychology /
Neuropsychologie clinique

46275 NEUROPSYCHOLOGY SECTION ANNUAL RECEPTION

Vinay Bharadia, VB Psychology / University of Calgary

18:00 - 19:00

Private Dining Room (Ground Floor)

**Section Reception /
Réception de la section**
Psychologists in Hospitals
and Health Centres /
Psychologues en milieu
hospitaliers et en centres
de santé

49345 PSYCHOLOGISTS IN HOSPITALS AND HEALTH CENTRES RECEPTION

Simone Kortstee, The Children's Hospital of Eastern Ontario

Saturday, June 1 / samedi le 1 juin

**Sunday, June 2 /
dimanche le 2 juin**

08:15 - 09:15

Nova Scotia Ballroom A (Second Floor)

Section Annual Meeting / Séance de travail annuelle de la section

Developmental Psychology / Psychologie du développement

SECTION PROGRAM / PROGRAMME DE LA SECTION

45639 ANNUAL MEETING OF THE CPA DEVELOPMENTAL SECTION - ALL ARE WELCOME

*Nicole Sugden, CPA Developmental Section***08:15 - 09:15**

Atlantic Suite (Second Floor)

Section Annual Meeting / Séance de travail annuelle de la section

Extremism and Terrorism / Extrémisme et terrorisme

SECTION PROGRAM / PROGRAMME DE LA SECTION

45656 THE STATE OF THE WORLD: EXTREMISM, CHAOS AND THE RELEVANCE OF CPAS E&T SECTION

*David Nussbaum, The Allen K. Hess Institute for Integrative and Forensic Behavioural Science***08:15 - 09:15**

Sable A (Ground Floor)

Section Annual Meeting / Séance de travail annuelle de la section

Quantitative Electrophysiology / Électrophysiologie quantitative

SECTION PROGRAM / PROGRAMME DE LA SECTION

45825 QUANTITATIVE ELECTROPHYSIOLOGY SECTION ANNUAL MEETING

*Elizabeth Hartney, Royal Roads University***08:15 - 09:15**

Sable D (Ground Floor)

Section Annual Meeting / Séance de travail annuelle de la section

Psychologists in Hospitals and Health Centres / Psychologues en milieu hospitaliers et en centres de santé

SECTION PROGRAM / PROGRAMME DE LA SECTION

46512 PSYCHOLOGISTS IN HOSPITALS AND HEALTH CENTRES SECTION ANNUAL MEETING

*Simone Kortstee, The Children's Hospital of Eastern Ontario; Simone Kortstee, CHEO***08:15 - 09:15**

Acadia B (Ground Floor)

Section Annual Meeting / Séance de travail annuelle de la section

Psychologists and Retirement / Psychologues et la retraite

SECTION PROGRAM / PROGRAMME DE LA SECTION

45764 PSYCHOLOGISTS AND RETIREMENT SECTION ANNUAL MEETING

*Joseph Snyder, McGill University***08:15 - 09:15**

Acadia C (Ground Floor)

Section Annual Meeting / Séance de travail annuelle de la section

Sport and Exercise Psychology / Psychologie du sport et de l'exercice

SECTION PROGRAM / PROGRAMME DE LA SECTION

46515 SPORT AND EXERCISE PSYCHOLOGY SECTION ANNUAL MEETING

Pier-Eric Chamberland, Université du Québec à Trois-Rivières

08:15 - 09:15

Maritime Suite (Second Floor)

Committee Business Meeting / RéunionGeneral Psychology /
Psychologie générale

49310 PAST PRESIDENTS BREAKFAST COMMITTEE MEETING

*Patrick Baillie***08:15 - 09:15**

Annapolis (Ground Floor)

Committee Business Meeting / RéunionGeneral Psychology /
Psychologie générale

49311 EDUCATION AND TRAINING COMMITTEE MEETING

*Fern Stockdale Winder, The Rehabilitation Centre, Saskatoon City Hospital***08:15 - 09:15**

Acadia A (Ground Floor)

Committee Business Meeting / RéunionGeneral Psychology /
Psychologie générale

49377 CPA EXECUTIVE AND STUDENT SECTION EXECUTIVE MEETING

*Karen Cohen, CEO, Canadian Psychological Association***09:15 - 10:15**

Nova Scotia Ballroom B-C-D (Second Floor)

CPA Presidential Keynote Address / Discours PrésidentielGeneral Psychology /
Psychologie générale**CPA PRESIDENTIAL KEYNOTE ADDRESS / DISCOURS PRÉSIDENTIEL**

48255 PRESIDENTIAL ADDRESS – OVERVIEW OF TWO CPA NATIONAL PSYCHOLOGY SUMMITS

Samuel Mikail, CPA, President

In the Spring of 2019, the CPA hosted two national summits specific to psychology. The first Summit, *What's needed and what's next for Canada's research community: A summit for scientists/researchers working in or outside of academia*, was co-hosted with the Canadian Consortium of Research (CCR), for which the CPA serves as Chair. Dr. David Naylor, Chair of the panel convened to review fundamental science in Canada, kicked off the Summit with a Keynote Address and Townhall Discussion on the state of fundamental science in Canada. Delegates then participated in break out sessions focused on the academic work environment, training our next generation for careers outside of academia, and impact/outcome measures in academia and science. Day 2 of the Summit included a meeting of the psychology attendees only and included a keynote address by Dr. Stewart Donaldson, Claremont Graduate University, on creating new frontiers and rewarding careers for psychologist scientists. It was followed by a panel discussion with delegates with PhDs in psychology, outside of health practice, who had pursued careers outside of academia, and ended with a discussion of issues currently facing psychology departments. The second summit, *The Future of Professional Training In Psychology*, was organized around five key themes: 1) Standards and Models of Training for Academic and Internship Programs; 2) Supervision and Mentorship Throughout Professional Lifespan; 3) Responding to the Needs of First Nations and Under-Represented Groups; 4) Technology and Professional Practice; and 5) Interprofessional Education and Collaborative Practice. Leaders in Psychology developed papers addressing each of the five themes which were disseminated to delegates to review and consider in advance of the summit. The three day summit hosted several keynote speakers, largely representing the partners and stakeholders whose work and decisions impact the context of psychological practice. The delegates, leaders in a range of applied psychology areas, engaged in small group work, organized along the five summit themes and led by the authors of the themed papers. The small group work, and ultimately the conclusions and recommendations for training that proceeded from the summit were informed by the keynotes and the needs of the many publics affected by psychological practice. In this plenary session, Dr. Samuel Mikail, CPA President, will present an overview of the key messages and recommendations heard at both summits.

10:30 - 10:45

Nova Scotia Ballroom A (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Addiction Psychology /
Psychologie de la
dépendance**45953 THE RELATIONSHIP BETWEEN EMOTION REGULATION AND RISKY
BEHAVIORS***Loredana Marchica*, McGill University; Devin Mills, Rutgers University; Jeffrey Derevensky, McGill University; Tina Montreuil, McGill University

Emotion regulation (ER) has been found to be a protective factor against a variety of different psychopathologies. To date, ER remains largely neglected in the study of gambling disorder. The following study ($N = 441$) explores the relationship between ER and problem gambling, as well as the mediating role gambling motivations play in the interaction between ER and problem gambling among 18 to 27-year-old gamblers ($M = 19.57$, $SD = 2.17$). After accounting for the effects of sensation seeking and impulsivity, the results revealed that in addition to sex, age, and gambling frequency, ER ($B = .15$) was significantly associated with elevated problem gambling. However, in a follow-up analysis, the direct effect of ER onto problem gambling was better explained by gambling motivations, specifically coping (i.e., gambling to relieve negative emotions; negative reinforcement) and enhancement (i.e., gambling to increase positive emotions; positive reinforcement). These findings suggest that ER accounts for problem gambling beyond reports of sensation seeking and impulsivity. Moreover, in addressing ER issues among treatment-seeking gamblers, clinicians should target intervention efforts toward the development of more adaptive coping skills to reduce the reliance on gambling or related sensation seeking behaviors. Understanding this relationship would contribute to advancements in currently insufficient treatment and prevention options. For instance, focusing on enhancing ER skills among problem gamblers, and addressing motivations for gambling would mean addressing underlying mechanisms of psychopathology rather than symptoms (i.e., gambling addiction). Further analyses are underway to understand the relationship between ER and problem video gaming as well.

10:30 - 10:45

Sable D (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Psychologists in Hospitals
and Health Centres /
Psychologues en milieu
hospitaliers et en centres de
santé**44253 FAMILY CAREGIVERS BURDEN IN PROVIDING CARE TO THE
HOSPITALISED OLDER PEOPLE: FINDINGS FROM KOLKATA***Tulika Bhattacharyya*, IIT Kharagpur

Family caregivers play a vital role in providing physical and emotional care to the aged. Providing care to the ageing family member can be challenging. The caregiver may be required to adopt a range of roles which can result in carers being overwhelmed. Furthermore, the personal priorities of the carer might have to be rearranged in order to accommodate caregiving. They frequently face substantial physical, psycho-socio-economic challenges. The study -- conducted on family caregivers of the hospitalised older people -- explores caregiver's burden using mixed methods combining survey and interview. The survey was conducted by using Zarit Burden Scale. The predictors of burden were assessed using interview schedules. The participants were randomly selected from Multispecialty Public and Private Hospitals in Kolkata (India), after obtaining ethical clearance from the Institutional Review Board of both the Hospitals. Among fifty-seven caregivers who participated in the study, caregiver burden was identified among thirty respondents -- with twenty-six having mild to moderate burden and four having moderate to severe burden. The majority of the caregivers were found to be female, reflecting the gendered nature of caregiving. Family caregivers spent more than six hours per day on caregiving, which severely disturbed their work-life -- including loss of job. The study revealed that the caregivers burden was influenced by their marital status, family structure, academic qualifications, occupation and time spent on caregiving. The burden was accentuated by poor access to information, counseling and supportive services. The paper indicates the need for greater state interventions for family caregivers.

10:30 - 11:00

Nova Scotia Ballroom C (Second Floor)

**Discussion Forum /
Forum de discussion**Educational and School
Psychology / Psychologie
éducationnelle et scolaire**44697 BRIDGING EDUCATION AND NEUROSCIENCE: THE ROLE OF SCHOOL
PSYCHOLOGISTS***Erica Makarenko, University of Calgary; Gabrielle Wilcox, University of Calgary*

Educators are tasked with the ever-increasing demands of providing high-quality, individualized instruction for all types of learners in their classrooms. While educators are usually open to having many types of learners in their classrooms, research shows that most educators do not feel equipped to meet the demands that this cognitive diversity in their classrooms (Stanovich & Jordan, 2002). In their attempts to meet the diverse needs of their students, many educators have expressed an interest in learning more about educationally-relevant neuroscience (Ansari, De Smedt, & Grabner, 2012). However, while educators have expressed interest in understanding the neuroscience of learning, they often have had limited opportunities to do so through reputable sources. As a result, neuromyths, statements which are often partially based on brain science but are misapplied and false, have proliferated (Dekker, Lee, Howard-Jones, & Jolles, 2012). As a result, the proliferation of neuromyths in schools wastes both time and resources (Sylvan & Christodoulou, 2010). School psychologists have the knowledge and the responsibility to mediate between these fields in order to minimize neuromyths by contextualizing and giving research information a frame of reference (Christodoulou & Gaab (2009). School psychologists can bridge the knowledge gap between neuroscience and education, given our training in basic neuroscience, neurobiology, educational psychology, consultation, and academic skill development, making us a “multilingual” resource who can speak the languages of education, psychology, and neuroscience. The goal of this session is to provide a space for School Psychologists to discuss their experiences as neuroscience translators in schools.

10:30 - 11:00

Sable C (Ground Floor)

**Discussion Forum /
Forum de discussion**Teaching of Psychology /
Enseignement de la
psychologie**46162 HOW TO HELP STUDENTS REMEMBER WHAT THEY HAVE LEARNED***John Connors, Burman University*

Unless students learn how to study effectively, most of what they have learned in university courses will be quickly forgotten unless active rehearsal and practice are employed. Students often complain they knew information when studying but then forget when taking a test. This paper review the history of memory research, compares types of effective studying methods (spaced vs. massed), why we forget and why we remember, tips for effective teaching, and how students can best remember what they have learned.

10:30 - 11:30

Nova Scotia Ballroom B (Second Floor)

**Section Chair Address /
Allocution du président
de la section**Indigenous People's
Psychology / Psychologie des
peuples autochtones**SECTION PROGRAM / PROGRAMME DE LA SECTION****45823 INDIGENOUS MENTAL HEALTH RESEARCH: DEVELOPING A NATIONAL
NETWORK ENVIRONMENT***Jeffrey Ansloos, University of Toronto (OISE)*

Indigenous people in Canada experience disproportionately high rates of mental health challenges compared with the general population that having status as an Indigenous person can be considered a social determinant of health (Government of Canada, 2014; CMHA, 2014). Mental health status varies within and across Indigenous communities, however, little is known about mental health outcomes on the population health level. The need for culturally-relevant, contextually-informed, strengths-based, critically- and community-engaged strategies in psychology is persistent. This address will provide a description of an emerging national network environment for Indigenous mental health research (NIHR-MH), involving Indigenous psychologists, community advocacy organizations, government stakeholders, elders and traditional knowledge keepers. This address will highlight the identified key priorities for Indigenous mental health research and practice identified through national consultations, and make recommendations in terms of strategies for consultation with Indigenous communities. This presentation will highlight key challenges and opportunities for action and implementation, along with implications for ongoing and future research.

10:30 - 11:30

Nova Scotia Ballroom D (Second Floor)

SymposiumClinical Psychology /
Psychologie clinique**45582 DOMINANCE AND INTIMATE PARTNER VIOLENCE: CONTEXTUAL MODERATORS OF COERCIVE CONTROL, HOSTILITY, AND RELATIONSHIP POWER***Erica Woodin, University of Victoria; Patti Fritz, University of Windsor*

Intimate partner violence (IPV) can cause significant harm to partners and families, including physical and mental health problems, relationship distress, and child adjustment difficulties. The urge to influence or dominate a partner tends to increase the risk that individuals escalate to various forms of IPV, however this risk may be moderated by contextual circumstances that buffer or exacerbate underlying dominating tendencies. The purpose of this symposium is to examine elements of dominance, as well as related contextual factors, as predictors of IPV. Kari Duerksen will first present data on technological intimate partner violence (tIPV) and will demonstrate that various types of coercive control in emerging adulthood predict different forms of tIPV in theoretically meaningful ways. Lauren Matheson will next present data on the intersections between women's perceived relationship power and relationship commitment in predicting IPV across the transition to parenthood. Finally, Pauline Song will present data on a mediated moderation model in which men's trait hostility interacts with both general and parenting stress to predict hostile attributions, which in turn increases the risk of IPV in early parenthood. Throughout the symposium, implications of these findings for prevention and intervention efforts to reduce IPV at various stages of development and with various contextual risk groups will be discussed. Dr. Patti Fritz, an expert on developmental issues in IPV perpetration and treatment, will serve as discussant.

#1 45584 COERCIVE CONTROLLING BEHAVIOURS AS PREDICTORS OF TECHNOLOGICAL INTIMATE PARTNER VIOLENCE*Kari Duerksen, University of Victoria; Fanie Collardeau, University of Victoria; Erica Woodin, University of Victoria*

Technology usage and intimate partner violence (IPV) are at their highest rates in emerging adulthood. Although we know that coercive control increases the risk for IPV perpetration and harms to the victim in general, the role of coercive control in technological IPV (tIPV) is unknown. This study aimed to determine which coercive controlling behaviors (isolation and emotional control, attacks on self-esteem, jealous behaviours, and withdrawal behaviours) predicted three forms of tIPV perpetration: 1) cyberstalking, 2) psychological IPV, and 3) sexual IPV. 278 university students (age range: 18-25) in non-cohabitating, dating relationships completed online, anonymous questionnaires. After controlling for relationship length and in-person IPV perpetration, cyberstalking was uniquely predicted by jealous behaviours only ($b = .35, p < .01$), psychological tIPV was uniquely predicted by both attacks on self-esteem ($b = .18, p < .05$) and jealous behaviours ($b = .19, p < .01$), and sexual tIPV was predicted by attacks on self-esteem ($b = .34, p < .01$). Thus, two forms of coercive controlling behaviours, attacks on self-esteem and jealous behaviours, were the most closely linked to tIPV perpetration. Differences in coercive controlling behaviours across forms of tIPV may be explained by contextual factors (e.g. living arrangements) or motivational differences (e.g. for cyberstalking the motivation may be mistrust; for sexual tIPV it may be the desire to exert dominance over one's partner). Programs hoping to prevent or intervene with tIPV need to target not just aggressive but also controlling behaviors.

#2 45585 POWER, RELATIONSHIP COMMITMENT, AND INTIMATE PARTNER VIOLENCE: THE ROLE OF GENDER*Lauren Matheson, University of Victoria; Debra Torok, University of Victoria; Erica Woodin, University of Victoria*

Couples expecting their first child are not immune to intimate partner violence (IPV), however we know very little about how commitment and power dynamics relate to the risk of IPV across the transition to parenthood. This study examined relationship commitment and power as potential risk factors for couples' engagement in IPV during pregnancy and early parenthood. 98 mixed-sex couples completed self-report measures of decision-making power, commitment, and IPV at three points across the transition to parenthood. Multilevel modeling analyses demonstrated that lower relationship commitment predicted higher IPV perpetration over time for women only ($\chi^2 = -1.67, p = 0.19$). Further, although decision-making power was not significantly associated with IPV for either gender, a significant interaction between power and commitment was found for women ($\chi^2 = 0.28, p = 0.01$). Specifically, women who were highly committed to their relationships showed increasing IPV perpetration with increasing perceived power, whereas women who were less committed to their relationships showed decreasing IPV perpetration with increasing power. There were no significant associations found for men. It may be that engagement in IPV serves as a power-gaining strategy for low commitment women despite the risk of damaging their relationships. In contrast, high commitment women may only perpetrate IPV when they feel they have sufficient marital power to avoid relationship dissolution. These findings contribute to knowledge about *which* couples are at greater risk of IPV in early parenthood and may be used to inform interventions targeting IPV through incorporating a focus on fostering relationship security and stability.

10:30 - 11:30

Nova Scotia Ballroom D (Second Floor)

SymposiumClinical Psychology /
Psychologie clinique**#3 45586 TRAIT HOSTILITY, STRESS, AND HOSTILE ATTRIBUTIONS PREDICTING INTIMATE PARTNER VIOLENCE DURING THE TRANSITION TO PARENTHOOD***Pauline Song, University of Victoria; Erica Woodin, University of Victoria*

The purpose of this study was to explore how hostile attributions increase the risk of IPV in early parenthood, as well as to understand how trait hostility and stress might interact to increase risk during this time. Trait hostility, life stress, parenting stress, hostile attributions, and IPV were measured at prenatal, 1-year postnatal, and 2-year postnatal time points. Multilevel modeling analyses were conducted to test the hypothesis that increases in stress would predict increases in hostile attributions (HA), and that trait hostility would interact with changes in stress to further increase the risk for HA. Trait hostility, life stress, and parenting stress were significant predictors of HA across time. Post-hoc analyses demonstrated that stress interacted with trait hostility to predict HA for men in low and average levels of trait hostility. In contrast, men with high trait hostility reported high levels of HA regardless of stress levels. HA in turn significantly predicted levels of psychological IPV, but again only for men who were low or average in trait hostility. No significant effects were found for women. Findings from this study suggest that high levels of stress during the transition to parenthood may increase low-trait hostile men's risk of engaging in hostile attributions, which in turn may increase their risk of IPV. Prevention and intervention programs would benefit from a focus on stress coping to buffer otherwise non-hostile men from engaging in IPV due to the increased stress that often occurs at the transition to parenthood.

10:30 - 11:30

Sable B (Ground Floor)

SymposiumCounselling Psychology /
Psychologie du counseling**45978 THE IMPACT OF TECHNOLOGY ON EXTERNALIZING BEHAVIOR: APPLIED IMPLICATIONS***Rosanne Menna, University of Windsor*

Engagement with technology, whether it's playing video and computer games, or communicating online using various tools, platforms, and electronic devices has become an integral part of our daily activities. For example, in a study of video game use in Ontario, 86% of youth reported playing video games with 25% playing daily (Boak et al., 2016). Data from a large survey of young adults showed that 90% reported using social media and social networking sites (PEW Research Center, 2017); as many as 76% of young adults who use Facebook, visit this social media site on a daily basis (Greenwood, Perrin, & Duggan, 2016). And, 72% of children, age 8 and younger, have used a smartphone or tablet in their lifetime (Rideout, 2013). The papers in this symposium examine various individual and contextual factors related to technology use and externalizing behaviour in various age groups. The first paper examines links between school-age children's violent video game exposure and aggression, and the role of children's negative affect. The Facebook usage patterns and content of posts among young adults with different levels of ADHD symptoms as predictors of social distress are discussed in the second paper. The third paper reports on the links between both parents and children's mobile technology use, technofence, and children's aggression. The research studies in this symposium better inform our understanding of the impact of various forms of technology on externalizing behaviours. Applied implications and recommendations from the findings will be discussed.

#1 46003 EXPOSURE TO VIOLENT VIDEO GAMES AND NEGATIVE AFFECT PREDICTS AGGRESSION IN SCHOOL-AGE CHILDREN*Erin Romanchych, University of Windsor; Rosanne Menna, University of Windsor*

The APA Task Force on Media Violence (2015) presented evidence of a link between playing violent video games and aggression in adults. Limited research exists regarding the effects of playing violent video games in children under 10-years-old and potential mediating risk factors. The present study examined links between children's violent video game exposure and aggression, and the influence of children's risk factors such as temperament and negative affect. Participants were 122 parent-child dyads, including children ages 7-10 (81 boys). Parents completed questionnaires assessing children's violent video game exposure, aggression, and temperament. Fifteen parents also participated in semi-structured interviews assessing parents' perceptions of children's video gaming habits. Children's violent video game exposure was found to predict aggression. Children's negative affect mediated this link, such that higher levels of violent video game exposure were related to higher levels of aggression, through higher levels of negative affect. Thematic analysis of the interview data supported these findings. Parents believed that children's exposure to violent video games would increase their risk of imitating aggressive behaviour from video games. Parents reported that children experienced negative reactions (e.g., aggression) to playing violent video games. Parents also thought that children's reactions varied based on their temperament, such that children might be at greater risk of experiencing negative reactions if they had certain traits (e.g., overly angry). These findings suggest that children who play more violent video games experience more negative affect, which further increases their risk of aggression. Recommendations for parents and clinicians will be discussed.

10:30 - 11:30

Sable B (Ground Floor)

SymposiumCounselling Psychology /
Psychologie du counseling**#2 46004 THE SOCIAL IMPLICATIONS OF ADHD SYMPTOMS ON FACEBOOK USE IN YOUNG ADULTS**

Shanna Deasley, University of Windsor; Kimberley Babb, University of Windsor

Individuals with ADHD often exhibit externalizing behaviours due to their symptoms of inattention, hyperactivity, and impulsivity, which impairs social functioning. Limited research has suggested online social patterns that are consistent with offline social deficits (e.g., more hostile and off-topic posts) in samples of children with ADHD. The present study compared young adults with different levels of ADHD symptoms on their Facebook usage patterns, the content of their Facebook posts, and examined if these factors interact to predict social distress in a two-part study. In part one, participants completed a number of online, self-report measures of ADHD symptoms, Facebook usage, and social distress. ADHD symptoms were found to be related to engaging in active Facebook use more frequently and having companionship motivations for using Facebook. Contrary to previous research suggesting these factors are related to improved social well-being, these aspects of Facebook use did not moderate the positive relation between ADHD symptoms and social distress. Therefore, part two of the study analyzed the content of a different set of participants' Facebook posts and comments to explore other possible factors that may moderate this relation. People with higher ADHD symptoms may be trying to improve social relationships in an online context; however, they may enact the same problematic social patterns in both online and offline settings, which undermines the potential to benefit from online interactions. Findings will be discussed in the context of understanding and supporting the online social functioning of people with high levels of inattention, impulsivity, and hyperactivity.

#3 46007 YOUNG CHILDREN'S USE OF MOBILE TECHNOLOGY: IMPACT ON SELF-REGULATION AND AGGRESSION

Amy Tran, University of Windsor; Rosanne Menna, University of Windsor

Young children's participation in their daily activities and social interactions play a pivotal role in the development of self-regulation and management of aggression (e.g., Florez, 2011). Yet, as young children rapidly adopt the use of smartphones and tablets, it becomes alarmingly unclear whether these technologies may impact their daily activity engagement and socialization with caregivers, and therefore self-regulation and aggression. The present study tested the *displacement hypothesis* (Gentile et al., 2012) by examining whether greater use of mobile technology by parents and children displace children's participation in their daily activities and parent-caregiver interactions, which lead to greater dysregulation and aggressive behaviour in children. One hundred and seventy-four parents reported on their children aged 2 to 5 years ($n = 100$ male). Parents completed self-report measures on their own technology use and interference in the parent-child relationship due to mobile technology (technoference). Parents also reported on their children's use of mobile technology, participation in the environment, self-regulation, and aggressive behavior. Mediation models revealed that greater use of mobile technology by both parents and children introduced more technoference in the relationship, which was associated with more aggression. Greater use of mobile technology by parents, but not children, displaced children's daily activities, which was associated with more dysregulation. The present study will highlight how mobile technology can interfere with the daily lives of parents and children in ways that have vast implications for children's externalizing behaviours. Results have implications for helping caregivers make informed decisions about mobile technology use in their families.

10:30 - 12:00

Professional Development Workshop / Ateliers de perfectionnement professionnel

Traumatic Stress / Stress traumatique

45621 OPTIMIZING SUCCESS USING PROLONGED EXPOSURE IN THE RETURN TO WORK PROCESS FOR FIRST RESPONDERS



Vivien Lee, WGM Psychological Services

There has been increasing recognition of the cumulative impact of responding to traumatic events throughout the course of a first responder's career (e.g., police officers, firefighters, paramedics, correctional officers, dispatchers), with several Canadian provinces having enacted presumptive legislation recognizing Posttraumatic Stress Disorder (PTSD) as a work-related injury. However, there has been little research into best practices in return-to-work (RTW) plans for first responders returning after a leave. There is also inconsistency between how different services implement RTW plans for their members returning to work.

One result of work-related PTSD is that stimuli that are a regular, everyday part of a first responder's duties can come to serve as trauma-related triggers for the individual first responder, despite years of working with these stimuli (e.g., sirens, lights, vehicles, uniforms, tones, hearing about traumatic calls). Thus, just like any other trauma-related trigger, it is important for first responders with trauma-related difficulties to have these triggers incorporated into not only their psychological treatment, but any RTW plan.

Prolonged exposure is an evidence-based treatment for PTSD that has been strongly recommended by the American Psychological Association (APA, 2017) in their Clinical Practice Guideline for the Treatment of PTSD. An important component of prolonged exposure involves graduated, systematic exposures to trauma-related triggers. From both theoretical and clinical perspectives, a graduated RTW process will be introduced that incorporates such exposures *within* the RTW process which can optimize the success of not only returning to, but also *maintaining* a RTW in the long-term.

10:30 - 12:00

Professional Development Workshop / Ateliers de perfectionnement professionnel

Counselling Psychology / Psychologie du counseling

44354 PROGRESS MONITORING FOR PSYCHOLOGISTS WHO ARE TERRIFIED OF MONITORING PROGRESS



Derek Truscott, University of Alberta; Mitchell Colp, University of Calgary

Progress monitoring enables psychologists to continually assess client outcomes and gather information regarding psychotherapeutic processes (e.g., rapport, alliance, session depth) associated with good outcomes (Moltu et al, 2018). Although psychologists have the knowledge and skills to employ progress monitoring, many are hesitant and sometimes even resistant to doing so (Ionita, Fitzpatrick, Tomaro, Chen, & Overington, 2016). While there are a variety of reasons for not engaging in progress monitoring, statistics anxiety presents a barrier for many. Despite psychologists having advanced coursework in statistics and research methodology, some 80% of individuals in the social sciences experience statistics anxiety (Onwuegbuzie & Wilson, 2003). This anxiety is associated with feelings of inadequacy and avoidance of statistics-related activities (such as progress monitoring). In this interactive workshop, psychoeducation, systematic desensitization, experiential learning, and humour will be utilized in an integrative manner to provoke a reduction in statistics anxiety and an increase in self-efficacy for progress monitoring in the clinical practice of novice and experienced psychologists.

Learning Outcomes:

- Reduction in statistics anxiety
- Increase in self-efficacy for progress monitoring
- Strategies for maintaining gains in outcomes 1. and 2.

10:30 - 12:00

Acadia C (Ground Floor)

**Professional
Development
Workshop / Ateliers
de perfectionnement
professionnel**

Students in Psychology /
Étudiants en psychologie

44671 TO PUBLISH OR NOT TO PUBLISH: UNDERSTANDING THE PROCESS OF PUBLICATION AND PEER-REVIEW

Jeremie Richard, McGill University; *Chelsea Moran*, University of Calgary ; *Jean-Philippe Gagné*, Concordia University; *Georden Jones*, University of Ottawa; *Martin Drapeau*, McGill University

Publishing in peer-reviewed journals is becoming increasingly important for both undergraduate and graduate students in psychology. While publishing can have major implications for research and practice, the peer-review process is designed to protect the integrity of academic science. Despite the importance of publishing in academia, students are rarely formally taught how to navigate the publication process. The purpose of this workshop is to provide students with an introduction to the publishing and peer-review process. This workshop will be divided into four parts: 1) overview of the peer-review and publishing processes; 2) steps to select a suitable journal; 3) steps to reviewing manuscripts; and 4) responding to reviewers. Workshop leaders are graduate students in psychology with direct experience in publishing and peer-review. Presenters will feature Jean-Philippe Gagné, the current Editor-in-Chief of *Mind Pad* (CPA's student-written and student-edited journal) and Dr. Martin Drapeau, former Editor of *Canadian Psychology*. The workshop will allow for a balance of formal presentation of content and each part of the workshop will be supplemented with interactive learning activities (e.g. choosing a journal based on the research topic, responding to reviewer comments). Time will also be reserved for a discussion on how to select a journal, how editors make decisions regarding manuscripts, and an overview of the most common mistakes made by authors when submitting a manuscript for publication. Finally, time will be allocated to answering questions from the audience (i.e. roundtable discussion).

10:30 - 12:00

Annapolis (Ground Floor)

**Professional
Development
Workshop / Ateliers
de perfectionnement
professionnel**

Clinical Psychology /
Psychologie clinique

45881 THE TREATMENT OF PSYCHOSIS WITHIN A CBT FRAMEWORK



Noah Lazar, CBT Associates; *Eilenna Denisoff*, CBT Associates

Cognitive Behavioural Therapy (CBT) is an empirically validated and widely used therapeutic approach for anxiety and depression. There has been increasing interest and research into the application of CBT to psychotic disorders. Nevertheless, there often there is a lingering perception that clients with psychosis can only be treated using medication, despite the demonstrated efficacy of CBT. Traditional CBT is a short-term and structured therapy that emphasizes the relationships among thoughts, behaviours and emotions, focusing on the identification and modification of maladaptive thoughts and behaviours. Although the principles of CBT for psychosis mirror those of CBT for other conditions, several modifications often need to be made to the structure, approach and focus of the sessions. In this workshop, we will focus on some of the modifications that are used when treating delusions and hallucinations. First, we will discuss a CBT conceptualization for these symptoms. Second, we will discuss important modifications to the structure of the sessions and psychoeducation. Finally, we will discuss adaptations to common cognitive and behavioural strategies to better suit the unique needs of this population.

10:45 - 11:45

Halifax Ballroom B (Second Floor)

GIMME-5 Session # 8 / Session “Éclair 5”

- Community Psychology / Psychologie communautaire
- Counselling Psychology / Psychologie du counseling
- Developmental Psychology / Psychologie du développement
- Traumatic Stress / Stress traumatique

**GIMME-5 Session # 8 /
Session “Éclair 5”**Community Psychology /
Psychologie communautaire**#1 46343 THE USE OF TWITTER AS A COMMUNITY POLICING TOOL***Eleanor Gittens, Georgian College; Carly Zapletal, Georgian College; Austin Chalmers, Georgian College*

Community policing has been defined as the process by which the police and community organizations and members partner to collaboratively improve community health, wellbeing, safety, and security (Whitelaw & Parent, 2014). The decentralization of communication by police organizations to their front line officers involving the use of social media in engaging their communities, helps to reinforce and increase the successful implementation and continual use of community policing strategies today. As such, police services have started using Twitter to achieve a professional online presence, embrace community policing principles, and positively engage members of their community (Schneider, 2016). This study seeks to examine whether Twitter can be used as a tool to help build positive relationships between the police and its community.

Twitter data were collected for a large, urban police service. Quantitative and qualitative data collection was conducted on two hundred and sixty-one accounts. Various Twitter metrics were recorded. Sentiment analysis was carried out and each tweet was classified on a 5-point scale ranging from strongly positive to strongly negative. Several important findings emerged. While there were negative tweets, the responses were generally positive. Furthermore, tweets that contained non-work related content that served to humanize officers received greater responses that were primarily positive. These findings will be instrumental in the future application of community policing principles in a fast advancing technological world where the goal is to foster a healthy, safe and secure community. Other implications are also discussed as well as directions for future research.

10:45 - 11:45

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 8 /
Session “Éclair 5”**Counselling Psychology /
Psychologie du counseling**#2 46030 SELF-WARMTH OR SELF-COLDNESS? THE NEGATIVE ELEMENTS OF
SELF-COMPASSION MEDIATE ADULT ATTACHMENT AND MENTAL HEALTH***Kyla Brophy, McGill University; Andreas Hinz, University of Leipzig; Silke Schmidt-Schuchert, University of Greifswald; Elmar Braehler, University of Mainz; Annett Körner, McGill University*

Self-compassion refers to exercising kindness and non-judgment towards oneself when faced with failure or adversity. The ability to be self-compassionate may be shaped by early attachment experiences. This study examines whether two distinct features of self-compassion (self-warmth and self-coldness) are the mechanisms through which attachment influences mental health in adulthood. The Self-Compassion Scale assesses self-warmth (self-kindness, common humanity, mindfulness) and self-coldness (self-judgment, isolation, over-identification). Multiple regression analysis with bootstrapping was used to test whether self-warmth and self-coldness mediate the relationship between attachment (Adult Attachment Scale) and depressive symptoms (Beck Depression Inventory). Participants were 2,448 individuals from the German population (53.47% female, Mage=50.23, SD=17.39, Range=18-91years). Self-warmth was not significantly associated with depressive symptoms when included in the same model as either attachment-related avoidance ($\beta=-.009, p=.635$) or attachment-related anxiety ($\beta=-.031, p=.103$). Self-coldness partially mediated the relationship between attachment-related avoidance and depressive symptoms: the direct path was reduced from $\beta=.28$ to $\beta=.14$ (95% Bootstrap interval=0.37 to 0.53). The relationship between attachment-related anxiety and depressive symptoms was also partially mediated by self-coldness: the direct path was reduced from $\beta=.30$ to $\beta=.15$ (95% Bootstrap interval=0.35 to 0.48). These results suggest that self-coldness may be a mechanism through which attachment affects depressivity, while self-warmth (being kind to oneself) does not appear to significantly influence this relationship. Better understanding the subdomains of self-compassion may contribute to effective interventions that buffer attachment-related risk factors. Future research should examine the protective function of self-warmth, proposed in previous research but not replicated in our sample.

10:45 - 11:45

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 8 /
Session "Éclair 5"**Counselling Psychology /
Psychologie du counseling**#3 46116 RELATIONAL OBSTACLES AND FACILITATORS OF CANCER-RELATED
DYADIC EFFICACY: A MIXED-METHODS ANALYSIS***Danielle Brosseau*, Kings University; *Sandra Peláez*, Lady Davis Institute, Jewish General Hospital; *Annett Körner*, McGill University

A diagnosis of cancer is encountered by 196,900 Canadians every year. In addition to anticipated physical effects, cancer affects an individual's and their partner's psychological, social, and spiritual well-being. Cancer-related dyadic efficacy is an individual's confidence in the dyad's ability to manage cancer-related challenges together. This study sought to identify relational obstacles and facilitators to cancer-related dyadic efficacy.

A convergent mixed-methods design was employed. Participants were patients receiving treatment for cancer and their partners. Relational factors (teamwork expectations, protective buffering, relationship quality) were assessed quantitatively using a single time-point survey with 261 patients and 217 partners. Seventeen subjects discussed relational obstacles and facilitators in five semi-structured focus groups. Multiple linear regression was used to (1) test the hypothesis that relational factors will predict dyadic efficacy and (2) confirm directional hypotheses. Thematic analysis was used to identify descriptions of relational obstacles and facilitators.

The model predicted 41% ($F(5, 232) = 34.25, p < .001$) and 43% ($F(5, 196) = 31.10, p < .001$) of the variance in patient and partner dyadic efficacy. Directional hypotheses were confirmed. Three main themes were identified: appraisal of the couple relationship, value placed on togetherness, and communication style. Results garnered from merging quantitative and qualitative results will be discussed.

This project was the first to examine cancer-related dyadic efficacy and confirmed the influence of relational factors on couples' confidence to manage cancer-related challenges. The description of obstacles and facilitators to dyadic efficacy identifies new couple-focused targets for psychosocial interventions in cancer care.

10:45 - 11:45

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 8 /
Session "Éclair 5"**Counselling Psychology /
Psychologie du counseling**#4 46255 SUPPORTING TRAUMA IN SCHOOLS: EXPERIENCES OF IMPLEMENTING
A TRAUMA-INFORMED COUNSELLING PROGRAM***Marla Buchanan*, University of British Columbia; *Rosalynn Record-Lemon*, University of British Columbia

School-based counselling supports and resources can potentially play a key role in facilitating the adjustment, coping and well-being of students who have experienced trauma. However, research indicates that school counsellors may encounter challenges in supporting students who have experienced trauma due to reported lack of training, experience, and/or role clarity (Alisic, 2012; Alisic et al., 2012). Thus, it is important to understand the benefits and the challenges faced in the process of introducing and implementing trauma-informed programs and interventions in Canadian schools.

The present study is a narrative examination of the experiences of school counsellors implementing a standardized school-based trauma-informed program, Cognitive Behavioural Intervention for Trauma in Schools (CBITS; Jaycox, 2004). Participants were provided training in the program and were followed throughout their implementation experiences. Thematic content analysis was used to capture themes that emerged in the counsellors' narratives of their experiences.

Preliminary themes regarding the experiences of school counsellors implementing the program are described. The findings of this study are discussed with regards to implications for counselling practices and for future research concerning school-based trauma-informed practices.

The present research intends to provide detailed insight regarding the experiences of implementing trauma-informed counselling programs in Canadian schools. School-based trauma-informed counselling programs potentially offer a low-barrier means of providing support to students. Understanding the benefits, challenges and crucial factors required for implementing these programs is an important component of providing support to students who have been impacted by trauma.

10:45 - 11:45

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 8 /
Session “Éclair 5”**Counselling Psychology /
Psychologie du counseling**#5 44774 NARRATIVES OF SEXUAL ASSAULT AT THE UNIVERSITY OF BRITISH COLUMBIA***Erin Davidson, University of British Columbia*

Sexual assault is a common experience, with women at the highest risk for sexual assault between the ages of 15 to 24, and while attending university. Sexual assault has wide-ranging harmful impacts. There is an urgent need for more research into the experiences of survivors of sexual assault. This study investigated the phenomenon using narrative inquiry. The research question being: what are the experiences of sexual assault survivors at the University of British Columbia?

While the majority of research on campus sexual assault is quantitative, there are a handful of

qualitative studies on the topic, but little using a narrative research design. Narrative inquiry

suggests that language creates our understanding and verbal communication is the link to entering

into the meaning systems of others. A qualitative narrative approach allowed space for the diverse stories of sexual assault survivors. Several themes emerged from the experiences of survivors, including: self-blame, a familiar perpetrator, difficulty defining their experience, and not reporting the assault. All of the participants also provided valuable feedback on what is working and what is not from UBC's response to support survivors. It can be concluded from this study that sexual assault is difficult for survivors to define, understand, and to seek help for. Universities are making strides in implementing policies and supports for survivors, however, there is still much work to be done. This study is significant because it will inform university sexual assault policies, and more clearly identify what psychological support programs and intervention strategies are needed.

10:45 - 11:45

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 8 /
Session “Éclair 5”**Counselling Psychology /
Psychologie du counseling**#6 45665 HELPING AND HINDERING INCIDENTS IN THE CAREER DEVELOPMENT IN WOMEN ACCOMPANYING PARTNERS OF INTERNATIONAL STUDENTS***Nancy Arthur, University of Calgary; Jose Domene, University of Calgary*

Increasing numbers of international students, particularly graduate students, are accompanied by partners and children. Most accompanying partners are women who follow male international students to their host countries (Martens & Grant, 2008; Sakamoto, 2006). Accompanying partners have been found to experience social isolation, adjustment difficulties, depressive symptoms, and acculturation problems (Cho, et al., 2005; Kim, 2012; Myers-Walls et al. 2011). However, far less is known about how the experience of moving to another country for their spouses' education influences their career development. Addressing this gap, the present study identified helping and hindering factors in women accompanying partners' career development during their stay in Canada. The “Enhanced Critical Incident Technique” approach to qualitative research was used with a sample of 38 women (mean age = 31.2; from 11 countries) married to international students. A majority were unemployed or employed in positions below that did not match their educational/occupation background. ECIT analyses yielded 15 categories (674 incidents) of helping, hindering, and wish-list incidents: Support-Professional, Support-Social, Support-Family, Resources-Institutional, Resources-Community, Resources-Government, Resources-Online, Canadian Experience/Culture, Experience-Education, Experience-Work, Language, Government/Institutional Policies, Finances, Family Circumstances. These results reveal that, although moving internationally may be beneficial for individuals who are in education, it can have a negative impact on the career development of accompanying partners. Nonetheless, participants were also able to identify numerous supports and resources that were beneficial for their career development, or that they wished were in place. Numerous findings can be used to improve professional psychology practice and inform government/institutional policies related to this population.

10:45 - 11:45

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 8 /
Session "Éclair 5"**
Developmental
Psychology / Psychologie du
développement

#7 44835 INFANT SLEEP AND FUTURE COGNITIVE DEVELOPMENT

Bryan Butler, Department of Educational and Counselling Psychology, McGill University; *Marie-Hélène Pennestri*, Department of Educational and Counselling Psychology, McGill University; *Hôpital en Santé Mentale Rivière-des-Prairies (CIUSSS-NIM)*; *Christine Laganière*, Department of Educational and Counselling Psychology, McGill University; *Hôpital en Santé Mentale Rivière-des-Prairies (CIUSSS-NIM)*; *Douglas Mental Health University Institute*; *Gil Mazor Goder*, Department of Educational and Counselling Psychology, McGill University

Background: Infants spend a high proportion of their first years of life in a sleeping state. While sleep has been linked to several developmental outcomes such as cognitive and psychomotor development, results are not always consistent across different studies, especially in infancy. Contrasting types of sleep measures and sleep variables may potentially explain these divergent results. Therefore, a systematic review would help disentangle the specific association between different sleep variables and future cognitive development.

Objectives: This systematic review aims to investigate whether the sleep/wake cycle in the first 18-months of life predicts future cognitive development, using a systematic search strategy to minimize bias.

Methods: A systematic search of the literature was conducted using PsycINFO, Medline, and Scopus, yielding 5494 studies after duplicate removal. Abstracts and titles were screened by two master-level research assistants, after which remaining full-text articles were examined for inclusion in the review. Results of sleep variables (e.g. longest sleep period, nocturnal sleep duration, naps, number of night awakenings, sleep efficiency) and cognitive measures (e.g. Bayley Scales of Infant Development, Gesell Development Scale, Developmental Quotient) were extracted from articles and findings were reported through qualitative synthesis.

