

6/14/2008 – 8:00 AM to 8:55 AM – SUITE 207, Marriott second floor

Section Business Meeting **STUDENTS IN PSYCHOLOGY**
Students in Psychology *Lindsay S. Uman, Dalhousie University*
SECTION PROGRAM

6/14/2008 – 8:00 AM to 8:55 AM – ATLANTIC SUITE, Marriott second floor

Section Business Meeting **HEALTH PSYCHOLOGY**
Health Psychology *Tavis Campbell, University of Calgary*
SECTION PROGRAM

6/14/2008 – 8:00 AM to 8:55 AM – MARITIME SUITE, Marriott second floor

Section Business Meeting **SECTION BUSINESS MEETING**
Aboriginal Psychology *Dana Bova, St. Joseph's Care Group*

6/14/2008 – 8:00 AM to 8:55 AM – TUPPER ROOM, Marriott main floor

Committee Business Meeting **PAST PRESIDENT'S BREAKFAST MEETING**

6/14/2008 – 9:00 AM to 9:55 AM – NOVA SCOTIA B, Marriott second floor

Science & Applications Keynote Address/Conférence "Science & Applications" **UNDERSTANDING HUMAN WELL-BEING: AN OVERVIEW OF RESEARCH AND PRACTICE**
Carol Ryff, University of Wisconsin-Madison

Distinct components of psychological well-being, derived from the integration of numerous theories, will be defined and empirical research regarding their distribution in the general population (i.e., how they vary by age, gender, socioeconomic status, race/ethnicity, cultural context) will be discussed. The linkages between various components of well-being and biology (e.g., neuroendocrine regulation, cardiovascular risk, inflammatory processes) will also be examined. An organizing theme in this integrative work is the concept of resilience, which refers to the capacity to maintain or regain high levels of well-being in the face of life challenge or adversity. An important scientific question is whether such psychological strength confers protective benefits at the biological level. The final part of the presentation will address how well-being might be promoted, including among those who most need it (i.e., those suffering from recurrent depression). The broader implications of "well-being therapy" for public health education will be examined.

6/14/2008 – 10:00 AM to 11:55 AM – NOVA SCOTIA CD, Marriott second floor

Poster/Affiche **POSTER SESSION "F" / PRÉSENTATION PAR AFFICHAGE**

Developmental Psychology, Psychologists in Education Psychologie du développement, Enseignement de la psychologie

#1 **THE RELATION BETWEEN INSECURE ATTACHMENT REPRESENTATIONS AND DISRUPTED CAREGIVING BEHAVIOUR AMONG FOSTER-CARE DYADS**
Developmental Psychology *Natasha Ballen, Université de Montréal; Annie Bernier, Université de Montréal; Ellen Moss, Université du Québec à Montréal; George Tarabulsy, Université Laval; Diane St-Laurent, Université du Québec à Trois-Rivières*

A central question in the study of atypical attachment is whether mother-infant interactive processes are associated with disorganized attachment. Meta-analytic data suggest that the strongest predictor of infant attachment disorganization (D) is an unresolved (U) attachment state of mind in the parent as assessed using the Adult Attachment Interview. The prevailing theoretical model explaining this link is that parents showing a U state of mind display disrupted patterns of caregiving, and this behaviour mediates the association between U and D. However, studies have found only a moderate link between U and disrupted behaviour. In a foster-care sample, Dozier et al. (2001) found that all caregivers with insecure states of mind were likely to have children with D attachments. The implication is that insecure attachment representations in general, and not just U states of mind, are a risk factor for disrupted caregiving. However, this has never been investigated. The current study examined the links between attachment rep-

representations in the AAI and disrupted parental behaviour among 39 foster mothers using Lyons-Ruth's AMBIANCE coding system. Non-autonomous states of mind were associated with an increase in disrupted parental behaviour, whereas U alone was not. The results suggest that a foster parent does not need to have U attachment representations to engage in non-optimal caregiving.

#2 **SOCIAL ASPECTS OF MENTAL STATE LANGUAGE USE BY YOUNG ADULTS: AN EXPERIMENTAL STUDY**
Developmental Psychology Jenna Benere, Acadia University; Doug Symons, Acadia University

The current study examined two issues related to the social aspects of the use of mental state language by adults. First, whether an adult's use of mental state language can be affected in social situations by children's use of such language was examined experimentally. This study currently consists of 30 undergraduates who read a children's book to a child-doll surrogate which had a speaker implanted in its chest. An experimenter watching the interaction spoke for the doll, and either made reference to mental state aspects of the story in one condition and non-mental state elements in the control condition. Adults used more mental state words in the mental state than control condition, suggesting mental state language is affected by the social situation. Second, mental state language was examined as a form of discourse that underlies attachment security, and participants also completed measures of romantic attachment and a narrative measure of attachment. Participants relatively high in romantic avoidance used relatively less mental state language when reading to the child surrogate, and there were other relations between security and use of mental state language. Data analyses are preliminary at this stage and the data set will soon be doubled in size to further examine these issues.

#3 **PRESCHOOLERS' GAZE REPORTING ABILITY AND THEORY OF MIND UNDERSTANDING**
Developmental Psychology Elyse Boudreau, University of New Brunswick; Barbara D'Entremont, University of New Brunswick

Research investigating preschoolers' gaze reporting ability has suggested that 3-year-olds' performance is poor when asked to judge gaze direction using eyes alone, and that this ability requires an understanding of mental representation. Two studies were conducted to address these claims. Study 1 examined the gaze reporting ability and theory of mind (ToM) understanding of 39 preschoolers (Younger Group $M = 3;1$; Older Group $M = 3;11$) by asking where a dynamic video display of a model was looking in 2 conditions: eye movement cues only and eye movement plus head turn cues, and then administering a ToM scale. Study 2 was the same as above, except that the 40 children (Younger Group $M = 3;0$; Older Group $M = 3;11$) were shown a static photo rather than a dynamic video display. Contrary to prediction, children approached ceiling when reporting gaze direction. Males had more difficulty with gaze reporting and ToM understanding than females. A correlation emerged between ToM scores and the successful reporting of gaze using eyes only; however, this relationship failed to persist after controlling for gender. Results indicate that a representational understanding of mind is not required to report on someone's gaze direction. Implications for preschoolers' understanding of others' visual experience will be discussed.

#4 **TRACKING ATTRITION PROCESS AND PREDICTORS IN THE OTTAWA STUDY OF CHILD OUTCOMES**
Developmental Psychology Melissa Bourdages, University of Ottawa; Elisa Romano, University of Ottawa

This study will map the attrition process in the Ottawa Study of Child Outcomes (OSCO) and examine several factors that may influence attrition rates. Attrition is a common problem and can be detrimental to longitudinal studies. This study will expand on the limited research that has been conducted on variables influencing attrition rates. Participants in OSCO were recruited from a larger study at the Ottawa Hospital of over 3,000 women first assessed during pregnancy. Information about OSCO was sent to two hundred women who had agreed to being contacted for future research and who had a child between 2 and 3 1/2 years old. Those who returned the consent forms were contacted by phone to set up a testing appointment. Using a flowchart to track attrition, we will map out how many women were originally contacted by OSCO, how many responded and agreed to participate, how many attempts were required to set up an appointment, and how many participated. A regression analysis will be conducted on variables that may influence attrition rates such as, demographic (e.g., age of mother, education level of mother) and prenatal (e.g., maternal medical history, low birth weight). Prenatal variables were obtained by the larger Ottawa Hospital study. The findings will provide future researchers with knowledge of what variables may increase attrition rates and possible ways to prevent attrition.

#5 **DEVELOPMENT OF A PARENT REPORT MEASURE OF ADOLESCENT COPING: A PRELIMINARY INVESTIGATION**
Developmental Psychology Alina Carter, University of Windsor; Rosanne Menna, University of Windsor

To date, there are limited parent report measures of adolescent coping. This study examines the psychometric properties of a brief parent report measure of adolescent coping, based on the Adolescent Coping Scale (ACS; Frydenberg & Lewis, 1993). The measure is comprised of 18 specified coping strategies, rated on a 5-point scale, plus 2 open-ended questions to elicit parent identified adolescent coping strategies. Currently, 46 parents (74% mothers) completed the measure once, of which 21 completed it a second time approximately 2 to 4 months later. Means and standard deviations of the three coping scales (i.e., Solving the Problem, Reference to Others, and Non-Productive Coping) were similar to those found for the ACS General Short Form (Frydenberg & Lewis,

1993), as were the Reference to Others and Non-Productive Coping scales' coefficient alphas. However, the internal consistency of the Solving the Problem scale was poor, but improved substantially with the removal of one item. Comparisons between adolescent report and parent report of adolescent coping are considered. Implications for further fine-tuning and developing the parent report measure of adolescent coping are discussed.

#6 **THE EFFECTS OF LEXICAL KNOWLEDGE ON CHILDREN'S NONWORD REPETITION**

Developmental Psychology

Gina Chisholm, Mount Saint Vincent University; Jamie Metsala, Mount Saint Vincent University

The present study examined the influence of lexical memory on young children's nonword repetition performance. Responses were examined across a group of young children (3-4 year-olds), middle children (5- year-olds) and older children (6-7 year-olds). Neighborhood density and lexical status were determined for the syllables from each of the 2-, 3-, and 4-syllable nonwords presented to children. Children's errors on the nonword syllables were analyzed to determine error types (word substituted for nonword target or the reverse) and neighborhood density was calculated for each error. The findings across the four hypotheses can be summarized as follows. First, word syllables within nonwords were repeated correctly more often than nonword syllables for the longest nonwords. As well, young children were less accurate than the two older groups at repeating nonword syllables, but there were no developmental differences for word syllables. Second, the young and middle groups more frequently substituted a word for a nonword target than the reverse; however, this effect was absent for the oldest group of children. Third, children were more accurate at repeating syllables from dense versus sparse neighborhoods for 3- and 4-syllable nonwords. Finally, the mean density of children's errors across each target syllable was higher than the syllable densities. Results provide support for the position that children's nonword repetition performance is impacted by long-term lexical knowledge and is not adequately represented as a relatively pure measure of phonological short-term memory.

#7 **RECONCEPTUALIZING PARENTAL PSYCHOLOGICAL CONTROL INDEPENDENT FROM AUTONOMY SUPPORTIVE PARENTING: HOW BOTH CONSTRUCTS RELATE TO CHILD SELF-PROCESSES AND CHILD OUTCOMES**

Developmental Psychology

Becky Churchill Keating, York University and Annapolis Valley District Health Authority; Colleen Beaudoin, York University; Maxine Gallander Wintre, York University

Parental psychological control was reconceptualized as a manipulative type of control that creates an environment in which love and unconditional positive regard of the child is contingent on child behaviour. Past researchers held the view that parental psychological control and autonomy supportive parenting were opposite ends of the same continuum where a parent was autonomy supportive if s/he was not psychologically controlling. A new measure of parental psychological control, independent from autonomy supportive parenting items, was created to measure withholding love, guilt- and shame-induction, and controlled praise that is not confounded by items measuring autonomy supportive parenting. Support was found for the idea that psychological control and autonomy supportive parenting are not dimensions of one continuum. A model that looks at the influence of parental psychological control and autonomy supportive parenting on child outcomes (i.e., symptomatology and adjustment in school) through child self-process variables such as perceived ability to meet perceived parental expectations and self-concept was tested using both child (8-12-years old) and mother reports. In the child report of parenting model, child self-process variables mediated the negative relationship between psychological control and child outcome variables and the positive relationship between autonomy supportive parenting and all child outcome variables.

#8 **VALIDATION TRANSCULTURELLE D'ÉCHELLES DE PRATIQUES PARENTALES AUPRÈS D'ADOLESCENTS FRANCOPHONES DU QUÉBEC ET DE FRANCE**

Developmental Psychology

Michel Claes, Université de Montréal; Régine Debrosse, Université de Montréal; Dave Miranda, Université de Montréal

Cette étude effectue une validation transculturelle d'échelles de pratiques parentales auprès de 722 adolescents (âge : $M = 15.57$ ans; $ET = 1.56$ ans) provenant du Québec et de France. L'instrument auto-rapporté mesure la perception qu'ont les adolescents des pratiques parentales de leurs mères et leurs pères. L'instrument final est composé de 6 échelles (11 facteurs de pratiques parentales) : la proximité émotionnelle avec les parents (Affection et Soutien); le rejet parental (Rejet); la tolérance parentale à l'égard des pairs (Tolérance); la communication avec les parents (Révélation de soi des adolescents et Ouverture des parents); le contrôle parental (Encadrement et Autorisation); les styles disciplinaires des parents (Induction, Punition et Coercition). Des analyses factorielles confirmatives indiquent une invariabilité satisfaisante de la structure factorielle des 6 échelles finales (11 facteurs) chez les deux parents (père et mère) et à travers les deux cultures (Québec et France) ($CFI > .95$; $RMSEA < .08$). La consistance interne des 11 facteurs est satisfaisante chez les deux parents et à travers les deux cultures (alpha de Cronbach ajusté : $M = .83$; $ET = .08$; étendue : entre .56 et .93). Cet instrument psychométrique de langue française peut servir à la recherche développementale portant sur les pratiques parentales auprès des adolescents de la francophonie.

#9 **SEX-RELATED DIFFERENCES IN PRESCHOOLERS' SYMBOLIC USE ON AN INHIBITORY CONTROL TASK**

Developmental Psychology

Stephanie Collins, Dalhousie University; Sophie Jacques, Dalhousie University

Carlson et al. (2005) have suggested that psychological distancing affects preschoolers' inhibitory control on the Less-is-More task (Boysen et al., 1996). In this task, children have to point to one of two reward arrays (either 1 or 6) that will be given to a 'naughty puppet' with the understanding that they will receive the remaining one. To receive the larger array, then, children need to inhibit their dominant response and point to the smaller array. To examine effects of symbols on inhibitory control, 61 preschoolers performed two Less-is-More-Tasks: one with a real symbol and one with a picture. The similarity between the symbol and reward itself was also manipulated. Symbols included depicted rewards, a large and small animal, unrelated control objects, or blank symbols. Children saw symbols that depicted rewards, a large and small animal, unrelated control objects, or blank symbols. Preliminary analyses indicate no sex differences across the animal, control, and no symbol conditions; however, they show a trend for the rewards condition with boys doing almost twice as well as girls, suggesting possible sex-related differences in symbolic abilities.

#10

Developmental Psychology

A SECOND CORE DEFICIT? ORTHOGRAPHIC SKILLS IN READERS OF VARYING SKILL LEVEL

Nicole Conrad, Saint Mary's University; Toni Green, Brandon University; A. Renee Strong, Saint Mary's University; Derrick Bourassa, University of Winnipeg

Orthographic skill, the knowledge and use of the specific letter patterns found in words, is an important component of successful reading. Deficits in orthographic skill may contribute to poor reading skills in children, particularly readers with slow naming speed. The present study examined the orthographic skills of 65 children in Grade 2 categorized according to the "double-deficit" hypothesis of Wolf and Bowers (1999). Within this theoretical framework, children with slow naming speeds, whether with or without concomitant deficits in phonological skills, may have a particular deficit in orthographic skills that contributes to their poor reading skills. Various measures of reading related skills were administered, including two measures of orthographic skill. Children were tested on their ability to recognize word specific orthographic patterns, and their ability to recognize orthographically legal and illegal letter sequences in briefly presented letter strings. Results indicated that all readers make use of the orthographic structure found in words, but that the level of orthographic knowledge differs depending on the skill level of the reader. Results are interpreted in relation to implications for intervention programs.

#11

Developmental Psychology

DOUBLE TROUBLE: CHILDREN'S LEARNING ABOUT LETTER- AND MEANING-PATTERNS IN SPELLING

S. Helene Deacon, Dalhousie University; Diane Leblanc, Saint Mary's University

Learning to spell in English can be challenging because there are several levels of regularities determining the letters chosen to represent words. Two of these lie in letter- and meaning-patterns. As an example of letter-patterns, long and short vowels in English are designated with a vowel followed by consonant singlet and doublet, respectively (e.g., diner and dinner). In terms of meaning patterns, the spelling of root words are often retained in related forms (such as knit in knitter). Research to date has typically investigated these two sources of information separately. The present experiment is designed to determine if children can use letter- and meaning-pattern information in tandem. To answer this question, we ask children in grades 2 to 4 to spell two- and one-morpheme words that contain consonant singlets (skater and miter, respectively) and doublets (knitter and patter, respectively). We are interested in whether children might be more accurate in choosing the correct number of medial consonants for two- than for one-morpheme words. This might be especially the case when the root morpheme indicates the correct number of consonants, as it does for the singlet, but not doublet items (e.g., skater, but not knitter). This study represents a first step towards understanding how children can bring together multiple sources of information in their spelling.

#12

Developmental Psychology

EVALUATION OF AN EMERGING SIGN LANGUAGE IN THE DOMINICAN REPUBLIC AS CREATED BY CHILDREN: A COMPARATIVE STUDY

Annie Drouin, University of Ottawa; Christopher Fennell, University of Ottawa

Rare is the occasion to witness the birth of a new language in a natural environment. Similar to a phenomenon seen in Nicaragua, deaf mute children in the Dominican Republic have created what appears to be a rudimentary form of Sign Language based on no previous exposure to such a language. If a language is emerging and developing, younger signers should have more complex language than older signers. In a semi-structured comparative study, nine Dominican deaf-mute students (4-19 years of age) were asked to sign the content of a story book. Sign complexity and spatial modulation were analyzed in order to evaluate the generational transmission of the language. No significant differences were observed between the two hypothesized generations of signers. This suggests three possibilities: 1) there is only one generation present; 2) the first generation was unable to adequately convey the language to the second generation; or 3) there are two distinct generations of signers, as the younger children, despite their less mature cognitive/language development, possess communication skills equivalent to those of the older, more experienced children. This language allows for new research to be completed on the innate versus environmental components of language creation and acquisition.

#13

*Developmental Psychology***THE DEVELOPMENT OF EXECUTIVE FUNCTIONS DURING PRESCHOOL:
PREDICTING ATTENTIONAL DEFICITS***Julia Feldstein, Acadia University; Darlene Brodeur, Acadia University*

This study examines the development of inhibitory attentional components which influence maturation of executive functioning. An inhibitory system responsible for processing stimuli and responses develops simultaneously with the maturation of the prefrontal cortex between the ages of 3 and 5. These phenomena have been studied extensively in children using the Dimensional Change Card Sort paradigm (DCCS), although there is ongoing debate regarding the nature of the underlying attentional mechanism responsible for performance. Competing hypotheses relating to activation and inhibition accounts have been proposed; thus the development of attentional flexibility was explored in this study via a DCCS paradigm. A second goal was to examine the relationship between DCCS performance, attentional functioning, and severity of attentional deficits. Levels of attentional ability were assessed via parent and teacher report measures to identify problem behaviors potentially associated with developmental delays in inhibition and thus with a future diagnosis of ADHD. Research emphasized the severity of academic and social impairment associated with symptomology, evident in children as young as three years. Research was inspired by the premise that early identification of ADHD may reduce associated impairments and ameliorate mental health and behavioral functioning. Accuracy and reaction time measures were analyzed in conjunction with behavioral rating data.

#14

*Developmental Psychology***MOTHERS' DEPRESSIVE SYMPTOMS, THEIR OBSERVED AFFECT, AND THEIR
TODDLERS' EAGERNESS TO LEARN***David Forman, University of Connecticut; Marie-Eve Dubois, Concordia University;
Marie-Pierre Gosselin, Concordia University*

This study examined the relations between mothers' depressive symptomatology, their affect, and their toddler's eagerness to learn. We predicted observed parent mood in interactions would mediate between depressive symptoms and child motivation. This report is based on 88 mother-child dyads (mean age = 27 months), who visited the lab twice, a week apart. Depressive symptomatology was measured using the Beck Depression Inventory (BDI). Affect is the proportion of joy and positive mood minus negative affect and negative mood during five activities (free play, snack, block-building, questionnaire and gift; $\kappa=.73$). Eagerness to learn was measured in an imitation task ($ICC=.94$). Regression analyses were conducted in order to examine whether affect during the mother-child dyad visit at the laboratory mediated the relationship between BDI scores and children's eagerness to learn. BDI scores accounted for 7% of the variance in children's eagerness to learn, a significant but not large effect. Mothers with more depressive symptoms showed less positive affect with their children, but this did not account for relations with eagerness to learn. An ongoing project will examine whether the teaching and motivational strategies parents use mediate the relations between depressive symptoms and children's eagerness to learn over developmental time.

#15

*Developmental Psychology***WE ARE NOT SO SIMPLE AFTER ALL***Jillian Fraser, Mount Allison University; Ashley Beers, Mount Allison University;
Angela Dalton, Mount Allison University; Gene Ouellette, Mount Allison University*

The Simple View of Reading is a well established theory of reading comprehension. The theory states that the components that contribute to reading comprehension are independent from one another. These components, as described by the Simple View, are linguistic comprehension and decoding. Recent research suggests that the Simple View may not take into account developmental changes in reading comprehension as children become more skilled readers, nor does it fully account for the repeatedly demonstrated importance of oral vocabulary in reading comprehension. The present study evaluates students in grade 6 on word reading, reading comprehension, linguistic comprehension, breadth of oral vocabulary, and depth of semantic knowledge, so as to more fully evaluate the role of oral vocabulary knowledge (breadth and depth) in word reading and reading comprehension, and in the process evaluate the accuracy of the Simple View in explaining reading comprehension among grade 6 students. The results are discussed with reference to alternate models of reading comprehension.

#16

*Developmental Psychology***HOW LANGUAGE BACKGROUND AFFECTS SPELLING: THE ROLES OF FIRST
LANGUAGE AND COGNITIVE STYLE IN SPELLING ENGLISH PLURALS***Keiko Fujise, Dalhousie University; S. Helene Deacon, Dalhousie University*

First language can have a large influence on second language acquisition. Whether and how English-as-a-Second-Language (ESL) speakers transfer the knowledge of their first language when learning English may depend on the characteristics shared by the two languages. The primary purpose of the current study is to examine whether one's knowledge of first language affects spelling of the English plural -s. We will examine this issue by comparing the extent to which ESL learners utilize frequency-based learning (learning through frequent exposure) and rule-based learning (learning through explicit rules) when spelling the English plural -s. Participants will be adults who speak French, Japanese, or English as their first language. Whereas French shares the notion of plurality and the writing system with English, Japanese shares neither with English. The greater amount of exposure to alphabets as well as to the notion of plurality in French participants may lead them to utilize frequency-based knowledge in completing the task. On the other hand, Japanese participants may utilize rule-based knowledge because they do not have the luxury to resort to knowledge built up over time. We will also investigate individual's cognitive style that may influence the performance. This study will extend the developing area of research in second language morphological awareness.

#17

*Developmental Psychology***THE DEVELOPMENT OF EXECUTIVE FUNCTIONS IN VERY YOUNG CHILDREN WITH AUTISM**Nancy Garon, *IWK Health Centre*; Isabel Smith, *IWK Health Centre and Dalhousie University*; Susan Bryson, *IWK Health Centre and Dalhousie University*

Frontal cortical abnormalities and associated executive dysfunction offer one of the most promising accounts of the cognitive and social-communicative impairments in autistic spectrum disorder (ASD). The pattern of executive function (EF) findings in ASD, both for children and adults, consistently implicates impairments in inhibition of prepotent responses and set shifting (Hill, 2003). One critical outstanding need is to identify the earliest manifestations of EF deficits in ASD. The main goal of this study was to examine EF in young children with ASD, using a novel battery of EF tasks designed to be sensitive to developmental differences from 1.5 to 5 years. This battery was administered to 183 typical preschoolers (1.5-5 years) and 17 3-to-5-year-olds with ASD. Results reveal a consistent pattern of typical EF development. In contrast, a specific strengths and weaknesses were seen in ASD. While children with ASD had difficulty forming and shifting from a mental set, they showed no differences from mental-aged matched controls in maintaining a mental set once it was formed. The present results suggest that our new preschool EF battery is a promising tool for assessing EF in young children with developmental disabilities.

#18

*Developmental Psychology***THEMATIC CONTENT OF CHILDREN'S RECURRENT DREAMS**Aline Gauchat, *Université de Montréal*; Antonio Zadra, *Université de Montréal*; Jean R. Séguin, *Université de Montréal*

Recurrent dreams are considered to be psychologically important by dream theorists and clinicians. Although recurrent dreams have been studied in adults, no study has assessed their contents in children. 137 11 year-old children taking part in a longitudinal study completed a questionnaire concerning their dreams. 43 children reported recurrent dreams and provided a written description of their contents. The most frequently reported theme (33%) involved "facing a monster" followed by "death of a family member" (12%). Themes of "being chased", "being in a car accident" and "having a stranger entering, or trying to enter into the dreamer's house" were each reported in 9% of children. Themes involving the "death of the dreamer", and "walking at night and being threatened" were each present in 7% of the reports. Finally, "being late" and "animals becoming increasing larger" were reported in 5% of the children's recurrent dreams. Negative emotions predominated in 53% of the dream reports, 42% were affectively neutral, and only 5% were described as being positive. These preliminary results reveal marked differences between the contents of children's versus adult recurrent dreams. These differences may reflect developmental aspects of cognitive and representational abilities. In addition, the results have implications for recently proposed evolutionary theories of dream function.

#19

*Developmental Psychology***"TEACH ME!" CORRELATES OF TODDLER RECEPTIVENESS TO SOCIALIZATION**Marie-Pierre Gosselin, *Concordia University*; David Forman, *University of Connecticut*; Sarah Vannier, *University of New Brunswick*

Toddlers' receptiveness to socialization contributes to the acquisition of rules and skills. Previous work has shown that individual differences in eagerness to cooperate with parents cohere across discipline and teaching contexts. The goal of this study was to examine the child and parent correlates of children's general receptiveness to socialization. Toddlers ($N=109$, M age = 26.38 months, 53 boys.) and their primary caregivers attended two laboratory visits. Children's cooperation was observed in two discipline tasks (Do and Don't task), and in two teaching contexts (elicited imitation and block building) during these two visits. A factor analysis yielded moderately strong loadings for all measures of child cooperation (33% variance accounted for, loadings average=.55), suggesting a general child receptiveness dimension. Because girls were slightly more receptive than boys, $t(107) = 1.98$ $p < .10$, separate regressions were conducted by gender. For girls, age and SES were found to be marginally significant predictors of receptiveness to socialization ($\hat{\alpha}=.30$, and $.26$), with older girls and those from privileged families being slightly more receptive. For boys, parental responsiveness and child age were found to positively predict levels of receptiveness ($\hat{\alpha}=.30$, and $.22$). Ongoing research will investigate interactions among parent and child factors, and changes over time.

#20

*Developmental Psychology***CHILDREN AND YOUTH'S EXTRACURRICULAR ACTIVITY PARTICIPATION: WHO PARTICIPATES?**Anne Guevremont, *Human Resources and Social Development Canada*

Participation in extracurricular activities has been associated with positive outcomes in children and youth. However, children and youth's extracurricular activity participation rates vary by socio-demographic characteristics such as child age and gender, family income, and whether or not the child lives in a single parent family. We used Cycle 4 data from the National Longitudinal Study of Children and Youth (NLSCY) to examine rates of extracurricular activity participation for a variety of activities for Canadian children and youth aged 6 to 17 years, and looked at how these rates vary by socio-demographic characteristics such as gender and family income. The majority of children and youth (86%) participated in at least one extracurricular activity. Girls were more likely than boys to participate in non-sport lessons and clubs/community groups. Children from the Western provinces had high participation rates in all activities; young children from the Eastern provinces had high rates of participation in clubs/community groups. Young children who lived in an urban area, with two parents, and were from families with higher incomes were more likely to participate in extracurricular activities. The results will be discussed with respect to policy implications for children and youth's extracurricular activity participation.

#21

*Developmental Psychology***HOW DO ADULTS SPELL PAST TENSE VERBS?**Megan Hebert, *Dalhousie University*; Sebastian Pacton, *Paris Descartes University*;
S. Hélène Deacon, *Dalhousie University*

A key question in language research is whether we learn through the use of rules. Past tense spelling has been a fertile testing ground for this debate; we build on this research by testing whether adults rely exclusively on rules when they spell past tense verbs. According to the morphological rule, regular past tense verbs (that sound the same in present and past tense; call/called) are spelled with -ed and irregular past tense verbs (that sound different in the two forms; hear/heard) are spelled phonetically. Spellers can also use analogy by referring to known words that sound alike. We will test adults' use of rules and analogies by comparing their spelling of pseudo words presented as regular and irregular verbs that are analogous (jalled-called) or non analogous (plard-yard) to real verbs. If adults rely exclusively on rules, then the status of pseudo words as analogous to real verbs should not affect spelling. If adults are using analogies, then the similarity to real verbs will increase accuracy (i.e., -ed for regular and phonetic for irregular). Further, to establish whether strategies vary among adult spellers, we will compare tertiary- and secondary-educated adults. We will discuss results at the CPA convention with respect to contemporary theories of spelling development.

#22

*Developmental Psychology***MATERNAL PSYCHOLOGICAL CONTROL AND INTERNALIZING PROBLEMS IN EARLY CHILDHOOD**Gorette Imm, *University of Manitoba*; Bobbi Walling, *University of Manitoba*;
Rosemary Mills, *University of Manitoba*

The purpose of this study was to determine whether an authoritative parenting style moderates the effect of mothers' use of psychological control on the development of children's internalizing problems. Because psychological control involves behaviours that are intrusive and manipulative of children's thoughts and feelings, it may be most conducive to the development of internalizing problems when parents are low in support and allow little autonomy. The sample was comprised of 218 children (127 boys, 91 girls) followed from age 3-4 (Time 1) to age 5-6 (Time 2). Mothers reported on their parenting practices at Time 1, and both parents assessed their child's internalizing problems at Time 1 and 2. As expected, psychological control predicted an increase in the children's internalizing problems between Time 1 and Time 2. In addition, there was a significant interaction between psychological control and authoritative parenting showing that psychological control predicted an increase in internalizing problems except when mothers were highly authoritative in their parenting. Exploratory analyses indicated that greater increases in internalizing problems were related specifically to lower autonomy granting. Findings suggest that respect for the child's autonomy may be the factor that protects children against the effects of psychological control.

#23

*Developmental Psychology***THE DEVELOPMENT OF OBESITY STEREOTYPE CONSCIOUSNESS AND OBESITY STEREOTYPE CONTAGION AWARENESS**Megan Johnston, *Wilfrid Laurier University*; Lynne Zarbatany, *University of Western Ontario*

This study assessed age differences in obesity stereotype consciousness (knowledge that people are judged based on obesity stereotypes) and obesity stereotype contagion awareness (knowledge that people are judged based on the body weight of their associates). Thirty-six first- and second-grade children (N girls = 18; M age = 7.08 years) and 44 fifth- and sixth-grade children (N girls = 28; M age = 10.75 years) completed structured interviews. Children chose an average-weight or overweight figure (obesity stereotype consciousness), or the friend of an average-weight or overweight figure (obesity stereotype contagion awareness) likely to be selected by another child as a friend, study-buddy, soccer team-mate, and class party organizer, and justified their selections. As expected, older children evidenced greater obesity stereotype consciousness and obesity stereotype contagion awareness than younger children. However, obesity contagion awareness was relatively rare and likely builds upon obesity stereotype consciousness. Implications for childhood peer relationships are discussed.

#24

*Developmental Psychology***BRIDGING INFERENCES IN SCHOOL AGED CHILDREN**Amber Johnston, *University of Guelph*; Marcia Barnes, *University of Guelph*;
Alain Desrochers, *University of Ottawa*

Bridging inferences involves integrating ideas explicitly stated in text to form mental representations of what one reads. Research suggests that bridging inferences is needed for comprehension. The Bridging Inferences Task (BRIDGE-IT) was developed to assess children's ability to make inferences between adjacent sentences (near inference) and between sentences separated by text (far inference) with a multiple-choice, group administered measure. Research utilizing the BRIDGE-IT revealed main effects of grade and integration distance, such that the oldest children (grade 8) were more accurate than the youngest children (grade 3) and near inferences were more accurate than far inferences ($N=112$). BRIDGE-IT scores predicted reading comprehension on a standardized measure, controlling for word decoding and vocabulary. Recently the BRIDGE-IT was revised to increase task difficulty and variability between grades. Also, items reflecting different content have been added to investigate bridging inferences with concrete and affective information. Preliminary data with 9 typically developing children (grade 3 through 8) revealed an effect of content type ($p=.02$) and a trend of distance ($p=.09$). Grade effects will be further investigated. Results will be discussed with reference to models of reading comprehension and the importance of constructing assessment tools based on these models.

#25

Developmental Psychology

BULLIES AND VICTIMS: DOES EMOTIONAL INTELLIGENCE PLAY A ROLE?

Patricia Kloosterman, Trent University; Laura Wood, Trent University; Dana Reker, Trent University; James Parker, Trent University

This study examines the relationship between social and emotional competency and bullying behaviour experienced by adolescents with and without special needs attending secondary schools. 558 adolescents completed the EQ-i:YV during the course of the school year to assess their level of emotional intelligence (EI). At the end of the academic year, official school records were used to classify adolescents recognized as either a bully ($n = 25$) or victim ($n = 18$), and to also identify those adolescents with special needs ($n = 57$). Group comparisons revealed that in general, bullies and victims were found to score significantly lower than their nonbullying and nonvictim peers on several dimensions of EI. Significantly more bullies and victims were found among the adolescents with special needs in comparison to adolescents without special needs. In addition, adolescents with special needs scored significantly lower than the rest of the typical developing adolescent population on several scales of the EQ-i:YV. Findings are discussed with regards to the necessity of implementing preventative bullying programs for adolescents both with and without special needs.

#26

Developmental Psychology

THE INFLUENCE OF TEMPERAMENT ON ELICITED IMITATION SKILLS IN CHILDREN

Crystal Lowe-Pearce, Dalhousie University; Isabel Smith, Dalhousie University

Imitation is a critically important developmental milestone, which when impaired (as in children with autism), seriously compromises cognitive and social development. To clarify these relationships, we are exploring the variation in typical imitation development, and how individual differences (specifically temperament) affect performance. Past research links negative temperament with better cognitive abilities (e.g., Karrass & Braungart-Rieker, 2004). Our research group has also revealed significant positive relationships between negative affectivity and imitative skill in infants, whereas social responsiveness seems to relate to more positive temperamental characteristics (Nichols, 2005). In an attempt to parse these relationships further, the present study assessed elicited imitative abilities in 115 1-to-5-year-olds, using the Multidimensional Imitation Assessment (MIA; Lowe-Pearce & Smith, 2005). As predicted, children with higher negative affectivity scores performed better on the elicited imitation task. In contrast, spontaneous social behaviors and mothers' ratings of imitation in natural settings did not show the same relationships with temperament. We propose that temperamental differences influence how children approach imitation (i.e., as a learning mechanism, social opportunity, or both). Implications for future research with atypical populations are discussed.

#27

Developmental Psychology

A COMPARISON OF THE SUPERVISION BEHAVIOR OF MOTHERS AND FATHERS OF TODDLERS IN A CONTRIVED INJURY-RISK SITUATION

Trevor MacIsaac, University of Guelph; Barbara Morrongiello, University of Guelph

Unintentional injury is the leading cause for death for Western children, but research in this field is in its "infancy" (Schwebel & Gaines, 2007). Behavioral data on both parents is particularly lacking. In the current study, mothers and fathers were unobtrusively and independently videotaped with their toddlers ($n=48$) in a "waiting room" containing contrived hazards and attractive non-hazards. Measures were taken of the children's interactions with the objects and of the parents' supervision when there was a hazard interaction. Nearly all the children (92%) interacted with one or more of the contrived hazards, and the proportion of hazard interactions did not vary by sex of child. When these hazard interactions took place, parents' supervision was rated as high or moderate only 40% of the time, and when they observed the interaction, they surprisingly only intervened 40% of the time. Implications for children's injuries and directions for future research are discussed.

#28

Developmental Psychology

CONFLICT ORGANIZATION AND DYNAMICS IN PARENT-CHILD DYADS FROM THREE CULTURAL GROUPS: A STUDY OF EAST ASIAN, EASTERN EUROPEAN AND EUROPEAN CANADIAN FAMILIES

Dessislava Marinova, University of Waterloo; Hildy Ross, University of Waterloo; Olivia Ng, University of Waterloo

In the present study, we examined normative patterns of conflict sequences in 96 families with preadolescents. Families were either born in Canada, or had recently immigrated from East Asia and Eastern Europe. Children and parents completed daily diaries about conflict type, outcome, satisfaction, and desire to change an aspect of the reported conflict. Participants reported a total of 1406 conflicts over a two-week period. Parent-child dyads who fought often about children's behavior tended to leave conflicts unresolved. Mothers were less likely to report compromises in conflicts over obligations and more likely to report compromises in conflicts about children's activities. In retrospect, children reported more willingness to submit during conflicts about obligations and less desire to submit in conflicts over activities they wished to pursue. Instead, they would have liked mothers to be more willing to submit when their own activities were the object of contention. Both children and fathers reported a desire to have more constructive negotiations. However, children were less likely to suggest that their mothers engage in more constructive negotiations during conflicts about obligations. This study provides evidence of unique features of conflict dynamics and resolution across mother-child and father-child dyads in families with preadolescents.

#29

*Developmental Psychology***PARENTS DISCUSS THEIR EXPERIENCES IN EARLY SCREENING FOR THEIR CHILDREN WITH AUTISM SPECTRUM DISORDERS (ASD): A CROSS-CANADA SURVEY**Alexa Martin-Storey, Concordia University; Paula Ruttle, Concordia University; Jennifer Nachshen, Miriam Foundation

Research has consistently emphasized that interventions for children with autism spectrum disorders (ASDs) are significantly more effective with younger children. However, in Canada, children are frequently required to receive a diagnosis in order to be eligible for interventions. Parents are generally the individuals who identify concerns with their child's development and pursue a diagnosis. In order to make the diagnostic process as efficient and comprehensible as possible, it is essential to understand the experiences that parents have had in securing these services for their children. The current study examines parent reports drawn from a qualitative questionnaire circulated on the Internet as part of a larger project on best practices for the early assessment and diagnoses of ASDs across Canada. Results indicate most parents identified a concern with their child's development before diagnosis. Overall parents' experiences regarding entry into the system, diagnostician involved, and diagnosis received varied; however, most parents reported long wait list times, a need for better informed medical professionals, and lack of available information. Parents represent essential stakeholders in improving service delivery to children with ASDs, and as such provide important insights into areas of improvement for the diagnoses of ASDs in young children.

#30

*Developmental Psychology***THE EFFECTS OF MATERNAL DEPRESSION ON INFANTS' TOUCHING BEHAVIOURS DURING PHYSICAL AND EMOTIONAL UNAVAILABILITY**Robin Moszkowski, Concordia University; Sabrina Chiarella, Concordia University; Dale Stack, Concordia University; Tiffany Field, University of Miami - Touch Research Institutes; Maria Hernandez-Reif, University of Alabama; Miguel Diego, University of Miami

Maternal depression impacts infants' communicative behaviours during social interactions. However, most research has focused on infants' distal behaviours (e.g. gaze, affect), neglecting the study of touch. Yet, infant touch is a central means through which infants communicate and regulate their emotions. The present study investigated the touching behaviours of 4-month-old infants of depressed and non-depressed mothers during the Still-Face (SF; maternal emotional unavailability) and Separation (SP; maternal physical unavailability) procedures. Results revealed that infants exhibited greater active types of touch (e.g. patting, and pulling) during both the SF and SP periods compared to the Normal periods. However, infants exhibited greater reactive and dys-regulating touch during the SP compared to the SF period, suggesting that maternal physical unavailability is more distressing than emotional unavailability. Moreover, depression negatively affected infants' touching behaviours: infants of depressed mothers used more reactive types of touch than infants of non-depressed mothers during both the SF and SP periods, suggesting greater disorganized regulation and difficulty self-soothing. Results underscore the impact of maternal depression on infant socio-emotional development and the importance of touch for infant communication and regulation during early social interactions.

#31

*Developmental Psychology***TEACHERS' EXPERIENCES AND PERCEPTIONS OF CHILDREN'S LIE-TELLING BEHAVIOR**Simone Muir, McGill University; Victoria Talwar, McGill University

Detection studies have largely focused on adults' abilities to detect adult lie-telling. Few have focused on adults and their ability to detect deception in children (Talwar & Lee, 2002). Even less research has examined professionals, more specifically teachers and their abilities to differentiate from child lie-tellers and truth tellers. The present study aims to examine teachers' accuracy at detecting antisocial and pro-social lies among both preschool ($M = 4.91, SD = 0.36$) and grade age children ($M = 7.54, SD = 0.727$). Participants ($N = 33$) viewed 16 videos of children taking part in a modified temptation-resistance paradigm; designed to elicit lie-telling behaviours to conceal a transgression. Additionally, participants viewed 16 videos of children taking part in a disappointing gift paradigm; designed to elicit lie-telling behaviours in a politeness situation to avoid hurting another's feelings. Participant accuracy was determined by calculating the number of children they correctly identified as either truth-tellers or lie-tellers. Observers were more successful at detecting lies among grade-school children than pre-school age children. Observers were more successful at detecting pro-social lies than anti-social lies. The implications of this study are discussed in the context of theoretical and practical implications.

#32

*Developmental Psychology***GIRL TALK: HELP SEEKING BEHAVIOUR OF ADOLESCENT GIRLS WITH ACCESS TO A BEST FRIEND AND A ROMANTIC PARTNER**Susan Murphy, University of New Brunswick Graduate Student/University of Manitoba Resident 2007-2008

During adolescence peers are often in a position to act as helpers due to an increase in intimacy and time spent with friends and romantic partners. The study of help seeking from peers is important because use of this coping strategy is associated with better emotional and behavioural adjustment (e.g. Compas et al., 1991). Surprisingly, research investigating the role of peers in adolescent help seeking is relatively sparse and even fewer studies have included romantic partners as potential helpers. The purpose of this study was to investigate the help seeking patterns of girls who report having a same-sex best friend and a romantic partner. The participants were 93 girls from New Brunswick (grades 9-12) who completed a survey at school. Results indicated that girls were more likely to turn to a best friend than to a romantic partner and rated friends as being more helpful than romantic partners. For the most

part, problem type was not significantly related to girls' choice of helper. Girls who were in a casual versus a serious romantic relationship did not differ in frequency of help seeking from a best friend but serious daters were more likely to turn to their partners as well. These results are a first step towards differentiating between types of peers and understanding the multi-faceted nature of informal help-seeking behaviour among adolescent girls.

#33 **THE QUALITY OF CHILDREN AND ADOLESCENTS' DEFINITIONS**
Developmental Psychology Erin Murray, *St. Francis Xavier University*; Jennifer Sullivan, *St. Francis Xavier University*

This study assessed the quality of children and adolescents' word definitions. This extends a study conducted by Johnson and Anglin (1995) where the content and form of children's definitions were measured. While Johnson and Anglin (1995) recruited participants from grades 1, 3 and 5, the present study tested individuals from grades 2, 5, 8 and 11. Adolescents were included because findings that suggest that definitional development is still progressing well into adolescence (Nippold, Hegel & Sohlberg, 1999). The present study expected participants' definitions to increase in quality with age. To evaluate this hypothesis the present study individually tested students on their ability to provide definitions for words. These definitions were then evaluated on a scale from 1 to 4 (with 1 indicating both low quality content and form in the definition). The results of the present study agree with previous literature, indicating that the content and form of definitions generally improves with age. It was also found that the older participants, while providing higher quality definitions in general, were inconsistent. These findings support previous literature on children's word definitions, while also confirming that development of this metalinguistic ability is not complete in childhood.

#34 **DIALOGIC VOCABULARY INTERVENTION WITH GRADE PRIMARY STUDENTS**
Developmental Psychology Krista Morris, *St. Francis Xavier University*; Jennifer Sullivan, *St. Francis Xavier University*

The goal of this study was to evaluate a vocabulary enrichment program for 5- to 6-year-old children. Children in two Grade Primary classes in a Nova Scotia school participated in the experimental and control groups. The experimental group participated in a 12-week vocabulary enrichment program. The enrichment program was designed so that it could be easily implemented by undergraduate university students as a service learning experience for those studying the development of children. The students went into the Primary classroom and read stories and play word games with the children twice a week for the 12 weeks. Storybook reading has been found to be an effective method of teaching vocabulary to primary and early elementary school aged children. Pre-test and post-test vocabulary scores from the Peabody Picture Vocabulary Test – III and the J. M. Anglin's Revised Test of Absolute Vocabulary Knowledge were compared. Results are discussed in relation to the implications for further implementation of early elementary enrichment and the success of service learning as a way to implement this intervention. University students are seen as a valuable resource for the community. Service learning was found to be a very successful way to bring this enrichment program to the community.

#35 **DEVELOPING KNOWLEDGE OF POLYSEMOUS VOCABULARY**
Developmental Psychology Jennifer Sullivan, *St. Francis Xavier University*; Jeremy Anglin, *University of Waterloo*

This study investigated the development of knowledge of vocabulary, including the multiple meanings of words, during the school years. Twenty participants from each of Grades 2, 5, 8, and 11 were tested for their knowledge of all the meanings of a large random sample of words from an unabridged dictionary (Webster's Third, 1981). Approximately 47% of the words had more than one meaning. Total average estimated vocabulary increased from 17,970 words known in Grade 2 to 83,871 words in Grade 11. Not only did the number of words known increase dramatically through the school years but the total average estimated number of different word meanings known increased even more dramatically from 28,797 word meanings in Grade 2 to 185,990 in Grade 11. Three types of additional meanings for words tested were identified according to their relation to their principal meaning (known by the most children): homonyms (share no semantic relation); conversions (semantically similar but changed to a different grammatical part of speech); and metaphorical extensions (share some other semantic relation). Although older students knew increasingly more multiple meanings than younger ones, even the youngest children in Grade 2 knew a substantial number of such meanings. Generally, multiple meanings that were semantically related to the principal meaning were better known than unrelated meanings.

#36 **THE RELATION BETWEEN CHILDHOOD TEASING AND ADULT ATTACHMENT STYLES IN ROMANTIC RELATIONSHIPS**
Developmental Psychology Allison Musson, *University of Windsor*; Patti Fritz, *University of Windsor*

The current study explored the relation between childhood teasing and adult attachment styles in romantic relationships in a sample of 192 undergraduate students (168 females and 24 males) from the University of Windsor. It was predicted that childhood teasing, low self-esteem, and low trust in romantic partners would be correlated with a more anxious attachment style in romantic relationships. Further, it was predicted that low trust in romantic partners and low self-esteem would be correlated with higher levels of childhood teasing. Childhood teasing, low self-esteem, and low trust were all found to be correlated with a more anxious attachment style in romantic relationships. Furthermore, lower levels of self-esteem were correlated with higher levels of childhood teasing. However, lower levels of trust in romantic partners were not found to be correlated with higher levels of childhood teas-

ing. The relation between self-esteem, trust, and insecure attachment styles to the five specific domains (performance, social, appearance, family background, and academics) of teasing were also explored. Social teasing was found to be the most predictive of insecure attachment styles in romantic relationships.

#37

EARLY AUTOBIOGRAPHICAL MEMORY FLUENCY IN ADULTS*Developmental Psychology*Duyen Nguyen, Memorial University of Newfoundland; Carole Peterson, Memorial University of Newfoundland

Parent-child relationships have a marked impact on children's development, continuing into adulthood. One impact it has in adulthood is the development of identity. According to McAdams' (1985, 2006) theory, the formation of identity is based upon one's life story, consisting of past memories, perceived present, and predictive future; collectively providing a sense of purpose and unity. Thus, recalling autobiographical memories is necessary in the construction of identity. Recently, Peterson et al. (in press) reported parent-child relationships influence the recall of early autobiographical experiences. As well, it has been postulated that the reasons for reminiscing also influences autobiographical memories (Webster & McCall, 1999). To this author's knowledge there is no study that has examined the interplay of parent-child relationships and the function of reminiscing to adult's earliest memories and autobiographical memory fluency. This study will investigate this issue by interviewing undergraduate students regarding their memories and administering questionnaires measuring parent-child relationships (i.e. Adolescents' Report on Parental Monitoring & the Network Relationship Inventory) and the function of reminiscing (i.e. Function Reminiscing Scale). ANOVAs and regression analyses procedures will be used to analyze the data. Results and implications will be discussed.

#38

BODY IMAGE AND SELF-ESTEEM DURING EMERGING ADULTHOOD*Developmental Psychology*Amanda Nolan, Carleton University; Amanda Nolan, Carleton University; Anne Bowker, Carleton University; Natasha Rutishauser, Carleton University

The present study examined body image and self-esteem within the developmental period of emerging adulthood among Canadian university students. Of primary interest was whether or not differences in body image and self-esteem would be found as a function of gender and self-classification as an adult (i.e., whether a person considers her/himself to be an adult or not). It was expected that self-classified emerging adults would feel less positive about their body image and self-esteem than would self-classified adults. Participants were 70 university students (18 males, 52 females), with a mean age of 21.04 years. Participants completed the Physical Self-Description Questionnaire, the Body Image Ideals Questionnaire, and the Sociocultural Attitudes towards Appearance Questionnaire, 68.6% of participants were classified as "emerging adults" and 31.4% were classified as "adults". Contrary to expectations, body image satisfaction and self-esteem did not vary significantly as a function of adult status. Further, few gender differences were found. For all participants, satisfaction with physical appearance was the best predictor of general self-esteem, and the extent to which media images of attractiveness were internalized, was related to lower satisfaction with body image and self-esteem.

#39

SELF-SILENCING AMONG FEMALES AND MALES: EXAMINING THE PSYCHOMETRIC PROPERTIES OF THE STSS-A AMONG ADOLESCENTS*Developmental Psychology*Sarah Jane Norwood, Carleton University; Annick Buchholz, Children's Hospital of Eastern Ontario; Katherine Henderson, Children's Hospital of Eastern Ontario; Martine Flament, University of Ottawa Institute of Mental Health Research; Gary Goldfield, Children's Hospital of Eastern Ontario

The current study sought to confirm the factor structure of a newly adapted version of the Silencing the Self Scale for Adolescents (STSS-A). The original STSS measured the schemas associated with how women make and maintain their relationships, and how these schemas may be related to depression. An exploratory study (Norwood et al., 2007) revealed a three-factor structure of the STSS-A in both males and females, and as predicted, found the constructs of self-silencing to be associated with both depression and anger. The goal of this study was to verify the three-factor scale by performing a confirmatory factor analysis of the STSS-A for both females and males adolescents. The sample consisted of 554 youth (295 females, $M=14.4$ years and 259 males, $M=14.53$ years). Adolescents completed the STSS-A as part of a larger battery of measures. The confirmatory factor analysis demonstrated support for the three-factor structure of the STSS-A, supporting it as a valid and reliable measure of self-silencing in adolescents.

#40

IMAGINATIVE EXPERIENCES IN CHILDHOOD*Developmental Psychology*Danay Novoa, Brock University; Harry Hunt, Brock University

The investigation on adult recall of childhood experiences of imaginary companions, synaesthesias, and altered states of consciousness hitherto have only been studied separately and have been found to be related to fantasy proneness/imaginative absorption. However, no research has examined the relationship among these three areas of childhood experiences. This study explores the possible relationships among these childhood experiences and examines the possible relationship between childhood and adulthood characteristics such as fantasy proneness, spatial ability, and personality characteristics. This study also explores the effects of recalled childhood trauma on the development of these three forms of imaginative experiences. Fifty-four highly imaginative women aged 18 to 38 participated in the study at Brock University, St. Catherine's, Ontario. Results demonstrate that these childhood experiences are aspects of fantasy proneness/absorption and that there is a relationship between synaesthesias and the other

forms of imaginative experiences. Also, a positive relationship was found between imaginary companions and trauma, indicating that children may use some forms of fantasy as a means of defensive coping. Potential developmental pathways of these childhood experiences are also discussed.

#41

Developmental Psychology

LANGUAGE AND ACADEMIC ABILITIES IN CHILDREN WITH SELECTIVE MUTISM

Matilda Nowakowski, McMaster University; Charles Cunningham, McMaster University; Louis Schmidt, McMaster University; Angela McHolm, McMaster University; Mary Ann Evans, University of Guelph; Shannon Edison, University of Guelph; Jeff St. Pierre, Child and Parent Resource Institute; Michael Boyle, McMaster University

Past research has shown that children with selective mutism have significantly lower performance on tests assessing language (Manassis et al., 2007), but no differences in other academic areas such as math and reading (Cunningham et al., 2004). Apparently, no studies have examined all academic areas in the same sample. We investigated receptive language and academic performance in children with selective mutism ($n = 30$; M age = 8.8 years), anxiety disorders ($n = 46$; M age = 9.3 years), and community controls ($n = 27$; M age = 7.8 years). Receptive language performance was measured using the Peabody Picture Vocabulary Test Revised (PPVT-R; Dunn & Dunn, 1998) and mathematics, reading, and spelling performance was measured using the Peabody Individual Achievement Test Revised (PIAT-R; Dunn & Markwardt, 1998). Compared to the community controls, children with selective mutism scored significantly lower on mathematics and receptive language while children with anxiety disorders scored significantly lower only on mathematics. Despite these significant differences, children with selective mutism and children with anxiety disorders still performed at age-level norms while the community controls performed above age-level. These results suggest that, despite their lack of speech, children with selective mutism still attain age-appropriate academic abilities.

#42

Developmental Psychology

SHOWING THE WAY: EXAMINING MATERNAL SOCIALIZATION OF CHILDREN'S EMPATHIC CONCERN

Jacob Nuselovici, Centre for Research in Human Development; Brittany Scott, Centre for Research in Human Development; Paul Hastings, Centre for Research in Human Development

The bulk of socialization research has focused on the how parents contend with unwanted behaviours in their children. But relatively little is known about the types of strategies that parents utilize to encourage and promote children's positive behaviours. The current investigation seeks to extend such research by examining the techniques parents utilize to promote positive behaviours. In this study, 120 children witnessed two accident simulations in a laboratory setting, and their responses were coded for aspects of empathic concern. Mothers' socialization was measured from their responses to open-ended hypothetical vignettes depicting children's prosocial behaviour. Mothers also witnessed a third accident simulation, and their behavioural responses are being coded. Preliminary analyses revealed significant correlations mother-reported guidance and encouragement of children's prosocial behaviours and children's displays of empathy, concern and helpfulness (mean $r = .24, p < .05$). Additional analyses of mothers' behavioural engagement during actual distress situations will be included. Results will be interpreted within a framework of positive socialization.

#43

Developmental Psychology

CHILDREN'S MOTIVATION TO READ, READING FOR PLEASURE, AND LITERACY PERFORMANCE

Stephanie Pagan, Carleton University; Monique Sénéchal, Carleton University

Research consistently reveals positive relations between the frequency of reading and literacy skills. There is also compelling evidence showing that children with higher motivation to read have stronger literacy skills. The purpose of this study is to test whether the relation between motivation and literacy performance is mediated by reading frequency. We propose a model whereby motivation to read is linked to reading frequency which, in turn, is linked to literacy performance. Research also suggests that motivation decreases as children progress through elementary school and differs for boys and girls. Consequently, grade and gender differences will also be tested. 200 English-speaking children in grades 3 and 5 will complete: (a) standardized measures of reading, spelling, vocabulary, and arithmetic; (b) motivation, attitude, and reading self-concept scales; and (c) measures of leisure reading frequency. A parent survey will include questions related to: (a) child reading activity; (b) motivating their children to read for pleasure; and (c) control information about income and parent literacy. Analyses will test for grade and gender differences on measures of motivation, reading frequency, and literacy. Separate hierarchical regression analyses will also be conducted to test the proposed model. Theoretical and applied implications of the findings will be discussed.

#44

Developmental Psychology

A REVIEW OF BEST PRACTICES IN THE DELIVERY OF PEDIATRIC REHABILITATION SERVICES

Véronique Parent, Université Laval; Sylvie Tétreault, Université Laval; Chantal Camden, Université de Montréal; Bonnie Swaine, Université de Montréal

This paper surveys best practices in the planning and delivery of health and social services to children with disabilities. A systematic review of scientific literature is completed in the CINAHL, PubMed, and PsychLit databases. Results suggest that financial (e.g. offer and demand of services), community (e.g. partnerships with community-based agencies), and clinical (e.g. hiring more men-

tal health workers, using both individual and group therapy) factors must be considered in the planning and the delivery of more efficient pediatric rehabilitation services. Recommendations based on best practices are formulated for health and social service managers and therapists.

#45

*Developmental Psychology***MOTHERS' REASONS FOR READING TO THEIR CHILDREN WITH DEVELOPMENTAL DISABILITIES**

Ashely Paterson, University of Windsor; Kimberly Babb, University of Windsor; Amy Camodeca, University of Windsor; Samantha Rummel, University of Windsor; Tatiana Nedecheva, University of Windsor; Sara O'Neil, University of Windsor; Marisa Bedard, University of Windsor

Examined the reasons for reading and emotion socialization parenting styles in 105 mothers (age range: 16-55, $M=37.8$, $SD=5.86$) who participated in a storytelling study with their children who had developmental delays (82 males, 23 females; age range: 3-12, $M=6.82$, $SD=2.91$). Mothers completed a demographic questionnaire, the Reasons for Reading Questionnaire (adapted from Harkins, 1993), and the Emotion Related Parenting Styles Self-Test – Likert (Gottman, 1997; modified by Hakim-Larson et al., 2006). Age of child correlated positively with mothers' reported frequency of reading to their children and negatively with the importance that mothers placed on reading to entertain, to enchant, and to teach social and cultural traditions. Age of child at diagnosis correlated negatively with the importance that mothers placed on reading to entertain. Contrary to previous findings with typically-developing children, maternal education level correlated negatively with the importance that mothers placed on reading to prepare their children for school. Mothers' emotion coaching scores correlated positively with the importance they placed on reading to introduce emotionally difficult topics and to teach social values and beliefs. Implications for the link between mothers' meta-emotion philosophy and their reasons for reading are discussed and compared to findings from a previous study.

#46

*Developmental Psychology***PHYSIOLOGICAL STRESS RESPONSE AS A MEDIATOR BETWEEN PARENTAL BEHAVIOR AND CHILDREN'S FUNCTIONING: AN INTERGENERATIONAL, LONGITUDINAL STUDY**

Paula Ruttle, Concordia University; Lisa Serbin, Concordia University

Parental behavior has been shown to influence many aspects of children's social and behavioral development. One proposed mediating pathway from parenting to child outcomes is via the physiological mechanisms underlying the child's stress response; however, it remains unclear if this relationship exists. The present study examined 104 mother-child dyads. Maternal behavior was assessed by maternal sensitivity (observed via a mother-child teaching task) and maternal stress (as reported by mother). Child outcomes consisted of parent-reports of internalizing and externalizing behaviors. Children were asked to provide several saliva samples at various time points over two waking days. Samples were assayed for cortisol and alpha-amylase to provide measures of stress response. Preliminary correlational analyses revealed a significant association between maternal behavior measures and child outcomes. Multiple regression analyses revealed that only maternal stress remained a significant predictor of children's externalizing ($\hat{\alpha}=.619$, $p<.001$) and internalizing behavior ($\hat{\alpha}=.670$, $p<.001$). Future analyses will examine the relationship between child stress response and child outcomes and the potential mediating effect of child stress response in the relationship between maternal behaviors and child outcomes.

#47

*Developmental Psychology***CLINICIANS' EXPERIENCES SCREENING CHILDREN FOR AUTISM SPECTRUM DISORDERS (ASDs) : A CROSS-CANADA SURVEY**

Paula Ruttle, Concordia University; Alexa Martin-Storey, Concordia University; Jennifer Nachshen, Miriam Foundation

Clinicians, such as pediatricians, psychiatrists, psychologists, audiologists and speech therapists, are often involved in the screening and diagnosis of autism spectrum disorders (ASDs). Many children are diagnosed with an ASD several years after parents' concerns are vocalized to professionals. A diagnosis is frequently needed to receive the services needed to improve the level of functioning in individuals with ASDs and thus understanding the barriers associated with receiving a diagnosis is critical. Clinicians are able to provide a unique viewpoint to the barriers associated with receiving a formal diagnosis. The current study is part of a larger project on best practices for the early screening and diagnosis of ASDs across Canada and involves the examination of clinicians' reports from a qualitative questionnaire. Clinicians described the challenges they experienced with the early screening and diagnosis of ASDs as well as suggested possible solutions to these barriers. Results indicate that long waiting lists, lack of professionals able to diagnose ASDs, insufficient tools and lack of communication are the greatest challenges. Clinicians' perspectives provide vital insight into the challenges associated with ASDs screening and diagnosis and implementation of their suggestions to improve services may advance the screening and diagnosis process.

#48

*Developmental Psychology***HOW MENTAL STATE LANGUAGE DURING SOCIAL TALK AFFECTS THEORY OF MIND AND SELF TALK: A LONGITUDINAL STUDY**

Christine Saykaly, McGill University; Douglas Symons, Acadia University

A longitudinal study was conducted to investigate the role of parent's use of appropriate mental state language and theory of mind (ToM) development of their child. The relationship between the child's own use of mental state language was also investigated.

Participants were 43 child-parent dyads seen twice over a one year interval. Dyads were seen the summer before the child entered grade primary (Time 1) and again one year later when the child was entering grade 1 (Time 2). Dyads were taped using a digital camera while reading two books to assess the use of mental state language during joint reading. All utterances which were not part of the text were transcribed and coded for the use of mental state language and divided into appropriate use of both cognitive state and desire state terms. Each parent and child was coded separately. During both sessions, child participants took part in a battery of false belief tasks in order to assess ToM. At Time 2, children completed three self talk tasks which were digitally recorded and transcribed for use of mental state language. Results show that at Time 1, the use of appropriate cognitive state terms in social talk correlated with ToM scores but this effect does not last over time. There is no relationship between use of mental state language in social talk by a parent and the use of mental state language by a child during self talk.

#49

Developmental Psychology

GENDER DIFFERENCES IN THE BIOLOGICAL REASONING OF PRESCHOOLERS: AN EARLY CONCEPTUALIZATION OF 'LIFE'

Meadow Schroeder, *University of Calgary*; Jaime Palmer, *Simon Fraser University*;
Hayli Stock, *Calgary Board of Education*; Susan Graham, *University of Calgary*;
Anne Mckeough, *University of Calgary*

This study investigated gender differences in preschoolers' biological reasoning about the concept of 'life'. A younger group of 56 participants ($M = 4;6$, $SD = 3.3$ months) and an older group of 44 participants ($M = 5;6$, $SD = 3.8$ months) were asked about the function of 13 body parts, organs, and bodily processes. Participants were classified as Life Theorizers if they mentioned the importance of organs and body parts for maintaining life or avoiding death. Results indicated that the likelihood of being classified a Life Theorizer increased with age, and children who were Life Theorizers had a more sophisticated knowledge of internal organ and function than Non-Life Theorizers. Significantly more boys than girls were classified as Life-Theorizers, but they did not outperform girls in their responses to organ and body part function. The results show gender differences in biological reasoning emerging during the preschool years.

#50

Developmental Psychology

WHAT MOMMY SAYS, GOES, BUT WHERE? DIFFERING RELATIONS BETWEEN POSITIVE MATERNAL BEHAVIOURS AND EMPATHIC CONCERN IN BOYS AND GIRLS

Brittany Scott, *Concordia University*; Paul Hastings, *Concordia University*;
Jacob Nuselovici, *Concordia University*

Socialization researchers have examined both parental reinforcement of desirable behaviours and appropriate management of negative behaviours in relation to children's empathic concern for others and engagement in prosocial behaviour. It remains uncertain whether stronger contributions to prosocial development are made from promoting positive behaviours or extinguishing negative behaviours, and whether sons and daughters might respond differently to these aspects of socialization. In this study, 99 mothers of 4-7 year-old children reported their parenting behaviours in responses to hypothetical depictions of their child engaging in prosocial and aggressive behaviours. The children were observed responding to adults' simulated injury and distress in a laboratory. Analyses revealed that different maternal behaviours were associated with empathic concern in boys and girls, and that relations between socialization practices and empathic concern differed depending on whether the maternal behaviour was reported in reaction to prosocial or aggressive child behaviours. Mother's praise for positive child behaviours predicted daughters' greater expression of concern for distressed adults, but engaged in fewer prosocial acts. Mothers' use of induction in response to negative child behaviours predicted sons' engagement in more helpful acts.

#51

Developmental Psychology

THINK WAY BACK: A TWO YEAR FOLLOW-UP INVESTIGATING INFANTILE AMNESIA IN CHILDREN AND ADOLESCENTS

Megan Short, *Memorial University of Newfoundland*; Carole Peterson, *Memorial University of Newfoundland*

Infantile amnesia is the absence of autobiographical memories among individuals for events that occurred early in their life, often before their fourth birthday (Rubin, 2000). There have been many studies that focused on infantile amnesia in adults but few have examined infantile amnesia in children. Moreover, research has shown that children do have long-term memories and in fact can think about the past (Peterson, Moores, & White, 2001). A study by Peterson, Grant & Boland (2005) examined the earliest memories in children and adolescents and found that a 6-9 year old age group recalled earlier events than older groups. These findings suggest that infantile amnesia occurs in childhood and that children lose some of their earliest memories as they get older. The current study is a two-year follow-up of this initial study where the participants will be contacted to have a follow-up interview concerning their earliest memories. The parents will also be asked to confirm any reported memories. Questions addressed will include (1) if children have the same earliest memories as they did two years previous, (2) if children remember a previous memory, and (3) if children can discriminate between their own memories and false ones. This study will expand the research on infantile amnesia in children, which has implications for their role as witnesses in the courtroom.

#52

*Developmental Psychology***PERSONAL STORIES OF EMPATHY IN ADOLESCENCE AND YOUNG ADULTHOOD: RELATIONS TO DISPOSITIONAL EMPATHY, STORY TYPE, AND PERCEPTIONS OF PARENTING**Kendall Soucie, *Wilfrid Laurier University*; Jessica Rathwell, *Wilfrid Laurier University*; Elise Bisson, *Wilfrid Laurier University*; Heather Lawford, *Wilfrid Laurier University*; Sam Al-Dabbagh, *Wilfrid Laurier University*; Michael Pratt, *Wilfrid Laurier University*

The present study was conducted in order to examine the development of personal stories of empathy. In conjunction with McAdam's (2001) narrative identity interview, 30 adults ($M=18.23$, $SD=1.65$) and nine adolescents ($M=15.00$, $SD=.50$) were interviewed in relation to four different empathy experiences: a) a time when they felt sad for someone, b) a time when they did not feel sad for someone when it seemed as though they should, c) a time when they put themselves in someone else's place, d) and a time when they did not put themselves in someone else's place when it seemed as though they should. It was expected that adults, as compared to adolescents, would score higher on dispositional empathy and would be able to recount more empathy stories. This prediction was supported by preliminary analyses. Adult narratives were also predicted to be more sophisticated (e.g., vivid, engaged, specific, depiction of characters' voices), meaningful or insightful, emotionally complex, and more likely to concern a relationship-oriented focus (as compared to an achievement-oriented focus in adolescents). Results and implications for the developmental course of empathy, in the form of a narrative or life story, are discussed in relation to both empathy and non-empathy experiences.

#53

*Developmental Psychology***THE ROLE OF SCHOOL CLIMATE IN BULLYING AND VICTIMIZATION**Alexandra Sutherland, *Queen's University*; Joanna Sue, *Queen's University*; Wendy Craig, *Queen's University*

It has been well-established that experiences of bullying and victimization can have a variety of detrimental consequences for victims and perpetrators. The main goal of this research is to increase our understanding of which factors place children and youth at risk for engaging in bullying and being victimized. A variety of individual risk factors have been identified, however few studies have investigated the role of broader contextual factors, such as school climate. Analyses were conducted using data collected through the Health Behaviours of School-Age Children and Youth survey (HBSC; WHO, 2006). The sample consisted of 9025 students in Grades 6 to 10 (47% males) clustered within 186 schools across Canada. Multi-level regression procedures were employed with students (level 1) nested within schools (level 2). Results indicated that more positive individual perceptions of school climate and higher grade levels were associated with lower rates of victimization, while controlling for overall school climate. Additionally, more negative perceptions of school climate and being male predicted higher rates of bullying. These results suggest that, regardless of overall school climate, the way that individuals perceive their schools is important in predicting the prevalence of bullying and victimization within schools.

#54

*Developmental Psychology***AN ATTACHMENT-INFORMED PERSPECTIVE OF SEXUALITY IN LATE ADOLESCENCE**Alicia Szielasko, *Acadia University*; Douglas Symons, *Acadia University*; Lisa Price, *Acadia University*

There is an increasing focus on adolescence and sexual relationships within an attachment theory framework. To that end, 94 18 and 19-year-olds completed a new self-report measure of sexual attachment style, the Sexual Attachment Measure (SAM), which had dimensions of secure, ambivalent, and avoidant styles. The SAM had good psychometric properties, with expected relationships between each dimension. Participants also completed measures of romantic attachment, sexual approach styles and behavior to address concurrent validity of the SAM. Secure sexual attachment style was negatively related to romantic insecurity and avoidance, and insecure sexual attachment styles were related systematically to insecurity in romantic relationships. A series of regression analyses controlling for gender, social desirability, and romantic attachment showed that sexual avoidance was related to a game-playing sexual approach and inversely predicted caring and romantic sexual approaches, sexual ambivalence was related to possessiveness in sexual relationships and perpetration of unwanted sexual contact on others, and a lack of security in sexual relationships predicted using verbal coercion on others. Research on attachment styles within sexual relationships promises to broaden an understanding of important intimate relationships in the transitional period from adolescence to adulthood.

#55

*Developmental Psychology***STREE OR STRIS: HOW CHILDREN DISTINGUISH SCRIPTS WITH THE SAME ALPHABE**Celina Thompson, *Dalhousie University*; S. Hélène Deacon, *Dalhousie University*; Jean Saint-Aubin, *Université de Moncton*; Lesly Wade-Woolley, *Queen's University*

A large proportion of the Canadian population achieves biliteracy—the ability to read and write in two languages. Individuals who learn to read scripts for two separate languages must have some way of distinguishing them. This might be especially difficult for languages sharing the same alphabet, such as English and French. We are conducting a study to address how children learning two languages can distinguish the texts they are written in. We will test whether children who are learning to read English and French text can use knowledge about letter patterns to distinguish English and French non-words. To address this question, grade two children from both French immersion and bilingual student populations will be presented with three spelling choices for a pronounced

non-word. In one task, they will be asked to select the correct spelling if the word were English, and in another task to select the spelling if the word were French. The three choices include a correct spelling for a vowel sound in English but not French (e.g. the sound /a/ spelled –ay in glay), a correct spelling in French but not English (e.g. –aie in glaie) and a distracter word for which the spelling is incorrect in both languages (e.g. –awn in glawn). We will discuss the results of analyses in relation to theories of bilingual reading development.

#56

Developmental Psychology

USE YOUR WORDS: THE RELATIONSHIP BETWEEN INDIRECT AGGRESSION AND VOCABULARY AMONG PRESCHOOLERS

W. Joseph Trainor, University of Saskatchewan; Tara Gokavi, University of Saskatchewan; Patricia McDougall, St. Thomas More College; Tracy Vaillancourt, McMaster University

Indirect aggression is thought to replace physical aggression once children attain sufficient verbal skills to use words in place of physical actions (Vaillancourt et al., 2007). Although research has found verbal ability to be associated with indirect aggression (Cote et al., 2007), studies have typically been restricted to examining verbal ability through either receptive or expressive vocabulary (rarely both). Few studies have considered verbal ability predictors of indirect aggression using preschoolers. The present research explored the relative and cumulative impact of both receptive and expressive vocabulary in a sample of 337 preschoolers at two time points (approximately one-year apart). Indirect aggression was defined as socially manipulative behaviour (e.g., encouraging others to dislike someone; Vaillancourt et al., 2003) and was assessed using both parent and teacher report measures. Receptive and expressive vocabulary scores were obtained using two subtests from the WPPSI-III. We hypothesized that higher scores on either measure of verbal ability would be associated with greater indirect aggression. Findings provide partial support for this hypothesis at Time 1, particularly for teacher reports of indirect aggression. Results of regression analyses examining the relative and cumulative effects of the two measures of verbal ability will be presented and discussed.

#57

Developmental Psychology

WHEN BABIES OUTPERFORM GROWN-UPS: THE DEVELOPMENT OF MUSICAL SCALE SENSITIVITY

Christine Tsang, Huron University College at Western; Richard Rubenstein, Huron University College; Ann Holding, Huron University College

Recent studies have demonstrated that musical perception changes with increased experience within a culture-specific musical framework. The present study examines infant and adult sensitivity to a novel, non-Western, non-diatonic scale structure. In Experiment 1, infants 6- to 8-months of age were familiarized for 3 minutes to a Balinese composition arranged in one of two Balinese scales. Using a visually-based preference task, it was found that infants preferred to listen to the scale which matched the familiarization stimulus over a scale that did not match ($p < 0.02$). In Experiment 2, adult listeners were familiarized for 3 or 9 minutes to the same Balinese compositions, and subsequently asked to match scales to the familiarization stimulus. Adult listeners showed an effect of scale type ($p < 0.01$), but did not appear to be able to match the scale to the familiarized compositions. Together, these results show that sensitivity to scale structure changes from infancy to adulthood, and furthermore support the notion that this change is due to culture-mediated experience with specific musical frameworks.

#58

Developmental Psychology

ADOLESCENTS' ROMANTIC DEVELOPMENT AND FAMILY STRUCTURAL AND PROCESS VARIABLES

Marina Veprinska, University of Saskatchewan; Jennifer Connolly, York University

The purpose of this study was to explore differences in romantic relationship facets of young adolescents from divorced and intact families, longitudinally. This study compared 2161 young adolescents (grades 5-8) from intact and divorced families on their dating stage development and romantic relationship quality. The findings show that adolescents from divorced families, compared to adolescents from intact families, report having more group and dyadic dating and more romantic peer pressure. As well, over time both dating stage development and romantic peer pressure increased progressively. Family conflict played a moderating role between family structure and both dating stage and romantic peer pressure. Parental monitoring was found to be a mediator variable between family structure and dating stage only. These findings suggest that research on the impact that family divorce has on adolescents' romantic relationships needs to take into account other family variables, such as family conflict and parental monitoring.

#59

Developmental Psychology

CHANGE CHARACTERISTICS IN PARENT-CHILD CONFLICT NEGOTIATIONS

Marcia Vickar, University of Waterloo; Hildy Ross, University of Waterloo

Parent-child interactions are an important aspect of family dynamics, and may be especially important to understanding family conflict. During conflict, family members disagree with one another, and resolution requires that changes be negotiated. The conflict negotiations of 65 mothers and fathers, with their older and younger children were analyzed to determine the characteristics of changes requested in parent-child interactions. These characteristics included who was more likely to request change, the type of change requested (behavioural and/or viewpoint), and the type of issue for which change was sought (social convention versus control). Overall, parents requested change more often, followed by requests from the older child and then the younger child ($df = 2, N = 241$) = 6.17, $p = .046$. Parents also requested more changes in both behaviour and viewpoint compared to children who requested primarily behavioural changes ($df = 4, N = 241$) = 20.41, $p = .001$. Additionally, parents nominated social conventional issues more often than children, who focused more on control issues ($df = 6, N = 241$) = 34.57 $p = .001$. The vertical na-

ture of power distributions in parent-child relationships is discussed as well as implications for more constructive family interactions.

#60

Developmental Psychology

ASSOCIATION BETWEEN ILLNESS SEVERITY AMONG INFANTS WITH CYSTIC FIBROSIS AND CONGENITAL HEART DISEASE AT 1-YEAR AND CAREGIVER ATYPICAL BEHAVIOUR AT 7-YEAR FOLLOW-UP

Sabrina Voci, University of Windsor; Sheri Madigan, The Hospital for Sick Children; Diane Benoit, The Hospital for Sick Children and University of Toronto

Longitudinal data collected from a large pediatric hospital were analyzed to examine the associations among infant illness severity, attachment, and caregiver atypical (e.g., hostile and/or frightening) behaviour. Participants were 50 mothers and their children who were diagnosed with congenital heart disease ($n = 28$) or cystic fibrosis ($n = 22$) during the first year of life. Illness severity was assessed using medical file data at 1 year; infant attachment was assessed in the Strange Situation procedure at 1 year; and caregiver atypical behavior was assessed during videotaped mother-child interactions at 1 and 7 years. Results revealed an association between illness severity at 1 year and caregiver atypical behavior at 1 year (fearful/disoriented, $r = .26, p = .07$) and 7 years (affective communication errors, $r = .49, p < .001$; role-reversing/sexualizing, $r = .29, p < .05$; negative/intrusive, $r = .30, p < .05$; fearful/disoriented, $r = .25, p = .08$); whereas infant attachment was not associated with illness severity. This is the first study to investigate the impact of chronic illness on caregiver atypical behavior. The main implication of these findings is that the severity of a child's chronic illness may have both short- and long-term impacts on the quality of caregiving behavior expressed toward the child.

#61

Developmental Psychology

YOUNG CHILDREN'S RISK OF UNINTENTIONAL INJURY: A COMPARISON OF MOTHERS' AND FATHERS' BELIEFS AND SUPERVISORY PATTERNS

Beverly Walpole, University of Guelph; Brae Anne McCarthur, University of Guelph; Barbara Morrongiello, University of Guelph

Introduction: There is a growing interest in understanding how parent supervision influences young children's risk of injury. However, very little research has investigated the similarities and differences between mothers' and fathers' supervision practices. The present study compared the supervisory beliefs and supervisory behaviors of first-time mothers and fathers, and related these scores to their child's history of injuries. Methods: Parents of children 2-5 years each independently completed a telephone interview and previously validated questionnaires about their supervisory beliefs and practices, as well as their child's history of injuries. Results: Despite many similarities between the supervision indices obtained for mothers and fathers, how these supervisory patterns related to children's injury history scores differed. Children's frequency of minor and medically-attended injuries were each predicted from maternal supervisory scores but not from paternal scores. Conclusions: Maternal supervision seems to have more impact on children's risk of injury than paternal supervision, possibly because mothers spend more time with children than fathers

#62

Developmental Psychology

DEVELOPMENTS IN PROSPECTIVE MEMORY PERFORMANCE FROM PRESCHOOL TO FIRST GRADE

Stephanie Walsh, Memorial University of Newfoundland; Stephanie Walsh, Memorial University of Newfoundland; Mary Courage, Memorial University of Newfoundland; Gerard Martin, Memorial University of Newfoundland

Prospective memory (ProM) is the ability to form a plan or intention and remember to carry it out later in the appropriate context. ProM allows us to remember to pick up our kids from school, pay our bills on time, and call our friends on their birthdays. We examined ProM development in 3- to 6-year-olds using several different computer-based and naturalistic tasks. We found evidence that children younger than 5 years succeed on some ProM tasks by using retrospective memory (RetM) processes (e.g., rehearsal, cued episodic recall), but fail on ProM tasks that cannot be solved by using RetM processes. Only 6-year-olds consistently showed ProM when long retention intervals (i.e., 24 hr) prevented continuous rehearsal and no distinctive cues were presented to aid recall. Younger children's failures were not due to retrospective forgetting. We argue that the childhood development of ProM task performance reflects a variety of factors, which perhaps include the acquisition and/or more skilful use of effective planning strategies and growth in meta-cognitive skills (which coincide with developments in the prefrontal cortex), changes in social context (e.g., transition to school), and a developing self image. We conclude that the underlying cognitive processes required for successful context-appropriate recollection of plans and intentions are markedly immature until about age 6 years.

#63

Developmental Psychology

IS EARLY CHILDHOOD ANXIETY FLYING UNDER THE RADAR? CHILDREN'S SOCIAL ANXIETY AND TEACHER RATINGS OF SOCIO-EMOTIONAL ADJUSTMENT

Murray Weeks, Carleton University; Robert Coplan, Carleton University

Social anxiety is the fear of social situations and being negatively evaluated by others. Most previous studies of childhood social anxiety have employed clinical samples of children aged 10 years and older. The goal of the current study was to explore the correlates of social anxiety in an unselected sample of young children (aged 7-8 years). In particular, we were interested in potential differences in the way socially anxious children perceive themselves as compared to teacher ratings. Participants were $n=178$ ele-

mentary school children in grade 2. Children were individually administered the Social Anxiety Scales for Children- Revised (SASC-R), as well as measures of loneliness and school liking/avoidance. Teachers completed measures of children's socio-emotional problems and school adjustment. Results indicated that social anxiety was positively associated with self-reported loneliness and school avoidance, and negatively related to school liking. However, other than a modest association with poorer academic achievement, social anxiety was unrelated to teacher-rated outcomes. To speculate on the findings, socially anxious children may actually be experiencing negative outcomes at school, which teachers are unable to detect. Alternately, socially anxious children may be showing cognitive distortions, whereby they falsely believe they are experiencing problems.

#64 **PEER INTERACTIONS OF CHINESE SHY CHILDREN IN A SOCIAL CONTEXT**
Developmental Psychology Biru Zhou, *Concordia University*; Celia Hisao, *University of Western Ontario*;
Xinyin Chen, *University of Western Ontario*

The current study investigated peer interactions of Chinese shy-anxious children in a social context. The researcher examined children's interactions with their friends vs. two unfamiliar same age peers. Gender differences in peer interaction were observed in this study. Participants were 240 Chinese 11-year-old children from Beijing. Same-gender quartets of children were observed and videotaped through a one-way mirror during their laboratory visits. Preliminary analyses revealed that friends were more likely to make initiations and responses to their friends than to unfamiliar peers. Moreover, during peer interactions, active-low power and active-high power initiation styles were found to predict information exchange responses for both friends and non-friends. Furthermore, active-low power and active-high power initiations were also found to predict positive response from non-friend peers. Finally, the links between peer social interactions of friends and non-friends and individual socioemotional characteristics such as teacher-rated and observed shyness are explored. The study provides valuable information about interaction processes involved in friendship and peer relationships.

#65 **LA CONSOMMATION DE CANNABIS ET L'INADAPTATION SCOLAIRE CHEZ DES ADOLESCENTS QUÉBÉCOIS : UN SUIVI LONGITUDINAL**
Developmental Psychology Kali Ziba-Tanguay, *Université de Montréal*; Catherine Cyr-Villeneuve, *Université de Montréal*; Stéphanie Cormier, *Université de Montréal*;
Michel Claes, *Université de Montréal*

L'adolescence est une période pendant laquelle l'expérimentation avec les substances psychoactives à souvent lieu. Plusieurs études épidémiologiques ont d'ailleurs démontré que le cannabis est la drogue illicite la plus fortement consommée chez les jeunes (Johnston et al., 2005; Adlaf, 2004). La présente étude examine le rôle de l'inadaptation scolaire dans la prédiction de la consommation de cannabis chez les adolescents québécois. Un échantillon de 792 adolescents (filles = 54%) de la région de Montréal a été suivi longitudinalement pendant trois ans, soit de 1999 à 2001. Les participants, âgés en moyenne de 14,3 ans au temps 1 (T1), ont complété un questionnaire portant en outre sur leurs habitudes de consommation de cannabis. De plus, l'adaptation scolaire, soit la motivation scolaire ainsi que le comportement des adolescents en classe et à l'école, a été mesurée à l'aide d'items inspirés par les travaux de Janosz (1996; 1997). Les données recueillies ont été analysées à l'aide d'une analyse de régression logistique hiérarchique. Les résultats indiquent que les difficultés d'adaptation scolaire (T1) constituent un facteur prédicteur important de la consommation de cannabis au temps 3 (T3) et ce, autant chez les filles que chez les garçons. Des analyses additionnelles seront exécutées en tenant compte de diverses variables sociodémographiques (sexe de l'adolescent, statut marital des parents, statut socioéconomique). Les résultats seront interprétés en considérant l'évolution récente de la consommation de cannabis chez les adolescents tout en traitant des difficultés scolaires et des problèmes de comportements comme facteurs de risque.

#66 **CULTURAL IDENTITY AND ADJUSTMENT TO UNIVERSITY IN FIRST-YEAR ABORIGINAL STUDENTS**
Psychologists in Education Louise Alexitch, *University of Saskatchewan*

Previous research with ethnic minority students has suggested that cultural factors, such as identification with one's ethnicity and perceived fit with a post-secondary institution, may play a key role in students' adjustment to university and their subsequent academic success (Alexitch & Ross, 2007; Dennis et al., 2005). The Multigroup Ethnic Identity Measure (MEIM; Phinney, 1992) was administered to first-year Aboriginal students to determine how commitment to, and exploration of, one's Aboriginal culture was associated with reasons for pursuing a university education, achievement motivation, academic and social adjustment to university (e.g., learning goals/needs, peer interactions), perception and use of campus services (e.g., academic advising), and academic performance. Scores on the MEIM were related to perceptions of the campus environment, satisfaction with programs, courses, and professors, and overall performance. The findings have implications for the provision of campus services to Aboriginal students and for Aboriginal student retention in post-secondary institutions.

#67 **MARGINALIZED WOMEN AND APPRENTICESHIP TRAINING: INVESTIGATING A HIGH-SUPPORT MODEL**
Psychologists in Education Jaswant Bajwa, *George Brown College*; Anna Willats, *George Brown College*;
Georgina Quartaro, *George Brown College*

Using the RHVACT (Residential Heating, Ventilation and Air Conditioning Training) program for women at George Brown College as a case study, this workshop investigates the effectiveness of a high-support, cohort-style apprenticeship program for mar-

ginalized women who experienced violence, ongoing mental health and addiction issues, poverty and resulting problems. Using participatory action research methodology and combining qualitative and quantitative analyses, we identified successful and cost-effective practices and strategies that increased the resilience of our learners and their ability to complete a very rigorous skilled trades program. These practices have broad application for educators, program designers and others wishing to customize environments for adults who experience personal, practical and systemic barriers to successful learning. In the workshop, we will share the results of the research on key questions – What program supports did the women use and how did they use them? What are the women's perceptions of the program components? How do they compare with the staff's perceptions? Workshop participants will explore practical ways of applying these findings to their own practice areas. Opportunities for use of the best practices we have developed will be identified. The interactive discussion will allow participants to ask questions, and share their own experiences working with marginalized populations.

#68

*Psychologists in
Education*

COPING STRATEGIES AND DEPRESSION AMONG POSTSECONDARY STUDENTS WITH READING DISABILITIES

Alyssa Baxter, McGill University; Alexander Wilson, Mount Allison University

Approach coping strategies involve directly addressing a problem and its consequences, whereas avoidant coping strategies involve efforts to avoid dealing with stressors and have been implicated with anxiety and depression. The purpose of the present study was to investigate whether greater reliance on avoidance coping partly explains why individuals with reading disabilities (RD) report higher rates of depression. Postsecondary students with RD ($n = 26$) were compared with a group of non-RD students ($n = 28$) on measures of approach and avoidance coping, life stress, and depressive symptoms. No differences were found between the RD and non-RD groups in level of life stress or depressive symptoms. In terms of coping strategies, an opposite pattern of results was obtained than anticipated. The RD group relied significantly more on cognitive and behavioural approach coping and significantly less on cognitive avoidance coping compared to the non-RD group. Reliance on more effective strategies to cope with stress may demonstrate resilience and adaptive functioning among these university students with RD. Multiple regression analyses revealed that increased reliance on avoidance coping and greater life stress were predictive of the number and severity of depressive symptoms. This is consistent with previous research linking avoidance coping with stress and depression.

#69

*Psychologists in
Education*

ACCOUNTING FOR THE PROBLEM-SIZE EFFECT IN CHILDREN'S PERFORMANCE ON MENTAL ADDITION VERIFICATION PROBLEMS

Derek Berg, Mount Saint Vincent University

One of the most salient findings in the study of arithmetic is the problem-size effect; as the size of the problem's operands increases the difficulty of the problem increases (Ashcraft & Battaglia, 1978; Groen & Parkman, 1978). In child population, this effect has largely been explored with arithmetic production problems ($4 + 3 = ?$) suggesting that working memory plays a significant role in performance (Adams & Hitch, 1998). Less well understood is children's arithmetic performance on verification problems ($4 + 3 = 8$, true or false). The purpose of this study was to examine the cognitive processes that account for children's differential performance on simple ($5 + 4 = 8$) and complex ($17 + 8 = 23$) mental addition verification problems. Seventy-two children (aged 9 to 12 years) completed measures of counting, phonological processing, short-term memory, and working memory. Results suggested that: (a) phonological processing, short-term memory, and working memory each individually predicted the problem size-effect, (b) phonological processing, short-term memory, and working memory emerged as predictors in a full regression model, and (c) examination of individual working memory components within the full model indicated that verbal and not visual-spatial working memory emerged as a predictor.

#70

*Psychologists in
Education*

A DRIVEN VERSUS BALANCED APPROACH TO STUDYING: THE IMPORTANCE OF REST AND RECUPERATION IN ACADEMIC PERFORMANCE

Kristen Bouvier, Grant MacEwan College; Russell Powell, Grant MacEwan College

A common finding is that time spent studying is unrelated to academic performance. Some studies, however, have shown that time spent studying does predict academic performance in students who are highly diligent (in the sense of engaging in high quality study sessions and being committed to their studies). This result has been interpreted in terms of the deliberate practice theory of expert performance. An important aspect of this theory however is that practice sessions should be interspersed with sufficient periods of rest and recuperation. In the present study, first-year college students' tendencies toward four personal study styles—balanced (regular study sessions with frequent breaks), driven (minimal breaks, studying to exhaustion), procrastinating (wants to be a good student but procrastinates), and laissez-faire (satisfied with minimal studying)—were assessed through an on-line questionnaire. On various measures of self-regulation and study habits, the balanced and driven approaches were significantly different from the procrastinating and laissez-faire approaches but not from each other. Both the balanced and driven approaches were positively correlated with self-reported high school grades, but the balanced approach was far more common even among students with superior grades. These findings are consistent with the deliberate practice theory of expert performance.

#71

*Psychologists in
Education*

COGNITIVE PREDICTORS OF CHILDREN'S MENTAL ADDITION

Kathy Braunmiller, Mount Saint Vincent University; Derek Berg, Mount Saint Vincent University

The cognitive underpinnings of arithmetic calculation in children are noted to involve working memory (Adams & Hitch; 1997); however, cognitive processes each related to arithmetic calculation and to working memory suggest that this relationship is more complex than previously stated (Bull & Johnston, 1999; Case 1985). The purpose of this investigation was to examine the cognitive predictors of mental addition in children. Forty-eight children (aged 7 to 9 years) completed measures of processing speed, attentional processing, working memory, and mental addition (e.g., simple $5 + 4$ and complex $8 + 7$). In preview, results suggested three important findings: (a) processing speed, attentional processing, and working memory each emerged as significant individual predictors of mental addition, (b) processing speed and attentional processing did not eliminate the contribution of working memory to mental addition, and (c) individual working memory components—verbal working memory and visual-spatial working memory—were differentially related to mental addition based upon the difficulty level of the addition problem. Results are discussed in terms of directions for future research on working memory in arithmetic calculation, with a specific focus on the early predictors of mental addition.

#72

*Psychologists in
Education*

**DESIGNING A CULTURALLY SENSITIVE EVALUATION WHEN ISSUES OF
CULTURE AND METHODOLOGY COLLIDE**

Stryker Calvez, University of Saskatchewan; Peter Grant, University of Saskatchewan

The authors conducted an evaluation of a postsecondary academic transition program for Aboriginal first-year students. The Aboriginal academic transition program was developed within a bi-cultural environment over three years and addresses academic, social, personal and cultural issues for program clients. An important concern of the evaluators was the need to provide concrete evaluative feedback while maintaining the cultural integrity of the program. Utilizing evaluation methodology that is predominantly used with programs for Euro-Canadians, the evaluators approached the task of designing a comprehensive evaluation in cooperation with key Aboriginal and non-Aboriginal stakeholders. Through an interactive and negotiated process, the evaluation methodology was adjusted to meet Aboriginal cultural communication processes and institutional goals. The end result was successful completion of an evaluability assessment and two process evaluations. These evaluations made salient the complexities of administering an academic transition program that attempts to integrate divergent cultural approaches into a unified and successful academic experience. The challenges and successes of approaching an evaluation with the goal of maintaining reliable methodology while honouring the cultures and traditions of Aboriginal peoples will be discussed.

#73

*Psychologists in
Education*

**THE ASSOCIATION OF IMPAIRMENT AND PEER RATINGS TO DISRUPTIVE
BEHAVIOR DISORDERS AND HIGH-FREQUENCY CLASSROOM RULE-VIOLATING**

Rebecca Craig, Colchester East Hants Health Authority; Daniel Waschbusch, SUNY at Buffalo

Children with Disruptive Behavior Disorders (DBDs; i.e. ADHD, ODD, and/or CD) are known to engage in high rates of classroom rule-violations (RV). However, it has not been determined in the literature what percentage of children who engage in high frequency rule-violating actually meet the diagnostic criteria of a DBD. The present studies suggest that 45-65% of children with high RV counts have a DBD, and that 10-20% of children with normal RV counts have a DBD. These studies further investigated the extent to which DBD and high frequency RV, alone and in combination, are associated with impaired social, academic, and behavioral functioning, as measured by teacher and parent ratings, and peer sociometric measures. In general, high RV was associated with social impairment in non-disordered participants but not in disordered participants. The high RV/disordered group, but not the high RV/non-disordered group, had more impaired teacher relationships. These studies have implications for the identification of DBDs, and for the treatment and services provided to disordered and non-disordered high-frequency rule violators in elementary school.

#74

*Psychologists in
Education*

**PROCESSING SPEED DEFICITS IN ADHD: A FUNCTION OF ADHD OR OF
COMORBID LD?**

Megan Davidson, Queen's University; Allyson Harrison, Queen's University

Research indicates that processing speed deficits are common in attention deficit hyperactivity disorder (ADHD), and several studies have shown processing speed measures to be among the best predictors of some ADHD symptoms. However, ADHD has high comorbidity with verbal and nonverbal learning disabilities (LDs), which are disabilities that are also associated with processing speed deficits. Clinically, in our university assessment center we have observed that among individuals with ADHD processing speed deficits are found mainly in those with comorbid LD. The relationship between ADHD and LD has been examined in children but not in adults. The present study compared performance on processing speed tasks in individuals diagnosed with ADHD ($n = 66$) to individuals diagnosed with ADHD + LD ($n = 41$). Participants were 107 post-secondary students referred for psychoeducational assessment. Processing speed tasks included those from the Woodcock Johnson Psychoeducational Battery (WJPB) and from the Wechsler Adult Intelligence Scale – Third Edition (WAIS-III). Significant differences were found between the two groups on all processing speed measures, such that individuals with ADHD + LD demonstrated lower scores on all processing speed measures examined ($ps < .05$). This indicates that in our population processing speed deficits in ADHD without comorbid LD are uncommon.

#75

*Psychologists in
Education***WHAT CAN YOU COUNT ON? THE ROLE OF WORKING MEMORY IN MATH
DISABILITIES***Fiona Davidson, Dalhousie University; Melissa McGonnell, Dalhousie University;
Penny Corkum, Associate Professor, Department of Psychology and Psychiatry,
Dalhousie University*

Children with learning disabilities commonly experience difficulty with two fundamental areas of school curriculum: reading and mathematics. While reading disabilities (RD) have been the focus of much research, mathematics disabilities have received less attention. There is general agreement that phonological processing is the core deficit associated with RD. Research has not yet definitively identified which cognitive processes are implicated in children with mathematics difficulties or in children with both reading and mathematics difficulties. Working memory, particularly as defined by Baddeley and Hitch's multi-component model, has been recently identified as one cognitive process that may contribute to the development of both reading and mathematics skills. Study participants were children (ages 6-12) with phonological processing deficits. They were recruited through the LINKS Program offered by the Learning Disabilities Association of Nova Scotia. Participants completed a battery of measures including the Automated Working Memory Assessment Battery for Children and the reading and mathematics subsets of the WJIII. Analyses revealed a high frequency of mathematics disabilities in children with reading disabilities and similar contributions of components of working memory to reading and mathematics scores. Implications for classroom instruction are discussed.