Results: Preliminary findings suggest that some specific sleep variables are predictive of future cognitive development, while others are not. The magnitude and direction of these relationships are age-dependent. Analyses are still underway and final findings will be presented at the conference.

Implications: Findings of this review should be considered when making recommendations about infant sleep during this critical period for cognitive development.

10:45 - 11:45

Halifax Ballroom B (Second Floor)

**GIMME-5 Session # 8 /
Session "Éclair 5"**
Traumatic Stress / Stress
traumatique

#8 44553 PREVALENCE AND SEVERITY OF SECONDARY TRAUMATIC STRESS IN DOULAS: A CALL FOR RESEARCH.

Fiona Cunningham, Fielding Graduate University

Doulas became a recognized profession in the 1990's and are part of the team of professionals who assist in birth. Empirical evidence overwhelmingly demonstrates positive perinatal outcomes when doulas are present at births (Hodnett, Gates, Hofmeyr, & Sakala, 2013). Research on birth trauma primarily focuses on the traumatic experiences of the person giving birth (Beck, Driscoll, & Watson, 2013). Not only can parents experience birth trauma, so can their maternity support workers.

A literature review of the prevalence and severity of secondary traumatic stress (STS) and posttraumatic stress disorder (PTSD) in the adjacent professions of labour and delivery (L&D) nurses and midwives was conducted along with an examination of the risk and resiliency factors predicting STS and PTSD in these professionals. Additionally, a recent 2017 study analyzing emotional burnout among L&D nurses and doulas was examined. Given the growing prevalence and demonstrated importance of the doula to the birthing team and experience, it is prudent to explore the experience of STS in doulas.

STS measures will be administered and demographic information will be collected from doulas across Canada and the US. Bivariate correlation is expected to indicate severity and prevalence of STS in doulas in relation to the number of traumatic births they have attended. Information on the prevalence and severity of STS in doulas, expected to be at least equal to other maternity support worker rates, will validate the experiences of doulas and provide a foundation upon which to build prevention and reparative STS support.

10:45 - 11:00

Nova Scotia Ballroom A (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Addiction Psychology /
Psychologie de la
dépendance**46367 CLUSTER ANALYSIS OF UNDERLYING PERSONALITY TRAITS OF
ADDICTIONS***Alireza (Allan) Jamshidi, University of Toronto*

This research paper is a cluster analysis of personality traits of people with addiction. This is a practical approach for finding unique patterns of personality trait structures of people with at least one impairing addiction. Many scientists have already studied correlations between certain mental health conditions, such as ADHD and addiction; however, we need a more accurate and more practical database to see the patterns in personality traits of people addiction. That is an item-person based study, where I itemize personality traits of 110 people with a serious addiction in order to compare their personality traits with each other. I use the Big Five model personality traits and I use special software for this cluster analysis study. Cluster analysis is a powerful technique for making such database. In other words, the paper is to show how people with addiction cluster together based on their personality traits. This is a realistic approach towards addiction that might initiate a series of follow-up studies. The results have a practical use in a clinical setting for predicting patterns of each kind of addiction, probable relapses, and probable comorbidities of addiction with personality disorders and or mental health problems. This study could help us to see each distinct type of addiction based on personality traits, and plan treatments and recovery plans of each individual based on the cluster they belong.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

Poster Session "G" / Présentation par affichage

- Industrial and Organizational Psychology / Psychologie industrielle et organisationnelle
- International and Cross-Cultural Psychology / Psychologie internationale et interculturelle
- Psychologists in Hospitals and Health Centres / Psychologues en milieu hospitaliers et en centres de santé
- Psychology in the Military / Psychologie du milieu militaire

**Poster Session "G" /
Présentation par
affichage**Psychologists in Hospitals
and Health Centres /
Psychologues en milieu
hospitaliers et en centres de
santé**#1 46021 COLLABORATIVE/THERAPEUTIC ASSESSMENT WITH PSYCHIATRIC
INPATIENTS DIAGNOSED WITH BIPOLAR DISORDER***Diana Armstrong, University of Alberta; Bill Hanson, University of Alberta; Wendy Hawkins, Alberta Health Services*

The estimated burden of mental health concerns in Canada was \$51 billion in 2003. Given such significant healthcare expenditures, it is imperative that we implement the most cost-effective and efficacious psychological care for Canadians. This clinical study investigates the relative effectiveness of Collaborative/Therapeutic Assessment (C/TA) with an inpatient psychiatric population diagnosed with bipolar illness. C/TA is a brief, semi-structured, client-centered therapeutic intervention that is grounded in empirical research. With C/TA, formal psychological assessment forms the foundation of treatment. With aggregate effect sizes hovering around 0.40, C/TA holds significant clinical promise with the potential to see patient improvement and greater satisfaction within relatively few treatment sessions. Use of C/TA with psychiatric symptomology has anecdotal support, but there is limited published empirical data. This study hypothesizes that, as compared to baseline, participants will experience a decline in distress, increase in hope, increase in working alliance, increase in satisfaction, and/or increase in session impact through their engagement in the C/TA intervention. A replicated Single-Case Experimental Time-Series Design (SCED) was selected to measure change in the study DVs over time. Data analysis includes visual and statistical methods (i.e., Simulation Modeling Analysis). Data collection is underway and will be completed in March 2019. Implications of this study include the potential for more effective and cost-sensitive forms of psychological intervention to be available for Canadians in hospitals and health centres.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**

Psychologists in Hospitals
and Health Centres /
Psychologues en milieu
hospitaliers et en centres de
santé

**#2 45082 PROGRAM EVALUATION OF AN EMOTION REGULATION TRAINING
PROGRAM - MASTERING WHAT MOVES US**

Franziska Kintzel, University of Calgary ; *Daniele Doucet*, University of Calgary; *Tiffany Beks*, University of Calgary; *Michael Enman*, University of Calgary

Emotion dysregulation has been identified as a risk factor for a range of mental health concerns, including depression and anxiety. As such, psychological treatment programs that target emotion dysregulation may represent effective, efficient, and transdiagnostic treatment options for a range of mental health concerns. An adult mental health outpatient clinic in Western Canada identified the need for a group-based approach to address emotion dysregulation as it presents as a re-occurring concern in their patient population. One manualized treatment program, Affect Regulation Training (ART), was considered to be highly suitable for adapted utilization in a clinic-based group setting due to its evidence base as well as skill integration from various approaches such as cognitive-behavioural, emotion-focused, and dialectical-behavioural therapies. After modification and adaptation of the program, a psychoeducational group-based Emotion Regulation Training (ERT) was designed to be offered over the course of 10-12 weeks to patients indicating the presence of moderate to severe emotion dysregulation (e.g., moderate to severe anxiety and/or depression). After a successful pilot program in early 2017, ERT was offered to a total of five groups with an average number of 8-11 participants per program. Results indicate significant improvements in anxious and depressive symptoms as well as adaptive emotion regulation skills. Overall, the nature and structure of the program, as well as an evaluation of its effect on mental health symptoms in an outpatient mental health setting will be presented, and future directions regarding the feasibility and implications of ERT in a group-based setting will be discussed.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**

Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle

#3 45052 HEXACO PERSONALITY AND GENERAL UNION ATTITUDES

Clark Amistad, University of Calgary; *Kibeom Lee*, University of Calgary

This study examined the influence of personality and sociopolitical attitudes on general union attitudes. We assessed the personality traits of Honesty-Humility and Openness to Experience along with Social Dominance Orientation (SDO) and Right-Wing Authoritarianism (RWA). It was found that Openness to Experience, and to a lesser degree, Honesty-Humility were associated with favorable attitudes toward trade unions, and that SDO primarily mediated these relationships. While RWA was found to negatively correlate with general union attitudes, it did not play as important a mediating role as SDO did. The mediation results suggested that an individual's attitude toward unions is primarily influenced by their preference for maintaining or reducing intergroup inequality. The implications for theory and practical implications of this research are discussed.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#4 45867 EXPLORING THE RELATIONSHIPS BETWEEN FLOW, PERSONALITY
TRAITS AND INTERRUPTIONS***Gregory Anderson, Saint Mary's University; Michelle Eskritt-Keck, Mount Saint Vincent University*

Background: Flow is a highly focused, almost effortless state of consciousness where an individual is fully immersed and engaged in a particular task. Interruptions can hinder a person's ability to reach a state of total involvement in a task but paradoxically, interruptions are supposed to be easier to ignore in flow. Thus, the current study examines whether interruptions influence participants' experience of flow, and whether this relationship is moderated by personality traits.

Methods: Participants played one of three versions of *Tetris* for eight minutes and acknowledged any auditory prompts if they heard them. Participants then completed a demographic questionnaire, the 36-item Flow State Scale, and the 20-item Mini-IPIP.

Results: Participants given the flow-inducing version of the game performed significantly better than those who were given the easy or difficult versions. Participants who scored higher on the game also reported higher levels of flow, while participants who reported higher levels of conscientiousness and did not experience interruptions reported significantly lower levels of flow. In general, though, we did not find a difference in flow scores between participants who were interrupted versus those who were not.

Conclusion: Although it does not appear that interruptions significantly impact individuals' self-reported levels of flow, we found that conscientiousness is negatively correlated with flow when there are no interruptions. Additional testing with increased numbers of interruptions is ongoing to further examine these relationships.

Impact: The current study is novel as it is the first to experimentally investigate the relationship between flow, external interruptions and personality traits.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#5 45479 LEADERSHIP ON THE ROPES: HOW HOSTILE FOLLOWERSHIP
AFFECTS LEADERSHIP BEHAVIOUR***Noelle Baird, The University of Western Ontario; Alex Benson, The University of Western Ontario; Jennifer Robertson, The University of Western Ontario; Sukayna Moosavi, University of Western Ontario*

Traditionally, leadership research has taken a leader-centric approach – focusing on the unilateral influence of a single leader on organizational outcomes (Hollander, 1993; Yukl, 1998) while neglecting the mutual influence of leaders and followers on each other. Consistent with the interpersonal circumplex models that position hostility as a potent social behaviour that can disrupt interpersonal interactions (Wiggins, 1979), this study examines the effect of followership on leadership behaviours, and whether leaders' responses to hostile followership varies as a function of personality differences. This study used a randomized controlled between-subject experimental design. Participants were assigned to the role of either the “team leader” or a “team member”. As the focal manipulation, participants were assigned to a hostile followership condition or a control condition. In these two conditions, a confederate either antagonized and challenged the leader's ideas (i.e., hostile followership) or engaged in neutral behaviours (i.e., control condition) throughout a virtually-mediated group decision-making task. We hypothesized that the antagonistic nature of hostile followership would alter participants' expression of leadership, and that certain personality characteristics (e.g., attachment style, self-esteem, and beliefs about follower proactivity) would either buffer or exacerbate these effects. To evaluate these hypotheses, moderated multiple regression (MMR) analyses will be conducted. The results of this study will enable insight into the interpersonal and organizational consequences of hostile followership. Furthermore, by examining leader behaviours as outcomes rather than antecedents of hostile followership, these results will contribute to our understanding of leadership as a reciprocal, dynamic process between both leaders and followers.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#6 45078 LEADER-MEMBER EXCHANGE: THE INFLUENCE OF ORGANIZATIONAL
DEMOGRAPHY***Leila Benabdallah*, Université de Montréal; *Simon Grenier*, Université de Montréal; *Anne-Marie Paiement*,
Université de Montréal

The leader-member exchange (LMX) theory postulates that leaders develop different quality relationships with followers through engaging in different types of social exchanges (Dansereau, Graen, & Haga, 1975). An important body of literature has focused on understanding how leader-member exchanges develop among dyads as well as identifying the consequences of such exchanges (Martin et al., 2018). However, research on the effect of organizational demography on LMX development is scarce. Thus, the purpose of this study is to examine whether the quality of the exchange is facilitated or constrained by the leadership context (e.g. followers' hierarchical level). A sample of 299 workers answered an online survey measuring the perceived quality of the relationship with the leader using the LMX-MDM questionnaire (Liden & Maslyn, 1998; $\alpha = .95$). Participants were also asked to complete a demographic questionnaire. Independent-samples t-tests were conducted to compare perceived LMX in different conditions related to hierarchical level (individual contributor or manager) and job's category (part-time or full-time). Results indicate a significant difference in the scores for individual contributor ($M = 4.97$, $SD = 1.45$) and manager ($M = 5.41$, $SD = 1.35$) conditions; $t(297) = 2.37$, $p = 0.019$. The study suggests that perceived LMX varies according to employees' hierarchical level. Specifically, results show that when employees are also managers, they report higher-quality exchange with their leader. Future studies should investigate the factors contributing to creating a better relationship with subordinates in order to orient leadership training of new managers.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#7 45979 BARRIERS TO THE ACCOUNTANCY PROFESSION FOR STUDENTS
FROM MINORITY GROUPS: FINDINGS FROM A QUALITATIVE STUDY***Alexandra Panaccio*, Concordia University; *Nora Baronian*, Concordia University; *Zeynep Arsel*, Concordia
University; *Sophie Audousset-Coulier*, Concordia University; *Karine Chrétien Guillemette*, Concordia
University; *Vanessa Bertone*, Concordia University

Preliminary evidence suggests that members of visible minority groups may be underrepresented in the accounting profession. This exploratory study focuses on access for students of visible minority groups to the Canadian Chartered Professional Accountant (CPA) designation in Quebec. Using a grounded-theory approach, we conducted interviews with eight students, members of minority groups, majoring in accountancy at a Canadian university in a culturally and ethnically diverse urban area. Preliminary coding analyses suggest that some students do perceive barriers, and that being a member from a visible minority group, networking ability, introversion, sexual orientation, and language, among other factors, may contribute to the perception of barriers. Strategies and resources used to reduce barriers included overcompensating through overwork or overcompetence, seeking support from family and peers, and consciously attempting to break stereotypes about one's minority group. Based on these preliminary findings, we have begun developing research propositions and identifying an overarching theoretical framework which could help understand the phenomenon, and serve as a basis for a large-scale quantitative investigation. This study's findings may also help the design of targeted university-level interventions in order to improve the representation of members from minority groups in the accounting profession.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**

Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle

**#8 45063 MANAGERIAL NEED SUPPORT MODERATES THE RELATIONSHIP
BETWEEN PSYCHOLOGICAL DISTRESS AT WORK AND TURNOVER INTENTIONS**

Charlotte Blanchard, Université de Montréal; Anne-Marie Paiement, Université de Montréal

Extensive research on self-determination theory shows that work environments allowing employees to fulfill their basic psychological needs (autonomy, competence and affiliation) fosters positive work outcomes (e.g. performance and wellbeing) (Deci et al., 2017). Although leaders are said to play an important role in supporting employees' BPN (Olafsen et al., 2015), less research was dedicated to determining whether need-supportive managers can help retain distressed employees, which is the aim of this research. 297 employees working with the same direct manager for a minimum of six months completed an online survey assessing their perception of managerial need-supportive practices with the *Managerial Need Support Scale* (Paiement et al., 2019; $\alpha = .97$). Work outcomes such as turnover intention, psychological distress and wellbeing were included. A moderation was run, showing that interaction between managerial need support and psychological distress is a significant predictor of turnover intention ($p = .016$) over and above the predictors taken separately, with an R^2 variation of 1.2%. When need support was high, the link between distress and turnover intention was reduced. The reverse effect was found for the interaction between managerial need support and psychological wellbeing at work ($p = .013$; variation of $R^2 = .013$). Other results including the *Managerial Need Support* subscales are also discussed. These results demonstrate that need-supportive practices are beneficial to counterbalance the negative aspects of psychological distress on turnover intention. However, this impact is very limited, suggesting other resources should be considered for employees in distress.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**

Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle

**#9 45490 THE HEALTH, AFFECTIVE, AND COGNITIVE PREDICTORS OF
PASSIVE LEADERSHIP**

Erica Carleton, University of Saskatchewan; Amanda Mcevoy, Carleton University; Melissa Trivisonno, Queen's University; Julian Barling, Queen's University; Kathyne Dupre, Carleton University

Background: Passive leadership consists of reward and punishment and little is known about why leaders engage in this type of leadership behavior. We investigate three pathways that explain why leaders may engage in passive leadership. The first is a health pathway in which alcohol use is associated with insomnia which leads to passive leadership based on self-regulation theory. The second pathway, an affective pathway, uses the dualistic model of passion to examine how harmonious passion for leadership is related to passive leadership through emotional intelligence. The third pathway, a cognitive pathway, examines how limited leadership knowledge is related to passive leadership through reduced leadership self-efficacy.

Methods: Controlling for gender, and years of leadership experience, standard OLS regression procedures were implemented through Hayes' PROCESS models. Using multisource data from 102 leader-follower groups, recruited through Qualtrics panel services, we found partial support for our hypotheses.

Results: We found significant support for the health pathway; increased impairment from alcohol use, lead to insomnia and increased passive leadership. We found partial support for the affective pathway, where the indirect effects of harmonious passion for leadership on punishment omission through emotional intelligence was significant but not for reward omission. The cognitive pathway was significant; leadership knowledge was associated with leadership self-efficacy which was negatively related to passive leadership.

Impact: These result show reasons (health, affective and cognitive) why leaders might be passive and reveals specific ways (e.g., health promotion, training) that organizations can reduce passive leadership.

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Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#10 44898 US TOO: STUDENT PERCEPTIONS OF GENDER DISCRIMINATION AT
WORK BEFORE, DURING, AND AFTER ‘ME TOO’***Sarah Carver*, The University of Western Ontario; Justine Braham, University of Guelph; Lauren Hotchkiss, University of Guelph; M. Gloria Gonzalez-Morales, University of Guelph

In 2017, the ‘Me Too’ movement empowered women to share their experiences of gender discrimination and sexual harassment on social media, particularly within a workplace setting. It is valuable to understand university students’ level of awareness regarding gender balance in the workplace and whether awareness has increased since the rise of the ‘Me Too’ movement. Focus groups were conducted to gain insight into students’ understanding of gender discrimination in the workplace. The first set of focus groups (Study 1) took place in 2016, just before the ‘Me Too’ movement, followed by a second set of focus groups (Study 2) in 2017, at the height of ‘Me Too’ momentum. The third set of focus groups (Study 3) were conducted one year following ‘Me Too’, in 2018. Study 1 ($N = 26$) found that students were vastly unaware of systemic barriers for women in the workplace and were quick to disregard the gender wage gap as a myth. Study 2 ($N = 26$) yielded similar results; their awareness of gender discrimination had improved but students felt that it had not (and would not) impact them personally. Further, they attributed the gender wage gap to factors other than systematic discrimination. Preliminary data collection for Study 3 ($N = 24$) has illustrated that both men and women are comparatively more aware that gender discrimination persists in the workplace. These results suggest that the ‘Me Too’ movement may have played a part in increasing student awareness of gender discrimination in the workplace.

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Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#11 46071 DEVELOPING A FAKING-RESISTANT MEASURE OF CORPORATE
PSYCHOPATHY FOR USE IN EMPLOYMENT SELECTION: THE CRT-WP***Ryan Cook*, Saint Mary’s University; Nicolas Roulin, Saint Mary’s University

Research has shown that corporate psychopaths are very harmful to have within an organization. Psychopaths are described as deceitful, manipulative, cold-hearted, unethical, and much more. Given the benefits of avoiding hiring or promoting corporate psychopaths, it is surprising that there are no employment selection measures which are able to accurately do so at a reasonable cost. The PCL-R, which is considered the gold-standard of psychopathy assessment, was developed with criminal psychopaths and requires an expert clinician rater. Alternatively, the issue with inexpensive self-report measures is that it is obvious they measure psychopathy, which leaves them highly susceptible to faking and socially desirable responding. The current research develops the Conditional Reasoning Test for Workplace Psychopathy (CRT-WP) which is an implicit self-report measure of psychopathy. It is implicit because the respondent believes they are selecting the “correct” response to a logic problem, when really there are two equally correct answers (one psychopathic, and one non-psychopathic) for each. Four studies with both online and student samples were conducted to develop and validate the CRT-WP. Sixty items were generated for six factors deemed inherent to psychopathic thinking, which were reduced using factor analysis to a final scale that fits a specified factor structure with reasonable success. Studies 3 and 4 demonstrate test-retest reliability, concurrent validity, and predictive validity. It appears that the CRT-WP will overcome the faking issues with psychopathy measurement in the selection process. Screening out psychopaths from leadership positions would help prevent mistreatment, abuse, and even extreme cases (ex. Canada’s Russell Williams).

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#12 45292 NOT IN MY OCCUPATION: EXAMINING THE EFFECTS OF
OCCUPATIONAL IDENTIFICATION ON UNETHICAL PRO-ORGANIZATIONAL
BEHAVIOUR***Trevor Coppins, Western University; Johanna Weststar, Western University*

Organizational identification has been researched as a predictor of unethical pro-organizational behaviour (UPB), where an individual behaves unethically to benefit the organization at which they work. This stream of research has shown that individuals are willing to engage in unethical behaviour if it benefits a group they identify with. This paper seeks to extend these findings and answer calls within the workplace identification literature for research that involves multiple foci of identity by proposing that occupational identification, where an individual identifies themselves as a part of an occupation, will moderate the relationship between organizational identification and UPB. More specifically, we predict that high levels of occupational identification, which is an identity outside of the organization and often associated with ethical norms, will result in a weaker relationship between organizational identification and UPB. In line with previous research, moral disengagement is examined as a mediator within this model. In order to test these hypotheses, an occupation specific decision-making scenario of UPB was created based upon structured interviews with seven accountants on specific instances of UPB within their field. These developed scenarios will then be utilized in a subsequent study of 300 accountants to test the research hypotheses. The project is currently in the data collection phase, with participants expected from developed relationships with accounting associations or through a university alumni network of accountants within North America. This study makes theoretical contributions regarding how UPB occurs within occupational samples and whether foci of identity can provide meaningful predictions of unethical behaviour.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#13 46023 THE ROLE OF MANAGERIAL ORIENTATION BEHAVIOURS IN
EMPLOYEE PERFORMANCE: THE MODERATING EFFECT OF MANAGER FLEXIBILITY***Annabelle Cournoyer, Université de Montréal; Simon Grenier, Université de Montréal; Anne-Marie Paiement, Université de Montréal*

Self-determination theory (SDT) at work postulates that employees' basic psychological need satisfaction promotes performance and that managers contribute to the satisfaction of employees' needs (Slomp et al., 2018). However, past research has focused on general managerial practices that support those needs rather than specific behaviors, making it difficult to assess how supervisors can affect performance. Hence, this study aims to assess the role of five dimensions of specific need-supportive behaviours on employee performance (recognition, flexibility, consideration, orientation, development).

An online questionnaire was completed by 302 participants who rated their own supervisor on these behaviours (Paiement et al., 2019) ($\alpha = .88$). A measure of in-role performance (Williams & Anderson, 1991) ($\alpha = .94$) was also used.

An initial regression analysis shows that supervisor's flexibility (letting employees decide how to manage their time and tasks) and orientation (defining expectations and discussing possible obstacles) positively predict performance ($R^2 = .09$, $\beta_f = 0.19$, $p < .001$, $\beta_o = 0.16$, $p < .05$). Further analyses show that flexibility moderated the relationship between orientation and performance (variation of $R^2 = .05$). Specifically, simple slopes revealed that when flexibility was low, orientation did not significantly predict performance ($\beta_f = .01$, $p = .98$). Conversely, when flexibility was high, orientation positively predicted performance ($\beta_f = .25$, $p < .001$).

The results suggest that to increase employee performance, specific need-supportive behaviours are more effective than others. A combination of orientation and flexibility appears to be particularly useful and could be increased through targeted behavioural interventions.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#14 45767 CUES TO ANXIETY IN THE EMPLOYMENT INTERVIEW: A CONTENT ANALYSIS***Emma Currie*, University of Guelph; *Madeline Reed*, University of Guelph; *Kandace Blaker*, University of Guelph; *Deborah Powell*, University of Guelph**Background:** Many job candidates experience interview anxiety, but is this anxiety detectable by interviewers? We examined the cues observers use to assess interviewees' anxiety during interviews when audio cues are available, versus when audio cues are restricted.**Methods:** We used an audio recording of an employment interview from a previous study; this individual had a high self-rated anxiety score (3.63/5). This recording was transcribed to create three different study conditions: a) audio, b) text (verbatim), and c) text (filler words removed). Participants (n = 411) rated the interviewee's anxiety, and provided an open-ended description of the cues they used to make this rating. Two coders developed a code book to capture the 15 main categories of cues that were used. A third coder used the code book to assess the frequency of the anxiety cues listed by participants across the three conditions.**Results:** *Voice quality* was a consistent cue for anxiety in the audio condition (18.49%) and *filler words* were used as a cue in both the text (20.95%) and cleaned text (15.52%) conditions. When cues such as audio cues and filler words were restricted, participants relied on a wider variety of cues, including cues such as “scattered thoughts.”**Conclusions:** When one set of cues (e.g., voice quality) is restricted, other cues (e.g., filler words or scattered thoughts) become more salient to observers.**Impact:** Career counselling professionals could use this information to coach qualified, but anxious, candidates on strategies to minimize the negative effects of their anxiety during interviews.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#15 44770 THE INFLUENCE OF FRIENDSHIP AND GENDER ON FAMILY-TO-WORK CONFLICT: A LONGITUDINAL GROWTH CURVE MODEL.***Victoria Daniel*, Wilfrid Laurier University; *Yujie Zhan*, Wilfrid Laurier University

Drawing on the work home resources model, which suggests work and nonwork roles may augment and/or diminish personal resources (e.g., support, energy, self-efficacy, money; ten Brummelhuis & Bakker, 2012), we proposed and tested a multilevel model examining the influence of time (Level 1), gender, and friendship support and conflict (Level 2) on individual's changes in family-to-work conflict during midlife. Specifically, we hypothesized that family-to-work conflict decreases as one progresses through midlife as the nature of family demands change and individuals allocate their resources differently (e.g., as children grow). Further, we hypothesized that some individual-level factors (i.e. gender, friendship conflict) would be positively related to family-to-work conflict whereas others would be negatively related (i.e., friendship support). We analyzed a subset of an archival dataset (i.e., 968 Americans; 2829 data points) collected from 1994 to 2014 by the Midlife Development in the United States (MIDUS) project. Results of a longitudinal growth curve model suggest a steady decreasing trend in individuals' family-to-work conflict over the 18-year span of the study, but this trend does not become more rapid in its decline over time. Further, findings supported our hypotheses regarding friend support and conflict, as well as gender, such that females experienced higher levels of family-to-work conflict. Though, no cross-level interactions were found. In other words, gender, friendship support and conflict predict the level of family-to-work conflict but not its rate of decline (i.e., slope). Theoretical contributions and practical recommendations are discussed.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#16 46189 ANALYSIS OF INDIVIDUALS PERCEPTIONS TOWARDS EMPLOYEES
WITH VISIBLE TATTOOS***Ivona Dukic, Saint Mary's University; Eric Damecour, Saint Mary's University; Gregory Anderson, Saint Mary's University; Michael MacDonald, Saint Mary's University; Nicolas Roulin, Saint Mary's University*

Background: Given the prominence of tattoos in our societies, and a scarce availability of measurements related to individuals' perceived biases towards individuals with tattoos, the purpose of our research was to develop a scale and investigate individuals' biases towards employees with visible tattoos (e.g., hands, face, and neck) in the workplace.

Method: We developed a 25-item scale following Hinkin's (1998) guidelines. An exploratory factor analysis (EFA) will be conducted following survey administration via the Mechanical Turk platform. Approximately 500 North American employed participants will complete the scale, as well as additional scales to test for convergent and discriminant validity.

Results: We anticipate three factors (negative affective reactions, perceived incompetence, and perceived likelihood of deviant behaviors). Given previous findings regarding individuals' negative perceptions of employees with visible tattoos, we expect that participants will also disclose negative perceptions overall. We also expect that such negative perceptions will be positively associated with social dominance but negatively with openness. All this should confirm the validation of our proposed measure.

Action/Impact: The current study will fill a research gap in terms of a useful scale for the measuring biases towards individuals with visible tattoos. Future research should also examine whether individuals who disclose negative implicit biases towards employees with visible tattoos might interact or treat fellow employees with visible tattoos differently than those without. In other words, would individuals who harbor negative implicit biases towards employees with visible tattoos actual discriminate against them?

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#17 45158 ARE FOLLOWERS LIKE ME? INVESTIGATING ANTECEDENTS OF
IMPLICIT FOLLOWERSHIP THEORIES (IFTS)***Rochelle Evans, University of Waterloo; Winny Shen, University of Waterloo*

Background/rationale: Implicit followership theories (IFTs) refer to people's lay-theories about followers. People vary in their tendency to see followers as enthusiastic, loyal, or incompetent, among other traits. Research finds that IFTs are consequential; for example, followers whose traits match their leaders' IFTs tend to have better relationships with their leader. Despite evidence of the importance of IFTs, we have limited knowledge of antecedents of IFTs. In this study, we address this question by investigating how personality may influence IFTs. Specifically, we examine whether individuals tend to think that ideal and typical followers are like or unlike themselves.

Methods: Workers were recruited from Amazon Mechanical Turk ($N = 315$) for a cross-sectional survey study. Participants self-reported their Big Five personality traits and were randomly assigned to report either typical or ideal IFTs. The data were then analyzed using multiple regression.

Results: Extraverted individuals viewed followers as more enthusiastic and insubordinate. Agreeable individuals saw followers as less insubordinate. Conscientious individuals thought followers were less incompetent. These relationships did not differ for typical versus ideal IFTs.

Conclusions: Our study suggests that people tend to see both typical and ideal followers as more similar to themselves. These findings echo prior research demonstrating that individuals tend to see leaders as similar to the self.

Action/Impact: Our research starts to clarify why people differ in their IFTs. Furthermore, as we project our traits onto followers, our study suggests that we may not necessarily perceive the follower role, or being seen as a follower, as undesirable.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#18 45117 WHEN WORK COMES HOME: EXPLORING THE SUPPORT PROCESS FOR
PARTNERS OF EMERGENCY FIRST RESPONDERS***Grace Ewles, University of Guelph; Peter Hausdorf, University of Guelph; M. Gloria González-Morales, University of Guelph; Terry Beehr, Central Michigan University*

Previous research with emergency first responders has demonstrated that after experiencing a traumatic work-related event many individuals attempt to cope themselves or seek support from friends and family members (Heffren & Hausdorf, 2014). Similarly, in a recent survey of police officers, a spouse or partner was the most commonly reported source of helpful support following trauma exposure, with participants seeking multiple types of support from significant others (i.e., emotional, informational, instrumental, and self-esteem; Ewles, Hausdorf, González-Morales, & Beehr, 2018). However, it is unclear if the support provided in these situations was effective at reducing the stress experienced. Moreover, previous research has focused primarily on help-seeking behaviour with little understanding of the support process from the perspective of the support provider. To address this need, we interviewed 38 spouses of Canadian first responders (police $n = 13$, fire $n = 3$; paramedic $n = 22$) regarding their experiences providing support to their partners. Qualitative responses provide insight into the perceived barriers that limit partners' support seeking behaviour, including stigma and fear of traumatizing others, as well as the challenges or barriers faced when providing support, including a lack of knowledge or experience with occupational demands. Together, this information emphasizes the importance of communication and the provision of high-quality social support, including the importance of matching the type of support provided to the needs of the support seeker. Recommendations for improving support interactions are provided for first responders and their families, and implications for first responder organizations are discussed.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#19 45594 DO WE HAVE TO CHOOSE? AN EXPLORATION OF WOMEN'S
CONCEPTUALIZATIONS OF WORK-ORIENTED AND FAMILY-ORIENTED IDENTITIES***Grace Ewles, University of Guelph; Rebecca Lee, University of Guelph; Riley Ormond, University of Guelph; Thomas Sasso, University of Guelph; Amy Ellard-Gray, University of Guelph*

Previous research on the work-life interface includes a range of constructs (e.g., work-family conflict, work-life balance, work-family guilt, work-life facilitation, etc.), target populations, and empirical designs (see Chang, McDonald, & Burton, 2010 for a review). Despite the availability of information, there are still gaps in our understanding of women's experiences of the work-life interface, including how women understand their work- and family-related identities, and how this may influence their pursuit of personal and career goals. To address this need, we explored how women conceptualize work- and family-oriented identities using qualitative data from a recent survey ($n = 97$). Specifically, we explored whether women identify as being work- and/or family-oriented, and what each concept means for them using content analysis. For women who identified as being work-oriented ($n = 89$), responses reflected how participants: perceived themselves as individuals (e.g., being driven, valuing meaningful work), perceived the purpose or end goal of being work-oriented (e.g., achieving status or success), and how these goals are accomplished (e.g., sacrificing, prioritizing). Comparatively, women who identified as being family-oriented ($n = 75$) focused primarily on how family goals (e.g., providing for loved ones) are achieved (e.g., through prioritization, integration, and dedication). These responses provide insight into the range of influences that shape women's work and family identities. Specifically, these results suggest that individual identities span beyond personal attributes to include specific goals and actions (i.e., who you are as a person, what you do, and why). Implications and recommendations for future research will be discussed.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#20 45038 THE EFFECT OF A REGULATORY FOCUS INDUCTION ON
SELF-REPORTED STATE REGULATORY FOCUS***Anna Godollei, University of Waterloo; James Beck, University of Waterloo*

Rationale: Regulatory focus theory differentiates between achievement-seeking (promotion) and loss-avoiding (prevention) regulation. Regulatory focus is theorized to vary both between-people (individuals consistently adopt certain regulatory foci) and within-person (individuals fluctuate in their regulatory focus over time). To date, the presence of within-person fluctuations in regulatory focus has been inferred from the behavioral consequences of manipulations intended to induce regulatory focus. However, past research has not provided direct evidence (i.e., manipulation checks) that regulatory focus manipulations result in the intended effect on the underlying construct. Using a newly constructed State Regulatory Focus scale we test whether a commonly used regulatory focus manipulation effects self-reported state regulatory focus.

Methods: 119 participants were randomly assigned to either a promotion induction (writing about ideals), prevention induction (writing about oughts), or control (writing about musical preferences). After the induction, participants self-reported their state regulatory focus.

Results: Controlling for prevention focus, participants who wrote about their ideals reported higher promotion focus (but not higher prevention focus) than those who wrote about musical preferences, and oughts. Controlling for promotion focus, participants who wrote about their oughts reported higher prevention focus (but not higher promotion focus) than those who wrote musical preferences, and ideals.

Conclusion: The present research validates our State Regulatory Focus scale, and lends support for a commonly used regulatory focus induction.

Impact: This study is part of a larger program of research aimed at training employees to self-regulate their regulatory focus in order to optimize their motivational mindset to suit their various work demands.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#21 45874 THE ACCENT ADVANTAGE: WHY ARE NON-NATIVE ENGLISH
SPEAKERS SOMETIMES RATED AS MORE HIREABLE?***Samantha Hancock, Wilfrid Laurier University; Ivona Hideg, Wilfrid Laurier University; Winny Shen, University of Waterloo*

Employees who speak English with a non-native accent are a critical part of the modern workforce. Existing research examining the effect of non-native accent on workplace outcomes like hiring recommendations has led to some inconsistent findings. Much of the research on minorities in the diversity literature suggests that they face a disadvantage compared to majority groups in hiring scenarios. However, research on the minority group of accented speakers has found some positive effects in the hiring context. In order to investigate why speakers with accents may be perceived as more hireable, we draw on the stereotype content model to suggest that speakers with an accent may be perceived as more hireable compared to speakers with no accent because of increased warmth perceptions. Warmth is one of the universal dimensions on which all groups are stereotyped. People who are perceived as warm are seen as cooperative and helpful; traits associated with being a desirable employee. We propose that employees who speak English with an accent will be rated as higher in warmth, and therefore as more hireable. We tested our hypothesis in an experiment with a sample of employees in the context of a hiring recommendation for a full-time marketing position. In line with our hypothesis, we found that speakers with an accent were indeed rated as more hireable and this relationship was mediated by higher warmth perceptions. Implications for theory and practice and directions for future research are discussed.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#22 45179 COPING WITH ABUSIVE SUPERVISION: RETALIATION VERSUS
PERSPECTIVE TAKING***Roy Hui*, University of Waterloo; *Lindie Liang*, Wilfrid Laurier University; *Douglas Brown*, University of Waterloo

Defined as a subordinate’s perception of their supervisor and their tendency to demonstrate hostile behaviour, verbal or non-verbal (Tepper, 2000), abusive supervision has a host of negative consequences on the victim (Tepper, 2000; Tepper, 2007). Given the detrimental consequences, it is important to understand what strategies victims use to cope with abusive supervision. Prior research has shown that retaliation is one way in which victims cope with abusive supervision, as it can restore a sense of justice (Liang et al, 2018). However, retaliation may result in damaged relationships and may attract counter-retaliation (Aquino, Tripp, & Bies, 2006). Hence, we opted to explore an alternative strategy—perspective taking. The benefits of perspective taking have been widely researched). The current research extends prior literature by comparing the effectiveness of retaliation and perspective taking as two strategies in which victims cope with abusive supervision and predict that perspective taking would be more effective than retaliation in terms of restoring victim justice perceptions. In two experimental studies, we first tested different perspective taking manipulations and found that other-perspective taking manipulation was the most effective (Study 1); we then contrasted retaliation with PT and found retaliation was equally as effective in restoring a sense of justice as perspective taking (Study 2). Theoretical and practical implications of these findings are discussed.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#23 46239 THE BENEFITS COWORKING SPACES PROVIDE THEIR MEMBERS AND
THE IMPACT ON THE COMMUNITY***Julia Kearney*, University of Guelph; *Rachel Knechtel*, University of Guelph; *Savannah Lashbrook*, University of Guelph; *M. Gloria González-Morales*, University of Guelph

Working is an integral part of one’s life. Coworking spaces, also known as shared spaces, provide the opportunity to collaborate with different independent workers and businesses. There are more coworking spaces being formed in Ontario, and globally, but minimal research has been done into the effectiveness of such spaces. In order to better understanding the benefit of coworking spaces, extensive literature reviews were completed, in both academic and grey literature. Coworking spaces are flexible and adaptable, and share services, resources, and ideas amongst workers. Coworking spaces provide strong work environments for the members and are beneficial to the communities. New cultures, innovations, and employment develop within communities due to the presence of coworking spaces. Additional research, focusing specifically on one coworking space, was conducted. 10C Shared Space is a coworking space found downtown Guelph, Ontario. 10C is an inclusive community, known for social innovation. They are a catalyst for creativity and with the goal to strengthen community resilience, they improve the city of Guelph’s wellbeing. With the ultimate goal of positively impacting the community of Guelph, 10C is a living lab for social change. They go beyond the call of duty and identify gaps in existing networks and instigate new connections. This research could assist future communities to see the benefit of coworking spaces, and hopefully, create similar spaces in other locations. Further research and implications of coworking spaces and 10C shared space will be discussed.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#24 44529 MECHANISMS EXPLAINING ASIAN-CANADIANS’ BELIEFS THAT THEY
MAKE POORER LEADERS THAN WHITE-CANADIANS**

K. Yourie Kim, University of Waterloo; Winny Shen, University of Waterloo

Limited research has investigated why Asians are under-represented in leadership positions in North America. Some research has found that Asian-Americans see themselves as poorer leaders than White-Americans. Building on this work, we propose two reasons for this gap. First, given Asians are stereotyped as “competent but submissive”, Asians may internalize these views and see themselves as lacking the traits of an ideal leader (e.g., agentic), but possessing the traits of an ideal follower (e.g., competent). Second, Asians may be aware of how others might stereotype their group (i.e., *meta-stereotypes*), further exacerbating Asians’ poorer leadership self-perceptions relative to Whites. Our field study of Canadian undergraduate students found that Asians ($n = 53$) reported lower affective motivation to lead, leadership self-efficacy, and leader identity than Whites ($n = 124$). Our results also revealed that Asian- and White-Canadians did not differ in their views of ideal leaders and followers. Congruent with Asian stereotypes, Asians viewed themselves as less dynamic than Whites. However, surprisingly, although Asians reported others viewing their group as more intelligent, dedicated, competent, and industrious than Whites, Asians rated themselves lower on these traits than Whites. Finally, self-views regarding (in)competence and dynamism mediated relationships between race and leadership self-perceptions. Asians appear to see themselves as poorer leaders relative to Whites because they view themselves as lacking the dynamism of an ideal leader and, contrary to their meta-stereotypes, lacking the competent qualities of an ideal follower. These findings provide insight into the Asian leadership gap, thereby potentially contributing to related diversity initiatives.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology/
Psychologie industrielle et
organisationnelle**#25 46325 HOW TAKING A PATERNITY LEAVE IMPACTS MENS CAREER
OUTCOMES: THE UNDERLYING EFFECT OF COMMUNALITY PERCEPTIONS**

Anja Krstic, Wilfrid Laurier University; Ivona Hideg, Wilfrid Laurier University

Paternity leave policies, which provide men with the opportunity to spend time with and care for their newborn child, are becoming increasingly popular and legislated worldwide. However, the effect of taking a paternity leave on men’s career outcomes is unclear as previous research on the topic has been inconclusive. Thus, the purpose of this study is to provide some clarity on the topic by examining how taking a paternity leave can impact men’s career outcomes. This will be examined in the context of Canadian paternity leave policies. By integrating the literature on changing norms regarding effective leadership with expectancy violation theory, I suggest that taking a paternity leave may enhance others’ perceptions of men’s communality and lead to positive career outcomes. In the context of an internal promotion for the position of a Marketing Manager, 288 participants were presented with a set of application materials in which the applicant was depicted as taking either a 15-month, six-month, one-month, or no paternity leave. The results provide evidence of a positive indirect effect of taking a paternity leave, compared to no paternity leave, on men’s career outcomes (i.e., leadership effectiveness, reward recommendations, and hireability ratings) via an increase in communality perceptions, regardless of the length of leave. The results suggest that taking a paternity of any length, which provides men with the opportunity to take time off work to spend time with and care for their newborn child, can have beneficial effects on men’s careers compared to taking no paternity leave.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#26 46165 WORSE TO BE DIVERSE? USING MENTORSHIP TO SIGNAL
COMPETENCE FOR DIVERSITY-VALUING EMPLOYEES***T. Eva Kwan, University of Western Ontario*

Workplaces are not as meritocratic as they appear to espouse, and women and members of racialized groups are discounted in their perceived competence as employees compared to their male or non-racialized counterparts. Using employee voice is one way to advocate for diversity and inclusion initiatives and change the status quo. However, there is evidence that managerial employees who support these initiatives of which they could be beneficiaries may be viewed as less competent than they would have been without overtly supporting diversity. It is unknown if lower ranking employees undergo this same pattern of discounted competence, nor how the effects of ‘double jeopardy’ individuals would be impacted by this phenomenon. Borrowing the signaling theory from economics, mentorship by someone of high status is used as a signal for competence of employees who engage in pro-diversity initiatives and this signal helps buffer them the usual decrement of perceived competence that occurs. Based on the results, we can determine that employees perceived as identifying with specific demographics would gain most in mentorship opportunities. This increases our understanding of mentorship pairings, while addressing the concerns of speaking out on diversity and inclusion. Diversity is inevitable in our globalizing world. We need to determine what specifics of diversity-valuing that affects people’s perceptions of competence, analyze mentorship as a viable tool to remedy this, and to establish a workspace where employee voice can be used.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#27 45329 NEGATIVE BELIEFS ABOUT ACCEPTING COWORKER HELP:
A LATENT PROFILE ANALYSIS***Denise Law, University of Waterloo; Midori Nishioka, University of Waterloo; Douglas Brown, University of Waterloo; James Beck, University of Waterloo*

Although helping behaviors are beneficial, researchers have revealed that employees might have five different negative beliefs about accepting coworker help (NBACH). However, to date, researchers have adopted a variable-centered perspective by investigating individuals’ overall NBACH, which ignores the possibility that there could be subpopulations of individuals who believe in a combination of the five beliefs. To address this issue, we administered a measure of NBACH to two independent samples of full-time employees (Sample 1 $n = 590$; Sample 2 $n = 642$) and the data was analyzed using latent profile analysis. We found a three-latent-profile solution that was replicated across both samples: (a) high belief in all NBACH, (b) high self-reliant and diminished image beliefs, and (c) low belief in all NBACH. These findings suggest that employees differ in the extent to which they hold a combination of negative beliefs and that an aggregated, variable-centered approach might obscure important differences among employees. These results provide initial evidence suggesting that researchers should adopt a person-centered perspective when investigating NBACH.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#28 45879 HOW NARCISSISTIC ADMIRATION AND RIVALRY RELATE TO
CO-OPERATIVE AND COMPETITIVE CONFLICT MANAGEMENT PROCESSES***Jennifer Lynch*, Western University; *Alexander McGregor*, Western University; *Alex Benson*, Western University

According to the energy clash model (Sedikides & Campbell, 2017), individuals higher in grandiose narcissism are a potent force that can disrupt group dynamics due to their proclivity for risky, self-interested decisions, self-aggrandizement, and disparaging of others. Utilizing the dual-process model of narcissistic admiration and rivalry (Back, Küfner, Dufner, Rauthmann, & Denissen, 2013), we propose that individuals higher in narcissism may contribute to a more competitive conflict management style in teams. Where narcissistic admiration involves assertive self-enhancement, narcissistic rivalry reflects antagonistic self-protection (Back et al., 2013). Approximately 110 engineering teams ($N = 529$) will provide data at three time points as part of an undergraduate project design course, with the first two being utilized for the current project. Participants completed the Narcissistic Admiration and Rivalry Questionnaire (Back et al., 2013) at time one. At time two (i.e., January 2019), the Conflict Management Process Questionnaire (Barker, Tjosvold, & Andrews, 1988) will be completed. Narcissism will be operationalized at the group-level using the maximum team score approach, whereas conflict management will be averaged to the group-level. We expect the maximum score of narcissistic rivalry within a team to have a strong positive relation with competitive conflict management, and a strong negative relation with cooperative conflict management. We expect the maximum score of narcissistic admiration within a team to have a weak positive relation with competitive conflict management, and a weak negative relation with cooperative conflict management. Implications for how individuals higher in narcissism may alter group functioning will be advanced.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#29 44298 FEEDBACK ACCEPTANCE: THE EFFECT OF CONSTRUCTIVE
CONFRONTATION, ANTICIPATED BENEFITS AND SELF-ESTEEM***Raphaëlle Marcoux*, Université de Montréal; *Simon Trudeau*, Université de Montréal; *Amy-Lee Normandin*, Université de Montréal; *Jean-Sébastien Boudrias*, Université de Montréal

Background/rational: Feedback appropriation is critical in the candidate's development following a competency assessment (Ashford, 1986). However, it is often poorly accepted (Ilgen et al., 1979). Constructive confrontation is a recognized intervention for its effectiveness in favoring the acceptance of feedback, particularly when the candidate's level of self-esteem is low (Savaria, 2011). In addition to these characteristics, individuals with a few expectations about the usefulness of the evaluation tend to be indifferent to feedback (Plunier et al., 2013). Thus, the hypothesis of the study is that constructive confrontation will have a positive effect on the acceptance of feedback especially in candidates with low self-esteem and who aren't anticipating benefits from the evaluation.

Methods: 213 participants answered four self-reported questionnaires: anticipated benefits (Lessard et al., 2018), self-esteem (Rosenberg, 1965), acceptance of feedback (Plunier et al., 2013), and the use of constructive confrontation by the assessor (Boudrias et al., 2014).

Results: The results indicate a positive and significant relationship ($b = 0,49$; $t [9, 203] = 4,74$; $p = ,0001$) between constructive confrontation and acceptance of feedback only when self-esteem and the anticipated benefits are low.

Conclusions: The study provides a better understanding of what leads to acceptance of the feedback following potential assessment and highlights the fact that constructive confrontation is an effective intervention for a small proportion of candidates only.

Action/Impact: The assessor can make an informed choice about when to prioritize constructive confrontation to ensure the effectiveness of the assessment, according to the candidate.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "G" /
Présentation par
affichage**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#30 44443 LEADERSHIP SPILLOVER? AN ANALYSIS OF LEADERSHIP AND
THE WORK-FAMILY INTERFACE***Amanda McEvoy*, Carleton University; *Kathryne Dupre*, Carleton University; *Chelsie Smith*, Carleton University

Background: How work affects family members remains an enduring question. Applying spillover theory, we examined the extent to which employee leadership experiences serve to influence the psychological, physical, and romantic relationship well-being of employees' romantic partners.

Method and results: In Study 1, we examined romantic partners' perceptions of employees' experiences of abusive supervision and laissez-faire leadership, as well as the partners' romantic relationship outcomes. Results suggest that an individual's perception of their partner's experiences with abusive supervision and laissez-faire leadership at work predicted their own personal health and relationship well-being outcomes. Replicating and extending these findings among 105 employee-romantic partner dyads, in Study 2 we explored the extent to which employees' experiences of abusive supervision and laissez-faire leadership at work influenced romantic partners' romantic relationship and well-being outcomes. Results support double mediation whereby employee health and romantic partner's feelings of romantic relationship closeness mediates the association between employee experiences of leadership and romantic partner outcomes.

Conclusions and Impact: Our findings shed light on the far-reaching effects of workplace leadership, extending from work into the home and affecting romantic partners of employees. Moreover, our findings have implications for leadership when it comes to mitigating the negative effects and ameliorating the positive effects.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "G" /
Présentation par
affichage**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#31 46009 PSYCHOMETRIC ANALYSIS OF THE WORKPLACE TEAM RESILIENCY
INVENTORY***Alexander McGregor*, Western University; *Mitchell Rothstein*, Western University; *Alex Benson*, Western University

Conceptualized at the team level, resilience has been defined as a dynamic, psychosocial process that protects a group of individuals from the potential negative effect of stressors they collectively encounter (Morgan, Fletcher, & Sarkar, 2013). Despite the relevance of teams in contemporary organizations, research on resilience remains largely at the individual and organizational levels, in large part due to a lack of conceptual and psychometric clarity in the literature (Gucciardi et al, 2018). A major step in resolving this issue is the development of a valid and reliable measure for team level resiliency. The Workplace Team Resiliency Inventory (WTRI) consists of 8 facets and 50 items. This study aims to provide an initial overview of the reliability and validity for WTRI using engineering design teams, with four to five members per team. Data collection is currently in progress with ~100 teams ($N = \sim 521$ individuals). Once data collection is completed (i.e., March 2018), exploratory structural equation modelling with targeted rotation will be used to analyse the factor structure. In addition, we will evaluate the nomological network of team resiliency by assessing its relations with theoretically relevant constructs (e.g., team conflict, team performance, and team potency). It is expected that team resilience will correlate with higher task, but lower process and relationship conflict, as well as stronger team performance and higher team potency. Understanding the antecedents and consequences of team resiliency is important for predicting how adaptive teams are at responding to challenges encountered in the workplace.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

Poster Session “G” /
Présentation par
affichage

Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle

**#32 44308 DISTINGUISHING INDIVIDUAL AND NORMATIVE CONGRUENCE
EFFECTS UPON CAREER ATTRACTION**

Rukhsana Merkan, University of Waterloo; John Michela, University of Waterloo

Background. Decades of research on occupational choice shows increased self-career congruence is linked to positive outcomes inside and outside the workplace including increased job satisfaction, job involvement, work performance, work tenure, and self-actualization. One form of congruence is normative congruence, defined as a match between an individual’s self-perceptions and external, static views of an occupation. A second form of congruence is individual congruence, defined as a match between an individual’s sense of self and their idiosyncratic perceptions of a career.

Methods. The present research argues for and tests these two forms of congruence in an online study with an undergraduate sample. We tested the two forms of congruence simultaneously to determine their influence on career attraction for entrepreneurial and user experience (UX) careers.

Results. Our findings demonstrate that individual congruence influences attraction to UX occupations. Normative congruence predicts attraction to entrepreneurship.

Conclusions. Our findings have implications for both person-career congruence research and career counseling—highlighting the need to make normative and individual comparisons stark in congruence research and suggesting career counselors may benefit from increased awareness of these distinctions in their practice.

Action/Impact. Future research will examine congruence effects in other careers such as project management and STEM (Science, Technology, Engineering, and Mathematics) occupations and will use other indices of congruence such as warmth and competence perceptions to further generalize the effects found in this study.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

Poster Session “G” /
Présentation par
affichage

Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle

#33 46190 UNDEREMPLOYMENT IN THE WORKPLACE: A LOSE/LOSE SITUATION

Ryan Miller, Carleton University ; Bernadette Campbell, Carleton University

Background: Research by Campbell & Miller (2018) has found that employee perceptions of underemployment exerts a strong negative influence on personal outcomes (self-esteem, life satisfaction), as well as organizational outcomes (affective commitment, organizational citizenship). Because perceptions of underemployment are predominately subjective and appraised through comparison with one’s peers, negative feelings may arise when one perceives themselves to be underemployed. The present study seeks to examine how perceptions of underemployment may mediate relationships between positive affect and desirable organizational outcomes. In addition, one’s sensitivity to perceived inequalities will be investigated in a moderating role through drawing upon equity-sensitivity theory. Finally, this study will serve to replicate several of our previous significant findings in attempts to improve the evidentiary value of this body of literature.

Methods: A sample size determined by an a priori analysis will be recruited among high-performing Amazon Mechanical Turk workers. Many seldom-used precautions have been taken to ensure MTurk provides high-quality data, similar to what we have previously presented.

Results: The models will be assessed using Process, R, and SPSS. All analyses, hypotheses, and data-cleaning methods will be pre-registered through Open Science Framework. Bootstrapping will be used to test indirect mediation effects.

Conclusions / Actions: It is hypothesized that the mediating impact underemployment may exert will be less pronounced among those with low-equity sensitivity. It is also hypothesized that underemployment will mediate several relationships between positive affect and desirable organizational outcomes. We hope to provide insight regarding underemployment and job design, while providing practitioner-oriented recommendations.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "G" /
Présentation par
affichage**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#34 46169 IN-HOME CARE GIVERS - DOES PERSONALITY TYPE MATTER?***Zeeva Millman, Laurentian University*

As health care moves from the traditional prescriptive model to a patient-centred model, two important observations are evident. One, there is a corresponding change in the job description of home health care providers, specifically, personal support workers (PSWs). Two, turnover is high amongst Personal Support Workers. This paper seeks to identify determinants of job satisfaction and turnover. Drawing on a sample of PSWs (n=100), quantitative analysis is used to identify relationships between variables. Following Podsakoff et al. (2003), several steps were taken to minimize common method variance, including collecting data at three points in time. Personality preference was significantly related to self-efficacy, and both general and facet job satisfaction. This paper sheds light on variables that enhance job satisfaction and reduce turnover. The findings can be used by HRM recruiters to hire the right employees and enhance retention, as well as to identify training that will enhance retention and performance. This paper is innovative, focusing on a seldom studied population, namely PSWs working in patient's homes, and expanding on relevant job requirements to explain satisfaction and turnover.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "G" /
Présentation par
affichage**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#35 45199 THE IMPACT OF CULTURE ON WORKPLACE AGGRESSION AND ITS
OUTCOMES: A QUALITATIVE ANALYSIS FROM PAKISTAN***Sobia Nasir, Yasar University; Ozge Can, Yasar University*

Rationale: This study aims to provide an in-depth examination of workplace aggression including the perpetrator-victim relationship, key dimensions of the aggression event, emotional response mechanisms and significant employee outcomes with a cultural perspective.

Methods: Using a qualitative approach, 52 critical incidents were collected from academic and administrative staff of two public and two private universities in Pakistan, a national context commonly described as an honor culture with high collectivism and power distance. Critical incidents were content analyzed and thematically evaluated by two independent researchers.

Results: The findings depict that rather than engaging in direct and rapid responses including retaliation and counterproductive work behaviours, employees in Pakistan mostly prefer to stay silent, wait for a reconciliation or withdraw from work, all representing rather indirect and covert coping mechanisms. Moreover, the emotions that raise out of the aggression incidents come with a wider variety than it has been typically argued in the literature. Victims feel not only anger or anxiety but also embarrassment, disappointment, despair and sadness.

Conclusions: We found that employees' prior personal relationship with the aggressors as well as the existence and type of witness to the aggression event make a huge difference with respect to the resulting emotional responses and work behaviors.

Impact: This research represents a first study from Pakistan investigating workplace aggression with different types and dimensions of it. As such, it contributes to a multi-layered assessment of the diverse manifestations of workplace aggression across cultures and reveals how particular social values affect aggression.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#36 45589 RELABELLING WORKPLACE EMOTIONAL LABOUR INTO EXECUTIVE PRACTICE***Isidora Nezc, University of Guelph; Grace Ewles, University of Guelph; M. Gloria González-Morales, University of Guelph*

Over the past few years emotional labour has come into the public eye as “the new frontier for feminism.” Emotional labour commonly refers to the expectation that women care for the emotional state and wellbeing of others; however, it also includes the hidden characteristics of home and office housework. Such characteristics involve administrative and organizational skills required for the office or home domain to run smoothly. This second aspect, although being labeled as emotional labour, is not necessarily related to the emotional regulation of oneself or others, but instead pertains to tasks involving administrative and executive skills. This emotional and administrative work has been described as relational practice (Fletcher, 1998). We performed a content analysis of 32 online articles (blogs, op-eds, news) to classify the examples used to describe emotional labour activities and how such activities relate to women’s work, well-being, and performance. Results revealed that emotional labour was described as a hindrance for women’s wellbeing and performance, and that it referred predominantly to administrative behaviours (e.g., scheduling, note-taking, and ensuring office functions run smoothly) and executive behaviours (e.g., delegating work, managing budgets, coaching co-workers, and aiding colleagues with presentations). Contrary to expectation, few examples of emotional regulation were used to define emotional labour. We propose relabeling this labour to recognize it as executive practice, providing a powerful label to reclaim its value, to be recognized within organizations, and to ultimately transform cultures to be more communal and less individualistic and competitive to foster gender equality.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#37 45757 THE GENDER GAP IN ENTREPRENEURSHIP: THE ROLE OF BENEVOLENT SEXISM IN UNDERFUNDING OF FEMALE-LED VENTURES***Nhu Nguyen, Wilfrid Laurier University ; Ivona Hideg, Wilfrid Laurier University*

Background/rationale: Male-led ventures are known to receive more funding than female-led ventures, but the underlying mechanism for this disparity remains contested. This study examines whether benevolent sexist attitudes, which characterize women are wonderful but weak, influence investors to allocate less funding to female-led ventures to protect women from failure.

Methods: Using an experimental design, we ask business students and MTurk participants to make investment decisions for a new venture after listening to an elevator pitch presentation given by either a male or female entrepreneur. Participants’ individual differences in endorsement of benevolent sexism are also measured. We are currently collecting data.

Results: We expect higher benevolent sexism to give less money to female-led ventures than male-led ventures, whereas such effects are reduced for lower benevolent sexism. We further hypothesize that the desire to protect women from failure mediates the moderating effect of benevolent sexism on the relation between entrepreneurs’ gender and investors’ funding decisions.

Conclusions: We show that benevolent sexist attitudes endorsed by investors undermine female entrepreneurs’ capital acquisition. These attitudes promote the perception that women starting entrepreneurial ventures are bound to fail, motivating the desire to protect women from failure. Consequently, investors give lower funding to female entrepreneurs to scale down their ambitions.

Action/Impact: Our study provides a novel explanation for women’s underrepresentation in leadership positions such as leading entrepreneurial ventures, showing that benevolent sexist attitudes differentially affect investment in female-led and male-led ventures. This study informs future research and policy initiatives aiming to increase women’s presence in leadership positions.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#38 44874 NEGATIVE AFFECTS AND AWARENESS: UNDERSTANDING THEIR
EFFECTS ON THE BEHAVIOURAL INTEGRATION OF FEEDBACK***Amy-Lee Normandin*, Université de Montréal ; *Simon Trudeau*, Université de Montréal; *Raphaëlle Marcoux*, Université de Montréal; *Jean- Sébastien Boudrias*, Université de Montréal

Background/rationale: When receiving a feedback in a competency assessment, first reactions among workers are generally affective (positive or negative; O'Malley & al., 2011). Negative affects separate in two categories; antagonistic affects (ANA) and resignation negative affects (RNA; Garcia-Prieto & al., 2005). Because ANA increase the effort toward improving the self (Tran, 2004), this study's hypotheses are that ANA will have a positive impact on the intention to act and the behavioural integration of feedback, this relation will be moderated by an awareness gained from feedback. Increase of awareness is a reorganisation of self-representations and a better understanding of how to change (Boudrias & al., 2014), a condition believed essential for optimizing ANA's positive impacts.

Methods: 150 participants answered three self-reported questionnaires measuring negative affects experienced during feedback, intention to act on feedback and behavioural integration (behavioural changes and developmental activities; Boudrias & al., 2014).

Results: Results indicate that awareness moderates the negative relation between ANA and intention to act ($F[234] = 31.40$; $p < .001$; $\Delta R^2 = .08$), behavioural changes ($F[134] = 5.74$; $p < .05$; $\Delta R^2 = .03$) and developmental activities ($F[133] = 5.64$; $p < .05$; $\Delta R^2 = .04$).

Conclusions: This study demonstrates the importance of awareness when experiencing ANA to optimize their positive impacts during feedback on the intention to act and the behavioural integration of feedback.

Action/impact: Psychologists could make sure ANA experienced during feedback are accompanied by an increased awareness to limit its negative impact on the intention to act and boost their behavioural integration.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#39 44373 CUES OF TRAIT HONESTY-HUMILITY FOR DETECTION IN THE JOB
INTERVIEW***Melissa Pike*, University of Guelph; *Deborah Powell*, University of Guelph; *Joshua Bourdage*, University of Calgary

Personality is a significant predictor of job performance. One trait that is particularly useful in predicting behaviours on the job is Honesty-Humility. Honesty-Humility is a trait that defines an individual's level of sincerity, fairness, greed-avoidance, and modesty. Honesty-Humility should be considered when selecting employees because this trait is correlated with higher performance in some jobs, such as those that involve caregiving; as well individuals with low levels of Honesty-Humility are more likely to engage in behaviours such as theft, absenteeism, workplace delinquency, and unethical decision making. To hire those with high Honesty-Humility and select out those with low Honesty-Humility, organizations need to be able to accurately detect Honesty-Humility in their selection system; however, common methods (e.g., self-report measures) for detecting Honesty-Humility have had issues (such as applicant faking). A possible solution may be to detecting Honesty-Humility in the job interview. However, we do not know what cues interviewees emit of Honesty-Humility in the employment interview. This research looks at these cues through two studies. Both studies involve subject matter experts watching videos and indicating cues they used to detect the candidates' Honesty-Humility. The first study involves one candidate taking part in a mock interview and the second study involves 80 candidates undergoing real interviews. Results include a series of cues that can be used to detect Honesty-Humility in the job interview. These cues could be used to create a training program to train interviewers on what to look for in the interview to detect HH.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#40 46337 ERROR REPORTING: THE IMPACT OF ORGANIZATIONAL,
SITUATIONAL, AND INDIVIDUAL DIFFERENCE VARIABLES***Marian Pitel, University of Guelph; Peter Hausdorf, University of Guelph*

Work errors can have severe consequences on the error committer, other employees, the organization, and other stakeholders. Reporting work errors to management, informally or formally, is imperative as it can help prevent error cascades, mitigate legal ramifications, facilitate individual and social learning, and reduce future error commission. Because reporting work errors can have positive outcomes for the individual, their work unit, and the organization, it is important to investigate the antecedents of error reporting. By using a policy-capturing design and taking a socioecological approach, this study empirically tested how organizational (e.g. error belief, reporting consequence), situational (e.g. error consequence, error visibility) and individual difference (e.g. locus of control, conscientiousness, and honesty-humility) variables influence the likelihood of individual error reporting. Hypothesis testing using hierarchical linear modeling demonstrated that high error visibility, low error consequence, and higher honesty-humility were associated with greater likelihood of reporting. Key insights, theoretical contributions, and practical contributions are discussed. Theoretically, this study furthers researchers' understanding of why and when more ordinary work errors are reported in a novel context – the food and beverage industry. Practically, this study offers managers and human resource practitioners key insights on possible ways in which error reporting can be encouraged in the workplace and the importance of doing so.

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Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#41 45954 THE EFFECT OF LEADERSHIP STYLES AND COWORKER ATTITUDES
ON COUNTERPRODUCTIVE WORK BEHAVIORS***Prachi Prachi, Saint Mary's University; Gregory Anderson, Saint Mary's University; Odelia Wong, Saint Mary's University; Debra Oore, Saint Mary's University*

Counterproductive work behaviors (CWBs) refer to intentional employee behaviors that negatively impact the organization or its employees. Such behaviors include theft, bullying, and damaging company property. Previous research has found relationships between abusive leadership, CWBs, and the perceived approval from coworkers of employees' workplace deviance. Conversely, transformational leadership (TF) has been positively associated with employees' organizational citizenship behaviors. Although previous investigations into predictors of CWBs have focused separately on the influence that different leadership styles and employees' peer groups have on levels of workplace deviance, no research has examined the potential interactive effects of these phenomena. The current study seeks to examine the relationships between leadership styles, coworkers' attitudes toward organizational deviance, and employees' propensity to commit CWBs. We will be conducting data collection in February, 2019. Approximately 250 participants will be recruited through MTurk. Participants will be randomly assigned to one of four experimental conditions and asked to read a vignette describing one of four situations: TF and coworker approval of CWBs; TF and coworker non-approval of CWBs; toxic leadership (TX) and coworker approval of CWBs; or TX and coworker non-approval of CWBs. Participants will then be asked to complete a CWBs questionnaire, which will be the primary outcome measure. We expect to find that participants who are exposed to TF styles and coworkers who do not approve of CWBs will report significantly less of a propensity to commit CWBs. The study has implications for understanding unethical and problematic behavior in the workplace.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**

Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle

#42 45999 EMPLOYEE’S PERCEPTIONS OF COMPETITION AT WORK

Prachi Prachi, Saint Mary’s University; *Odelia Wong*, Saint Mary’s University; *Damian Canagasuriam*, Saint Mary’s University; *Nicolas Roulin*, Saint Mary’s University

In most organizations or workplaces, the level of competition versus support that employees perceive or experience is important. It might affect employees’ job satisfaction or well-being, and influence organizational outcomes such as efficiency or productivity. Previous research examining competition includes the development of scales assessing trait competitiveness (Smither & Houston, 1992), competitive worldviews (Duckitt, Wagner, Du Plessis, & Birum, 2002), and competition in specific contexts such as those in sales (Brown, William, & Slocum Jr., 1998). However, no general measure exists to assess employees’ perceptions of competition at the level of the organizational culture. The current study aimed to develop and validate such a scale. Based on a literature review, we hypothesized that there will be two main factors: self-orientation (which could be divided into two sub-factors: at the climate and culture level) and reward distribution. We will recruit employed participants (n = 500) from Amazon Mechanical Turk in November 2018, and randomly split the dataset in two to conduct both exploratory and confirmatory factor analyses. We will also examine convergent and divergent validity with existing measures (e.g., group cohesion, competitive worldviews). The current study has important implications for organizations and society as a whole. A measure of perceived competition in organizations could help managers and leaders get a better sense of employees’ perceptions of their co-workers and the culture of their organization. Furthermore, it could help organizations alter the way they are being perceived by their employees, leading to a more productive and positive workplace.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**

Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle

**#43 45197 WITH US AND FOR US: CONSENSUAL QUEER ALLYSHIP IN THE
WORKPLACE**

Thomas Sasso, University of Guelph; *M. Gloria Gonzalez-Morales*, University of Guelph

Researchers, practitioners, and majority group members have often made assumptions about what being a good ally to LGBTQ+ communities means, or what behaviours constitute being an ally. From this perspective, being an ally is an achievement rather than an ongoing process. Consensual allyship is framed as a form of social support with marginalized communities at the direction and leadership of members of those marginalized communities. Utilizing semi-structured interviews with 34 LGBTQ+ employees across Canada were analyzed with thematic analysis focusing on discussions of allies and interpersonal expectations in the workplace. Results included consensual allies being those who engage in self-education on work and non-work relevant issues for LGBTQ+ folks, check in about when and how to get involved, provide individualized consideration, and foster individual and organizational level collective action to support and be present with LGBTQ+ communities. Consensual allyship behaviours were perceived to be accountable, transparent, and authentic. As demonstrated in these accounts by LGBTQ+ employees, engaging in allyship requires a thoughtful and interactive approach that may vary based on the individual one wants to be an ally towards. In this regard, LGBTQ+ employees seek consensual allies from their colleagues. Therefore, this study demonstrates a need for researchers to work towards incorporating consensual allyship within their theoretical frameworks, and for practitioners to revise their ally training designs to be more in tune with those at the centre of allyship.

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Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#44 45087 INDIGENOUS PEOPLES IN THE WORKPLACE: A META-ANALYSIS
EXAMINING UNEMPLOYMENT AND WORKPLACE EXPERIENCES AMONG
INDIGENOUS POPULATIONS***Anika Sehgal*, University of Waterloo; *Wendi Adair*, University of Waterloo; *Lori Campbell*, Waterloo
Indigenous Student Centre

Within Canada, only 53% of Indigenous peoples are employed as opposed to the national average of 81%. In 2015, the Truth and Reconciliation Commission of Canada presented their final report with 94 Calls to Action; Call 92 engaged Canada's corporate sector to ensure that Indigenous peoples have equitable access to jobs. Several studies have investigated unemployment and workplace experiences among Indigenous peoples, however, these studies have been small-scale and eclectic. The purpose of this study was to conduct a meta-analysis aimed at tying together this literature and highlighting gaps. A total of 63 articles were included as part of this meta-analysis. Articles were included if they investigated Indigenous peoples living within Canada, the United States, New Zealand or Australia, concerned Indigenous unemployment or factors contributing to Indigenous unemployment, investigated the workplace experience of Indigenous employees or employers in an organizational setting, and concerned factors relevant to turnover among Indigenous peoples. A thematic analysis was conducted to identify common themes among the articles. An Indigenous lens was applied to understand and interpret the themes further in accordance to the principles of OCAP. Nine major themes emerged from the thematic analysis; education, training, location, work/family conflict, mentorship, gender, economy, government programs, and discrimination. Indigenous peoples face unique barriers to finding employment and have more difficult workplace experiences. This is the first meta-analysis that has tied together the literature surrounding Indigenous peoples in the workplace and simultaneously incorporated an Indigenous perspective. Through this meta-analysis, several questions for further research are raised.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#45 45304 AMBIVALENCE AND RESISTANCE TO CHANGE WITHIN HEALTHCARE
ORGANIZATIONS: A SYSTEMATIC REVIEW***Nicole Sender*, Ryerson University; *Christina Mutschler*, Ryerson University

Background: Healthcare organizations are constantly changing in order to implement best practices and follow new regulations. Having an understanding of how change can best be implemented can ensure the likelihood of successful implementations. Commonly known is the prevalence of ambivalence and resistance as responses to both forced and self-initiated change, which when experienced, increase the likelihood of failure. Currently, there is a lack of understanding of the best practices within healthcare organizations when ambivalence or resistance exists after an implemented change. This is problematic due to the ever-changing climate within healthcare organizations and the need for research-driven change management strategies.

Method: The purpose of the present review was to synthesize the existing literature on organizational change practices targeting ambivalence and resistance within healthcare settings. The systematic search generated a total of 153 abstracts that underwent review, resulting in the extraction of 10 articles.

Results: The studies reviewed highlighted a number of change methodologies that produced successful outcomes regardless of the type of change or organization. In all studies, organizations faced a high cost when change implementations were abandoned due to employee resistance. Interestingly, the lack of overarching evidence to support theories of change became indisputable. It is hypothesized that change theories are being practiced in the marketplace rather than in empirical research settings.

Conclusion/Impact: The present review provides evidence for a number of best practices, however further research is necessary to increase the evidence on change implementations, thereby reducing the time and money healthcare organizations spend on such endeavors.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "G" /
Présentation par
affichage**Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle**#46 45320 EVALUATING AN OPEN-ACCESS BOOKING INTERVENTION FOR
REDUCING WAIT TIMES IN OCCUPATIONAL THERAPY SERVICES***David Speed, UNB; Rebecca McCollum, Horizon Health Network; Shelley Fyffe, Horizon Health Network*

Background: While wait times for healthcare services can be reduced via adjustments to supply and demand, these options are politically unpopular. Open-access booking (OAB) describes a loose collection of administrative changes in how healthcare appointments are scheduled. Functionally, administrators identify barriers to delivering services effectively, and will then attempt to address those issues top-down. While OAB has shown reductions in wait times for general practitioners, there has been no large-scale investigation of its feasibility for other outpatient services, in Canadian healthcare.

Immediate context: In 2017, Horizon Health Network – Saint John, piloted an OAB model for its occupational therapy (OT) services. Of interest to healthcare administrators was whether OAB was associated with improved client outcomes.

Methods: Using interrupted-time series analyses with aggregated monthly data (2014-2018), researchers investigated changes to wait times, discharge, client volume, and missed appointments, that were associated with the switch to OAB.

Results: Results suggested that moving to an OAB model was associated with reduced wait times to first appointments ($M_{diff} = -3.83$ days), reduced wait times between appointments ($M_{diff} = -10.57$ days), and fewer appointments until discharge ($M_{diff} = -1.02$ appointments). Conversely, OAB was not associated with decreased client volume.

Conclusion/Impact: Open-access booking is linked to improved client outcomes within the Canadian healthcare system for OT, and is not associated with any adverse outcomes.

Action: Healthcare administrators for outpatient services should consider investigating the feasibility of an OAB model for scheduling their clients.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "G" /
Présentation par
affichage**International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle**#47 45779 THE CROSS-CULTURAL MOTIVATIONS TO PURSUE A UNIVERSITY
DEGREE***Zaynab Khan, Saint Mary's University; David Bourgeois, Saint Mary's University*

Cultural values influence personal values, which can in turn, influence one's motivations. This study examines the effects of culture on the different reasons that motivate people to pursue a university degree. Past studies reveal certain motivations are correlated with high academic success while others are correlated with low academic success. 139 participants completed an online survey where they were given the Culture Orientation Scale, a revised version of the Academic Motivation Scale, and were asked basic demographic questions. Multiple regression analyses indicate that individuals' different cultural orientations are uniquely predictive of their type of motivations for attending university. Cultural orientations that value equality were found to be predictive of many types of motivation such as the motivation to attend university out of the willingness to gain knowledge, and also for the reason that attending university may be an important component of achieving a desired outcome. The reason for attending university due to motivations related to one's family, was predicted by the cultural orientations that value hierarchy. Overall, the findings of the present study suggest that cultural orientations are significantly related to the various reasons why individuals attend university.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "G" /
Présentation par
affichage**International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle**#48 45858 CROSS-CULTURAL DIFFERENCES IN THEORY OF MIND ABILITIES***Jennifer Prentice, University of Calgary; Keith Dobson, University of Calgary*

Theory of mind involves the ability to infer others' mental states, beliefs, emotions, intentions and knowledge. The current study is the first to examine perspective-taking, empathy, and a theory of mind task (i.e., sarcasm) in a cross-cultural sample of healthy adult Hong-Kong Chinese, Asian-Canadians and European-Canadians. The present investigation is unique as it operationalized culture (i.e., levels of acculturation and adherence to self-construals), and therefore provides insight into the role of culture, and not ethnicity alone, in the understanding of theory of mind abilities. 56 Hong Kong Chinese, 47 Asian Canadians, and 54 European Canadians completed the awareness of social inference task (TASIT), the hinting task, and questionnaires measuring empathy, perspective taking, depression, and stigma. Results found differences in TASIT performance between Asian Canadian and European Canadian groups with Asian Canadians performing worse than European Canadians. However, no differences were found on the hinting task. Findings may suggest a need to develop and validate new theory of mind measures that are appropriate for different cultural contexts. Results may also suggest cultural influences play a unique role in the pattern of cognitive, and presumably noncognitive, abilities one develops and hones. Findings will be discussed as they relate to our understanding of neuropsychological bases of perceiving others' mental illness, judgements, and stigma through a cross cultural lens.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "G" /
Présentation par
affichage**International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle**#49 45469 FACTORS INFLUENCING PUBLIC ATTITUDES TOWARDS MENTAL ILLNESS IN THE TOGOLESE POPULATION***Myriam Roy, Bishop's University*

West Africa has been shown to have limited knowledge and widespread negative public attitudes towards mental illness (Crabb et al., 2012). In Togo, psychological services have been present for only a few decades (Agbémélé et al., 2015) and research is scarce, mainly involving spiritual causes (Maiga & Eaton, 2014). The present study attempts to fill this gap by assessing the attitudes of the public towards mental illness (n=125), targeting religious affiliation, personal knowledge of someone with a mental illness, and education level as influencers. Taylor and Dear's (1981) CAMI questionnaire was used which includes four dimensions of community attitudes towards mental illness: authoritarianism, benevolence, social restrictiveness, and community mental health ideology (CMHI). Demographic questions were also included, adapted to various realities of the Togolese population. It was found that religious affiliation and personal knowledge did not correlate significantly with changes in the four dimensions of the CAMI scale. The dimensions, however, did correlate within themselves as was expected. Authoritarianism was associated positively with social restrictiveness, benevolence was associated negatively with social restrictiveness and positively with CMHI, and CMHI was associated negatively with social restrictiveness. Interestingly, level of education significantly impacted authoritarianism level, with higher education associated with a decrease in authoritarianism. This finding would support the notion that education is likely to provide access to a wide array of information and interactions with people from various backgrounds and situations. Providing increased awareness regarding mental illness in schools could contribute to the general trend towards a reduction in negative public attitudes.

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Halifax Ballroom A-B (Second Floor)

**Poster Session "G" /
Présentation par
affichage**International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle**#50 44383 INVISIBLE MINORITIES: GENDER AND RESPONSIVENESS TO
NON-NATIVE ACCULTURATION EXPERIENCES***Jordan Shriver*, University of New Brunswick; *Elaine Perunovic*, University of New Brunswick; *Scott Ronis*,
University of New Brunswick

The purpose of this study is to better understand how cultural natives perceive and respond to the acculturation experiences of cultural non-natives. Both undergraduate students from a Canadian University and online participants recruited through MTurk read fictional interview transcripts in which an international student (who had either light skin or dark skin) described their (high difficulty or low difficulty) experiences adjusting to life in Canada. Participants then reacted to the transcript and indicated how much help they perceived the international student to need. Preliminary results suggest that skin tone did not affect participant responses or perceptions of need. Female participants' responses and perceptions of need were more closely associated with the amount of need claimed in the interview than those of male participants. This research highlights the important role that gender may play in how cultural natives perceive and respond to the problems faced by cultural non-natives.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session "G" /
Présentation par
affichage**International and Cross-
Cultural Psychology /
Psychologie internationale et
interculturelle**#51 45883 A PROGRAM EVALUATION OF THE ORGANIZATIONAL CULTURAL
COMPETENCE OF A UNIVERSITY-BASED CLINICAL PSYCHOLOGY TRAINING
CLINIC.***Marie-Pier Vandette*, University of Ottawa; *Jacky Chan*, University of Ottawa ; *Marta Young*, University of
Ottawa; *Rebecca Cherner* , University of Ottawa

Cultural competence in mental health care has been found to enhance client satisfaction with services and improve clinical outcomes. While studies have typically focused on individual cultural competence of clinicians, less work has examined cultural competence at the organizational level. Organizational cultural competence is defined as a set of attitudes, practices, policies and structures that enables an organization to work more effectively with people from diverse backgrounds. The purpose of this project was to evaluate the organizational cultural competence of a university-based psychology clinic in a large Canadian city. The evaluation adopted a framework that consisted of the following domains: 1) Organizational norms, principles, and policies, 2) Asset and need identification, 3) Human resources and management, 4) Services and service delivery, 5) Community consultation, partnership, and information exchange, and 6) Supervision process and relationship. Surveys were completed by the following stakeholder groups: the clinic training committee, clinical supervisors, practicum students and interns, administrative staff, and clients. The overall results indicated that there is a high level of commitment towards advancing cultural competence among clinical and administrative staff as well as trainees. Clients indicated that they felt welcomed and that their cultural needs were met in the delivery of psychological services. However, leadership, clinical and administrative staff, and trainees all identified the strong need for additional cultural competency training. The recommendations made to the training clinic will be discussed as they bear important implications for other university-based psychology clinics across Canada.

10:45 - 11:45

Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Psychology in the Military /
Psychologie du milieu
militaire**#52 44809 MENTAL HEALTH EXPERIENCES AND ATTITUDES TOWARD SEEKING
MENTAL HEALTHCARE IN THE CANADIAN MILITARY***Kevin Kristjanson, University of Manitoba; Kirby Magid, University of Manitoba; Natalie Mota, University of Manitoba*

Approximately 10-15% of military service members endorse having a past-year mental disorder, with some subgroups of members being at particularly higher risk. Stigma surrounding mental health can contribute to negative attitudes towards seeking mental health care, leading to fewer service members seeking help. Previous research has shown exposure to someone struggling with mental health difficulties decreases negative attitudes. However, associations between mental health experiences and attitudes towards help-seeking have not been previously examined.

The 2013 CFMHS was a nationally representative, cross-sectional survey of 8200 active service members. Mental health experiences were assessed by personal contact with those suffering from mental illness (e.g., “Have any of your close friends ever been treated for an emotional or mental health problem?”). Attitudes toward mental health care were assessed by items such as “Your military leaders would discourage the use of mental health services.” Linear and logistic regression adjusted for demographic and military covariates will examine associations between mental health experiences and attitudes towards help-seeking. Sex interactions will be tested to examine whether these associations differ between men and women.

Results to be discussed include mental health experiences as a predictor of attitudes toward care, as well as sex differences among these variables.

This study will allow for a recent understanding of how mental health experiences impact attitudes toward care among a population-based sample of Canadian military personnel.

Knowledge gained from this study may contribute to the development of novel efforts to reduce stigma among Canadian service members, thereby encouraging help-seeking behaviour.

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Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Psychology in the Military /
Psychologie du milieu
militaire**#53 45838 FROM COMBAT BOOTS TO CIVILIAN LIFE: A FORK IN THE ROAD***Michelle Redekop, University of Calgary*

While many Veterans report an easy adjustment to life after deployment, a significant portion report difficulty in transitioning back into civilian life (Van Til, et al., 2014). Population survey studies estimate that up to 72% of veterans experience a high-level of transition stress and this may predict later mental health difficulties, including suicidality (Mobbs & Bonnanno, 2017). There is currently a paucity of qualitative research on the themes that Veterans describe in their transition to civilian life and the experience of recovery journey (Mobbs & Bonnanno, 2017; Palmer, Murphy & Spencer-Harper, 2016). Using thematic analysis (Braun and Clarke, 2006), this pilot study focuses on the themes present in the personal experiences discussed by Veterans with PTSD as they transition from the army to civilian life in ten videos from maketheconnection.net. Videos were selected using the criteria of “Male”, “Army”, “Post 9/11”, “Combat Experience”, “Transition from Service” and “PTSD”. Themes created from analysis of these videos include reference to demons, a precipitating crisis point, a personal connection to recovery, and paving the path for future Veterans. Findings from this pilot study might inform research on Veteran transition from combat positions to recovery. Future research should begin to examine what helps and hinders Veterans in their unique transition experiences

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Halifax Ballroom A-B (Second Floor)

**Poster Session “G” /
Présentation par
affichage**Psychology in the Military /
Psychologie du milieu
militaire**#54 45951 PREDICTORS OF OUTPATIENT MENTAL HEALTH TREATMENT
RESPONSE IN CANADIAN VETERANS***Stephanie Taillefer, Nova Scotia Health Authority ; Dougal Nolan, Nova Scotia Health Authority ; Abraham Rudnick, Nova Scotia Health Authority*

Background: Military Veterans are at an increased risk of developing mental health conditions, including posttraumatic stress disorder, depression, and substance use disorders. Research suggests that pre-deployment, deployment and post-deployment factors all influence the development and care trajectory of mental health challenges. The inclusion of these variables in a predictive model provides insight into the nuanced outcomes of Veterans accessing mental health care and could be important for their mental health care planning.

Methods: Retrospective chart review will be completed for at least 100 Veterans as well as currently serving members of the Canadian Armed Forces who are planned soon for an upcoming medical release. All have attended outpatient care at a provincial specialty clinic funded by Veteran's Affairs Canada. Care provided at the clinic has included care primarily consisting of psychotherapy and/or psychopharmacology. Predictors of care response to be examined include pre-deployment factors (e.g., age and education), deployment factors (e.g., number of deployments) and post-deployment factors (e.g., comorbidities). Care response will be examined using change in scores from baseline to 1 year post care initiation on the Outcome Questionnaire 45.2 and the Posttraumatic Checklist for DSM-5.

Results: Hierarchical logistic regressions will be conducted to identify factors contributing to substantial variance of care response.

Conclusions: it is expected that a combination of pre-deployment, deployment, and post-deployment factors will add predictive value to the model.

Impact: Identifying predictors of care response is essential to assist in decisions regarding care planning, to optimize care delivery, and to identify novel care targets.

10:45 - 11:45

Atlantic Suite (Second Floor)

SymposiumExtremism and Terrorism /
Extrémisme et terrorisme**45659 EXTREMIST IDEOLOGIES AND TERRORIST ACTIVITIES: SEEKING A
VALID UNDERSTANDING AND RATIONAL RESPONSE***David Nussbaum, The Allen K. Hess Institute for Integrative and Forensic Behavioural Science;*

Background: Extremist ideologies have plagued humanity for millennia. With the advent of modern technology, extremist-motivated terrorists have historically unprecedented power to negatively affect the lives of individuals who do not share their ideologies.

Method: Historical and logical analysis.

Results: These papers describe observable characteristics of extremists of the left and the right that are often not perceived by casual observers.

Conclusion: A realistic rather than emotional analysis of current world events is necessary to appreciate where the chaos originates.

Impact: The talks in this program examine three issues intrinsic to extremist ideologies and terrorism that people should be aware of to counter oppressive misinformation.

10:45 - 11:45

Atlantic Suite (Second Floor)

SymposiumExtremism and Terrorism /
Extrémisme et terrorisme**#1 45661 THE SCOPE OF EXTREMIST INFLUENCE ACROSS THE 20TH AND 21ST CENTURIES***David Nussbaum, The Allen K. Hess Institute for Integrative and Forensic Behavioural Science*

Background: Extermism was not invented 100 or so years ago but has existed for at least milenia assisted by its expression in terrorism. Given the increased power available to well-financed, sophisticated and well-organized terrorist groups, an optimal solution would be to conceptually defeat the ideology and thereby thwart expansionistic attraction of ever-greater numbers. One step in achieving this goal would be to understand the non-violent infiltration of governmental, educational and other societal pillars that are effectively compromised by extremists.

Method: Drawing from techniques developed by pre-war 20th Century Nazis in the United States, historical parallels will be drawn with extreme left-wing organizations in the latter half of the 20th century.

Results: A clear pattern emerges that can be applied for an appreciation of the extremist psychology seen in the 21st century.

Conclusion: Psychology can be useful in diffusing extremism and making the world a better place.

#2 45662 HOW GRIEVANCE CENTRED IDENTITIES PROMOTE TERRORISM*Paul Erickson, Private Counselling Practice for First Responders*

Background: From Black September to ANTIFA, and throughout history, extremist and terrorist groups have coalesced around a sense of being oppressed and victimized by various oppressors.