#76

*Psychologists in
Education***PRESERVICE TEACHERS' OPEN-MINDEDNESS, READINESS TO LEARN, AND
ATTITUDES TOWARD LEARNING AND BEHAVIOR PROBLEMS IN CHILDREN***Nezihe Elik, Mount Saint Vincent University; Judith Wiener, OISE at the
University of Toronto*

This study investigated the relationship between 274 preservice teachers' motivation to learn about children with learning and behavior problems (LBP) and their open-minded thinking dispositions, with their attitudes and self-reported intended behaviours toward these children. Path analyses indicated that preservice teachers' intended interventionist planned behaviours were predicted by their motivation to learn and open-minded thinking dispositions, which also were significantly associated with interventionist beliefs, positive emotions, and self-reported non-punitive intended immediate reactions. Preservice teachers' motivation to learn about children with LBP and their open-minded thinking dispositions predicted their intended behaviors significantly better than their specific beliefs about children with LBP. Implications of these findings for treatment of children with LBP, teacher education programs, and future research are discussed.

#77

*Psychologists in
Education***ENVIRONMENTAL IMPACTS ON EARLY SCHOOL READINESS: CLASSROOM,
FAMILY, NEIGHBORHOOD AND COMMUNITY PERSPECTIVES***Laurie Ford, University of British Columbia; Jessica Parker, University of British Columbia;
Leah Gillespie, University of British Columbia*

The primary purpose of the poster is to examine the environmental factors that promote early school success. Prior research examining the ecological validity of the Early Development Inventory (EDI), a population-based measure of children's readiness to learn as well as the work with the British Columbia Atlas of Child Development will serve as a foundation for the presentation. The focus for the study will be on families, schools, and neighborhoods in the off-diagonal communities identified in the BC Atlas of Child Development. Objectives of the proposed study are to: • To explore the relationship of school readiness as measured by the EDI with measures of classroom environment, school level variables and teacher instruction. • To explore the relationship of school readiness as measured by the EDI with family variables as well as family perceptions of their child's school readiness. • To explore understand the relationship of neighborhood and community factors (as gathered from data bases, surveys, interviews, and observation data) that promote early school readiness as measured by the EDI. Better understand the key stakeholder perceptions of what is needed to best promote early learning in the off-diagonal communities as measured by the BC Atlas of Child Development and how that information relates early school success.

#78

*Psychologists in
Education***HOSTILE ATTRIBUTION BIAS IN CHILDREN AND YOUTH WITH NONVERBAL
LEARNING DISABILITIES***Tanya Galway, OISE at the University of Toronto; Megan Livingstone, Mount St.
Vincent University; Jamie Metsala, Mount Saint Vincent University*

Children with nonverbal learning disabilities (NLD) display a specific pattern of cognitive and academic functioning and have been described as having impairments in the areas of social perception and social skills. Research has suggested that children with NLD are more likely to develop some forms of psychopathology, such as depression, than comparison groups. In an unrelated body of research, child populations with other types of difficulties (e.g., ODD, depression) have been shown to display a hostile attribution bias on social problem solving tasks. This study examined whether children with NLD (9-16 years) are more likely to ascribe hostile intent to characters in a series of verbally presented scenarios than normally achieving (NA) peers. Participants consisted of 16 children with NLD and 16 NA children. Children with NLD were rated higher on the CBCL and TRF for each scale examined: anxious/dep., withdrawn/dep., and aggressive. Children with NLD differed from NA peers on a measure of hostile attribution bias, more frequently endorsing that a story character was being mean. Group differences on hostile attribution bias were

accounted for by individual differences in depression and aggression, but not by individual differences in anxiety. The results are discussed within the context of better understanding social-emotional functioning in children and youth with NLD.

#79

*Psychologists in
Education*

**COGNITIVE ABILITIES THAT UNDERLIE MATHEMATICS ACHIEVEMENT: A
HIGH ABILITY PERSPECTIVE**

Daphne Gelbert, *University of British Columbia*; Laurie Ford, *University of British Columbia*

In this study the cognitive abilities underlying math excellence among schoolchildren are examined, with a focus on children of high mathematical ability. The relationship between cognitive functioning—as defined by the Cattell-Horn-Carroll (CHC) theory—and academic achievement among children who excel in mathematics is explored in order to understand the extent to which children with normative mathematical strength exhibit commensurate strength in any of the measures of broad CHH cognitive abilities. Results suggest that strengths in Short-Term Memory and Visual/Spatial Thinking significantly predict specific strength in math calculation skills, whereas strength in Fluid Reasoning significantly predicts specific strength in math reasoning. The results outlined in this study focus on a relatively unstudied exceptional group thus adding to the research body on the cognitive correlates of mathematics pertaining to the full ability spectrum.

#80

*Psychologists in
Education*

**THE PERCEPTIONS OF NOVA SCOTIA SCHOOL PSYCHOLOGISTS REGARDING
THEIR ROLES**

Maria Hasiuk, *Mount Saint Vincent University*; Elizabeth Church, *Mount Saint Vincent University*

There is relatively little research regarding the everyday practices of Canadian school psychologists. In this study, psychologists working in Nova Scotia schools were surveyed about their current practices, their desired practices, and obstacles and facilitators to achieving their goals. Thirty-four psychologists responded, a response rate of 63%. They reported that they spent the most time engaged in psychoeducational assessment, followed by report writing, behaviour assessment, and consultation. There were significant differences between their actual and desired functioning: respondents wanted more time for therapy, inservices, and prevention, and less time conducting psychoeducational assessments, writing reports, and travelling. Factors that influenced how they enacted their roles included the needs of schools, school teams, and administrators. Some psychologists reported having little control over how they allocated their time, while others had high levels. A number of challenges to achieving their desired functioning were identified, including heavy caseloads, others' lack of awareness of their expertise, overemphasis on psychoeducational assessment, and working in a non-psychology environment. Respondents also articulated strategies that helped them influence their allocation of time, such as communication/negotiation, educating others, and participating on school teams

#81

*Psychologists in
Education*

**THE EFFECTIVENESS OF THE RAPPORT TEEN LEADERSHIP PROGRAM IN
SUPPORTING THE DEVELOPMENT OF INTERPERSONAL SKILLS**

Yvonne Hindes, *University of Calgary*; Keoma Thorne, *University of Calgary*

Leadership is a central component of our lives. Increased awareness of the importance of engaging youth in the development of leadership skills has led to the emergence of youth leadership programming. Effective leadership is dependent on inter- and intrapersonal competencies (Conner & Strobel, 2007). However, research is lagging behind practice as there is lack of consistency in what youth leadership means and there is little support for leadership programs, particularly in their ability to produce long-term gains (Allio, 2005). The Rapport Teen Leadership Breakthrough Program targets the development of skills in areas such as communication, self-awareness, and other core values important to individual and team success. The purpose of this study was to conduct an outcomes-based evaluation of the effectiveness of the Rapport Program in enhancing leadership outcomes in 77 grade 10 and 11 students in western Canada. A pre- post-test comparison group design was employed as participants were divided into two groups, treatment and delayed treatment, and all participants were tested before treatment, immediately following treatment, six weeks after treatment, and six months after treatment using quantitative and qualitative measures that focused on interpersonal skills. Results indicated that the program improves a number of interpersonal competencies in both the short and long term.

#82

*Psychologists in
Education*

**PERFORMANCE MISCALIBRATION IN ADOLESCENTS WITH LEARNING
DISABILITIES: DOMAIN-SPECIFIC OR GENERALIZED TRAIT?**

Jenelle Job, *University of Alberta*; Robert Klassen, *University of Alberta*

One hundred adolescents (50 students with learning disabilities [LD] and 50 normally achieving [NA] students) will be recruited to perform various academic and non-academic tasks in an effort to explore the accuracy of calibration between perceived self-efficacy beliefs and task outcome (i.e., the accuracy of performance estimates compared to actual performance). The current study is designed to investigate the differences in performance calibration between adolescents with LD and their normally achieving counterparts. Research suggests that students with LD frequently overestimate their ability to perform well on academic tasks even though past performance dictates otherwise (Alvarez & Adelman, 1986; Graham, Schwartz, & MacArthur, 1993; Klassen, 2002; Pintrich, Anderman, & Klobucar, 1994). However, it is unknown whether this same miscalibration among adolescents with LD is domain-specific or a more generalized trait that applies across domains (e.g., non-academic settings) (Klassen, 2007). Results from a study investigating confidence calibration for a perceptual-motor task (i.e., throwing darts at a target from varying distances) in NA individuals by Gasser & Tan (2005) suggest that the efficacy beliefs of an individual are a far greater predictor of performance

than actual skill. Thus, the present study will explore these results in an LD population in an effort to better understand the influence of an adolescent's self-efficacy beliefs on subsequent performance in different domains. Adolescents with LD will be matched in terms of age, grade, and sex to an NA peer from his/her school. Participation consists of completing three academic (i.e., reading, spelling, and writing) and one non-academic (i.e., bean bag toss from varying distances) task. Prior to each task, students will rate, in writing, how confident they are in their ability to complete the task at hand. The proposed research study will employ a mixed methods approach (Johnson & Onwuegbuzie, 2004), using quantitative approaches to assess participants' performance calibration and qualitative measures to understand adolescents' self-efficacy beliefs. Analyses of quantitative data will be conducted for each of the scales using a multivariate analysis of variance (MANOVA) with gender and age as covariates (Fulk et al., 1998). The qualitative data collected will be coded according to analytical categories, whereby patterns and themes are sorted and separated. Once this process has been completed, differences between the groups can be identified and compared (Pope, Zeibland, Mays, 2000). Finally, conclusions will be drawn based on groups and a results comparison of the two approaches.

#83

*Psychologists in Education***SCHOOL PSYCHOLOGY IN CANADA: A SURVEY OF ROLES AND FUNCTIONS, CHALLENGES, AND ASPIRATIONS**Jason Jordan, *University of Calgary*; Yvonne Hindes, *University of Calgary*; Donald Saklofske, *University of Calgary*; Michelle Drefs, *University of Calgary*

The roles and functions of Canadian school psychologists have been shaped by numerous factors including provincial and national standards, school district and board demands, and availability and content of training programs (Saklofske et al., 2007). However, many aspects of the profession are not well defined and vary across Canada. Guided by the annual survey of the National Association of School Psychologists (NASP; Ysseldyke et al., 1997), a questionnaire was customized to examine the practice of school psychology in Canada. Surveys were distributed to members of the Canadian Association of School Psychologists (CASP), the Psychologists in Education section of the Canadian Psychological Association (CPA), and to provincial school psychology associations. The questionnaire examined the full range of practice domains and explored preferred and ideal professional roles. Biographical data allowed for the creation of a profile of school psychologists. Data were aggregated for all respondents as well as by regions across Canada. Aspirational and value-oriented questions allowed for construction of a "wish list" for the future of Canadian school psychology.

#84

*Psychologists in Education***TRANSITION FROM HIGH SCHOOL TO UNIVERSITY: USING EI TO PREDICT EARLY WITHDRAWAL**Katia Keefer, *Trent University*; Laura Wood, *Trent University*; James Parker, *Trent University*

Previous research has shown the utility of emotional intelligence (EI) in predicting long-term retention among post-secondary students. The present study examined whether emotional intelligence could predict early withdrawal (within the first term) from university among a large intake pool ($N = 778$) of full-time first year undergraduate students who had recently graduated from high school. The students completed a measure of emotional intelligence prior to starting their first term at the university. At the end of the first term, students who withdrew were matched with a random sample of students who remained at the university based on age, gender, ethnicity and living accommodations (e.g., in residence). Low EI scores predicted students' early withdrawal from the university in the first months of study. The results are discussed in the context of institutional strategies aimed at improving first-year student experience and retention. Reasons for withdrawal among the group who left were also explored.

#85

*Psychologists in Education***TEACHERS' MOTIVATION AND JOB SATISFACTION IN NORTHERN CANADA**Robert Klassen, *University of Alberta*; Rosemary Foster, *University of Alberta*

Teachers' motivation beliefs exert a powerful influence on performance and job satisfaction. This mixed methods study reports how teachers' motivation beliefs (self- and collective efficacy) are related to job stress and job satisfaction in 107 teachers working in three settings in the Yukon. First, structural equation modeling was used to propose a model outlining the relationships among self-efficacy, collective efficacy, school climate, job stress, and job satisfaction. Second, individual interviews with 18 teachers in three regions of the Yukon were conducted to answer the questions, What do teachers in the North say about the sources of motivation, stress, and job satisfaction, and How does geographical location influence teachers' motivation and job satisfaction? Results from the study reveal that the job satisfaction of teachers in the Yukon was most influenced by teachers' beliefs in their own capabilities to influence student learning and by their own beliefs in colleagues' ability to teach students, regardless of the social context or students' cognitive abilities. Yukon teachers cited seasonal affect (dark cold winters) to be a stressor for students, staff, and communities.

#86

*Psychologists in Education***THE RELATIONSHIP BETWEEN PARENTAL INFLUENCE AND STUDENTS' DECISIONS TO PURSUE COURSES, PROGRAMS AND CAREERS IN THE SCIENCES**Paula Luedemann, *University of Alberta*; Janelle Schmidt, *University of Alberta*; Tejwant Chana, *University of Alberta*; Judy Lupart, *University of Alberta*; Donna McGhie-Richmond, *University of Alberta*

It is anticipated that by the year 2010 Canadian women will make up approximately 50% of the Canadian labour force. Despite this seemingly positive trend toward equitable gender-based participation in the labour force, females are significantly under-represented in the scientific and technological fields (Statistics Canada, 2002). The current 2-year study examines parental influence on student life-role and career choices. In Phase 1, participating students ($N=385$) in Grades 7 and 10 completed a survey examining their attitudes toward and learning preferences in math and science. In Phase 2, students and their parents are completing the Academic Choices and Achievement Survey (Lupart, Cannon, & Rose, 1999; Eccles, 1994). In-depth interviews with students and their parent(s)/guardian(s) are also being conducted. The results of this study will provide insight into parent's roles in influencing students' decisions to pursue science activities, and careers. This research contributes to theory development and the promotion of science interest in females. Identification of the important influences on students' perceptions regarding science can inform implementation of interventions and strategies that are important to student development and maintenance of science interest.

#87

*Psychologists in
Education*

EVALUATION OF THE LINK BETWEEN SOCIAL NETWORKS AND STUDENTS' ACADEMIC ACHIEVEMENT

Leslie MacKay, *University of British Columbia*; Ruth Ervin, *University of British Columbia*; Kathryn Hoff, *Illinois State University*; Simone Leung, *University of British Columbia*

This study examined the relationship between academic performance, social competence, and peer social networks in grade 4 students. Healthy social-emotional development plays an important role in facilitating non-academic outcomes (e.g., children's health) and promoting students' academic performance (Doll, et. al., 2004; Zins, et. al., 2004). The development of social-emotional competence is influenced by the social networks that children form (Bagwell, et. al., 2000). Research also suggests that social competence has an influence on and is reciprocally influenced by academic achievement (Welsh et al., 2001; Wetzel & Asher, 1995). Within the classroom, students form cohesive groups or "social networks" (Bagwell, et al., 2000). Past investigations have demonstrated that children cluster around other youths with similar behaviors such as academic engagement (e.g., Kindermann, 2007). In this study, the link between the formation of social networks and students' academic achievement was explored. Curriculum-based measures were administered to assess basic skills in reading, mathematics, and written expression, and Social Cognitive Maps were used to identify social groups in the classroom. Preliminary findings will be presented and discussed relative to their implications for practice and future research.

#88

*Psychologists in
Education*

EVALUATION OF DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS (DIBELS) FOR PREDICTING LITERACY ATTAINMENT IN CANADA AND NEW ZEALAND

Leslie MacKay, *University of British Columbia*; Ruth Ervin, *University of British Columbia*; Elizabeth Schaughency, *University of Otago*; Sebastian Suggate, *University of Otago*; Jennifer Tong, *University of British Columbia*

This study evaluated whether theoretically- and evidenced-based measures of basic early literacy skills developed in the US predict literacy attainment from the beginning of schooling to a point where fluent decoding and reading for comprehension are expected (approximately grade 3) in Canada and in New Zealand. The Dynamic Indicators of Basic Early Literacy (DIBELS, Kaminski, Cummings, Powell-Smith, & Good, in press) were administered three times per year to samples from grades K to grade 3 in Canada and in New Zealand. The concurrent and predictive relationships between early measures of fluency in phonemic awareness, alphabetic principle, and reading of connected text and school used indices of literacy attainment are examined. Findings are discussed with respect to the utility of these measures for the early identification of risk and directions for future research.

#89

*Psychologists in
Education*

MORPHOLOGICAL REPRESENTATION OF INFLECTED AND DERIVED WORDS IN L1 AND L2 ADULTS

Donald Martin, *St. Francis Xavier University*; Jennifer Sullivan, *St. Francis Xavier University*

A critical issue in the study of morphology is distinguishing between words previously learned, and those that can be constructed or deciphered with the rules of language, or through natural deductive processes. Inflectional morphemes do not modify the syntactic category or primary meaning of a given word (e.g., the addition of the suffix -ed to jump to form jumped) while derived morphemes are typified by a change to the syntactic category of a word (e.g., adding of the suffix -ness to numb to form numbness). This study contrasted the lexical representations of morphologically complex words between adult English as a first language (L1) and second language learners (L2). Previous research implies that an awareness of morphological relationships in L1 speakers develops over time and especially in regard to derived forms. To assess the hypothesis that a difference exists in the representation of inflected or derived words between English L1 and Chinese L2 learners a semantic priming task was employed. Since Chinese L2 learners are more likely to categorize words based on their semantic meaning relative to their first language, they were expected to show a smaller morphological priming effect than L1 participants. Results are discussed with respect to implications for teaching English to L2 learners.

#90

*Psychologists in
Education*

OBSERVING POSITIVE WORKING ALLIANCE IN TUTORIAL INTERVENTIONS FOR ADOLESCENTS WITH LEARNING DISABILITIES

Elizabeth Roberts, *McGill University*; Rick Noble, *McGill University*; Jessica Toste, *McGill University*; Kristin Schaub, *McGill University*; Nancy Heath, *McGill University*

Tutorial interventions for adolescents with learning disabilities are facilitated by a positive relationship between the tutor and student. In the counselling context, the quality of relationship or “working alliance” between counsellor and client is one of the best predictors of positive outcomes. The Tutorial Working Alliance Inventory (TWAII) has been used to measure tutor and student perceptions of the three components of alliance: bond, task, and goals. However, the tutor behaviours that are indicative of a positive working alliance remain unclear. The objective of the present study was to qualitatively examine verbal and nonverbal actions displayed by tutors. Based on student ratings on the TWAII, one dyad with positive alliance and one with problematic alliance were selected. Two tutorial sessions (one month apart) were videotaped for each dyad. Videotapes were open-coded, by coders blind to alliance ratings, to generate a list of precise behaviours demonstrated by the tutor during the sessions. Associations were explored between frequency of behaviours and the three alliance subscales. Preliminary results suggest that behaviours related to task completion and goal setting were observed most frequently among the dyad with positive alliance. These findings will serve to enhance our ability to observe the presence of positive working alliance among tutors and students.

#91

*Psychologists in
Education*

AN INVESTIGATION OF THE DEVELOPMENT OF ORAL NARRATIVE IN FIRST NATIONS CHILDREN

*Angela Romaine, University of Calgary; Stan Bird, University of Calgary;
Erin Tourigny, University of Calgary*

Oral narrative refers to the ability to tell stories aloud. The emergence and development of oral narrative serves as an important link to literacy. The aim of the current study was to examine various abilities related to oral narrative. Participants included 100 First Nations children between the ages of 5 and 9. Six measures were used to assess reading, language, intelligence, knowledge of positional concepts and story comprehension and composition. Data was analyzed using multiple regression, and an alpha level of .05 was used for all analyses. Results indicate that a number of these abilities are related to oral narrative. Specifically, expressive language, measured by the Test of Early Language Development – 3 (TELD-3), was related to comprehension of inferential questions. Receptive and spoken language were related to comprehension of factual and inferential questions. Expressive, receptive, and spoken language was also related to additive cohesion ties. Results also show that knowledge of positional concepts were related to comprehension of inferential questions. These preliminary results demonstrate the wide range of competencies involved in oral narrative.

#92

*Psychologists in
Education*

GENDER DIFFERENCES IN ACHIEVEMENT, ANTICIPATED ADULT LIFE ROLES AND CAREER CHOICE AND SCIENCE

*Janelle Schmidt, University of Alberta; Paula Luedemann, University of Alberta;
Judy Lupart, University of Alberta; Tejwant Chana, University of Alberta;
Donna Mcghie-Richmond, University of Alberta*

Serious female under-representation continues to be the norm in the sciences, engineering, and IT fields (Statistics Canada, 2003b). Education, government, business, and industry have expressed concerns about this under-representation. The current study examines the relationship between student beliefs and achievement in subjects related to science. In Phase 1, school grades, provincial achievement test scores and learning preferences in math and science were used to investigate patterns of difference and similarity between high, average, and low achieving Grade 7 and 10 students ($N=385$). In Phase 2, the Academic Choices and Achievement Survey is being administered to identify important influences on students' perceptions and beliefs regarding science and their actual achievement (Lupart, Cannon, & Rose, 1999; Eccles, 1994). These results will contribute to an understanding of the interrelationships between academic abilities, reasons for pursuing particular careers, and factors that may influence academic and career choice. Educators and administrators will benefit from the research and recommendations as they strive to provide students opportunities to develop and achieve at their potential enabling them to succeed in today's economy.

#93

*Psychologists in
Education*

STUDENTS' VIEWS ON THE NATURE OF SCIENCE AND THE INFLUENCE OF ATTITUDE, MOTIVATION, AND LEARNING ORIENTATION ON DEVELOPMENT

Meadow Schroeder, University of Calgary

This study investigated the developmental trajectory of students' views of nature of science from Grades 5 to 9. Students were interviewed about nature of science that centered on a science project they had conducted during inquiry-based instruction (e.g., “How sure are you of what you found out in your study?”). The interview protocol focused on their practical epistemologies, that is, ideas students have about their own knowledge production in school science rather than their ideas about formal science. Students' views were coded to reflect levels of understanding and then examined for developmental trends. A secondary goal of the study was to determine the influence of student's attitudes, motivation, and learning orientation on the development of nature of science views. A questionnaire was administered that assessed these mediating factors. Students' developmental level of nature of science was compared to their attitude toward science, motivation, and learning orientation using a multiple regression analysis. No results are available at this time. Preliminary results will be available at the conference.

#94

*Psychologists in
Education*

STUDENTS' KNOWLEDGE OF KNOWLEDGE OF PAEDIATRIC PAEDIATRIC ABI: ABI: THE EFFECTIVENESS OF AN EDUCATIONAL TRAINING PROGRAM

Holly Seniuk, Brock University; Dawn Good, Brock University

CNS neurodevelopment continues from conception until ~ age 25, and is particularly enhanced by experience and interaction. When injury interrupts this developmental process, the child/youth's cognitive, social, emotional and physical capacities are at risk. While 27,000 students in the Ontario system have experienced acquired brain injury (ABI), teachers estimate the incidence at only 0.7% - five times less than expected. Since teachers have become the front-line cognitive and academic tutors for these children, their misconceptions and knowledge about the effects of ABI are of critical concern. Also, given Ontario does not have an ABI exceptionality category, students will be placed in a category that leads to inadequate/inappropriate treatment, or worse, no identification at all. 37 pre-service teaching students were tested for their knowledge and attitude towards children/youth with ABI previous to experiencing a specialized ABI training/video session, immediately post-training and again 1 month later. The training increased accuracy and awareness of ABI deficits by 65% which maintained for another month. Interestingly, there was a concomitant improvement in acceptance of students with ABI post-training, but after 1 month, the attitudinal improvement returned to baseline, despite maintained knowledge.

#95

Psychologists in Education

USING THE TEEN LEADERSHIP BREAKTHROUGH TO IMPROVE INTRAPERSONAL OUTCOMES: AN EVALUATION STUDY

Keoma Thorne, *University of Calgary*; Yvonne Hindes, *University of Calgary*

There is substantial evidence indicating that youth with positive self-esteem, self-confidence, and resilience will have more successful academic, social, and vocational outcomes (e.g., Davey, Eaker, & Walters, 2003). Programs that can successfully teach and sustain these leadership skills in youth may prove to be valuable tools for Canadian educators and practitioners. The Teen Leadership Breakthrough offered by Rapport Leadership International is a group youth leadership intervention that claims to create sustainable changes in self-esteem, self-awareness, self-confidence, and core values. To investigate its effectiveness, an outcomes-based program evaluation was conducted. A pre- to post-test comparison group design was used with 77 students (aged 14 to 17) randomly assigned to the treatment or delayed treatment group. Participants were tested on standardized and informal measures targeting intrapersonal competencies, before treatment, immediately following treatment, six weeks after treatment, and six months after treatment. Results indicate that although no significant differences existed between groups prior to treatment, the treatment group significantly outperformed the comparison group on multiple measures, suggesting that the program successfully improved intrapersonal skills. The implications for future research and broadening the scale of evaluation are discussed.

#96

Psychologists in Education

APRÈS LE CANCER, L'ÉCOLE. LE POINT DE VUE DE JEUNES TRAITÉS POUR UNE LEUCÉMIE SUR LEUR BIEN-ÊTRE EN CONTEXTE SCOLAIRE

Anne-Marie Tougas, *Université du Québec à Montréal*; Sylvie Jutras, *Université du Québec à Montréal*

L'étude visait à décrire comment 53 jeunes Québécois traités pour une leucémie percevaient leur bien-être à l'école. Leurs réponses à des questions ouvertes posées en entrevue individuelle ont fait l'objet d'une analyse de contenu classique avec accord interjuge et d'une analyse topographique révélant les thèmes balisant leurs perceptions du bien-être à l'école. Les indices de prégnance des thèmes ont été établis sur la base de leur cohérence conceptuelle et de leur fréquence d'apparition. Dans l'ordre, les thèmes sont la qualité des relations interpersonnelles, l'exercice des capacités mentales, les sources d'appui à la réussite, le bien-être subjectif et la santé physique. Les adolescents abordent plus fréquemment (62,5 %) le bien-être subjectif que les enfants (37,5 %; $p=0,0015$). Tous décrivent ainsi leurs forces et difficultés psychologiques en contexte scolaire, mais les adolescents se distinguent surtout par l'importance accordée à agir selon leurs valeurs et à affronter leurs peurs. En revanche, les enfants voient davantage le bien-être subjectif en relation avec la prévention des difficultés et le fait de se sentir bien. L'étude met en évidence la priorité accordée aux relations interpersonnelles et à l'exercice des capacités mentales. Si les jeunes partagent une vision semblable du bien-être, leur niveau de développement pourrait expliquer les écarts observés.

#97

Psychologists in Education

ENHANCING THE EI OF UNDERGRADUATE STUDENTS: IMPACT OF A BUSINESS ADMINISTRATION PROGRAM

Laura Wood, *Trent University*; Asaf Zohar, *Trent University*; James Parker, *Trent University*

Previous research has shown that undergraduate students in a first year business management course that focused on the development of self-awareness saw significant improvements in their levels of emotional intelligence (EI) after completion of the course, above and beyond what was found for students not in the course. The present study examines what impact an undergraduate business administration program that emphasizes the need for self-awareness in the business environment has on students' EI. Sixty-five business administration students (aged 18 to 20) completed a measure of EI, the College Achievement Inventory (CAI), at the beginning of their first year in university (September) and again 3 years later, in their final year of study. Students were found to have higher scores on most EI dimensions, above and beyond levels that can be accounted for by age alone. Results are discussed with emphasis on integrating EI into the post-secondary business administration curriculum.

#98

Psychologists in Education

SUCCESSFUL SCHOOL LEADERSHIP: DOES EI MATTER?

Laura Wood, *Trent University*; Howard Stone, *Learning Ways Inc*; James Parker, *Trent University*

Emotional intelligence (EI) has previously been shown to be an important predictor in the effective leadership of school vice-principals and principals from a diverse range of school districts in Ontario (e.g., rural vs. urban). For the present study, the relation-

ship between successful school leadership and EI was examined in a large sample of superintendents of education from most school boards in Ontario. Participants completed a widely used measure of EI (the EQ-i), as well as a self-report measure of leadership abilities. Leadership abilities were also rated by several staff members. The results of the research demonstrate that the EI of senior education administrators is an important predictor of their success as leaders. This presentation will also provide recommendations related to the specific EI competencies that predict successful school leadership.

6/14/2008 – 10:00 AM to 10:55 AM – NOVA SCOTIA A, Marriott second floor

**Section/CPA Invited
Speaker/Conférencier
invité par la SCP
et la section**
*Social and Personality
Psychology*
SECTION PROGRAM

**THE EVIL THAT MEN DO LIVES AFTER THEM: RESPONSES TO HISTORICAL
INJUSTICES**

Michael Ross, *University of Waterloo*

Around the world, groups are seeking government apologies and reparations for wrongs that they experienced in the distant past. Often those asking for redress were not affected directly by the original injustice, though they might continue to suffer from its ramifications. Canadian Groups that have recently demanded restitution for historical wrongs include African Canadians in Nova Scotia, First Nation communities, and people of Acadian, Chinese, and Italian heritage. Typically, current governments did not commit the original injustice, though arguably they inherit responsibility for it. In my talk, I consider social psychological antecedents and consequences of offers of government redress. I discuss why previously victimized groups are concerned about past injustices, why members of the nonvictimized majority might oppose redress, why governments often initially resist and then offer redress, as well as the forms and psychological consequences of redress. I report archival and controlled studies that speak to theoretical and empirical issues relevant to social psychologists concerned with group conflict and justice motivations, legal scholars concerned with resolving conflicts between nations and ethnic groups, and government decision makers grappling with whether and how to deal with historical injustices.

6/14/2008 – 10:00 AM to 11:25 AM – NOVA SCOTIA B, Marriott second floor

**Oral Paper
Session/Séance de
présentation orale**
*International and
Cross-Cultural Psychology*
SECTION PROGRAM

APPLIED CROSS-CULTURAL STUDIES

Andrew Ryder, *Concordia University*

A

**THERAPEUTIC PROCESSES AND OUTCOMES OF DANG-KI: A CHINESE
SHAMANISTIC HEALING IN SINGAPORE**

Boon-Ooi Lee, *National Institute of Education, Nanyang Technological University, Singapore*

As most models of psychotherapy have been developed based on Western worldview, they have to be adapted when being applied across cultures. One way to develop culture-specific psychotherapy is to learn from the indigenous healing systems of the cultural groups. This study focused on dang-ki, which is a form of Chinese shamanism in Singapore. A dang-ki is a person offering aid to supplicants through possession trance. The study sought to explore the patients' perceived helpfulness of dang-ki, and the possible explanations for its efficacy. In-depth interviews were conducted with 21 patients at 3 shrines in three phases: immediately before and after the healing, and approximately one-month later. Observations were also conducted on the patient-healer interactions during the healing. The results show that dang-ki was generally considered helpful probably due to several interrelated factors: extra-healing experiences (e.g., incremental effects from previous positive healing experiences), restoration of psychosocial functioning, social supports, positive patient-healer relationship (expectancy, shared explanatory models), culturally relevant approaches (e.g., the Taoist ways of coping, the Confucianist social harmony, transformation of the collectivistic self), and symbolic healing. Implications for developing culture-specific psychotherapy with Chinese patients will be discussed.

B

SOCIAL PSYCHOLOGY IN IRAN

Warren Thorngate, *Carleton University and Shahid Beheshti University*

Changes in Iranian society are influencing the development of psychology programmes in Iranian universities. New programmes are being developed in areas familiar to Canada (e.g., forensic psychology) and areas rarely seen in Canadian psychology (e.g., religious psychology and family psychology). Social psychology, now in its infancy in Iran, is emerging as one of the most rapidly developing areas of Iranian psychology, largely the result of student demand. My presentation will discuss how it is developing,

how it has led to Iran's first Centre for Social Psychology Research, and how the Centre plans to facilitate cross-cultural research collaborations.

C

DOING FAVOURS

Francesca Ruscito, Carleton University; Zinat Esbati, Tehran University; Warren Thorngate, Carleton University

This research examined cross-cultural differences in social interdependence for daily problem solving using Kahneman's "remember yesterday?" diary method. While people solve many daily problems on their own, they also solve problems with the help of others. Likewise, others solve some of their problems with our help. These acts of unpaid assistance are called favours. In this study we are interested in learning about doing favours and disfavours (creating problems) in different cultures. We asked students in Canada and Iran to answer questions about favours and disfavours they have done for/to others yesterday, and favours and disfavours done to them. Participants received a questionnaire asking them to list 3 favours and 3 disfavours done for/to them and done to/for others. The results give insights about cultural differences in the kinds of favours and disfavours done, and suggest that the methodology is a good one for exploring cultural differences in social interdependence.

D

CONTENT AND NATURE OF ADVICE: A CROSS-CULTURAL STUDY

Mahin Tavakoli, Carleton University

This study examined the content and nature of the advice given in two countries: Iran and Canada. A researcher-developed questionnaire that consisted of 13 letters, each describing a writer's problem and requesting advice, was administered to 36 Iranian and 27 Canadian university students; and participants' levels of religiosity were measured. The responses of participants to those letters were content analyzed, using five categories of advice: (1) change the self to suit the situation; (2) tolerate the situation; (3) change the situation to suit the self; (4) reach a compromise; (5) seek further advice. As predicted, Iranians more than Canadians advised advisees to change themselves to suit the situation and to tolerate the situation. Canadians more than Iranians advised advisees to change their situation to suit the self, to reach a compromise, and to seek further advice. Iranians offered fewer options to their advisees, suggesting that Iranian advice was more directive and pressured than Canadians'. The correlations between religiosity and the categories of changing the self and changing the situation were significant. The more religious participants were, the more they advised to change self to suit the situation, and the less they advised to change situation to suit the self.

E

THE ACCULTURATION EXPERIENCES OF AZOREAN IMMIGRANT FAMILIES

Marie Morrison, University of British Columbia; Susan James, University of British Columbia

Portuguese immigrants to North America represent a large ethnic group with unique family psychology and therapy needs. The present study investigated acculturation and the family lives of Portuguese (Azorean) immigrants in Canada. Methods of analytic induction and constant comparison from grounded theory were used to examine transcripts of interviews with 21 Azorean immigrant women and 28 Azorean immigrant men. Six major themes were identified: Process of Change, Family Relationships, Incorporating the New Culture, Language, Discord Resolution, and PreoccupaÃ§Ã£o. Meta-themes underlying this theme structure were (a) immigration and acculturation are stressors on the family unit, (b) family members adopt different acculturative strategies, and (c) as family members acculturate, discords arise and are resolved according to the cultural traits different members have adopted. Acculturation is typically conceptualized at the individual or group level (c.f. Berry, 2003). The current study provided valuable information for acculturation at an additional level: the family. Implications for family therapy with immigrant families include an indication for community-level interventions, emphasis on confidentiality, awareness of acculturation stress and different acculturative strategies within the family, and aiding the family in the negotiation and integration of a new bi-cultural reality.

6/14/2008 – 10:00 AM to 11:25 AM – HALIFAX A, Marriott second floor

Symposium

Clinical Psychology

ISSUES IN ANALYZING LONGITUDINAL DATA

Dennis Jackson, University of Windsor; Robert Cribbie, York University; David Flora, York University; Ian Clara, University of Manitoba

This symposium highlights some of the data analytical issues involved in analyzing longitudinal data. The topics include issues in analyzing pre-post designs, a comparison of hierarchical and growth curve approaches to analyzing longitudinal data, as well as piecewise latent growth curve models.

A

**INVESTIGATING CHANGES IN BEHAVIOUR OVER TWO TIME POINTS:
A PERPLEXING TASK**

Robert Cribbie, York University; John Jamieson, Lakehead University; Laura Mills, York University

Psychologists are frequently interested in studying changes in behavior over time. For example, clinical researchers are often interested in whether a treatment has had an effect on behavior (e.g., depression, perfectionism, stress, etc.) from pre-treatment

(pretest) to post-treatment (posttest), or whether the amount of change in behavior is associated with other variables. However, the measurement of change is one of the most perplexing topics in all of statistics. Although it would seem that measuring change with only two time points would be a relatively simple case of a multiple time point design, the issues are not more straightforward. In this chapter we hope to introduce some of the important issues in two time point psychological studies, and also recommend appropriate methods for measuring change and identifying variables that relate to change. The issues in analyzing pretest-posttest studies will be investigated within the context of randomized experiments, naturally occurring groups, continuous correlates of change, and structural equation modeling.

B **PIECEWISE LATENT TRAJECTORY MODELS: WIDELY USEFUL AND EASY TO USE**
David Flora, *York University*

Structural equation and multilevel models for linear change over time are now widely understood and applied in research. However, true change over time is more often non-linear than linear, and researchers often wish to test complex hypotheses about the effects of predictors on longitudinal change, thus limiting the usefulness of the standard model for linear change. Piecewise latent trajectory models are useful in a wide variety of situations, such as when a simple model is needed to describe non-linear change, or when the purpose of the analysis is to evaluate hypotheses about change occurring during a particular period of time within a model for a longer overall timeframe, such as change that occurs following onset of a treatment. This presentation describes piecewise trajectory models as a straightforward extension of the basic SEM model for linear change, which makes them relatively easy both to specify and to interpret. After presenting models for two linear slopes in detail, extensions that include additional linear slopes (i.e., a three-piece model) or a quadratic factor (i.e., a hybrid linear-quadratic model) are also described.

C **PROC MIXED VS LATENT GROWTH MODELING IN LONGITUDINAL RESEARCH**
Ian Clara, *University of Manitoba*; Cam Huynh, *University of Manitoba*

The analysis of repeated measures designs requires a careful consideration of several issues, which include the characterization of the repeated measures themselves and dealing with missing data. Two current methods for modeling repeated measures data are with a mixed model (e.g., PROC MIXED) and with a latent growth curve model (LGM). These approaches, while having some similarity, provide different views of the relationships among variables in the model. These two approaches will be compared in the assessment of changes over time. The data will be from a sample of outpatients followed over four time points for their assessment of perceived social support. Both unconditional (no explanatory variables) and conditional (with explanatory variables) models will be examined and compared with respect to parameter estimates and model fit. The issue of handling missing data, and their effects on each of these approaches, will also be discussed.

6/14/2008 – 10:00 AM to 11:25 AM – HALIFAX B, Marriott second floor

Symposium
Clinical Psychology

OSISS: A PEER SUPPORT PROGRAM FOR CANADIAN FORCES MEMBERS, VETERANS, AND THEIR FAMILIES

Juan Cargnello, *Veterans Affairs Canada*; Mariane Le Beau, *Department of National Defense*; Kathy Darte, *Veterans Affairs Canada*; Don Richardson, *Veterans Affairs Canada*; Jim Jamieson, *Department of National Defense*

The Operational Stress Injury Social Support (OSISS) Program is a jointly supported by the Department of National Defence and Veterans Affairs Canada to develop and provide a national peer support program to Canadian Forces members, Veterans, and their families affected by operational stress injuries and related conditions. The OSISS model utilizes peer support coordinators (PSCs), family peer support coordinators (FPSCs), and volunteers to reach out and provide one-on-one, as well as group social support. The PSCs employed by OSISS have all suffered from an operational stress injury such as PTSD whereas the FPSCs have all lived with a CF member or veteran suffering from an operational stress injury. Drawing on their similar experiences the OSISS model assumes that an individual suffering from an operational stress injury can more easily identify and accept support that is provided by a peer. The immediate credibility and acceptance of this support is proposed to have a positive effect on the psychological and physical well-being and overall recovery in the injured and their family. This presentation will outline the development of OSISS and highlight how clinicians, peer support coordinators, and family support coordinators work in accordance to provide assistance to military members, veterans and their families through difficult times.

A **STIGMA OF MENTAL ILLNESS IN THE MILITARY**
Mariane Le Beau, *Department of National Defense*

Though continuous education within the Canadian Forces community is promoting a greater understanding and acceptance of operational stress injuries and related conditions among military members, veterans, and their families, the stigma associated with mental health problems remains a significant barrier to seeking help. In contrast, research strongly suggests that early intervention is a critical factor in mitigating and decreasing the adverse effects of trauma and other mental health disorders. This presentation will review the relevant literature and expand on the problem of stigma in the military and how it serves as a barrier to care and treatment.

B SOCIAL SUPPORT AND THE OSISS MODEL

Kathy Darte, Veterans Affairs Canada

Social support has been shown to a consistent factor in mitigating and protecting against psychological distress following trauma and injury. This presentation will detail the development of the the OSISS model as a means of providing social support to Canadian Forces members, Veterans and their families. Current organizational status of the program will be reviewed and future endeavors of the OSISS program will be proposed.

C COLLABORATION OF PEER SUPPORT IN CLINICAL PRACTICE

Don Richardson, Veterans Affairs Canada

Individuals who have served or still serve in the military have often been exposed to high levels of stress and traumatic events that the average person never experiences. Some of the adverse effects of these experiences are Depression, Post Traumatic Stress Disorder, Substance Abuse, and other Anxiety Disorders. This presentation will review relevant literature and expand on the collaboration that exists between OSISS and clinical settings. The OSISS program is instrumental in bringing the soldier and veteran into treatment earlier, help them maintain compliance with treatment, and provide social support throughout their treatment and recovery.

D PROVIDING PEER SUPPORT TO FAMILIES

Jim Jamieson, Department of National Defense

In an attempt to address the specific needs of the families of veterans and CF members suffering with operational stress injuries the OSISS Program expanded and introduced a family peer support component. This presentation will outline how the Family Peer Support Coordinators offer support to families affected by an operational stress injury by listening, providing information, engaging in discussion groups, and making connections to community resources.

6/14/2008 – 10:00 AM to 11:25 AM – HALIFAX C, Marriott second floor

Symposium
*Sexual Orientation and
Gender Identity Issues*
SECTION PROGRAM

GLTB RESEARCH IN CANADA VI
*Todd Morrison, National University of Ireland, Galway; Robert Roughley,
University of Calgary; Karen Blair, Queen's University; Krista Trinder,
University of Saskatchewan; Kristen Dowling, University of Toronto*

A COMING OUT EXPERIENCES OF CANADIAN GAY FATHERS: TRANSITIONS AND TRIUMPHS

Robert Roughley, University of Calgary; Kevin Alderson, University of Calgary

The scholarly literature that has been conducted in the area of gay fatherhood has placed significant emphasis on parenting skills and on the subsequent impact they have on their children. Notwithstanding the fact that social and political climates are shifting toward positively addressing the cultural and worldviews of gay men, academic literature – unique to the Canadian experiences of gay fathers – is highly limited. In order to fill this scholarly gap, this study presents the findings of new qualitative research, using a phenomenological approach to explore the following question: What is the experience of being a heterosexually-married father who later discloses his gay identity to his spouse, child[ren], and other family members? Areas for discussion include: (a) gay identity development, (b) nature of the transition process from heterosexual marriage to coming out as a gay man, and (c) retrospective perspectives on pre- and post-coming out parenthood experiences. Lastly, the findings of this study suggest that participants have experienced a shift in their perceptions regarding how same-sex marriage has changed their dating practices and conceptions of both opposite- and same-sex marriages. The findings document each participant's journey, while addressing common thematic similarities and differences, within a uniquely Canadian context.

B DESIRE: A COMPARISON OF SELF-REPORTED SEXUAL DESIRE IN MEN AND WOMEN, IN SAME-SEX AND MIXED-SEX RELATIONSHIPS

Karen Blair, Queen's University; Diane Holmberg, Acadia University

It is well-established that, on average, gay male couples have sex more often than heterosexual couples, who in turn have sex more often than lesbians. These findings are sometimes interpreted as evidence that gay men experience particularly strong sexual desire, while lesbians are rather asexual. Surprisingly, however, no study has actually compared self-reported sexual desire in all four groups. In this study, 423 respondents (322 women, 205 heterosexual and 117 lesbian; 101 men, 48 heterosexual and 53 gay) completed the Sexual Desire Inventory, a 14-item self-report assessing sexual desire Overall, and towards Partner, Attractive Others, and Solitary Activity (i.e. masturbation). Gender effects were strong: men scored significantly higher than women overall, and on all subscales. Relationship type effects were much less apparent: there were no significant differences on the Overall scale or Partner subscale, and only small effects on the remaining subscales, with those in same-sex relationships scoring higher. Thus, gay men's

heightened sexual desire seems to owe much more to the fact that they are men than that they are gay; lesbians experience no less, and in fact somewhat more, sexual desire on average than their heterosexual female peers. Alternative explanations for the group differences in sexual frequency, other than sexual desire, are discussed.

C PREDICTING HOMONEGATIVE BEHAVIOUR: A COGNITIVE OR AFFECTIVE ENTERPRISE?

Krista Trinder, University of Saskatchewan; Melanie Morrison, University of Saskatchewan

To date, research on modern homonegativity (i.e., subtle negative attitudes and behaviours towards gay men and lesbian women) has used explicit measures which are often criticized due to their proneness to social desirability bias. To combat this problem, researchers have begun using implicit measures that are thought to operate just outside of conscious awareness. The purpose of the present study was to examine the degree to which explicit and implicit measures designed to tap cognitive or affective domains adequately predict homonegative behaviour. Male participants ($N=125$) completed a questionnaire package containing measures of modern and old-fashioned homonegativity and a feeling thermometer. On the basis of participants' scores, 50 were called back to complete implicit measures of bias toward gay male targets. Implicit prejudice was measured using the cognitive-based Implicit Association Test (IAT) and a technique tapping affective reactions referred to as facial electromyography (EMG). Using multiple regression analyses, significant predictors of participants' homonegative behaviour on the basis of interactions with a presumed gay target were assessed. Specifically, analyses determined which measure (e.g., Modern Homonegativity Scale, feeling thermometer, IAT, or facial EMG) best predicts overt and covert discrimination. Implications of this research and future directions will be discussed.

D COMING OUT TO MOM AND DAD: THE DISCLOSURE EXPERIENCES OF GAY MEN

Kristen Dowling, University of Toronto; Kim Bartholomew, Simon Fraser University

We explored the coming out experiences of gay men and the corresponding response of their parents. We recruited a diverse community sample of gay men through a random-digit dialing procedure ($N = 185$). Men varied in age from age 20 to 71 years (mean = 38). Age of coming out to parents ranged from 12 to 50 years for mothers (mean = 24) and from 14 to 47 years for fathers (mean = 25). Men most commonly reported coming out directly to both parents together. When just one parent was told, or was told before the other parent, it was most often the mother. Mothers' initial reactions tended to be more negative than fathers' reactions. Over time, however, both parents' acceptance greatly increased, with mother's current acceptance higher than fathers' acceptance. Participant age was positively correlated with age of coming out ($r(110) = .40, p < .01$), indicating a cohort effect in age of coming out to parents.

6/14/2008 – 10:00 AM to 10:55 AM – SUITE 207, Marriott second floor

**Conversation
Session/Séance de
conversation**

*Psychologists in
Education*

**PROFESSIONAL DEVELOPMENT NEEDS FOR EDUCATORS WORKING WITH
CHILDREN WITH AUTISM SPECTRUM DISORDERS IN INCLUSIVE SCHOOL
ENVIRONMENTS**

Penny Corkum, Associate Professor, Department of Psychology and Psychiatry, Dalhousie University; Cynthia Giffen, Annapolis Valley Regional School Board; Isabel Smith, Associate Professor, Department of Pediatrics and Psychology, Dalhousie University; Susan Bryson, Professor, Pediatrics and Psychology, Dalhousie University and IWK health Centre

Children with Autism Spectrum Disorders (ASD) are seen as among the most difficult children to serve in educational systems. Lack of success in both the academic and social realms of education have major long-term health implications for the children and their families, as well as for school personnel. The conversation session will start with a presentation of our research which used a mixed methods design to identify educators' professional development needs in order to determine how best to support their efforts to educate children with ASD within an inclusive educational system. Health researchers partnered with the Annapolis Valley Regional School Board and with the Nova Scotia Department of Education in order to carry out this research. Information was collected through a policy review, focus groups with key informants, and a survey of teachers and educational assistants. The results indicated that there are successes, but also many barriers to providing optimal education to children with ASD. After the presentation, our group, which includes professionals from both the health and education systems, will facilitate a discussion about how to address some of these barriers in order to meet the needs of children with ASD within inclusive educational systems. This symposium will be of interest to psychologists who work with school-aged children with ASD.

6/14/2008 – 10:00 AM to 11:25 AM – ATLANTIC SUITE, Marriott second floor

Symposium

*Psychoanalytic and
Psychodynamic Psychology*

**PSYCHODYNAMIC PRINCIPLES IN PSYCHOTHERAPY: AN EXAMINATION OF
KEY PROCESS VARIABLES**

*Maneet Bhatia, McGill University; Susie Gamberg, McGill University;
Jonathan Petraglia, McGill University*

This symposium will examine crucial psychodynamic concepts and how they impact on the process of psychotherapy. These concepts are: the development of transference, patient attachment styles, defense interpretations and patient functioning, and the impact of the “absorption” of psychodynamic interventions on patient change process and outcome. Previous research has consistently shown these variables as pillars of psychodynamic theory and practice. The methodology used in these studies share an emphasis on process as a means of identifying the moment-to-moment experience of psychotherapy with the aim of providing a more vigorous understanding of what transpires “in-session”. The presentations in this symposium are aimed at showing that dynamic concepts are amenable to empirical investigation and evaluation.

A THE RELATIONSHIP BETWEEN PATIENT ATTACHMENT STYLE AND WORKING ALLIANCE RUPTURE

Susie Gamberg, McGill University; Marilyn Fitzpatrick, McGill University

This study investigated the relationship between attachment style and perceived therapeutic alliance for patients in psychotherapy. Attachment theory was originally developed to understand infants' capacity to form bonds with others. The theory has been expanded to account for peoples' ability to form bonds throughout adulthood. Bonds that are formed in psychotherapy between patients and therapists are an important component of the working alliance, which is known to influence the outcome of therapy sessions. Given the significant role of bonds in shaping patient outcomes, it is reasonable to believe that attachment style affects the alliance because of the bond component. Although a strong alliance can impact patient outcome positively, a disconnection in the bond between the patient and therapist, referred to as rupture, can lead to premature termination of therapy if not handled correctly. The sample was comprised of ninety-five ($N=95$) patients who completed the Working Alliance Inventory (WAI; Horvath & Greenberg, 1989) and the Experiences in Close Relationships Scale (ECRS; Brennan, Clark, & Shaver, 1998). A correlation was found between the severity of bond rupture and a fearful avoidant attachment style. These results indicate that attachment style can be linked to patients' ability to form strong connections with their therapists.

B AN EXAMINATION OF THE RELIABILITY AND SHORT-TERM STABILITY OF TRANSFERENCE PATTERNS IN THE EARLY PHASE OF LONG-TERM DYNAMIC PSYCHOTHERAPY OF DEPRESSED ADULTS

Maneet Bhatia, McGill University; Debora D'luso, McGill University; Lisa Barbagello, McGill University; Natacha Wood, McGill University; Jonathan Petraglia, McGill University; John Christopher Perry, McGill University

The transference is described as a central facet of a patient's dynamics as they arise in long-term dynamic psychotherapy. Transference can be defined as patterns of thoughts, feelings, motivation, and behaviours that emerge in the therapeutic relationship and reflect enduring aspects of the individual's relationships with important individuals outside of therapy (Sandler, 1976; Westen & Gabbard, 2002). This study examined the early manifestations of transference in the long-term dynamic psychotherapy of twenty-seven patients ($N=27$) with mood, anxiety and/or personality disorders using the Psychotherapy Relationship Questionnaire (PRQ; Bradley, Heim & Westen, 2005), a systematic method for measuring transference by both observer raters and therapists. Our specific methodological aim was to examine the reliability and short-term stability of the transference patterns that emerged during the course of treatment. Results revealed low level of agreement between observer ratings and therapist ratings of transference, therefore indicating that one session is not adequate to assess transference. In addition, variables representing depression and general functionality are correlated with later transference development in psychotherapy. Implications of these findings are discussed.

C A SEQUENTIAL ANALYSIS OF THERAPIST INTERVENTIONS AND PATIENT DEFENSIVE FUNCTIONING IN ULTRA-BRIEF PSYCHODYNAMIC PSYCHOTHERAPY

Jonathan Petraglia, McGill University; Yves DeRoten, University of Lausanne; Veronique Beretta, University of Lausanne; Emily Blake, McGill University; Jean Nicolas Despland, University of Lausanne; Martin Drapeau, McGill University

This study examined the connection between therapist interventions, especially interpretations, and patient defensive functioning. The first session of thirty-two ($N = 32$) Brief Psychodynamic Interventions were rated for therapist interventions and patient defensive functioning. Lag sequential analysis was used to determine if a) there are organized sequences of therapist interventions; b) there are sequences in the patients' level of defensive functioning; c) there are sequences of therapist interventions leading to change in the patients' defensive functioning; and d) there are levels of patient defensive functioning leading to organized therapist response. Results suggested that there are organized sequences in the therapists' interventions and that patient in-session defensive functioning is relatively stable. However, no chain of therapist interventions led to a predictable sequence in the patients' defensive functioning.

D USING THE ATOS SCALE TO MEASURE CHANGE IN THE EARLY PHASES OF AFFECT PHOBIA THERAPY: A CASE STUDY EXAMINATION

Maneet Bhatia, McGill University; Darren Fowler, McGill University; Mariana Gil Rodriguez, McGill University; Johanne Godin, McGill University; Shafik Sunderani, McMaster University; Leigh McCullough, Harvard Medical School

Most psychotherapy research focuses on the interventions that the therapist offers or the amount of therapy the patient receives. However, little attention has been paid to whether different interventions work or what effect they have on patients, and patient's in-session response to treatment. Greenberg (1996) suggests that a major problem with current clinical trials is their failure to account for the absorption of treatment when evaluating the effects of different treatments on outcome. Greenberg urges for the study of the link between patient change process and outcome, and for the effects of particular processes to be demonstrated. The Achievement of Therapeutic Objectives Scale (ATOS) is the result of years of research into the concept of psychotherapy "absorption" and is designed to assess the degree to which theory-driven, and clinically relevant treatment objectives are realized by patients within and across sessions (McCullough, Kuhn, Andrews, Kaplan, et al., 2003). The present study examined the link between the patient change process and outcome by investigating the adaptive shifts in behaviour that occurred in Affect Phobia Therapy (APT), a form of short-term dynamic psychotherapy (STDP) with a patient who presented with anxiety, relationship difficulties, and low self-worth. Significant improvements in overall functioning were observed.

6/14/2008 – 10:00 AM to 10:55 AM – MARITIME SUITE, Marriott second floor

Committee Business Meeting

PROFESSIONAL AFFAIRS

Ian Nicholson, *London Health Sciences Centre*

6/14/2008 – 10:00 AM to 11:25 AM – ACADIA A, Marriott main floor

Symposium

Clinical Psychology

BEHAVIOURAL ADDICTIONS: PROBLEM GAMBLING AND EXCESSIVE INTERNET USE

Richard Nicki, *University of New Brunswick*; Timothy Gallagher, *University of New Brunswick*; Steven Jefferson, *Queen Elizabeth II Health Sciences Centre*; Laura Nichols, *University of New Brunswick*; Jason Doiron, *University of Prince Edward Island*

This symposium consists of four presentations pertaining to factors relating to problem gambling and excessive Internet use, i.e., behavioural addictions. The first paper evaluates the effect of scrolling a warning banner across VLT machines informing players of the randomness of outcomes of games on VLT play and gambling cognitions in a select number of bars of a small Canadian community. The second paper focuses on the often neglected contribution made by two-way and three-way interactions of a number of critical variables, i.e., impulsivity, avoidant coping, stress, dissociation, and informational biases to the determination of problem gambling in VLT players and the implications of these interactions for treatment of problem gambling. The third paper investigates the impact of Internet addiction or excessive Internet use and two forms of self-efficacy on university adjustment. The last paper evaluates the influence of watching television programs featuring professional poker events or sporting events on gambling beliefs and behaviour using a controlled experimental design.

A

EFFECTS OF A VIDEO LOTTERY TERMINAL (VLT) BANNER ON GAMBLING: A FIELD STUDY

Timothy Gallagher, *University of New Brunswick*

The effects of a warning banner, informing patrons of the randomness of Video Lottery Terminal (VLT) outcomes on gambling behaviour and beliefs were tested in a field setting using a single-case ($N=1$) reversal, ABA design. For a two week period, all the VLT screens in nine VLT establishments in a small city district displayed an experimental banner, "WARNING: PAYOUTS ARE RANDOM AND NOT CONTROLLED BY PLAYERS. NEAR WINS ARE ALWAYS LOSSES. Problem gamblers here recruited from patrons of these selected VLT establishments using the Canadian Problem Gambling Index (CPGI). Six participants attended three meetings each over a six-week period. They completed the Informational Biases Scale (IBS) and CPGI at each meeting. They returned diary data documenting their VLT playing behaviour two weeks prior to the banner insertion (A), two weeks while the banner was present (B), and two weeks after the banner was removed (A). At the final meeting, five participants also discussed, in a focus group, their gambling behaviour and beliefs. Overall, self-reported VLT gambling behaviour decreased significantly during the two-week banner/treatment period (B) when compared to baseline (A); this was followed by a return to baseline (A) levels. Substantial variability in individual gambling behaviour was found.

B

INTERACTIVE EFFECTS OF FACTORS ASSOCIATED WITH VIDEO LOTTERY TERMINAL (VLT) GAMBLING

Steven Jefferson, *Queen Elizabeth II Health Sciences Centre*

Pathological gambling is a serious disorder that affects 1% - 3% of the adult population (APA, 1994). Research suggests that five factors are consistently associated with pathological gambling: gambling cognitive distortions, negative affect, impulsivity, the tendency to dissociate while gambling, and an avoidant-focused coping style. Since most research to date has explored these factors only in isolation from one another, the purpose of the present study was to examine the interactive effects of these factors on Video Lottery Terminal (VLT) gambling, which has been shown to be especially conducive to the development of gambling problems. One-hundred-thirty-six community-sampled VLT players completed self-report inventories pertaining to each of the five

factors listed above, and two measures of problem gambling severity. Hierarchical multiple regression analyses of the continuous variable data revealed significant three-way interactions among avoidant-focused coping, negative affect, and dissociative states, and among cognitive distortions, negative affect, and dissociative states. These and other findings were discussed in terms of their implications for the prevention and treatment of pathological gambling, and directions for future research.

C INTERNET ADDICTION, SELF-EFFICACY AND UNIVERSITY ADJUSTMENT

Laura Nichols, *University of New Brunswick*

University students are experiencing more mental health problems than at any other time in the previous three decades. Data obtained from the Center for Disease Control National University Health Risk Behavior Survey revealed that among the top ten health impediments to students' academic performance was excessive Internet/computer use. Building on the available literature and past research in our laboratory, this study investigated variables that may affect university adjustment: Internet addiction, Internet self-efficacy for self-control (ISE1), and Internet self-efficacy for competency and knowledge of the Internet (ISE2). First-year undergraduate students ($N=187$) from the University of New Brunswick-Fredericton completed self-report questionnaire packages. Preliminary regression analyses revealed that ISE1 significantly predicted Internet addiction, and that Internet addiction significantly predicted university adjustment.

D THE IMPACT OF VIEWING TELEVISED GAMBLING PROGRAMS ON GAMBLING-RELATED BELIEFS

Jason Doiron, *University of Prince Edward Island*; Stacey MacKinnon, *University of Prince Edward Island*

University students are particularly at risk for developing gambling pathologies, with prevalence rates of approximately 5 percent (Shaffer, Hall, & Vander Bilt, 1997), compared to approximately 2 percent in the general adult population. (Cox et. al. 2005). Texas Holdem' poker is a form of gambling that is growing in popularity among young university-aged males, and is pervasive in mainstream media. For example, professional poker tournaments in which players are competing for millions of dollars can be watched on each of the Canadian cable sports networks, often during prime time. This study examines the impact of viewing these televised gambling events on gambling-related beliefs. Based on modeling theory, it was hypothesized that viewing gambling-related television programs would increase perceived gambling-related self-efficacy and change other gambling-related beliefs as well. The study involves a two-group experimental design in which experimental group participants ($n=25$) view a televised professional poker event and control group experiments ($n=25$) view a televised professional sporting event. Measures before and after viewing the events include strength of urge to gamble, intention to gamble, gambling-related self efficacy, and general beliefs about gambling. The results of this study will be discussed with an emphasis on the implications for prevention and treatment.

6/14/2008 – 10:00 AM to 11:25 AM – ACADIA B, Marriott main floor

Symposium

Counselling Psychology

SECTION PROGRAM

TOWARDS A CANADIAN UNDERSTANDING OF COUNSELLING PSYCHOLOGY

Beth Haverkamp, *University of British Columbia*; Robinder (Rob) Bedi, *University of Victoria*; Lynne E. Angus, *York University*; Kelly Smith, *Queen's University*

This symposium will present the work of the Executive Committee for a Canadian Definition of Counselling Psychology formed January 26th, 2007 by the current Chair of CPA's Section of Counselling Psychology, Dr. Vivian Lalande and co-chaired by Robinder (Rob) P. Bedi (University of Victoria, BC) and Beth E. Haverkamp (University of British Columbia, BC). The mandate of this nine member committee was to propose a definition of the field of counselling psychology in a Canadian context through a review of the literature on counselling psychology in Canada and other relevant international literature. Included with this definition was to be a summary of the uniqueness of the discipline of counselling psychology in Canada. The committee initially identified five core Canadian readings and 18 supplemental international readings as integrally informative to its mandate. Subsequent to this, a host of additional readings were identified as pertinent. In addition, the committee examined information from various academic and professional organizations across Canada and the rest of the world. Because of the apparent overlap between the fields of counselling and clinical psychology, feedback on the report was solicited from a clinical psychologist. Because of the potential for broad impact on the discipline of psychology in Canada, feedback was also solicited from a representative on the CPA

A THE MANDATE, TASKS, AND SIGNIFICANT ISSUES CONSIDERED

Beth Haverkamp, *University of British Columbia*; Romeo Beatch, *Inukshuk Family Institute*; Robinder (Rob) Bedi, *University of Victoria*; Douglas Cave, *University of British Columbia*; José Domene, *Trinity Western University*; Greg Harris, *Memorial University of Newfoundland*; James Loh, *Independent Practice*; Anne Marie Mikhail, *McGill University*; Derek Truscott, *University of Alberta*

This paper will describe the process of the committee work including its mandate, the tasks and duties undertaken by committee members, and significant issues considered by the committee (e.g., formation of the Counselling Psychology section within CPA, similarities and differences between the disciplines of counselling psychology and professional counselling, similarities and dif-

ferences compared to clinical psychology and other areas of applied psychology, similarities and differences between counselling psychology as understood and practiced across the world, alignment with CPA accreditation standards, and professional and pragmatic implications of formalizing a definition).

B REPORT FROM THE COMMITTEE

Robinder (Rob) Bedi, *University of Victoria*; Romeo Beatch, *Inukshuk Family Institute*; Douglas Cave, *University of British Columbia*; José Domene, *Trinity Western University*; Greg Harris, *Memorial University of Newfoundland*; Beth Haverkamp, *University of British Columbia*; James Loh, *Independent Practice*; Anne Marie Mikhail, *McGill University*; Derek Truscott, *University of Alberta*

This paper will summarize the final report from the Committee and present a definition of counselling psychology for a Canadian context. Included with this will be a highlighting of the uniqueness of how counselling psychology is understood and practiced in Canada. The report of the committee will be embedded within a discussion of various national, international, historical, and professional perspectives and other influences relevant to establishing a Canadian definition.

C COMMENTARY ON THE REPORT FROM THE PERSPECTIVE OF A CLINICAL PSYCHOLOGIST

Lynne E. Angus, *York University*

This paper will provide commentary on the final report from the perspective of a Canadian clinical psychologist.

D COMMENTARY ON THE REPORT FROM THE PERSPECTIVE OF A STUDENT AND A REPRESENTATIVE ON THE CPA BOARD OF DIRECTORS

Kelly Smith, *Queen's University*

This paper will provide commentary on the final report from the perspective of both a graduate psychology student and a Representative on the CPA Board of Directors.

6/14/2008 – 10:00 AM to 11:25 AM – ACADIA C, Marriott main floor

Workshop/Atelier de travail

Family Psychology

THE MAUDSLEY EVIDENCE-BASED FAMILY TREATMENT FOR YOUTH WITH ANOREXIA NERVOSA: LESSONS LEARNED

Joanne Gusella, *IWK Health Centre*; Stephanie Casey, *IWK Health Centre*

Treating children and adolescents with Anorexia Nervosa is challenging work. Therapists and families are faced with reversing the course of a disorder in children who are reluctant to change. The Maudsley family-based approach is the only evidenced-based treatment that exists for this population. It was developed through a series of controlled treatment studies since 1987, and then the manualized version of the therapy was tested and found to be effective in terms of weight restoration and improving key psychological features related to disordered thinking in affected children. The goal of therapy is to mobilize the family to fight against the eating disorder. The Anorexia is externalized using a narrative approach and the parents are empowered to take charge of feeding their child and controlling activity levels in order to help free them of the disorder, and allow them to resume the normal course of healthy development. Our multidisciplinary Eating Disorders Clinic at the IWK Health Centre in Halifax organized a 2 day training with the developers of the model, Drs. James Lock and Daniel LeGrange, and have been using a modified Maudsley approach since 2001. In this workshop we will familiarize psychologists with the model, present evidence supporting its effectiveness, introduce case studies to discuss treatment successes and failures, and address questions about the model

6/14/2008 – 10:00 AM to 10:55 AM – ALEXANDER ROOM, Marriott main floor

Keynote Speaker/Conférencier de la section

History and Philosophy of Psychology

SECTION PROGRAM

THE X-38 PROJECT: DONALD O. HEBB AND THE STUDY OF PERCEPTUAL ISOLATION

Richard Brown, *Dalhousie University*

D. O. Hebb studied the effects of enriched and impoverished environments on behavioural development in rats and dogs. Hebb hypothesized that isolation could lead to changes in behaviour and attitude. In 1951, he was awarded the Defense Research Board of Canada (DRB) contract X-38 to conduct experiments on the effects of environmental restriction on behaviour. The first report on this project (1952) was classified "SECRET" by the DRB. However, at the 1953 APA meeting, Heron, Bexton and Hebb (1953) were allowed to present on the topic and three other papers were published on the effects of boredom on behaviour. The final report on project X-38 (1955) was also classified SECRET but the DRB sent copies to the British and American military. In 1956,

the US Congress was told about Hebb's sensory deprivation research and the New York Times ran an article entitled "Tank Test Linked to Brainwashing". The DRB did not allow Hebb to publish a rebuttal but Heron, in *Scientific American* (1957), published a diagram of the isolation room and examples of data from the isolated subjects. This paper examines the research on perceptual isolation in Hebb's lab between 1951 and 1955, the problems encountered when the work was classified SECRET, and some relevant current controversies.

6/14/2008 – 10:00 AM to 2:25 PM – TUPPER ROOM, Marriott main floor

Workshop/Atelier de travail

CPA SITE VISITOR TRAINING WORKSHOP

Peter Henderson, *The Rehabilitation Centre*; Arcangelo Caputo, *Canadian Psychological Association*

This workshop is intended for CPA members who are interested in serving as a site visitor for the Accreditation Panel. Site visits are an essential and integral part of the accreditation and re-accreditation process and, to this end, the CPA is dependent upon the volunteerism of professionals and academics to serve as site visitors. The workshop will briefly overview the Accreditation Standards and Procedures, followed by instruction on how to prepare for and conduct a site visit for the Panel.

6/14/2008 – 10:00 AM to 10:55 AM – COMPASS ROOM, Pedway to the Casino second floor

CPA Invited Speaker/Conférencier invité par la SCP
Criminal Justice Psychology
SECTION PROGRAM

HOW HAS PSYCHOLOGY INFORMED OUR UNDERSTANDING OF CRIMINAL BEHAVIOUR?

James Bonta, *Public Safety Canada*

Criminal behaviour is a major social preoccupation to which psychology has made significant and broad ranging contributions. Developmental psychologists have identified the central factors that contribute to juvenile delinquency and mapped the life course of criminal careers. Psychologist are primarily responsible for the risk assessment procedures now widely used in the courts and corrections, and psychologist have designed and evaluated the interventions now accepted as effective for changing criminal behaviour. This presentation will demonstrate how general psychological principles have substantially shaped how we think about and deal with criminal behaviour, touching on the major questions of the stability of individual characteristics, the influence of peers and family, and the effects of punishment.

6/14/2008 – 10:00 AM to 10:55 AM – COMPASS BOARDROOM, Pedway to the Casino second floor

Committee Business Meeting

INTERNATIONAL RELATIONS

Janel Gauthier, *Université Laval*

6/14/2008 – 11:00 AM to 12:25 PM – NOVA SCOTIA A, Marriott second floor

Symposium
Social and Personality Psychology

CONTEMPORARY ISSUES IN THE PSYCHOLOGY OF PREJUDICE

Paula Brochu, *University of Western Ontario*; Patricia Power, *National University of Ireland, Maynooth*; Claire Cullen, *National University of Ireland, Maynooth*; Khaya Clark, *University of Oregon*; Elizabeth Lee, *The Pennsylvania State University*

This symposium presents various perspectives on contemporary issues in the psychology of prejudice. The papers in this symposium focus on such topics as the measurement of and relations between implicit and explicit prejudice, group differences in the expression of and reaction to prejudice, prejudice confrontation, and modern expressions of prejudice. Moreover, the papers examine these issues in several different prejudice domains, including racism, homonegativity, and weight prejudice. In organizing this symposium, one major goal was to offer graduate students the opportunity to present their research at a major psychological conference and, for this reason, all of the presenters of the papers in this symposium are graduate students. In addition, this symposium is truly an international one, as the graduate student researchers are located in prominent universities in Ireland, the United States, and Canada. Furthermore, Drs. Melanie and Todd Morrison, who are world-renowned researchers in the area of the modern expression of prejudice, and who are currently editing a book dedicated to this topic, have expressed interest in acting as discussants. Thus, this symposium addresses a contemporary issue of major concern, is international in scope, and focuses on research being conducted by graduate students.

A **INVESTIGATING IMPLICIT RACIALLY-BIASED PERFORMANCES ON THE IMPLICIT RELATIONAL ASSESSMENT PROCEDURE (IRAP)**

Patricia Power, National University of Ireland, Maynooth; Dermot Barnes-Holmes, National University of Ireland, Maynooth; Yvonne Barnes-Holmes, National University of Ireland, Maynooth; Ian Stewart, National University of Ireland, Galway

This paper presents a series of studies that sought to determine if the Implicit Relational Assessment Procedure (IRAP) can be used to assess implicit racial beliefs. Participants in each study completed an implicit measure (the IRAP) and range of self-report measures (analogous to the Race-IRAP). The IRAP (a computerized response-time measure) involved presenting the sample stimuli "I think WHITE people are" and "I think BLACK people are" with either positive target words (e.g., "Friendly") or negative target words (e.g., "Hostile"). Each trial presented two response options; "True" and "False". Participants were required to make speedy and accurate responses in either a Pro-White/Anti-Black direction or a Pro-Black/Anti-White direction. Analysis of variance statistics indicated that response latencies depended upon the direction of the task and the race of the sample stimuli. Specifically, White Irish participants showed an in-group, Pro-White, bias, responding more rapidly to White-Positive-True and White-Negative-False IRAP trials, than White-Negative-True and White-Positive-False IRAP trials. In contrast, participants showed a relatively neutral response to Black people. Consistent with previous research in this domain, there were no significant correlations between the implicit and explicit measures (e.g., Greenwald & Banaji, 1995; Greenwald, et al., 1998).

B **A DIVERGENCE BETWEEN PERFORMANCE ON THE IMPLICIT RELATIONAL ASSESSMENT PROCEDURE (IRAP) AND THE MODERN HOMONEGATIVITY SCALE (MHS): BETWEEN-GROUP DIFFERENCES AND THE INFLUENCE OF A NEGATIVITY BIAS IN THE FORMATION OF GAY-RELATED IMPLICIT ATTITUDES**

Claire Cullen, National University of Ireland, Maynooth; Dermot Barnes-Holmes, National University of Ireland, Maynooth; Yvonne Barnes-Holmes, National University of Ireland, Maynooth; Ian Stewart, National University of Ireland, Galway

This paper presents a study that employed a known-groups approach (i.e., heterosexual and non-heterosexual participants) to determine if implicit and explicit homonegativity would: (a) be related; and (b) differ as a function of group-status. Each IRAP trial presented one of two sample stimuli (e.g., 'Straight' or 'Gay'), a single positive or negative target stimulus (e.g., 'abnormal,' or 'dangerous') and two response options/relational terms (e.g., 'Similar' or 'Opposite'). Four IRAP trial-types were created (i.e., Straight-Positive, Straight-Negative, Gay-Positive, and Gay-Negative). The Modern Homonegativity Scale (MHS: Morrison & Morrison, 2002) assessed explicit homonegativity. Results showed that the groups diverged on 'Gay-Negative' IRAP trials (i.e., only the heterosexual group produced implicit homonegativity). Specifically, the heterosexual group confirmed out-group 'Gay-Negative' IRAP statements more quickly than the non-heterosexual group who denied them more quickly. On the MHS, heterosexuals expressed greater homonegativity than their non-heterosexual counterparts. Crucially, implicit and explicit attitudes were unrelated. The IRAP effects are consistent with recent evidence suggesting the influence of a negativity bias in attitude formation (c.f., Kunda, 1999). Furthermore, the data suggest that the IRAP may provide a valid measure of implicit homonegativity.

C **MEASURING RACIAL PREJUDICE IN A MULTIRACIAL WORLD: NEW METHODS AND NEW CONSTRUCTS**

Khaya Clark, University of Oregon; Chuck Tate, California State University, Bakersfield

In this presentation, we discuss new methods to assess racial prejudice because existing methods provide a piecemeal understanding of the phenomenon, leading to an under-assessment of key constructs (e.g., ingroup favoritism, outgroup derogation) and providing no ways to assess new constructs, such as generalized outgroup derogation (negativity directed at all outgroups equally) and selective outgroup derogation (negativity directed at a specific outgroup [or specific outgroups]). The use of new response options, multiple presented targets, and multiple perceivers integrated into a single instrument is encouraged. The multidimensional architecture of the proposed instrument will allow researchers to uncover new constructs (e.g., selective or generalized outgroup derogation) and improve the assessment of existing constructs (e.g., ingroup favoritism, outgroup derogation) associated with racial prejudice. We conclude by arguing that the methodological and theoretical clarity offered by these new methods in a single instrument will supplement and advance our understanding of racial prejudice, and that the approach is equally applicable to both the child and adult literatures.

D **A COMPARISON OF PERCEIVED AND ACTUAL ETHNIC GROUP DIFFERENCES BETWEEN ASIAN AND BLACK WOMEN'S PUBLIC CONFRONTATIONS OF INTERPERSONAL RACISM**

Elizabeth Lee, The Pennsylvania State University; Janet Swim, The Pennsylvania State University

This research documented and confirmed ethnic group differences in confronting racism. In study 1, White college students perceived Asian women as less offended by and unlikely confronters of racist and rude comments compared to Black women. In Study 2, in a pre-study survey, Black and Asian women's perceptions replicated those of White participants. They also indicated their personal likelihood of confronting racist and rude comments which revealed that Black women thought they would be as likely to con-

front as other Black women while Asian women thought they would confront more than other Asian women. Participants who completed the survey were recruited to participate in a lab study on internet conversations. During the session they interacted over the internet with an ostensible White male who made either racist or rude remarks. Consistent with stereotypes, Black women were more likely to directly confront the perpetrator compared to Asian women, but this only emerged in the racist condition. Moreover, results supported a moderated mediation: All women were equally likely to rate the confederate as more racist in the racist condition. However, the more the Black women (but not Asian women) perceived the confederate as racist, the more likely they confronted. These results suggest that Asian women were holding back their desired responses.

E UNDERSTANDING THE RELATIONS BETWEEN DIFFERENT FORMS OF WEIGHT PREJUDICE: THE INTERPLAY OF IMPLICIT EVALUATIONS, NONPREJUDICIAL GOALS, AND PERCEIVED DISCRIMINATION

Paula Brochu, University of Western Ontario; Victoria Esses, University of Western Ontario; Bertram Gawronski, University of Western Ontario

The integrated framework of racism (Gawronski et al., in press) suggests that egalitarian-based nonprejudicial goals and perceptions of racial discrimination interactively determine the correspondence between implicit and explicit racism. The purpose of the present research was to extend this framework to the domain of weight prejudice. Participants completed a sequential priming task as a measure of implicit weight prejudice in addition to measures of explicit weight prejudice, nonprejudicial goals, and perceived weight discrimination. Consistent with the predictions of the integrated framework, regression analyses revealed that implicit and explicit prejudice were positively related when endorsement of nonprejudicial goals was low and perceived discrimination was high, and when endorsement of nonprejudicial goals was high and perceived discrimination was low. Analyses also indicated that implicit and explicit prejudice were negatively related when endorsement of nonprejudicial goals and perceived discrimination were both high, but unrelated when endorsement of nonprejudicial goals and perceived discrimination were both low. These patterns reflect central components of old-fashioned, modern, and aversive forms of prejudice. This research supports the generality of the integrated framework in the domain of weight prejudice, and provides insight into modern forms of this bias.

6/14/2008 – 11:00 AM to 12:25 PM – SUITE 207, Marriott second floor

Symposium
Traumatic Stress

PERSPECTIVES ON RESILIENCE, RESOURCEFULNESS AND INTEGRATION: ENHANCING REHABILITATIVE INTERVENTIONS IN SPECIAL MEDICAL, REHABILITATIVE AND ETHNIC POPULATIONS

Marek Celinski, Workplace Safety & Insurance Board and Private Practice; Giorgio Ilacqua, Workplace Safety & Insurance Board and Private Practice; Catherine Bart, Workplace Safety & Insurance Board and Private Practice

An overview of the theory and research related to resourcefulness, resilience, coherence and integration will be provided. Resourcefulness is broadly defined to be relevant to coping with a wide variety of adverse events, including trauma, medical illness and chronic disease, divorce, death of a spouse, etc. Resourcefulness is significantly independent of emotional distress and psychopathology, and therefore should be separately assessed in psychotherapeutic interventions. The practical application of Resourcefulness in rehabilitative assessment and treatment of traumatic injury victims will be described. Two specialized instruments that assess Resilience and Resourcefulness will be described that are integral to this method and perspective. Recent multicultural research findings from Canada, Poland, Australia and other countries utilizing these instruments will be summarized.

A RESOURCEFULNESS AND EFFORT IN ASSESSMENT AND TREATMENT OUTCOME

Marek Celinski, Workplace Safety & Insurance Board and Private Practice; Lyle Allen III, CogniSyst, Inc

Data from symptom validity test (SVT) results and the Resourcefulness for Recovery Inventory (RRI) will be presented. The impact of SVT performance will be examined in terms of its effect on the RRI, and other neurocognitive measures in the context of psychological rehabilitation. Both initial assessment and the effect on treatment outcome on a broad array of measures will be covered. Measures of SVT are related to Resourcefulness, and but both are highly related to treatment planning and outcome.

B DOES ETHNICITY MATTER? USE OF THE RESOURCEFULNESS FOR RECOVERY INVENTORY (RRI) AND THE RESILIENCE TO TRAUMA SCALE (RTS) IN SAMPLES OF ITALIAN AND SPANISH PATIENTS

Giorgio Ilacqua, Workplace Safety & Insurance Board and Private Practice

The patients level of resourcefulness and resilience after a traumatic accident are essential variables to consider and the usefulness of the RRI and of the RTS have already been established with a sample of English speaking, culturally fluent Canadians. The present study proposed to transfer the diagnostic and therapeutic value of the RRI and of the RTS to ethnic groups which are significant in term of number and cultural influence in the Canadian multi-cultural mosaic. For this purpose the RRI and the RTS have been translated into Italian and Spanish. In the study presented, a sample of 40 Italian-Canadian and 20 Spanish speaking patients

are compared with the RRI the RTS to the standardization sample. The patients in the Italian and Spanish samples were continuous referrals to our clinic and all subjects were assessed initially and then followed up in psychotherapy. Similarities and differences are discussed in terms of condition constancy, higher initial levels of distress, levels of non-professional support, intensity of negative cognitions and poorer coping strategies. Considerations for treatment, implications for future developments and limitations of the present study are discussed.

C **MEASUREMENT OF PERSONALITY INTEGRATION IN MANAGEMENT OF HIGH STRESS MEDICAL PROCEDURES: ADJUSTMENT IN ORGAN TRANSPLANT**

Catherine Bart, Workplace Safety & Insurance Board and Private Practice

Many early personality theorists formulated constructs that were deemed protective in coping with the cumulative effects of life stress, and mediated in the stress-illness relationship. Operational application of these constructs was challenging in life threatening situations and trauma due to the complexity of coping demands. Unidimensional constructs were limited in their explanatory power of effective coping. A gradual shift has occurred toward recognizing multidimensional personality constructs such as resilience and resourcefulness hold greater promise in explaining coping and recovery in traumatic and life threatening situations. A higher order personality construct similar to resilience, Integration, was used to assess outcome in organ transplantation, a highly stressful and multifaceted life threatening situation. Findings indicated that Integration mediated the psychological response to organ transplant with less psychological distress and better overall adjustment. An implication for using personality measures in high stress medical situations is identification of effective copers and vulnerable individuals, with psychological treatment resources aimed to assist the latter.

6/14/2008 – 11:00 AM to 11:55 AM – ALEXANDER ROOM, Marriott main floor

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

BIOGRAPHIES

John Connors, Canadian University College and University of Alberta

A **TRACKING THE BIOGRAPHY OF AN EMINENT, ITINERANT, NOTORIOUS PSYCHOLOGIST - HUGO MÜNSTERBERG - USING INTERACTIVE MAPS**

Yee May Siau, University of Prince Edward Island; Annabel Cohen, University of Prince Edward Island

The current project highlights the use of computer interactive maps to provide a fresh perspective on historical biography. The example is given of Hugo Münsterberg (1863-1916) a psychologist, philosopher, and prominent professor at Harvard, who traveled extensively within and between America (including Canada) and Europe. These journeys contributed to his impact in the various areas of experimental and applied psychology in which he was an innovator, including forensics, industrial (I/O), psychotherapy, and film perception. Despite his acknowledged contribution, some aspects of Münsterberg's work, such as that on film (e.g., "the Photoplay", Münsterberg, 1916), have been overlooked by psychology for complex reasons associated with his and others' personality and perspectives in interaction with world events. The presentation of his lifelong travels, using Google Earth, exploits geographic technology to spatially present historical information that is usually presented sequentially. It provides an efficient means for summarizing individual life experience and capitalizes on the advantages of visual over verbal presentation. For comparison, this technique will also be applied to the life of Henry A. Murray (1893-1988) who was briefly in a classroom of Münsterberg's, and who also became an eminent, itinerant, notorious professor at Harvard. (The support of SSHRC is acknowledged).

B **WILLIAM LINE (1897-1964): GENERALIST IN CANADIAN PSYCHOLOGY**

John Connors, Canadian University College and University of Alberta

Bill Line was born in Buckinghamshire, England on August 23, 1897. He was an undergraduate in chemistry at the University of London when World War I broke out. He enlisted with the infantry and rose to the rank of Captain with service in Egypt, France, and the Balkans. After the war he came to Canada and finished his degrees in chemistry and Mathematics at Mount Allison University in New Brunswick. His interests then turned to Philosophy and Education and he received an MA in Philosophy and an MA in Education from the University of Alberta. He taught at the University of Manitoba but soon returned to the University of London to study under Charles Spearman and received a doctorate in 1928. He came to the University of Toronto in 1929 where he remained until his death. In World War II he served with the Canadian Army as Director of Personnel Selection with Brock Chisholm with the rank of Colonel. During this time he established a system of personnel selection and intelligence testing in the Canadian Army. After the war Professor Line became the psychological advisor to the Department of Veterans Affairs in Ottawa, and consultant to the World Health Organization and the United Nations on personnel policies. He was founder and consultant to the International Institute of Child Study established by UNESCO in Thailand. He was a past president of CPA and the World Federation of Mental Health. He worked with the CNIB regarding blind soldiers and with Bill Blatz at the Royal Road School in Toronto. Courses he taught included construction of IQ tests, social, industrial, developmental, and systematic psychology.

6/14/2008 – 11:00 AM to 12:25 PM – COMPASS ROOM, Pedway to the Casino second floor

Symposium
Criminal Justice
Psychology

FROM GRADUATE EDUCATION TO CLINICAL TRAINING: PREPARATION OF PROFESSIONALS FOR CRIMINAL JUSTICE SETTINGS

Joseph Camilleri, Queen's University; Leslie Helmus, Carleton University; Mark Olver, University of Saskatchewan; Denise Preston, Correctional Service of Canada; Andrew Starzomski, East Coast Forensic Hospital

In the past 30 years, Criminal Justice Psychology has emerged as a specialized discipline within Psychology, and the need for forensic/correctional psychologists in the field is significant. Despite these facts, and high levels of graduate student interest, relevant graduate education and internship training opportunities are scarce. This symposium focuses on the preparation of forensic/correctional psychologists in Canada. The first presentation describes the results of a survey of Canadian psychology graduate programs that examined the availability and structure of criminal justice psychology training. The second presentation describes the results of a survey of Correctional Service of Canada institutions that provide specialized clinical training opportunities to graduate students in psychology. The third describes the process of setting up an internship program in the Correctional Service of Canada, and the fourth describes partnerships and issues that are essential to the development and enhancement of clinical training in criminal justice settings. The goals are to convey the current state of graduate education and clinical training in forensic/correctional psychology in Canada, consider impediments to increasing training opportunities, provide suggestions for continued progress, and increase awareness of and interest in clinical forensic/correctional psychology.

A A SURVEY OF CANADIAN GRADUATE EDUCATION AND TRAINING IN CRIMINAL JUSTICE PSYCHOLOGY

Leslie Helmus, Carleton University; Joseph Camilleri, Queen's University; Mark Olver, University of Saskatchewan; Kelly Babchishin

In the past 30 years, criminal justice psychology has emerged as a specialized discipline within psychology, evidenced by an increase in textbooks, journals, and professional associations devoted to the area. A recent study by Morgan, Beer, Fitzgerald, and Mandrachia (2007) found considerable availability of graduate training opportunities in American universities, as well as high levels of student interest. In Canada, Simourd and Wormith (1995) surveyed Canadian psychology graduate programs and found 15 programs (54% of responding universities) that offered some kind of criminal justice training. The purpose of the current study was to replicate Simourd and Wormith's (1995) study to assess changes in the availability of criminal justice psychology training at Canadian universities. All Canadian universities that offer graduate work in psychology were invited to complete a survey that assessed the availability and structure of criminal justice psychology training, including the number of students, faculty, and courses offered. Current opportunities for graduate training in criminal justice psychology are described and compared to previous findings.

B A SURVEY OF CLINICAL FORENSIC PSYCHOLOGY TRAINING OPPORTUNITIES IN CANADIAN CORRECTIONAL SETTINGS

Mark Olver, University of Saskatchewan; Denise Preston, Correctional Service of Canada; Joseph Camilleri, Queen's University; Leslie Helmus, Carleton University; Andrew Starzomski, East Coast Forensic Hospital

The recruitment and retention of psychologists has been an ongoing concern in the Correctional Service of Canada, despite what seems to be abundant interest among Canadian psychology graduate students in pursuing training and employment in correctional settings. The present study is a survey of institutions (hospitals and prisons) within CSC that provide opportunities for specialized training in clinical forensic psychology. Data will be presented concerning the range of available training opportunities, the frequency with which interns/practicum students receive such training, barriers to increasing training opportunities, and retention and recruitment issues of psychology staff. Implications for increasing the awareness of clinical forensic training opportunities among practicum students and interns, prospective job applicants, and university psychology departments are discussed.

C FROM HERE TO THERE: SETTING UP AN INTERNSHIP PROGRAM IN A FEDERAL GOVERNMENT DEPARTMENT

Denise Preston, Correctional Service of Canada

A confluence of factors has resulted in the Ontario region of the Correctional Service of Canada taking active steps to create a pre-doctoral internship program: internships are in short supply relative to the demand; forensic/correctional internships are even more scarce; human resource attrition is increasing with the retirement of the baby-boomers; and CSC is increasingly experiencing significant recruitment and retention difficulties. As the largest single employer of psychologists in Canada, and as a forensic/correctional setting, it is incumbent upon CSC to respond to the need for specialized internship placements, to assist in the preparation and training of new professionals and to address their recruitment difficulties and human resource needs. This presentation will describe the process of setting up an internship program in a federal government department, from making a business case to secure corporate support to welcoming interns through the front gates. The need to consider federal, provincial, university, and College of Psychologist requirements will be discussed, as will the internship program itself. The aim is to provide some lessons learned to assist others in undertaking a similar venture.

D

PARTNERSHIPS AND PROFESSIONALISM: DEVELOPING AND ENHANCING CLINICAL TRAINING IN CRIMINAL JUSTICE SETTINGS*Andrew Starzomski, East Coast Forensic Hospital*

Recent discussions about clinical training opportunities in Canadian criminal justice circles have highlighted various needs and limitations across the country. Some opportunities for training exist for both practica and internships. Various agencies, such as health boards and correctional services, are struggling to recruit and retain psychologists with some rudimentary experience in criminal justice. Psychologists' unique expertise with risk assessment and management continues to drive demand. To deal with these challenges, it is crucial that university training programs, criminal justice agencies and provincial regulatory boards work collectively. Such relationships should involve the collective muster of: (a) supervising psychologists in the field, (b) university-based psychologists who can connect students to community placements, (c) students themselves, (d) psychologists affiliated with local and national bodies (e.g., licensing boards, CCPPP, CPA) and (e) forensic service administrators who can appreciate the long-term merits of an organized approach to clinical training in criminal justice. This presentation will outline the state of such relationships in Atlantic Canada as a case study, including the centrality of accreditation standards to training goals, as well as the core competencies required for sound clinical practice.

6/14/2008 – 11:00 AM to 11:55 AM – COMPASS BOARDROOM, Pedway to the Casino second floor

Committee Business Meeting**CANADIAN NATIONAL COMMITTEE OF THE NATIONAL RESEARCH COUNCIL FOR THE INTERNATIONAL UNION OF PSYCHOLOGICAL SCIENCE***Janel Gauthier, Université Laval*

6/14/2008 – 11:30 AM to 12:25 PM – NOVA SCOTIA B, Marriott second floor

Conversation Session/Séance de conversation**PROFESSIONAL PRACTICE CHIEFS IN HEALTH AND MENTAL HEALTH INSTITUTIONS: AN OPPORTUNITY TO SHARE OUR EXPERIENCES AND CHALLENGES***Vicky Veitch Wolfe, Psychology Professional Practice Chief, IWK Health Centre*

Professional Practice Chiefs in health and mental health care settings have many challenges, often faced with the daunting tasks of bridging the needs of the psychologists with institutional demands and expectations. This conversation hour will be an opportunity for PPCs to identify issues and to share experiences in effectively leading psychological practice and promoting psychology within their institutions.

6/14/2008 – 11:30 AM to 12:55 PM – HALIFAX A, Marriott second floor

Symposium
*Psychologists in Education***EMOTIONAL INTELLIGENCE AND CROSS-CULTURAL PERSPECTIVES***Donald Saklofske, University of Calgary; Tongwei Li, University of Calgary; Eriko Fukuda, University of Calgary*

The recent interest in emotional intelligence is further reflected in research studies conducted in many other countries as well as the development of new assessment measures. While models and measures of cognitive abilities appear to 'travel' reasonably well across cultures and countries, it is less clear if EI measures grounded in a trait perspective show a similar robustness. This is observed when translating items from well known trait scales developed in western countries, but especially when trying to capture such key constructs, for example, as the Japanese view of "omoiyari" (i.e., empathy, sympathy). This symposium presents three papers that compare the results of EI measures obtained from both English (Australia, Canada, South Africa) and non-English speaking countries (China, Japan). As well, consideration is given to the data analysis methods employed in these comparative studies.

A

CROSS-CULTURAL VALIDATION OF EMOTIONAL INTELLIGENCE IN CANADIAN, AUSTRALIAN, AND SOUTH AFRICAN SAMPLES*Donald Saklofske, University of Calgary; Gina Ekermans, Stellenbosch University; Con Stough, Swinburne University of Technology*

The construct of emotional intelligence (EI) has been in a stage of active development during the past several years. While there are varying conceptual and measurement models describing EI, the cultural and variability is to a large extent still unknown. This paper explores the configural and metric invariance of a self-report EI measure, the EQ-i:S (Bar-On, 2002), in order to establish construct comparability and equivalence of EI in three cultural groups from South Africa, Australia and Canada. Multi-group confirmatory factor analysis (CFA) was used to examine the equivalence of the EQ-i:S measurement model over the three samples. The results are discussed in the context of the cross cultural robustness of EI whilst directions for future research and limitations of the present study are also discussed.

B

ASSESSING THE STRUCTURAL EQUIVALENCE OF A MEASURE OF EMOTIONAL INTELLIGENCE IN CHINESE STUDENTS FROM CHINA AND CANADA

Tongwei Li, University of Calgary; Donald Saklofske, University of Calgary; Gonggu Yan, Beijing Normal University

Emotional intelligence (EI) has been extensively studied in the past 5 years, mainly in North America and Europe. However, there is limited research examining the measurement equivalence of EI measures in other countries, such as China. This research investigated structural equivalence of the College Achievement Inventory (CAI; Parker & Wood, 2005) in samples of Chinese university students in both China and Canada. Two groups, one in China ($N=343$) and one attending university in Canada ($N=150$), were administered a Chinese translated version of CAI. Another group of Chinese students ($N=150$) studying in Canada was administered the English version. Exploratory and confirmatory factor analyses were conducted to test the structural equivalence of CAI. Compared with the results from the original Canadian sample, factor structures were not identical, suggesting careful consideration and investigation of measurement equivalence when employing EI measures across countries and especially where item and scale translations are required.

C

EXAMINING THE IMPACT OF JAPANESE CULTURAL ORIENTATION ON EMOTIONAL INTELLIGENCE

Eriko Fukuda, University of Calgary; Donald Saklofske, University of Calgary; Katsuo Tamaoka, Hiroshima University

Western and Asian countries are grounded in different cultural orientations, including the dimension of individualism and collectivism (I-C). Such differences impact how people perceive their relationship with others and, in turn, this guides their behaviour in interpersonal interactions. However, this particular cultural factor has not yet been examined in the EI research literature. As the I-C orientation is different across cultures, it raises the question of whether the EI construct also varies. This presentation will examine the impact of the I-C cultural orientation in the EI assessment of Japanese university students using measurements developed in both western and Asian countries. The discussion will focus on the results of the translated versions of three EI measures including the College Achievement Inventory (CAI), the Schutte Self-Report Inventory (SSRI), and the Wong and Law Emotional Intelligence Scale (WLEIS). The main contribution of this study is to provide cross-cultural validation of both the EI construct and its measurement while recognizing the impact of cultural differences.

6/14/2008 — 11:30 AM to 12:55 PM — HALIFAX B, Marriott second floor

Symposium

Clinical Psychology

HELPING FAMILIES: THE DEVELOPMENT OF COMMUNITY CAPACITY TO PROVIDE EDUCATION AND SUPPORT TO FAMILIES OF PEOPLE WITH EATING DISORDERS

Olga Heath, Memorial University of Newfoundland; Patricia Nash; Nancy White, Eastern Health

Family members of individuals with eating disorders report feeling anxious, overwhelmed and lost with regard to how to approach their ill family member and the professionals caring for their relative. While most specialty eating disorder programs acknowledge the crucial role of the family in recovery and may provide education and/or support programs for families, there is no direction for professionals outside of specialty programs on how to meet the needs of the families for whom specialty services are either not needed or not currently available. The papers in this symposium speak to the need for family education and support outside of specialized service delivery and how the Eating Disorder Working Group in Newfoundland and Labrador has addressed this need. The first paper, presented by parents of adolescents, articulates the history and need for services for families of adolescents and adults and how parents have been involved in the development of an education and support program. The second paper outlines the Provincial Model for Eating Disorder Services which is the context in which the family education and support program is housed and maintained. The final paper presents the program as it has been developed to roll out to non-specialized centres including rural primary health care centres. The evaluation plan for the program will also be reviewed in the final paper.