Method: Archival Documentation.

Results: Extermists seek to maintain their claim to legitimacy by promoting and maintaining grievance centred identities. This talk will explore how grievance centred identities are self-sustaining and self-defeating.

Conclusions: Those who tacitly or explicitly support the maintenance of grievance centred identities ultimately end up being supporters of extremism and terrorism.

Impact: The historical information and analysis will provide a clearer model for our colleagues and their clients/patients for dealing with these issues.

#3 45668 SHARED IDEOLOGIES AND INDIVIDUAL DIFFERENCES ACROSS EXTREMIST HIERARCHIES: THE AFRICAN EXPERIENCE*Solomon Mumah, Technical University of Kenya; Grace Mumah, Technical University of Kenya*

Background: Mass media frequently provide a singular stereotypic caricature of “the modal terrorist.” However, this simplification obscures the complexity intrinsic to sophisticated international terrorist franchises whose abilities to attract, inspire, communicate and coordinate activities have caused harm to millions around the globe.

Method: Archival Study.

Results: This talk will first present an existing model of terrorist organizational hierarchies across ideologies and describe the functional roles of individuals occupying the distinct levels. Next, we present psychological characteristics of individuals occupying the various “hierarchical stations” within terrorist franchises. Basic ideological similarities remain despite cultural and geographic distinctions.

Conclusions: We then describe examples of corresponding hierarchies in different African extremist groups.

Impact: We then offer suggestions for countering extremists at different levels of the organizational hierarchy.

10:45 - 11:45

Sable D (Ground Floor)

Symposium

Psychologists in Hospitals
and Health Centres /
Psychologues en milieu
hospitaliers et en centres de
santé

45088 PHHC GRADUATE STUDENT RESEARCH SYMPOSIUM

Julia Grummisch, University of Regina; *Tamara Williamson*, University of Calgary; *Soeun Lee*, University of Guelph; *Michael Armstrong*, University of Ottawa

Psychologists working in hospitals and health centers are faced with unique challenges. Specifically, psychologists are often involved in navigating tricky issues, engaging in research and implementing evidenced-based psychological interventions, often within a multidisciplinary milieu. There exists a dearth of research focusing on the work of psychologists within these settings. This symposium will feature three presentations delivered by graduate-level trainees in psychology that highlight some of the most novel research being conducted within hospitals and health centers. The first presentation will provide a review of the literature on ethical issues in assessment and behavioural treatment of obesity in healthcare settings with a focus on ethical codes and practice guidelines for clinical psychologists. The second presentation will discuss the feasibility, acceptability, and effectiveness of a group intervention for caregivers of youth with chronic pain. The third presentation will discuss assessment procedures for cognitively impaired individuals referred to a memory clinic with a focus on the use of driving simulators and neuropsychological tests to assess safety to drive and cognitive correlates. This symposium will inform psychologists and psychology trainees who are employed, practice, teach, study, or conduct research in hospitals and health care settings about the newest research that is germane to their work setting.

#1 45211 ETHICAL ISSUES IN ASSESSMENT AND BEHAVIOURAL TREATMENT OF OBESITY IN HEALTHCARE SETTINGS

Tamara Williamson, University of Calgary; *Joshua Rash*, Memorial University of Newfoundland; *Tavis Campbell*, University of Calgary; *Kerry Mothersill*, Alberta Health Services

Obesity is a complex chronic disease associated with stigma, co-morbidities (Type II Diabetes, depression), and reduced quality-of-life. Across developed countries, clinical practice guidelines recommend multicomponent lifestyle intervention as a first-line treatment for obesity (e.g., behaviour therapy for weight-loss; BTWL). Clinical psychologists frequently assess and treat patients with obesity in outpatient healthcare settings (e.g., hospitals, tertiary care clinics), where care is provided in the context of a multidisciplinary team. Whereas published guidelines provide recommendations for optimal design and delivery of BTWL, ethical issues which may arise have not been articulated. This presentation will review practice guidelines, ethical codes (i.e., Canadian Code of Ethics for Psychologists; APA Ethical Principles of Psychologists), and the extant literature to delineate key ethical considerations for psychologists who assess and provide BTWL to adults with obesity in healthcare settings. Five themes will be discussed: a) informed consent (treatment expectations; alternatives); b) assessment (biopsychosocial approach; test selection) ; c) competence and scope of practice (self-assessment; collaborative practice); d) avoiding bias and discrimination (self-examination, client diversity), and; e) maximizing treatment benefit while minimizing harm. Practical recommendations grounded in the competency training model for clinical psychologists in healthcare settings will be provided to assist psychologists in addressing and mitigating ethical issues in practice.

#2 45212 A GROUP INTERVENTION FOR CAREGIVERS OF YOUTH WITH CHRONIC PAIN: FEASIBILITY, ACCEPTABILITY, AND EFFECTIVENESS

Soeun Lee, University of Guelph; Kim Edwards, McMaster Children's Hospital; C. Meghan McMurtry, University of Guelph

BACKGROUND: Parenting a youth with chronic pain is associated with unique social, emotional, and financial stressors. Additionally, caregivers often report uncertainty around the best ways to support their child's pain, although certain common parental behaviours, such as protectiveness, have been found to reinforce negative outcomes. There is a clear need to provide caregivers with evidence-based strategies to help them better support their child, as well as cope with their own stress. However, few caregiver interventions for chronic pain exist and little is known about the treatment components that are effective. The aim of this study is to evaluate the feasibility, acceptability, and effectiveness of a 5-week, evidence-based, group intervention for caregivers offered through a hospital outpatient pediatric chronic pain program (PCPP).

METHOD: Seventy-four caregivers recruited from a PCPP have participated in the groups to date. Participants completed questionnaires on their behavioural responses (i.e., protectiveness, distraction, monitoring, minimizing) to pain and psychological flexibility at pre- and post-treatment. Satisfaction was assessed by a feedback questionnaire post-group.

RESULTS: Data collection and analyses are ongoing. Preliminary analyses suggest that the group demonstrates good feasibility and high satisfaction. Additionally, caregivers report a significant decrease in behaviours associated with negative youth outcomes (e.g., protectiveness) and increased psychological flexibility at post-treatment.

CONCLUSIONS: Results support that a group intervention for caregivers can produce positive changes in behaviour and psychological flexibility.

ACTION/IMPACT: This study demonstrates that a group intervention may be a feasible and cost-effective way to intervene with parents of youth with chronic pain.

#3 45337 DISCRIMINATING COGNITIVELY IMPAIRED DRIVERS FROM HEALTHY CONTROLS USING A SIMULATED DRIVING ASSESSMENT

Michael Armstrong, University of Ottawa; Sylvain Gagnon, University of Ottawa

Background: Persons living with Alzheimer's Disease (AD) are at increased risk for motor vehicle collisions as a result of their cognitive deficits. A significant proportion of drivers with cognitive impairment are deemed safe to continue to drive their car. As clinical assessment of older drivers can be costly and lengthy, one alternative to the on-road test is the use of a driving simulator.

Method: This study explores the utility of short video clips of driving simulator performance to classify individuals in terms of safety and cognitive status. Participants (n=54) were shown a series of 30 video clips and asked to answer questions following each clip regarding the cognitive status of the individual and rate their safety.

Results: Participants' classification of AD drivers and controls was significantly higher than chance (i.e., > 50% correct). Results also showed a statistically significant effect of video type on safety ratings such that participants rated AD drivers as significantly less safe ($M = 2.43$, $SD \pm 0.184$) in comparison to control drivers ($M = 4.77$, $SD \pm 0.200$), $F(1, 52) = 228.44$, $p < 0.001$).

Conclusions: Findings support the link between driving simulation performance and cognitive impairment. Future research will explore the ability for trained health care professionals to use clips of simulator performance to determine cognitive status.

Impact: Outcomes of this research will aim to provide clinicians with an assessment tool that is efficient and ecologically valid. Feedback using this approach will help older drivers better understand their limitations.

10:45 - 12:00

Halifax Ballroom C (Second Floor)

Professional Development Workshop / Ateliers de perfectionnement professionnel

Sexual Orientation and Gender Identity / Orientation sexuelle et identité sexuelle

45403 TRANSGENDER VISIBILITY MATTERS: INFUSING POPULAR CULTURE WITHIN CLINICAL AND EDUCATIONAL PRACTICE*Ashleigh Yule, University of Calgary; Rhea Hoskin, Queens University; Jessie Earl, Jessie Gender*

The landscape of transgender representation is rapidly changing. The real world implications of better trans representation are reflected in the academic literature across disciplines, including in psychology, education, public health, critical theory, policy development, and others. As identified by many advocates in the trans community, “visibility and representation can be a matter of life and death” (de Sousa, 2018). Thus, developing a thorough understanding of gender diversity, current terminology, risk, resilience, and the importance of representation and visibility is both foundational and essential in establishing and maintaining best practices for transgender and gender diverse youth in all areas of their lives (Veale et al., 2015; Wells et al., 2017). In this dynamic workshop, participants will review the nuanced history of trans representation, explore current developments in media awareness of trans issues, and survey the visibility of trans people in media. Presenters will guide participants in integrating this knowledge of trans representation with an evidence-based understanding of gender diversity and the mental health and social impacts of trans representation in the media. Participants will leave this workshop with a deeper understanding of the complexities and impacts of trans representation in media, which will facilitate participants’ development as gender inclusive professionals, clinicians, researchers, students, and consumers of media.

10:45 - 12:45

Maritime Suite (Second Floor)

CPA Board of Directors Meeting / Réunion du conseil d’administration

General Psychology / Psychologie générale

49309 POST CONVENTION BOARD MEETING*Karen Cohen, CEO, Canadian Psychological Association***11:00 - 11:30**

Sable C (Ground Floor)

Discussion Forum / Forum de discussion

Teaching of Psychology / Enseignement de la psychologie

46050 USING PEER ASSESSMENT FOR WRITING ASSIGNMENTS IN INTRODUCTORY-LEVEL COURSES*Peter Graf, University of British Columbia; Catherine Rawn, University of British Columbia; Bosung Kim, University of British Columbia*

Sophisticated written and spoken communication skills are critical for success in many domains of life, and such skills are expected of all university graduates. However, in most of Canada’s research-intensive universities, introductory level classes are frequently large, and the assessment of learning outcomes is limited to tests with multiple-choice and short-answer questions. As a consequence, opportunities for acquiring and polishing verbal communication skills are offered only in upper year (3rd or 4th year) courses. The purpose of this forum is to argue in favor of changing this status quo, and to encourage the increased use of written and spoken assignments especially in large introductory level psychology courses/classes. This call for more written and spoken assignments is supported by the development of administrative tools for managing peer assessed assignments, and by research showing that peer assessments are reliable and valid enough for grading purposes. The evidence shows that writing helps students learn, and assessing the written work of peers helps with developing skills such as critical analysis, reflection, and attention to assignment criteria. The forum will focus concerns about using peer assessments in introductory level courses, on tools available for managing peer assessed assignments in large classes, on methods for developing students’ peer assessment skills.

11:00 - 12:00

Nova Scotia Ballroom A (Second Floor)

Symposium

Health Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement

45569 SOCIAL INFLUENCES ON EMERGING ADULTS' ALCOHOL USE: WHO'S MOST SUSCEPTIBLE AND WHO'S MOST INFLUENTIAL?

Sherry Stewart, Dalhousie University; Simon Sherry, Dalhousie University

Social learning theory suggests individuals learn unhealthy behaviors by observing and imitating the behaviors of others in their social network. While social influences on emerging adults' drinking behaviors are well-established, who is most susceptible to those influences, and who exerts the greatest social influence during this developmental phase, remain unknown. This symposium, chaired by Dr. Sherry Stewart, will shed light on these questions using three studies investigating the influence of emerging adults' social networks. Study 1 (Dr. Raquel Nogueira-Arjona) uses the Timeline Follow-Back in a prospective study with drinking buddy dyads to show drinking buddy drinking levels predict increases in target drinking and that this social influence is particularly strong among extraverted targets. Study 2 (Dr. Abby Goldstein) utilizes a self-determination perspective to examine data from a study of parent-emerging adult dyads. Results from this study highlight that positive parenting that promotes autonomy can be protective for reducing alcohol problems in emerging adulthood. Study 3 (Ms. Sara Bartel) uses structural equation modelling to: look at the correspondence between the drinking levels of up to five influencers in a target's social network and the target's own drinking levels; and identify which types of relationships have the largest social influence on drinking in this developmental phase. Results show that the social network does influence the individual's drinking and that the most important influencers on drinking are romantic partners. Finally, Dr. Simon Sherry, an expert in social influences on health-risk behaviors, will provide integrative comments, consider practical implications, and suggest future research directions.

#1 45579 DRINKING TO KEEP PACE: EXTRAVERSION MODERATES DRINKING BUDDY EFFECTS ON OWN DRINKING IN UNIVERSITY STUDENTS

Raquel Nogueira-Arjona, Dalhousie University; Trevor Shannon, University of North Carolina at Wilmington; Simon Sherry, Dalhousie University; Ivy-Lee Kehayes, Dalhousie University; Matthew Keough, University of Manitoba; Sherry Stewart, Dalhousie University

Heavy drinking in university undergraduates remains a concerning issue due to its association with numerous health risks. While modelling contributes to undergraduates' alcohol use, little work has identified who might be most susceptible to modelling effects. Peterson et al. (2005) found males high in extraversion were most susceptible to matching strangers' drinking levels in a lab-based social drinking context. We sought to replicate and extend these findings by examining the impact of extraversion on social matching of the alcohol consumption levels of a drinking buddy in undergraduates' daily lives. First, a significant relationship between buddy and target drinking levels was predicted in dyadic drinking situations. Additionally, we hypothesized that target extraversion levels would positively moderate this target-buddy drinking levels relationship. Data from 149 undergraduate targets (74% female) and their same-sex drinking buddy were collected through online questionnaires examining targets' extraversion levels, and the drinking levels and social drinking context of both dyad members through a linked set of 30-day Timeline Followback measures. Linear mixed modelling confirmed the study's first social matching hypothesis, while also revealing that target extraversion positively moderated the relationship between buddy and target daily drinking levels in dyadic drinking contexts. Findings extend those of Peterson et al. (2005) to a real-world (vs. lab-based) context, modeling of a buddy's (vs. stranger's) drinking levels, and a sample including women (vs. all-male). Results provide novel information on extraversion's contributions to modelling of alcohol use that may guide useful modifications to personality-based interventions for reducing heavy drinking in undergraduate university students.

11:00 - 12:00

Nova Scotia Ballroom A (Second Floor)

SymposiumHealth Psychology and
Behavioural Medicine /
Psychologie de la santé et
médecine du comportement**#2 45921 PARENT-CHILD RELATIONSHIPS AND ALCOHOL PROBLEMS IN EMERGING ADULTHOOD: A SELF-DETERMINATION PERSPECTIVE**

Abby Goldstein, Department of Applied Psychology and Human Development, Ontario Institute for Studies in Education (OISE)/University of Toronto; *Joyce Zhu*, Department of Applied Psychology and Human Development, University of Toronto; *Elaine Scharfe*, Department of Psychology, Trent University; *Danielle Molnar*, Department of Child and Youth Studies, Brock University; *Chloe Hamza*, Department of Applied Psychology and Human Development, University of Toronto

Despite evidence that parents play an important role in emerging adult development, there is little research on the mechanisms through which parents influence their emerging adult offspring's drinking behaviour. The current study uses self-determination theory (SDT) as a framework for understanding parent's influence on alcohol-related problems. SDT posits that when basic psychological needs for competence, autonomy and relatedness are satisfied, individuals experience greater mental health and well-being. Previous research has found that parents play an important role in creating the conditions that meet these needs in their offspring. In the current study, we explored pathways from parent-child relationships to SDT needs satisfaction and alcohol problems. Emerging adults ($M_{age}=19.77$, $SD=1.41$) and a parent ($M_{age}=51.41$, $SD=5.97$; $N = 250$ dyads) completed surveys assessing the quality of their relationship in terms of warmth, involvement and autonomy-support. The results converged for the emerging adult's report of mothers and the parent's report (119 were mothers): greater parental involvement, warmth and autonomy support were positively associated with all three basic psychological needs being met. For fathers, the parenting variables were only associated with relatedness needs being met. In addition, the relationship between basic needs satisfaction and alcohol problems was significantly protective only for autonomy, but not for competence and relatedness. Alcohol interventions targeting parents and emerging adults should consider how parents, and mothers in particular, can promote autonomy in their emerging adult children through engaging in developmentally appropriate parenting.

#3 45922 ALCOHOL USE IN SOCIAL NETWORKS OF YOUNG ADULTS: WHO MATTERS?

Sara Bartel, Department of Psychology and Neuroscience, Dalhousie University; *Simon Sherry*, Department of Psychology and Neuroscience, Dalhousie University; *Sherry Stewart*, Departments of Psychiatry and Psychology & Neuroscience, Dalhousie University

Alcohol use is a widespread behavior in North America with many established negative consequences associated with heavier use. Theory suggests that the substance use of those with whom we interact may influence our own substance use through social learning mechanisms. Research that has investigated social influences across development suggests that certain individuals in the social network may be more influential than others at specific developmental stages. It has been suggested that peers and romantic partners may be strong sources of social influence, while parents and siblings may be comparatively weaker sources of social influence, in emerging adulthood. Studies including multiple sources of social influence and examining their relative strength of influence are rare in the alcohol literature. This study was designed to examine the influence of the alcohol use patterns of parents, siblings, peers, and romantic partners ("influencers") on emerging adult targets' own alcohol use patterns. Three-hundred-and-two emerging adult targets (Mean age = 20; 79% female) and up to five members of their social network ($n=925$) completed questions about their own drinking quantity and frequency. A structural model using the drinking of these five groups of social influencers to predict the targets' alcohol own use fit the data well, consistent with social learning theory predictions. Moreover, the alcohol use of romantic partners was the strongest predictor of targets' alcohol use. All other types of influencers had negligible effects on target drinking. Results suggest that romantic partners may be the most important source of social influence for emerging adults' alcohol use.

11:00 - 12:00

**Section Featured
Speaker Address /
Allocution principale de
la section**

Quantitative
Electrophysiology /
Électrophysiologie
quantitative

SECTION PROGRAM / PROGRAMME DE LA SECTION

**48642 THE STATE OF QUANTITATIVE ELECTROPHYSIOLOGY IN
PSYCHOLOGICAL TREATMENT: UNDERSTANDING CLINICAL RESEARCH AND
PRACTICE WITH ELECTROENCEPHALOGRAPHY (EEG)**

Mari Swingle, Former Affiliation Swingle Clinic

QEEG is an extremely powerful assessment (measurement) tool and efficacious treatment modality. That said, it is not widely studied or taught to any depth in doctoral programs. As such, apart from conferences and peer reviewed journals within specialist organizations (such as ISNR and AAPB), both students and professionals alike tend to not be sufficiently exposed to peer reviewed research and supported practice to fully understand either its mechanisms of action, or, appreciate its power.

This presentation will: 1) Explore how QEEG functions from an entirely different biological paradigm than pharmacology (measuring brain states and traits via electrical readings wave-lengths, amplitudes, locations, a/symmetry etc.) by comparing and contrasting them with clinical and normative data bases. 2) How it is operationalized as a treatment modality through both classic and operant conditioning. 3) How it can potentiate traditional psychological therapies as well as operate as a stand-alone treatment/intervention. 4) How it has both empirical support and, due to being in relative infancy, is also highly innovative and experimental. --And lastly 5) the need for regulation and training in administration for ethical practice.

11:00 - 12:00

Nova Scotia Ballroom B-C-D (Second Floor)

Symposium

Educational and School
Psychology / Psychologie
éducative et scolaire

**44691 ASSESSING AND SUPPORTING STUDENTS WITH LOW-INCIDENCE
NEUROPSYCHOLOGICAL DISORDERS IN SCHOOLS**

Erica Makarenko, University of Calgary; Felecia Hoey, University of Calgary; Laura Flanigan, Werklund School of Education; Victoria Purcell, University of Calgary; Jenna Young, Werklund School of Education

There is a classic saying “When you hear hoofbeats, think horses, not zebras.” School psychologists are well-versed in the “horses” of the profession – ADHD, specific learning disabilities, and the like. However, sometimes hoofbeats do come from zebras. Many rare neuropsychological disorders have the appearance of, and similarities to, more common disorders in children and youth. School psychologists must be aware of the symptoms, behaviours, and neuropsychological functioning of a series of low-incidence disorders to provide the most effective supports within schools. Consequently, the purpose of this symposium is to inform school psychologists about the signs and symptoms of low-incidence neuropsychological disorders, as well as assessment and intervention techniques for these disorders. The specific low-incidence disorders that will be discussed include Kluver-Bucy Syndrome, Developmental Gerstmann’s syndrome, epilepsy, and cerebral palsy.

#1 44694 SUPPORTING CHILDREN WITH KLUVER-BUCY SYNDROME

Laura Flanigan, Werklund School of Education

Kluver-Bucy Syndrome (KBS) is an extremely rare neuropsychological disorder characterized by increasingly strange, inappropriate social behaviour (Lippe, Gonin-Flambois, & Jambaque, 2013). KBS may occur after damage to the temporal lobe structures, such as the result of traumatic brain injury, epilepsy, stroke, or, most commonly in children, herpes encephalitis (Lippe et al., 2013). The primary symptoms of KBS include hyperorality, hypersexuality, visual agnosia, hypermetamorphosis, placidity of affect, disordered eating, and memory deficits. Cognitive, memory, and speech impairments are noted in children with KBS (Lippe et al., 2010), as well as aggression and hyperactivity (Cohen et al., 2010). As KBS may be mistaken for autism or attentional disorders (De Benedictis, Dumais, & Landry, 2013), school psychologists should examine the background history for signs of KBS and its specific pattern of neuropsychologist functioning.

11:00 - 12:00

Nova Scotia Ballroom B-C-D (Second Floor)

SymposiumEducational and School
Psychology / Psychologie
éducationnelle et scolaire**#2 49364 SUPPORTING CHILDREN WITH DEVELOPMENTAL GERSTMANN'S SYNDROME***Jenna Young*, Werklund School of Education

Developmental Gerstmann's Syndrome (DGS) is a low incidence neurological disorder with five major symptoms: dyscalculia, dysgraphia, left-right disorientation, finger agnosia, and constructional apraxia. Clinicians and researchers describe two forms of the syndrome based on the etiology of symptoms: Gerstmann's Syndrome is a form observed in adults from assault or injury of the brain, such as stroke, infection, etc., whereas DGS is observed in school-aged children with no history of brain injury (PeBenito, 1987). Other associated symptoms include average or above average cognitive functioning, higher verbal reasoning ability, average to above average reading skills, no family history of learning disorders, and typical language development (Suresh & Sebastian, 2000). However, emotional and attentional concerns are often present (Suresh & Sebastian, 2000). It is important for school psychologists to be aware of DGS as children presenting with both learning disorders and attentional difficulties may be improperly diagnosed during psychoeducational assessment. Furthermore, some of the symptoms present are not typically assessed by school psychologists, however, this presentation will discuss how school psychologists may quickly and effectively assess for all five DGS symptoms.

#3 SUPPORTING CHILDREN WITH EPILEPSY AND CEREBRAL PALSY 44696*Felecia Hoey*, University of Calgary; *Victoria Purcell*, University of Calgary

Epilepsy is a neurological disorder characterized by recurrent seizures that are unprovoked by any immediate cause (Miller & Goodkin, 2014). Epileptic seizures result in many symptoms that may vary based on the type and location of the seizure (Miller & Goodkin, 2014). While a seizure is occurring, individuals often report changes in sensation, behaviour, and/or consciousness (Miller & Goodkin, 2014; Reilly & Ballantine, 2011). Long term, however, children with epilepsy are at a much greater risk for neurological deficits and social, emotional, and behavioural difficulties (Reilly & Ballantine, 2011).

Cerebral Palsy (CP) is a neurodevelopmental condition resulting from damage to the brain that occurs before, during, or after birth. The damage to the brain impacts the child's motor system and as a result, children with CP experience poor coordination, poor balance, abnormal movement patterns, or a combination of these characteristics (Hinchcliffe, 2007). Children with CP often encounter additional deficits in sensation, perception, cognition, communication, attention, and/or behaviour (Gabis, Tsubary, Leon, Ashkenasi, & Shefer, 2015). For example, some children with CP have significant gaps in their speech (Miller & Bachrach, 2008), and others are at risk of cognitive impairment and executive dysfunction (Stadskleiv, Jahnsen, Andersen, & von Tetzchner, 2017). School psychologists play an important role in assessment of the child's cognitive, academic, social, emotional, and behavioural functioning as well as contribute to the development of interventions to strengthen areas of need for children with epilepsy and cerebral palsy.

11:30 - 11:45

Atlantic Suite (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Extremism and Terrorism /
Extrémisme et terrorisme**46377 MOVING FROM THEORY TO PRACTICE IN EXTREMISM***Adarsh Kohli*, Postgraduate Institute of Medical Education and Research, Sector 12, Chandigarh-160012, India

Extremism leading to terrorism is a very known phenomenon now. Each of these groups have a ideology that needs to be analysed. This ideology makes use of ideas espoused by extremist organisations. the intention is not to change the attitudes of most people but finding ways and means to have better communication, more projects in education, communities and criminal justice system to enable ideologies, support from experts where ideology draws on and misrepresents theology and requires a detailed response. It is important to challenge apologists for terrorism. What are the different steps in promoting an understanding from psychological point of view will be the focus of my talk.

11:30 - 12:00

Nova Scotia Ballroom B (Second Floor)

**Discussion Forum /
Forum de discussion**Indigenous People's
Psychology / Psychologie des
peuples autochtones**45702 INDIGENOUS APPROACHES TO MENTAL HEALTH: LAND-BASED
INTERVENTIONS AND NATURE-ORIENTED WELLNESS PROGRAMS***Jocelyn Sommerfeld*, University of Guelph-Humber ; *David Danto*, University of Guelph-Humber; *Russ Walsh*,
Duquesne University

Indigenous mental health is an important topic in psychology today, particularly since the findings of the Truth and Reconciliation Commission report (2015). Unfortunately, Indigenous Peoples in Canada often lack access to appropriate mental health care. Land-based interventions have been cited as one culturally appropriate approach to wellness; nevertheless, given the diversity of nature-oriented wellness programs, confusion exists over each program's qualities. As such, our presentation will discuss the qualities of nature-oriented wellness programs currently in use by Indigenous communities (e.g. land-based interventions) with land-based approaches outside of Indigenous communities (e.g. forest bathing, outdoor adventure/therapeutic wilderness programs, green/blue space research). We will then explore what sets Indigenous land-based interventions apart from these other wellness programs and discuss why land-based interventions hold a deeper meaning for Indigenous Peoples. Following the presentation, the discussants will raise open-ended questions to participants addressing this topic. Depending upon the number of attendees, we may form breakout groups and then share answers with the larger group. Questions will include: In what ways have you found nature healing? How is the relationship to the land different for people in the dominant-settler culture compared to Indigenous Peoples? What might be dangers or challenges in using non-Indigenous nature-oriented wellness programs with Indigenous clients? What are the commonalities among these programs (if any)?

11:30 - 12:00

Nova Scotia Ballroom D (Second Floor)

**Discussion Forum /
Forum de discussion**Clinical Psychology /
Psychologie clinique**45011 EVIDENCE-BASED SUPERVISION: BRIDGING THE GAP BETWEEN
KNOWLEDGE AND IMPLEMENTATION.***Ed Johnson*, University of Manitoba; *Don Stewart*, University of Manitoba

Evidence-based supervision practices enhance client and/or supervisee outcomes, yet are not often employed by supervisors. Our session includes a brief overview of these supervision best practices along with a facilitated discussion on identifying and overcoming obstacles to implementing these measures. Measures to be discussed include development of a positive supervisory working alliance, the use of progress and outcome monitoring in supervision, methods of direct observation and feedback (i.e., live or recorded client sessions), and experiential learning methods (e.g., modeling, role play). Methods to overcome barriers to implementation will be discussed, including how to address lack of familiarity/training, inadequate supervisory support or resources, and overestimation of effectiveness as a supervisor. The recommended supervisory practices are based on the primary author's recent review of the supervision literature (Johnson, 2017) and supervision best practice guidelines (including CPA's recent task force recommendations on the use of outcome and progress monitoring). The goal of the discussion forum is to engage supervisors and supervisees about the challenges they perceive in implementing these strategies and how they may be overcome. The authors will seek to promote discussion through the use of open-ended questions, examples from their own experience as seasoned supervisors, supervision workshop facilitators, and instructors.

11:30 - 12:00

Sable B (Ground Floor)

**Discussion Forum /
Forum de discussion**
Counselling Psychology /
Psychologie du counseling

45604 THE FUTURE OF COUNSELLING PSYCHOLOGY EDUCATION AND TRAINING PROGRAMS IN CANADA

Ausha Kassan, University of Calgary; *Ada Sinacore*, McGill University

Counselling psychology in Canada is at a crossroads. In recent years, there have been multiple, rapid, changes occurring within professional psychology and broader Canadian society. As such, it is imperative that counselling psychology scholars and stakeholders address programmatic issues in higher education and the training needs of graduate students.

This critical conversation has begun to take place in a number of spheres, including at the 2018 Canadian Counselling Psychology Conference. Specifically, one of the working groups at the conference centered on *The Future of Counselling Psychology Education and Training in Canada*. The focus of this working group was the advancement of counselling psychology education and training programs in Canada. The overarching aim of this group was to discuss how graduate programs can become more responsive to (a) students with diverse backgrounds and goals for the future, (b) the needs of various clients and communities, and (c) the expectations of professional associations (e.g. CPA, CCPA) and licensing bodies.

This discussion forum is intended to continue that conversation, allowing more voices and perspectives to be added to the topic. Moreover, a particular focus will be placed on Master's level education and training in counselling psychology, as it is often challenged to respond to multiple provincial and national associations and accreditation bodies. The aim of this discussion forum will be twofold: (a) continue to discuss counselling psychology education and training programs in Canada; and (b) highlight the unique programmatic needs and challenges at the Master's level.

11:30 - 12:00

Sable C (Ground Floor)

**Discussion Forum /
Forum de discussion**
Teaching of Psychology /
Enseignement de la
psychologie

44905 THE ART AND SCIENCE OF TEACHING CLINICAL SUPERVISION TO PSYCHOLOGY GRADUATE STUDENTS

Mary Caravias, Ontario Institute for Studies in Education/University of Toronto; *Brittany Burek*, Ontario Institute for Studies in Education/University of Toronto

Supervision has recently been recognized as a distinct, core competency for clinical psychologists in Canada and abroad. Despite this, formal training in supervision as a competency for clinical psychology students is in its infancy. As supervision constitutes a key pedagogy within our discipline, the success and competency of future clinical psychologists is predicated on a system which trains good supervisors. Developing and implementing best practices in supervision training has far-reaching influence on our profession and clients and is therefore critical. Stoltenberg and McNeill (2011) offer an Integrative Developmental Model for the supervision of clinical trainees that will be introduced as a framework for thinking about the training of supervision. The training model of vertical peer supervision used within the School and Clinical Child Psychology program at the Ontario Institute for Studies in Education at the University of Toronto will be presented to foster discussion of best practice in the teaching of clinical supervision at the graduate level. Specifically, the theoretical foundation, experiential learning, reflective practices and collaborative approach used in this training model will be described. Student Supervisors and their Director of Clinical Training will facilitate discussion, offering their personal experience and helping to foster conversations about how to teach, assess, and overcome barriers in supervision training. The importance of competence in supervision for our profession, and the lack of established training models for this competency necessitate discussion of how to effectively go about this essential task.

12:00 - 12:45

Sable C (Ground Floor)

**Section Annual
Meeting / Séance de
travail annuelle de la
section**
Teaching of Psychology /
Enseignement de la
psychologie

SECTION PROGRAM / PROGRAMME DE LA SECTION

46514 TEACHING OF PSYCHOLOGY SECTION ANNUAL MEETING

Peter Graf, University of British Columbia

13:00 - 14:00

Halifax Ballroom B (Second Floor)

GIMME-5 Session # 9 / Session “Éclair 5”

- Clinical Psychology / Psychologie clinique

**GIMME-5 Session #9 /
Session “Éclair 5”**
Clinical Psychology /
Psychologie clinique

#1 45789 PERCEIVED NEGATIVE CAREGIVING AND PERFECTIONISM IN CHILDREN AND ADOLESCENTS: THE MEDIATING EFFECT OF INSECURE ATTACHMENT

Ariel Ko, THE UNIVERSITY OF BRITISH COLUMBIA; Paul Hewitt, THE UNIVERSITY OF BRITISH COLUMBIA; Gordon Flett, York University; Susan Birch, THE UNIVERSITY OF BRITISH COLUMBIA

Perfectionism is a multifaceted personality construct involving perfectionistic traits (demand for the self and others to be perfect), perfectionistic self-presentation (requirement of the self to appear perfect), and perfectionistic cognitions (automatic perfectionistic thoughts and self-recriminations; Hewitt, Flett, & Mikail, 2017). In children and adolescents, perfectionism has been associated with anxiety and depression (Affrunti & Woodruff-Borden, 2014), suicidality (Hewitt, Caelian, Chen, & Flett, 2014), eating disorders (Boone, Soenens, & Luyten, 2014), and interpersonal challenges (Goya Arce & Polo, 2017). Given the psychological difficulties linked to perfectionism, further research is needed to determine how perfectionism develops. Many early theorists posit that perfectionism arises from perceived parental control and demand (Hamachek, 1978; Horney, 1939; Missildine, 1963), and early negative relational experiences tend to give rise to insecure attachment styles (unhealthy internal working model of the self and others) (Bowlby, 1969). Based on these theories, Hewitt et al. (2017) proposed a developmental model of perfectionism as part of their Perfectionism Social Disconnection Model (PSDM). This model suggests that perfectionism stems from an asynchrony between early caregiver behaviors and a child's needs, paving the way for attachment insecurity. Thus, we hypothesize that insecure attachment will mediate the relationship between perceived negative caregiving and perfectionism. 100 participants aged 8-15 completed self-report questionnaires on perfectionism, attachment, and perceived parental caregiving. Findings from this study can not only provide further empirical support for Hewitt et al.'s (2017) developmental model of perfectionism in younger populations but can also shed insight on treatment strategies for children and adolescents with perfectionism.

13:00 - 14:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session #9 /
Session “Éclair 5”**
Clinical Psychology /
Psychologie clinique

#2 46213 MINDFULNESS-BASED COGNITIVE THERAPY FOR PSYCHOLOGICAL DISTRESS IN PREGNANCY: PRELIMINARY FINDINGS OF A RANDOMIZED CONTROLLED TRIAL

Anna MacKinnon, University of Calgary; Joshua Madsen, University of Calgary; Gerald Giesbrecht, University of Calgary; Tavis Campbell, University of Calgary; Linda Carlson, University of Calgary; Sona dimidjian, University of Colorado; Lianne Tomfohr-Madsen, University of Calgary

Background: Although pregnancy and childbirth are often portrayed as joyful, women are particularly vulnerable to experiencing mental health problems during this time. Psychological distress during pregnancy is prevalent, persistent, and if untreated is associated with adverse outcomes for maternal and child health. A single-blind randomized controlled trial (RCT) was conducted to evaluate the effectiveness of an 8-week modified Mindfulness-based Cognitive Therapy (MBCT) intervention delivered during pregnancy.

Methods: A community sample of pregnant women who self-identified as experiencing high levels of psychological distress were randomized into the experimental MBCT ($n=29$) or control treatment as usual ($n=32$) conditions. Participants completed questionnaires assessing symptoms of anxiety, depression and stress during lab visits at enrolment, immediately following the intervention, and follow-up 3 months postpartum.

Results: Longitudinal analysis of covariance, using linear mixed modeling and an intention-to-treat approach, indicated that after adjustment for baseline values there was no statistically significant effect of treatment on self-reported symptoms of psychological distress. Symptomatology significantly decreased over time across both conditions.

Conclusions: MBCT may not improve self-reported psychological distress beyond treatment as usual. Further research is warranted to examine other outcomes (e.g., diagnosis, coping skills, interpersonal functioning) and comparison to other interventions.

Impact: This is the first study to examine an MCBT intervention in pregnancy for a broader range of psychological distress symptomatology. The findings will help inform recommendations about mental health treatment in pregnancy.

13:00 - 14:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session #9 /
Session "Éclair 5"**
Clinical Psychology /
Psychologie clinique

#3 45552 IMPLEMENTING A SOCIAL SUPPORT GROUP IN RESIDENTIAL CARE: QUALITATIVE FINDINGS FROM AN INTERVENTION STUDY

Geneva Millett, Ryerson University; Alexandra Fiocco, Ryerson University

Background: Research suggests that social support may have beneficial effects on cognition, potentially by buffering the negative effects of stress and depression. Despite these findings, currently 44% of Ontario residents living in long term care (LTC) report limited to no social engagement. A peer support group called the Java Music Club (JMC) has been developed, which uses music and discussion to facilitate emotional support between residents.

Objective: As part of a larger mixed-methods pre-post study, this qualitative analysis aimed to explore the psychosocial benefits stemming from the JMC.

Methods: The JMC was implemented for one hour, once a week for twelve weeks. Qualitative data was collected via 1) semi-structured interviews with participants and recreation coordinators after 12 weeks of JMC, and 2) observational notes of the JMC facilitator following each JMC session. Data collection is ongoing (participants, N = 12; recreation coordinators, N = 3) and will be complete by March, 2019. Findings from preliminary thematic analyses show that participants with varying levels of cognitive impairment enjoy the program. Themes related to the content of the group itself include the facilitation of social support and interaction, the opportunity to be involved, and the benefits of music. Themes related to program administration include ease of implementation, need, and novelty.

Conclusion/Impact: Preliminary qualitative findings suggest that peer-social support programming for older adults living in LTC may support wellbeing by providing opportunities for meaningful social engagement, which is reportedly lacking in residential care.

13:00 - 14:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session #9 /
Session "Éclair 5"**
Clinical Psychology /
Psychologie clinique

#4 45679 EXPOSURE TO CANNABIS-RELATED SOCIAL MEDIA CONTENT SHAPES YOUNG ADULT'S CANNABIS USE, BELIEFS, AND BEHAVIOURS

Karli Rapinda, The University of Manitoba; Lindsay Bristow, The University of Manitoba; Alanna Single, The University of Manitoba; Matthew Keough, The University of Manitoba

Background: Young adults have high rates of cannabis use and are at risk for related consequences. Young adulthood is also characterized by elevated Social Media Site (SMS) use, using platforms like Facebook, Instagram, and Snapchat. SMSs are theorized to provide a source of social referencing, where an individual can view the habits of other like-minded peers and adjust their beliefs and behaviours to match the norms to which they are exposed. In light of Canada's recent cannabis legalization, cannabis-related content has increased on SMSs. Accordingly, we expected that increased exposure to cannabis-related SMS content would lead to over-estimation of both peer's cannabis use and peer's approval of frequent/risky cannabis use. In turn, one's own use, problems, and motivations for using cannabis were expected to increase.

Methods: Undergraduates (N=295) completed self-report questionnaires.

Results: Results showed that greater exposure to cannabis-related SMS content was related to high perceptions of peer use, as well as higher perceptions that peers would approve of frequent/risky use. Greater cannabis SMS exposure also related to increased cannabis use, higher endorsement of cannabis use disorder symptoms, and elevated cannabis use motives (i.e., social, conformity, enhancing, and coping).

Conclusions: Findings suggest young adults with greater exposure to cannabis-related SMS content tend to perceive other's use as higher, and this influences their own cannabis use and related problems.

Impact: Knowing that cannabis-related SMS content influences beliefs and behaviours highlights the need for psychoeducation to portray realistic use and legitimize consequences of cannabis use on SMS.

13:00 - 14:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session #9 /
Session "Éclair 5"**Clinical Psychology /
Psychologie clinique**#5 44682 SELF-CRITICAL PERFECTIONISM AND ANXIOUS SYMPTOMS OVER TWO YEARS: ANXIETY SENSITIVITY AS A MEDIATOR***Alexandra Richard*, Lady Davis Institute - Jewish General Hospital and McGill University; David Dunkley, Lady Davis Institute - Jewish General Hospital and McGill University

Self-critical (SC) perfectionism has consistently been linked to increased symptoms of anxiety. One mechanism for this may be that SC perfectionists may exhibit greater anxiety sensitivity (fear of the bodily sensations and feelings associated with anxiety) due to their fear of criticism and intolerance of failure, which then leads to greater anxious symptoms. We examined whether anxiety sensitivity mediated the association between SC perfectionism and anxious symptoms over two years. Community adults ($N=295$) completed measures of SC perfectionism at baseline (Time 1), along with measures of anxiety sensitivity and anxious symptoms at Time 1, one year later (Time 2), and two years after baseline (Time 3). Path analyses revealed that Time 1 SC perfectionism predicted increases in anxiety sensitivity from Time 1 to Time 2. Anxiety sensitivity predicted increases in anxious symptoms from Time 1 to Time 2 and again from Time 2 to Time 3. Time 2 anxiety sensitivity mediated the relation between Time 1 SC perfectionism and anxious symptoms over two years, controlling for the effects of Time 1 and Time 2 symptom levels. These results support that individuals with higher SC perfectionism tend to exhibit greater anxiety sensitivity which, in turn, independently leads to greater anxious symptoms over time. This study highlights anxiety sensitivity as a cognitive vulnerability factor for SC perfectionists, and suggests a specific mechanism by which SC is linked to higher anxious symptoms over time. Interventions that directly target anxiety sensitivity may therefore be effective in ameliorating symptoms of anxiety in SC perfectionistic individuals.

13:00 - 14:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session #9 /
Session "Éclair 5"**Clinical Psychology /
Psychologie clinique**#6 45346 LONGITUDINAL MULTI-TRAJECTORY PERFECTIONISM PROFILES AND THEIR PREDICTION OF DEPRESSIVE AND ANXIOUS SYMPTOMS OVER TWO YEARS***Alexandra Richard*, Lady Davis Institute - Jewish General Hospital and McGill University; Magdalena Zdebik, Université du Québec en Outaouais (UQO), Département de psychoéducation et de psychologie - University of Quebec in Outaouais (UQO), Department of Psychoeducation and Psychology; David Dunkley, Lady Davis Institute - Jewish General Hospital and McGill University

Perfectionism has been established as a multidimensional cognitive-personality vulnerability factor associated with depression and anxiety. Several studies have identified two higher-order dimensions of perfectionism: self-critical (SC) and personal standards (PS) perfectionism. This study used a prospective community-based cohort design and multi-trajectory analyses to model different SC and PS trajectories. We identified longitudinal patterns of perfectionism and tested whether different perfectionism profiles predicted depressive and anxious symptoms. Community adults ($N=323$) completed measures of perfectionism and symptoms of depression and anxiety at baseline (Time 1), one year later (Time 2) and two years after baseline (Time 3). We identified a four group multi-trajectory model, where Group 1 had low levels of both SC and PS, Group 2 had moderately high SC and moderately low PS, Group 3 had moderately low SC and moderately high PS, and Group 4 had high SC and PS. For both depressive and anxious symptoms, being in Group 2 (high SC-low PS) and Group 4 (high SC-high PS) compared to Group 1 (low SC-low PS) and Group 3 (low SC-high PS) was associated with higher levels of Time 3 depressive and anxious symptoms. Similar results were obtained when controlling for baseline levels of depressive and anxious symptoms. These findings suggest that while having high SC is a risk factor for higher symptoms of depression and anxiety, high PS becomes maladaptive only when combined with high SC. Thus, interventions should target self-critical evaluations and negative self-appraisals rather than trying to reduce high standards and goals in perfectionistic individuals.