A

HISTORY AND NEED FOR SERVICES FOR FAMILIES

Patricia Nash; Catherine Skinner; Nancy White, Eastern Health; Olga Heath, Memorial University of Newfoundland

As in many smaller jurisdictions, services for people with eating disorders in Newfoundland and Labrador have historically been poorly developed and uncoordinated resulting dissatisfaction for consumers, staff and families. While there has been some imperative to provide services for those very ill with Eating Disorders, there has been virtually no education or support available for families. This presentation will describe from the perspective of parents, the impetus to develop services for families in St. John's. The education program and support group established in the St. John's area will be reviewed highlighting the role of parents in the development and implementation of the services. The value of these services as experienced by and communicated to our parent presenters will be noted. The growing demand for education and support by parents and the family members of adults suffering from Eating Disorders both within and outside of St. John's will be discussed.

B HELPING FAMILIES: FITTING IN TO THE PROVINCIAL MODEL FOR SERVICES FOR EATING DISORDERS

Olga Heath, *Memorial University of Newfoundland*; Nancy White, *Eastern Health*; Catherine Skinner; Patricia Nash,

Government recently funded a proposal generated by an interprofessional eating disorder working group (EDWG) for an Intensive Day Treatment Program in Newfoundland and Labrador for persons suffering with Eating Disorders and for services to their families. The EDWG has recognized that in addition to tertiary intervention, there is a need for additional education and consultation for non-specialized providers around the prevention, identification, early uncomplicated treatment, referral and follow-up of eating disorders and the provision of services to their families. In response to that need, two significant initiatives have been developed; a multimedia "train the trainer" education program designed to increase community capacity to respond to the needs of persons suffering from eating disorders and an integrated but separate packaged education and support program for families to be developed and maintained by professionals in rural centres. We will present the Provincial Model highlighting the family section.

C DEVELOPING COMMUNITY CAPACITY TO HELP FAMILIES

Nancy White, *Eastern Health*; Olga Heath, *Memorial University of Newfoundland*; Catherine Skinner; Patricia Nash,

This paper will present the Education and Support Program for families as it will be implemented within the Newfoundland and Labrador Provincial Model for a continuum of eating disorder services using the "Train the Trainer" approach. We will address the crucial area of evaluation and present the plan for assessing the impact that the program has both from the perspective of the professionals organizing the services and family members accessing them. In addition, the potential opportunities for other jurisdictions outside Newfoundland and Labrador to avail of the program will be discussed.

6/14/2008 – 11:30 AM to 1:25 PM – ATLANTIC SUITE, Marriott second floor

Workshop/Atelier de travail

Psychoanalytic and Psychodynamic Psychology

MANAGING NON-THERAPEUTIC REACTIONS WITH DIFFICULT CLIENTS

Jon Mills, *Canadian Psychological Association*

One of the more difficult aspects to clinical work is encountering patients who present with multiple symptomatology, are treatment resistant, and who create negative feelings in the therapist. When therapists are challenged by their own negative emotional reactions to patients, they are more likely to act out their emotions in the therapy, which interferes with treatment success. Strong affective states that remain unrecognized and unprocessed by the therapist will likely be destructive in nature, thus leading to poor clinical interventions that can potentially ruin the treatment. This phenomenon is generally known as countertransference. Mental health professionals are generally guarded about discussing their negative thoughts and feelings toward their patients because they fear being judged or negatively evaluated by their fellow peers and colleagues. This is a most unfortunate occurrence because it perpetuates a climate of secrecy and professional dishonesty where clinicians either pretend that such things do not exist or view them as inherently bad and unethical. This is farthest from the truth. Therapists are human and will have their own human reactions to patients who are difficult to treat, and who are likely to provoke the therapist, thereby engendering negative emotional and behavioral reactions.

6/14/2008 – 11:30 AM to 12:55 PM – ACADIA A, Marriott main floor

Conversation Session/Séance de conversation**GETTING FUNDED TO DO RESEARCH IN PSYCHOLOGY**

Christine Chambers, *IWK Health Centre and Dalhousie University*; Adam Radomsky, *Concordia University*; Patrick McGrath, *IWK Health Centre*; Raymond Klein, *Dalhousie University*; Sherry Stewart, *Dalhousie University*

Applying for and securing funding in support of conducting psychological research is frequently cited as a significant challenge by new and experienced investigators alike. This conversation session will provide an overview of common issues related to basic science and clinical research funding applications and provide guidance and tips for successful basic science. The session will be chaired by two early career investigators who have recently applied for funding and also served on peer review committees. The expert panel consists of seasoned investigators (from basic and clinical science) who have experience with each of the three major national funding agencies (CIHR, NSERC, and SSHRC). The chairs will provide an introduction to some of the challenges in applying for funding and common funding-related issues across the three funding agencies. Each of the panelists will then provide a brief overview of issues unique to each of the three funding agencies. The session will then be opened up for general questions and answers, both from the audience and in the form of pre-prepared questions from the session chairs based on common comments and queries raised during the funding application process. This session will be helpful to both new investigators as well as experienced investigators seeking further insights on the funding process.

6/14/2008 – 11:30 AM to 12:25 PM – ACADIA B, Marriott main floor

Conversation

Session/Séance de conversation

Counselling Psychology

SECTION PROGRAM

CONVERSING ABOUT COUNSELLING PSYCHOLOGY IN CANADA

Beth Haverkamp, *University of British Columbia*; Greg Harris, *Memorial University of Newfoundland*; José Domene, *Trinity Western University*; Robinder (Rob) Bedi, *University of Victoria*

This conversation session will provide an opportunity for members of CPA Section 24 (Counselling Psychology) and other interested parties to share their thoughts about counselling psychology in Canada and respond to the 2007 Report from the Executive Committee for a Canadian Definition of Counselling Psychology. Potential discussion topics that are likely to arise include: (a) counselling psychology as an identity or one of multiple identities, (b) distinguishing counselling psychology from other areas (e.g., clinical psychology, professional counselling), and (c) Canadian context factors informing our understanding of counselling psychology. Feedback from this conversation session in conjunction with the Report will be used to put forth an official definition and description of Counselling Psychology in Canada for CPA's Section on Counselling Psychology.

6/14/2008 – 11:30 AM to 11:55 AM – ACADIA C, Marriott main floor

Theory Review

Session/Séance de revue théorique

Counselling Psychology

EXPLORING IDENTITY THEFT: (ANOTHER) CALL TO PSYCHOLOGY RESEARCHERS

K. Jessica Van Vliet, *University of Alberta*

Identity theft has become a topic of growing concern in Canada and worldwide. This crime can take a heavy toll on its victims, often resulting in catastrophic financial losses, damaged reputations, and, in some cases, criminal records that may take years to clear. While there has been a growing body of research on the financial and legal costs of identity theft, we currently know little about the psychological and emotional impact of victimization. Criminologists have called on psychology researchers to explore the mental health aspects of identity theft and financial crime in general. However, these issues have received surprisingly little attention in the counselling and clinical psychology literature. This gap needs to be addressed if psychologists and others in the mental health field are to have the understanding necessary for helping identity theft victims. In this session, I review the existing research on the psychological consequences of identity theft and discuss ways in which counselling psychology can further our knowledge and understanding in this area. I also discuss a pilot study at the University of Alberta aimed at exploring victims' perspectives and psychological functioning in the aftermath of identity theft.

6/14/2008 – 12:00 PM to 1:55 PM – NOVA SCOTIA CD, Marriott second floor

Poster/Affiche

POSTER SESSION "G"/ PRÉSENTATION PAR AFFICHAGE

Environmental Psychology, Industrial and Organizational Psychology, Psychology in the Military, Sexual Orientation and Gender Identity Issues, Students in Psychology, Teaching of Psychology, Women and Psychology (SWAP) Psychologie de l'environnement, Psychologie industrielle et organisationnelle, Psychologie du milieu militaire, Orientation sexuelle et identité sexuelle, Étudiants en psychologie, Enseignement de la psychologie, Femmes et psychologie

#1

Environmental Psychology

DOING IT FOR THE RIGHT REASONS: HOW SELF-DETERMINED MOTIVATION AND SELF-CONSCIOUSNESS AFFECT SELF-REPORTS OF PRO-ENVIRONMENTAL BEHAVIOURS

Simon Beaudry, *University of Ottawa*; Luc Pelletier, *University of Ottawa*

How can we explain that some people behave in a coherent way and reach their goals, while others fail? According to Self-Determination Theory, an autonomous (vs. controlled) regulation is more functional as it is more conducive to coherent goal pursuit. According to Control Theory, self-consciousness (SC) is needed to evaluate and compare our current behaviour against standards that may be private or public. In the present study, we hypothesized that autonomous individuals rely on private SC to regulate their behaviours, thus explaining the higher level of behaviour-goal coherence. In contrast, controlled individuals rely more on public SC to regulate their behaviours, and thus show increased incoherence. To test these hypotheses, participants ($N=223$) completed measures of global self-determination, private and public SC. A few weeks later, they completed measures of pro-environmental behaviours designed to reflect the level of coherence of their goals. Regression analyses revealed that private SC mediated the relationship between autonomous regulation and coherence, whereas public SC mediated controlled regulation and incoherence. These results suggest that individuals with an autonomous orientation, as opposed to controlled, rely on different monitoring processes to regulate their behaviours, and that may explain either why they reach or fail to reach their goals.

#2

Environmental Psychology

EXECUTIVE FUNCTION AND PRO-ENVIRONMENTAL BEHAVIOR IN ADULTS

Meredith Flannery, *Dalhousie University*; Sophie Jacques, *Dalhousie University*

A major challenge in the encouragement of pro-environmental behaviors (e.g., recycling or composting) is demonstrating long-term maintenance of desired actions. Recent research suggests long-term health-related behavior change may be linked to executive function skills (Hall et al., 2006). Like health behavior, establishing new pro-environmental behaviors often involves problem solving and long-term planning, which require executive function skills. This study examined the relation between executive function skills and pro-environmental behavior in adults. Using Ajzen's Theory of Planned Behavior (1991), executive function skills were assessed to examine the degree to which actual behavioral control explains differences in pro-environmental behaviors at the individual level. Three dimensions of executive function were examined using a problem solving framework (Zelazo et al., 1997). Preliminary results suggest that individuals with better executive function skills engage in more pro-environmental behaviors and actual behavioral control explains significant variance in pro-environmental behavior.

#3 **WORLDVIEW CHANGE AND TERROR MANAGEMENT THEORY**
Environmental Psychology Christina Long, *Lakehead University*; Mirella Stroink, *Lakehead University*

Past Terror Management Theory studies have shown the impact of cultural worldviews in shaping human thought and behaviour, and how people respond to uncontextualized mortality salience and worldview threat manipulations with denial, defensiveness, intergroup hostility and worldview change. This study explored what kinds of worldview threat and mortality salience manipulations result in worldview change as opposed to defense in the context of climate change messages. 152 undergraduate psychology students were randomly assigned to one of four experimental conditions. Findings indicated that environmental messages concerning climate change including MS induction were more effective in eliciting worldview change than Control or WT conditions in female but not male participants. Male participants were more open to worldview change in response to the Control climate change condition that contained non-threatening environmental information than in response to messages including MS, WT or MS&WT manipulations. The findings of this study also indicated a marginally significant effect of condition on Death Thought Accessibility (DTA). Self-esteem and gender were found to moderate the effect of condition on measures of worldview change but not DTA.

#4 **ADAPTATION IN CROSS-CULTURAL NEGOTIATIONS**
Industrial and Organizational Psychology Wendi Adair, *University of Waterloo*; Su-jin Lee, *Korean Advanced Institute of Science and Technology*; Jenesis Squires, *University of Waterloo*; Michelle Castaldi, *University of Waterloo*

Traditional perspective taking involves the active consideration of the other party's alternatives and reference points in negotiation and has been established as an important pre-negotiation tool (Galinsky & Mussweiler, 2001). Galinsky and Mussweiler (2001) demonstrated that perspective taking in negotiations increases individual gains by reducing certain judgment biases. The current study sought to better understand the effect of perspective taking in cross-cultural negotiations, specifically, the effects of cultural perspective taking (CPT). CPT is proposed as the active consideration of the other party's culturally-normative negotiation expectations and norms prior to negotiation. Actively considering the other party's cultural expectations and norms affects joint gains at the dyad level and affects the negotiated outcomes differently than traditional perspective taking. The current study also aimed to replicate the effects of perspective taking on individual gains within mono-cultural and cross-cultural negotiations.

#5 **VALIDATION OF THE SATISFACTION WITH WORK SCALE IN SIX ORGANIZATIONAL SETTINGS**
Industrial and Organizational Psychology Nicole Bérubé, *John Molson School of Business*; Marylène Gagné, *John Molson School of Business*; Magda Donia, *John Molson School of Business*; Richard Koestner, *McGill University*; Nathalie Houffort, *École Nationale de L'administration Publique*

We validated the Satisfaction with Work Scale (SWWS) in six different samples of workers, and in English and French. Satisfaction with work refers to satisfaction with work as a domain of an individuals' life. It is conceptually a higher order construct than job satisfaction, which is subsumed into work satisfaction. Our confirmatory factor analysis yielded a one-factor structure, which was shown invariant across languages and samples. The test-retest reliability of the SWWS was high, indicating that it is a stable construct over time. In addition, in two of our samples, both the SWWS and global job satisfaction were measured. The factor analysis of the SWWS items with the job satisfaction items found that the items loaded cleanly on two separate factors with no cross-loadings. Overall, results showed that the SWWS is a reliable, stable, and valid measure of satisfaction with work as a domain of life. In addition, we found that satisfaction with work is distinct from job satisfaction both conceptually, and empirically. The SWWS was also positively related to inclusion of work into the self, which indicates how involved people are with their work, and a measure of intent to leave that has been previously linked to job satisfaction. Compared to Job Satisfaction, we found that satisfaction with work was a stronger correlate of organizational commitment.

#6 **ACADEMIC MOTIVATION**
Industrial and Organizational Psychology Luc Bourgeois, *Student*; Natalie Polito, *Student*; E. Kevin Kelloway, *Supervisor*

Consistent with previous research (e.g., Barling, Loughlin & Kelloway, 2002), we examined professors' transformational teaching and students' experienced stress as predictors of student motivation, academic performance and satisfaction. Consistent with theories of transformational leadership, transformational teaching was defined as student perceptions of professors' inspirational

motivation, intellectual stimulation, individualized consideration and idealized influence. Students' stress was defined as a function of both work load and recovery experience. Additionally, we hypothesized that students' intrinsic motivation would mediate the relationships between professors' leadership and students' stress as the predictors and students' academic performance and satisfaction as the outcomes.

#7 PSYCHOLOGICAL HEALTH AT WORK: THE ROLE OF CLIMATE, JUSTICE AND SATISFACTION OF BASIC PSYCHOLOGICAL NEEDS

Industrial and Organizational Psychology

Maryse Brien, *Université de Montréal*; Dominic Lapointe, *Université de Montréal*; Marilyn Champagne, *McGill University*; Andre Savoie, *Université de Montréal*

The direct and indirect costs related to psychological health at work were estimated at approximately 14 billion dollars in Canada (Canada Health, 2001). Several studies evaluated the negative consequences of an inadequate work environment on psychological health (McNeeley, 1983; Brenner & Bentall, 1984; Malanowski & Wood, 1984; Shirom, 1987; Farber, 2000; Farber & Asher, 1991; Friedman, 1991; Spencer, 2000). However, the majority are descriptive. In this study, the association between two indicators of psychological health at work (well-being and distress) and three inductors (organisational climate, justice and satisfaction of basic psychological needs) is analyzed. Questionnaires measuring well-being at work, distress at work, organizational climate, justice and basic psychological needs were completed by 171 educators. The main results, based on linear regressions, showed that climate and justice were positively related to well-being and negatively related to distress. Also, hierarchical regressions showed that satisfaction of basic psychological needs can be a partial mediator of this relationship. The conclusion is that organisational climate and justice are associated with psychological health at work, and that this association is partly explained by the satisfaction of basic psychological needs. Thus, organizations could have advantages to favor good working conditions.

#8 UNDERSTANDING BARRIERS TO SEXUAL HARASSMENT REPORTING AMONG FEMALE EMPLOYEES: A THEORETICAL APPROACH

Industrial and Organizational Psychology

Andrea Butler, *University of Windsor*; Greg Chung-Yan, *University of Windsor*

Sexual harassment is a prevalent problem within the workplace. Unfortunately, few sexually harassed women decide to seek out formal organizational support by filing an official sexual harassment complaint or grievance. The goal of the current study was to examine factors that affect whether female employees decide to make use of their organizations' sexual harassment policies and file a formal sexual harassment grievance. Specifically, the current study investigated the relationship between perceptions of distributive justice, procedural justice, interactional justice and sexual harassment reporting behaviour. Furthermore, much of the previous research on predictors of reporting behaviour has been primarily atheoretical. In the current study, two theoretical frameworks were explored: Feminist theory (Pryor, LaVite & Stoller, 1993; Tangri, Burt & Johnson, 1982; Riger, 1991) and theories of Organization Justice (Adam, 1965; Bias and Moag, 1986; Leventhal, 1980; Thibaut & Walker, 1975). An online survey was administered to female hospital workers. Implications for a broader theoretical framework for perceived barriers to reporting behaviour are discussed.

#9 APPROACHES TO CONFLICT RESOLUTION IN INTERRACIAL INTERACTIONS

Industrial and Organizational Psychology

Alix Carter, *Saint Mary's University*; Debra Gilin Oore, *Saint Mary's University*

The steady increase of cultural diversity in society promotes increasing interactions between people of different races in everyday life. These interactions can have negative implications for social, academic and job outcomes. Consumer studies show that black individuals in cross-race negotiations often demonstrate poorer outcomes than in same-race negotiations. In this research, participants are randomly assigned to either a white or black "partner" in a simulated University group-work conflict scenario. Participants receive a picture of their potential partner which serves as a cue for the interaction. Participants assume a role in a detailed academic conflict case in which the issues are schedule flexibility, timelines, and task assignments. Planned conflict resolution styles as well as impressions and evaluations of the imagined partner are compared across same-race and cross-race conditions. Research provides insight into the possible detrimental consequences of interracial interactions within the workplace. However, awareness of the issue can provide employers and employees with knowledge for correction of such negative outcomes.

#10 THE INFLUENCE OF SELF-CONSTRUALS AND THINKING STYLES ON THE RELATIONSHIP BETWEEN WORKPLACE STRESSORS AND STRAIN

Industrial and Organizational Psychology

Greg Chung-Yan, *University of Windsor*; Catherine Kwantes, *University of Windsor*; Yating Xu, *University of Windsor*; Cheryl Boglarsky, *Human Synergistics International*

Although a number of studies have investigated individual difference factors—such as personality and coping responses (Cooper, Dewe & O'Driscoll, 2001)—as moderating the relationship between taxing environmental stimuli (i.e., stressors) and their negative consequences for health and well-being (i.e., strain), few studies consider the role that cultural differences have on these relationships. To address this gap, the current study introduces the potential moderator of self-construals: the differential emphasis people place on group (interdependent self) versus individual goals (independent self; Markus & Kitayama, 1991). It is anticipated that self-construals moderate the relationship between workplace stressors and strain, although the strength of their influence will depend on whether the stressors reflect individual stressors (e.g., work overload) or social stressors (e.g., interpersonal conflict).

Furthermore, the influence of self-construals is expected to be explained by differences in thinking styles: people's self-image and their perceived relationship with others and their work activities (Cooke, 1986, e.g., growth, inclusion, cooperation). Implications for cross-cultural stress research are discussed.

#11 **VIOLENCE, ABUSE OF POWER AND DISENGAGEMENT OF UNIVERSITY PERSONNEL**
Industrial and Organizational Psychology **Francois Courcy**, *Université de Sherbrooke*; **Alexandre Morin**, *Université de Sherbrooke*; **Isabelle Madore**, *Université de Sherbrooke*

This study examines the deleterious role of exposure to violence (victimization and observation) and the abuse of power based on eight targets of commitment (organization, superior, colleagues, work activity, tasks, occupation, career, and clientele). Although the disengagement is recognized as one of the harmful effects of violence (Leblanc & Kelloway, 2002), this relationship must be tested on different targets of commitment. The data is based on 1416 workers of a Canadian university. Participants had to complete a questionnaire on-line that included Madore's Workplace Affective Commitment measure (2005) [24 items divided up into eight targets of commitment, $.75 < \alpha < .92$]. Furthermore, participants had to answer as victims (9 items, $\alpha = .87$) and as observers (21 items, $\alpha = .93$) on an adaptation to the academic community of the Courcy & Savoie's questionnaire on workplace aggression (2004). Finally, within the scale of abuse of power created for the study (4 items, $\alpha = .86$) according to the recommendations of Skarlicki and Folger (1997), participants were required to answer as observers. Analyses of multiple hierarchical regressions show different effects depending on the target of commitment ($0 < R^2 < .12$). The presence of interaction effects is also tested according to the method of Aiken and West (1991) and is confirmed for five targets of commitment [double interactions].

#12 **GENERAL MENTAL ABILITY'S CAPACITY MEASURED BY TWO COGNITIVE APTITUDE TESTS ADMINSTRATED WITH AND WITHOUT TIME LIMITS TO PREDICT CONTEXTUAL, AND GLOBAL PERFORMANCE: A TASK, PREDICTIVE VALIDITY STUDY**
Industrial and Organizational Psychology **Pascale L. Denis**, *Université du Québec à Montréal*; **Denis Morin**, *Université du Québec à Montréal*; **Claude Guindon**, *Hydro-Québec*

Recently, the use of cognitive aptitude tests (e.g., g-factor related tests) in selection has increased substantially (Gatewood et al., 2007). Considering the importance of the g-factor in performance's prediction (Bertua et al., 2005; Hunter & Hunter, 1984), a non representative evaluation of this aptitude can involve a non optimal decision and increase selection cost for the organization (Schmidt & Hunter, 1998). Although tests assessing the g-factor are generally completed in speed mode (i.e., with time limit), results obtained under such conditions can underestimate the real performance of candidates due to stress (Wonderlic Personnel Test, 1992). Therefore, some authors have proposed an administration without temporal constraint (i.e., power mode) but however, they do not provide any norms for it. In addition, few studies have tested the g-factor's capacity to predict contextual performance (Borman, 2004). Two studies were undertaken in order to test the capacity of the general mental ability, evaluated in speed and power mode with two different tests, to predict various types of performance in employment. Overall, results from regression analyses revealed that general mental ability, when evaluated in power mode only, predicts task performance as well as both dimensions of contextual performance, namely job dedication and interpersonal facilitation.

#13 **THE TEAM COUNTERPRODUCTIVE WORK BEHAVIORS QUESTIONNAIRE: A CONFIRMATORY FACTORIAL ANALYSIS OF ITS STRUCTURE**
Industrial and Organizational Psychology **Guillaume Duguay**, *Université de Montréal*; **Nalia Temimi**, *Université de Montréal*; **André Savoie**, *Université de Montréal*

Counterproductive work behaviors (CWB) is an important issue for organizations. Particularly, team work might easily be endangered by CWB within the team. As a way to assess those behaviors, some researchers built scales as Spector (2006) or Lanyon and Goodstein (2004). As Fox, Spector, Goh, and Bruursema (2007) noted, most studies on CWB are criticized for their self-report methodology. Hence, there might be a need for a more external measure. But even with an external measure with a good inter-rater reliability, the particular context of team work requires that CWB be adapted to reflect the inherent interdependence nature of teams. As a way to answer that need, the Team Counterproductive Work Behaviors Questionnaire (TCWBQ) was built by Temimi and Savoie (2007). The first exploratory analysis made on the questionnaire revealed a three factor structure (Eigen value < 1 , Explaining 62% of the variance) composed of Social loitering ($\alpha = 0.91$), Domination behaviors ($\alpha = 0.84$), and Exploitation behaviors ($\alpha = 0.64$). The aim of the present study is to assess the previously found structure of the TCWBQ over an expanded sample of 440 persons. This time, a confirmatory factorial analysis using structural equation modeling will be done to assess the validity of the previously found structure. A complete presentation of the results will be exposed in the actual presentation.

#14 **PERFORMING IN THE NATIONAL HOCKEY LEAGUE: JUST A MATTER OF TIME?**
Industrial and Organizational Psychology **William Dunlop**, *University of British Columbia*; **Natalie Allen**, *University of Western Ontario*

Data from the 2005/2006 National Hockey League (NHL) season were used to examine relations between "time-based" player characteristics and both individual and team performance. At the individual level of analysis ($n=946$) player's age, tenure with his team, and tenure with the league were all positively related to several performance measures (e.g., number of goals, number of as-

sists). Of these, team tenure was the strongest predictor of performance and the sole (positive) correlate of the player's plus/ minus rating. At the team level of analysis ($n=30$), we examined both mean level and diversity of these time-based variables. Average team tenure - but not league tenure - correlated positively with wins and negatively with losses. The age diversity of teams was marginally related to both regular season wins and regular season losses, such that more diverse teams won fewer, and lost more, games than less diverse teams. Some of these relations, of course, reflect the fact that successful players are more likely to be retained by the NHL and/or their team, while other relations can be interpreted through the lens of team composition theory.

#15 **INVESTIGATING THE EFFECTS OF WORK-FAMILY BALANCE ON EMPLOYEE PRODUCTIVITY**
Industrial and Organizational Psychology Nicole Evers

Recent studies suggest that individuals are increasingly faced with an unbalanced work-life (Lewis & Cooper, 1999), resulting in an increase in the pressures associated with the nature of both work and family (Arnold, 2005). The objective of this research was to investigate the effects of work-family balance on employee behaviour, including their levels of organisational commitment and job involvement, and organisational outcomes including absenteeism, presenteeism, employee engagement, and organisational efficiency. The participants, 53 male and 91 female employees of a single organisation completed a 146 item questionnaire. In brief, the results indicate that the multi-factorial model significantly explains the variance in employee outcomes and organisational outcomes. They also show that work-family balance measures are significantly related to a number of both antecedent and outcome variables, but do not play a mediating role. Unfortunately there was no quantitative or qualitative support for a link between presenteeism and absenteeism, uncovering theoretical criticisms of the former and methodological criticisms of the latter. Finally we discuss these results in terms to their impact on the literature, and the need for further analyses of our data and for new studies to test elements of our proposed model.

#16 **CORE SELF-EVALUATIONS, MOTIVATION, AND PERFORMANCE: APPROACH OR AVOID?**
Industrial and Organizational Psychology Lance Ferris, University of Waterloo; Stephen Risavy, University of Guelph; Douglas Brown, University of Waterloo

Core self-evaluations (CSE) represent "fundamental assessments that people make about their worthiness, competence, and capabilities" (Judge, Bono, Erez, & Locke, 2005, p. 257). While the predictive utility of CSE has been established in numerous studies, the majority of these studies have not examined the process through which CSE exerts its influence on outcomes such as performance. Yet specifying the mediating mechanisms through which CSE influences outcomes is a critical component of theory testing: the mediating mechanisms in a theory are the "theoretical glue that welds a model together" (Whetten, 1989, p. 491). In the present study, we examine approach and avoid motivational mechanisms as competing mediating mechanisms linking CSE with job performance. 76 employed participants completed measures of CSE and approach/avoid motivation at two points in time. Participants subsequently nominated a work peer to complete a survey on the focal participant's job performance. Results indicated that the effect of CSE on job performance is mediated through avoidance motivation mechanisms, not approach mechanisms as posited elsewhere (Judge et al., 2005). Our results suggest a need to reconceptualise the nature of CSE and its motivational effects.

#17 **NEGOTIATION EFFECTIVENESS IN CROSS- VERSUS SAME-RACE PAIRS: A TEST OF THE MODERATING ROLE OF PREJUDICE LEVEL**
Industrial and Organizational Psychology Annette Gagnon, Saint Mary's University; Debra Gilin Oore, Saint Mary's University

Research on negotiations has examined cross-cultural implications and outcomes but has yet to focus on negotiations between members of the same culture but of a different race. Consumer studies have suggested that racial minorities tend to fare worse in negotiations than White individuals. In addition, interaction studies have found evidence suggesting that low prejudice individuals fare worse or "choke" under the pressure of cross-race interactions relative to same-race interactions (Vorauer & Turpie, 2004). These differences in interactions and negotiations illustrate the importance of conducting a cross-race negotiation study. In this study participants negotiate with either a White confederate or a Black confederate who uses a script through the Chat provider MSN Messenger. Negotiation outcomes such as joint and individual outcomes as well as partner evaluations are compared across both same-race conditions and cross-race conditions with the belief that cross-race outcomes will be lower than same-race outcomes. Prejudice level is examined as a moderator with the belief that low prejudice individuals will once again "choke" and have worse negotiation outcomes with a partner of a different race, compared to their performance with a same-race partner.

#18 **EFFECT OF PERCEPTIONS OF POLITICS AND PERFORMANCE ON PERCEIVED ORGANIZATIONAL SUPPORT**
Industrial and Organizational Psychology Harjinder Gill, University of Guelph; Joan Finegan, University of Western Ontario; Dana Knoll, University of Guelph; Stephen Risavy, University of Guelph

Research has demonstrated that performance appraisal (PA) ratings are often distorted or manipulated for political reasons (Murphy & Cleveland, 1995). For example, employees may believe that managers give inaccurate PA ratings in order to punish or motivate employees. To date, little research has examined how these perceptions influence work attitudes. We hypothesized that an organization's top performers might react more negatively to perceptions that the performance appraisal process is political than

weak performers and that this negative reaction would be reflected in their perceptions of organizational support. One hundred and eleven employees of a Canadian head office and distribution plant responded to a survey, and we were able to match supervisor ratings of performance to 51 respondents. Using moderated multiple regression, we found that the interaction between perceptions of PA politics and performance ratings predicted perceived organizational support. For low performers, perceptions of PA politics were not related to their perceptions of organizational support, whereas for high performers, perceptions of PA politics were negatively related to perceived organizational support. Theoretical and practical implications of the findings are discussed.

#19

*Industrial and
Organizational Psychology*

EMOTIONAL LABOUR: SCALE DEVELOPMENT AND VALIDATION

Leah Hamilton, University of Western Ontario; Leah Sheppard, University of Western Ontario; Stephanie Hastings, University of Western Ontario; Julie Vecchi, University of Western Ontario; Joan Finegan, University of Western Ontario

Emotional labour occurs when employees express unmet emotions or suppress felt emotions in order to comply with organizational display rules (Vecchi, 2006). This construct is of interest to industrial/organizational psychologists because it leads to stress (Zapf & Holz, 2006), burnout (Brotheridge & Lee, 2002; Hochschild, 1983) and decreased job satisfaction (Diefendorff & Richard, 2003). Despite its inception nearly twenty-five years ago (Hochschild, 1983), emotional labour remains a largely understudied phenomenon. In part, this is due to the fact that the many different conceptualizations of the construct have made it difficult to interpret and extend past research findings. For example, researchers disagree about how many dimensions comprise emotional labour. In addition, this area of investigation has been plagued with measurement issues, resulting in questions regarding which emotions should be included in the measure, and whether the emotions assessed should be occupation-specific. The current research sought to develop and validate a new measure of emotional labour by adapting and extending existing scales by Glomb and Tews (2004) and Vecchi (2006). Results and implications for future research are discussed.

#20

*Industrial and
Organizational Psychology*

POTENTIAL EFFECTS OF THE TYPE OF EMPLOYMENT AND REASONS FOR WORKING AMONG HIGH SCHOOL STUDENTS

Steve Harvey, Bishop's University; Anton de Man, Bishop's University; Annie Benoit, Université de Sherbrooke

Teenage workers are now a common part of the workforce and studies have identified both benefits and potential pitfalls to balancing school and work (e.g., Barling & Kelloway, 1999). This study extends the research within a sample of nearly 200 working high school students by examining the stress-related outcomes that the type of work and reasons for working has on the individual (e.g., psychological strain, burnout and overload). The results suggest that working for personal gain and growth reasons may be beneficial to the individual's well-being whereas those reporting that they work for economic reasons to help support the family may experience effects to the contrary. Whether one is working for a family business, outside employer or is self-employed also seems to make a difference in the levels felt overload and burnout. The need to examine the type of work and reasons for working are discussed within the context of research on adolescence and work.

#21

*Industrial and
Organizational Psychology*

PREDICTING WORKPLACE DEVIANCE USING BROAD AND NARROW PERSONALITY TRAITS

Stephanie Hastings, University of Western Ontario; Thomas O'Neill, University of Western Ontario

Certain "Big Five" factors of personality are theoretically (Trevino, 1986) and empirically (see a recent meta-analysis by Berry, Ones, & Sackett, 2007) related to workplace deviance. However, the Big Five factors of personality are highly complex in that each is comprised of multiple facets (Paunonen & Nicol, 2001). To advance theory on how personality relates to deviant behaviors, and to maximize the prediction afforded by personality traits, we investigated the effects of the Big Five and their constituent facets on workplace deviance. Usable data were collected from 200 university students enrolled in introductory psychology who currently or previously held an employment position. We found that the Big Five obscured important facet – criterion relationships. For example, neuroticism did not predict deviant behaviors, whereas its facet, anger, was a significant predictor. In addition, we found evidence for the "cancellation effect" (Tett & Christiansen, in press), where the facets of friendliness and excitement seeking (facets of extraversion) correlated significantly, but in different directions, with deviance. The net effect was a non-significant extraversion – deviance relationship. How our results can be used to advance theory, and maximize the prediction of deviant behaviors through personality assessment, will be outlined at the conference.

#22

*Industrial and
Organizational Psychology*

EMOTIONAL INTELLIGENCE DEVELOPMENT: AN EXPERIENTIAL LEARNING APPROACH

Ivona Hideg, University of Toronto; Stephen Risavy, University of Guelph; John Michela, University of Waterloo; Joan Condie, Sheridan Institute of Technology and Advanced Learning; Mariana Soraggi, University of Waterloo; Kathy Tsang, University of Waterloo

Successful leadership in the 21st century requires leaders not only to be intelligent and educated, but also attuned to their own and others' emotions. Consequently, many organizations are seeking to implement effective programs for developing emotional intel-

ligence (EI). However, there is a paucity of research addressing the most effective approaches to EI development and training. This paper describes the development, implementation, and evaluation of an EI development initiative that was based on the principles of experiential learning (Kolb, 1984). First, an appropriate EI model for our participants (science and engineering specialists in training for entrepreneurship) was developed. Our model is a hybrid model that includes both competency- and ability-oriented schemes of EI. Next, activities were created for experiential learning, matching one-to-one with our EI model. Participants attended four training sessions and completed activities for experiential learning between the sessions. After the training was completed, participants completed an evaluation questionnaire and some participants took part in follow-up interviews. Results revealed that participants were favourable in their assessment of the training program. Moreover, participants reported the training was valuable and they learned EI strategies. This study has implications for future EI development initiatives.

#23

*Industrial and
Organizational Psychology*

THE IMPACT OF ORGANIZATIONAL CULTURE AND CIVILITY OF TREATMENT ON PERCEPTIONS AND PERPETRATION OF EMAIL INCIVILITY

Camilla Holmvall, Saint Mary's University; Lori Francis, Saint Mary's University; Ashley Thompson, Saint Mary's University

Workplace incivility reflects rude and inconsiderate treatment, with an ambiguous intent to harm the target (Andersson & Pearson, 1999). A growing literature suggests that incivility can have negative repercussions for employees and for their organizations (e.g., Cortina, Magley, Williams, & Langhout, 2001). Thus, understanding the causes of incivility is of great importance. In the current study, we used a mixed between-within subjects experimental design ($N=54$) to explore the roles of organizational culture (formal vs. informal) and civility of treatment received (civil vs. uncivil) in the perception and perpetration of email incivility. Because the rules for appropriate conduct are more clear within a formal culture (Andersson & Pearson, 1999), we expected the stimulus emails (especially the uncivil stimulus) to be perceived as more uncivil within a formal (vs. informal) culture. Following predictions by Andersson & Pearson (1999), we also expected that independently-coded perpetration of incivility would be greater (a) in response to uncivil (vs. civil) emails, and (b) within an informal (vs. formal) culture. Coding and analysis of the data is in progress. Results will be discussed, in addition to the limitations and implications of our research.

#24

*Industrial and
Organizational Psychology*

CUSTOMER INJUSTICE AS A MEDIATOR OF THE RELATIONSHIP BETWEEN SUPPORTIVE ORGANIZATIONAL POLICIES AND JOB-INDUCED TENSION

Camilla Holmvall, Saint Mary's University; Aaron Schat, McMaster University

The work of Hochschild (1983) and other scholars (e.g., Ashforth & Humphrey, 1993) has contributed to a growing awareness of the demands that are placed on customer service workers in their interactions with customers. In some cases, these demands include experiencing negative customer behaviours, such as customer interactional injustice (Rupp & Spencer, 2006) and aggression (Grandey, Dickter, & Sin, 2004). Implicit in this research is the prevailing notion that because "the customer is always right", the customer can engage in negative behaviours without sanction and that service workers must face these behaviours with little recourse, and even "with a smile." An issue that warrants further investigation is whether an organization's intolerance of customer aggression—through the provision of supportive policies and practices—can actually reduce workers' exposure to negative customer behaviour and indirectly impact workers' well-being. In the present study, we tested this notion using a cross-sectional correlational design ($N=172$). Results suggest that perceiving greater support from the organization in terms of positive policies and procedures was related to reduced exposure to customer injustice, which in turn was associated with lower levels of job-induced tension. Limitations and implications of these findings will be discussed.

#25

*Industrial and
Organizational Psychology*

SOCIAL DESIRABILITY SCALES AS PREDICTORS OF PERFORMANCE APPRAISAL BEHAVIOURS IN A SIMULATED APPRAISAL CONTEXT

R. Blake Jelley, University of Prince Edward Island; Richard Goffin, University of Western Ontario

Although social desirability is frequently studied as a response bias, social desirability may itself be a meaningful construct (Paulhus, 1991). Social desirability refers to the tendency to respond in a manner that makes the respondent appear favourable to others. The self-deceptive enhancement (SDE) form of social desirability reflects a subconscious, self-enhancing response bias, whereas impression management (IM) refers to the purposeful tailoring of questionnaire responses to create a positive social image (Paulhus, 1991). Performance raters who present themselves favourably on a social desirability scale (consciously or subconsciously) might be expected to rate leniently in order to be viewed favourably by a ratee. In the present study, 150 undergraduates participated in a simulated performance appraisal in which they observed a videotaped performance vignette and, after a delay, provided performance ratings and one-on-one feedback to the ratee. Neither SDE nor IM correlated significantly with rating leniency. However, significant correlations were observed between SDE and self-reported discomfort (-), observed discomfort (-), and inflated verbal feedback (+). No significant correlations involving IM and the criteria were observed. Contributions to the literature on social desirability and individual difference predictors of performance appraisal behaviour were discussed.

#26

*Industrial and
Organizational Psychology*

PERCEPTIONS OF THE SINCERITY OF A CORPORATE APOLOGY IN RESPONSE TO WRONGDOING

Gwen Jenkins, York University; Regina Schuller, York University; Ward Struthers, York University

Apologies are unlikely to result in forgiveness unless perceived to be sincere. In spite of their strategic use to minimize public backlash, however, corporate apologies are often successful in moderating anger. The present study investigated the impact of compensation and remorse on the perceived sincerity of a corporate apology. Whereas prior research has demonstrated that compensation increases the perceived sincerity of an apology, there is little empirical evidence indicating that remorse has the same effect. Results will be discussed in light of their theoretical and practical significance.

#27

*Industrial and
Organizational Psychology*

CONFLICT MANAGEMENT STRATEGIES: WHAT WE THINK AND WHAT WE DO

Ritu Kaushal, *University of Windsor*; Cathy Kwantes, *University of Windsor*

Across the globe, an increased potential for interaction has led to a higher likelihood of interpersonal conflict in the personal, social, and organizational domains of our lives. The strategies chosen to deal with such conflict reflect an individual's cultural background, personality characteristics, and the specific situational context in which s/he is placed. Often, there exists a gap between how an individual would like to respond to a conflict situation and how s/he actually responds to the scenario. Actual responses to conflict may reflect what an individual deems as an appropriate way to respond, given the context in which s/he is responding while ideal conflict responses may reflect what an individual considers to be an appropriate way to respond, given the individual responding. In this way, the discrepancy between actual and ideal conflict management strategies may be widened or narrowed by influences such as cultural norms, temperament, and contextual factors, as each of the above may serve as a constraint to behaviour. This study explored the link between actual and ideal strategies of conflict management and their relationships with cultural and personality variables. Relevance of the findings and their implications with respect to conflict management and resolution issues are discussed.

#28

*Industrial and
Organizational Psychology*

RELATIONS OF CONSERVATISM AND SEXISM TO SELECTING A POLITICAL CANDIDATE

Suzanne Kiani, *University of Guelph*; Leanne Son Hing, *University of Guelph*

Gender inequalities are a significant problem in Canada's federal government as it has not yet reached the recognized the United Nations' minimum benchmark of having elected 30% women. This study will assess the roles of sexism and conservatism in participants' evaluations of, and voting preference for, a female vs. male political candidate. Sexism and conservatism are both empirically and conceptually confounded (e.g., Modern Sexism). In previous work, Son Hing, Hamilton, Chung-Yan, and Zanna (in press) proposed a two-dimensional model of prejudice that involved explicit Modern Racism (i.e., controlled) and implicit (i.e., automatic) racism. In this study, this model was adapted to explore sexism. Participants, 100 male students, will complete a measure of explicit Modern Sexism, a measure of implicit sexism (a gender/competence IAT), and measures of conservatism (i.e., economic, political, and social). We will consider participants who score both high on the explicit Modern Sexism Scale and on the sexism IAT to be Modern Sexists. In contrast, those who score high on the explicit Modern Sexism Scale but low on the sexism IAT will be considered Principled Conservatives. We predict that Modern Sexists but not Principled Conservatives will demonstrate gender discrimination in their evaluations of political candidates. Moreover, we will explore the relations among the different forms of sexism and conservatism. Results and their implications will be discussed.

#29

*Industrial and
Organizational Psychology*

TOWARD AN UNDERSTANDING OF TEAM CONTRACTS

Joy Klammer, *University of Western Ontario*; Natalie Allen, *University of Western Ontario*; Trevor Carruthers, *University of Western Ontario*; Sarah Ross, *University of Western Ontario*; Allison Boyd, *University of Western Ontario*; Erin Marcotte, *University of Western Ontario*; Erica Lundberg, *University of Western Ontario*

There is a growing recognition in North American engineering schools that teamwork skills are essential for professional engineers. Rather than leave the development of teamwork skills to chance, many engineering programs are conducting teambuilding sessions for their newly formed engineering student project groups. Teambuilding sessions provide the opportunity to socialize team members and allow them to set expectations for their collaborative efforts. To the degree that socialization provides information that reduces the uncertainty/anxiety about expected team behaviour, it has the potential to reduce conflict and increase satisfaction and performance (Jones, 1986). As part of team socialization, some schools have implemented the use of the "team contract" – an agreement, made among the team members themselves, that outlines the expectations that the team has for its members. Little is known, however, about the characteristics of team contacts or their links with team outcomes. In this exploratory research we collected data from 310 engineering students ($n=71$ teams) who drafted team contracts during teambuilding sessions. We examined (a) the characteristics of the contracts (themes, degree of detail) and (b) the relations between these characteristics and several team outcomes: conflict, viability, and overall team performance.

#30

*Industrial and
Organizational Psychology*

MODELLING THE EFFECT OF COMBINING FAKABLE AND NON-FAKABLE MEASURES ON SELECTEE PERFORMANCE

Shawn Komar, *University of Waterloo*; Douglas Brown, *University of Waterloo*; Stephen Risavy, *University of Guelph*; Chet Robie, *Wilfrid Laurier University*

Faking research has demonstrated that the intentional distortion of responses on non-cognitive measures, such as personality tests, will have a negative impact on the criterion-related validity of these measures. Because these measures are seldom used alone in

applied settings, the practical impact of faking may be attenuated once combined with other measures, such as cognitive ability, which are not susceptible to faking. The present study sought to investigate this possibility by modeling a number of selection scenarios in which performance is predicted using a measure of conscientiousness, which has been shown to be susceptible to faking, in concert with a measure of cognitive ability. Each measure was used either alone, as a unit-weighted composite, or as an initial hurdle before selection on the other measure. Results indicated that the impact of faking conscientiousness on selectee performance is largely dependent on how the conscientiousness measure is combined with cognitive ability. For some scenarios, faking conscientiousness had little impact on the performance of the group ultimately selected, while in others faking resulted in a level of performance that was below that achieved through selection using cognitive ability alone.

- #31** **ORGANIZATIONAL CULTURES AND INDUSTRY TYPE: AN EXAMINATION OF GOODS VERSUS SERVICES**
Industrial and Organizational Psychology *Joanna Kraft, University of Windsor; Catherine Kwantes, University of Windsor; Cheryl Boglarsky, Human Synergistics International*

Organizational culture affects both organizational outcomes, such as growth and productivity, and individual outcomes, such as satisfaction and turnover (Balthazard, Cooke, & Potter, 2006). Research has suggested that one impact on organizational culture is the nature of work, or the industry, of the organization. For example, Phillips (1994) found support for two separate "industry cultures" through a qualitative examination of culture within two macro-organizations. Occupational choice is also related to organizational culture, as different occupations have somewhat different ideal organizational cultures (Kwantes & Boglarsky, 2004). The purpose of the study was to investigate differences in organizational culture across two industry categories, service and goods, using the OCI – a quantitative measure of organizational culture which allows for a direct comparison of cross-sections (Balthazard et al.). The respondents in this study consisted of 1920 individuals (from 35 organizations) who worked for a healthcare organization and 1240 individuals (from 53 organizations) who worked for a manufacturing organization. While both groups preferred constructive aspects of organizational culture, employees in the service industry had stronger preferences than those in the manufacturing sector.

- #32** **THE EFFECTS OF SUPERVISORS' MENTORING ON EMPLOYEES' ATTITUDES: A DOUBLE-EDGED SWORD ?**
Industrial and Organizational Psychology *Guylaine Landry, HEC Montréal; Christian Vandenberghe, HEC Montréal*

We examined the effects of supervisors' mentoring on their subordinates' organizational commitment (OC), career commitment and turnover intent (TI). Drawing on Scandura's work (1992), we theorized that mentoring would be formed of three factors: vocational mentoring, role modeling and social support. We postulated that these factors would negatively predict TI and contribute to increase the three forms of OC – i.e., affective (AC), normative (NC) and continuance (CC) commitment – and career commitment. We also hypothesized that AC, NC and CC would negatively predict TI whereas career commitment would positively predict this outcome. Data were collected from a sample of university alumni ($N=439$) and were analyzed using LISREL. Our model yielded a good fit to the data [$X^2(215)=585.68, p=0.00, NNFI=0.98, SRMR=0.05$]. Mentoring negatively affected TI and positively predicted AC and CC. In turn, AC and CC diminished TI. However, mentoring did not predict career commitment while the latter positively predicted TI. The findings indicate that by acting as mentors, supervisors can directly decrease subordinates' TI as well as strengthen their commitment to the organization. They also indicate that mentoring does not represent a double-edged sword as it did not increase subordinates' level of career commitment, the only variable in our model which resulted in a stronger desire to leave.

- #33** **CONSTRUCTION AND VALIDATION OF THE DENTISTS' VALUES SCALE**
Industrial and Organizational Psychology *Angela Langille, Saint Mary's University; Vic Catano, Saint Mary's University; Tom Boran, Dalhousie University; Don Cunningham, Dalhousie University*

During the dental school admissions process, decision makers are focused on determining which applicants will most likely become competent practitioners. As such, the admissions procedure may benefit from the inclusion of a reliable, valid tool that can be used to assist in predicting the degree to which applicants are likely to become successful students and practitioners. One factor that is related to success in the dental profession is values, which are principles that guide behaviour. However, systematic research on the values of dentists is lacking. For example, past research has demonstrated inconsistent results using a mix of generic values measures. Therefore, the purpose of this research was to develop and validate the Dentists' Values Scale (DVS), a measure of dentists' career-related values. Information obtained from focus groups and existing literature determined values included in the DVS. The DVS was administered to a sample of dental practitioners, and reliability and validity of the scale was assessed. After initial scale development and validation, the scale was administered to a sample of students, and analyses were conducted to determine the relationship between values of dentists and dental students.

- #34** **RELATION BETWEEN INFLUENCE TACTICS AND WORK ATTITUDES**
Industrial and Organizational Psychology *Jessica Leal, University of Guelph; Harjinder Gill, University of Guelph*

Considerable research has examined the conceptualization, measurement, and effectiveness of different influence tactics. Less research has examined the factors that affect employees' choice of influence tactics. Influence tactics can be classified as either soft (e.g., inspirational appeal), neutral (e.g., exchange), or hard (e.g., coercive) depending on the degree of freedom that an employee

has to reject or accept the influence attempt. The present study examined whether employees' work attitudes and behaviours were related to their use of influence tactics. It was predicted that employees with positive work attitudes and behaviours would be more likely to use soft tactics and less likely to use hard tactics. Eighteen university residence assistants participated in the study and completed an online survey that measured their job satisfaction, perceptions of organizational support, feelings of empowerment, citizenship behaviours, and their use of influence tactics. Results indicated that empowerment and citizenship behaviours were positively and significantly related to the use of soft tactics. Although not significant, job satisfaction was negatively related to the use of hard tactics ($p = .09$), and unexpectedly, perceived organizational support was positively related to neutral tactics ($p = .09$). Implications and limitations of the findings are discussed.

#35

*Industrial and
Organizational Psychology*

YOUNG WORKERS' EXPERIENCES OF SEXUAL HARASSMENT

Manon LeBlanc, *Bishop's University*; Jean-Michel Latulippe, *Bishop's University*

The vast majority of Canadian youth (aged 15 to 24) are employed. Many of these individuals work in jobs that involve direct interaction with the public (e.g., cashier, sales person, bartender), which may place them at risk for sexual harassment. With few exceptions, existing research on harassment has focused on supervisors and colleagues as perpetrators. Yet, clients and customers may also engage in sexual harassment. A recent study that examined public-initiated sexual harassment suggests that it is associated with negative personal (e.g., psychological health) and organizational (e.g., job satisfaction) outcomes. In the current study, we examine whether female, full-time university students who experience sexual harassment during their summer employment report decrements in psychological well-being and job satisfaction. In addition, we investigate whether customer service orientation ('the customer is always right' orientation) moderates these relationships. Using multiple regression analyses, our results showed that customer service orientation exacerbates the impact of sexual harassment on psychological health. The implications of our findings will be discussed.

#36

*Industrial and
Organizational Psychology*

THE DEVELOPMENT AND APPLICATION OF AN EMPLOYMENT-RELATED MOTIVATIONAL DISTORTION SCALE IN PERSONALITY ASSESSMENT

Zehra LeRoy, *University of British Columbia*; A. Ralph Hakstian, *University of British Columbia*; Carrie Cuttler, *University of British Columbia*; Tenzin Gonsar, *University of British Columbia*; Lauren Florko, *University of British Columbia*; Loretta Siu, *University of British Columbia*; Nicole Desjardins, *University of British Columbia*; Pylin Chuapetcharasopon, *University of British Columbia*

Research suggests that personality traits predict important job-related behaviours, a fact that accounts for the common use of personality inventories as part of personnel selection systems. Applicants are, however, often motivated to distort their responses on these inventories to increase their chances of success, a behaviour referred to as employment-related motivational distortion (EMD). The goals of this study were to, (1) explore the nature of EMD by developing a scale and factor analysing the items, and (2) to evaluate the potential use of this scale in an industrial sample. To develop the EMD scale, the BIODATA-250 personality inventory was first completed by two samples of undergraduate students; a group that completed the inventory under a normal-response condition ($n = 633$), and a group that completed the inventory under a cued-motivational distortion (MD) condition ($n = 529$). Items for this scale were selected based on mean-item differences while appropriately controlling for Type I error. A factor analysis of the items produced four common factors—Conscientiousness, Integrity/Rule Abiding, Dominance/Leadership, and Concern for Others. Use of the EMD scale is discussed in the context of cross-validation results with an additional undergraduate student sample and an industrial sample within a large Canadian telecommunications company.

#37

*Industrial and
Organizational Psychology*

LEADERS' RISK BEHAVIOR AND ITS OUTCOMES ON PERCEPTION OF CHARISMA: CROSS-CULTURAL COMPARISON

Huiwen Lian, *University of Waterloo*; Doug Brown, *University of Waterloo*

This study examined the effects of leaders' risk behavior, organizational performance and culture on perception of leader charisma. Subjects included 161 Canadian and 149 Chinese undergraduates who read a vignette describing the risky behaviors taken by the CEO of a pharmacy company and the following organizational performance. A 2 (leaders' risk behavior, less/more risk) by 3 (organizational outcome, negative/no information/positive) by 2 (culture, Canadian/Chinese) design was employed. MANOVA analysis indicated significant effects of leaders' risk behavior, organizational outcome and culture on perceived leader charisma. The results suggest that although leaders' risk behavior was an important determinant of perceptions of leader charisma for both Canadians and Chinese, perception of charisma was affected more by leaders' risk behavior for Canadians than for Chinese; (2) the organizational outcome could impact the effects of leaders' risk behavior on followers' perception of charisma only for Canadians, but not for Chinese.

#38

*Industrial and
Organizational Psychology*

BACK TO THE FUTURE: A REVIEW OF EMPIRICAL WORKS ON ORGANIZATIONAL VISION

Vivian Lo, *University of Waterloo*; John Michela, *University of Waterloo*

For more than a decade, writers from the business press have held that organizational vision plays a vital role in leadership and management. Over this period, scholarly research on this topic has been accumulating. Our research entailed a comprehensive review of empirical studies that have been published in Psychology journals and Management journals since the 1990s. Variables in these studies include antecedents, consequences, and specific aspects of organizational visions and the processes of vision formulation and vision communication. Accordingly, the review identifies trait, behavioural, and situational factors that influence the creation of a viable vision. The review also covers research supporting the effectiveness and impacts of a vision on various individual and organizational-level outcomes such as followers' empowerment and organizational growth. Sizable gaps and methodological challenges in this literature are noted, as are worthwhile lessons learned.

#39

*Industrial and
Organizational Psychology*

COMMITMENT, MOTIVATION, AND ENGAGEMENT: WHAT'S THE DIFFERENCE?

Elyse Maltin, *University of Western Ontario*; *Natasha Parfyonova*, *University of Western Ontario*; *Tim Jackson*, *University of Western Ontario*; *Kate McInnis*, *University of Western Ontario*; *John Meyer*, *University of Western Ontario*

Commitment, motivation, and engagement are three constructs with a great degree of overlap. This study examined the relations among commitment as described by the three-component model (Meyer & Allen, 1997), motivation as described by self-determination theory (Ryan & Deci, 2000), and engagement as described by Schaufeli (e.g. Schaufeli, Baker, & Salanova, 2006). Undergraduate students completed paper-and-pencil surveys at the beginning of the school year, and web-based surveys 3 more times throughout the school year. Motivation was measured at two levels (see Vallerand, 1997): motivation for pursuing a university education (i.e., reasons for pursuing a university education) and motivation for daily academic activities. It was expected that higher-level motivation (for going to university) would be more highly related than task-focused motivation to commitment towards a university education. Engagement was expected to be more highly related to task-based motivation than higher-level motivation. Results largely confirmed expectations. Relations among all of the constructs as well as implications for studying and managing commitment, motivation, and engagement in the work context are discussed.

#40

*Industrial and
Organizational Psychology*

THE INFLUENCE OF ORGANIZATIONAL HIERARCHY ON THE PERCEPTION AND PERPETRATION OF E-MAIL INCIVILITY

Jennifer Martinell, *Saint Mary's University*; *Lori Francis*, *Saint Mary's University*; *Camilla Holmvall*, *Saint Mary's University*

This study investigates whether the hierarchical relationship a person has with an email correspondent will influence one's perceptions of incivility in received emails and the level of incivility perpetrated in responses to those emails. Participants ($N=36$) assumed the role of a manager and received and responded to emails (matched for level of incivility) from a supervisor, a peer, and a subordinate. We expected participants to perceive the most incivility in emails from subordinates (vs. peers and supervisors) and to perpetrate the most incivility in their replies to subordinates (vs. peers and supervisors). Our first hypothesis was supported. Participants perceived the highest level of incivility in the stimulus emails that were from subordinates. The second hypothesis was partially supported. Independently rated incivility was equally high in responses to subordinates and to peers, but lower in responses to supervisors. Future research and practical implications will be discussed.

#41

*Industrial and
Organizational Psychology*

THE EFFECT OF AN AMBIGUOUS STRESSOR ON COUNTERPRODUCTIVE WORK BEHAVIOURS (CWB)

Matthew McDowell, *University of New Brunswick*; *Shelley Parker*, *University of New Brunswick*

The following study explored the effect of an ambiguous stressor on the rates of counterproductive work behaviours (CWB) in an academic setting through the application of a stress/emotion/strain model (Fox, Spector & Miles, 2001). On September 14th, 2007, The Commission on Post-Secondary Education in New Brunswick published a report that recommended changes to post-secondary education, such as potential closure to the University of New Brunswick's Saint John campus and conversion to a polytechnic institute. This created an ambiguous, variable situation for the university population as a whole. Based on Fox et al (2001) it was hypothesized that the increase in ambiguity would lead to an increase in negative affect, particularly anxiety and anger, and that the negative affect would mediate the effect of this ambiguous stressor on CWB. Results are examined with respect to Fox et al.'s model and the implications for understanding CWB within an academic population.

#42

*Industrial and
Organizational Psychology*

PSYCHOLOGICAL CONTRACTS AND ORGANIZATIONAL COMMITMENT PROFILES: AN EXAMINATION OF THE EMPLOYER-EMPLOYEE RELATIONSHIP

Kate McInnis, *University of Western Ontario*; *John Meyer*, *University of Western Ontario*

Understanding the commitments an employee and his or her employer make to each other is important to organizations. The present study explores the associations between employers' commitment to employees, as reflected in the perceived psychological contract, and employees' commitment to the organization. Traditionally, psychological contracts have been measured based on the contents of the contract (e.g., promotion opportunities), making it difficult to generalize findings across work arrangements. The present study adopts and extends a new approach to examining psychological contracts by looking at the contracts' features (e.g., stability). One hundred and sixty-seven nurses from various hospitals in Ontario completed surveys including measures of com-

mitment (i.e., affective, normative, and continuance), psychological contract features, and perceived contract fulfillment. Results illustrated that perceptions of the psychological contract varied meaningfully across employees with different commitment profiles. Our findings contribute to I/O research by further advancing commitment profile research and extending the features approach to measuring psychological contracts. In addition, the present study provides guidance on managing these contracts effectively in organizations. Directions for future research are also highlighted.

#43

*Industrial and
Organizational Psychology*

**MEASURING EMOTIONAL INTELLIGENCE: VALIDATION OF THE COMPOSITE
EMOTIONAL INTELLIGENCE MEASURE (CEIM)**

Sonya Melnyk Stevens, *Saint Mary's University*; Michael Teed, *Saint Mary's University*;
Sarah Campbell, *Saint Mary's University*; Victor Catano, *Saint Mary's University*;
Stephanie Vandal, *Saint Mary's University*

There have been several attempts to measure ability-based emotional intelligence (EI) through self-report (e.g., Schutte, 1998; Tett et al., 2005; Wong & Law, 2002). Self reports measures are appealing because they are easy, fast, and have face validity; however, these measures of ability-based EI frequently fail to sample the entire EI domain, do not relate to measures of cognitive ability and personality, and are not correlated with the only performance-based measure of ability-based EI (i.e., Mayer-Salovey-Caruso Emotional Intelligence Test; Mayer et al., 2002). In a recent study, Stevens, Teed, Campbell & Catano (2007) created a new Composite Emotional Intelligence Measure (CEIM) that addresses these critiques. The objective of the current study was to provide additional validation evidence for this new promising measure. A sample of employed undergraduate students completed the CEIM and measures of personality and cognitive ability. The factor structure, reliability, and convergent validity of this measure were evaluated. Results and implications will be discussed.

#44

*Industrial and
Organizational Psychology*

**THE ROLE RECEIVER CHARACTERISTICS PLAY IN DETERMINING THE
EFFECTIVENESS OF EXPLANATIONS**

Graham Nagy, *University of Waterloo*; Brian Holtz, *University of Calgary*

Research has found that adequate managerial explanations for negative outcomes can mitigate negative subordinate reactions. The main purpose of this study was to investigate whether characteristics of the person receiving an explanation moderate the positive effect that explanations have on fairness perceptions. Specifically, explanations were categorized as an excuse, justification, or apology, which resulted in a 2 X 2 X 2 factorial design. Fairness theory led us to focus on organizational identification and trust in one's leader as important receiver characteristics that could interact with explanations. The study also investigated the relative effectiveness of combining multiple forms of explanations. In general, the results did not show support for a moderating influence of organizational identification or trust. Interestingly, there were significant main effects for both organizational identification and trust in one's leader on ratings of procedural, interpersonal, and informational fairness, but not distributive fairness. Finally, there was no evidence that combined-explanations were better than single explanations at improving fairness perceptions.

#45

*Industrial and
Organizational Psychology*

**THE EFFECTS OF FAMILY-FRIENDLY WORKPLACE POLICIES ON
WORK-INTERFERENCE-WITH-FAMILY AND ORGANIZATIONAL OUTCOMES**

Thomas Oliver, *University of Guelph*; Karen Kobarik, *University of Guelph*;
Allyson McElwain, *University of Guelph*; Donna Lero, *University of Guelph*

Increasing numbers of employers are providing family-friendly workplace policies (FFWP; Osterman, 1995). Research shows that these policies are associated with both reduced work-family conflict (WFC) and favorable organizational outcomes (Lobel, 1999). However, most previous studies are limited due to their: 1) focus on one organization, 2) cross-sectional designs, 3) failure to separately examine the subcomponents of WFC (e.g., work interference with family and family interference with work), and 4) disregard of moderating variables such as gender and organizational level. A prospective study of managerial employees from four job sectors (Rosin & Korabik, 2003) found that FFWP had differential effects on organizational outcomes for men versus women and for different aspects of WFC. By examining differences between managerial and nonmanagerial employees, the current prospective study seeks to expand upon their findings. A sample of 668 Canadian men and women from three job sectors was used to investigate the interrelationships among FFWP, reduced WFC and improved organizational outcomes (i.e., job satisfaction and turnover intentions). We also assessed the moderating effects of gender and job level. Results will be discussed in terms of whether WFC is related more to work overload for managers, but to lack of job control for nonmanagerial employees.

#46

*Industrial and
Organizational Psychology*

**LES LIENS ENTRE LES COMPORTEMENTS DE CITOYENNETÉ
ORGANISATIONNELLE ET INTENTIONS COMPORTEMENTALES DE DÉPART**

Pascal Paillé, *Université Laval*; Pascal Paillé, *Université Laval*

On assiste actuellement en psychologie des organisations à un engouement pour le thème de la citoyenneté organisationnelle. D'importants efforts ont été faits pour identifier les variables qui stimulent la citoyenneté organisationnelle. En revanche, les liens entre la citoyenneté organisationnelle et d'autres comportements, tels que le départ volontaire par exemple, restent négligés. Pourtant mieux comprendre la nature de cette influence peut être utile aux managers dans une problématique centrée sur la relation d'emploi durable. Cette étude présente les résultats d'une recherche sur les liens entre les comportements de citoyenneté organisationnelle (altruisme, entraide, civisme, esprit d'équipe) et plusieurs intentions comportementales de départ (intention de quitter

l'organisation, intention de quitter le poste actuel, intention de quitter l'équipe). Une revue de la littérature montre plusieurs carences qu'une recherche empirique sur un échantillon de 355 gestionnaires s'est attachée à combler. Les données améliorent les connaissances en spécifiant de manière plus détaillée quelles formes de citoyenneté influencent quelles intentions comportementales liées au départ. Il apparaît que l'esprit d'équipe est la forme de citoyenneté qui est dotée de la plus grande capacité prédictive. Les limites, les avenues de recherches futures et les apports sont présentés dans la discussion.

#47

*Industrial and
Organizational Psychology*

**SUPERVISOR PERSONALITY AND PRAISE OF THE ORGANIZATION:
RELATIONSHIPS WITH EMPLOYEE AFFECTIVE COMMITMENT TO THE
SUPERVISOR AND THE ORGANIZATION**

Alexandra Panaccio, HEC Montreal; Christian Vandenberghe, HEC Montreal

Theoretical and empirical evidence suggests that supervisor personality and behavior could exert an effect on subordinate attitudes. We examined the relationships of employee perceptions of supervisors' Big Five personality traits and praising of the organization with employee affective commitment to the supervisor and the organization. Drawing on a sample of 508 university alumni, analyses revealed that supervisor extraversion, agreeableness, conscientiousness and openness to experience were positively related to employee affective commitment to the supervisor. Further, supervisor conscientiousness and openness to experience indirectly contributed to increase employee affective organizational commitment via their impact on affective commitment to the supervisor. Finally, we found that supervisor praise of the organization moderated the positive relationship between affective commitment to the supervisor and affective organizational commitment, such that the relationship was stronger when the supervisor actively praised the organization in his communications with employees. Results have implications for manager selection and development, as they highlight the effect exerted by supervisor personality and behavior on employee attitudes towards the supervisor as well as the organization.

#48

*Industrial and
Organizational Psychology*

**PERSONALITY DIFFERENCES AMONG PROFILES OF STUDENT COMMITMENT
TO EDUCATION**

Natalya Parfyonova, University of Western Ontario

There has been little research devoted to personality and workplace commitments (Erdheim, Wang, & Zickar, 2006). Using a sample of university students ($N=285$), we examined if motivational and exchange-oriented personality variables are related to students' affective, continuance, and normative commitment to education. We found that autonomy causality orientation, a personality construct described in self-determination theory of motivation, was positively related to affective commitment to education, while controlled causality orientation was positively related to continuance and normative commitment to education. Comparisons of mean levels of personality traits across combinations of commitment components demonstrated that highly committed students (i.e., all three components are high) and those with commitment profiles involving high affective commitment had higher levels of autonomy orientation and lower levels of reciprocity wariness (i.e., a dispositional tendency to be fearful of exploitation in social relationships) than uncommitted students (i.e., all three components are low). Students with a commitment profile involving high normative and continuance commitment had higher controlled orientation than students whose commitment to education was primarily affective. The implications of these findings for research on workplace commitments are discussed.

#49

*Industrial and
Organizational Psychology*

**AN INVESTIGATION INTO THE INCIDENCE OF HALO AND ORDER EFFECTS
IN STRUCTURED INTERVIEWS**

*Matthew Prosser, Saint Mary's University; Victor Catano, Saint Mary's University;
Bernadette Gatien, Saint Mary's University; Jason Slaunwhite, Saint Mary's University*

This study examines whether the intercorrelations between performance dimensions used in structured interviews are the result of halo or order effects. A total of 240 undergraduate university students (Female = 156, Male = 84) participated in rating videotaped structured interviews wherein the order of the questions was manipulated in order to determine if the interviewee's responses on one item influenced subsequent ratings (halo/order). Individual differences on various factors (e.g. cognitive ability) were also measured to determine their level of influence. Results of the study indicate that there was in fact an order effect such that when a question is presented it has an immediate impact on the following question. Consistent with previous research, gender of the rater, and specific personality factors were significant predictors of interview score. Implications of the results and future research are discussed.

#50

*Industrial and
Organizational Psychology*

**YOUTH INVOLVEMENT IN ORGANIZATIONAL DECISION-MAKING:
A SYNTHESIS OF QUALITATIVE RESEARCH**

Heather Ramey, Brock University; Linda Rose-Krasnor, Brock University

Youth involvement in organizational decision-making appears to contribute to positive youth development, with research pointing to benefits for youth identity exploration, social competence, skill-building, and social capital. Knowledge about the effects of youth involvement on organizations, however, is limited. There is a need to systematically review and interpret the extant research, which primarily takes the form of case studies, and to integrate it with current theories of organizational change. Wheeler (2000), for example, has theorized that organizational effects are compatible with the characteristics of learning organizations. Learning organizations are businesses committed to ongoing learning and adaptation, with characteristics, such as a culture of inquiry, team

learning, and empowerment, that have been correlated with positive financial and knowledge performance. In this synthesis of qualitative research, the empirical literature will be analysed according to dimensions of youth involvement, including type of youth involvement and organization, and degree of youth responsibility. A preliminary analysis based on 8 studies (final analysis will be based on a minimum of 15) indicates that youth involvement has produced significant tangible achievements for organizations, and suggests parallels between study findings and Wheeler's theory, including greater clarity in organizational mission, a key characteristic of learning organizations.

#51

*Industrial and
Organizational Psychology*

WORK-FAMILY CONFLICT AND ORGANIZATIONAL OUTCOMES: THE IMPACT OF GENDER AND POLYCHRONIC TIME PREFERENCE

Stephen Risavy, University of Guelph; Allyson McElwain, University of Guelph; Karen Korabik, University of Guelph; Donna Lero, University of Guelph

With factors such as the increase of dual-career families, work-family conflict (WFC) is of growing concern in today's society and has garnered significant attention from researchers (e.g., Ilies et al., 2007). However, there is a paucity of research examining individual differences (e.g., time preference) that may be associated with experiencing WFC. Individuals with a monochronic time preference prefer to complete one task at a time, whereas those with a polychronic time preference prefer to complete many tasks simultaneously (i.e., multi-tasking; Hall, 1983). Past studies have demonstrated that women have a more polychronic time preference than men (Manrai & Manrai, 1995) and that men and women often experience WFC differently (McElwain, Korabik, & Rosin, 2005). However, no previous research has examined: 1) the relationship between time preference and WFC, 2) the impact of this relationship on organizational outcomes (e.g., job satisfaction, turnover intentions), or 3) whether gender moderates these relationships. The current study investigated these issues with a sample of dual earner parents (349 men and 303 women) employed full-time in three sectors (manufacturing, education, and health). The results will be discussed in terms of whether a polychronic time preference alleviates WFC, particularly for women, and whether this produces beneficial organizational outcomes.

#52

*Industrial and
Organizational Psychology*

ATTITUDES TOWARD FACULTY UNIONS

Caitlin Sampson, St. Francis Xavier University; Jennifer Sullivan, St. Francis Xavier University

The purpose of this study is to investigate the effect of union certification on the attitudes of university faculty members. The members of a recently certified faculty union in Atlantic Canada were surveyed to assess their attitudes toward unions in general, faculty unions, and their own union. Job related factors of seniority, rank, tenure status, trust in administration and job satisfaction were measured. Social factors of culture, religion, disability or minority status, and parental influence were also measured to see if there was a relationship between these variables and a faculty member's voting behaviour and union attitudes. We predicted that there would be both economic and non-economic factors influencing union attitudes. We predicted that participants who are higher ranking, have more seniority, have more trust in the administration, or more job satisfaction would report more negative attitudes toward unions. Also, participants who report less religious involvement in their lives, more parent involvement in or support of unions, having visible minority status or having a disability would report more positive attitudes toward unions. Results are discussed in relation to the implications for faculty satisfaction and faculty support of future collective bargaining.

#53

*Industrial and
Organizational Psychology*

BELIEF IN A JUST WORLD, SOCIAL COMPARISONS, AND DEVIANT WORKPLACE BEHAVIOURS: A TEST OF A MULTILEVEL MODEL

Jeffrey Spence, University of Waterloo; D. Lance Ferris, University of Waterloo; Douglas Brown, University of Waterloo; Daniel Heller, Tel Aviv University

Research on social comparisons has generally focused on emotional and self-evaluative consequences of social comparisons (i.e., creation of positive/negative affect, changes in self-esteem). However, recently, Greenberg et al. (2007) argued that social comparisons can generate emotions that can have behavioural consequences. For the current study, we sought to examine the behavioural consequences of engaging in social comparisons in the workplace. Specifically, we investigated the dynamic relationship between engaging in social comparisons at work and committing deviant workplace behaviours. To do so we used a diary study methodology, in which 100 employees completed daily surveys for seven days, reporting the extent to which they engaged in upward and downward comparisons and deviant behaviours. Employees also completed a one-time measure of their belief in a just world (BJW). The results were analyzed using hierarchical linear modeling (HLM) and revealed several main-effects. Specifically, it was found that upward social comparisons led to a significant increase in deviant behaviours directed at the organization. Most notably, however, several cross-level interactions were found, indicating that employees' BJW moderated the relationship between social comparisons and deviant workplace behaviours. Results and implications will be discussed.

#54

*Industrial and
Organizational Psychology*

WHO RUINED MY WORK? SOCIAL COGNITIVE FACTORS AFFECT EYEWITNESS MEMORY FOR A WORKPLACE ACCIDENT

Veronica Stinson, Saint Mary's University; E. Kevin Kelloway, Saint Mary's University; Jennifer McNutt, Saint Mary's University; Wafa Saoud, Saint Mary's University; Celia Moase, Saint Mary's University; Melissa Duffy, Saint Mary's University

Workplace accident investigations often rely on information provided by eyewitnesses to determine the cause of the accident and identify ways of preventing future mishaps. Employees probably have schemas of others being safety-conscious or not, and these schemas may contribute to memory distortions. Supervisors convey information about the values of an organization to their subordinates; they play an important role in reflecting organizational culture. Having a schema for a safety-conscious supervisor may induce eyewitness to make schema-congruent memory errors, and make corresponding attributions of responsibility and inferences about the organization's values. Participants ($N=143$) worked in small groups on an artistic task; they were motivated to produce as many high-quality paintings as possible in 20 minutes. Organizational culture was manipulated during a pre-work meeting overseen by the experimenter who emphasized the importance of safety or productivity (or control). A confederate posing as a participant caused a minor workplace accident that ruined completed paintings. The Organizational Culture manipulation affected productivity and biased memory recall. Our results suggest that the data (i.e., memory recall) on which accident investigators rely is error-prone. Implications for occupational accident investigations will be discussed.

#55

*Industrial and
Organizational Psychology*

**FORGIVING UNFAIR TREATMENT: THE ROLE OF INTERDEPENDENT
SELF-CONSTRUAL**

*Kathy Tsang, University of Waterloo; Agnes Zdaniuk, University of Waterloo;
D. Ramona Bobocel, University of Waterloo*

Victims of injustice are faced with several options, including doing nothing, engaging in revenge against the perpetrator, forgiving the perpetrator, or some combination of the three. Forgiving is a constructive approach that benefits the victim, perpetrator, and the relationship between the two. In the current research, we address the question of "who is more likely to forgive?" by examining the role of interdependent self-construal in determining forgiving behaviour following an injustice. Drawing on theory and research, we hypothesized that following the experience of an injustice, individuals with a strong (vs. weak) interdependent self-construal would be more likely to forgive as a means to restore positive self-regard. In addition, drawing on theorizing in cultural psychology (e.g., Markus & Kitayama, 1991) we expected this relationship to be stronger when the perpetrator of the unfairness is in-group member rather than an out-group member. In contrast to past research, which has relied on self-report measures of forgiveness and intentions to forgive, the current study assessed forgiveness behaviour. As predicted, the results revealed a main effect of interdependent self-construal, such that individuals with a strong (vs. weak) interdependent self-construal were more likely to forgive the perpetrator. Implications for forgiveness and justice literatures are discussed.

#56

*Industrial and
Organizational Psychology*

**USING NEED AND ENRICHMENT THEORY TO UNDERSTAND THE WORK-FAMILY
INTERFACE**

*Melissa Warner, University of Guelph; Peter Hausorf, University of Guelph;
Karen Korabik, University of Guelph*

The purpose of this research is to provide a review of the predominant theoretical frameworks used to describe the interaction between work and family roles and present an integrative model linking both positive and negative aspects of work and family. The goal is to better understand the psychological and instrumental processes underlying costs and benefits associated with work and family roles, and to explore how multiple role enrichment may operate. A conceptual and testable model depicting the direct and indirect relationships involved in the work and family is provided. A review of past theories describing the work-family interface will be provided, followed by the presentation of a theoretical and testable model depicting the relationships between work-family enrichment, need theory, and work-family conflict. It is suggested that involvement with family and work leads to instrumental and psychological benefits and costs, associated with each role. Furthermore, the basic needs of competence, autonomy, and relatedness are presented as important psychological benefits that directly impact affect within a domain and indirectly influence work-family enrichment and quality of life. This research addresses several gaps in the previous work-family literature including the lack of an integrative model incorporating both positive and negative aspects of work and family.

#57

*Industrial and
Organizational Psychology*

**A TEST OF WORK SELF-EFFICACY X WORK ENGAGEMENT INTERACTION EFFECTS
ON THREE MEASURES OF PRODUCTIVITY IN A HEALTHCARE ENVIRONMENT**

John Yardley, Brock University; Mokhtar Khalladi-Noka, Metrics@Work Inc

This study is based on survey data obtained from health-care workers from an Ontario hospital ($n=606$). Three measures of productivity: Sick Absenteeism (single item, days sick absent in past year), Presenteeism (Koopman et al., 2002) and Work Impairment (Reilly Associates Health Outcomes Research, 2004) were regressed on Work Engagement (UWES - 9 item version, Schaufeli et al., 2002) and a slightly modified Self-efficacy scale (Chen, Gully and Eden, 2001) where the word "work" was added to each item. Only the three negative items were used from the 5-item version of the Stanford/American Health Association Presenteeism Scale (SAHAPS), due to a two-factor split on negative and positive items. Using centred variables (Jaccard, Turrisi, and Wan, 1990), hierarchical moderated regression analyses revealed significant main effects ($p<0.05$) for Work Engagement with Presenteeism and Work Impairment. We also found significant main effects ($p<0.05$) for Work Self-efficacy but only for Work Impairment. Most importantly, however, the interaction term (composed of the multiplicative values of the centred Work Engagement and Work Self Efficacy) was significant ($p<0.05$) with Presenteeism and Work Impairment. The breakdown of the SAHAPS, the main effect findings and the significant interactions will be discussed in the context of the work engagement and productivity literature.

#58

*Industrial and
Organizational Psychology***PSYCHO-SOCIAL INCIVILITY INTERACTIONS: EXTERNAL VERSUS
INTERNAL PERPETRATOR INFLUENCES***John Yardley, Brock University; Mokhtar Khalladi-Noka, Metrics@Work Inc*

Workplace incivility is increasingly a focus of academic research and professional practice. This paper demonstrates a very different pattern of interactions depending on whether the perpetrator is internal or external to the organization. The study used 14 self-reported incivility items (Einarsen & Raknes, 1997), presented with multiple other Quality of Work Life scales to staff of a Canadian hospital. 929 clinical staff met the listwise criteria for inclusion in this study. In a series of 2x2 ANOVA analyses three support constructs: Co-worker Cohesion, Manager Satisfaction, Local Work Environment were crossed with four perpetrator types of incivility: two internal incivility perpetrators (i.e., co-worker and supervisor/manager); and two external incivility perpetrators (i.e., patient/family member and physician) on three outcomes (i.e., Intention to Remain, Organizational Satisfaction, and Job Satisfaction) for a total of 36 (3 x 4 x 3) interaction analyses. Importantly, 67 of the 72 (93%) of the main effects were significant, but more importantly a striking pattern of significant interactions was found: 0 of 18 (0%) for internal perpetrators and 14 of 18 (78%) for external perpetrators. The interactions demonstrated much higher positive outcomes under conditions of low incivility and high support/satisfaction. These patterns will be discussed in the presentation.

#59

*Industrial and
Organizational Psychology***LE MENTORAT AU TRAVAIL : APPORTS DE LA RECHERCHE À LA
PRATIQUE***Dominic Lapointe, Université de Montréal; Maryse Brien, Université de Montréal;
André Savoie, Université de Montréal*

Le mentorat au travail est un puissant outil d'apprentissage qui soulève un intérêt croissant depuis quelques années, et ce, autant dans les pratiques des organisations que dans la documentation scientifique. Cependant, peu a été fait jusqu'à maintenant pour relier et confronter ce qui est connu en recherche et ce qui est appliqué en pratique. La présente étude a donc pour objectif de palier partiellement à cette lacune. Pour ce faire, un état des connaissances issu de la recherche et de la praxis est présenté concernant les caractéristiques du mentor et du mentoré, les paramètres d'un programme mentorat, les facteurs contextuels à la relation mentorale ainsi que les coûts et bénéfices du mentorat. En synthèse, diverses conclusions et recommandations sont formulées, particulièrement en regard du recrutement, de la sélection et de la formation des acteurs concernés. Ainsi, il apparaît judicieux de sélectionner les mentors et les mentorés sur la base de certaines caractéristiques personnelles, offrir au préalable une formation de qualité aux acteurs concernés, d'impliquer les acteurs dans la constitution des dyades, de dégager une période de temps consacrée à la relation mentorale. Enfin, le mentorat au travail peut être bénéfique pour le mentor, le mentoré et l'organisation.

#60

*Military Psychology***BATTLING THE WARRIOR FRAMEWORK: POSITIVE LEADERSHIP PRACTICES FOR
PROMOTING GENDER INTEGRATION IN THE CANADIAN FORCES COMBAT ARMS***Angela Febbraro, Defence R&D Canada - Toronto*

Since the 1989 Canadian Human Rights Tribunal ordering the Canadian Forces (CF) to fully integrate women into all occupations, the CF has made considerable progress in gender integration. By late 2003, women comprised 16.3% of the CF (Leuprecht, 2004). However, the Canadian Army has had particular difficulty attracting and retaining women in the combat arms, where women account for only 3.9% of officers and 1.4% of non-commissioned members (Holden & Tanner, 2001). These patterns are echoed by recent surveys indicating that combat units are the least accepting of women (Capstick, Farley, Wild, & Parks, 2004). To gain a better understanding of how gender integration in the combat arms could be facilitated, interviews were conducted with 26 women in the CF combat arms. In particular, participants identified several leadership practices for promoting gender integration, including: not singling out women; having positive attitudes towards women in combat; mentoring; understanding family issues; setting gender-neutral performance standards; refraining from gender stereotyping and sexist behaviour; and inspiring teamwork between women and men. Discussion focuses on how positive leadership practices can mitigate against the combat-focused "warrior framework" (Davis & McKee, 2004) that in recent years has gained legitimacy as a schema for describing the military.

#61

*Perception, Learning and
Cognition***DEVELOPMENT OF SPATIAL MEMORY AND THE RELATIONSHIP WITH
STRATEGY USE IN LATE CHILDHOOD***Farah Budhani, York University; Amanda Stewart, York University; Josie Marando,
York University; Mary Desrocher, York University*

There has been a debate in the development of spatial memory concerning the innateness of location memory versus the influence of organization on item recall. We hypothesized that spatial memory would improve with age during late childhood. Presentation of a visually or semantically organized display was predicted to illicit strategy use and accuracy in performance. The use of one or more strategies was predicted to positively influence spatial ability. Typically developing children between 9 to 12 years ($N=240$) participated in this study. The task involved viewing, memorizing, and re-creating a 2D visual array of common objects organized in three conditions: categorical, random, and clustered. Increases in age and strategy use were significant predictors of greater memory performance. Strategy use significantly differed between conditions, whereby it was more frequently adopted in the categorical and clustered conditions. Memory for the categorical and clustered conditions was better than the random condition, regardless of age. The increase in performance with age invalidates the notion that location memory is an innate capacity. The

difference in presentation of objects resulted in patterns of strategy use and performance; thus, semantic and visual organization can serve as tools for spatial memory and can be used in the development of educational models for children.

#62

Perception, Learning and Cognition

LINGUISTIC ANALYSIS AND VERBAL ERRORS: A LOOK AT UM, PAUSES AND 'LIKE'

Brian Condran, Mount Saint Vincent University; Michelle Eskritt, Mount Saint Vincent University; Mary DeLaney, Mount St. Vincent University

Linguistic analysis has often been used as a method of studying cognitive processes in action. The ways in which people construct sentences can convey a wealth of information about how a person thinks about something, much in the same way as the actual content shows what a person is thinking about. Verbal errors such as improper use of the word 'like' and hesitations could be indicative of sentence planning time. The present study looks at the structure of people's verbalization of at least two different stories involving highly familiar others: their best friend and their romantic partner of at least a year. Stories were coded for word length and number of verbal errors. Preliminary analyses indicate that improper use of the word 'like' was found primarily in stories about one's best friend. Other types of verbal errors were found to co-occur in similar frequencies across story conditions, suggesting that the number of verbal errors a person makes could be a matter of individual difference as opposed to differences in topic. Additionally, the number of instances of improper 'like' useage suggests a fundamental cognitive difference exists when talking about best friends and romantic partners.

#63

Perception, Learning and Cognition

SITUATED COGNITIVE PERFORMANCE: DO SHIFTING GENDER SCHEMAS INFLUENCE TASK PERFORMANCE?

Brian Condran, Mount Saint Vincent University; Michelle Eskritt, Mount Saint Vincent University

Situated social cognition is a relatively recent theoretical framework which holds that many cognitive processes may be highly influenced by social context. Gender schemas have been previously shown to be influenced in this manner, changing within an individual based on their current situation. While cognitive performance on 'gender advantage' tasks such as mental rotation has been shown to be largely dependant on a person's gender schema, no research has looked at the effects of shifting gender schemas on cognitive performance. Participants in this study will read fictional dating profiles of individuals seeking either masculine or feminine individuals. Cognitive performance will be then measured on four tasks: mental rotation, verbal analogy, non-word decision and word generation. These results will be compared against a baseline of non-primed individuals. Participants exposed to masculine seeking profiles are expected to perform better on the former two tasks relative to the baseline. Superior performance is expected on the feminine tasks by those who viewed feminine-seeking profiles. Such findings would indicate that even basic cognitive constructs are susceptible to the influence of the external world.

#64

Perception, Learning and Cognition

THE MENTAL REPRESENTAION OF GESTURE

Angela Dalton, Mount Allison University; Ashley Beers, Mount Allison University; Jill Fraser, Mount Allison University; Gene Ouellette, Mount Allison University; Karen Nicholson, Mount Allison University

Research has suggested that gesturing may have a beneficial effect on working memory. The nature of this facilitation, however, is not clear. Goldin-Meadow et al (2001) found that when participants were allowed to gesture while describing previously solved math problems they were better at concurrently holding a list of letters in verbal working memory. Wagner et al (2004) obtained similar results using a spatial working memory task. Therefore it would appear that gesturing enhances working memory regardless of the type of working memory task. That is, gesturing does not simply shift the cognitive load to visuospatial working memory or gesturing would only benefit performance on verbal tasks. It should be noted, however, that the spatial task of Wagner et al required the recall of dots located in a grid. The presence of a grid may actually lead participants to rely on a verbal strategy by sub-vocalizing dot coordinates. The current study evaluated the effects of gesturing on different working memory tasks by incorporating a verbal task (letter recall) and a spatial dot recall task that did not have reference grids. The findings are discussed with reference to whether gesturing lightens the overall cognitive load of memory tasks or rather shifts the cognitive load to visuospatial working memory, thus facilitating only verbal tasks. In addition, gender effects are discussed.

#65

Perception, Learning and Cognition

VISUOPROPRIOCEPTIVE INTERMODAL PERCEPTION AND THE RUBBER HAND ILLUSION

Timothy Dummer, Dalhousie University; Chris Moore, Dalhousie University

Body perception is believed to arise from the intricate relationship between intermodal sensory input and a continually changing conceptual diagram of the body. Any interference to this process, such as when a person views a rubber hand being stimulated by a probe in synchrony with the occluded real hand, will lead to a misperception whereby tactile sensations are falsely referred to the non-body part (i.e. rubber hand illusion). Our research is focused on further analyzing the nature of this phenomenon using conditions of visuoproprioceptive movement. An apparatus was devised that would synchronize visual with felt movement and hence elicit the rubber hand illusion. For the first experiment, results evidenced equally robust rubber hand illusion effects in a visuotactile and two visuoproprioceptive conditions when compared to a unimodal vision only condition. These results suggest that the illusion requires conflicting multimodal sensory stimulation and not simply directed visual attention. For Experiment 2, we compared

an intentional movement with a passive movement and observed the pattern of rubber hand illusion reports. Results evidenced stronger effects but only for male participants in an intentional movement condition. This suggests not only that feelings of agency are involved in body perception but also that top-down processes may have influenced performance.

#66

Perception, Learning and Cognition

WHAT PEOPLE WANT FROM THEIR PROFESSIONALS: ATTITUDES TOWARD DECISION MAKING STRATEGIES

Joseph Eastwood, Memorial University of Newfoundland; Brent Snook, Memorial University of Newfoundland; Jamison Mercer, Memorial University of Newfoundland

In the current study, attitudes toward four types of decision making strategies (clinical/fully-rational, clinical/heuristic, actuarial/fully-rational, and actuarial/heuristic) were examined. Participants ($N = 80$) were split randomly between a legal or medical decision making scenario and asked to judge, on a 7-point rating scale, each strategy in terms of (a) preference, (b) accuracy, (c) fairness, (d) ethicalness, and (e) similarity to how legal and medical professionals render decisions. Results showed that the clinical/fully-rational strategy was rated the highest across all attitudinal judgments, whereas the actuarial/heuristic strategy received the lowest ratings across all judgments. Considering the two strategy-differentiating factors separately, clinically-based strategies were always rated higher than actuarially-based strategies and fully-rational strategies were always rated higher than heuristic-based strategies. The potential implications of the results for professionals' and those affected by their decisions are discussed.

#67

Perception, Learning and Cognition

TIME COURSE OF THE PERCEPTION OF BIOLOGICAL MOTION: AN ERP STUDY

Jonathan Fawcett, Dalhousie University; Aaron Newman, Dalhousie University

Humans have developed specialized mechanisms for recognizing the movements of other humans, involving the posterior superior temporal sulcus and ventral temporal regions. A previous study (Jokisch et al., 2005. *Behav. Brain Res.*, 117:195) reported ERP components (N170 and N300) sensitive to biological motion, but did not distinguish between the onset of visual stimuli depicting human forms and biological motion specifically. We addressed the specificity of these components by presenting static dot arrays that began to move after 200-400 msec as point-light videos depicting upright and inverted human actions. For both static and moving stimuli, differences between upright and inverted human forms were observed in the amplitude of a negativity peaking at ~230 ms and maximal over right ventral occipital-temporal electrodes. This component may be sensitive to recognizing human forms rather than biological motion. On the other hand, a later negativity (N300) that differentiated upright and inverted forms was observed only after motion onset, and was maximal at right parietal-occipital electrodes. These results suggest that biological motion perception involves an initial stage of human form recognition, followed by a stage specific to moving biological forms. JMF supported by NSERC and the Killam Trusts; AJN supported by NSERC, CFI, and the Canada Research Chairs program.

#68

Perception, Learning and Cognition

EXECUTIVE CONTROL PROCESSES IN ITEM-METHOD DIRECTED FORGETTING

Jonathan Fawcett, Dalhousie University; Tracy Taylor, Dalhousie University

By combining an item-method directed forgetting paradigm with stop-signal (E1 and E2) and inhibition of return (IOR; E2) tasks, the current study explored commonalities between directed forgetting and other types of executive control. Following each study-phase memory instruction, Experiment 1 presented participants with a centralized green circle (Go Signal) requiring a speeded detection response that was sometimes replaced by a red circle (Stop Signal) cancelling that response. Experiment 2 extended this methodology by presenting the study word and Go Signal to the left and right and requiring a localization response; as such, each study word acted as an uninformative spatial cue in relation to each Go Signal. Although stop signal reaction times (SSRTs) were not affected by the preceding memory instruction in either experiment, the F instructions did facilitate stopping by delaying responses. Furthermore, IOR was observed following F but not R instructions. The finding that F instructions interact with other executive control mechanisms to slow subsequent responses provides support for the view that intentional forgetting is an active cognitive process.

#69

Perception, Learning and Cognition

SEX DIFFERENCES IN GLOBAL/LOCAL PROCESSING: REALITY OR A FIGMENT OF TEST CONSTRUCTION?

Ashley Grau, University of Western Ontario; Albert Armieri, University of Western Ontario; John Schram, University of Western Ontario; Riley Hinson, University of Western Ontario; Andrew Johnson, University of Western Ontario

Research on sex differences in global/local processing has been sparse, and is marked by an inconsistency of stimulus characteristics, task parameters, and procedural variables. Given the frequency with which the global/local paradigm is used, it is important to establish the extent to which sex is a noteworthy confound. In the present study, 31 men and 15 women completed a newly created global/local processing task which incorporated elements of previously-used measurement tools, while balancing design considerations that may demonstrate sex biases. It was found that men and women were equally likely to be global processors on this measure, $t(35) = -0.394$, and that the number of global processors was equal to the number of local processors in the overall sample. These results challenge the existence of sex differences in global/local processing, and suggest that more work needs to be done in addressing the methodological complexities associated with measuring this construct.

#70

*Perception, Learning and Cognition***L'EFFET DU STRESS PHYSIQUE ET ÉMOTIONNEL SUR LES DIFFÉRENTES COMPOSANTES DE L'APPRENTISSAGE DE DIFFÉRENTS NIVEAUX**Julien Lemay, *Université d'Ottawa*

Depuis bien longtemps on étudie la mémoire, et bien qu'on commence à comprendre les mécanismes biologiques reliés à la mémoire, il n'y a aucun modèle théorique qui fait unanimité. La recherche présente a comme but d'évaluer le lien entre le stress et les fonctions mnésiques d'un point de vue purement théorique pour en arriver à l'élaboration d'un modèle théorique. Le stress vient sous toutes sortes de formes et son lien avec l'apprentissage varie grandement de cas en cas, il peut aider ou nuire dépendamment de l'intensité, du nombre de répétitions ou quand il est admis; de façon générale le stress facilite les apprentissages qui ont un lien avec celui-ci, que ce soit par l'entremise d'un avantage évolutionnaire ou que le stress lui-même soit un renforçateur que le rat associe avec une séquence d'événements. Par contre, certaines situations ne s'expliquent pas bien avec le modèle cognitif « attention -> capture sensorielle -> mémoire à court terme -> mémoire à long terme ». C'est pourquoi je suggère l'ajout d'un module d'autorépétition qui dure beaucoup plus longtemps que dans la mémoire à court terme. Le nouveau modèle développé, dans sa nature, permet de faire ce qu'aucun autre modèle théorique a permis; il peut être vérifié directement (par l'entremise d'expériences) et indirectement (l'apprentissage en situation de stress semble invalider les autres modèles populaires)

#71

*Perception, Learning and Cognition***INHIBITION OF RETURN AND COGNITIVE SEARCH STRATEGIES: DOES IOR ACCOUNT FOR INCREASED SEARCH EFFICIENCY DURING RELAXED SEARCH?**C. Meghan McMurtry, *Dalhousie University*; Raymond Klein, *Dalhousie University*; Jeffrey MacLeod, *McMaster University*

Previous studies (e.g. Smilek, Enns, Eastwood, & Merikle, 2006) have suggested that people may perform difficult visual search tasks more efficiently when they are told to relax and let the target come to them than when they are told to actively search for the target. Inhibition of return (IOR; for a review see Klein, 2000) is the tendency for attention, once disengaged, to avoid returning to a previously attended location. The present study examined whether IOR could account for the increased efficiency in "relaxed" visual search. Thirty-eight people (30 women and 8 men) were assigned to one of two groups receiving different search instructions: relaxed/passive search ($n=19$) and active search ($n=19$). The two groups were matched on visual search efficiency and handedness. Participants performed two blocks (240 trials each) of search and probe combined trials. Each trial consisted of either 4 or 8 items with one-half of the trials containing targets and two-thirds of the trials including a probe. In contrast to the results obtained by Smilek and colleagues (2006), no effect of search instruction was found for reaction time $F(1, 36)=.191, p>.6$, or search accuracy, $F(1,36)=1.259, p>.2$. Further analyses and potential reasons for this non-replication are discussed.

#72

*Perception, Learning and Cognition***PROCESSING SPEED IMPAIRMENTS OF MATH DISABLED CHILDREN**Allison McNeil, *Mount Saint Vincent University*; Derek Berg, *Mount Saint Vincent University*

A consistent finding across studies of math disabled (MD) children is their failure to develop proficiency in arithmetic calculation (e.g., $6 + 3$; Geary, 1987, 1990). Specifically, compared to their normally achieving (NA) peers, MD children tend to be less accurate (e.g., Ostad, 1998) and to provide correct answers more slowly (e.g., Jordan & Montani, 1997). In light of these difficulties, memory functioning (working memory) and memory-related abilities (processing speed; Case, 1985) have moved to the forefront as potential explanations for poor math development of MD children. However, examination of the cognitive processing impairments of MD children have focused largely upon memory systems (working memory, short-term memory) with little attention focused upon memory-related abilities. The purpose of this study was to examine whether MD children are characterized by possessing speed impairments related to accessing phonological (e.g., numbers, letters) and semantic representations (e.g., colours, pictures) from long-term memory. In a sample of 36 NA and MD grade 2 children (ages 7-8 years), results suggested that MD children experience a general processing speed impairment; rather, than a specific impairment (numeric representations) that has been reported previously in relation to other cognitive processes (short-term memory; Siegel & Ryan, 1989).