13:00 - 14:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session #9 /
Session "Éclair 5"**
Clinical Psychology /
Psychologie clinique

#7 44679 CUMULATIVE RISK IN CHILDREN EXPOSED TO ALCOHOL PRENATALLY

Chantel Ritter, Werklund School of Education

Prenatal alcohol exposure can cause significant impairments that fall on a continuum known as fetal alcohol spectrum disorder (FASD). FASD is 2.5 times more common than autism spectrum disorder, and it is currently at an estimated prevalence of 4% in Canada. Approximately 90% of individuals with FASD experience co-occurring mental health disorder. Prenatal alcohol exposure (PAE) alone is enough to result in negative outcomes, however, PAE rarely occurs in isolation (e.g., multiple foster homes, neglect, school disruptions). The current study investigates the differential impact of postnatal experiences on child outcomes for children with PAE. Children aged 7-15 were assessed using the WASI-II and the BASC2-PRS.

The current analysis included 27 children aged 7-15 ($FSIQ M = 87.50, SD = 11.57$; expected 50). Children and youth with prenatal and postnatal risks experienced more externalizing and internalizing issues on the BASC than those with prenatal risks alone, $t(1, 26) = -2.696, p < .05$, $t(1, 26) = -1.198, p < .05$, respectively. Prenatal and postnatal risks increased hyperactivity scores on the BASC, than prenatal risks alone, $t(1, 26) = -3.565, p < .05$. Two or more placements were associated with greater externalizing symptoms, $t(1,26) = -1.947, p < .05$, and greater hyperactivity, $t(1,26) = -2.046, p < .05$, than one placement.

This study provides initial evidence for new approaches including multiple risk factors that could help clinicians/professionals identify and assess children who may have been exposed to alcohol prenatally.

13:00 - 14:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session #9 /
Session "Éclair 5"**
Clinical Psychology /
Psychologie clinique

#8 45538 CONCEPTUALIZING COMPLEX POST-TRAUMATIC STRESS DISORDER: THE ROLE OF DISSOCIATION AND MULTIDIMENSIONALITY

Cara Samuel, University of Victoria; Marsha Runtz, University of Victoria

Individuals who experience chronic, interpersonal traumatic events often present with extensive psychological symptoms, issues with self-organization and higher impairment; this has been characterized as complex post-traumatic stress disorder (C-PTSD). The inclusion of dissociation as a symptom of affect dysregulation, and the multidimensionality of symptoms in C-PTSD has yet to be fully examined. Using confirmatory factor analysis (CFA) on data from 580 women and men, we tested a model with four latent variables, each consisting of 3 observed variables: (1) PTSD (re-experiencing, avoidance, hypervigilance); (2) affect dysregulation (dissociation, skill deficits/instability, tension-reducing behaviors); (3) negative self-concept (self-blame, self-criticism, helplessness); and (4) interpersonal conflicts (difficulty feeling close to others, difficulty maintaining relationships, discomfort with closeness). This conceptualization was supported by a well-fitting model ($CFI = .997, TLI = .995, RMSEA = .019$ [90% CI: .000, .034]) with significant positive factor loadings [ranging from .309 to .947 ($p < .005$)] for all symptom variables onto their respective latent variables. These results suggest that the conceptualization of classic PTSD symptoms and hypothesized C-PTSD symptom clusters comprise meaningful, related constructs. A higher-order CFA will examine PTSD, affect dysregulation, negative self-concept and interpersonal conflicts as latent constructs contributing to an overarching complex post-traumatic stress factor. This research is unique in its inclusion of dissociation as a symptom of affect dysregulation in C-PTSD, and in its use of standardized, multidimensional measures; and will enhance our ability to capture variability in symptom presentation, thus increasing the potential for more effective assessment and treatment of trauma survivors.

13:00 - 14:00

Halifax Ballroom B (Second Floor)

**GIMME-5 Session #9 /
Session "Éclair 5"**Clinical Psychology /
Psychologie clinique**#9 46057 A DYADIC ANALYSIS OF PARENTING STRESS, COMPETENCE, AND
POSTTRAUMATIC STRESS ACROSS THE TRANSITION TO PARENTHOOD***Debra Torok*, University of Victoria; Lauren Matheson, University of Victoria; Erica Woodin, University of Victoria

Self-perceptions of parenting stress and competence may change across the transition to parenthood and often are negatively associated with anxiety and depression. Less is known about posttraumatic stress disorder (PTSD) in relation to these parenting outcomes, especially among fathers at this time. Using multilevel modelling, this study investigated (a) within-couple changes in parenting stress and competence over time, and (b) PTSD as a predictor of these outcomes. 98 mixed-sex new parent couples completed self-report measures of parenting stress, parenting competence, and PTSD. Approximately 10% of men and 12.5% of women reported clinically significant levels of PTSD. Findings show that only fathers experienced significant increases in parenting stress from one to four years postpartum. Moreover, mothers and fathers significantly differed in their parenting competence trajectories over time, with men reporting positive and women reporting negative curvilinear changes ($\chi^2 = 9.92, p < 0.05$). The addition of PTSD to models of parenting stress and competence significantly improved their fit ($\chi^2 = 292.46, p < 0.01$; $\chi^2 = 578.437, p < 0.01$). Higher PTSD levels were associated with heightened parenting stress and reduced self-competence for both partners. Further, PTSD predicted decreasing maternal, but not paternal, competence over time ($\chi^2 = -0.03, p < 0.05$). These findings suggest that mothers and fathers may differ in their perceived development of parenting abilities and higher PTSD levels may negatively interfere with this process. They also highlight a need to expand perinatal interventions for those with trauma history to include fathers, particularly during the early postpartum years.

13:00 - 13:15

Halifax Ballroom C (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Sexual Orientation
and Gender Identity /
Orientation sexuelle et
identité sexuelle**46269 OVERLAPPING SPECTRUMS: EXAMINING GENDER DIVERSITY IN
THE AUTISM SPECTRUM USING AN INTERPRETATIVE PHENOMENOLOGICAL
ANALYSIS PARADIGM***Ashleigh Yule*, University of Calgary; Adam McCrimmon, University of Calgary

Researchers have identified the co-occurrence of gender diversity and autism as an important emerging issue in terms of clinical practice. This research project aims to deepen our understanding of transgender autistic individuals' lived experiences, in an effort to help inform research and clinical practices. Using an Interpretative Phenomenological Analysis (IPA) approach (Smith, Flowers, & Larkin, 2009), the project will facilitate a deeper understanding of the actual experiences of gender, autism, and related barriers and strengths for individuals who have first-hand experience with gender diversity and the autism spectrum. This project is currently in data analysis; completed analyses will be shared and discussed in this talk in the context of how participants make meaning of their experiences as trans autistic individuals. Clinicians, educators, and support professionals in the fields of autism and gender are increasingly likely to encounter clients, patients, and families working to understand gender diversity and autism simultaneously (Ehrensaft, 2016; van der Miesen, Hurley, & de Vries, 2016). Given the significant personal, familial, educational, vocational, and societal impacts of both gender diversity and autism, such work is imperative.

13:00 - 13:15

Sable B (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Counselling Psychology /
Psychologie du counseling**46022 WHAT ABOUT UNIVERSITY STUDENTS? A SCIENTIST-PRACTITIONER
APPROACH TO BULLYING AND HARRASMENT IN UNIVERSITIES.***Jezzamyn Stone*, University of Calgary ; *Danae Laut*, University of Calgary; *Jenna Young*, University of Calgary;
Franziska Kintzel, University of Calgary

The negative impacts of bullying among school-aged and high school children have long been a focus of research for psychologists. Victims of bullying experience distress, mental health problems, and often engage in self-harm. These symptoms often persist into adolescence and adulthood. Despite the proliferation of research on bullying in childhood and adolescence, bullying in adulthood has been largely ignored in the literature. The literature that does exist has estimated that 21.9% of college students have experienced cyberbullying, which is similar to the rate found among middle school children. However, literature on traditional forms of bullying among college students as well as the experience of harassment is sparse. Furthermore, it is estimated that between 15.8% and 48.5% of adults have experienced bullying in the workplace. Workplace bullying is associated with decreased job satisfaction, increased stress, and in some cases permanent psychological impairment. This leaves a large and important gap in the literature: What happens to bullying behaviours, between high school and the workplace, while students are attending post-secondary institutions? The purpose of this paper is twofold: (a) To present the data from a pilot study (online survey) aimed at highlighting the prevalence of bullying experienced by university students in Canada, and (b) to present a proposed intervention/prevention program targeted at reducing the prevalence of bullying and harassment among university student and reducing the negative impacts of interpersonal injury in this population.

13:00 - 13:30

Nova Scotia Ballroom B (Second Floor)

**Discussion Forum /
Forum de discussion**Indigenous People's
Psychology / Psychologie des
peuples autochtones**45824 SUPPORTING INDIGENOUS STUDENTS IN PSYCHOLOGY***Jeffrey Ansloos*, University of Toronto (OISE); *Shanna Peltier*, University of Toronto (OISE)

University psychology programs and regulatory colleges have long identified an underrepresentation of Indigenous students and graduates in the field of psychology. Since the release of the Truth and Reconciliation Commission (TRC), the profession is seeking to address the changes that are needed in terms of supporting Indigenous students in psychology. The purpose of this presentation and dialogue is multifold: (1) to outline the current status of education for Indigenous psychology students, (2) to create a safe space for Indigenous students in psychology to express their concerns, priorities, and desires for the field, (3) to strategize ways to better support the wellbeing of Indigenous students in psychology, and (4) develop initial action plans for addressing these concerns.

13:00 - 13:30

Acadia C (Ground Floor)

**Discussion Forum /
Forum de discussion**Sport and Exercise
Psychology / Psychologie du
sport et de l'exercice**45701 "BUT WHAT IF I FALL?": ROCK CLIMBING AS RECREATIONAL
INTERVENTION FOR SELF-ESTEEM AND CONFIDENCE-BUILDING***Samatha Clark*, Nova Southeastern University ; *Jessica McDonald*, Nova Southeastern University

Self-confidence, the state of being in which thoughts a person has create a belief in self and his/her capabilities, is linked to various elements involved in a fulfilling life. High levels of confidence allows individuals to unhook from their thoughts and take action in line with their values. Furthermore, the confidence an individual has in his or her ability to carry out specific behaviors is a foundational component to the hierarchical models of self-esteem.

Rock climbing has become popular in recent years due to increased accessibility to indoor climbing gyms and the ease and safety of indoor climbing. Climbing affords participants opportunities to focus, to develop problem solving skills, self-efficacy, self-esteem, and competence, and to have personal success associated with the nature of the experience. Climbing provides the structure and insight into how every individual is capable of overcoming seemingly impossible feats. Every climb brings a sense of achievement, whether due to completing a wall or getting slightly higher than previous attempts.

Additionally, the climbing community provides a supportive network of like-minded people to help individuals gain experience and confidence. Learning confidence in climbing affords individuals the opportunity to generalize these skills to other areas of life, which appear overwhelming, impossibly challenging, and seemingly insurmountable.

The panel will present a summary of findings regarding the effect of rock climbing on building self-esteem and self-confidence. Attendees will then be invited to participate in dialogue regarding information presented, implications for Sport and Exercise Psychology, and potential future directions of the topic.

13:00 - 14:00

Nova Scotia Ballroom A (Second Floor)

**Section Featured
Speaker Address /
Allocution principale de
la section**

Developmental
Psychology / Psychologie du
développement

SECTION PROGRAM / PROGRAMME DE LA SECTION

46080 HOW (AND HOW EARLY) DO INFANTS LINK LANGUAGE AND COGNITION?

Sandra Waxman, Northwestern University

Language is a signature of our species. To acquire a language, infants must identify which signals are part of their language and discover how these are linked to the objects and events they encounter and to their core representations. For infants as young as 3 months of age, listening to human vocalizations promotes the formation of object categories, a fundamental cognitive capacity. Moreover, this precocious link emerges from a broader template that initially encompasses vocalizations of human and non-human primates, but is rapidly tuned specifically to human vocalizations. In this talk, I'll focus on the powerful contributions of both 'nature' and 'nurture' as infants discover increasingly precise links between language and cognition, and use them to learn about their world. I'll also tie in ideas about the place of this language-cognition link in considerations of cognitive and developmental science.

13:00 - 14:00

Nova Scotia Ballroom D (Second Floor)

Symposium

Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle

44223 CSIOP GRADUATE STUDENT SYMPOSIUM: THE ROLE OF PSYCHOLOGY IN ASSESSING AND MANAGING EMPLOYEES

Duygu Biricik Gulseren, Saint Mary's University; Brent Lyons, Schulich School of Business, York University

Background/rationale: The CSIOP Graduate Student Symposium presents the work of several graduate students in the Industrial and Organizational Psychology or related programs at Canadian Universities on various topics of Industrial and Organizational Psychology.

Methods: Research presented in this symposium utilizes different methodologies. The first presenter will share findings from a large-scale, cross-cultural, archival data set. The second presenter will share findings from an intervention study with a randomized control trial. The last presenter will share findings from a large-scale qualitative study.

Results: Presenters used a wide variety of strategies to analyze their data. Authors of the first study employ factor mixture modelling. Authors of the second study use an independent samples t-test to compare training and control groups. The authors of the last study utilize quantitative content analysis to explore their research question.

Conclusions: The first presenter will discuss the role of cross-cultural differences in responses to psychometric scales. The second presenter will discuss the role of Implicit Trait Policies training on the situational judgement test scores of job applicants. The last presenter will discuss the most salient job demands and resources to employees when assessing inequality within their workforce.

Action/Impact: Presenters will share the impact of their respective studies. The first presenter will suggest recommendations pertaining to developing assessment tools with cross-cultural validity. The second presenter will discuss the impact of Implicit Trait Policy training in the context of HR practices. The last presenter will discuss the implications of paying attention to the different demands and resources of employees.

13:00 - 14:00

Nova Scotia Ballroom D (Second Floor)

Symposium

Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle

#1 44625 CULTURAL DIFFERENCES IN SCALE RESPONSE STYLES

Peter Fisher, Lazaridis School of Business and Economics, Wilfrid Laurier University; *Chet Robie*, Lazaridis School of Business and Economics, Wilfrid Laurier University

Background: To attenuate implicit biases towards acquiescent responding, widely-held beliefs regarding scale development suggest the inclusion of both positively- and negatively-worded items. Recent research by Kam and Fan (in-press), however, suggests that some people may have significant difficulty with responding to negatively-worded scale items, which could seriously impact the psychometric properties of unidimensional construct scales. We posit that these differences may be derived from cultural differences in dialectical vs. analytical cognitive styles. Dialectical thinkers, in contrast to analytical thinkers, are less likely to perceive simultaneous, incompatible ideas as being inconsistent. We propose that this may impact their response styles with respect to negatively-worded scale items.

Method: In a large, archival, cross-cultural sample of over three million respondents who completed a Five-Factor Model of personality questionnaire, we are conducting factor mixture modelling, as described by Kam and Fan (in-press), to describe any cultural differences apparent in response styles with respect to negatively-worded items. Analyses are complex and ongoing, and so specific results cannot be reported at the time of submission.

Action/Impact: Findings related to cultural differences in response styles could significantly impact the ways in which scales are developed and deployed internationally, and could expose fundamental flaws in the ways in which many psychological assessments are currently conducted.

#2 44688 UNDERSTANDING THE DEMANDS AND RESOURCES IMPORTANT TO EMPLOYEES WHEN ASSESSING RELATIVE STANDING AND INEQUALITIES

Baylee Rubinoff, University of Guelph; *Dan van der Werf*, University of Guelph; *Son Hing*, University of Guelph

Background/rationale: What do employees perceive as their demands and resources? Measures to date have had a limited scope when operationalizing these variables. The current research explores what employees actually perceive as important when thinking about inequality of demands and resources in their workplace, and their feelings towards this inequality.

Methods: Participants were asked about perceptions of their demands and the inequality between demands that exist in their workplace and feelings towards this inequality, then listed the demands they were thinking about when responding. They repeated this procedure for resources. Participants were recruited on MTurk ($n=1331$ listed resources, $n=1342$ listed demands).

Results: One researcher completed a cursory analysis and observed that certain demands (e.g., workload, time pressure, and general work tasks) and resources (e.g., tools, pay, and support) came up frequently. We will do a quantitative content analysis, basing our codes in theory, and using two raters for inter-rater reliability.

Conclusions: Preliminary results suggest that people attend to a wide variety of demands and resources in their workforce, beyond those typically included in measures. Further analysis will allow us to have a better understanding of what these specifically are and allow us to make recommendations moving forward.

Action/ Impact: A greater understanding of the demand and resource inequality that employees really care about in their workplaces can help employers have a focused approach to providing resources and reducing demands. Understanding what type of specific inequalities people are most upset over can help organizations better manage it.

13:00 - 14:00

Nova Scotia Ballroom D (Second Floor)

Symposium

Industrial and
Organizational Psychology /
Psychologie industrielle et
organisationnelle

#3 44699 GENERAL DOMAIN KNOWLEDGE COMPONENT UNDERLYING SITUATIONAL JUDGEMENT TEST PERFORMANCE: AN INTERVENTION ON IMPLICIT TRAIT POLICIES

Cielo Zhang, Saint Mary's University; Victor Catano, Saint Mary's University

Background/rationale: Situational Judgement Tests used to be viewed as context-dependent and focused only on job-specific knowledge (Krumm et al., 2015). Motowidlo and colleagues (2006) proposed a new framework, implicit trait policy, which refers to individuals' understanding of the effectiveness of a behaviour based on the personality trait that this behaviour expresses. Because of the potential trainability of ITP knowledge, the current study aimed to test the effect of ITP training on individuals' SJT performance.

Methods: 131 college students were randomly assigned to a training and a control condition. The training group learned the ITP underlying Becker's integrity SJT (2005), whereas the control group learned the Big-five personality theory (Goldberg, 1992). Participants in both groups completed the SJT along with other relevant measures.

Results: An independent-samples t-test between the two groups revealed a significant higher SJT score in the training group. Other factors, such as personality, cognitive ability, and sex also contributed to the variance of participants' SJT.

Conclusion: Based on the results, we conclude that an ITP based training had effectively improved participants' SJT performance. As well, having a personality profile close to the ITP, having a higher cognitive ability, or being a female tended to predict a higher SJT.

Action/impact: The current finding suggests a feasibility of improving candidates' SJT performance through a training session; such a finding might be implemented in career development programs for relatively inexperienced job seekers. With a clearer understanding of this frequently used assessment paradigm, HR practitioners can be better prepared to make thorough decisions.

13:00 - 14:00

Atlantic Suite (Second Floor)

Symposium

Psychopharmacology /
Psychopharmacologie

45648 LEGALIZATION OF CANNABIS IN CANADA: SCIENTIFIC AND SOCIETAL IMPLICATIONS

David Nussbaum, Allen K. Hess Institute for Integrative and Forensic Behavioural Science

Background: Canada has recently legalized the recreational use of marijuana (cannabis.) This move has its critics and supporters. Avoiding criminalization and its financial and social costs for petty amounts of cannabis possession is a strong point of the legislation. The down side of effects on the brain and subsequent long-term effects of extensive recreational use at the societal level are unknown at present for Canadians.

Method: Review of relevant literatures.

Results: This symposium begins with a brief description of talk about the new Canadian law outlining permissible uses of marijuana and its limits. This talk continues with an analysis of neuropharmacological effects of cannabinoids on the integrity of neural tissue (neurons & glia) on the brain at different stages of development. The second talk presents a meta-analysis of the effects of marijuana on the brain, emotion, and decision-making referenced to corresponding effects of alcohol. The third paper examines the effects of cannabinoids on brain structure, executive function, memory and other aspects of cognition.

Conclusions: Legalization of marijuana has positive and negative aspects. Decriminalization is a positive. Negative neurobiological effects with functional consequences provide a societal risk, especially on developing brains.

Recommendations: The dual nature of legalization of marijuana should guide policy and individual decision-making regarding the recreational use of marijuana.

13:00 - 14:00

Atlantic Suite (Second Floor)

SymposiumPsychopharmacology /
Psychopharmacologie**#1 45651 CANNABIS LEGALIZATION AND BIOCHEMICAL EFFECTS ON NEURONS IN YOUNG PEOPLE, YOUNG ADULTS AND OLDER ADULTS**

David Nussbaum, The Allen K. Hess Institute for Integrative and Forensic behavioural Science

Background: Canada has recently legalized the recreational use of marijuana for people over the age of 19.**Methods:** Literature Review and Synthesis.**Results:** This talk will describe Canada's cannabis legalization laws and then describe the biochemical mechanisms underlying cannabinoid effects on neuronal integrity and function. A developmental perspective will elucidate differential consequences for individuals of different age groups paralleling brain development from childhood through senescence. Positive effects are noted in terms of analgesic effects and treatment of some medical conditions.**Conclusions:** Excessive cannabinoid use can have deleterious effects on neuronal tissue and can negatively affect functionality. This effect is pronounced in vulnerable individuals including those with family histories of some psychiatric disorders, especially adolescents.**Recommendations:** As with any psychotropic agent, balance rather than unbridled enthusiasm is suggested to avoid harm while receiving benefits when appropriate.**#2 45652 CANNABIS USE ON MOTIVATION, EMOTION, AND DECISION-MAKING RELATIVE TO ALCOHOL USE: A META-ANALYSIS**

Amir Sepehry, University of British Columbia; David Nussbaum, The Allen K. Hess Institute for Integrative and Forensic Behavioural Science

Background Cannabis (marijuana), recently legalized in Canada, is a psychotropic drug comparable to alcohol in many ways including recreational use and potential for abuse. Legalization raises numerous medicinal questions. Cannabis and constituent compounds (e.g., THC, CBD) interact complexly with the CNS producing inhibition and relaxant properties with positive and negative consequences. Medical uses for cannabis include pain management, cancer-related symptoms, dementia and epilepsy. Negatively, current evidence implicates cannabis in emotion dysregulation, and motivational impairment.**Aim:** We examine the literature comparing effects of cannabis and alcohol with respect to morphometric neuroimaging and neurocognitive functioning via systematic review and meta-analysis.**Methods:** We conducted a systematic review and meta-analysis of the published medical literature following the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement. We retrieved cross-sectional studies examining cannabis and related compound vis-à-vis alcohol in human adults (age 19+) based on *a priori* set selection criteria. Quality of the included studies was appraised, and moderator variables effects were examined. Based on *a priori* set random-effect model, an aggregate effect-size estimate (Hedge's *g*) was calculated. Heterogeneity was calculated by both quantitative and graphic representation (e.g., forest plot), and sources of bias were evaluate. Standard Fail-Safe-N was used to demonstrate the effect of missing data.**Results/conclusion:** After excluding the reviews, 114 eligible abstracts were set for further examination using the selection criteria. We discuss implications of this analysis for medico-legal practice, usage guidelines and public health policy development.

13:00 - 14:00

Atlantic Suite (Second Floor)

SymposiumPsychopharmacology /
Psychopharmacologie**#3 45655 NEUROCOGNITIVE EFFECTS OF CANNABIS USE: IQ, PROBLEM SOLVING AND MEMORY**

Frederick St-Onge, L'Enfant-Jésus Hospital, office D-2632 - CHU de Québec Research Center; Amir Sepehry, University of British Columbia; David Nussbaum, The Allen K. Hess Institute for Integrative and Forensic Behavioural Science

Background: Cannabis became legal in Canada on October 17th, 2017. Like many psychotropic agents, Cannabis has both positive and negative short and long-term effects. Media reports often emphasize negative repercussions such as induction of psychotic states in vulnerable individuals. Often neglected is the long-term effects that cannabinoids can have on a broader segment of the general population. Specifically, the issue of cannabis' impact on cognitive processes and abilities requires further study.

Method: Reviewing the empirical literature, this presentation presents state of the art knowledge in three areas of this critical societal domain.

Results: This talk will first present the neurobiological underpinnings of cognitive processes affected by cannabis. Next, the effects of cannabis use on IQ, problem solving, and memory, broken down by type of usage (acute vs. chronic) and age (adolescents, young adults vs older adults) will be described.

Conclusions: I will discuss nuances arising from the first two topics regarding what researchers and policy makers consider for future research and public health policy development.

Impact: This talk will positively impact clinicians and policy makers in maximizing potential benefits and minimizing harm from cannabis use at individual and societal levels.

13:00 - 14:00

Sable A (Ground Floor)

SymposiumStudents in Psychology /
Étudiants en psychologie**44712 ELECTROPHYSIOLOGY IN THE STUDY OF EMOTION: INTRODUCTION TO HEART RATE VARIABILITY AND FACIAL ELECTROMYOGRAPHY**

Dwight Mazmanian, Lakehead University

A significant amount of empirical work has endeavoured to explain human emotion. Of the various methods available, self-report is considered the most common and intuitively appealing mode of emotional assessment as it provides an efficient means of gaining insight into an individual's mental state. While self-report has helped to advance our understanding of emotion, individuals often have limited insight into their mental processes. Given that emotions arise partly from biological processes, electrophysiology methods provide researchers complementary and invaluable information about emotion from an objective, physiological standpoint. One such measure is heart rate variability (HRV), whereby greater variability between successive heartbeats is a biomarker for emotion regulation. Another relevant measure is facial electromyography (EMG), whereby facial displays of emotion provide an index of an individual's affective state. Despite the ease with which HRV and facial EMG can be collected, students new to this area of research may find the plethora of theoretical and methodological considerations overwhelming. The purpose of this symposium is to provide novice students a primer on the theory and methodology pertaining to HRV and facial EMG. The first presentation will introduce HRV theory and measurement in children. The second presentation will discuss HRV theory and methodology as it pertains to adults. The final presentation will introduce theory and methodological aspects of facial EMG. The ultimate aim of this symposium is to help students understand how HRV and facial EMG relate to emotion, how the physiological data are acquired and analyzed, and key resources for further guidance.

13:00 - 14:00

Sable A (Ground Floor)

SymposiumStudents in Psychology /
Étudiants en psychologie**#1 46327 MEASUREMENT OF CHILD HEART RATE VARIABILITY***Larissa Panetta*, University of Guelph

Emotion regulation skills are imperative to children's adaptive behavioural, social, and cognitive functioning, and emotion dysregulation is considered a vulnerability factor for psychiatric disorders. However, young children often have limited insight into their emotional experience. Psychophysiological measures of emotional experience in children are advantageous as they do not rely on cognitive abilities or insight. Heart rate variability (HRV), or the variation in time between consecutive heartbeats, has emerged as a biological marker of emotion regulation in children and adults. In this way, HRV is an important construct to study when examining emotional development and outcomes in children. This segment of the symposium provides an overview of important theoretical and methodological aspects of HRV as an instrument for studying emotion regulation in children. This segment will be divided into four sections. The first section will define common terminology (e.g., respiratory sinus arrhythmia, cardiac vagal tone, and resting, reactive, and recovery HRV) and identify prominent theories that support HRV as an index of emotion regulation. A discussion on developmental sensitivity and the importance of considering age groups when studying HRV in children will be included. The next section will focus on methodological details for collecting HRV data in children, with a focus on equipment, participant preparation, and selecting lab tasks appropriate for obtaining HRV data in children. The third section will discuss considerations for choosing an HRV parameter. The symposium will end with a summary of the advantages and disadvantages of measuring HRV in children and recommendations for best practice.

#2 46334 HEART RATE VARIABILITY AND EMOTION REGULATION IN ADULTS*Kaytlin Constantin*, University of Guelph; *C. Meghan McMurtry*, University of Guelph

Emotion regulation is critical to an individual's overall well-being, with deficits associated with a vast range of psychopathologies related to mood, anxiety, substance use, and personality. Heart rate variability, or the change in the time interval between consecutive heartbeats, has been identified as a biomarker of emotion regulation. Higher variability between successive heartbeats relates to flexible emotional responding and down-regulation of negative affect. As a non-invasive and objective marker of emotion regulation, HRV has become a widespread psychophysiological parameter. While published standards and guidelines for HRV measurement exists, this information may not be easily accessible to students new to HRV methodology. This segment of the symposium aims to support students and foster further research on adult HRV and emotion regulation. The first objective is to review empirical work that has examined adult HRV in relation to emotion regulation and the implications of this research. The second objective pertains to methodological considerations, including a review on stable (e.g., medication) and transient variables (e.g., sleep routine) that affect adult HRV and a discussion on study design commonly used with adults. The next objective is to review software for HRV data collection and analysis, and methods for handling artifacts. The final objective is to identify existing resources that provide further guidance with research planning, analysis, interpretation, and reporting. In sum, HRV is increasingly prevalent in psychological research and an abundant of information exists. Contributions to society include priming students with considerations prior to measuring HRV in relation to emotions in adults.

#3 46335 AN INTRODUCTION TO ELECTROMYOGRAPHY FOR THE STUDY OF AFFECTIVE STATES*Samantha Chong*, Lakehead University

The human face is considered to be one of the richest and most rudimentary sources for understanding emotional experiences. Given that most emotions take place in the context of social interactions, facial displays of emotion are thought to serve an adaptive function by providing meaningful signals to others about our own mental state. This basic form of nonverbal communication, in turn, helps humans facilitate and maintain harmonious relationships. One physiological measure that is suited to studying the adaptive nature of emotional facial expressions is electromyography (EMG), which refers to the measure of electrical activity produced by muscles in the face. As emotions are associated with specific patterns of facial muscle activity, EMG provides researchers an invaluable tool for objectively quantifying the experience of emotion. This segment of the symposium will give an overview of important theoretical and methodological aspects of EMG as an instrument for studying emotions in adults. The content of this segment will be divided into four sections. The first section will summarize prominent psychological theories of emotion that are relevant for the application of facial EMG. In light of these theories, the next section(s) will focus on methodological details of EMG recording, with emphasis placed on equipment, electrode placement procedures, and signal recording. The third section will discuss considerations pertaining to EMG analysis, including signal processing and statistical quantification. The symposium will then end with a summary of the advantages and disadvantages of facial EMG and recommendations for best practice.

13:00 - 14:00**Symposium**

Psychologists in Hospitals
and Health Centres /
Psychologues en milieu
hospitaliers et en centres de
santé

45042 THE PATIENT PERSPECTIVE: ASSESSING PATIENT EXPERIENCES IN THREE AREAS OF HEALTHCARE

Lillian MacNeill, University of New Brunswick

Patient healthcare experiences are becoming increasingly important in the development and implementation of healthcare delivery models. The incorporation of patient perspectives into healthcare delivery has been associated with improved clinical outcomes in a wide range of healthcare domains. This symposium looks at the patient experience in three specific areas of healthcare: surgical services, emergency room and hospital services, and community clinic services. The first presentation describes a set of studies that assessed the experience of patients undergoing wide-awake surgery on the extremities. The second presentation describes a study that looked at the experience of an “at-risk” population seeking care in emergency room and hospital settings. The final presentation describes an assessment of patient experiences with different models of methadone maintenance treatment. Taken together, these three presentations provide insight into the patient experience across a variety of healthcare domains, and they illustrate how research on the patient experience can be used to improve the delivery of healthcare services.

#1 46081 PAIN AND ANXIETY DURING WIDE-AWAKE SURGERY ON THE EXTREMITIES: A REVIEW OF THREE STUDIES

Aaron Luke MacNeill, University of New Brunswick; *Joshua Mayich*, Horizon Health Network; *John Wright*, Dalhousie Medicine, NB

This presentation provides an overview of three studies that assessed pain and anxiety among patients who received wide-awake surgery on the lower extremities. A retrospective study assessed patients several months after the surgery. A prospective comparative study assessed patients on the day of surgery, and results were compared to a group of patients receiving similar procedures under general anesthesia. Finally, a physiological study supplemented patient self-report ratings with physiological measures of electrodermal activity. Across all three studies, intraoperative pain was negligible and significantly less than either preoperative pain or the mild pain of the anesthesia injection. Patients reported low levels of anxiety that decreased steadily over the perioperative period. Compared to general anesthesia patients, those who were awake during surgery reported lower levels of postoperative pain and anxiety, a lower incidence of postoperative nausea and vomiting, and a shorter hospital visit. Taken together, these results indicate that the wide-awake surgery on the lower extremities is tolerated well by most patients and that it has potential advantages over similar surgeries performed using general anesthesia.

#2 46085 HOSPITAL AND EMERGENCY ROOM EXPERIENCES OF MARGINALIZED POPULATIONS IN A MID-SIZE ATLANTIC CANADIAN CITY

Sarah Campbell, Horizon Health Network; *Sarah Gander*, Horizon Health; *Natasha Hanson*, Horizon Health; *Jordan Thorne*, Dalhousie Medicine, New Brunswick; *Brandon Persaud*, Dalhousie Medicine, New Brunswick; *Victoria Landry*, Dalhousie Medicine, New Brunswick

This study is based on 12 semi-structured interviews with clients attending community-based clinics focusing on at-risk populations, who often have very complex health needs. The interviews focused on the clients' experiences when seeking care in emergency room and hospital settings. Thematic analysis of the interview transcriptions was conducted on the interview data. Research team members initially conducted individual coding, and later met to discuss the codes and group the codes into themes through consensus. We found the majority of participants avoid the use of ERs and hospital settings for care until absolutely necessary. This is despite over half of them not having a primary care giver and thus few options for any health care access. This avoidance was discussed in the interviews as related to poor treatment upon disclosure of histories of drug use and diagnoses such as Hepatitis C and HIV/AIDS. The majority of participants felt their health concerns were dismissed or trivialized by service providers once they disclosed. Participants described seeking to be treated “like a regular patient,” not labelled by their illnesses, or generalizations. The lack of sensitivity by service providers in these settings as to possible addiction issues was identified by participants as problematic, leading many to consider whether to disclose their histories. Failure to disclose their health histories to service providers led to several participants having to self-manage addiction issues by refusing prescriptions. Overall, this research confirms there is much work to be done creating inclusive and safe ER and hospital settings.

13:00 - 14:00

Sable D (Ground Floor)

Symposium

Psychologists in Hospitals
and Health Centres /
Psychologues en milieu
hospitaliers et en centres de
santé

**#3 46087 CLIENT EXPERIENCES IN THREE MODELS OF METHADONE
MAINTENANCE THERAPY IN A MID-SIZE ATLANTIC CANADIAN CITY**

Lillian MacNeill, University of New Brunswick; *Caroline Brunelle*, University of New Brunswick

Methadone maintenance therapy (MMT) is the most common form of substitution therapy for opioid use disorder in New Brunswick and its effectiveness has been well established. Recently, newer models of MMT delivery have emerged, which have received less empirical attention. The current study used semi-structured interviews to assess client experiences at five different MMT clinics in Saint John, New Brunswick, which offer different levels of treatment intensity. Seventy participants were recruited and grouped based on their general model of care: Comprehensive programs ($n = 9$), low threshold high tolerance programs ($n = 11$), and fee-for-service programs ($n = 12$). The interviews were transcribed verbatim and qualitative content analysis was used to examine client perceptions about their MMT clinic, services used, and barriers to accessing treatment. Overall, clients across all groups found that having a supportive clinic staff was the most important factor in how much they liked their clinic. Counselling was the most used service across groups. A lack of cohesion and organization was the most frequently reported barrier to accessing treatment at MMT clinics. These findings suggest that clients across models of care are looking for similar qualities in their clinic and overall, clients had a positive perception of their clinic. However, this study also provides insight into how MMT clinics can improve their services: The importance of client-staff relationships, access to counselling services, and clear standard will be discussed, in order to better serve clients seeking MMT.

13:00 - 14:00

Maritime Suite (Second Floor)

**Committee Business
Meeting / Réunion**
General Psychology /
Psychologie générale

49308 CP EDITORIAL BOARD COMMITTEE MEETING

Vina Goghari

13:00 - 14:00

Acadia B (Ground Floor)

**Joint-Section
Invited Symposium /
Symposium sur
invitation des sections**
Adult Development and
Aging / Développement
adulte et vieillissement /
Psychologists and
Retirement / Psychologues et
la retraite

SECTION PROGRAM / PROGRAMME DE LA SECTION
**46579 GEROPSYCHOLOGY ACROSS THE CAREER COURSE: PERSPECTIVES ON
AGING AND MENTAL HEALTH FROM THE VANTAGE POINTS OF A STUDENT, A
MID-CAREER PSYCHOLOGIST, AND A RETIRED PSYCHOLOGIST**

Marnin Heisel, University of Western Ontario; *Joseph Snyder*, Concordia University; *Juanita Mureika*

The older adult population is growing rapidly in North America and worldwide, consistent with the aging of the vast baby-boom cohort (WHO, 2015). Despite the expansion in this demographic and a strong movement in the U.S. and internationally to focus on psychological theory, research, training, and practice with older adults, Geropsychology is yet at a nascent stage in Canada. Clinical guidelines identify the need for population-specific tools and approaches for psychological practice with older adults (e.g., APA, 2014), and provincial registration bodies generally require population-specific training for clinicians who work primarily with older adults, necessitating increased attention. As the older adult population grows, so too grows the population of retired Psychologists, whose opinions and perspectives can contribute immeasurably to advancement in this field. This interactive and intergenerational symposium will focus on Geropsychology-related theory, research, and practice, with presentations by a student, a mid-career psychologist, and a retired Psychologist. Interactive discussion will focus on identifying challenges and opportunities to enhance psychological research, training, and practice sensitive to the needs and experiences of older adults.

Learning Outcomes

By the end of this session, participants will be able to:

- Demonstrate familiarity with shifting population demographics and the attendant need to enhance theory, research, and clinical practice with older adults.
- Discuss the findings of original psychological research focusing on aging and mental health.
- Share their reflections on challenges and opportunities for enhancing Geropsychology research, training, and practice in Canadian academic, clinical, and public health contexts.

13:00 - 14:00**Joint-Section****Invited Symposium /
Symposium sur****invitation des sections**

Adult Development and
Aging / Développement
adulte et vieillissement
Psychologists and
Retirement / Psychologues et
la retraite

#1 49312 POST-RETIREMENT CAREER VICISSITUDES: PLEASURES AND PAIN

Kenneth Craig, University of British Columbia

Substantial population changes necessitate a better understanding of aging processes in Canadian society. As a pre-boomer, my experiences are a little advanced of the younger cohort, allowing some perspective on trends and perceived needs. My reflections are bounded by my academic career with interests as an educator, clinician and researcher, the latter sustaining continuing scientific commitment, despite mandatory retirement. An interest in lifespan development characterizes my career, including efforts to understand transformations in pain experience and expression from infancy through the later years, with a prime interest in pain assessment. As well, I have become deeply interested in the wellbeing of retirees through the College and University Retiree Associations of Canada. This organization represents some 15,000 retirees, a portion of a broader pool of perhaps 40 – 50,000 people. Most are well-educated, reasonably well off, and enjoyed successful working careers, with many years ahead of them, a description that no doubt characterizes many retired psychologists. There undoubtedly are as many varieties of post-retirement life as there are retirees, but some generalizations concerning the academics seem warranted. Many remain committed to their scholarship, remaining major resources to their colleges and universities, others become deeply invested in their communities and make major advances in this capacity, and others pursue equally as satisfying and productive lives with their families and friends. My professional interests in pain make it clear that none of this is without the vicissitudes associated with aging. A better understanding of the pleasures and challenges of the later years would no doubt be of great benefit to Canada. Who better to pursue this than retired psychologists?

#2 49313 A TALE OF SERENDIPITY: FINDING (AND KEEPING) A CAREER IN GEROPSYCHOLOGY

Veronica Hutchings, Memorial University of Newfoundland

Given Canada's aging demographics, there should be an increase in the number of employment opportunities for individuals specializing in working with older adults. However, that is not always the case. My interest in geriatrics is what brought me to study psychology. Yet, in spite of tailoring my graduate program to specialize in geropsychology, it was almost 5 years post-residency before I secured full time employment in geriatrics. My clinical work focused on interventions for early stage dementia. But, at mid-career balancing work and family can be challenging. It was this juggling that led me, and others, to explore moving closer to family. One psychologist was fortunate enough to move immediately into another geropsych position; however, even with the opening of a new long term care facility, there was not a psychologist position even partially dedicated to working with older adults in my hometown. So instead, I accepted a counselling faculty position and hoped that the long discussed centre on aging would eventually come to fruition. In December 2018, the Department of Children, Seniors, and Social Development announced the Aging Research Centre-Newfoundland and Labrador (ARC-NL) was established in partnership with Memorial University. The mandate of ARC-NL includes encouraging aging-related research that benefits the residents of NL. As its inaugural director (a part-time position), I help foster research that will influence policy resulting in better health care for our older residents, and perhaps lead to the creation of more positions for those with expertise in aging in all fields, including psychology.

#3 49344 STUDENT PERSPECTIVE: GEROPSYCHOLOGY ACROSS THE CAREER COURSE

Julie Gorenko, University of Calgary

Training opportunities for students within geropsychology will be discussed, highlighting challenges and opportunities. The speaker will also summarize personal training experiences within this sub-field. Research findings will be shared on the influence of social networks and social support in relation to cognitive health and planning for potential future care needs. Implications of these findings will be discussed in relation to the concept of successful aging, along with recommendations for successful planning for potential care needs.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

Poster Session “H” / Présentation par affichage

- Educational and School Psychology / Psychologie éducationnelle et scolaire
- Rural and Northern Psychology / Psychologie des communautés rurales et nordiques
- Students in Psychology / Étudiants en psychologie

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducationnelle et scolaire**#1 45176 ATTENTION, EMOTION, AND LEARNING: AN EXPLORATION OF
RELATIONSHIPS IN MULTIMEDIA LEARNING***Byunghoon (Tony) Ahn, University of Alberta; Jason Harley, University of Alberta*

The attention assumption posits that a learner's emotion can influence the scope and focus of attention and hence impact information processing and learning. Indeed, studies show that emotional states can play a role in learning, but there are mixed results regarding which direction the impact of emotions have, leading to two opposing hypotheses: emotions-as-suppressors-of-learning hypothesis, and emotions-as-facilitator-of-learning hypothesis. To cover the gap in research examining the role of emotions in multimedia learning, this study investigates the relationship between emotional state, attention, and learning. The study employs a correlational design and postulates that learning performance will differ based on patterns in emotions and attention. Emotions are measured via facial recognition software, attention is measured using duration of fixation towards areas of interests (related to knowledge check questions), and learning performance is measured by pre-test and post-test scores of queer history knowledge (tests are counter-balanced). The study involves a learning activity where participants interact with a web application featuring content about queer history and significant historical locations in a Canadian city. The analyses will look at preliminary data from five high-performing learners and five low-performing learners and compare their attention and emotional patterns. Findings can be used to explore how emotions can impact attention and learning. Conclusions will highlight the importance of emotions in learning for guiding production of future educational materials.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducationnelle et scolaire**#2 45121 THE NEED FOR SPEED: FLUENCY'S EFFECT ON EARLY YEARS READING***Andrea Antoniuk, University of Alberta; George Georgiou, University of Alberta*

Several studies have established that phonological awareness and orthographic processing are strong predictors of reading performance (see Hulme & Snowling, 2014, for a review). However, most studies exploring phonological awareness and orthographic processing operationalized these constructs using accuracy-based measures. Thus, it remains unclear if the speed in performing these tasks also plays a significant role in predicting reading. The purpose of this study was to examine if speed in phonological awareness and orthographic processing predicts reading accuracy and fluency over and above the contribution of phonological awareness and orthographic processing accuracy. One hundred fifty-four Grade 2 children from Edmonton (Alberta) were assessed on measures of phonological awareness (Phoneme Elision), orthographic processing (Orthographic Choice), reading accuracy (Word Identification) and reading fluency (Sight Word Efficiency). Accuracy and reaction times in Phoneme Elision and Orthographic Choice were recorded. Results of hierarchical regression analysis indicated that the response times of Orthographic Choice (but not of Phoneme Elision) accounted for 4% of unique variance in word identification and 6% of unique variance in sight word efficiency over and above the effects of Phoneme Elision and Orthographic Choice accuracy. These results highlight the role of not only accuracy but also speed in phonological and orthographic processing.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#3 44991 BRIDGING THE GAP: BUILDING A COLLABORATIVE COGNITIVE
ASSESSMENT PROCESS BETWEEN CLASSROOM TEACHERS AND
PSYCHOLOGISTS***Sarah Babcock*, Western University ; *Donald Saklofske*, Western University

Statistics Canada reports more than half of Canadian children have a learning or behavioural challenge; this can negatively affect the child's academic success and well-being. The identification process for learning challenges is multifaceted, often involving the school psychologist. Cognitive ability assessment is an important part of the diagnostic process; however, there is considerable deficit in communication between key parties (teachers and psychologists).

Therefore, an evidence-based tool is needed to streamline the assessment process and integrate teacher observations from the start. The purpose of this study was to identify specific classroom behaviours that could be observed by the teacher to create a screening tool that aligns with current cognitive measures used for diagnosis (e.g., WISC-V).

The development of this screening tool involves both qualitative (focus groups) and quantitative (statistical examination) approaches. DeVellis (2012) guidelines for test development were followed. Focus groups with field experts allowed items to be generated, reviewed, and revised to develop the pilot tool. A pilot sample of data will allow items to be further refined using reliability analyses and factor analytic approaches. A future validation study will establish if the screener effectively correlates with *specific* ability performance assessed by intelligence tests.

Based on the results of this instrument, the child's background and supporting information will be available to psychologist, which assists in streamlining the process, ultimately reducing the workload and long wait times. Creating a more collaborative assessment enables more effective and efficient assessment and intervention approaches, enabling the child getting necessary support as soon as possible.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#4 46288 LIVED EXPERIENCES OF SPOUSES IN FIRST RESPONDER FAMILIES:
TRAJECTORIES OF GROWTH AND DEVELOPMENT***Min BAEK*, University of Calgary; *Kelly Schwartz*, University of Calgary

First Responder spouses are exposed to unique life risks that extend from occupational stress transmission, including heightened risks of psychiatric conditions, high stress, and trauma (Meffert et al., 2014; Hirshfeld, 2006; Dwyer, 2006). The responsibility and the burden of providing support for occupational stress for the First Responder and other family members (i.e., children) often rests on spouses, which may intensify the pre-existing negative conditions (Repetti & Wangs, 2017). Although the awareness that supports for First Responder spouses are in critical need, there is a paucity in Canadian research that investigates the effectiveness of support groups available for First Responder spouses. The current study will investigate the effectiveness of a therapy group currently by analyzing secondary data of repeated measure that included two questionnaires. One questionnaire measured indicators of stress, anxiety, depression, physical symptoms, and relationships; the second questionnaire provided estimates of positive bonding, positive working and negative relationship within the therapy group. The within subject changes and overall group changes will be analyzed to examine the effectiveness of the therapy group. The data will be analyzed by the time of the conference. As First Responder spouses have been largely ignored in the mental health and family systems literature, particularly in Canadian families, the result of this study will provide critically needed knowledge by validating the existence of risks factors and effectiveness of therapy group. In identifying the effectiveness of the therapy group, the results will be informative for future therapy groups.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#5 45741 LISTEN TO THE CHILDREN: STUDENT OPINIONS AND PERCEPTIONS OF
A CLASSROOM-BASED MINDFULNESS INTERVENTION***Kaitlyn Butterfield*, Wilfrid Laurier University; Lindsey Feltis, Wilfrid Laurier University; Leah Brassard, Wilfrid Laurier University; Lerna Hanceroglu, Wilfrid Laurier University; Kim Roberts, Wilfrid Laurier University; Paul Totzke, Waterloo Regional District School Board; Barbara Ward, Waterloo Region District School Board

In recent years, mindfulness-based practices in grade schools has been associated with students' improved cognitive skills and general classroom behavior. In the majority of studies, however, only teacher and parent feedback was elicited, omitting a considerably significant voice – that of the students. As such, our study aims to fill this gap by exploring student opinions and perceptions regarding the implementation of classroom-based mindfulness practices. Elementary school students from the Kitchener-Waterloo region (N=234) in grades 6-8 took part in teacher-facilitated mindfulness activities, which were incorporated into their daily classroom routines. Over the course of the 8-week intervention period, researchers conducted focus groups with students to gain insight into their perceptions of the program. Focus groups were analyzed using NVIVO software and were categorized into two parts. Part A examined responses to each mindful activity (positive or negative) and students' corresponding suggestions; Part B took a broader approach in understanding how students used mindful practices in their own daily lives. The findings suggest that psychological wellbeing is variably impacted depending on which mindful activity was practiced, specifically regarding students' concentration, energy levels, and self-awareness. This research has implications for educational and clinical domains. Moreover, student insight will benefit the development of future classroom-based mindfulness programs.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#6 44301 FEELING GOOD AND LESS ANGRY? THE INFLUENCE OF TEACHERS
MOTIVATIONAL AND BEHAVIORAL BELIEFS***Chiung-Fang Chang*, Department of Educational and Counselling Psychology, McGill University; So Yeon Lee, Department of Educational and Counselling Psychology, McGill University; Nathan Hall, Department of Educational and Counselling Psychology, McGill University; Sonia Rahimi, Department of Educational and Counselling Psychology, McGill University

Research has focused on minimizing negative emotions experienced by Canadian teachers to reduce burnout levels. Previous studies have separately linked teachers' self-efficacy and classroom goal structures with emotions; however, the present study expanded to understand the unique contribution of teachers' classroom goal structures as they may influence teacher's emotions above and beyond self-efficacy. Practising teachers (N= 513, Mage= 41.26, 85.2% female) from Ontario and Quebec participated in the web-based questionnaire via emails distributed by teacher unions and school boards. All participants completed an online questionnaire including demographic information (e.g., age, gender, and teaching experience) followed by self-reported measures assessing teacher self-efficacy, classroom goal structures, and teaching-related emotions. Hierarchical multiple regressions revealed teachers' self-efficacy to correspond with more enjoyment, less anxiety, and less anger. When controlling for teachers' self-efficacy, only performance classroom goal structures positively predicted anger. In contrast to our assumption, classroom goal structures did not predict all the teachers' emotional experiences, except anger. Our results suggest teachers with high teaching self-efficacy and fewer performance goal-oriented instructional practices (e.g., not focusing on establishing a competitive environment) experience less anger. As this study demonstrated the unique contribution of performance classroom goal structures on teachers' anger, further research is encouraged to examine the underlying mechanism of these mediating effects.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#7 44948 ELEMENTARY AND SECONDARY TEACHERS' EVALUATIONS OF
PROFESSIONAL DEVELOPMENT PROGRAMS SUPPORTED BY DIFFERENT TYPES
OF EVIDENCE***Devon Chazan, University of Alberta; Lauren Goegan, University of Alberta; Lia Daniels, University of Alberta*

Like many professions, the field of education has recently become keenly focused on developing and using evidence-based practices: employing teaching practices that have been shown to be effective by credible research (Slavin, 2002). However, a disconnect remains between researchers' recommendations and teachers' choices. To explore this further, data was collected from a mandatory teacher convention where teachers were quasi-randomly assigned to read one of four vignette conditions of a professional development (PD) program aimed to improve student motivation. The conditions were manipulated by program format (conventional vs. unconventional) and evidence (experimental vs. anecdotal). Participants subsequently answered questions measuring their evaluation of the program. An ANOVA revealed a significant interaction between teaching level and evidence, $F(1, 425) = 8.38, p < .01, \eta^2 = .02$. Regardless of the conventionality of the PD, elementary teachers gave higher evaluations to the PD supported by anecdotal evidence ($M=31.41, SE=.66, CIs [30.10, 32.72]$) than experimental ($M=29.89, SE=.70, CIs [28.51, 31.26]$), and secondary teachers gave stronger evaluations to the PD supported by experimental evidence ($M=31.26, SE=.68, CIs [29.93, 32.59]$) compared to anecdotal ($M=28.83, SE=.69, CIs [27.48, 30.18]$). This is in line with previous research pointing to elementary teachers' closer affiliation with non-traditional views of science compared to secondary teachers who are more traditional (Pomeroy, 1993). These findings imply that educational researchers should consider collecting multiple forms of evidence to make convincing cases for teachers at all levels. It also highlights a need for pre-service and in-service education to focus on increasing teachers' research literacy.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#8 46356 WHAT DO PRE-SERVICE TEACHERS VALUE IN PROFESSIONAL
DEVELOPMENT PROGRAMS?***Devon Chazan, University of Alberta; Lauren Goegan, University of Alberta; Lia Daniels, University of Alberta*

Professional development (PD) programs serve as a convenient method for knowledge translation between educational researchers and practicing teachers, with the goal of fostering evidence-based practices. However, it is unknown to what extent these practices are actually employed in the classroom after the PD's completion. Therefore, it is valuable to gain a better understanding of what pre-service teachers most appreciate in their PD opportunities. At the University of Alberta, pre-service teachers ($n=124$) were presented with one of four differing PD programs to evaluate. We asked them to respond to the following open-ended question: “What part of the program was most appealing?”. Based on a preliminary content analysis of the data, three general themes emerged. First, pre-service teachers described components of the PD program's *structure* as what they found most appealing. For example, the program's conventionality was identified relatively equally, with 13% of pre-service teachers making reference to an in-person format and 14% to an online format. Second, pre-service teachers described aspects of the PD program's content, including both the program's general goal, as well as learning new strategies to adopt in their future classrooms. Third, pre-service teachers described the *evidence* supporting the program's effectiveness as what most appealed to them. Respondents made reference to both anecdotal and experimental evidence. Because PD is a central vehicle for increasing teachers' exposure to evidence-based practices, it is important to understand what teachers in training most value in order to gear programming accordingly, an important step in bridging the gap between educational theory and practice.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#9 45857 UNDERSTANDING HOW TO BEST SUPPORT STUDENTS WITH A
COMORBID DEVELOPMENTAL OR PHYSICAL HEALTH NEED***Muzna Choudhry, University of Calgary; Carly McMorris, University of Calgary; Gabrielle Wilcox, University of Calgary; Ryan Matchullis, Renfrew Education*

Individuals with neurodevelopmental or medical disorders are at even higher risk for experiencing poor mental health than the general population. Children with comorbid disorders have poorer outcomes, with greater social, emotional, and psychological difficulties than those experiencing a neurodevelopmental or medical disorder alone. These children in the academic environment require more support services. Demands for more academic and individual support can range from increased administrative duties to meeting the diverse special needs of their students, which leads to teacher frustration and burnout. However, the existing literature has failed to investigate the resources teacher's access to support complex children, and ways to assist teachers in supporting them in an academic environment. The primary aim is to determine what supports this population of students is currently receiving and how to best support these students within the academic environment. Data from the chart's of students are initially analyzed to examine the profiles of these students. Focus groups methodology is used with educators and professionals, such as as teachers, speech-language pathologists, ABA therapists, and educational assistants, as participants to discuss current matters pertaining to services for preschool children who have a comorbid developmental or physical health needs in the classroom. For analysis, the qualitative data from the focus group is open coded, consistent with grounded theory, to identify the support that this population is receiving and how the staff can better support these individuals.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#10 45925 SCHOOL-BASED CONSULTATION WITH REFUGEE YOUTH AND FAMILIES***Muzna Choudhry, University of Calgary*

Canada has accepted 35,000 Syrian refugees since November 2015 and under half of these refugees are under the age of 15 (Government of Canada, 2016; UNHCR, 2016). The stressful experiences that many refugees face while fleeing their native country, in refugee camps and during resettlement make them particularly vulnerable to an increased risk of mental health concerns. Refugee students continue to experience challenges in their countries of resettlement, especially those who have experienced limited schooling or interruptions in their education are particularly at-risk. For refugee students, schools become a primary setting and a chance to provide necessary supports in a non-stigmatized manner. School psychologists are also uniquely positioned to act as consultants for teachers, school counselors, families, and administrators regarding the unique needs of refugee students and possible associated trauma. Minimal research has focused on the role of school psychologists to act as consultants for refugee students and their families. Furthermore, the literature has done little to investigate school-based mental health services for refugee students. The primary aim is to explore how school psychology consultation can support and ease the school integration process for refugee children and youth. A systematic review is conducted using school-based mental health services for refugee students and ways school psychologists have supported immigrant students to draw conclusions on how this can be adapted to provide consultation and mental health services in schools for refugee students, along with a possible consultation model.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#11 45084 JOINT MUSIC MAKING MAKES FRIENDS***Anja-Xiaoxing Cui, Queen's University; Paula Rojas, Queen's University; Julia Brook, Queen's University; Lola Cuddy, Queen's University*

Does joint music making lead to closer interpersonal relationships (social bonding)? This question is of interest to educators and psychologists, yet research has focused solely on joint music making's influence on variables assumed to underlie or lead to social bonding, e.g., prosocial behaviors, or sympathy (Schellenberg, Corrigan, Dys, & Malti, 2015). Here, we aimed to measure joint music making's effect on the outcome, social bonds themselves.

Thirty-two grade 2 to 5 students from a newly amalgamated elementary school listed their friends, i.e., social bonds they had formed, in fall 2016 and spring 2017. Two groups participated in “Sistema”, an intensive group music program, between these two times. One (n = 10) had participated in “Sistema” previously (2015/16); the other (n = 13) started participation in fall 2016. The control group (n = 9) were classmates not participating in “Sistema”. No other similarly intensive extra-curricular activity was offered at the school.

We found a significant interaction of time and group on the number of times children were named as friends. “Sistema” participants were named more often, particularly in spring 2017. Further, for “Sistema” participants the proportion of nominations from other “Sistema” participants to nominations from children in the same grade increased with time.

Both analyses indicate that participation in “Sistema” increased participants' social bonds, especially within “Sistema”. Our results underline the importance of providing these types of programs for children. More research is needed to show whether this effect is exclusive to music programs, its intensity, and its extra-curricular setting.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#12 45670 IMPROVING STUDENTS WILLINGNESS TO SEEK HELP: AN EVALUATION OF THE TRANSITIONS RESOURCE AMONG UNDERGRADUATE STUDENTS.***Laura de la Roche, Saint Francis Xavier University; Kara Thompson, Saint Francis Xavier University; Angela Weaver, Saint Francis Xavier University; Erin Austen, Saint Francis Xavier University; Chris Gilham, Saint Francis Xavier University*

Background: Mental illnesses are increasingly prevalent within the university population, with one in five Canadian post-secondary students currently reporting a diagnosis (American College Health Association, 2016). Previous research has found that 75% of participants reported suffering from “anxious depressive moods” and personal mental instabilities within the past year (Turner et al, 2007). Despite these findings, very little research has been conducted on methods for increasing mental health literacy, thereby decreasing stigma and increasing help-seeking behaviors.

Objective: The goal of the current study is to examine the efficacy of a mental health literacy program for reducing stigma and increasing help-seeking behaviors.

Methods: First-year undergraduate psychology students participated in pre (N = 298), post (N = 245), and follow-up (N = 184) surveys, assessing the effect of the ‘Transitions’ mental health literacy resource, delivered by means of an interactive board game and class seminar, on stigma surrounding help-seeking, and comfort, knowledge and intention to seek help.

Results: Consistent with previous research, those who reported lower mental health stigma, also reported greater comfort with, knowledge surrounding how, and intent to seek out help. The results of both the post and follow-up surveys, did not demonstrate that exposure to Transitions resulted in significant changes in mental health stigma, or help-seeking variables (vs. control condition). *Conclusions/ Importance:* While the current study did not demonstrate that the ‘Transitions’ resource administered via a board-game and seminar changed stigma or help-seeking behaviors, numerous potential improvements in both the resource and delivery method are discussed.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#13 45642 READING BETWEEN THE LINES. EXAMINATION OF HOME LITERACY ENVIRONMENT IN CHILDHOOD AND LATER READING HABITS.***Julia Farmer, University of Alberta; Lauren Goegan, University of Alberta; Lia Daniels, University of Alberta*

Reading for pleasure has a strong positive impact on adolescent development of self-identification, self-construction and self-awareness (Howard, 2011), yet only 17% of adolescents maintain a pleasure reading habit (Scholastic & YouGov, 2016). Guided by Self-Determination Theory (Ryan & Deci, 2000), we examined the extent to which young adults' motivation to read for pleasure was associated with recalling a childhood literacy-oriented home environment that valued leisure reading. We hypothesized that a literacy-oriented home environment would support the basic psychological needs of competence, autonomy and relatedness leading to better reading attitudes and identities in adulthood. Our sample consisted of 296 participants (18-40 years of age; 244 (females), 52 (males)) who responded to an online questionnaire. Results from two regression analyses showed that growing up in a literacy-oriented home environment was positively associated with adults current reading attitudes ($\beta=0.41, p<0.001, R^2=0.18$) and reading identities ($\beta=0.37, p<0.001, R^2=0.20$). However, basic psychological needs were not significantly related to attitudes or identity in the regressions. In addition, older adults tended to have more positive reading attitudes ($\beta=0.137, p=0.01, R^2=0.18$) than younger adults and that women tended to have more positive reading identities than males ($\beta=0.12, p=0.03, R^2=0.20$). Our study suggests that creating a supportive, literacy-oriented home environment is a critically important factor in having a positive, long-term influence on individuals reading attitudes and reading identities.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#14 44267 INVESTIGATING THE MEDIATING ROLE OF EMOTIONS ON DOCTORAL STUDENTS' PSYCHOLOGICAL WELL-BEING AND SELF-EFFICACY IN RESEARCH***Samira Feizi, McGill University*

There is an increasing number of students starting graduate school every year with statistics showing a global escalation of 1.1% between 2005 and 2015 (Okahana et al., 2016). Despite increasingly more students gain access to graduate studies and even though past research has examined the association between self-efficacy on scholarly productivity but few studies, if any, have looked at the effect of research self-efficacy on doctoral students' emotional and psychological well-being. Therefore, in this empirical study, we aimed to address this gap in the research. Doctoral-level students (N = 636) from 36 different countries and 41 discipline completed an online questionnaire containing self-report measures such as self-efficacy for research, emotional well-being and global psychological adjustment (i.e., burnout, depression, intention to quit, impostor syndrome). Path analyses were conducted to assess mediating role of epistemic emotions (i.e., boredom, anxiety, enjoyment) in the relationship with self-efficacy in research (i.e., research design self-efficacy, practical research skills, quantitative and computer self-efficacy, and writing self-efficacy) and the psychological well-being (i.e., intention to quit, impostor syndrome, depression, burnout). Additionally, SPSS mediation PROCESS macro was used (see Hayes, 2013), with a bootstrapping sample of 5000 and .95 confidence intervals level. Results reveal that self-efficacy in research could influence doctoral students' psychological well-being with significant mediating roles of anxiety, boredom, and enjoyment. Moreover, findings highlight the importance of self-efficacy in research in doctoral students' emotional well-being and mental health.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#15 45399 STUDENTS WITH LEARNING DISABILITIES IN HIGHER EDUCATION:
A REVIEW OF THE LITERATURE***Amy Dominique Gadsden, University of Alberta*

Students with learning disabilities (SLD) are increasingly present in post-secondary environments in Canada (Statistics Canada, 2012). Current research has examined fragmented components of their lived experiences such as factors that facilitate success or failure at school, personal attributes and characteristics. The existing studies remain somewhat reductive in their scope, failing to address or holistically capture the multi-faceted dimensions of the disability experience, and often framing it in terms of at-risk or deficit models of disability. The proposed poster will provide a review of the existing research in this area within the last 30 years. The articles were evaluated based on the frequency of their topics, and the breadth and depth at which those topics were examined. Overall, three metathemes emerged: a) external dimensions; b) internal dimensions; c) enacted forms. External dimensions consisted of themes such as misunderstanding, stereotyping and stigmatization, and gatekeeping. Internal dimensions consisted of forms of knowledge such as understanding of disability and perceived impact. Enacted forms of knowledge consisted of self-determination and self-advocacy. This survey of the literature has reviewed and revealed both the important contributions of studies to date and the opportunity for new kinds of methods and questions in accessing the complex experiences of SLD in school. As such, the poster will also highlight current research efforts to continue to examine these themes more holistically.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#16 45240 IT'S ALL ABOUT THE AS: HOW BELIEFS ABOUT GRADES IMPACT
TEACHER MOTIVATIONAL PRACTICES***Lauren Goegan, University of Alberta; Amanda Radil, St Stephen's College; Devon Chazan, University of Alberta; Lia Daniels, University of Alberta*

Whether or not students need to be graded is a popular debate among teachers and has led to a host of both popular media (e.g. blogs) and academic resources (e.g. special issue publications). Given the increased interest in teachers' grading practices, we were interested in how teachers' perspectives on academic success as measured by grades are associated with other classroom practices, namely their classroom motivational practices. We surveyed 196 practicing teachers who were predominately female (70%) with an average age of 38 and 12 years of teaching experience. We used a median split ($mdn = 4.87$) to categorize teachers as high or low on their endorsement of grades as indicating students' academic success. Interestingly, teachers with high agreement that grades define academic success had more years of teaching experiences ($t(187) = -3.53, p = .001$). We also tested for differences between the two groups on seven motivation design principles, including: (a) autonomy supportive, (b) task design, (c) supporting mastery, (d) student comparison, (e) relatedness, (f) modeling learning and (g) rewards (Radil, 2017). Teachers in the high agreement group were more likely to utilize student comparisons ($t(186) = -3.57, p < .001$), model learning ($t(192) = -2.98, p = .003$), and use rewards ($t(184) = -3.89, p = .004$) to motivate their students than those in the low agreement group. We will discuss the role of grades and teachers' motivational practices in the classroom in light of these findings and consider implications for research, theory, and practice.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#17 46197 ADHD SKILLS WORKSHOP: INCREASING ACADEMIC COPING
STRATEGIES AND SENSE OF BELONGING IN UNDERGRADUATE STUDENTS***Laura Gordon, University of Calgary ; Emma Climie, University of Calgary*

Background: Young adults with Attention-Deficit/Hyperactivity Disorder (ADHD) typically have fewer close friends and poorer educational outcomes compared to young adults without ADHD (Barkley et al., 2006). Although young adults with ADHD are less likely than their non-ADHD peers to attend college (Barkley et al., 2006; Kuriyan et al., 2013), increasing numbers of college students with clinically significant ADHD symptoms are enrolling (Weyandt & DuPaul, 2006; DuPaul, Weyandt, O’Dell, & Varejao, 2009). Overall, it is estimated that approximately 25% of all students who receive academic accommodations in college have ADHD (Weyandt & DuPaul, 2008). Despite the availability of academic accommodations, college students with ADHD report more academic difficulties, are more likely to experience academic probation, have lower grade point averages (GPAs), and are more likely to drop out (DuPaul et al., 2009). Furthermore, previous literature has found that the greater a student’s “sense of belonging” to their university, the greater their commitment to their educational institution and the more likely they will remain in university (Hoffman, Richmond, Morrow, & Salomone, 2003).

Methods: 25 undergraduate students with ADHD will participate in a six-week workshop based on a CBT manual for managing adult ADHD. Participants will complete the Coping with the College Environment and Sense of Belonging scales at pre- and post-intervention.

Results: Data collection will finish in April 2019.

Impact: Undergraduates with ADHD face greater academic and social challenges than the average student. The ADHD Skills Workshop offers academic coping strategies as well as the opportunity to connect with other students with ADHD.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#18 44601 SOCIAL EMOTIONAL COMPETENCIES AS PREDICTORS OF
UNIVERSITY STUDENT WELL-BEING: VALIDATION OF THE ICOACH***Kathleen Hughes, University of Calgary; Alicia Donovan, University of New Brunswick; Yomna Waly, University of Calgary*

Social emotional competencies (SEC) such as emotional intelligence and emotional regulation are connected with positive social and academic outcomes (Lawlor, 2014). Moreover, explicit training in these skills may foster improvement in social, cognitive, and academic domains (Denham et al., 2014). The purpose of the current study was to design a measure of SEC amongst emerging adults attending postsecondary institutes.

A sample of $N = 435$ university students (80% women, 62% European heritage, 84% heterosexual) were invited to complete an online survey concerning their perceptions of university experiences (CUSC, 2015), student engagement (Lam et al., 2014), anxiety (Mills et al., 2014), grit (Duckworth et al., 2012) and a newly created measure of SEC containing 35 items rated on a 7-point Likert scale.

Results indicated support for a 6-factor construct of SEC referred to as the iCoach (Integrity, Calmness, Optimism, Awareness, Compassion, Humility) accounting for 52% of the variance, with factor loadings over 0.38 and internal consistencies of 0.63 to 0.86. Higher scores on the iCoach were associated with lower anxiety, higher grit, higher engagement, and more positive perceptions of campus and university. Moreover, iCoach scores were predictive of student engagement even after controlling for anxiety, grit, and perceptions of campus (*Adjusted R*² = 0.45, $\beta = 0.26$, $p < .001$).

Overall, this study found that iCoach scores predicted student well-being even after other contextual and individual factors were taken into account. This construct may represent a protective factor in helping university students to remain engaged in their studies.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#19 46349 ARE STUDENTS' FINE-GRAINED WRITING SKILLS PREDICTED BY
SPECIFIC ASPECTS OF SELF-REGULATION?***Melissa Hunte*, University of Toronto; *Chris Barron*, University of Toronto; *Samantha McCormick*, University of Toronto; *Clarissa Lau*, University of Toronto; *Hyunah Kim*, University of Toronto; *Megan Vincett*, University of Toronto; *Jeanne Sinclair*, University of Toronto; *Eunice Jang*, University of Toronto

Self-regulated learning is a known predictor of writing performance (Graham, Harris, & Mason, 2005), however, few studies have investigated the ways in which specific dimensions of self-regulation predict specific aspects of students' writing performance. This study looked at the ways in which 178 students' (grades 4-6) self-reported ability of planning (SRLp) and evaluating (SRLe) predicted seven fine-grained writing skills.

The SRL measures were assessed using questionnaires that targeted literacy and motivational traits, and each student wrote an expository text about the effects of social media. Writing scores were manually coded based on task fulfilment, text organization, vocabulary, and grammar. Syntactical complexity, lexical cohesion, and academic vocabulary were evaluated using TextEvaluator (Sheehan, Kostin, Futagi, & Flor, 2010). The factor structures of SRLp and SRLe were validated using CFA, then two structural equation models were applied to determine the extent SRLp and SRLe independently predicted each of the seven writing skills.

Both structural equation models demonstrated good fit (RMSEA <.08, CFI/TLI >.9, SRMR <.08). The two SRL measures had significant regression coefficients with six writing skills (standardized β ranged from .205 to .406, $p < .05$), but non-significant regression coefficients with lexical cohesion were found for both SRLp ($\beta = .095$, $p = .319$) and SRLm ($\beta = .084$, $p = .377$).

These results emphasize the importance of providing SRL-based instruction in the promotion of writing performance. Specifically, the fine-grained analyses demonstrated the value of SRL in promoting several foundational writing skills.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#20 45185 EXPLORING RELATIONS BETWEEN WRITING SELF-EFFICACY,
EMOTIONS, AND PSYCHOLOGICAL ADJUSTMENT IN GRADUATE STUDENTS***Emily Jonas*, McGill University; *Samira Feizi*, McGill University; *Nathan Hall*, McGill University

Current research in graduate education is increasingly focused on students' well-being, in addition to their motivational and emotional experiences within their programs. Given the considerable demands for graduate students with respect to writing activities (e.g., course papers, theses, manuscripts, applications), expanded research is needed to examine the academic writing process. Although qualitative studies with doctoral students have examined a variety of emotions in relation to academic writing, there exists limited quantitative research on how these emotions correspond with student motivation and psychological adjustment. To address this gap, an international sample ($N = 851$) of doctoral and master's students were recruited to complete questionnaires evaluating writing self-efficacy, writing-related emotions, as well as self-reported engagement and satisfaction with their graduate programs. Path analyses examined writing self-efficacy as a predictor of program engagement (i.e., vigour, dedication, absorption) and satisfaction in graduate students as mediated by epistemic writing-related emotions (i.e., curiosity, surprise, enjoyment). Results revealed that curiosity and enjoyment, but not surprise, mediated the effects of graduate students' writing self-efficacy on satisfaction and engagement. These results suggest that fostering students' writing self-efficacy may thus concurrently foster their curiosity and enjoyment that, in turn, would be expected to benefit students' engagement and satisfaction levels with respect to their graduate training. Implications from this research will be discussed for faculty and administrators with respect to optimal supervision approaches and future directions for the development and improvement of current programs to support graduate students throughout the writing process.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#21 44848 THE RELATIONSHIP BETWEEN SELF-REGULATION AND BEHAVIOUR
IN ADOLESCENTS DIAGNOSED WITH FETAL ALCOHOL SPECTRUM DISORDER***Sarah Keller*, University of Alberta; *Jacqueline Pei*, University of Alberta; *Carmen Rasmussen*, University of Alberta; *Aamena Kapasi*, University of Alberta; *Kathryn Kryska*, University of Alberta; *Vannesa Joly*, University of Alberta

Fetal Alcohol Spectrum Disorder (FASD) describes a range of neurodevelopmental deficits that can occur due to prenatal alcohol exposure (PAE), and affects approximately 4% of the Canadian population (Flannigan, Unsworth & Harding, 2018). PAE has been known to impact several areas of functioning, including self-regulation (SR). SR encompasses a series of higher order processes that allow individuals to control their emotions, actions, and overall behaviour. Poor SR without intervention has been associated with difficulties in judgement, planning, delaying gratification, considering consequences, organization, and impulsivity. In terms of behaviour, poor SR has been linked to both internalizing problems, such as social withdraw, and externalizing problems, such as rule-breaking and aggression. Although a relationship between SR and behavioural problems has been identified in adolescents without neurodevelopmental deficits, no researchers to date have explored this relationship in adolescents with FASD. Twenty-four adolescents diagnosed with FASD, recruited in both Edmonton and Vancouver, completed measures of both SR and behaviour functioning. Through correlational analyses we found that poor short-term SR skills were significantly related to reports of overall behavioural problems. Furthermore, a stronger relationship was found between poor short-term SR and increased externalizing problems as compared to internalizing problems. As PAE is known to impact SR as well as behaviour, coming to a better understanding of how these factors relate could help researchers, clinicians, and policy-makers to make informed decisions in terms of interventions. By better understanding contributors to observed behaviour we are better equipped to support healthy outcomes for this complex population.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#22 44736 FORMS AND FUNCTIONS OF AGGRESSION IN SCHOOL-AGED
CHILDREN: CONSIDERING EMOTION REGULATION AND GENDER***Heather Kennedy*, McGill University ; *Elizabeth Leong*, McGill University ; *Tina Montreuil*, McGill University

Emotion regulation (ER) refers to the use of strategies that modulate the occurrence, intensity, and expression of one's emotions (Gross, 1998; Thompson, 1994). Children who have difficulties regulating negative emotions are more likely to express aggression (Eisenberg et al., 1993, 1996, 1997). Aggression can be categorized by both form (physical or relational) and function (reactive or proactive)(Card & Little, 2006). Ostrov, Murray-Close, Godleski, and Hart (2013) found that in early childhood, reactive relational aggression was marginally associated with decreases in ER skills and proactive relational aggression was associated with increases in ER skills. In the current study, we sought to determine if these connections would also be found in school-aged children (8- to 11-year-olds) and when accounting for gender as both age and gender differences have been found in ER and aggression research (Card, Stucky, Sawalani, & Little, 2008; Garnefski & Kraaij, 2006). Aggression is being measured using the Peer Conflict Scale, a well-validated and reliable measure of the various forms of aggression in childhood (PCS; Marsee, Kimonis, & Frick, 2004). To measure ER, we are implementing the Child version of the Cognitive Emotion Regulation Questionnaire, a well-validated and reliable measure of ER (CERQ-K; Garnefski, Rieffe, Jellesma, Terwogt, & Kraaij, 2007). Data collection is ongoing. The findings gathered from the current study will aid in further understanding childhood aggression and ER and may guide interventions that seek to promote healthy emotional responses and teach adaptive ER strategies to children in hopes of reducing maladaptive ER practices and in turn, aggression.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "H" /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#23 44797 PRESCHOOLERS' EFFORTFUL CONTROL AND LATER KINDERGARTEN
ACADEMIC COMPETENCE: MEDIATION THROUGH ADAPTIVE SKILLS***Kirsty Keys*, University of Alberta; *Cassandra Pirraglia*, University of Alberta; *Vincenza Martinovich*,
University of Alberta; *Christina Rinaldi*, University of Alberta

Preschoolers' effortful control (EC) predicts their academic competence (AC) in kindergarten (Blair & Razza, 2007; Bryce et al., 2018). The influence of adaptive skills (AS) on this relationship remains relatively unexplored. AS are related to EC and AC (Liew, Johnson, Smith, & Thoemmes, 2011; Raines, Gordon, Harrell-Williams, Diliberto, & Parke, 2017). We investigated whether preschool AS mediate the relationship between preschool EC and kindergarten AC by analyzing previously collected data from the mothers, fathers, and teachers of 113 children with mean ages of 55.26 months at Time 1 (T1) and 66.43 months at Time 2 (T2). To assess EC and AS, mothers and fathers completed the Behavior Assessment for Children, Second Edition, Preschool Parent Rating Scales and the Children's Behavior Questionnaire at T1. To assess AC, teachers completed the Social Skills Improvement System at T2. Using regression analyses, we found that mothers' reports of EC at T1 significantly predicted teachers' reports of AC at T2 ($F(1,112) = 11.31, p = 0.001, R^2 = 0.092$), and mothers' reports of AS at T1 significantly mediated this relationship ($b = 0.103, BCa CI [0.024, 0.199]$). This relationship was not significant using fathers' reports ($F(1,112) = 1.27, p = 0.261, R^2 = 0.011$). These findings suggest that mothers and fathers may differentially understand their children's EC and that, according to mothers, preschoolers' ability to regulate their responses allows them to behave adaptively and functionally, which predicts academic success in kindergarten. Thus, one way to promote kindergarten AC for preschoolers struggling with EC may be by targeting their AS.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session "H" /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#24 44333 NATURAL LANGUAGE PROCESSING-BASED MACHINE LEARNING IN
PREDICTING READING ABILITY FROM CHILDREN'S ORAL NARRATIVES***Samantha McCormick*, Ontario Institute for Studies in Education, University of Toronto; *Megan Vincett*,
Ontario Institute for Studies in Education, University of Toronto; *Hyunah Kim*, Ontario Institute for Studies
in Education, University of Toronto; *Jeanne Sinclair*, Ontario Institute for Studies in Education, University
of Toronto; *Clarissa Lau*, Ontario Institute for Studies in Education, University of Toronto; *Chris Barron*,
Ontario Institute for Studies in Education, University of Toronto; *Eunice Jang*, Ontario Institute for Studies in
Education, University of Toronto

Children's oral language development is a critical factor in predicting later reading difficulties; however, its assessment faces challenges associated with task type and rating. Machine learning techniques involving natural language processing (NLP) have the potential to advance oral language assessment through automated feature extraction and scoring of constructed responses to oral tasks (Burstein & Chodorow, 2003; Chung & Baker, 2003; Chaudhri et al., 2013).

The current study investigates three NLP features extracted from students' oral narratives (Honoré's statistic, indicating vocabulary richness (VR), word length, expressing word complexity (WC), and valence, denoting affectual words (AF)) and their relationship to reading comprehension (RC).

150 grade 4-6 students in a Canadian city completed an open-ended picture description task on a computerized literacy assessment tool. This task, adapted from the Boston Naming Test (Kaplan, Goodglass & Weintraub, 1976) elicited student oral narratives. Students' speech was transcribed using Kaldi (Povey et al., 2011) and manually validated for accuracy. NLP was used to extract VR, WC, and AF from transcripts. RC was assessed using two reading passages with multiple choice format.

A multiple regression with VR, WC, and AF as predictors significantly predicted RC of students in grade 4, $F(3, 59) = 3.188, p = .030$, adjusted $R^2 = .096$, but not grades 5 and 6. Only grade 4 WC added statistical significance to the prediction, $p = .022$, suggesting potential developmental differences in the relationship between productive vocabulary and reading comprehension. Such findings provide future directions for advancing oral language assessment with machine learning techniques.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#25 46221 ASSOCIATIONS BETWEEN RESILIENCE AND ACADEMIC
PERFORMANCE, STUDENT WELL-BEING, AND ACADEMIC STRESS IN
UNDERGRADUATE STUDENTS***Claire McGuinness, University of Calgary; Jackson McKee, University of British Columbia; David Nordstokke, University of Calgary*

Background: The estimated cost of student dropout in a single student cohort is \$3.8 billion in lifetime income (Johnson, 2012). Transitioning to post-secondary education presents many challenges such as moving away from home, establishing new friendships, and financial stressors (Galatzer-levy et al., 2012; Hicks & Heastie, 2008). The consequences of an unsuccessful transition to post-secondary can result in academic failure, program non-completion, and psychological problems (Auerbach et al., 2016; Hicks & Heastie, 2008). An understanding of resilience – the process of adequately responding to and adapting in the face of adversity – can be a protective factor in post-secondary transition (Masten, 2001). The current study explores the associations between personal resilience and academic outcomes, well-being, and stress in undergraduate students.

Method and Results: A sample of 68 undergraduate students ($M = 18.52$; 35% males) completed online measures including Resiliency Scale of Young Adults, the Flourishing Scale, College Student Stress Scale, and a self-report of Grade Point Average (GPA; Diener et al., 2010; Feldt, 2008; Prince-Embury et al., 2016). We hypothesized that resilience predicts higher GPA, psychological flourishing, and lower academic stress. Results of a multiple linear regression analysis reveal that resilience predicts aspects of flourishing, academic stress, and academic outcomes.

Conclusions: Results from the current study demonstrate the relationships between resilience, flourishing, academic stress, and academic outcomes. This suggests that by understanding and supporting student resilience, well-being and academic performance may be improved.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#26 45680 RISK OF BURNOUT AMONG FEMALE UNDERGRADUATE UNIVERSITY
STUDENTS: IMPORTANCE OF SOCIAL SUPPORT***John Mitchell, Brescia University College, University of Western Ontario; Paige Walker, Brescia University College, University of Western Ontario*

Burnout, including feelings of emotional exhaustion, cynicism and inefficacy, has most commonly been studied in a work environment. Considering current concerns with student mental health and wellness and recognizing the high levels of stress among university students, we investigated factors related to undergraduate student burnout. Participants were 66 undergraduate female students who completed self-report questionnaires that assessed subjective well-being, student subjective well-being, personality traits (five factor model), amount of and sources of social support (including online sources), stress, and a standard measure of burnout (the Maslach Burnout Inventory-Student Survey). Measures of the amount of time spent studying, weekly hours of employment, and involvement in extra-curricular activities were also obtained to assess time demands on the students. As expected, there was a significant negative relationship between burnout symptoms and measures of subjective well-being (r 's $> -.5$ for total burnout score). The model that best predicted burnout symptoms included feeling stressed, the personality traits of openness and conscientiousness, and, as a protective factor, social support especially social support from students' family members. These results and the models that predict the different aspects of burnout suggest areas where support may reduce the risk of burnout in female undergraduate students.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#27 45279 EVERYBODY IS STRESSED: DO ANXIETY DISORDER SYMPTOMS
ADDITIONALLY CONTRIBUTE TO LOW STUDENT ENGAGEMENT IN UNIVERSITY?***Ryan O’Byrne, University of Guelph; Katie Cherry, University of Guelph; Margaret Lumley, University of Guelph*

Student engagement is widely evidenced to associate with academic achievement and student well-being (Wang & Degol, 2014) and is often targeted to improve these variables among first-year University students (Bovill, Bulley, & Morss, 2011). Stress, while a potent associate of low engagement (Gan, Yang, Zhou, & Zhang, 2007), is an ubiquitous experience with 89.5% of Canadian post-secondary students reporting feeling overwhelmed (NCHA, 2016). The current study examined whether, in the context of general stress, generalized anxiety disorder (GAD) symptoms would uniquely associate with low student engagement for both young men and women. Such knowledge may aid in identifying those most at risk for disengagement.

A sample of 363 first-year university students completed measures of stress, GAD symptoms, and student engagement. Consistent with hypotheses, a moderate negative association between stress and engagement was evidenced in both men and women. Women were significantly more anxious than men and GAD symptoms were negatively associated with engagement for women, $r(215) = -.18, p = .007$, but not for men, $r(78) = -.04, p = .740$. After stress was accounted for, GAD symptoms added a small proportion to the explanation of student engagement for women, $sr^2 = .03, p = .012$.

Therefore, the experience of greater stress is associated with lower engagement for both men and women. GAD symptoms appear to be an indicator of low engagement for women but not for men. Student support services may need to consider GAD symptoms as an additional indicator of low student engagement among female university students.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#28 45238 INTOLERANCE OF UNCERTAINTY AND ANXIETY IN CHILDREN AND
YOUTH WITH AUTISM SPECTRUM DISORDER***Rachel Pagaling, University of Calgary; Jessica Baraskewich, University of Calgary; Carly McMorris, University of Calgary*

Background: Anxiety is common in individuals with Autism Spectrum Disorders (ASD), occurring in approximately 40% of youth with ASD (van Steensel et al., 2011). Furthermore, individuals with ASD may experience atypical anxiety disorders in addition to typical anxiety disorders (Kerns et al., 2011). Intolerance of uncertainty (IU) is one cognitive process implicated in the development of anxiety in ASD (Boulter et al., 2014). However, few studies have examined this relationship. Consequently, this study will examine the relationships between IU, atypical and typical anxiety disorders, and anxiety symptom severity in youth with ASD.

Methods: Twenty-five youth (8 - 14 years) with ASD will participate. Typical and atypical anxiety will be assessed using the Anxiety Scale for Children with Autism (Rodgers et al., 2016) and The Anxiety Disorders Interview Schedule – Autism Addendum (Kerns, et al., 2014). IU will be measured using The Intolerance of Uncertainty Scale (Comer et al., 2009). Data collection is partially complete ($n=18$), with completion expected in Winter 2019. Regression analyses will be conducted to investigate the research questions.

Results: Preliminary analysis showed a significant relationship between child-reported IU and type of anxiety in children with ASD. Additionally, a strong positive relationship was found between total IU anxiety and anxiety severity. It’s anticipated that parent-reported IU will be strongly positively associated with atypical anxiety symptoms and anxiety severity.