#73

*Perception, Learning and Cognition***EXAMINATION OF CONTEXTUAL CONTROL OF MEMORY AND EPISODIC MEMORY**Riana Mian, *Memorial University of Newfoundland*; Gerard Martin, *Memorial University of Newfoundland*; Carolyn Walsh, *Memorial University of Newfoundland*

Studies that have examined whether animals possess an analogue to human episodic memory have typically used birds or rats. The current study collected preliminary data to uncover whether Yucatan miniature pigs (*Sus scrofa*) could be used to study episodic memory. Four female pigs were tested on habituation and contextual control of discrimination learning. They were introduced to a sequence involving four trays, each with a unique odor, location and temporal order. They were then tested with the first and last tray from the sequence and rewarded for visiting the tray they encountered first. All four pigs were able to return to the first tray at an above-chance level, that is, 72% of the time, [$t(2)=9.68, p < 0.01$]. These findings suggest that pigs are sensitive to relative recency and may serve as a starting point for developing tests of episodic memory in animals and non-verbal humans.

#74

*Perception, Learning and Cognition***A COLOR AND WEIGHT RELATION MODEL AND ITS APPLICATION TO AESTHETIC DESIGN OF ARTEFACTS FOR VISUAL BALANCE**Mohammad Ali Mokarian, *Carleton University*; W.J. Zhang, *University of Saskatchewan*

The goal of the study was to develop a quantitative model for representing the equivalent weight of a color. The model considers all colors represented in the RGB space, and both foreground and background colors are considered. The model can be employed to conduct the design of artifacts based on an aesthetics principle – a visually balanced artifact is simulating more positive emotion. The approach used to develop this model is artificial neural network technique. In particular, first, the structure of color was presented by a code system – i.e., RGB. Second, a collection of color samples using the code system was generated. Third, the sense of the weight of colors is solicited from a group of human subjects, the number of which was determined to make the entire approach statistically sound. It is noted that the solicited data are in fact “training data” in the context of artificial neural network technique. Fourth, the learning process was designed and carried out based on the training data to establish the model. The validation of the model was made by comparing the result computed using the model with that computed by one existing method in the literature and with that obtained experimentally, respectively. Using the model, a method was developed for integrating the measured weight of colors with the weight of areas which led to quantifying visual balance of a depiction.

#75

Perception, Learning and Cognition

VIDEO GAMES AND PERCEPTION OF VERY LONG DURATIONS BY TEENAGERS

Simon Tobin, *Université Laval*; Simon Grondin, *Université Laval*

Video games are very popular with teenagers these days. They spend a lot of time playing, often instead of doing homework or physical activities. Some data suggest that teenagers might lose the track of time while they play such a type of game. Therefore, a disrupted time perception while playing could partially explain why teenagers play so much. To test this hypothesis, 116 teenagers (14-15 years old) had to judge prospectively and retrospectively the duration of three consecutive tasks: 8 and 24 minutes of video game (Tetris) and 8 minutes of reading on a computer screen (control task). The main hypothesis received support: A game inclined profile resulted in lower time estimation on the 24 minutes video game session. A game inclined profile includes variables such as the total number of hours spent playing per week, the usual gaming session length, and the dependence on video games. Moreover, for a same duration, the video game task was estimated as shorter than the reading task. Also, the results confirmed the application of Vierordt's law to such durations. These findings were true for both time estimation paradigms, prospective and retrospective, and were not affected by the task difficulty level. An attention-based explanation was advanced to account for the main finding.

#76

Perception, Learning and Cognition

ATTRACTIVE AVERAGE FACES AND UNATTRACTIVE AVERAGE FACES

Scott Veenvliet, *Tyndale University College*; Sampo Pauronen, *University of Western Ontario*

We used a computer morphing algorithm to combine male and female faces into composite target stimuli that were rated by subjects on attractiveness. We found support for the average is attractive hypothesis, whereby the more faces that were included in a composite, the more attractive was the result. However, the function relating the number of faces averaged to the attractiveness of the composite differed depending on whether the constituent faces were attractive to begin with or unattractive. Attractive individuals, both men and women, had the least to gain from averaging their facial features, reaching an asymptote of attractiveness very quickly, whereas unattractive individuals had the most to gain. Furthermore, a composite face based on the average of both attractive and unattractive individuals was less attractive than a composite based exclusively on attractive individuals. Although consistent with the average is attractive hypothesis, our results demonstrate that the most attractive faces are not average.

#77

Perception, Learning and Cognition

THE EFFECTS OF VISUAL CAPTURE ON PROPRIOCEPTION OF LIMB POSITION

Jennifer Woodland, *University of New Brunswick*; Geoff Carre, *Cape Breton University*

To function effectively from day to day we must have a sense of proprioception (feeling of where our bodies are positioned in space). Proprioception is an important sense although it can be easily fooled when discordant visual stimuli are present. The present study examined whether vision overrides proprioception of limb position and also if the aftereffects caused as a result of visual capture decay over time. The participants were asked to locate the position of their arm after looking into a mirror at a discordant visual image and again while holding their eyes closed. The results of the study indicated that looking at the discordant visual image of the arm in the mirror caused the participants to inaccurately locate the position of their arm whereas holding their eyes closed had no effect on locating the position of their arm. Also, the aftereffects caused as a result of visual capture decayed over time as proprioception became more accurate.

#78

Sexual Orientation and Gender Identity Issues

LESBIAN, GAY, BISEXUAL, AND TRANS EMPLOYEE RESOURCE GROUPS AS SOCIAL MOVEMENTS WITHIN CORPORATIONS

Robin Church, *Ryerson University*; You-Ta Chuang, *York University*

The social movement literature examines ways social actors produce and maintain a set of beliefs and meanings that help to mobilize resources and inspire and legitimate action in the interest of a movement's goals. These sets of action-oriented beliefs are called collective action frames and are designed to mobilize action by accomplishing three tasks. The first task is to define a problem or injustice and its importance. The second is to develop an understanding of who or what is responsible for the problem and to propose the activities or strategies to address the problem or injustice. The third is to motivate people to take action. Our research includes employee resource groups (ERGs) in Canada and the United States and employs semi-structured interviews and focus

groups. We will report on our on-going research with LGBT ERGs examining their role as social movements within their respective corporations. Our Research Questions reflect the three tasks of the collective action frame: 1. What factors gave rise the emergence of the LGBT ERG? 2. How did the ERG organize itself? Attract members? Resources? Make decisions? Any obstacles in establishing and maintaining the ERG? 3. What change-oriented activities or strategies were employed by the ERG? How were these undertaken?

#79

Sexual Orientation and Gender Identity Issues

MINORITY STRESS, RESILIENCE, AND SEXUAL FUNCTIONING IN SEXUAL-MINORITY WOMEN

Jacqueline N. Cohen, *University of New Brunswick*; E. Sandra Byers, *University of New Brunswick*

Adapting from Meyer (2003), we developed a model to study the effect of minority stress on the sexual functioning of sexual-minority women (SMW). The model proposes that SMW who have experienced prejudice events, those who have experienced sexual victimization, and those with higher internalized heterosexism will have poorer sexual functioning. In contrast, according to the model, SMW who identify as feminist and who appraise their relationships more positively will report better sexual functioning. Participants were 583 women in same-sex relationships of at least one year's duration who completed an online survey. The respondents appraised their sexual functioning very positively across a range of dimensions. We found that higher internalized heterosexism was associated with lower sexual satisfaction, lower sexual esteem, more negative thoughts in sexual situations, and more anxiety in sexual situations, suggesting that internalized negative beliefs about one's sexual-minority identity may be activated in sexual situations. Higher relationship satisfaction was associated with better sexual functioning across multiple dimensions, however, suggesting that relationship quality may be an important resilience factor for SMW.

#80

Sexual Orientation and Gender Identity Issues

PSYCHOMETRIC PROPERTIES OF THE SUPPORT FOR LESBIAN AND GAY HUMAN RIGHTS SCALE

Daragh McDermott, *National University of Ireland, Galway*; Todd Morrison, *National University of Ireland, Galway*

The purpose of this study was to examine the psychometric properties of the Support for Lesbian and Gay Human Rights Scale (Ellis, Kitzinger, & Wilkinson, 2002). Copies of this scale and several validation measures (e.g., religious fundamentalism and social dominance orientation) were distributed to 267 female students attending modules in psychology at a large Irish university. Output from an exploratory factor analysis (unweighted least squares with oblimin rotation) did not support the tripartite structure noted by Ellis et al. Instead, a two-factor solution appeared to be most reasonable, with the first factor assessing global support for the human rights of sexual minorities (GLOBAL, 14 items) and the second factor focusing more narrowly on the legality of homosexuality (LEGAL, 4 items). Fit statistics for this two factor model were good (e.g., CFI = .93; AGFI = .98). Scale score reliability coefficients for the two factors were .86 and .61. Finally, scores on the GLOBAL subscale correlated significantly with religious fundamentalism, social dominance orientation, religious attendance, and religious self-identification (i.e., less support was evident among those who reported higher levels of all validation measures). For the LEGAL subscale, mixed results were obtained. The potential uses of this modified measure of support for gay and lesbian human rights are outlined.

#81

Sexual Orientation and Gender Identity Issues

THE EFFECTS OF A POSITIVE PSYCHOLOGY EXERCISE ON RELATIONSHIP AND SEXUAL SATISFACTION

Jillian McIntosh, *University of Winnipeg*; Michael McIntyre, *University of Winnipeg*; Cherie Werhun, *University of Winnipeg*

This thesis will examine two main questions. The first question is; are changes in perceived well-being induced by positive exercises also accompanied by changes in relationship and sexual satisfaction? The second question is; are the changes induced by positive exercises durable enough to maintain a significant effect over time? Participants in this study will fill out the following questionnaires: Satisfaction with Life Scale, Fordyce Emotions Questionnaire, Relationship Assessment Scale, Hudson's Index of Sexual Satisfaction, Rotter's Locus of Control Scale and The E-scale for Empathy. These questionnaires will be completed at pre-test, post-test and follow up visits. During the interval between pre-test and post-test they will complete Martin Seligman's Three Blessings Exercise for the duration of 21 days. Data collection will be completed by May of 2008.

#82

Sexual Orientation and Gender Identity Issues

BANNED FROM SERVING: THE AFFECT OF ANTI-HOMOSEXUAL LAWS ON CANADIAN MILITARY WOMEN

Jennifer Moore, *University of New Brunswick*; Carmen Poulin, *University of New Brunswick*; Lynne Gouliquer, *McGill University*

Until 1992, gays and lesbians were prohibited from serving in the Canadian Armed Forces; those who did were forced to hide their sexuality or face discharge (Park, 1994). The impact of this policy has been under-researched, especially regarding Canadian military women. The present study examines the psychological, physical, and social health consequences associated with the pre-1992 investigations and eventual discharge of Canadian servicewomen for homosexuality. Twelve in-depth semi-structured interviews were conducted with former soldiers who self-identified as lesbian. Data were analyzed using the Psycho-Social Ethnography of the Commonplace (P-SEC) methodology (Gouliquer & Poulin, 2005), which directs the researcher to seek knowledge about insti-

tutions from the vantage point of marginalised groups. Participants adopted various cognitive and behavioural coping strategies to avoid being discovered and discharged by the Special Investigative Unit of the military police. Participants reported that the military's relentless surveillance and their own ongoing risk-evaluation and identity hiding contributed to negative social, psychological, and physical health effects. Participants suffered high stress levels, physical exhaustion, depression, substance abuse, and social isolation. Findings are discussed in relation to the literature on stalking.

#83

*Sexual Orientation and
Gender Identity Issues*

**"I HAVE NOTHING AGAINST THEM, BUT..." CORRELATES
OF MODERN HOMONEGATIVITY AMONG UNIVERSITY EMPLOYEES**

Todd Morrison, *National University of Ireland, Galway*; Melanie Morrison,
University of Saskatchewan

Blatant endorsement of the characterological inferiority of marginalized groups has declined; yet, stereotyping, prejudice, and discrimination remain problematic. The concept of modern prejudice has been used to account for this discrepancy. The modern perspective suggests that individuals' objections to outgroups are more subtle and reflect the concern that these groups manipulate the idea of equality in the "aggressive" pursuit of undeserved gains. We have formulated and examined a construct entitled "modern homonegativity (MH)" which applies the modern framework to gay men and lesbian women. Although several studies have been published on MH, to date, all respondents have been university students. This limitation was addressed in the current study (i.e., a large sample of employees at a Canadian university were recruited, $N=1161$). Results indicated that male respondents were more homonegative as were those reporting less income, less education, and greater religiosity and political conservatism. Findings also supported the view that prejudice is a generalized phenomenon (i.e., endorsement of modern homonegativity was associated with endorsement of modern sexism and modern racism). Finally, output from a series of multiple regression analyses underscored the need to distinguish between modern and old-fashioned homonegativity (i.e., they were inter-related, yet distinct).

#84

*Sexual Orientation and
Gender Identity Issues*

**EMOTIONAL, PHYSICAL, AND SEXUAL EXPERIENCES OF ABUSE IN MALE
AND FEMALE SAME-SEX RELATIONSHIPS IN CANADA**

Melissa St. Pierre, *University of Windsor*; Charlene Senn, *University of Windsor*

Emotional, physical, and sexual experiences of abuse in same-sex relationships exist at significant rates, warranting attention from researchers. However, few studies in this area of research have included Canadian or rural samples. Primarily explorative and descriptive in nature, findings from this research offer estimated prevalence rates of same-sex partner abuse in different sized provinces and communities across Canada. Comparisons between men and women, rural and urban, and ethnic majority and minority participants will be presented. Preliminary results suggest that approximately half of the sample of 146 participants who had completed the survey by late October 2007 had experienced some form of severe emotional, physical, sexual and/or verbal abuse focused on their lesbian or gay identity at the hands of a same-sex partner. Preliminary results indicate that partner abuse in same-sex Canadian partnerships exists at rates comparable to those cited in the literature.

#85

Students in Psychology

**FINDING A VOICE: AN EXAMINATION OF STUDENT EXPERIENCES AT THE
UNIVERSITY OF REGINA**

Janel Fergusson, *University of Regina*; Cindy Bote, *University of Regina*;
Jody Haukeness, *University of Regina*; Samantha Oscar, *Washington State University*;
Susan Potter, *University of Regina*; Christopher Toma, *University of Regina*;
Natasha Will, *University of Regina*; Cannie Stark, *University of Regina*

As part of the requirements of an undergraduate psychology course in advanced research methods, fourteen University of Regina students, from both the University of Regina proper and its Federated Colleges were interviewed about their perceptions of their education, their perceptions of other students, faculty, and administration, and their perceptions of their educational environment. After an overall review and discussion of the data, themes of accountability and alienation were especially apparent. Interviewees communicated a need for accountability from professors and students as well as university accountability for the quality of education students are receiving and efficient use of student funds. Students become dissatisfied with their university experiences when they begin to feel alienated from other students, professors, and the administration. This alienation results from a competitive atmosphere amongst students, lack of access to student services, and inaccessibility of instructors. Although alienation and accountability were definite themes, the overarching theme students conveyed in the interviews was their desire to be heard. Students want to have a voice in determining their educational experience and they want to be consulted about policies and implementations that affect them and their university atmosphere.

#86

Students in Psychology

TIPS FOR PROFESSIONAL MOBILITY

Stephen DeMers, *Association of State and Provincial Psychology Boards*

Obtaining registration or licensure in another province, state, or country following receipt of the initial license can often involve difficult obstacles. This paper will review common problems and strategies for individuals seeking professional mobility.

#87

Teaching of Psychology

INFLUENCES ON ACADEMIC INTEGRITY PRACTICES IN INTERNATIONAL STUDENTS

Sobia Ali, University of Windsor; Alma Roldan, University of Windsor; Kathryn Lafreniere, University of Windsor

This exploratory study examined influences on international students' attitudes toward and engagement in academic dishonesty. As international student populations are growing on Canadian university campuses, the unique circumstances that may impact international students' academic experiences need to be examined to better understand and serve this population. International students' sense of belonging to and identification with their heritage and contact cultures (Acculturation Index: Ward & Kennedy, 1994), as well as feelings of loyalty to the heritage culture (Horizontal/Vertical Individualism/Collectivism Scale: Singelis, Triandis, Bhawuk, & Gelfand, 1995), were examined, as the literature indicates that those who have a strong identification with their collectivistic culture may feel a cultural obligation to assist members of their in-group. Additionally, students' perceptions of the fairness of academic evaluation procedures were investigated, as the literature suggests that students who find course instruction unfair are more likely to feel that academic dishonesty is justified. External pressures (such as parental, cultural, and financial) to succeed academically were also explored. Attitudes toward and engagement in academic dishonesty were measured using an Academic Dishonesty Scale (Lambert, Hogan, & Barton, 2003). Findings will be discussed in the context of the unique circumstances that impact on international students, and recommendations for tailoring campus services to better meet the needs of these students will be made.

#88

Teaching of Psychology

GENDER IN RELATION TO COMPETITION IN THE UNIVERSITY CLASSROOM

Sasha Bennett, Saint Mary's University; Tony Cox, Dalhousie University (Computer Science Faculty); Maryanne Fisher, Saint Mary's University

Competitive classroom environments have been used by instructors to stimulate active learning and to inspire students to perform at the highest level possible. However, there exists a large body of psychological and educational literature that shows women are more likely to feel negatively about direct competition, and in certain situations, attempt to avoid these sorts of interactions. We therefore explored the existence of sex differences in experiences and attitudes towards competitive classroom environments. To date, 111 participants have completed an extensive survey about their educational histories, experiences, and goals. We found that men are significantly more likely than women to report that they enjoy a competitive classroom. As well, women were significantly more likely to report that a competitive classroom discourages them from participating, and that they would drop a course if they found it too competitive. Thus, we propose that the use of competition can be detrimental, especially for women, and may create non-inclusive classrooms. We will examine some implications of these findings, and suggest ways that competition might be used without causing these undesirable effects. Instructors will learn of potentially harmful practices, the effects of these practices, and possible methods for improving students' classroom experiences.

#89

Teaching of Psychology

DO JUDGMENTS OF LEARNING IMPACT STUDENTS' REVIEWS OF PEERS' PAPERS?

Nicole Burnett, University of Northern British Columbia; William Owen, University of Northern British Columbia

Having student peers review written papers is a useful teaching tool as it allows students to improve their own writing skills and gain further knowledge about writing (Topping, 1998). One set of issues concerning the use of peer review for student papers is that students tend to have an overly optimistic view of their own performance and a biased view of others' performance (Cann, 2005). In this study, students in a third year cognition course were asked to review two of their peers' term papers. The peer review grade was then compared with the professor's grade. The discrepancy between the professor's grade and the students' grade was significantly different from zero, indicating a trend for students to give higher grades. However, the majority of students ranked the two papers they reviewed in the same order as the professor, indicating that they could distinguish good and not-so-good papers. It was also noted that the majority of grade inflation was due to a sub-set of the class – students whose final grades were in the bottom 30% of the class. We will also report a follow up study, where we asked students to indicate what grade they expected to receive on their paper in order to help determine if one's judgment of learning is related to inflating peers' paper grades. The overall goal of this project is to identify students who would benefit from peer review training.

#90

Teaching of Psychology

JOB FIT AND ANXIETY IN UNIVERSITY PROFESSORS

David Korotkov, St. Thomas University; Ian Fraser, St. Thomas University; Michael Houlihan, St. Thomas University; Kim Fenwick, St. Thomas University; Kristin McDonald, St. Thomas University; Tom Fish, St. Thomas University

Anxiety levels in university professors are high relative to other occupations. Generally, professors have reported a lack of time to perform their duties as well as problems in staying current with the literature. This stress may contribute to inconsistencies in work demands, which has been linked to burnout across various occupations. To test this incongruity hypothesis, a sample of tenured and non-tenured university professors were administered a questionnaire pertaining to work load (teaching, service, research), perceived beliefs concerning university based job descriptions, and overall anxiety. Analysis of the data supported our hypothesis that faculty who experience a perceived discrepancy between beliefs and actual workload, tended to experience more anxiety. Differences were also found between tenured and non-tenured faculty in terms of workload and anxiety.

#91

*Teaching of Psychology***EXPERIENCES OF BEGINNING TEACHERS: PROMOTING POSITIVE TRANSITIONS**Stephanie Martin, *University of Saskatchewan*; Laurie Hellsten-Bzovey, *University of Saskatchewan*; Diane Miller, *University of Saskatchewan*

The Becoming a Teacher project is a SSHRC funded longitudinal (3-year) study of the transition experiences of beginning teachers in Saskatchewan. A mixed-method design including surveys and in-depth interviews is used to explore the transition experience across personal, interpersonal, socio-cultural, and environmental domains. Specifically, ten first-year teachers were selected to provide insight into a diverse range of experiences during their first year of teaching and were interviewed using case study methodology. This presentation will focus on the results of these case study interviews by describing a) how beginning teachers experience their first year of teaching, b) how they construct, maintain, and envision their professional identity, and c) what they regard as resources and barriers during this critical phase of professional development. Using a resiliency perspective, implications for teacher preparation, professional identity development, and further research will be identified. Research group: Laurie Hellsten, PI; Gwen Dueck; Bruce Karlzenig; Stephanie Martin; Diane Miller; Janet McVittie; Cecilia Reynolds

#92

*Teaching of Psychology***STUDENT PARTICIPATION IN COLLABORATIVE SOCIAL SCIENCE AT A COMMUNITY COLLEGE**William McConnell, *North Island College*; Roger Albert, *North Island College*; John Marton, *North Island College*

We explored the feasibility and pedagogical value of conducting interdisciplinary social science research at a community college. The research involved a contemporary methodological issue (measuring fear of crime), students who were at an early stage of their academic careers (second-year), and involved collaboration across several social science courses. Students participated to a limited extent in clarifying wording of survey items, were exposed to the development of sampling procedures, received training in interviewing for survey research, conducted community interviews, and coded or entered data. Students also completed a ten-item questionnaire seeking their views on participation. Their responses indicated that they viewed participating as worthwhile, their understanding of research increased, they would recommend participation to their fellow students, and expressing a very high interest in personally participating in further research. These findings add to the small literature on the value of early undergraduate exposure to collaborative social science research within the university setting and show that benefits extend to community college students.

#93

*Teaching of Psychology***EFFECTIVE ACADEMIC PERFORMANCE: THE ROLE OF ADAPTION-INNOVATION**Nicholas Skinner, *King's University College*

Considerable previous research has investigated the role of temperament in educational attainment (e.g., Cattell, 1965; Skinner, 2007). Following from Skinner's (1992) finding that the personality dimension of Adaption-Innovation (i.e., cognitive style; Kirton, 1976) underlies Kolb's (1976) learning styles (converger, diverger, assimilator, accommodator), the present study will examine the related possibility that Adaption-Innovation can be similarly instructive in the isolation of the components of successful academic performance. Using the simulation procedure developed by Skinner (1982), a representative sample of first-year undergraduates will respond to the Kirton Adaption-Innovation Inventory (KAI) as they think it would be completed by either an "academically strong" or "academically weak" student. Support for the prediction that academically stronger students (compared to their academically weaker counterparts) will obtain lower Efficiency and Rule/Group Conformity and higher Originality KAI sub-scale scores should allow the conclusion that personality attributes are as central to effective "studenting" as they are to proficient teaching. (Such results will also underscore again the importance of understanding the first-order factor structure of Adaption-Innovation.)

#94

*Women and Psychology***ENGAGING YOUTH IN RESEARCH: A SYSTEMATIC EVALUATION OF FOCUS GROUP APPROACHES**Bobbie Dawson, *University of Prince Edward Island*

This research systematically evaluated data quality at the method level by exploring differences between two different focus group research approaches used with rural high-school aged females. A traditional focus group method was compared with a focus group enhanced by team-building activities, collage-building, and a participant presentation. Such enhancement techniques were adapted from adultism (the oppression of youth) reduction strategies and youth engagement strategies. Additionally, criteria were proposed for assessing whether meaningful differences in data quality were indeed created. Focus groups were compared at various points of the transformation from raw data to code-able fragments to establishment of themes. The four criteria for comparing the transcripts were: 1) number of coding references and their word density, both per participant and per transcript; 2) number of participants that contributed to each identified theme for each focus group; 3) contribution of the focus group moderator(s); and 4) total number of themes emerging from each focus group transcript. Findings suggest that the enhancements were effective, particularly the process of participants presenting their collage to key stakeholders.

#95

*Women and Psychology***RECONNECTING MIND AND BODY: YOGA PRACTITIONERS TALK ABOUT THE IMPACT OF YOGA ON THEIR BODY IMAGE**Christina Drost, *University of Regina*

Current treatments for body dissatisfaction and disordered eating focus on changing distorted cognitions and learning rational resistance to unhealthy beauty ideals. However, these cognitive approaches have been shown to have limited effectiveness and have been criticised for encouraging mind/body dualism. It has been suggested that treatments that take a more holistic approach and integrate aspects of the mind, body, and spirit, would be more effective. One such possible approach is yoga therapy. There has been some preliminary evidence that yoga may be an effective approach to treating women with body image and eating disturbances in a more holistic manner. However, there is limited research on this topic. The purpose of the current study is to examine how yoga practitioners feel about their bodies and whether or not they think that yoga has improved their body image, health, and well-being. This is a qualitative study involving conducting semi-structured interviews with women who regularly practise yoga and analysing the interview data using grounded theory methodology. This study is aimed at finding new ways to help improve women's sense of embodiment and exploring the possibility of integrating yoga into treatments for women who struggle with body dissatisfaction and disordered eating and thereby, hopefully increasing the effectiveness of these treatments.

#96

Women and Psychology

MEDICALISED MENOPAUSE: INSTITUTIONAL RESPONSES TO WOMEN'S EXPERIENCES

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

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

#97

Women and Psychology

IDEALS OF WOMANHOOD AND YOUNG WOMEN'S IDENTITIES

Heather Jacques, University of Calgary; H. L. Radtke, University of Calgary

This research project explores young women's talk about the ideals of womanhood, particularly those associated with marriage, parenthood, and career. In previous research, multiple social positions have often been studied with married, employed mothers, effectively leaving out women who have not taken up these positions. The current study was unique in seeking interviews with young women who were not married, employed mothers, but potentially preparing to take up such multiple social positions. Thirty young women (aged 18-26) discussed the cultural ideals of womanhood (e.g., "Superwoman", the notion that women can do "it all") and how they situate themselves in relation to these ideals in conversation sessions involving two young women and the interviewer. Using discourse analysis as a conceptual framework and methodology, the young women's acceptance of, and/or resistance to, dominant cultural ideals of womanhood were explored. The implications for their identity were also examined. Three themes are emphasized in this presentation: young women (1) resist cultural ideals through adopting a discourse of individual choice and freedom; (2) despite this resistance, tend to privilege motherhood over career; and (3) position themselves as currently balancing multiple demands and continuing to do so in the future, with no clear plans for handling identified competing demands.

#98

Women and Psychology

THE POWER OF WORDS: GENDERED LANGUAGE IN ATTACHMENT MEASURES

Lynda Ross, Athabasca University

Concurrent with the proliferation of research in adult attachment are concerns about the measurement of the attachment construct. Given traditional gender differences in relationship socialization practices, studies focussed on gender and attachment have been remarkably absent. 224 introductory psychology students responded to a survey containing 6 different attachment measures. Separate multivariate analysis of variance were used to evaluate mean gender differences across attachment subscales. Significant gender differences were evident in all of the analyses. A smaller independent sample evaluated the gendered language of 64 phrases taken from 3 attachment measures. Participants rated each item in terms of masculinity-femininity on a 7-point scale. A series of one-sample t-tests against a fixed mid-point indicated significant variation away from the neutral in rating items as either masculine or feminine. Consistent with propensities, based on self-evaluations, for males (e.g., dismissing, uncomfortable with relationships) and females (e.g., preoccupied, need for approval) to more frequently be categorized in stereotypical ways, items and subscales reflecting these findings were evaluated in the same stereotypical ways. Results are discussed in terms of gender bias inherent in the language used to construct attachment scales and its impact on the validity of these scales.

#99

Women and Psychology

THE DEVELOPMENT OF A MIDWIFE-MOTHER RELATIONSHIP QUESTIONNAIRE (MMRQ)

Lucille Rossiter, University of Regina; Lucille Rossiter, University of Regina; Donald Sharpe, University of Regina

Midwives are women who assist other women during the birthing process. In this study, a measure of the midwife-mother relationship (MMRQ) was created. In Study 1, mothers and midwives were interviewed. Central to the emerging theory derived from the qualitative analysis of the data is a connection similar to the therapeutic relationship discussed in the psychology literature. The main theme, Birthing: Connecting on a Therapeutic Level, was comprised of three super-constructs: Psychological Elements, Midwifery, and the Midwife. In addition, this therapeutic connection occurred in the context of two variables: Obstetrical Knowledge and Political Environment. In Study 2, the MMRQ was administered to 90 women across Canada who had given birth in the last year with the assistance of a midwife. A principal component analysis of these data revealed five factors for the MMRQ, specifically the Quality of the Emotional Bond, Personal Growth and Development, Experiential Understanding, Personal Acceptance and Understanding, and Personal Respect and Empowerment. The development of a psychometrically sound measure of the midwife-mother relationship will be helpful to study quantitatively those aspects of maternal care and psychological well-being related to the shared relationship between midwives and mothers.

#100

Women and Psychology

BUT WHAT IF I AM SEXUALLY ASSAULTED BEFORE I GET TO UNIVERSITY?: A FIRST LOOK AT WHETHER UNIVERSITY LEVEL SEXUAL ASSAULT RESISTANCE PROGRAMS CAN BE USED IN HIGH SCHOOL

Charlene Senn, University of Windsor; Sobia Ali, University of Windsor; Carrie Hojnoski, University of Windsor

Over the past three years, the first author has been developing a rape resistance education program for first year university women based on the best current theories, empirical knowledge, and best practices. This program has been shown to be effective in increasing perception of risk of acquaintance rape, decreasing harmful attitudes that hold women responsible for sexual assault, increasing self-defense self-efficacy, and increasing knowledge of the most effective self-defense strategies across the short and longer term for women who have had the program versus those who have not. However, many sexual assaults occur while young women are still in high school. This study documents a pilot study of the effectiveness of the program adapted in minor ways for several small groups of girls between 16 and 19 in three local high schools. Perception of risk, attitudes and beliefs about rape, self-defense self-efficacy, and knowledge of self-defense tactics were measured before and one week following provision of the 9 hour program. The results are discussed in the context of the challenges of providing in-depth feminist education in a high school setting.

#101

Women and Psychology

INTIMATE PARTNER MISTREATMENT AND ITS INFLUENCE ON CURRENT INTERPERSONAL RELATIONSHIPS

Natasha Will, University of Regina; Regan Shercliffe, University of Regina

The purpose of this research is to understand the influence of intimate partner mistreatment on women's relationships. Participants will be approximately 50 women over the age of eighteen who have been in a committed heterosexual relationship. Participants will be obtained through the psychology participant pool at the University of Regina and through snowball sampling. A survey will be administered to gather demographic and relationship information. The Beck Anxiety Inventory (BAI), the Multi-dimensional Pain Inventory (MPI), and the Experiences in Close Relationships- Revised (ECR-R) questionnaire will be administered to explore possible negative symptoms. The expected results are that those who have experienced intimate partner abuse either directly or indirectly will have higher levels of anxiety, decreased overall mood, and will be less satisfied with their interpersonal and intimate relationships. Although the participants are not a typically "at-risk" sample it is likely that partner mistreatment is experienced by these women as well. As "abuse" commonly includes only physical and sexual abuse it is possible that the participants will not recognize psychological/ emotional abuse as so. The results of this research may be significant in understanding, identifying and preventing intimate partner mistreatment.

#102

Women and Psychology

CONCEPTUAL METAPHORS AND CLOSE RELATIONSHIPS

Sharon Woodill, Mount Saint Vincent University; Michelle Eskritt, Mount St. Vincent University; Mary Delaney, Mount St. Vincent University

Lakoff and Johnson (1980) suggest that metaphor is not just a linguistic device but a basic mechanism of conceptual cognition. Furthermore, conceptual metaphors though typically unconscious, serve to structure everyday interactions; therefore, it should follow that conceptual metaphors used for cognizing interpersonal relationships will also provide sources of meaning for broader social patterns. This study examines how relationships between best friends and romantic partners are metaphorically conceptualized. Interviews were conducted with graduate and undergraduate students involved in a best friend and romantic relationship for a minimum of one year to collect narrative data about both the participants and their relationship partners. This data was then analyzed for metaphoric structures used to conceptualize these relationships. Further analysis will examine whether individual differences in conceptualization can be found based on education, gender or sexuality. Preliminary results show that romantic relationships tend to be conceptualized as constructed fragile objects and best-friend relationships as organic familial bonds. These findings lead us to conclude a viable link between conceptualizations of interpersonal relationships, the duration of relationships and broader social patterns such as marriage and divorce rates.

#103

Social and Personality
Psychology

**SELF-OBJECTIFICATION AND MENTAL HEALTH: THE MEDIATING ROLE OF
BODY IMAGE COPING STRATEGIES**

Claire Shove, Brock University; Becky Choma, Brock University; Stanley Sadava,
Brock University

According to objectification theory, western society socializes women to adopt and internalize an outsider's view of their physical selves, one that views women as objects (Fredrickson & Roberts, 1997). In the present research we hypothesized that trait self-objectification would relate to proximal and distal mental health outcomes. Further, we predicted that body image coping strategies would mediate the associations between self-objectification and negative mental health. Four hundred university-aged men and women completed measures of trait self-objectification, body shame, disordered eating attitudes, depression, body esteem, subjective well-being, perceived health, and consent to unwanted sex. Results from regression analyses demonstrated that, as hypothesized, trait self-objectification was significantly associated with lower proximal and distal mental health outcomes among women. Moreover, several of these relations were mediated by body image coping strategies. Finally, none of the relations with self-objectification were found among men, as predicted. Implications of findings and further direction will be discussed.

6/14/2008 – 12:00 PM to 12:55 PM – HALIFAX C, Marriott second floor

Conversation

Session/Séance de
conversation

Students in Psychology

WHAT ARE THE BENEFITS OF MENTORING EARLY CAREER PSYCHOLOGISTS?

Iris Jackson, Ottawa Academy of Psychology; Paul Basevitz, Gilmour Psychological Services

Graduate programmes in professional psychology have historically trained students for careers in research or public practice. Traditional applied training venues for graduate students are practica and internship programmes within public institutions such as hospitals. Increasing numbers of graduate students in professional psychology go on to careers in private practice, however, and there is a corresponding need to provide them with training, mentoring and role modeling for this career avenue. The Ottawa Mentorship Group, initiated 8 years ago, responds to this need. A survey of mentees who have passed through the group identifies benefits to mentees in establishing a professional identity and professional ethic as well as promotes the solidarity of the profession in Ottawa. This conversation session will review how the Group works and the outcomes it has achieved.

6/14/2008 – 12:00 PM to 12:25 PM – MARITIME SUITE, Marriott second floor

Theory Review

Session/Séance de
revue théorique

Women and Psychology

**WOMEN'S EXPERIENCES OF HYPOACTIVE SEXUAL DESIRE DISORDER:
FEMINIST ASSESSMENT PERSPECTIVES**

Maren Conrad, University of Calgary; Sharon Cairns, University of Calgary

Hypoactive sexual desire disorder (HSDD) is defined by the DSM-IV-TR (American Psychiatric Association, 2000) as "persistently or recurrently deficient (or absent) sexual fantasies and desire for sexual activity," (p. 541). The diagnostic criteria are problematic as there are no normative data on what constitutes "normal" sexual desire. Given the prevalence of low sexual desire is significantly higher in women than men we believe that this topic warrants feminist analysis. The vast majority of the HSDD literature is based on either a medical or biopsychosocial model (with a major emphasis on biological components). Etiologically, there is no question that biological factors are significant in some women's HSDD, but we contend that contextual factors deserve a more thorough examination. This review will critically examine the HSDD assessment literature and formulate an assessment model that integrates a feminist psychological framework with the biopsychosocial model. The biopsychosocial model necessitates the examination of cognitive, affective, behavioural, biological, and environmental client factors, while the feminist psychological framework explores the relevant issues of gender, privilege, and context. It is expected that adoption of this feminist biopsychosocial model will result in less pathologizing of women's sexual desire levels and more effective interventions.

6/14/2008 – 12:00 PM to 12:55 PM – ACADIA C, Marriott main floor

Conversation

Session/Séance de
conversation

Traumatic Stress

SECTION PROGRAM

PSYCHOLOGICAL RESPONSE TO DISASTER AN INTERACTIVE DISCUSSION

Charles Hayes, Hayes Psychological Services Ltd.; Janice Howes, Queen Elizabeth
II health Sciences Centre; Nicole Aubé, Private Practice

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OF NOVA SCOTIA

The focus following past disasters was for psychologists and others to use Critical Incident Stress Management (CISM) techniques to assist first responders and others in preventing Post Trauma Stress Disorder and other disorders. In Canada, the principal model was a proprietary form of CISM developed by Dr. Jeff Mitchell. Recent media criticisms of the trauma industry and professional Cochrane Reviews have not supported the use of CISM following disasters. An alternative approach called Psychological First Aid (PFA) has been suggested. While PFA is based on empirical principles, it too has not been scientifically validated. There are those that argue that CISM is effective when used with homogenous groups of first responders who have been trained in its use. CISM use might be best limited to such specific groups, with PFA being used with all others. The primary focus of the Conversation Session is how best to use volunteer psychologists in the advent of a major disaster. There is some evidence from recent disasters that memoranda of understandings are insufficient in and of themselves to ensure the smooth deployment of psychologists during the post disaster period. The Conversation Session is designed to assist in the appropriate and effective deployment of psychologists through identifying key issues in establishing links with government, methods for keeping current lists of suitably trained psychologists, and how best to lobby government agencies for ongoing communication regarding issues in the post-disaster field.

6/14/2008 – 12:00 PM to 12:55 PM – ALEXANDER ROOM, Marriott main floor

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

*History and Philosophy
of Psychology*

SECTION PROGRAM

PSYCHOLOGY, PHILOSOPHY, AND THE CHALLENGES OF HISTORICISM

Leendert Mos, University of Alberta

On the relationship between psychology and philosophy, it is historicism that challenges the premise, common to our short history of psychology, concerning their distinction. Of course, the more thoughtful historians did not abandon universal philosophical concerns but held that such questions were essentially historically conditioned. Psychology sidestepped the critique historicism leveled against philosophy by escaping into the fancy of science. Yet in the 20th century it was not philosophy but history that has proven to challenge psychology as a science: can psychology's explanations and standards of investigative practice meet the challenges of situation/context/time? The point is subtle. Psychology is not subservient to history but psychology's "subject matter" is essentially historical. This claim avoids the historicist critique that no philosophical traditions can be true since these are always historically conditioned. But it recognizes that psychology as essentially an historical endeavor admits of the possibility that at some particular time/place there are ideal conditions - captured in traditions - for discovering psychological truths. It is traditions/ideals that are the appropriate contexts for psychological inquiry.

6/14/2008 – 12:00 PM to 12:55 PM – COMPASS BOARDROOM, Pedway to the Casino second floor

**Conversation
Session/Séance de
conversation**

CPA FACT SHEETS

*Catherine Lee, University of Ottawa; Maggie Gibson, Parkwood Hospital;
Karen Cohen, Canadian Psychological Association*

As a member and public service, CPA maintains a well-used series of fact sheets. Some have been authored by Section members, some have been co-authored with other organizations and others have been developed by CPA staff. CPA is very appreciative of the effort that many members have put in to authoring a fact sheet. The goal of the conversation session is to discuss procedures and guidelines that enable us to: Identify a protocol for authorship of fact sheets Develop a protocol for review and revision of fact sheets over time Ensure that a proposed fact sheet presents a comprehensive view of its topic Identify gaps and a means of recruiting experts who can author fact sheets to fill these gaps Define parameters for use of the fact sheets. Beyond its specific utility in enhancing a valued CPA public service, the conversation session should be of relevance to all who are interested in knowledge translation. We are particularly interested in soliciting the participation of all CPA Sections. The proceedings of the symposium will be communicated to all Section Chairs.

6/14/2008 – 12:30 PM to 1:25 PM – NOVA SCOTIA A, Marriott second floor

**CPA Invited
Speaker/Conférencière
invitée de la SCP**

Developmental Psychology

SECTION PROGRAM

MUSIC IN THE LIVES OF INFANTS

Sandra Trehub, University of Toronto

Infants are less proficient than adults at perceiving simple auditory stimuli, but they are surprisingly proficient with complex auditory patterns such as music. For one thing, they detect the smallest meaningful differences in pitch and timing that are used in

music around the world. More importantly, they perceive relations in pitch and timing that are critical for the understanding and enjoyment of music. Obviously, infants know little about the musical conventions of their culture, which frees them from some of the biases of adults with such knowledge. As a result, they sometimes perceive the nuances of foreign music more readily than adults do. Infants use their precocious musical skills in everyday life. Mothers around the world use a musical style of speaking and a distinctive way of singing during interactions with their infants. The response to such musical interactions is overwhelmingly positive. The universal interest in music and its prevalence in caretaking contexts are inconsistent with the scientific view of music as an inessential frill. Indeed, cross-cultural and cross-species evidence is consistent with the notion of general-purpose mechanisms that underlie the perception of music along with species-specific motivational mechanisms that underlie the perpetuation of music across cultures.

6/14/2008 — 12:30 PM to 2:25 PM — NOVA SCOTIA B, Marriott second floor

Workshop/Atelier de travail
International and Cross-Cultural Psychology

RESILIENCY AND THE PLURALIST: EXPANDING THE THERAPIST'S WORLDVIEW
Joanne Ginter, Sundancer Psychological Services and Child and Youth Wellness Center of Leeds and Grenville

Life stories, including cultural myths and legends, provide the essential focus of narrative and constructive therapies with an understanding that people are the creators of the stories that give life events connectedness and meaning. Each individual (and family) possesses a life story woven with successes, challenges, and failures, including the rituals of life acquired through family, culture and religion. Yet the inclusion of religion as a topic in therapy is challenging given the historically polarized relationship between psychology and religion: one viewing religion as a liability and the other as an asset. Despite this, a new dialogue is emerging: one that reflects the diversity of humanity and the multiplicity of these disciplines. Therapists are faced with challenges of growing multiculturalism and are asked to expand their worldviews with an understanding of pluralism and diversity. We must understand the creation of our own spiritual platforms and how to expand our ability to support others in addressing life's challenges. Found within the discourse of both psychology and religion, resiliency, a process of creative meaning making, can be used to build the bridge between diverse positions; And to help therapists expand their worldviews and become pluralists.

6/14/2008 — 12:30 PM to 12:55 PM — MARITIME SUITE, Marriott second floor

Theory Review Session/Séance de revue théorique
Counselling Psychology

CONFIDENTIALITY IN GROUP WORK
Heather Higgins, Acadia University

Confidentiality in group work is important in order for trust and cohesiveness to be established among group members. In spite of the importance of confidentiality, it can be difficult to enforce and impossible to guarantee. This session will include a presentation of literature on the topic of confidentiality, as well as a discussion of some leader skills which can be used when covering this topic in both psychoeducational and counselling/therapy groups. Ethical dilemmas will also be discussed.

6/14/2008 — 12:30 PM to 1:25 PM — ACADIA B, Marriott main floor

Conversation Session/Séance de conversation
Counselling Psychology

CAN AN ANNUAL CHECK-UP SAVE A MARRIAGE? IMPLICATIONS FOR RELATIONSHIP COUNSELLING
Robert Roughley, University of Calgary; Linette Lawlor, University of Calgary

In many cultures, seeking marriage counselling is considered taboo, often occurring as a last resort for those in marital distress. When couples experience marital discord, core issues often include communication difficulties, lack of effort to resolve problems (thinking problems will go away in time), or restrictions due to cultural expectations and norms. Couples may not willingly recognize that a problem exists, or may not have the skills to mediate healthy relationship transitions. Two questions must be asked: Why are available counselling services not being utilized by couples in distress; and, how can counsellors assist couples with marital difficulties before it is too late to save their marriage? Cordova (2005 / in press) investigates the use of a yearly marital check-up as a counselling strategy for marital success. Within an interactive discussion format, participants will be called upon to explore and discuss their professional experiences in the area of relationship and family therapy with regards to the appropriateness of marital check-ups in the Canadian multicultural milieu.

6/14/2008 – 12:30 PM to 12:55 PM – COMPASS ROOM, Pedway to the Casino second floor

Theory Review
Session/Séance de
revue théorique
Criminal Justice
Psychology

WILL RATIONAL EMOTIVE BEHAVIOR THERAPY CONTINUE TO EVOLVE AFTER THE PASSING OF ALBERT ELLIS? A RATIONAL EMOTIVE BEHAVIOR THERAPY EVOLUTIONARY THEORY REVIEW WITH AN EMPHASIS ON CRIMINAL JUSTICE SYSTEM APPLICATIONS
Jerome Fransblow, Correctional Service of Canada

Albert Ellis developed Rational Emotive Behavior Therapy in 1955. Surveys of the theoretical orientations of Canadian and American clinical psychologists revealed that Ellis is their most influential psychotherapist (Werner, 1991; Smith, 1982). Presumably Ellis' high influential rating is due to the flexibility of REBT to 1) various applications: anger management; recovery from addictions; relationship counselling; stress management; PTSD and 2) various applied settings: (correctional, psychiatric, medical, health, educational). This theory review with an emphasis on Criminal Justice System applications will first generally examine how REBT has evolved since its inception in 1955 and secondly address its continual evolution and development after the recent passing of Albert Ellis. REBT has retained many important features (the interrelationship of cognitive emotive behavioral processes, a humanistic view of the self, and the dangers of self-rating). However the very nature of REBT theory encourages flexibility and this has resulted in many significant improvements (a greater range of cognitive, emotive, imaginal, and behavioral methods, clear distinctions between healthy and unhealthy negative emotions, the primary role of rigid absolutistic "musts" in the accountability of psychological disturbance, and the greater role of "force and energy" in therapeutic change).

6/14/2008 – 1:00 PM to 2:55 PM – HALIFAX A, Marriott second floor

Workshop/Atelier de
travail
Psychologists in
Education

THE PSYCHOLOGIST'S ROLE IN SCHOOL SAFETY AND THREAT/RISK/NEED ASSESSMENTS
Juanita Mureika, New Brunswick School District 18

School safety and school violence, although not new concepts, are ones with which society is becoming more familiar. Schools, in turn, are becoming better prepared to ensure safety for staff and students and to address potential threats and threatening individuals through prevention, intervention and postvention protocols. The emerging role of school psychologists as mental health professionals in the school has positioned school psychologists to have a key role in promoting school safety, and in violence prevention and crisis response. This workshop will address all aspects of school trauma, including safe schools practices, violence prevention, intervention protocols, and postvention measures for the school population and for the threat maker, and will examine tools and procedures for each aspect of intervention.

6/14/2008 – 1:00 PM to 2:25 PM – HALIFAX B, Marriott second floor

Symposium
Clinical Psychology

EXPLORING THE ROLE OF SLEEP PROBLEMS IN CHILDHOOD PSYCHOPATHOLOGY

Penny Corkum, Associate Professor, Department of Psychology and Psychiatry, Dalhousie University; Kimberly Woodford, IWK Health Centre; Rachel Panton, Colchester Regional Hospital; Erin Moon, Dalhousie University; Nicolle Vincent, Dalhousie University

This symposium is comprised of five presentations which provide an overview of some of the research our lab members are conducting examining the relationship between sleep problems and child psychopathology. The symposium will start with a general developmental and theoretical overview of sleep and its potential relationship with child functioning. We will then explore sleep problems in typically developing children as well as children with Attention-Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorders (ASD) and those who suffer from chronic pain conditions. The complex relationship between sleep and psychopathology will be explored in each presentation. The goal of the symposium is to increase awareness of this relationship and to share information related to the assessment and treatment of sleep problems in children.