Conclusion and Impact: Findings from the current study provide valuable insight into the role of IU in the development of anxiety, which would inform cognitive-based interventions for youth with ASD.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#29 44791 DO MINDSETS RELATE TO WHETHER INDIVIDUALS BELIEVE
CHILDREN WITH EDUCATIONAL CHALLENGES CAN GROW THEIR BRAIN?***Gabrielle Pelletier*, University of Alberta; Devon Chazan, University of Alberta; Lia Daniels, University of Alberta

Cognitive disabilities directly impact a child's educational experience (Learning Disabilities Association of Ontario, 2015). As such, teachers play a key role in supporting children and their learning (Sutton, 2007). According to Carol Dweck's Mindset theory (2006), teachers can have fixed or growth mindsets about their students. Thus, the purpose was to examine if pre-service teachers' mindsets were related to whether they believed children with various educational challenges could grow their brain (e.g., increase their abilities). 180 pre-service teachers were recruited through the University of Alberta's participant pool and were asked to respond to questions about students with various challenges, such as "To what extent do you believe a child with ADHD can grow their brain?" They were also asked to answer questions about their mindsets such as "To what extent do you think intelligence is something that can't be changed?". Correlational analyses were run between mindsets and educational challenges. We found participants with a more fixed mindset were less likely to believe that students with challenges could grow their brain ($r = -.145, p < .05$), while participants with a growth mindset were more likely to believe they could grow their brain ($r = .181, p < .05$). These results align with research on mindsets and their impact on educators and their students (Seaton, 2017). Future analysis will demonstrate whether pre-service teachers change their mindsets depending on the student's challenge (e.g., anxiety vs. FASD). This work serves to facilitate conversation surrounding pre-service teacher's expectations when it comes to teaching students with challenges.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#30 45844 ARE THERE GENDER DIFFERENCES WHEN IT COMES TO TEACHER
MINDSETS ABOUT FASD STUDENTS?***Gabrielle Pelletier*, University of Alberta; Lauren Goegan, University of Alberta; Devon Chazan, University of Alberta; Lia Daniels, University of Alberta

Literature shows teachers attach negative connotations to students with Fetal Alcohol Spectrum Disorder (FASD), labeling them as unmotivated, complicated, and lacking awareness (Harpur, 2001). This could be due to the fact teachers have a fixed mindset about these students (Dweck, 1996). However, no research has looked at whether there are gender differences when looking at teachers' mindsets about FASD students. During a teacher conference in a Western Canadian city, 287 teachers ($n = 91$ male, $n = 198$ female) were asked to rate statements regarding students with FASD such as "They have a certain amount of intelligence, and they can't do much to change it". An independent-samples *t*-test was conducted to compare FASD mindsets in male and female teachers. There was a significant difference in the scores with male teachers having more fixed beliefs ($M=3.0, SD=1.3$) than female ($M=2.6, SD=1.2, t(287)=2.463, p = 0.014$). The results suggest that female teachers have more of a growth mindset than male teachers. The results align with research showing that teachers can possess fixed or growth mindsets towards the students they are working with (Rattan, Good, & Dweck, 2012). It is imperative that teachers are aware of their preconceptions about students facing different challenges. If teachers don't believe that their students can grow, they may provide less support in their classroom. I will discuss why there might be gender differences regarding mindsets and FASD and what can be done to shift mindsets particularly in male teachers.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducationnelle et scolaire**#31 44365 CHILDRENS PERCEPTIONS OF TRUST, MISTAKES AND FEEDBACK
HELP PREDICT ACADEMIC ACHIEVEMENT ACROSS DOMAINS***Jacqueline P. Leighton, University of Alberta; Victoria Qualie, University of Calgary; Ye Liu, University of Alberta; Alicia Orr, University of Alberta*

Academic achievement is a complex and multi-faceted construct. Many cognitive, social and emotional variables can be expected to emerge early on in children's learning and become associated with their achievement. For example, academic goals are known to predict achievement among young and older learners (Midgley et al., 2000). However, less is known about how other social and emotional variables emerge and are associated with achievement such as children's (a) trust of teachers, (a) behavioral, cognitive and emotional attitudes towards mistakes, and (c) perception of teacher feedback. To fill this research gap, a cross-sectional study was conducted to investigate the association of these variables with children's academic achievement. Participants included 215 elementary school students in Grades 1 through 6. Four self-report surveys measuring academic goals (Midgley et al., 2000), teacher trust (Forsyth, Adams, & Hoy, 2011), attitudes towards mistakes (Leighton, Tang & Guo, 2015, and perception of feedback (Ali, Rose, & Ahmed, 2015) were modified and digitally administered to students. Children's academic grades in math, science, language arts, social studies, and music were obtained. Exploratory factor analysis was used to identify latent traits and discriminant function analysis revealed that components of students' trust in teachers, attitudes towards mistakes, and perception of teacher feedback, along with academic goals, significantly and consistently distinguished among high and low categories of children's achievement. The results of this study contribute to an increasingly broader understanding of the range of socio-emotional variables associated with the emergence of academically strong students and the necessity of contextualizing learning interventions.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducationnelle et scolaire**#32 45072 EMOTIONAL INTELLIGENCE AND SOCIAL SKILLS IN ADOLESCENTS
WITH AUTISM SPECTRUM DISORDER AFTER PARTICIPATING IN PEERS***Andrea Rodgers, University of Calgary; Adam McCrimmon, University of Calgary*

Background: Social connectedness and belonging are vital across the lifespan, especially during adolescence when the desire to connect with others is increasingly strong (Goosby et al., 2013). Adolescents with Autism Spectrum Disorder (ASD) present with social impairments that increase their risk for mental illness, poor academic achievement, and peer victimization (Laugeson & Park, 2014). A potential underlying mechanism contributing to social impairment in children and adolescents with ASD is Emotional Intelligence (EI; McCrimmon, Climie, & Huynh, 2017). EI is a set skills that contribute to accurate appraisal and management of emotion, and the use of emotions to problem solve and achieve, all of which are important for social interactions (Salovey, & Mayer, 1990). This project aims to explore EI in adolescents with ASD to determine if EI is improved upon completion of the Program for the Education and Enrichment of Relational Skills (PEERS), an evidence-based social skills intervention (Laugeson & Park, 2014). This study will examine the influence of EI as a mechanism that contributes to the development of social skills in teens with ASD.

Methods: 30 teens with ASD aged 13-18 will complete a cognitive intelligence evaluation, as well as measures of EI and social skills at pre, post, and six months following intervention.

Results: We anticipate having 35 participants by spring, 2019.

Impact: Preventing social isolation and enhancing social development are critical for teens with ASD. Examining social skills and EI may advance our knowledge of important factors that contribute to social emotional development in this unique population.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#33 45801 PUTTING THE PUZZLE PIECES OF THE DSM-5 AND LDAC MODELS
TOGETHER FOR ACCURATE LD DIAGNOSIS**

Serena Seeger, University of Calgary ; Christina Gray, University of Calgary

A learning disability (LD) can be defined as unexpected or chronic underachievement that cannot be explained by any other cognitive deficits (Swanson, Harris & Graham, 2013). In Canada, there are more children identified with an LD than all other disabilities combined (Statistics Canada, PALS, 2006). LD is one of the most debated and least understood disabilities affecting both children and adolescents (Lyon et al., 2001). This misunderstanding may be due to disagreement about the classifications, definitions, identification process, diagnostic criteria, content and intensity of an LD (Lyon et al., 2001). Historically, the criterion that is acceptable for the correct identification of an LD has also been a very controversial topic (Vaughn & Fuchs, 2003). Moreover, psychologists may employ different models of identification for an LD. In Canada, both the Diagnostic and Statistical Manual of Mental Disorders-Fifth Edition (DSM-5) and the Learning Disability of Association (LDAC) models are used as guidelines for diagnosis of LDs. Understanding of the basis and nature of both diagnostic approaches is critical for school psychologists in their interpretation of assessment data and clinical judgment. The present poster will provide an overview comparing and contrasting the DSM-5 and LDAC diagnostic criteria models for LDs followed by a review of empirical literature relating to both models. A discussion of clinical implications for school psychologists as well as recommendations for research directions and clinical practice will be provided from a school psychology perspective.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#34 45682 STATISTICAL POWER IN SCHOOL PSYCHOLOGY JOURNALS
(2008-2018): IMPLICATIONS FOR QUALITY OF RESEARCH AND EVIDENCE-
BASED INTERVENTIONS**

Steven Shaw, McGill University

The profession of school psychology prides itself on being an evidence-based profession in which academic, mental health, and systemic approaches to improving the functioning of children, families, and communities are informed and influenced by sound scientific research. The contents of every paper published from 2008 to 2018 in the 11 journals in refereed newsletters in school psychology were reviewed. All papers that evaluate any type of intervention were selected. The data were analysed to determine the statistical power of each study. For the 112 studies that meet criteria of reporting statistics in an evaluation of an intervention, the median statistical power was .39. This is well below the standard expected statistical power in experimental and quasi experimental studies of .80. There are significant implications for using research published in the field of school psychology for applications in an evidence-based profession. When considering evidence-based professions in the field of school psychology, clinician should take great caution in determining exactly what the quality of that evidence is. A series of solutions to correct the problem of low power in the field of school psychology will be presented.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#35 45684 REGISTERED REPORTS, REPLICATION, AND THE CJSP: IMPROVING
THE EVIDENCE IN EVIDENCE-BASED SCHOOL PSYCHOLOGY**

Steven Shaw, McGill University

The *Canadian Journal of School Psychology* is offering scholars the opportunity to register research reports and make research protocols publicly available to promote replication, transparency, credibility, and utility for clinical practice. The purpose of this poster is to outline the challenges regarding replication, reproducibility, and evidence-based practices; as well as describe the submission protocol and criteria for acceptance of registered reports. Although *CJSP* will accept submissions through the traditional peer-review model, advances and criticisms of the registered reports model are discussed. This initiative has the objective of promoting high-quality research to improve the evidential foundation for evidence-based practices in the profession of school psychology.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#36 45498 CAN FONT MANIPULATION SIMULATE THE STRUGGLE OF READING
OF INDIVIDUALS WITH DYSLEXIA***Zoey Stark, Concordia University ; Leon Franzen, Concordia University; Aaron Johnson , Concordia University*

Individuals with dyslexia struggle when explaining what it is like to have dyslexia and how they perceive letters and words differently. This led Daniel Britton to create a font that simulates what reading is like for individuals with dyslexia (<http://danielbritton.info/dyslexia>). This font removes forty percent of each character, with the aim of slowing down reading speed and increasing frustration, two symptoms often associated with dyslexia. Participants will first learn to read in the Daniel Britton font. The following day, participants will return to the lab and read ten standardized texts, five texts in Times New Roman and five in the Daniel Britton font. Eye movement patterns (fixations duration, number of fixations, saccade length and number of saccades) and reading speed will be compared to a previously collected sample of individuals with dyslexia who read the same texts in Times New Roman font. We expect that reading speed in the Daniel Britton font will be slower compared to individuals with dyslexia, due to the novelty of the stimuli. However, it is hypothesized that eye movement frequency (fixations and saccades) and saccade length will be comparable between both groups. Simulating the frustration and exhaustive nature of reading in individuals with Dyslexia can provide further awareness to the 1 in 6 individuals affected (Shaywitz, 1998). Having an empirically comparable font that simulates dyslexia can be used as a teaching measure for, students, administration, teacher and lawmakers alike who make decisions concerning individuals with dyslexia.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#37 45226 SOCIAL-EMOTIONAL SCHOOL-BASED INTERVENTIONS TARGETING
EMOTION REGULATION: A SYSTEMATIC REVIEW OF PROGRAM EFFECTIVENESS***Micah Tilley, McGill University; Gabrielle O’Hara, McGill University; Tina Montreuil, McGill University*

The ability to adequately regulate emotions is a fundamental task of early childhood and a critical component for adaptive social functioning, psychological adjustment, and overall mental health (Cole et al., 2004; Eisenberg & Spinrad, 2004; Gross & Muñoz, 1995). As such, teaching adaptive emotion regulation (ER) within schools through social-emotional (SE) interventions has the potential to strengthen students’ success and functioning across multiple domains. The primary purpose of this systematic review was to provide a comprehensive overview of the effectiveness of existing SE school-based interventions in improving child ER. Further, data regarding outcome and implementation measures was also collected, as these factors may impact intervention results. The methodology for this systematic review was developed according to the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) statement (Moher et al., 2009). Out of an initial sample of 1101 studies, 16 were eligible for inclusion in the systematic review. Data regarding intervention effect size, outcome measure, and implementation features were extracted and examined. Effect sizes were reported in six of the 16 studies, and medium to large effect sizes were found in four studies. Overall, only 6.2% of studies employed a multimethod measurement approach to the study of ER, and 56.2% of studies assessed intervention implementation. The findings from this review provide an in-depth analysis of SE school-based interventions that assess changes in ER and highlight strengths and weaknesses in measurement and implementation. Further, this review highlights novel insights and recommendations for the development of stronger SE programs, policies, and research designs.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#38 46313 THE USE OF REWARDS IN READING FLUENCY INTERVENTIONS:
CONSIDERATIONS FOR STUDENT ACHIEVEMENT AND MOTIVATION***Mary Turri*, The University of British Columbia; Sterett Mercer, The University of British Columbia; Nathalie Sagar, The University of British Columbia; Rachel King, The University of British Columbia; Michelè Cheng, The University of British Columbia

Across Canada, thousands of children are struggling readers. In British Columbia alone, between 14 and 18% of students are below provincial reading expectations (BC Ministry of Education, 2013). As a critical component to reading success, reading fluency is a viable intervention target to help remediate these challenges, yet many students struggle to engage in interventions aimed to improve their reading. For students who are not already intrinsically motivated to read, and particularly struggling readers, providing extrinsic reinforcers may serve as a way to effectively engage them in reading activities and encourage practice (Martens & Witt, 2004). The current evidence base for reading fluency interventions is limited with respect to the additive effect of rewards compared to instructional or other performance-based strategies (e.g., goal-setting) either in isolation or combined, within the context of a standard protocol approach suitable for application to a wide-range of learners. This study examined the additive effects of tangible rewards in a standard protocol reading fluency intervention on reading outcomes with elementary school students. Using a concurrent multiple-baseline multiple-sequence across-participants design, participants completed an intensive 8-week standard protocol reading fluency intervention with and without rewards, in a counter-balanced sequence. Results indicated an overall improvement on within-session oral reading fluency gains compared to baseline, with individualized response to intervention patterns for generalized gains and response to rewards. Results are discussed with reference to motivation, the overall effectiveness and appropriateness of reward use, and implications for educators and clinicians working with struggling and under motivated readers.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#39 46265 LET'S TALK ABOUT SEX BABY; LET'S TALK ABOUT SEXUAL
EDUCATION AND SEXUAL WELL-BEING***Emilie Verret*, Bishop's University; Erin Wilkie, McGill University; Heather Lawford, Bishop's University; Willow Burns, Bishop's University

Sexual education is an important factor in supporting young people's understanding of sexual citizenship in relation to their health and well-being (Robinson & Davies, 2017). The current study examines the sexual education trends in Ontario and Quebec and associated sexual well-being outcomes. Participants (N=161, female=84.4%) were recruited through social media to complete an online survey including measures of sexual education experiences and sexual well-being. Participants were separated by province (Ontario and Quebec) and by language (English and French). Results indicated that the amount of sexual education, where each type of education (e.g., peers, school and/or parents.) received allotted the participants 1 point, was significantly different for English and French speakers. French reported higher levels of sex education ($t(159)=9.85, p<.001$). The perception of the quality of sexual education was significantly different for Quebecers and Ontarians where Quebec participants rated their experience higher ($t(96)=-2.83, p=.006$). Associations between sexual anxiety, awareness, and double standards will also be presented. Implications from this study will uncover links between objective and subjective quality of sexual education and later sexual well-being, which can inform policy and curriculum development across the province.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#40 46073 THE SOCIAL-EMOTIONAL IMPACT OF LEARNING DISABILITIES IN
ADOLESCENCE***Kathleen Walsh*, University of British Columbia; *Rachel Weber*, University of British Columbia

In Canada, it is estimated that 3.2% of all children have a Learning Disability (LD) diagnosis and it is considered the most common of identified disabilities. During adolescence, individuals with LD are at an increased risk for developing mental health issues including anxiety and/or depression when compared with their non-LD peers. Prevalence rates of anxiety and/or depression among adolescents with LD are estimated between 30-50%.

Adolescence brings about a series of affective, cognitive and behavioural changes. In addition to the physical and hormonal differences associated with adolescence, there are also major social and emotional changes. During this period, individuals begin learning and experimenting to try and better understand themselves and their identity. A person's identity, or how they see themselves, is developed through a person's positive and negative experiences with others. This identity is called self-concept. A child who develops negative self-concept is at increased risk for developmental, behavioural and mental health related experiences.

Through a series of semi-structured interviews, 5 adolescents with LD recount their experiences with their diagnosis as well as topics including personal identity, support systems at home and at school, well-being and mental health. These adolescents share both positive and negative experiences relating to the areas identified above and the impact of these experiences on how they see themselves as well as their overall mental health and functioning today.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#41 45482 CLOSING THE GENDER GAP: UNDERSTANDING THE SOCIAL-
EMOTIONAL EXPERIENCES AND PERCEPTIONS OF ADOLESCENT GIRLS
WITH ASD***Michelle Ward*, University of Manitoba ; *Janine Montgomery*, University of Manitoba

Relatively little is known about the social-emotional profile of females with autism spectrum disorder (ASD), a population that has historically been overlooked in research and applied contexts. In an effort to advance current knowledge, this qualitative study explored the social-emotional experiences of four adolescent girls with ASD (aged 16-18) through semi-structured in-depth interviews, using an Interpretive Phenomenological framework. Interview questions generated discussion regarding friendships, romantic relations, peer interactions, and social-emotional experiences. Six superordinate themes emerged: 1) the effort of social interaction; 2) the sensory nature of relationships; 3) the cyclical impact of social-emotional experiences and social-emotional functioning; 4) a need for acceptance; 5) the impact of disability; and 6) the role of adults. The girls depicted peer relationships as challenging, effortful, and at times unnatural, while also conveying the value of friendships and positive peer relationships that are grounded in acceptance, understanding, and belonging. Findings also highlight the impact of past experiences on current perceptions, wellbeing, and social functioning; the role of adults as models and mediators in the girls' relationships; and the impact of disability on how the girls are perceived and treated by others. Interestingly, findings from this study both overlap and conflict with the predominantly male-oriented literature, suggesting the possibility of both shared and gender-specific experiences. Overall, this study sparks a discussion around the unique perspectives of girls with ASD; offers important insight for clinicians, researchers, parents, and educators; and highlights directions for future empirical exploration.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#42 44788 A SURVEY ON STUDENT ANXIETY USING A SOCIO-ECOLOGICAL
FRAMEWORK***Roberta Woodgate*, University of Manitoba; *Donald Stewart*, University of Manitoba; *Miriam Gonzalez*,
Research Institute of the McGill University Health Centre; *Pamela Wener*, University of Manitoba; *Pauline
Tennent*, University of Manitoba

Rationale: Mental health problems among Canadian university students have emerged as a national priority (Mental Health Commission of Canada, 2018). In line with this, considerable research has been undertaken with respect to issues involving the prevalence, comorbidity, and psychological or demographic correlates of mental health (e.g., Blanco et al., 2008; Hunt & Eisenberg, 2010; Saias et al., 2014). In contrast, few if any studies have undertaken a tiered analysis inclusive of factors at the individual, interpersonal, and institutional levels. Given the high proportion of Canadian post-secondary students who report overwhelming anxiety (NCHA, 2016), exploration of how these socio-ecological factors can predispose, maintain, or exacerbate student anxiety could provide insights into the unique etiological factors affecting our students' mental health.

Method: Using an online survey approach, we examined self-reported student anxiety using the socio-ecological model as a guiding framework. Data were collected from 593 university students from a university in Central Canada. Analysis involved the use of descriptive statistics and a series of regression models.

Results: We found that about two-thirds of our participants indicated that anxiety had impacted their life. Anxiety levels were most strongly accounted for by a combination of individual (years in school), interpersonal (friendship/relationship status), and institutional (fear of academic failure, academic group work experiences) variables.

Conclusion: Our results indicate that anxiety is common among university students and highlight the multi-factorial nature of anxiety.

Recommendations: The findings highlight the need to ensure campus services and supports are well equipped to address the mental health problems of students.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Educational and School
Psychology / Psychologie
éducative et scolaire**#43 45926 ADOPTING A THEORETICAL ORIENTATION TO THE PRACTICE OF
SCHOOL PSYCHOLOGY***Jenna Young*, University of Calgary; *Christina Gray*, University of Calgary; *Jac Andrews*, University of Calgary

There is a limited focus that directly addresses training in and the adoption of a theoretical orientation towards practice in school psychology. This deviates from the disciplines of counselling and clinical psychology where theoretical orientations are imbedded in intervention practices. A survey of the literature results in very few articles discussed in relation to adopting a theoretical orientation towards practice in school psychology, and anecdotal evidence suggests school psychologists in training struggle with adopting a theoretical orientation towards practice. This poster will outline the current literature that exists regarding theoretical orientations in school psychology. The first two authors, doctoral students enrolled in a school psychology program, will present their cases of how they both navigated their own developing theoretical orientations to practice which was guided by Dr. Jac Andrews. The authors' theoretical orientations of cognitive behavioural psychology and ecological systems theory will be compared and contrasted in relation to assessment and intervention in school psychology practice. The poster will provide recommendations for other school psychologists navigating the journey of understanding and adopting their own theoretical orientation to school psychology practice, and will elucidate gaps in the theoretical orientation literature in the field of school psychology providing next steps for future research and practice considerations.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Rural and Northern
Psychology / Psychologie
des communautés rurales et
nordiques**#44 45613 INITIAL FINDINGS FROM A GAMBLING KNOWLEDGE NEEDS
ASSESSMENT OF A RURAL POPULATION IN NORTHERN ONTARIO***Shayna Cummings*, Lakehead University; *Erika Puiras*, Lakehead University; *Jessica Tanner*, Lakehead University; *Kristy Kowatch*, Lakehead University; *Alexandra Dawson*, St. Joseph's Care Group; *Christopher Mushquash*, Lakehead University; *Dwight Mazmanian*, Lakehead University**Background:** Northern Ontario is a large geographical area that presents a unique set of challenges regarding problem gambling, gambling knowledge, and access to relevant resources. The purpose of this study was to assess gambling knowledge needs of individuals and organizations in Northern Ontario.**Method:** We used a mixed methods design consisting of a questionnaire for individual adults ($N = 100$), and qualitative focus groups and informant interviews with service providers ($N = 15$) from targeted organizations.**Results:** Questionnaire respondent demographics included age ($M = 40.13$ years, $SD = 16.71$), sex (female = 64%), and ethnicity (White = 86%, Indigenous = 9%, Asian = 4%). Most questionnaire respondents were from the Thunder Bay District ($n = 53$). Sixty-three percent of questionnaire participants self-identified as recreational gamblers. On the Brief Biosocial Gambling Screen, 14% of participants were deemed at-risk for problem gambling. Many questionnaire respondents reported that a third party could help their organization's gambling information needs by increasing access and awareness via printed material and educational seminars (32%). Themes that emerged from the focus groups and interviews included the high prevalence of gambling, benefits of gambling (e.g., socializing), the co-occurrence of gambling and other mental health problems (e.g., anxiety), barriers to accessing help for problem gambling (e.g., confidentiality), and responsible gambling strategies (e.g., setting monetary limits).**Conclusions:** Findings from the study suggest gambling-related needs specific to Northern Ontario.**Action:** This will help to inform the creation of resources and methods of distribution to rural and remote areas.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Students in Psychology /
Étudiants en psychologie**#45 45250 THE EFFECTS OF VOLUNTARY EMOTION REGULATION ON
POSTAURICULAR REFLEX MAGNITUDE***Amane Asakawa*, McGill University

Emotions are hypothesized to be partially driven by the defensive (avoidance) and appetitive (approach) motivational systems. Psychophysiological measures can be used to quantify emotional and motivational reactivity at the reflexive level. The startle blink reflex and postauricular reflex measure the defensive and appetitive motivational systems, respectively. The startle blink is potentiated to negative stimuli, whereas the postauricular reflex is potentiated to positive stimuli, relative to neutral stimuli. When participants are asked to regulate (i.e., enhance or suppress) their reactions to emotional stimuli, the startle blink reflex has been found to be up- and down-regulated accordingly. It is currently unknown whether the postauricular reflex is similarly affected by voluntary attempts to regulate an emotional response. We presented 40 participants with aversive, pleasant, and neutral images for 4 seconds, followed by instructions to either enhance, suppress, or maintain their emotional response for 2 seconds, and then the return of the picture for an additional 4 seconds. Auditory startle probes were presented either before the regulation instruction (to assess unregulated emotional reactivity) or at 9 or 12 seconds following the regulation instruction to assess early and late emotion regulation, respectively. Data analysis is currently underway. We expect the magnitude of the postauricular reflex to be voluntarily modulated in association with emotion regulation instructions, similar to the startle blink reflex. Given that the postauricular reflex is potentiated to positive stimuli, we expect the effect of emotion regulation instructions on the postauricular reflex magnitude to be greatest for pleasant stimuli.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Students in Psychology /
Étudiants en psychologie**#46 46363 MIND AND BODY: THE RELATIONSHIP BETWEEN BODY IMAGE AND
ACHIEVEMENT EMOTIONS***Devon Chazan*, University of Alberta; *Gabrielle Pelletier*, University of Alberta; *Lia Daniels*, University of Alberta

Body image concerns increase during development, with university-aged students expressing the highest levels of body dissatisfaction (Mintem, 2015). Having a negative body image can have numerous debilitating consequences in various areas of one's life. One area where this is frequently overlooked is in the school environment and in student's academic achievement. Studies from across the globe have found that female students who perceive that they are overweight (regardless of their true weight) have lower grades than those without body image concerns (Florin, 2011). Although grades are unquestionably important in school, there are other achievement outcomes that have not been examined and may also be compromised by a negative body image. Achievement emotions, those that are experienced in educational settings, have been found to relate to students' motivation, self-regulation and academic success. Given their substantial importance to learning, this research investigates whether they are also affected by body perceptions in the same way as grades. 295 university students completed various online questionnaires measuring general feelings about one's body and emotions experienced in the classroom. Hierarchical regression analyses were conducted for three different negative valence achievement emotions. The results reveal that one's body image predicts between 20 and 30% of the variation in levels of hopelessness, anxiety, and shame experienced in the classroom. The notion of academic interference in students with body image disturbances will be further discussed. These findings highlight a need to include body positive initiatives in the school-based curriculum.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Students in Psychology /
Étudiants en psychologie**#47 45578 EXPLORATION IN UNDERSTANDING AN INDIGENOUS WORLDVIEW***Jaezila Crittenden*, University of Regina; *Jaime Williams*, University of Regina

In my childhood, I jumped from stone to stone of an abandoned tipi ring within our farm's pasture, but I never wondered why the tipi ring was there. I used to run through the fields with flowers, sage, and sweet grasses scattered about my little feet, but it never occurred to me that those plants could help if I had a belly ache. I now realize that I grew up on the land without ever being truly connected to it. With support from my supervisor, I have set out on a journey of discovery, about understanding an “indigenous worldview” of tribes from Saskatchewan. This research is rooted primarily in an ethnographic and participant observational perspective within methods of qualitative research. A key component includes navigating through explorations of the indigenous paradigm involving personal journaling, influenced by the continual procuring of knowledge through experiential happenings. In addition to this, 4 interviews with Indigenous people who are deeply familiar with their culture were conducted and analyzed using an interpretive phenomenological perspective. My journey has revealed that the Indigenous culture provides a passage for those curious, in formalizing connections of sacred appreciation and relation to the land. This project may provide guidance to students within psychology about ways to profoundly and experientially understand a non-Western approach to functioning within a multicultural society. Moreover, deeply engaging with indigenous knowledge will enable more comprehension and compassion within the collaborative interactions between indigenous and non-indigenous individuals for healing and existing in respectful and supportive cohabitation.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**

Students in Psychology /
Étudiants en psychologie

#48 45636 DOES READING AGE WELL? THE READING HABITS OF CANADIANS

Julia Farmer, UNIVERSITY OF ALBERTA; Lauren Goegan, University of Alberta; Lia Daniels, University of Alberta

Only 21% of Canadians report reading during their leisure time (BookNet Canada, 2018). Lifelong reading habits have been found to enhance several social and communicative skills throughout the lifespan (Wilhelm & Smith, 2016; Wilson et al., 2013). Therefore, we investigated the reading habits of Canadians of various age groups. We surveyed 354 participants and asked them about their reading habits - How often do you read? What do you read?. We created natural cut-points in our age variable (18-21, 22-25, 26-29, 30-39, 40+) to compare reading habits. Results from an ANOVA showed that time spent per day reading was significantly different between age groups ($F(4, 343)=10.71, p=.000$). Follow-up *t*-tests showed that people aged 18-29 read significantly less than 30-39 year olds who read less than those 40+. Then we examined how much reading in the last month was non-fiction, fiction, and audiobooks. There were significant differences between the groups in the quantity of fiction, $F(4, 316)=5.81, p<0.001$ and audiobooks, $F(4, 287)=4.01, p=0.003$, but not non-fiction, $F(4, 320)=2.39, p=0.05$. Based on follow-up *t*-tests for fiction 18-29 and 30-40+ and for audiobooks 30-39 year olds read more than any other age group. These findings indicate that younger people are not reading as much, which can have a detrimental impact on their mental development. Future research may want to explore why 18-29 year olds appear to read less than 30+ year olds and whether the reading habits of the current sample of 30+ year olds represents a cohort effect or developmental trend.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**

Students in Psychology /
Étudiants en psychologie

**#49 45244 HIGH SCHOOLS OVER NOW WHAT? FACTORS THAT GO INTO
DECISIONS TO ATTEND POSTSECONDARY EDUCATION**

Lauren Goegan, University of Alberta; Julia Farmer, University of Alberta; Lia Daniels, University of Alberta

During the 2014/2015 academic year over two million Canadians were enrolled at a postsecondary institution (PSI; Statistics Canada, 2016), and these numbers continue to grow. Students have various motives or explanations as to why they have selected to pursue postsecondary education. Therefore, to gain an understanding of students' decisions for attending a PSI, we surveyed 291 Albertan high school students and asked them if they planned to attend a PSI. For those that indicated yes ($n=221$), we asked them to respond to the following open-ended question: “How did you decide on your plans for after high school?”. Based on a preliminary content analysis of the data, three general themes emerged. First students described how certain *individuals* were influential in their decisions. For example, 13% of students identified a role parents played in their decision (e.g., “my parents told me to”). Second students described *motivational factors* including both internal (e.g., “personal interest”) and external (e.g., “I decided that I wanted to go to university because I want to get a lot of money and I know university will help me”) motivation. Third, students described *personal attributes* that impacted their decisions (e.g., “because I’m good at what I want to go in to”). Additionally, 31% of students made some reference to being unsure in their decision. We will utilize our results to foster a discussion on student decision making for attainment of postsecondary education. This could impact supports and services provided to students as they make this important transition in their lives.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Students in Psychology /
Étudiants en psychologie**#50 45173 PERSONALITY DIMENSIONS, DRINKING TO COPE, AND UNIQUE
ALCOHOL-RELATED PROBLEMS: TESTING A THEORETICAL MODEL OF RISK***Joanna Maria Kowalczyk*, Concordia University; *Mayesha Khan*, Concordia University; *Roisin O'Connor*,
Concordia University

The revised Reinforcement Sensitivity Theory offers a useful framework for investigating personality and motivational risk for problematic drinking (Gray & McNaughton, 2000). Accordingly, alcohol use is influenced by the interplay of the behavioural approach (BAS) and behavioural inhibition (BIS) systems. Specifically, an elevated BIS is thought to give rise to anxiety, and when accompanied by a strong BAS, leads to coping motivated drinking. Empirical evidence supports this assertion (Keough & O'Connor, 2016). Other evidence links drinking to cope with alcohol-related problems in undergraduates, a population known for hazardous drinking. The goal of this study was to merge these literatures and test the interactive effect of BIS, when moderated by BAS, on drinking to cope with depression and anxiety motives, and to examine the association between these motives and unique alcohol-related consequences in undergraduates. Participants ($N=121$, $M_{age}=23$, 71% women) completed a battery of questionnaires online. First, the interactive effects of BIS and BAS on coping motives was tested. Results revealed that BIS was a positive predictor of cope-depression when BAS (Reward Interest, Goal-Driven Persistence, Reward Reactivity) was low, and that BIS was a positive predictor of cope-anxiety when BAS (Reward Reactivity) was high. Second, coping motives were correlated with unique alcohol-related problems. Results revealed that cope-depression was positively correlated with impaired control, physical dependence, and self-perception problems. Cope-anxiety was positively correlated with impaired control, physical dependence and poor self-care. This work extends tests of the theory by considering the links of personality-relevant drinking motives with a unique profile of alcohol-related problems.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Students in Psychology /
Étudiants en psychologie**#51 45457 SOCIAL WITHDRAWAL SUBTYPES VARY IN RELATION TO SOCIAL
SURROGACY AMONG UNIVERSITY STUDENTS***Alicia McVarnock*, Saint Mary's University; *Leanna Closson*, Saint Mary's University; *Kellie Sanford*, Saint
Mary's University

Shyness is an established risk factor for poor social adjustment. Shy emerging adults attending university may be at a particular disadvantage, as social relationships play an important role in successful adaptation to university life (Nelson, 2013; Sevinc & Gizir, 2014). While Bradshaw's (1998) social surrogate hypothesis proposes that shy individuals recruit social surrogates to help them enter and navigate stressful social contexts, potential associations between social surrogacy and other forms of social withdrawal, including avoidance and unsociability, have not been explored. The current study investigated associations between subtypes of social withdrawal (i.e., shyness, avoidance, and unsociability) and social surrogacy (i.e., recruitment, conditional entry, and utilization), while accounting for social anxiety and social-self efficacy. Participants included 961 university students (76% female; 67% Caucasian) between the ages of 18 and 25 ($M = 20.25$, $SD = 1.71$) who completed self-report measures of social withdrawal subtypes, social surrogacy, social anxiety and social self-efficacy. A series of hierarchical multiple linear regression analyses revealed differences between subtypes of social withdrawal as related to social surrogacy. Beyond social anxiety and social self-efficacy, shyness was positively associated with recruitment, conditional entry, and utilization, whereas avoidance was negatively associated with recruitment. Unsociability was not significantly associated with social surrogacy. Findings emphasize the importance of distinguishing between subtypes of social withdrawal in future social surrogacy research and provide further support for the social surrogate hypothesis (Bradshaw, 1998) by suggesting that shy emerging adults rely on social surrogates to help them enter and participate in social interactions.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**

Students in Psychology /
Étudiants en psychologie

**#52 45866 EXPLORING THE DECISION TO GIVE VERSUS WITHHOLD FEEDBACK
ON OTHERS ROMANTIC RELATIONSHIPS: AN INTERVIEW STUDY**

Ryan Moul, Acadia University

Previous research has explored the consequences of individuals receiving feedback from social network members about their romantic relationships. However, very little research has been conducted on what prompts members of the social network to provide such feedback. This exploratory study aimed to discover some of the factors that motivate social network members to provide disapproving feedback about relationships, and what factors might inhibit giving feedback. It also investigated why participants disapprove of others' relationships, how they reveal their disapproval, and how their feedback is received. Participants first completed an on-line screening survey, and then 40 participants (21 females, 16 males, and 3 transgendered individuals) were questioned in more depth using a semi-structured phone interview. Participants were asked to discuss a time they disapproved of a family member's relationship and a time they disapproved of a friend's relationship. Results showed that disapproval was more commonly expressed if the social network member was close to the target participant. Social network members sometimes did not offer disapproval because they were afraid of ruining the relationship with the target participant. The most common initial reactions to expressed disapproval were anger and/or defensiveness, and acceptance. Future research needs to be conducted to determine the optimal times and strategies for expressing disapproval to target participants, using correlational studies, and to determine if there are other factors affecting the expression of disapproval that were not identified in the current study.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**

Students in Psychology /
Étudiants en psychologie

**#53 46185 THE EFFICACY OF MEDITATION-BASED INTERVENTIONS IN THE
TREATMENT OF LATE LIFE DEPRESSION AND ANXIETY**

Julia Novielli, Jewish General Hospital; Joseph Inhaber, Jewish General Hospital; Soham Rej, Jewish General Hospital

Treatment options for people suffering from late-life depression (LLD) and anxiety (LLA) are limited in effectiveness and accessibility. Meditation-based interventions (MBIs) have gained significant interest as potential alternatives. The aim of this study was to determine the efficacy of 3 MBIs (Mindfulness Based-Mediation Intervention (MBMI), Sahaj Samadhi Meditation (SSM) and Mindfulness based Cognitive-Therapy (MBCT)) vs. Treatment as Usual (TAU) in reducing symptoms of LLD and LLA. We combined data from three published RCTs (N=167) which compared the three MBIs to TAU. The primary and secondary outcomes were percentage change in depression and anxiety scores, respectively. Results found that compared to the TAU condition, participants in the MBI condition had a significant percent reduction in both depression and anxiety symptoms from baseline (-33.12% vs -13.78%, $t(165) = 3.59$, Cohen's $d = 0.56$, $p < .001$, and -43.42% vs -16.03%, $t(124) = 1.48$, Cohen's $d = 0.80$, $p < .001$ respectively). Only participants in the MBCT condition had a significant percent reduction in depressive symptoms from baseline compared to those in the TAU condition (Mdifference=-33.19%, SE= 7.61, Cohen's $d = 0.93$, $p < .001$, 95% CI [-52.94%, -13.45%]). Compared to the TAU condition, participants in the MBCT and SSM condition had a significant percent reduction in anxiety symptoms from baseline (Mdifference=-34.51%, SE= 7.95, Cohen's $d = 1.00$, $p < .001$, 95% CI [-55.23%, -13.79%] and Mdifference=-23.94%, SE= 7.46, Cohen's $d = 0.71$, $p = .009$, 95% CI [-43.38%, -4.51%] respectively). As such, we conclude that MBIs hold promise as adjunctive alternative treatments in LLD and LLA.

13:00 - 14:00

Halifax Ballroom A-B (Second Floor)

**Poster Session “H” /
Présentation par
affichage**Students in Psychology /
Étudiants en psychologie**#54 46364 RECOGNITION OF POPULAR MUSIC FROM THE LAST FIVE DECADES
BY CANADIAN AND CHINESE STUDENTS .***Jingyuan Sun*, University of Prince Edward Island; *Elsele Bernard*, University of Prince Edward Island; *Gerrit Boshuis*, University of Prince Edward Island; *Annabel Cohen*, University of Prince Edward Island

As a major assignment in a senior seminar in Music Cognition, students conducted an experiment on recognition of popular music from the last five decades. Previous research by Krumhansl and Zupnick (2013) had shown that university students were most accurate in providing title, artist, and year of popularity for songs of the most recent years, however, their performance did not decline linearly. Rather, there was a peak in recognition for the period of their parent's emerging adulthood. A similar finding had been obtained by two UPEI honours students, who had also explored music recognition of older adults. The present study aimed to add further knowledge by comparing Canadian born university students with students from China. It was expected that both Chinese and Canadian student groups would show high recognition for recent popular music, however, their respective trajectories of recognition as a function of later years was expected to greatly differ. Specifically, it was expected that students from China would have little knowledge or familiarity with popular music of earlier years. Determining when the dramatic decline began could have important significance in revealing the extent of common ground shared by all students on a university campus. Data collection is ongoing, but preliminary results are consistent with the expectation of shared knowledge of popular music of recent years and much lower familiarity of Chinese students with popular music from earlier years. The study highlights the typically underappreciated role of experience on music knowledge acquisition and the common ground music provides university students.

13:00 - 14:30

Acadia A (Ground Floor)

**Professional
Development
Workshop / Ateliers
de perfectionnement
professionnel**Clinical Psychology /
Psychologie clinique**46341 BUILDING CLINICAL SKILL IN RECOGNIZING AND RESPONDING TO
FAMILY VIOLENCE***Kerry Mothersill*, Alberta Health Services; *John Pearce*, Private Practice

With funding from the Public Health Agency of Canada, Project VEGA (Violence Evidence Guidance Action) has developed pan-Canadian (with input from 22 key Canadian organizations) public health guidance, protocols, curricula and tools to assist health and social service providers recognize and respond safely to family violence. As representatives of CPA and VEGA contributors, the workshop presenters will provide skill-based information from the VEGA Practice Handbook and Foundational Curriculum with a focus on: 1) knowledge of family violence and its impacts, 2) recognizing and responding safely to family violence, 3) facilitating access to ongoing care or services, and 4) contributing to service cultures that are safe and supportive. Multimedia interactive methods that focus on child maltreatment and intimate partner violence will be presented. The goal of the workshop is to provide participants with clinical skills that will assist in recognizing and safely responding to family violence (intimate partner violence (IPV), child maltreatment and children's exposure to IPV) from a trauma informed perspective.

13:00 - 14:30

Annapolis (Ground Floor)

Professional Development Workshop / Ateliers de perfectionnement professionnel

Teaching of Psychology / Enseignement de la psychologie

45533 USING CLOUD-BASED STATISTICS APPLICATIONS TO ENHANCE STATISTICS EDUCATION



Sean Mackinnon, Dalhousie University

Students in classes that require statistical analysis greatly benefit from active learning using computerized simulations. However, limited university resources often mean that computer labs are unavailable for large class sizes. Moreover, students' personal computing devices vary substantially, making it difficult and labour-intensive to troubleshoot problems when students install and run statistical software on their own devices. A solution to this problem is to use cloud-based statistical software (i.e., the Shiny package in R), allowing students to use software in-class with any Internet-ready device without installing software. This workshop will provide participants with a curated set of Shiny applications created by various users that are freely available for use to enhance statistics teaching. Moreover, attendees will learn how to deploy their Shiny applications online for student use. Finally, participants will get hands-on experience testing a handful of Shiny applications to get a sense of how they might be used in-class. This workshop will be led by Dr. Sean Mackinnon, who has expertise as a researcher, statistics instructor, and statistical consultant. An electronic device with access to the Internet (e.g., a laptop, tablet, or smartphone) is recommended to get the most out of this workshop. However, no specific software is required.

13:15 - 13:45

Sable B (Ground Floor)

Discussion Forum / Forum de discussion

Counselling Psychology / Psychologie du counseling

45576 CANADIAN CANNABIS LEGALIZATION AND ITS IMPACT ON COUNSELLING PSYCHOLOGY - AN UPDATED VIEW

Franziska Kintzel, University of Calgary; Jezzamyn Stone, University of Calgary; Danae Laut, University of Calgary

Cannabis is a plant-based drug, causing effects that have been described as “anxiolytic, sedative, analgesic, psychedelic.” (Ashton, 2001). With its legalization for medical purposes in 2016, cannabis became a legal recreational substance on October 17, 2018, causing great discussion within the public as well as medical and health professionals. Interestingly, while medical cannabis use is considered relatively low-risk (i.e., no overdosing and low risk of addiction), studies suggest augmented risks and negative effects for consumers, including neurological (e.g., impeding brain development for consumption amongst youth), cognitive (e.g., changes in memory and executive functioning), as well as psychological (e.g., increased symptoms of mania). Yet, specifically with regards to its medical use, consumers have reported positive effects that include reduction of chronic pain, mental health disorders (e.g. anxiety), as well as neurological conditions such as Multiple Sclerosis. Given this divide, it is important that mental health practitioners understand the uses and effects of marijuana and are able to define recreational versus problematic use, as cannabis-related disorders are in the current iteration of the DSM-5. Overall, by offering a comprehensive review of current research and practices, followed by involving the audience through critical questions regarding professional stances and experiences, as well as views on benefits and disadvantages of legalization, the authors intend to shine light onto the ambivalent implications of cannabis legalization on the field and practice of Counselling Psychology in Canada.

13:15 - 14:15

Halifax Ballroom C (Second Floor)

SymposiumWomen and Psychology /
Femmes et psychologie**46134 THE MARGINALISATION OF WOMEN ACROSS TIME, LAND, AND INSTITUTIONS***Carmen Poulin*, University of New Brunswick; *Lynne Gouliquer*, Laurentian University

Equality and equity for women has represented a struggle across time and place. In Canada, this marginalisation is directly related to society's hegemonic ideological belief system and assumptions. These hegemonic beliefs and assumptions are reflected in formal and informal institutional rules, policies, and practices, which ultimately influence how these institutions are constructed, organised, and function. Although institutional rules and regulations are subject to change, they are created and maintained to benefit the institution, while simultaneously producing challenges and complications for those who are marginalised. Thus, the purpose of this symposium is to provide insights into how institutions influence and shape peoples' social and psychological realities. The presentations in this symposium focus on examples of women's experiences with marginalisation in both tangible and intangible institutions. More specifically, we explore the experiences of Métis women in Northeastern Ontario, career and volunteer women firefighters across Canada, and women correctional officers in the Ontario Provincial Correctional Services. These three marginalised groups have unique perspectives which provide a window into how social and cultural ideologies can influence personal meaning making (schemata) processes, and the cognitive and behavioural coping strategies, which they use to navigate the world.

#1 46339 WOMEN FIREFIGHTERS IN CANADA: THE ISSUE OF ILL-FITTING PERSONAL PROTECTIVE EQUIPMENT*Jennifer McWilliams*, University of New Brunswick; *Mackenzie Sharkey*, University of New Brunswick; *Carmen Poulin*, University of New Brunswick; *Lynne Gouliquer*, Laurentian University

Research regarding women in firefighting is finally on the rise. Yet, little research focusses on the issues of Canadian women firefighters negotiating the limited access they have to good fitting personal protective equipment, which they require to do their job. In a pan-Canadian study, we interviewed 113 career and volunteer women firefighters about their personal experiences in the fire services. To do so, we utilised the Psycho-Social Ethnography of the Commonplace methodology (P-SEC; Gouliquer & Poulin, 2005). Women fire fighters spoke of their experience in this men-dominated milieu. One of the major issues that kept resurfacing was that of ill-fitting gear, which generated various complications and challenges for women firefighters. We review these complications and highlight the ongoing critical issue this represents. Findings shed light on the schemata that women evoked (e.g., Made the way they are made, Old boy's club/Man's world, and Costs too much) to make sense of these complications. Moreover, results revealed how women behaviourally and cognitively manage to cope with poor fitting personal protective equipment (e.g., wearing personal protective equipment differently, purchasing their own personal protective equipment, sharing personal protective equipment with colleagues). Finally, we explore policies and socio-cultural changes that could address such complications and improve the working conditions of women firefighters.

#2 46342 MTIS WOMEN OF NORTHEASTERN ONTARIO: THE PSYCHO-SOCIAL ELEMENTS OF A LOST IDENTITY*Amanda Dunsmore*, Laurentian University; *Carmen Poulin*, University of New Brunswick; *Lynne Gouliquer*, Laurentian University

The story of the fur trade and early colonisation of Canada was originally told and recorded by European men. Although European women came later and were part of the colonial story, Indigenous women played an initial and central role in the establishment of an Indigenous people in Canada: the Métis. Women's roles were central and multifaceted; yet, it is rarely examined critically to shed light on present realities. In this presentation, we focus on the psycho-social reality of these women and the geography where they lived to help shed light on today's Métis struggle to establish their historical connections to the land, their heritage, their Métis-ness, and understand their identity. We are focussing on the psycho-social reality of the Métis people in the area surrounding Sudbury and Eastward toward North Bay.

13:15 - 14:15

Halifax Ballroom C (Second Floor)

SymposiumWomen and Psychology /
Femmes et psychologie**#3 46346 PRECARIOUS EMPLOYMENT: THE REALITY OF WOMEN ONTARIO
CORRECTIONAL OFFICERS***Freda Burdett*, University of New Brunswick; *Carmen Poulin*, University of New Brunswick; *Lynne Gouliquer*, Laurentian University

Precarious employment is a gendered issue affecting many marginalised groups in Canada and globally. In this presentation, we examine how non-standard precarious employment practices are used in conjunction with more standard traditional practices by the Ontario Provincial Correctional Services, a Canadian public institution) to further marginalise its women employees. An interdisciplinary, feminist, standpoint methodology -- the Psycho-Social Ethnography of the Commonplace (P-SEC; Gouliquer and Poulin, 2005) -- was adopted to explore the gendered psychological and social implications that precarious employment creates for women. Thirty-six women correctional officers took part in qualitative interviews. Findings indicate that precarious employment practices intersect with and complicate Ontario women correctional officers' lives on and off the job (e.g., work hours, mothering, pregnancy, family planning). Results demonstrate the need for a gender-sensitive evaluation of Correctional Systems, which makes use of these employment practices. Social policy recommendations are discussed.

13:30 - 13:45

Nova Scotia Ballroom B (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Indigenous People's
Psychology / Psychologie des
peuples autochtones**46220 RECONCILIATION PRACTICES FOR CLASSROOMS FOLLOWING
LEGACIES OF CULTURAL APPROPRIATION OF TRADITIONAL KNOWLEDGE***Marvin Mcdonald*, Trinity Western University

RATIONALE: Traditional knowledge of indigenous peoples are often presented in academic settings as folklore, mythology, and legends, or as honorific but Eurocentric categories of literature, poetry, and art. As our communities move toward greater mutuality in understanding, indigenous communities and allies are developing ways to nurture greater flexibility in school and university settings.

METHOD: This talk offers an opportunity for discussion of ways to nurture respect for traditional knowledge practices in academic settings through shared exploration of examples and suggestions that are being circulated today.

RESULTS: The following quotes illustrate tensions and possible directions for discussion: "The paradigm of the sovereign legal individual who creates intellectual property – the author, artist, composer, inventor – proves incongruent with certain indigenous conceptions of collective use rights and group ownership of culturally sanctioned items and forms of creative culture" (Berman, 2004, p. 387). "The fact that I have called the [traditional Haida] stories *poems*, identified and singled out their speakers, researched their biographies, and celebrated them as poets has seemed to some [people] especially perverse and intrusive." (Bringhurst, 2011, original emphasis, p. 423) In context, these quotes suggest that good intentions to foster respect may not be sufficient at times.

CONCLUSION & ACTION: We have learned that fostering local relationships is a core process in nurturing respectful engagement with traditional knowledges. In this discussion, we will be invited to share experiences and strategies to help us help one another in moving forward together in a spirit of knowledge repatriation and redress.

13:30 - 14:30

Acadia C (Ground Floor)

Symposium

Social and Personality
Psychology / Psychologie
sociale et de la personnalité

45296 TRYING TO BE PERFECT IN AN IMPERFECT WORLD: RECENT ADVANCES IN PERFECTIONISM RESEARCH

Simon Sherry, Dalhousie University; *Martin Smith*, York St John University

Interest in perfectionism has increased exponentially following Hewitt and Flett's (1991) seminal paper. Indeed, perfectionism continues to garner support as a transdiagnostic vulnerability factor that often leads to distress and dysfunction in psychological, physiological, affiliation, and achievement domains. Our symposium highlights recent advances in perfectionism research. Each presenter is an established scholar. Molnar and colleagues will provide an overview of their research on parent-child dyads and discuss their finding that perfectionistic cognitions are associated with greater need frustration for both parents and children with partner effects only supported from child to parent. Smith and colleagues will provide a comprehensive meta-analytic review of research on perfectionism and personality traits included in the five-factor model ($k = 77, N = 24,789$), with a particular emphasis on their finding that as perfectionists age, perfectionists appear to become increasingly neurotic and decreasingly conscientious. Lastly, Flett and colleagues will discuss results from three studies (with five samples) on the development of a new cognitive measure of perfectionism: the Mistake Rumination Scale (MRS). Flett and colleagues conclude that prevention and intervention efforts should specifically target cognitive rumination about mistakes. Dr. Simon B. Sherry, a prolific perfectionism researcher, will serve as the discussant.

#1 45715 PERFECTLY FRUSTRATED? EXAMINING HOW PERFECTIONISTIC COGNITIONS ARE ASSOCIATED WITH FRUSTRATION IN PARENTS AND EMERGING ADULTS

Danielle Molnar, Brock University; *Abby Goldstein*, University of Toronto; *Elaine Scharfe*, Trent University; *Chloe Hamza*, University of Toronto

Background/Rationale: Self-determination theory states that individuals have three innate needs (i.e., autonomy, competence, relatedness) that are necessary for healthy development and functioning. Theory and research indicate that trait perfectionism undermines psychological need satisfaction and contributes to greater need frustration. Yet, research has yet to determine whether perfectionistic cognitions (automatic thoughts centered on the need to be perfect) are associated with psychological need frustration or taken into account the broader social context in which these constructs play out, such as the parent-child relationship.

Method: Each member of the parent-child dyad ($N = 250$ dyads) completed self-report questionnaires assessing perfectionistic cognitions and basic psychological needs. Parents (36 fathers, 119 mothers) were on average 51.41 years ($SD = 5.97$). Emerging adult children (77% female) were on average 19.77 years ($SD = 1.41$). Actor-Partner Interdependence Models using structural equation modeling tested links between perfectionistic cognitions and psychological need frustration after accounting for age, respondent sex, and whether the children lived with their parents or not.

Results: Actor effects indicated that greater perfectionistic cognitions were related to greater need frustration for both parents and children. Partner effects indicated that children's perfectionistic cognitions were associated with greater need frustration in their parents.

Conclusions: Perfectionistic cognitions were associated with greater need frustration for both parents and their children with partner effects only supported from child to parent.

Action/Impact: Prevention and intervention efforts should specifically take into account the role of perfectionistic cognitions and the importance of the parent-child relationship when addressing psychological need frustration in emerging adults.

13:30 - 14:30

Symposium

Social and Personality
Psychology / Psychologie
sociale et de la personnalité

#2 45718 PERFECTIONISM AND THE FIVE-FACTOR MODEL OF PERSONALITY: A META-ANALYTIC REVIEW

Martin Smith, York St John University; *Simon Sherry*, Dalhousie University; *Vanja Vidovic*, University of Waterloo; *Donald Saklofske*, The University of Western Ontario; *Joachim Stoeber*, University of Kent; *Aryn Benoit*, University of New Brunswick

Background/Rationale: Over 25 years of research suggests an important link between perfectionism and personality traits included in the five-factor model (FFM). However, inconsistent findings, underpowered studies, and a plethora of perfectionism scales have obscured understanding of how perfectionism fits within the FFM.

Method: We addressed these limitations by conducting the first meta-analytic review of the relationships between perfectionism and FFM traits ($k = 77$, $N = 24,789$).

Results: Meta-analysis with random effects revealed perfectionistic concerns (socially prescribed perfectionism, concern over mistakes, doubts about actions, discrepancy) were characterized by neuroticism ($r = .50$), low agreeableness ($r = -.26$), and low extraversion ($r = -.24$); perfectionistic strivings (self-oriented perfectionism, personal standards, high standards) were characterized by conscientiousness ($r = .44$). Several perfectionism-FFM relationships were moderated by gender, age, and the perfectionism subscale used.

Conclusions: Findings complement theory suggesting perfectionism has neurotic and non-neurotic dimensions. Results also underscore that the (mal)adaptiveness of perfectionistic strivings hinges on instrumentation.

Action/Impact: Our meta-analysis offers the most rigorous test of the relationships between perfectionism dimensions and FFM traits to date. Results align with theory and research suggesting that broad FFM traits are crucial to understanding perfectionism. Results also suggest that people high on perfectionistic strivings become increasingly neurotic and decreasingly conscientious across the life span. In sum, our meta-analysis sheds light on the experiences of people high in perfectionism, highlighting the importance of intervening when people feel that they must meet the perfectionistic expectations of themselves and others.

#3 45944 THE MISTAKE RUMINATION SCALE: SCALE DEVELOPMENT AND EXTENSION OF PERFECTIONISM COGNITION THEORY

Gordon Flett, York University; *Paul Hewitt*, University of British Columbia; *Taryn Nepon*, York University

Background/Rationale: The perfectionism field has been dominated thus far by a focus on trait perfectionism. A recent conceptual advance is Perfectionism Cognition Theory (see Flett, Hewitt, & Nepon, 2016; Flett, Hewitt, Nepon, & Besser, 2018) as a supplement to this focus on trait perfectionism. The current research extended research on cognitive perfectionism thoughts by developing the Mistake Rumination Scale. The advent of this measure enabled us to test the contention in Flett et al. (2016) that perfectionists engage in excessive rumination about past mistakes.

Method: A series of three studies with five different samples of university students examined the psychometric properties and correlates of the Mistake Rumination Scale (MRS). Sample sizes ranged from 118 to 285 participants. Participants completed the MRS and other cognitive measures and scales tapping distress.

Results: The results across studies indicate that the MRS is viable and has adequate psychometric properties. Confirmatory factor analyses established the MRS as unidimensional. Higher self-reported levels of mistake rumination were associated with depression and anxiety as well as measures of ruminative brooding and perfectionistic automatic thoughts. Moreover, mistake rumination accounted for significant unique variance in distress.

Conclusions: Rumination about mistakes can be reliably assessed. Higher levels of mistake rumination are related to emotional distress and account uniquely for distress when considered along with other predictors.

Action/Impact: Conceptualizations of perfectionism should be expanded to include a greater focus on mistake rumination. Prevention and intervention efforts should specifically target cognitive rumination about mistakes.

13:45 - 14:00

Nova Scotia Ballroom B (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Indigenous People's
Psychology / Psychologie des
peuples autochtones**45731 FACILITATING COLLABORATION THROUGH DEVELOPING ELDERS
SUPPORT FOR TRAUMA INFORMED EMERGENCY DEPARTMENTS (DESTINED)***Elizabeth Hartney*, Royal Roads University; *Asma-na-hi Antoine*, Royal Roads University and Toquaht Nation ; *Eunice Joe*, Royal Roads University, First Nations Health Authority, and Tseshaht First Nation; *Heather Hastings*, Royal Roads University and Tsartlip Nation

A highly vulnerable population often requiring emergency medical care, First Nations Elders may avoid using hospital emergency services, even in cases when the consequences lead to mortality, due to the re-traumatizing experience of the emergency department. The CIHR-funded DESTINED project addressed this issue. A community-based action research approach was used to engage with two First Nations communities, through a team of Elder consultants and privileged access Indigenous researchers. Talking circles and Photovoice were used to elicit input from Elders on how Emergency Departments could be developed to provide trauma-informed, culturally safe care to Elders, and to other Indigenous peoples. Talking circles and Photovoice indicated several key themes, including the need for cultural orientation for hospital staff, particularly the position of high regard that Elders hold in Indigenous communities that has been eroded by the dominant culture; the need for healthcare information to be provided at an appropriate academic level for Elder's comprehension, and the desire to hold open dialogue to develop a framework for engagement, which took place through a collaborative conference with Elders, community members, and the regional health authority. In conclusion, hospital emergency services require extensive short term and long terms transformation across multiple dimensions. The collaborative development of a framework for engagement with Indigenous communities and the regional health authority has resulted in a commitment to change being implemented by the health authority.

13:45 - 14:45

Sable B (Ground Floor)

SymposiumCounselling Psychology /
Psychologie du counseling**45583 SUPPORTING IMMIGRANT AND REFUGEE WELL-BEING: DIVERSE
METHODS, COLLABORATORS AND SITES OF ENGAGEMENT***Kirby Huminuk*, Simon Fraser University

This symposium presents contributions by counselling psychology researchers to increasing newcomer well-being, which is a long-held objective for Canada's multicultural society. Research demonstrates that the well-being of migrants in high income countries depends on access to and effectiveness of the resources available in the host society (Kirmayer et al., 2011; Prilleltensky, 2008).

Taken as a whole, the symposium reflects an emphasis on mental health prevention and promotion, trauma- and settlement- informed practice, cultural and linguistic competence, and links between diverse services and sources of expertise, which may increase the accessibility and effectiveness of societal resources for migrants who are in the earliest stages of settlement and adaptation. In each paper, the researchers consider how the goal of ensuring the well-being of immigrants and refugees in Canada may be supported at the systems level through different sites of engagement: schools, settlement organizations, mental health services, and public policy.

The first paper proposes an ethnographic research design that engages youth who are members of newcomer communities in ethical, meaningful, culturally sensitive arts-based explorations of their experiences of integration into the Canadian school system. The second paper presents the findings of a study on a unique settlement-integrated, first-language mental health treatment program. Finally, the third paper examines collaborations by legal and mental health scholar-practitioners with civil society organizations, who advocated for and developed system-level interventions for the refugee board and settlement services. The symposium convener will offer concluding comments.

13:45 - 14:45

SymposiumCounselling Psychology /
Psychologie du counseling**#1 46008 ARTS-BASED ENGAGEMENT ETHNOGRAPHY: A NEW PARADIGM FOR RESEARCH WITH NEWCOMER YOUTH IN CANADA**

Anusha Kassan, Werklund School of Education, University of Calgary; Charis Falardeau, University of Calgary; Rabab Mukred, University of Calgary; Maryam Qureshi, University of Calgary; Susanne Goopy, University of Calgary; Nancy Arthur, university of Calgary

Background: The 21st century has been identified as the age of migration (Castle, 2003), with a marked increase in immigrants, refugees, and asylum seekers across the globe (Arthur, 2013). Youth are currently the fastest growing group of newcomers in Canada (Citizenship and Immigration Canada, 2012). This study employed a social justice framework (Stewart, 2014) to position newcomer youth as experts of their own experiences.

Methods: An arts-based engagement ethnography (Goopy & Kassan, in press) was conducted, exploring the phenomenon of school integration. Two research questions were addressed: *How do newcomer youth experience school?* and *How do these experiences influence their positive integration into the school system?* Participants were newcomer youth in their first years of university. The arts-based research design required that they use a set of creative items called cultural probes (e.g. cameras, diaries, maps) to document their everyday experiences of school integration over a two-week period.

Results: Results of this process led participants to create artefacts, which were then used to facilitate in-depth, individual qualitative interviews. Data was analyzed using systematic steps outlined for ethnographic research (Creswell, 2013; Saldana, 2014). Findings include the following themes: (a) general school culture; (b) trying to fitting in; (c) family and peer relationships; as well as (d) growing self-identity.

Conclusion: Results point to the need for tailored programming to address the unique needs of newcomer youth in various school settings in Canada.

Impact: Findings have important implications for practice, training, research, and policy, including the need for community engagement among helping professionals.

#2 46013 LINGUISTIC AND CULTURAL COMPETENCY IN A SETTLEMENT-INTEGRATED MENTAL HEALTH PROGRAM: A MIXED-METHODS, OBSERVATIONAL COHORT STUDY

Kirby Huminuk, Simon Fraser University; Mohsen Eslami, Immigrant Services Society of BC; Kathy Sherrell, Immigrant Services Society of BC

Background/rationale: In refugee populations there is a high prevalence of PTSD comorbid with depression and anxiety, while particular barriers exist that limit accessibility to public mental health services (Beiser, 2005, 2009; Fazel, Wheeler, & Danesh, 2005; Kirmayer et al., 2011; Pottie, 2011; Rousseau, Pottie, Thombs, Munoz, & Jurcik, 2011). Mental health services that are linguistically and culturally appropriate are needed (McKenzie, Kwame; Hansson, 2009).

Method: In this observational cohort study, 70 high-risk refugees accessed counselling services in their first language from bi-cultural registered clinical counsellors. The counselling service was embedded in a stepped care settlement program. In pre- and post-evaluations participants were screened for mental health symptoms and responded to selected items on psychosocial stressors in refugees (Mollica, Brooks, Tor, Lopes-Cardozo, & Silove, 2014; Silove, 2013). The post evaluation also included a satisfaction questionnaire and qualitative interview.

Summary/analysis: The effectiveness of the pilot project will be defined by a significant reduction of symptoms from pre- to post-treatment assessment and better than average scores on client satisfactions questionnaire. Qualitative data from post-evaluation interviews will also be analyzed for subjective indications of outcomes and satisfaction.

Results/conclusions: This study will have implications for understanding the “real world” effectiveness of a settlement-integrated counselling practices and will be used to inform policy advocacy and clinical practice.

13:45 - 14:45

Sable B (Ground Floor)

SymposiumCounselling Psychology /
Psychologie du counseling**#3 46018 ENHANCING PROTECTION AND SETTLEMENT OF SOGIE REFUGEES:
USING COLLABORATIVE RESEARCH FOR POLICY AND CURRICULUM
INTERVENTIONS***Sharalyn Jordan*, Simon Fraser University; *Lamiaa Olabi*, Simon Fraser University

Background: Refugee survivors of persecution related to Sexual Orientation Gender Identity and Expression (SOGIE) face a unique constellation of challenges accessing refugee protection and during settlement. Their efforts to access protection, create community and livelihoods are complicated by the interactions of racism, xenophobia, sexism, heterosexism or transphobia. Psychological impacts of stigma, trauma and hate can undermine their capacity to navigate the demands of the refugee system and settlement.

Method: Collaborations by legal and mental health scholar-practitioners with civil society organizations advocated for and developed system interventions into both the refugee board and settlement services aimed at addressing these challenges. Research conducted with LGBTQI+ refugees informed the design and implementation of policy guidelines for refugee adjudicators as well as instructional workshops for settlement support staff.

Summary/analysis: Research Narratives and other interactive methods were used to foster understanding of the distinct impacts of SOGIE persecution, including the intersectionality of vulnerability, mobility and safety.

Results/conclusions: This presentation highlights the importance of collaborative partnerships and research methods as well as intersectional praxis when mobilizing research for systems interventions.

14:00 - 14:15

Acadia B (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Adult Development and
Aging / Développement
adulte et vieillissement**45243 COMPETITION BETWEEN DISTANCE PERCEPTION IN ACTIVE AND
INACTIVE ELDERLY***Reza Nafari*, Department of psychology, Islamic azad university, Marvdasht-Branch. Marvdasht, Iran; *Hajar Sabet*, Department of psychology, Islamic azad university, Marvdasht-Branch. Marvdasht, Iran

Background: Walking difficulty, visual impairment and distance perception disorders are the most important problems in old age. The purpose of this study was to compare distance perception in active and inactive elderly with an emphasis on physical activity.

Methods: This causal-comparative study was conducted among elderly men in the city of Shiraz. Random sampling method was used to recruit 36 active and 36 inactive elderly into this study. Distance perception was measured by direct observation of elderly walking with closed eyes in a straight line towards pre-specified target and percentage of error was used as the indicator of distance perception. Data were analyzed using SPSS via independent sample t-test.

Results: The results of this study showed that active elderly had significantly ($p < 0.05$) longer step length, lower number of steps and shorter walking time compared to inactive elderly.

Conclusions: Findings from the present study confirmed superiority of active lifestyle in terms of physical activity. These results show that physical activity increases the confidence in elderly to take longer steps and walk a distance in shorter time.

14:00 - 14:30

Nova Scotia Ballroom B (Second Floor)

**Discussion Forum /
Forum de discussion**Indigenous People's
Psychology / Psychologie des
peuples autochtones**45991 ENTERING THE EASTERN DOOR: AN OMUSHKEGOWUK LAND-BASED
APPROACH TO MENTAL HEALTH***Rick Wabano, Omushkegowuk; David Danto, University of Guelph-Humber, Psychology Program*

In Cree cultural practices, activities on the land are dictated by the Six Season cycle. The people would move through the seasons with the animals as they hunted, trapped, fished and gathered. Every season changes after two moon cycles - two months. A descriptor is given to each Moon to describe the activities during that particular time of year, i.e. Niska Peesim refers to the Goose Moon which occurs in the spring. In Cree indigenous culture, the Medicine Wheel is a symbol of sacredness and is a sacred source of healing. It is a visual structure which represents balance through the interaction between the physical, mental, emotional and spiritual aspects of the self. It depicts holism and the view that all things are interconnected and cannot be examined as independent entities.

This discussion will explore a model of land-based healing that overlays the Medicine Wheel on the Six Season cycle in order to create several potential benefits: First, this will remove the guesswork coordinating cultural interventions with the natural cycle; Second, this will ensure that Cree culture is embedded in the mental health intervention and serves as the foundation upon which this approach is built; Third, it incorporates both the whole person and nature in healing, providing a genuine holistic approach to mental health. This discussion will be facilitated with Medicine-Wheel/Six Season model handouts to illustrate this approach.

14:00 - 14:30

Nova Scotia Ballroom C (Second Floor)

**Discussion Forum /
Forum de discussion**Clinical Psychology /
Psychologie clinique**44962 DIAGNOSIS OF AUTISM SPECTRUM DISORDER AND ACCESS TO EARLY
INTERVENTION: POLICY TRADE-OFFS***Isabel Smith, IWK Health Centre / Dalhousie University*

Background/rationale: Canadian jurisdictions vary in approaches to autism spectrum disorder (ASD) diagnosis and early behavioural intervention (EBI). The Preschool Autism Treatment Impact (PATI) study compared children's progress in EBI in New Brunswick (NB) and Nova Scotia (NS), where diagnostic processes and public EBI programs differ in important ways (e.g., wait times, service delivery models).

Methods: Families of children with ASD entering EBI in NB and NS were offered study participation. The PATI study gathered parent-report data about children's adaptive behavior, autism symptom severity, and behavior problems at start of EBI and 12 months later.

Results: Marked differences were seen between cohorts before intervention: NS children were significantly older, with lower adaptive behaviour and higher levels of autism symptoms; problem behaviour did not differ. Despite these differences favouring NB children, rates of progress in adaptive behaviour and autism symptoms over 12 months did not differ between the two provincial cohorts.

Conclusions: Public sector diagnostic processes and access to early intervention for children with ASD are inextricably linked, influencing observed outcomes. Variation across Canada gives rise to issues of equity that bear close examination.

Action/Impact: This discussion forum is intended to use results from the recent PATI study to raise psychologists' awareness of the implications of differences in policies and practices for ASD diagnosis, assessment and treatment in Canada. Doing so may help to promote psychologists' advocacy for families of children with ASD and for the profession.

14:00 - 15:00

Nova Scotia Ballroom A (Second Floor)

**Section Award and
Reception / cérémonie
de prix et réception de la
section**Developmental
Psychology / Psychologie du
développement**SECTION PROGRAM / PROGRAMME DE LA SECTION****45640 DEVELOPMENTAL SECTION RECEPTION AND CELEBRATION OF
AWARD RECIPIENTS - ALL ARE WELCOME TO ATTEND***Nicole Sugden*

14:00 - 15:00

Atlantic Suite (Second Floor)

**Section Chair Address /
Allocution du président
de la section**Extremism and Terrorism /
Extrémisme et terrorisme**SECTION PROGRAM / PROGRAMME DE LA SECTION****45658 THE CPA SECTION ON PSYCHOPHARMACOLOGY: QUO VADIS?***David Nussbaum, The Allen K. Hess Institute for Integrative and Forensic Behavioural Science***Background:** This section has existed since 1996.**Method:** Historical review.**Results:** We have a few accomplishments but can and should do more.**Conclusion:** We need to become more active.**Impact:** We can improve the professional situation for psychologists and the general public.

14:00 - 15:00

Sable D (Ground Floor)

SymposiumClinical Psychology /
Psychologie clinique**45773 RELATIONSHIPS ON THE ROCKS: THREE GROUND-BREAKING STUDIES
OF ALCOHOL MISUSE IN COUPLES***Sherry Stewart, Dalhousie University; Simon Sherry, Dalhousie University*

For better or worse, romantic relationships greatly influence humans. Social influences are particularly strong in romantic relationships since these relationships are very important, are predicated on mutual acceptance, and involve broad exposure to the habits of one's partner. This symposium, chaired by Sherry, involves leading-edge work from three researchers who studied how, in romantic relationships, one partner can influence the alcohol misuse of the other partner. The first researcher (Molnar) used a cross-sectional design to study depression and alcohol misuse in married couples. Using actor-partner interdependence modelling, results suggested that depression in one partner was related to alcohol misuse in the other partner. The second researcher (Kehayes) studied dating couples using a 4-wave longitudinal design. Using multilevel path-analysis, results showed that one partner's drinking motives (e.g., enhancement motives) influenced the other partner's drinking behaviours. The third researcher conducted a comprehensive meta-analysis of extant longitudinal research on alcohol misuse in couples. Using random-effects meta-analysis, compelling and consistent evidence was found that romantic partners do influence one another's drinking behaviours. These three studies converge to suggest one partner can influence the alcohol misuse of the other partner. Some couples may form a "drinking partnership" (Roberts & Leonard, 1998) with men and women altering their own drinking out of pressures to conform, a desire for belonging, or mere exposure to their partner's drinking. An expert in alcohol misuse (Stewart) will provide an integrative discussion of these new results with emphasis on their relevance to understanding, assessing, and treating alcohol misuse in clinical practice.

14:00 - 15:00

SymposiumClinical Psychology /
Psychologie clinique**#1 45937 ONE PARTNERS DEPRESSION IS ASSOCIATED WITH THE OTHER PARTNERS INTOXICATION IN MARRIED COUPLES***Danielle Molnar, Brock University; Emily Murphy, Brock University*

Background/Rationale: Depression is a prevalent disorder that is commonly comorbid with alcohol-related problems, such as intoxication. According to the self-medication hypothesis, individuals consume alcohol and develop alcohol-related problems as a result of their attempts to manage negative affect and other symptomatology associated with mental health disorders. Despite research establishing contagion of depressive mood in intimate relationships and that romantic partners influence each other's drinking, little work has investigated actor and partner associations between depressive symptomatology and frequency of intoxication within the context of married couples.

Method: Each partner in the married couple (N = 95) completed self-report questionnaires assessing alcohol consumption, frequency of intoxication, and depressive symptomatology. Participants were on average 31.98 years (SD = 3.91) and 29% of men and 53% of women met criteria for being at risk for depressive symptomatology. Actor-Partner Interdependence Models using structural equation modeling tested links between depressive symptomatology and frequency of intoxication after accounting for quantity and frequency of drinking and marital satisfaction.

Results: No actor effects were supported. However, partner effects were supported indicating that men's depressive symptomatology was linked with women's frequency of intoxication and women's depressive symptomatology was related to men's frequency of intoxication.

Conclusions: Partner depressive symptomatology was most strongly associated with frequency of intoxication in the actor.

Action/Impact: Findings indicate that one's depressive symptomatology is associated with frequency of intoxication in one's partner within intimate relationships. Prevention and intervention efforts should specifically take into account the importance of romantic relationships when treating depressive symptoms and alcohol-related issues.

#2 46283 ONE PARTNERS DRINKING MOTIVES INFLUENCE THE OTHER PARTNERS DRINKING BEHAVIORS: A 4-WAVE LONGITUDINAL STUDY*Ivy-Lee Kehayes, Dalhousie University; Sean Mackinnon, Dalhousie University; Simon Sherry, Dalhousie University; Kenneth Leonard, University at Buffalo; Sherry Stewart, Dalhousie University*

Background/Rationale: Drinking alcohol is related to adverse physical and social consequences. Research shows that drinking motives (i.e., reasons for drinking) are linked to specific drinking outcomes in a theoretically-expected way. Moreover, couples often engage in a "drinking partnership", where partners influence each other's drinking in a reciprocal fashion. While partner effects have been studied in terms of alcohol consumption, partner effects on drinking motives have yet to be investigated in couples.

Method: Romantic couples (N = 203) were assessed once a week for four-weeks using self-report questionnaires. Participants were on average 22.7 years-old (SD = 5.5) and were in a relationship on average for 2.3 years (SD = 2.4). Actor-Partner Interdependence Models using multilevel path-analysis were conducted, with each motive predicting alcohol quantity and frequency.

Results: Along with individual influence, social and enhancement motives predicted change in partner drinking quantity during any given week. When averaged over time, enhancement motives predicted partner drinking frequency. Enhancement and social motives of the partner influenced drinking frequency and quantity of the actor by way of influencing the actor's social and enhancement motives.

Conclusions: Results showed partner positive reinforcement motives (enhancement and social) were most predictive of drinking behaviour in the actor and this was mediated through partner effects on the actor's positive reinforcement motives.

Action/Impact: Results show the influences of drinking motives go beyond the individual and extend to intimate relationships as well. Future intervention efforts may wish to specifically target romantic dyads on their reasons for drinking to prevent escalations in drinking.

14:00 - 15:00

Sable D (Ground Floor)

SymposiumClinical Psychology /
Psychologie clinique**#3 46298 ONE PARTNER'S DRINKING INFLUENCES THE OTHER PARTNER'S DRINKING: A META-ANALYTIC REVIEW OF 22,202 COUPLES***Lydia Muyingo*, Dalhousie University; Simon Sherry, Dalhousie University; Martin Smith, York St John University; Eleri McEachern, Dalhousie University; Kenneth Leonard, University at Buffalo; Sherry Stewart, Dalhousie University**Background/Rationale:** The partner influence hypothesis postulates one partner's alcohol use influences the other's alcohol use over time. Some romantic couples may establish a "drinking partnership" that increases their risk of developing enduring drinking rituals. There is, to date, no comprehensive study of the strength of partner influences on drinking in romantic couples.**Method:** To gain a more complete understanding of partner influences, we conducted a meta-analysis. This meta-analysis tested partner influences and provided a clearer understanding of the magnitude of such partner influences. A thorough search was conducted across seven databases, yielding 3,655 studies for screening. Eighteen relevant studies were identified wherein the alcohol use of both members of a couple was measured across two or more time-points (M (SD) interval = 24.6 (26.4) months).**Results:** The final sample contained 22,202 dating, married, or newly-parenting couples. Couple members were on average 34.8 years old (SD = 15.7) and 77% were Caucasian. Results indicated 17 of 18 studies reported positive partner influences on various measures of alcohol use, with small to large effects ranging from $r = .16-.64$.**Conclusion:** Results of this comprehensive meta-analysis suggest romantic partners do influence one another's drinking behaviour.**Action/Impact:** Alcohol use involves a social context, including romantic partner influences. Assessment and treatment may need to go beyond examining an individual separated from her/his social context. Clinicians may need to involve romantic partners in assessing and in treating an individual struggling with alcohol misuse.

14:15 - 14:30

Halifax Ballroom C (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Women and Psychology /
Femmes et psychologie**46096 SEXUAL VIOLENCE OR NORMAL HETEROSEXUALITY? UNIVERSITY MEN AND WOMEN'S NORMALIZATION OF VIOLENT AND COERCIVE HETEROSEXUALITY***Nicole Jeffrey*, University of Guelph; Paula Barata, University of Guelph

Men's sexual violence (SV) against women remains pervasive despite increased attention to the issue over the past 30 years (Black et al., 2011). Research continues to focus predominantly on women's victimization reports, the most extreme forms of SV, and individual predictors of SV. This work has revealed little about men's perspectives on their use of SV, verbal SV tactics, or the broader social forces and discourses that support SV. In this talk, we will bring together findings from two separate studies in which we examined women and men's descriptions of a range of sexually violent or coercive tactics in intimate relationships. Specifically, we conducted interviews with 12 university women and 10 university men about their SV victimization and perpetration experiences in intimate relationships, respectively. Drawing broadly on feminist and post-structuralist forms of discourse analysis, we examined women and men's reliance on dominant discourses about heterosexuality and SV. Our findings highlighted how dominant discourses about SV can minimize, justify, and, thus normalize SV and, likewise, how dominant discourses about heterosexuality can foster SV. This research fills a number of gaps in our understanding of SV in intimate relationships and is essential for informing prevention initiatives and for ending SV against women.

14:15 - 14:30

Sable A (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**

Students in Psychology /
Étudiants en psychologie

**45210 DEVELOPMENT OF AN EVIDENCE-BASED WEB RESOURCE FOR
CANADIAN PSYCHOLOGISTS: A STUDENT PERSPECTIVE**

Dylan Davidson, University of Manitoba; *Marie-Pier Vandette*, University of Ottawa; *Catherine Hébert*, University of Ottawa; *Amanda O'Brien*, University of Windsor; *Klint Fung*, University of British Columbia; *Maxine Holmqvist*, University of Manitoba; *Martin Drapeau*, McGill University

Research has shown that many Canadian psychologists do not fully understand or implement evidence-based practice (EBP) in their clinical work, potentially leading to inadequate care or harm to those accessing psychological services. Currently, there is no central location for experienced and/or developing clinicians to access resources that facilitate effective EBP. In response to this gap, a team of leading Canadian researchers and clinicians is developing a website that will serve as an interactive and engaging central EBP resource for Canadian practitioners providing psychological services. Website sections will define and highlight the importance of EPB, as well as provide information on clinical practice guidelines, progress monitoring, practice-research networks, and clinical measures and tools. This resource also holds great potential for the development of student clinicians, who are often encouraged to adopt EBP in clinical work, but are not always adequately trained or provided with the resources to do so. Recognizing the value of the student perspective, the project team recruited an advisory panel of psychology graduate students across Canada based on their interest in and knowledge of EBP. Student input was provided for grant application development and continues to be provided for multiple components of the project, including content development, pilot testing, and resource dissemination. Reflections on the advisory process, including lessons learned about the critical gaps to be filled by a centralized resource for EBP, as well as implications for our development as scientist-practitioners, will be discussed.

14:15 - 14:30

Acadia B (Ground Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**

Adult Development and
Aging / Développement
adulte et vieillissement

45622 A NEW THEORY FOR RETIREMENT WELLBEING

Charles P. Chen, University of Toronto

With the advancement of medical science and other social and societal conditions, human lifespan in many parts of the world has shown a steady and continual increase. This trend obviously holds more truth in developed nations. For example, according to some recent statistics from 2011, the average lifespan of Canadians is now at 81 years of age while female Canadians live an average age of 84 years. As part of overall health, psychological wellbeing has an essential role to play in retirees' lives. To this end, the current presentation intends to propose a new framework in looking at the psychology of retirement, leading to a more integrated, enriched, and holistic perspective to understand and promote the wellness of people who are transitioning into and/or living in their life role of retirees. To borrow from and expand on prominent theories in life-career development, this presentation offers a rationale for the newly proposed conceptual framework that considers retirement as a special form of late-stage life development experience with fresh, stimulating, and constructive panoramas for the retirees' individual wellbeing. This state of wellbeing is expected to translate the rich human resources of retirees into the common good of the society. Practical implications are discussed in light of this new framework of retirement psychology.

14:30 - 14:45

Halifax Ballroom C (Second Floor)

**12-Minute Talk /
Présentation orale
(12 minutes)**Women and Psychology /
Femmes et psychologie**44992 ADAPTING A SEXUAL ASSAULT RESISTANCE INTERVENTION:
ADOLESCENT GIRLS' PERSPECTIVES ON RELATIONSHIPS AND SEXUAL
COERCION***Sara Crann, University of Windsor; Charlene Senn, University of Windsor*

Sexual violence (SV) victimization has significant negative mental and physical health consequences (Lundgren & Amin, 2015). While all women are at risk of SV, adolescent girls are at particularly high risk (Breiding et al., 2014). However, interventions targeting adolescent SV have shown limited long-term efficacy. Initially developed for university women, the Enhanced Assess Acknowledge Act (EAAA) sexual assault resistance program offers a promising strategy for reducing victimization among girls and young women (Senn et al., 2015; 2017). In collaboration with adolescent girls and community-based organizations serving girls and women, this project involves three studies to systematically adapt and then rigorously evaluate a version of EAAA for adolescent girls. In this presentation, we report on 1) the findings of the first mixed-method study, and 2) the initial adaptation process. The purpose of the first study is to understand the contemporary interpersonal and social contexts within which adolescent SV occurs and to identify the range of experiences, perspectives, and needs of diverse girls to inform the initial adaptation of EAAA. Participants are 65 girls between 14 and 17 from diverse racial, economic, and geographic communities. Using survey and focus group methods, we examine adolescent girls' (of all sexual identities) perspectives on relationships, including dating and sexual relationships, with boys; understandings of SV and its manifestation in these relationships; and the barriers to resisting SV committed by acquaintances. Data collection will be completed by March 2019. Implications for the adaptation of EAAA and adolescent SV interventions more broadly will be discussed.

14:30 - 15:00

Nova Scotia Ballroom C (Second Floor)

**Discussion Forum /
Forum de discussion**Clinical Psychology /
Psychologie clinique**46237 DIAGNOSTIC AND INTERVENTION CONSIDERATIONS IN TODDLERS WITH
PROBABLE/EMERGING AUTISM SPECTRUM DISORDER -PRACTICE AND POLICY
IMPLICATIONS***Jessica Brian, Holland Bloorview Kids Rehabilitation Hospital; Tara Szuszkiewicz, Nova Scotia Health Authority*

Background: Despite advances in early detection, the mean age of diagnosis for children with autism spectrum disorder (ASD) remains above 4 years of age in North America. This creates significant barriers to accessing very early intervention (in the toddler years) despite the emergence of several evidence-based intervention models designed specifically for toddlers.

Methods: Discussion will centre around (1) very early risk markers for ASD in the first two years of life, based on an overview of two decades of research from the Baby Siblings Research Consortium; (2) the use of the ADOS-2 Toddler module for ASD risk classification and the role of provisional versus definitive diagnosis in access to intervention; and (3) parent-mediated intervention for toddlers with emerging ASD.

Results: This forum will stimulate discussion of the advantages and caveats associated with pre-diagnostic intervention, including consideration of the child- and family-centred perspective as well as associated system costs and benefits.

Conclusions: As a group, attendees will weigh the pros and cons regarding best practices in very early identification and diagnosis of ASD, and the impacts on access to early intervention, including the development of novel service-delivery approaches.

Action/Impact: Canadian psychologists will be aware of emerging best practices and controversies in the very early diagnosis of ASD, and of variations in policy and practice across the country.

14:45 - 15:45

Halifax Ballroom C (Second Floor)

**Section Annual
Meeting / Séance de
travail annuelle de la
section**Women and Psychology /
Femmes et psychologie**SECTION PROGRAM / PROGRAMME DE LA SECTION****46694 WOMEN AND PSYCHOLOGY (SWAP) SECTION ANNUAL MEETING***Janelle Kwee, Trinity Western University*

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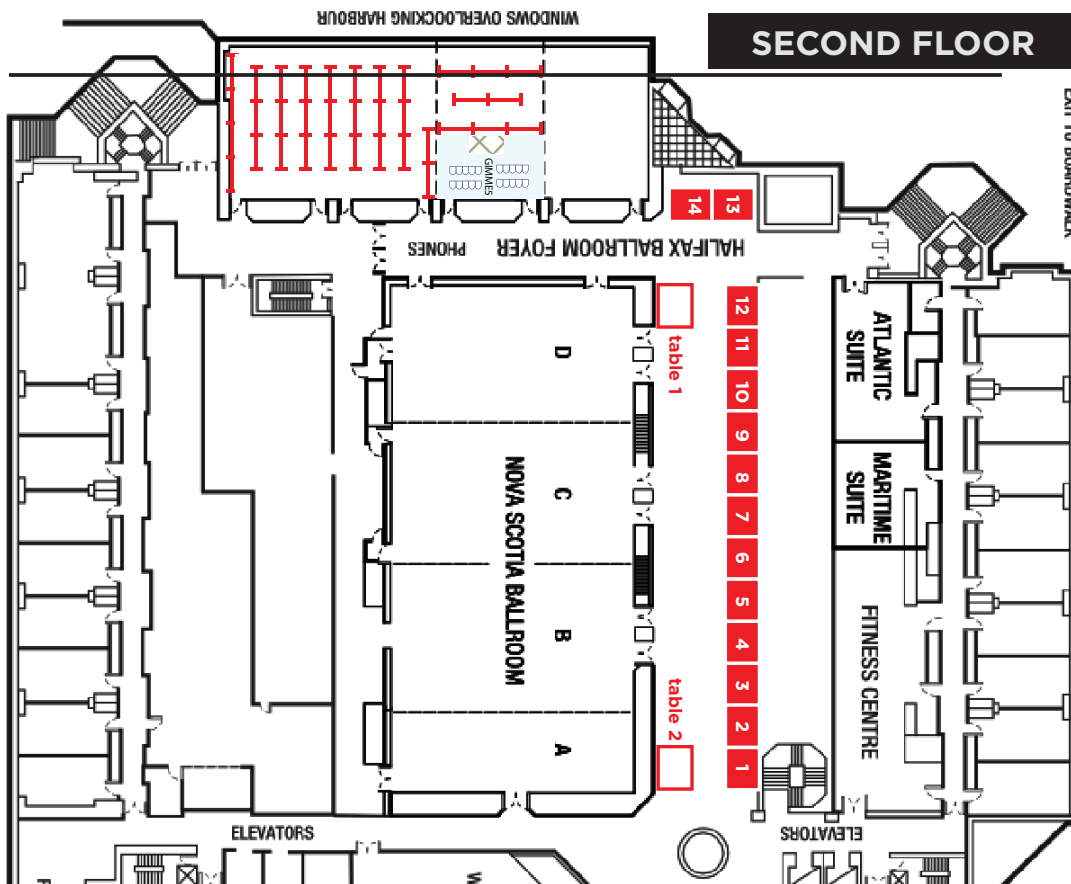
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