A

THE RELATIONSHIP BETWEEN SLEEP AND PSYCHOPATHOLOGY IN CHILDREN

Penny Corkum, Associate Professor, Department of Psychology and Psychiatry, Dalhousie University

This brief presentation will provide an overview of sleep in typically developing children in order to provide a context for the following presentations. The information presented will be based on a review of the newest empirical research as well as clinical practice parameters. In addition to providing a developmental context, an overview of the potential relationships between child health and sleep will be highlighted.

B SLEEP AND QUALITY OF LIFE IN ELEMENTARY SCHOOL-AGED CHILDREN

Kimberly Woodford, IWK Health Centre; Jennifer Mullane, Dalhousie University

This presentation will provide an overview of a randomized control trial for children with sleep problems Better Nights, Better Days: Treatment for Sleep Difficulties. This RCT is a module of the Family Help Program at the IWK Health Centre in Halifax. The results of the trial will be shared with particular attention paid to how sleep and treatment of sleep problems are related to health-related quality of life (HRQL) for school-aged children both with and without Disruptive Behaviour Disorders. The results of this study demonstrated that the behaviourally-based sleep intervention improved the overall sleep of its child participants, which in turn improved HRQL. This was particularly the case in the psychosocial health domain, as well as on measures children's functional health and well-being. Results of the current study are in keeping with the extant body of literature which indicates that treatment of sleep difficulties can lead to improved health across multiple domains of a child's life.

C SLEEP IN CHILDREN WITH ADHD

Rachel Panton, Colchester Regional Hospital; Sarah Ironside, Dalhousie University; Fiona Davidson, Dalhousie University

There is much debate about the causal relationship between sleep problems and ADHD. This presentation will first orient the audience to this debate and highlight some of the methodological problems that limit firm conclusions. Of these methodological issues, the failure to address medication status and medication history is perhaps one of the most problematic. We will share the results of our study in which we examined the impact of immediate release Ritalin on sleep quality and quantity in medication-naïve, newly diagnosed children with ADHD. We found that although the medication was effective in reducing ADHD symptoms, medication resulted in statistically and clinically significant changes in the children's total sleep time and sleep onset latency. We will also address the persistence of these sleep changes over time and potential circadian changes which result from medication. This presentation will conclude with recommendations about the need to closely monitor children's sleep when treating ADHD with stimulant medication.

D TREATMENT OF SLEEP PROBLEMS IN CHILDREN WITH AUTISM SPECTRUM DISORDERS

Erin Moon, Dalhousie University; Isabel Smith, Associate Professor, Department of Pediatrics and Psychology, Dalhousie University

A growing body of research indicates that sleep problems are a significant issue for many children with Autism Spectrum Disorders (ASD). A wide range of sleep problems have been identified in this group, including: abnormal sleep-wake patterns; problems with sleep onset; early morning waking, generally poor sleep; shortened night sleep; night waking; and excessive co-sleeping. Although it is clear that sleep problems are common and clearly linked to impairments in daytime functioning in children with ASDs and their families, the treatment of sleep problems in this population has received little empirical attention. The current presentation will review the empirical literature on the prevalence, nature and treatment of sleep problems in this population. As well, the results from a case series evaluation of a manualized behaviourally-based treatment program for sleep problems in children with ASD will be shared. The presentation will conclude with a discussion of the challenges of implementing this treatment program and potential solutions to these challenges.

E SLEEP IN CHILDREN WITH CHRONIC PAIN

Nicolle Vincent, Dalhousie University; Christine Chambers, Associate Professor, Department of Pediatrics and Psychology, Dalhousie University & IWK Health Centre

Pediatric pain is a common health problem with far-reaching psychosocial and health consequences. Chronic pain is associated with multiple impairing factors, such as low mood, poor social functioning, weaker academic performance, and disrupted family relationships. Chronic pain is also associated with sleep disruption. This presentation will provide an overview of the empirical literature on the association of pain and sleep. As well, the results of an empirical study which explored the relationship between self-reported sleep and recurrent pain in a community-recruited sample of children and adolescents will be shared. The results of this study indicate that sleep disturbance is associated with overall pain. Moreover, it was found that depression and catastrophizing were significant partial mediators between the sleep disturbance and pain relationship. The presentation will conclude with a review of the clinical implications of research in terms of assessment and treatment recommendations.

6/14/2008 — 1:00 PM to 2:55 PM — HALIFAX C, Marriott second floor

Workshop/Atelier de travail
Students in Psychology

EFFECTIVE TEACHING STRATEGIES FOR TEACHING ASSISTANTS AND NEW FACULTY

Philip Johnson, McGill University; Pamela Seeds, University of Western Ontario; Nicholas Skinner, King's University College

For beginning academics, teaching at the postsecondary level can be understandably daunting and challenging. Co-sponsored by the Section for Students and the Section for Teaching in Psychology, this workshop will provide information on specific topics pertinent to teaching assistants and new faculty members such as: balancing teaching and research roles, developing course materials, creating a positive learning environment, developing one's teaching style, the role of humour in teaching, effective grading practices, and motivating students and teachers alike. The workshop is equally applicable to academics of all experience levels who wish to further refine their teaching techniques. Presentations will be informed by current research and the experiences of each of the presenters, followed by a Q & A session.

6/14/2008 — 1:00 PM to 1:25 PM — SUITE 207, Marriott second floor

**Theory Review
Session/Séance de
revue théorique**
*Psychologists in
Education*

**NEW CONCEPTUAL FRAMEWORK: REFLECTIVE E-LEARNING IN CONTINUING
MEDICAL EDUCATION (CME)**

Kit Leung, *McGill University*; Pierre Pluye, *McGill University*

Purpose: This study aims to develop a new conceptual framework in which reflective learning (RL) is operationalized for e-learning in a CME context. Methods: Reviewing literature, Dewey's reflective thought, Schön's RL, and Resnick's higher order thinking are compared for extracting reflection characteristics. Consequently, five cognitive processes are identified and described to formulate a conceptual framework. Results: The proposed conceptual framework of RL comprises five interrelated processes: meaning construction, interpretation, conceptual change, validation and generalization. The interrelations of these processes are linear hierarchical, and cyclic. 1. Linear: RL occurs when the higher level cognition emerges sequentially from different levels of basic cognition, e.g., validation emerges from conceptual change which derives from interpretation that is supported by meaning construction. 2. Cyclic: RL occurs in cyclic paths in which at least two cognitive processes are repeated in a cycle, e.g., validation re-occurs to reject or confirm new meanings ensued from interpretation. A cycle ends when outcomes of validation are satisfactory. Conclusions: This proposed conceptual framework may operationalize reflective learning as it occurs, and is being validated in a research on CME reflective e-learning activities.

6/14/2008 — 1:00 PM to 2:25 PM — MARITIME SUITE, Marriott second floor

Symposium
*Social and Personality
Psychology*

**CURRENT PERSPECTIVES IN PSYCHOLOGICAL STATISTICS: TESTING AND
INTERPRETING EFFECTS**

Robert Cribbie, *York University*; Andrew Johnson, *University of Western Ontario*;
Dave Flora, *York University*; Jeremy Biesanz, *University of British Columbia*;
Dennis Jackson, *University of Windsor*

Regardless of one's experimental hypothesis, the primary goal of experimental research is to explore the nature (and magnitude) of one's statistical effect. In this symposium, we begin with a discussion of the null hypothesis, and explore the ways in which null hypothesis significance testing may hamper the testing of theory, and stifle critical thinking. We then discuss methods through which researchers can clearly present the magnitude of their research findings, by using simple descriptives and graphical methods. Our next presenter discusses the use of effect size estimates in the identification of indirect effects, as well as the power of redefining traditional null hypothesis statements. Finally, we discuss the information conveyed by the multivariate effect in a MANOVA, and the importance of interpreting this effect in one's post-hoc analysis.

A **THE USE OF NULL HYPOTHESIS SIGNIFICANCE TESTING AS A
SUBSTITUTE FOR CRITICAL THINKING**

Andrew Johnson, *University of Western Ontario*; Kristina Neely, *University of
Western Ontario*

For more than a half-century, methodologists have railed against null hypothesis significance testing as being wrong, or at least limiting. Curiously enough, use of this paradigm persists – and indeed, has proliferated to such an extent that the complexity of statistical analyses demanded by higher-tier journals expands with every passing year. In this talk we will review the controversy surrounding the null hypothesis significance testing debate, and we will discuss the impact that the hegemony of p has had on evidence-based practice, tests of equivalence, and the encouragement of critical thinking among undergraduate students.

B **EFFECT SIZES FOR PSYCHOLOGICAL RESEARCH REPORTING: IT
DOESN'T HAVE TO BE SO COMPLICATED!**

Dave Flora, *York University*

A greater appreciation for the limitations of significance testing has contributed to an increased emphasis on the importance of reporting effect sizes when statistically summarizing empirical research. Effect size indices are also key pieces of information for

power analysis and meta-analysis. Part of this presentation will be dedicated to describing the wide variety of effect size statistics that are commonly recommended in various situations. However, despite this variety of effect size indices, this presentation will show that for the purpose of basic research reporting, effect size is best conveyed using simple descriptive statistics and graphics.

C **SEPARATING INFERENCE FROM EFFECT SIZE ESTIMATION FOR INDIRECT EFFECTS**

Jeremy Biesanz, *University of British Columbia*; Carl Falk, *University of British Columbia*; Victoria Savalei, *University of British Columbia*

Theoretical models and hypotheses specifying indirect or mediated effects are common in the social sciences. An indirect effect reflects a causal hypothesis where an independent variable's influence on the dependent variable is mediated through an intervening variable. Initial approaches to testing mediational hypotheses (e.g., Sobel's (1982) asymptotic standard error and Baron & Kenny's (1986) sequential steps) have been supplanted in recent years by methods that generate a confidence interval around the observed indirect effect size (e.g., bootstrapping or resampling, the direct product confidence interval, and hierarchical Bayesian MCMC modeling). Simulation work demonstrates that these latter confidence interval methods are superior in terms of Type I error rate and statistical power relative to Sobel's test and Baron & Kenny's approach. Although estimating effect sizes and associated confidence intervals provides valuable information, in the context of mediation, inferences based on confidence intervals can be misleading in finite samples. Instead we examine a class of methods for determining the probability of the observed data given the complex null hypothesis of no mediated effect. We argue, based on simulation work, that inferences should be separated from confidence interval estimation for the smaller samples prevalent in psychology in the context of mediation.

D **PUTTING THE MULTIVARIATE BACK IN MULTIVARIATE ANALYSIS OF VARIANCE**

Dennis Jackson, *University of Windsor*

Multivariate Analysis of Variance (MANOVA) is a multivariate extension of Analysis of Variance and is frequently recommended as a method of analysis when an experimenter is interested in group differences across multiple dependent variables. One advantage, often cited, is that it helps to protect against inflation of type I error (e.g., Tabachnick & Fidell, 2007). When researchers use MANOVA, a significant effect results in the immediate quandary of choosing a method for interpreting the effects. Based on examination of the literature and prevalent textbooks, a common approach is to follow-up a significant MANOVA with individual ANOVAs. In doing so, researchers ignore the multivariate nature of the data. A procedure for examining significant MANOVA effects without losing the multivariate nature of the data will be presented.

6/14/2008 — 1:00 PM to 1:55 PM — ACADIA A, Marriott main floor

Workshop/Atelier de travail
Teaching of Psychology

SERVICE LEARNING: AN ALTERNATIVE TO TRADITIONAL PEDAGOGY

Andrea Arsenault, *Mount Saint Vincent University*; Elizabeth Bowering, *Mount St. Vincent University*

While not widely used in Canada, Service Learning (SL) is an exciting alternative to traditional in-class learning. By definition, SL requires a student to complete unpaid hours in a community organization. This hands-on requirement provides real-life experience and facilitates connections with professionals in the field (Furco, 1994; Kretchmar, 2001). Despite its demonstrated benefits, the process of mounting a SL course component may be daunting for faculty, for both philosophical and logistic reasons. The objective of today's workshop is to highlight both the philosophy behind SL and instructional design issues. In designing a potential SL course for our department, we interviewed Psychology faculty who require SL in their courses, students with SL experience, and administrators who coordinate SL programs. From these interviews and our review of literature, we created a practical "how-to" guide entitled "Incorporating Service Learning into Undergraduate Psychology". Our guide includes a sample syllabus, bibliography of course readings, sample assignments, and evaluation tools. In addition to showcasing our guide, today's session will review benefits of SL, interview findings, challenges (e.g., placement selection, off-site supervision), and possible solutions. Participants will have the opportunity to develop a SL component to be incorporated into their courses.

6/14/2008 — 1:00 PM to 1:55 PM — ACADIA C, Marriott main floor

Conversation Session/Séance de conversation
Rural and Northern Psychology

IS RURAL DIVERSITY AN OXYMORON?

Becki Cornock, *University of Manitoba*; Karen Dyck, *University of Manitoba*; Greg Gibson, *University of Manitoba*; Anna Marie Carlson, *University of Manitoba*

A significant number of Canadians live in predominantly rural settings and require specialized mental health services. It can, however, be challenging for psychologists to provide quality services for clients living in rural, northern, and/or remote areas given factors such as travel, scarce resources, and the diversity of presenting problems, to highlight but a few. Furthermore, research and

personal experience tell us that rural populations are increasingly diverse with respect to ethnic, cultural, and religious background. In keeping with our professional goals to be culturally sensitive and culturally competent, we invite interested parties to join our panel in discussing the unique cultural facets of rurally based practice. Through this conversation we hope to explore common themes, stereotypes, and myths, as well as share examples of creative and innovative practice.

6/14/2008 – 1:00 PM to 2:25 PM – ALEXANDER ROOM, Marriott main floor

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

SOCIAL HISTORIES
Thomas Teo, *York University*

A **“WE’RE JUST FRIENDS”: THE SOCIAL CONSTRUCTION OF FRIENDSHIP AND THE FRIEND / ROMANTIC PARTNER DISTINCTION – A DISCURSIVE PROJECT**
Courtney Chasin, *University of Calgary*; H. Lorraine Radtke, *University of Calgary*

Psychological studies on friendship typically focus on the individual characteristics and responses of friends and fail to provide a theory of friendship that serves to distinguish it from other types of personal relationships. This study adopted a discursive, social constructionist perspective aimed at exploring how young adult friends understand friendship in relation to other types of personal relationships. Pairs of young adult friends, recruited specifically to include gender and sexuality identity diversity, participated in conversation sessions about friendships, romantic partnerships, and relationships that “blur the line”. The conversation sessions constituted an opportunity for the two friends to “do” friendship in the context of talking about friendship. In constructing their friendships with each other and positioning themselves in relation to their other relationships (e.g., romantic partnerships), participants oriented to gender and heteronormativity, exclusivity in romantic relationships, and the privileging of romantic partnerships. The paper concludes by discussing the implications of identifying these tacit expectations for theorizing how, and to what effect, friendships and other personal relationships, as forms of social organisation, are accomplished and perpetuated.

B **CONSTRUCTING MASCULINITY: A DISCURSIVE INVESTIGATION OF MALE VICTIMS OF FAMILY VIOLENCE AND MASCULINE IDENTITIES**
Michaela Zverina, *University of Calgary*; Henderikus Stam, *University of Calgary*;
Robbie Babins-Wagner, *Calgary Counselling Centre*

Theories of masculine identity (particularly hegemonic masculinity) are generally attempts to provide a framework for male dominance, oppression or violence. These theories rarely address the question or possibility of men as victims of violence. Psychotherapeutic groups for male victims of family abuse (particularly intimate partner abuse) are rare. Aside from their infrequency, men in such groups engage in conversations of competing cultural identities: the identity of strong, independent, autonomous men, and the identity of victims of violence. This paper will report, in part, on an investigation of how men produce, reproduce, and negotiate their masculine identities in a group psychotherapy context. Men were videotaped as part of their participation in the Calgary Counselling Centre 14-week group program for male victims of violence in an intimate, heterosexual relationship (titled “A turn for the Better”). Their sessions were recorded and transcriptions were analyzed using discourse analysis. The results of this analysis will inform a discussion of theories of hegemonic masculinity, counselling men, and the nature of family violence.

C **THE PRIVATE LIFE OF DONALD O. HEBB**
John Connors, *Canadian University College and University of Alberta*

Although much is known about the academic interests of this most famous Canadian psychologists, Hebb was such a private man that most of us don’t know who Hebb the man really was. The non-academic interests of Don Hebb are explored through his hobbies (chess and sailing), leisure reading interests, humor enjoyed, religious interests, musical favorites, and personal friends.

6/14/2008 – 1:00 PM to 2:25 PM – COMPASS ROOM, Pedway to the Casino second floor

Symposium
Criminal Justice
Psychology

FROM “WHAT WORKS” TO “MAKING IT WORK”: THE STRATEGIC TRAINING INITIATIVE IN COMMUNITY SUPERVISION (STICS) PROJECT
Guy Bourgon, *Public Safety Canada*; Leticia Gutierrez, *Carleton University*;
Tanya Rugge, *Public Safety Canada*; Kyle Simpson, *Carleton University*

As more and more evidence accumulates regarding “What Works” in reducing re-offending, corrections agencies are faced with the challenge of “Making It Work”. Translating empirical evidence to everyday real world practices involves many different players all working to ensure that the services provided maintain their integrity and adhere to the principles of effective interventions. Paramount difficulties of taking the “science” to the “street” includes the specifics of risk assessment and strategies of supervision,

methods and services used to target and address criminogenic needs, as well as ensuring that the services utilize empirically founded best practices that are responsive to a wide and diverse group. Policies, procedures, and practices must be developed and implemented, staff must be trained, and monitoring systems must be in place to ensure services and practices are not just rooted in, but congruent with empirical evidence. The following symposium will describe and examine an evidence-based training initiative for probation officers and the research project designed to evaluate it.

A **WHAT WE KNOW AND WHERE WE NEED TO GO FOR EFFECTIVE COMMUNITY SUPERVISION**

Leticia Gutierrez, Carleton University; James Bonta, Public Safety Canada; Guy Bourgon, Public Safety Canada; Tanya Rugge, Public Safety Canada; Terri Scott, Public Safety Canada; Annie Yessine, Public Safety Canada; Leslie Helmus, Carleton University; Kyle Simpson, Carleton University

The majority of offenders in Canada are in the community under the supervision of probation officers (POs). Although there is an abundance of literature regarding effective correctional treatment programs, relatively little is known about how POs can facilitate change in offenders. The 'What Works' body of knowledge suggests that POs would be most effective when they adhere to the principles of risk, need, and responsivity. What little research that has examined actual clinical practices of POs has illustrated the difficulty of "Making It Work" (Bonta et al., 2004; Trotter, 1996). In an effort to move community supervision from simply knowing about "What Works" to actually "Making It Work", a prospective research project called the Strategic Training Initiative in Community Supervision (STICS) was developed. STICS is an empirically founded training program and supervision model for POs to facilitate offender change. The following presentation provides an overview of the literature regarding the effectiveness of community supervision and what is known regarding POs' intervention efforts. Finally, we outline the rationale for and evaluation methodology of the STICS Project. The methodology incorporated random assignment and included multiple measures of offenders and POs at multiple time periods, including audio-taped PO-offender interviews.

B **THE "HOW TO" OF STRATEGIC COMMUNITY SUPERVISION: THE STICS TRAINING PROGRAM**

Tanya Rugge, Public Safety Canada; James Bonta, Public Safety Canada; Guy Bourgon, Public Safety Canada; Terri Scott, Public Safety Canada; Annie Yessine, Public Safety Canada; Leticia Gutierrez, Carleton University; Leslie Helmus, Carleton University; Kyle Simpson, Carleton University

Considerable research has examined the "What Works" principles; however, less attention has been paid to the practical side of how to "Make It Work". The Strategic Training Initiative in Community Supervision (STICS) is a comprehensive 3-day training package providing a practical model, as well as specific skills and structure based on the "What Works" principles. With the primary focus of facilitating change in pro-criminal attitudes and cognitions, the STICS model has four basic components. The first component teaches probation officers to develop a road map for supervision from an offender's risk/needs assessment, including how to prioritize a multitude of needs. The second component stresses how to develop a good working alliance within a supervision context and teaches POs specific skills and interventions that encourage PO-offender collaboration. The third component highlights how to use cognitive-behavioural interventions with a primary focus on identifying and changing pro-criminal thinking patterns. The fourth component instructs POs to teach and facilitate the practice of fundamental cognitive and behavioural skills (e.g., cognitive restructuring, self-management, problem-solving) including enlisting community resources to facilitate change. This presentation will describe the STICS training model that attempts to bring "What Works" to the daily work of community supervision.

C **A LOOK BEHIND CLOSED DOORS: ALTERING THE PO-OFFENDER SUPERVISION SESSION**

Kyle Simpson, Carleton University; James Bonta, Public Safety Canada; Guy Bourgon, Public Safety Canada; Tanya Rugge, Public Safety Canada; Terri Scott, Public Safety Canada; Annie Yessine, Public Safety Canada; Leticia Gutierrez, Carleton University; Leslie Helmus, Carleton University

The goal of STICS training was to equip probation officers (POs) with a set of skills to engage in effective evidence-based practices with the offenders they supervise. In January 2007, the first group of POs participated in STICS training with the last group trained in May 2007 for a total of 52 trained POs. A randomly assigned control group of 29 POs received a ½ day workshop on 'What Works' evidence. Each PO was expected to recruit six offenders to participate in the project and a variety of data was gathered at intake, 3 months, and 6 months. Analysis of the data received to date focussed on examining if and to what degree the behaviour and intervention strategies and skills used by STICS trained POs were comparable to untrained control POs. This presentation will focus on two primary questions. One, did STICS training result in changing the POs behaviour during supervision sessions? Audio taped PO-offender supervision sessions were examined prior to and following training. Two, did STICS training have an effect on the skills, attitudes, and behaviour of the offenders? Following description of the offender sample, between group differences on skills, attitudes, and compliance at 6 months were examined. Implications of "Making It Work" efforts are discussed.

6/14/2008 — 1:00 PM to 1:25 PM — COMPASS BOARDROOM, Pedway to the Casino second floor

Theory Review
Session/Séance de
revue théorique
Criminal Justice
Psychology

**PUBLIC SATISFACTION WITH POLICE IN A CANADIAN CITY:
 CONSTRUCTING A MODEL OF PERFORMANCE EVALUATION DETERMINANTS**

Andrew Welsh, Wilfrid Laurier University

Existing research suggests that measuring public satisfaction with police performance is complex. Several factors appear to influence evaluations of police services, including prior contacts with law enforcement personnel, neighbourhood conditions, and perceptions of crime. However, researchers have yet to clearly identify a model to explain what aspects of policing influence citizens in forming their attitudes. The overall purpose of this study to address the following questions: (1) To what extent do public perceptions of crime and public safety affect evaluations of police performance?, (2) To what extent do neighbourhood context and socio-economic status affect evaluations of police performance?, and (3) Is public satisfaction with police a unidimensional or multi-dimensional construct? Self-administered surveys were mailed to a random sample of 1000 households in Brantford, Ontario. Respondents completed several scales measuring perceptions of crime and neighbourhood conditions, prior police contact, community policing priorities, and satisfaction with police services. Analyses will focus on the various dimensions of police performance that influence public levels of satisfaction and, additionally, how perceptions of crime, safety, and neighbourhood conditions contribute to these evaluations.

6/14/2008 — 1:30 PM to 2:55 PM — NOVA SCOTIA A, Marriott second floor

Symposium
Developmental Psychology

**EMOTION SOCIALIZATION RESEARCH IN CANADA: NEW STUDIES OF AN
 EMERGING TOPIC IN DEVELOPMENTAL PSYCHOLOGY**

*Paul Hastings, Concordia University; Julie Hakim-Larson, University of Windsor;
 Rosemary Mills, University of Manitoba; Tanya Martini, Brock University;
 Melissa Simard, Concordia University*

The socialization of children's emotional development is emerging as a major topic in developmental psychology. Effective and appropriate emotion socialization has profound implications for children's adjustment and well-being. Canadian developmental scientists are at the fore-front of this burgeoning field, and this symposium highlights the diversity of leading-edge research being conducted at five universities. In their four papers, the researchers examine emotion socialization by parent and by peers, of preschool-aged, school-aged and adolescent children, who were drawn from normative, clinical, disabled, and socioeconomically disadvantaged samples. Emotion socialization was assessed through parent self-report, spouse-report, child-report, observed parent-child interactions, and audio-recorded maternal narratives. Indices of children's positive adjustment and emotional, behavioural and social problems were obtained from parent-reports, teacher-reports, child self-reports and direct observations. Prospective, longitudinal designs were utilized in two of the studies to reveal the presence of effects of earlier maternal emotion socialization on children's later adjustment, and the absence of effects of earlier child problems on later mother and peer emotion socialization. The moderator will give an integrative synthesis of the exciting results of these four innovative studies.

A **SOCIALIZING EMOTIONAL COMPETENCE IN THE FAMILY: THE ROLE OF
 NARRATIVES AND STORYTELLING**

*Julie Hakim-Larson, University of Windsor; Sylvia Voelker, University of Windsor;
 Kimberley Babb, University of Windsor*

Narratives and stories provide structure and meaning to interpersonal experiences. Parents may intentionally or inadvertently utilize narratives and stories to teach children about emotional self-awareness, coping, and empathy. As described by Gottman, Katz, and Hooven (1997), parents differ in emotional self and other awareness and in their ability to empathize with children. There are also parental differences in appropriately coaching or criticizing and dismissing emotions in children. The purpose of the present research is to identify how mothers' emotion-related parenting styles contribute to the quality of emotion socialization during storytelling. In the first study, 41 mothers of preschoolers were recruited through a Psychology department undergraduate participant pool. In the second study, funded by CHEO Provincial Centre of Excellence, 105 mothers of preschool and school-aged children with disabilities were recruited from the local community. Mothers were audio recorded as they interacted with their children while telling them a story from a text-free picture book. Mothers also completed questionnaires on reasons for reading and emotion-related parenting style. Mother-child interactions were transcribed and coded for emotion language, and indicators of empathy, and coping. The results are discussed in terms of how to optimize socialization of emotion in families.

B **EARLY CHILDHOOD SHAME IN RELATION TO TEMPERAMENT AND PARENTING**

Rosemary Mills, University of Manitoba

Shame is distressing, involving self-blame, the desire to hide, and difficulty sustaining social interaction. Although essential for normal development, excessive shame is a risk factor in development. This study examined temperamental characteristics and parenting practices associated with shame responding in normally developing young children. Participants were 225 children (129 boys, 96 girls) ranging from 3.7 to 4.5 years of age and their parents. Shame responding was assessed from children's emotion-expressive

behavior in response to failing six performance tasks. Parenting practices were assessed from self and spouse reports. Child temperament was assessed from parent ratings. Girls' shame responding was associated with low maternal and low paternal support, especially among girls high in attentional focusing or low in anger; with higher shaming by fathers among girls high in inhibition or low in anger; or with cumulative exposure to low maternal support and high paternal shaming. Boys' shame responding was associated with low maternal and low paternal support among low angry boys; with higher shaming by fathers among high inhibited or low angry boys; or with cumulative exposure to low maternal support and high paternal shaming among low angry boys. Findings raise the possibility of multiple pathways in the development of shame.

C **MATERNAL REGULATION OF ANGER AS A PREDICTOR OF ANGER AND AGGRESSION IN LOW- AND MIDDLE- INCOME CHILDREN**

Tanya Martini, Brock University; Carol Root, University of Toronto;
Jennifer Jenkins, OISE at the University of Toronto

The present research examined links between SES, maternal control of anger in response to child displays of anger and vulnerability, and children's externalizing displays (as reported by peers, teachers, mothers and observers) at two points in time (T1 and T2), one year apart. Ninety-four mother-child dyads (43 girls and 51 boys, aged 3 to 6 years) participated. Greater regulation of maternal anger in response to child vulnerability predicted less anger and aggression reported by teachers and observed during free play periods at school at T1. Moreover, maternal regulation of anger in response to child vulnerability mediated the relationship between family income and T1 child anger and aggression, as reported by teachers and observed during free play at school.

D **ADOLESCENT ADJUSTMENT IN RELATION TO EMOTION SOCIALIZATION BY MOTHERS AND PEERS**

Melissa Simard, Concordia University; Paul Hastings, Concordia University

Parental responses to young children's emotions predict children's emotional adjustment, with non-supportive responses associated with more internalizing (IP) and externalizing problems (EP). Fewer studies have examined whether children's IP or EP predict their subsequent emotion socialization (ES), or how adolescents' experiences of ES by parents and peers are related to adjustment. This prospective longitudinal study followed 33 boys and 20 girls with low to clinical levels of EP and IP from preschool-age to early adolescence. Youths reported on parents' and peers' ES (responses to negative emotions), and mothers and youths reported on IP and EP. Youths perceived that mothers and peers responded very differently to their anger, fear and sadness; for example, peers were more supportive of anger displays. Preschool IP and EP did not predict ES in adolescence, but youths' IP and EP were concurrently associated with ES by mothers. For example, youths with more IP saw mothers as more punitive of negative emotions, whereas youths with more EP described mothers as magnifying or reflecting their negative emotions. There were fewer links between youth's problems and ES by peers. These results point to the continued importance of ES by mothers for the emotional and behavioural adjustment of adolescents.

6/14/2008 — 1:30 PM to 1:55 PM — SUITE 207, Marriott second floor

Theory Review
Session/Séance de
revue théorique
Psychologists in
Education

DISTRIBUTED E-LEARNING OPPORTUNITIES FOR PROFESSIONAL DEVELOPMENT AND TRAINING OF SCHOOL PSYCHOLOGISTS

Michelle Drefs, University of Calgary; Ken Ryba, University of Calgary;
Donald Saklofske, University of Calgary

Time and access problems are commonly cited barriers to psychologists' engagement in continuing professional development (Curran et al., 2006). The shortage of school psychologists, particularly within rural or isolated communities, may be attributed to difficulties in accessing traditional school psychology training programs due to distal or personal/family obligations. Distributed learning opportunities (e-learning) can provide individuals with flexible access to online continuing professional education and training opportunities within their home communities. This presentation will demonstrate new communication technologies, and examine the effectiveness of providing training in the administration of the Woodcock-Johnson III Tests of Achievement through distributed learning. This session is relevant to school psychologists (trainers and practitioners), but especially those who face barriers to traditional forms of knowledge dissemination and training (e.g. inadequate time and resource, location in isolated and rural communities).

6/14/2008 — 1:30 PM to 2:55 PM — ATLANTIC SUITE, Marriott second floor

Symposium
Traumatic Stress

THE LONG-TERM EFFECTS OF EARLIER TRAUMA ON SENIORS AND THEIR CAREGIVERS

Connie Kristiansen, Carleton University; Jacqueline Wickett, University of Western Ontario;
Suzanne Cooper, Carleton University; Kathryn Belicki, Brock University

The papers in this symposium concern the long-term effects of earlier trauma on seniors (i.e., people 60+ years old) and the experiences of professionals who care for traumatized seniors. Jacqueline Wickett will present the findings of a quantitative study of

the effects of interpersonal (e.g., child abuse, combat) and noninterpersonal (e.g., car accidents, natural disasters) traumas on seniors' well-being and the factors that mediate and moderate these effects. Suzanne Cooper will then present the findings of a qualitative study of the ways gender- and age-related social discourses constrain seniors' understandings of their earlier traumatic experiences, their disclosure of these experiences, and their help-seeking behaviour. In the third presentation, Connie Kristiansen will describe the findings of a study of workers' (e.g., nurses, personal care attendants) experiences caring for senior trauma survivors in long-term residential care. In her role as discussant, Kathryn Belicki will conclude the symposium by drawing attention to some of the theoretical, applied and research implications of the findings of these studies.

A THE ENDURING EFFECTS OF EARLIER TRAUMA ON SENIORS' WELL-BEING

Jacqueline Wickett, University of Western Ontario; Connie Kristiansen, Carleton University

The present study examined the effects of earlier exposure to interpersonal (e.g., child abuse, combat) and noninterpersonal (e.g., car accidents) trauma on seniors' psychological, physical and social well-being and the processes by which these effects occur. A community sample of 310 senior men and women aged at least 60 completed measures of their experiences of trauma, well-being, coping, reminiscence, current stress, and exposure to traumagenic dynamics (i.e., situations that made them feel powerless, betrayed and/or stigmatized). Correlational analyses indicated that senior survivors of interpersonal trauma had poorer psychological and physical well-being and path analyses revealed that negative reminiscence, current stress and exposure to traumagenic dynamics mediated these relations. In contrast, senior survivors of noninterpersonal trauma had poorer physical well-being and a hierarchical regression analysis indicated this relation was moderated by current stress. The strengths and limitations of this research, as well as the implications of these findings for interventions designed to enhance senior trauma survivors' well-being, are discussed.

B A DISCOURSE ANALYSIS OF SENIOR TRAUMA SURVIVORS' DISCLOSURE AND TREATMENT-SEEKING BEHAVIOUR

Suzanne Cooper, Carleton University

This research sought to understand how discourses around gender and aging relate to seniors' understandings of their own traumatic experiences, their disclosure of these experiences to others, and their treatment-seeking behaviour. Data was obtained via semi-structured interviews with 18 senior women and men who had experienced various types of trauma (e.g., sexual abuse, war). Discourse analysis revealed that common social views of victims, trauma and the elderly play a role in how participants formulate their experiences. For example, senior women used justifications such as 'self-blame' and 'minimization of abuse' to understand their earlier traumatic experiences. Conversely, senior men drew upon discourses such as 'non-victim' and 'self-reliance.' Taken together, these discourses served to constrain senior women's and men's ability to disclose their trauma and seek help for their trauma-related symptoms. The implications of these findings for understanding the long-term effects of trauma will be discussed.

C RESIDENTIAL CARE WORKERS' EXPERIENCES WITH SENIOR TRAUMA SURVIVORS

Connie Kristiansen, Carleton University; Darcy Ammerman, Carleton University

Sixty-two long-term care workers (e.g., nurses, personal care attendants) completed a survey assessing their experiences providing care to senior trauma survivors. Most (77.4%) indicated that they had cared for at least one senior trauma survivor. They also indicated that senior trauma survivors were exposed to an array of trauma-related stimuli, including verbal, physical or sexual abuse, trauma-related environmental triggers (e.g., personal care by male attendants, media reports of trauma), and actions that might instill trauma-related feelings (e.g., powerlessness, betrayal and stigmatization). Consistent with this exposure, care workers rated senior trauma survivors as thinking about their traumas at least sometimes and indicated that at least some displayed the intrusive, avoidance and hyperarousal symptoms of Posttraumatic Stress Disorder. Nevertheless, these care workers had little trauma-related training and only one of the six participating facilities had routine inquires into trauma during resident intake, trauma-related psychological treatment resources and trauma-related staff training. Discussion will focus on care providers' suggestions for increasing the well-being of senior trauma survivors in residential care and the implications of these findings for policy and future research.

D REFLECTIONS ON STUDIES OF TRAUMATIZED SENIORS AND THEIR CAREGIVERS

Kathryn Belicki, Brock University

Drawing on her experience as both a researcher and clinician concerned with trauma and abuse, Kathryn Belicki will conclude the symposium by discussing some of the salient theoretical, applied and research implications of the findings of these studies.

6/14/2008 – 1:30 PM to 1:55 PM – COMPASS BOARDROOM, Pedway to the Casino second floor

Theory Review
Session/Séance de
revue théorique
Criminal Justice
Psychology

**CANADIAN POPULATION HEALTH INITIATIVE'S IMPROVING THE HEALTH OF
CANADIANS: MENTAL HEALTH, CRIME AND PUBLIC SAFETY**

Elizabeth Votta, *Canadian Institute for Health Information*

Mental health can be influenced by various individual, social, cultural, physical and socioeconomic determinants. These factors, in isolation or combination, can also be related to people's engagement in criminal behaviours. Further, individuals with a mental illness are over-represented in Canada's corrections system. In a recently report, the Canadian Population Health Initiative looked at the links between mental health, engagement in criminal behaviour, crime prevention and repeat offending among those with a diagnosed mental illness. The report presents new analyses of mental health-related factors and delinquent behaviours among youth. It also looks at the prevalence of mental illness and history of criminal behaviours among people in mental health beds in Ontario. The report looks at the various mental health programs in Canada's correctional facilities. It also highlights published evaluations that speak to the effectiveness of various programs at both addressing mental health and preventing crime among youth.

6/14/2008 – 2:00 PM to 2:55 PM – SUITE 207, Marriott second floor

Conversation
Session/Séance de
conversation

MENTAL HEALTH SURVEILLANCE PROJECT

Karen Cohen, *Canadian Psychological Association*; John Hunsley, *University of Ottawa*;
Robin Westmacott, *University of Ottawa*; Nigel Flear, *Canadian Psychological Association*

In 2007, CPA received a grant from the Public Health Agency of Canada to develop an electronic practice network to capture information on the mental health needs of Canadians. The initial phase of this project was to be accomplished by obtaining a sample of the country's psychologists to supply information to a database by responding to web-based practice surveys. This presentation will report on the development of the database and surveys, the use of a real-time sampling methodology for one of the surveys, and the summary data collected on the demographic and practice characteristics of psychologist participants as well as the demographic, clinical, and treatment characteristics of their clients.

6/14/2008 – 2:00 PM to 2:55 PM – ACADIA A, Marriott main floor

Conversation
Session/Séance de
conversation
Sexual Orientation and
Gender Identity Issues

**"LUST IN TRANSLATION, WET DREAMS OF GENIE, AND OTHER
MISADVENTURES OF MEN ON THE ROAD TO TEMPTATION":
GAY MALE PORNOGRAPHY AS AN AVENUE FOR PSYCHOLOGICAL INQUIRY**

Todd Morrison, *National University of Ireland, Galway*

Although one may question the accuracy of statistical information pertaining to the consumption and profitability of sexually explicit material, it is estimated that gay male pornography constitutes one-third to one-half of the revenue generated by the adult industry. Further, the limited research that is available suggests that gay men report high levels of exposure to this medium and that gay pornography plays an important role in gay men's sexual validation and in gay culture more generally. Despite generating considerable revenue and seeming to possess importance vis-à-vis gay male desire and identity, this topic has received scant attention from psychologists. In this conversation session, research on gay male pornography will be reviewed. Particular attention will be paid to whether this medium is suitable for analysis within the harms-based framework; a perspective which, until recently, has dominated the study of heterosexual pornography. Directions for future research, both quantitative and qualitative, will be outlined. (WARNING: Sexually explicit material illustrative of key concepts will be shown in this session.)

6/14/2008 – 2:00 PM to 2:55 PM – ACADIA C, Marriott main floor

Section Business Meeting
Rural and Northern
Psychology
SECTION PROGRAM

RURAL & NORTHERN PSYCHOLOGY

Karen Dyck, *University of Manitoba*

The Rural and Northern Psychology Section Annual Business Meeting. This year this will also include the presentation of the recently created North Star Student Award." This award was established to recognize the student with the most meritorious submission to the section's 2008 convention program.

6/14/2008 – 2:30 PM to 4:25 PM – NOVA SCOTIA B, Marriott second floor

Workshop/Atelier de travail
Students in Psychology

THE RIGHT WAY TO WRITE: TIPS ON WRITING FOR PUBLICATION
Kelly Smith, *Queen's University*; David Dozois, *University of Western Ontario*;
Lindsay Uman, *Dalhousie University*

Preparing a manuscript for publication in a peer-reviewed journal can be a daunting process, yet it is also a significant aspect of academia and graduate school. Becoming familiar and comfortable with writing papers is a process that evolves with experience throughout undergraduate and graduate school, and can be aided greatly by practical tips. Led by two senior graduate students with publication experience, and a faculty member with extensive writing experience, this workshop will expose students to writers at different stages of their careers. This interactive workshop will address the stages of writing a paper, offer tips for success, and answer common questions about the publication process. Topics include using outlines and structures, working with collaborators, determining the order of authorship, targeting appropriate journal outlets, and addressing editorial reviews. The workshop will focus primarily on writing empirical articles, although other types of publications (e.g., review papers and commentaries) will also be discussed. This workshop aims to be practical and useful for writers at all stages of experience – from those individuals who have no publications, to those wanting to enhance an already refined skill set. References and handouts will be provided.

6/14/2008 – 2:30 PM to 2:55 PM – HALIFAX B, Marriott second floor

Theory Review
Session/Séance de revue théorique
Clinical Psychology

COMMUNITY-BASED EARLY INTERVENTION FOR YOUNG CHILDREN WITH AUTISTIC SPECTRUM DISORDERS
Isabel Smith, *Dalhousie University and IWK Health Centre*

High rates of diagnosis of autistic spectrum disorders in young children, coupled with greater public awareness of the need for early intervention, have led to widespread demand for increased treatment resources for this population. In the proposed review session, evidence for the efficacy and effectiveness of early intervention (EI) programs for young children with autistic spectrum disorders (ASD) will be presented. First, the key elements of efficacious treatment of ASD will be briefly reviewed, including recent data from controlled trials. A variety of intervention models will be considered, including the UCLA early intensive behavioural intervention (EIBI) model (Lovaas & Smith, 2003), naturalistic behavioural intervention models (e.g., pivotal response treatment; Koegel et al., 2003), and parent-mediated models (e.g., Schreibman & Koegel, 2005; McConachie et al., 2005). The session will emphasize EI programs that attempt to translate evidence-based practices to cost-effective implementation in the community, using the Nova Scotia EIBI model as a case study. Discussion will focus on the strengths and limitations of current models and on future research questions.

6/14/2008 – 2:30 PM to 3:25 PM – ALEXANDER ROOM, Marriott main floor

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

INSTITUTIONS
John Connors, *Canadian University College and University of Alberta*

A

THE (DIS)CONNECTED SPREAD OF THE ASYLUM ACROSS CANADA
Jennifer Bazar, *York University*

The history of the institutionalization of the insane in Canada dates back as early as 1694 with the opening of the Hôpital Général de Ville Marie, Québec. However, specially designated institutions for the care of the insane, known as asylums, were only introduced beginning in the 1830s. The first "Provincial Lunatic Asylum" in Canada opened on 14 November 1835 in Saint John, New Brunswick. It was followed shortly afterwards by the opening of the institutions at Beauport, Québec in 1845 and Toronto, Ontario in 1850 (their temporary accommodations opening in 1839 and 1841, respectively). Though the Provincial Asylums opened roughly within a decade of one another, their administrative approaches were radically different. The most drastic disparity was the private versus public systems in Québec and Ontario. The dissimilarities also contributed to the rate at which additional asylums opened in each province. In this paper I will explore the spread across Canada of the asylum for the insane in the early-to-mid nineteenth century. I will focus on the various factors contributing to the decision to open an asylum in each province while also presenting the differences and similarities between the approaches undertaken.

B

AGENCY AND BICULTURALISM: A CULTURALLY VARIABLE CONCEPT OF AGENCY
Roger Frie, *Long Island University*

There has been renewed interest in agency amongst psychologists. This presentation will consider the importance of culture for understanding and conceptualizing agency. I believe it is necessary for psychologists to guard against the universalistic belief that human agency will take the same form regardless of social and cultural context. I will focus specifically on the role of agency in biculturalism. I propose that agency plays a central role in enabling the bicultural person to navigate different sets of cultural norms and is thus important to the achievement of bicultural competence. I will use a brief clinical example to illustrate the way in which the expression of agency can take different forms for the bicultural person depending on her cultural contexts. Whereas cultural and agency have traditionally been explained using one-dimensional concepts, I will propose a multidimensional concept of "situated agency" with theoretical and clinical implications for understanding the nature of bicultural experience.

6/14/2008 – 2:30 PM to 4:25 PM – TUPPER ROOM, Marriott main floor

Workshop/Atelier de travail
Counselling Psychology

A FEMINIST APPROACH TO CRISIS COUNSELLING
Ann Marie Dewhurst, Valerian Consulting Ltd.; Karen Nielsen, Athabasca University

There is an established body of literature which confirms that the experience of crisis and trauma is gendered. In reviewing the crisis intervention literature we could find no explicit reference to a feminist crisis intervention model. If feminist principles are not clearly integrated into a model, the likelihood that the issue will be seen from a feminist perspective is low. The earlier gender-based interventions occur in the crisis intervention process, the more likely a woman is to get her needs met and the severity of trauma experienced to be reduced. Crisis counselling focuses on the assessment of strengths, the identification of existing coping skills and the development of new ones. Feminist crisis counselling recognizes that women's experiences of crisis must be understood within the broader socio-political contexts of their lives. Our work is guided by three feminist counselling principles; a) an egalitarian relationship, b) the personal is political and c) valuing the female. This workshop will illustrate four basic phases of feminist crisis counselling (i.e., exploration, normalizing, affirmation and action phases). The crisis intervention model described is intended for use with women who have experienced isolated traumatic events or repeated traumas.

6/14/2008 – 2:30 PM to 2:55 PM – COMPASS ROOM, Pedway to the Casino second floor

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

"WHO, US?" - A BIOPSYCHOSOCIAL MODEL FOR ASSESSING MALINGERING
*Hugues Hervé, Forensic Psychiatric Services Commission; Barry Cooper,
Forensic Psychiatric Services Commission*

Due to clear secondary gains, the malingering of illnesses in medical-legal contexts is a situation that is not uncommonly seen. Unfortunately, the research indicates that the systematic assessment and accurate detection of malingering remains problematic in clinical settings, resulting in both false positive and negative errors. Clearly, such errors can have devastating consequences for those involved, including personal, social and financial. Nonetheless, despite the increasing attention to this topic in recent years, particularly with regard to test development, there is still no agreed upon approach available to inform clinical practice, let alone one that is systematic, comprehensive and evidenced-based. To this end, the proposed presentation will introduce a biopsychosocial model for the assessment of malingering, an approach that is based on the latest research and that has demonstrated clinical utility in a variety of medical-legal contexts (e.g., forensic psychiatric, correctional, compensation). This model stresses predisposing, precipitating, and perpetuating biopsychosocial factors involved in mental illness. Clinical-forensic case studies will be presented to illustrate both the components and the practical utility of this model. Implications for a variety of medical-legal contexts will be discussed.

6/14/2008 – 3:00 PM to 4:25 PM – NOVA SCOTIA CD, Marriott second floor

Workshop/Atelier de travail
Students in Psychology

PREVENTING STAGE FRIGHT: SUCCESSFUL TIPS FOR EFFECTIVE TEACHING AND LEARNING IN PSYCHOLOGY: A WORKSHOP FOR GRADUATE STUDENTS
Robert Roughley, University of Calgary; Meadow Schroeder, University of Calgary

For many graduate students, the initial experience of entering into the classroom as an instructor represents a key milestone in their development as an academic. What is often lacking in graduate training are formal seminars to assist students in their successful transition from student to teacher. The acquisition of teaching skills and strategies are core competencies in the development of a rewarding professional career. Essentially, purposeful and meaningful pedagogy results from the successful integration of one's philosophy of teaching into the classroom experience. The literature summarizes four key qualities for effective teaching: content expertise, communication skills, assessment practice, and motivational factors. What essential skills will assist you in your first teaching experience? This highly interactive workshop will assist participants in developing an awareness of good teaching practices. Attendees will be called upon to identify, assess, and reflect upon current skill level through experiential activities. Seven core

principles of good teaching practice, including active learning will be explored. At the conclusion of this seminar, participants will leave with skills and strategies that will support the creation of positive initial teaching experience.

6/14/2008 – 3:00 PM to 4:55 PM – NOVA SCOTIA A, Marriott second floor

Workshop/Atelier de travail

Developmental Psychology

STEP BY STEP ACADEMY MODEL: A MULTI-COMPONENT, FLUENCY-BASED APPROACH TO EDUCATING LEARNERS WITH SPECIAL NEEDS IN THE MAINSTREAM

Elizabeth Benedetto-Nasho, Step By Step Learning Group Inc; Kevin Cauley, Step By Step Learning Group Inc; Emily Foster, Step By Step Learning Group Inc

Children participated in a Step by Step Academy Model that included age appropriate mainstream classroom placement in addition to a segregated classroom experience that utilized a multi-component fluency-based approach to teaching both academics and school related social behaviors. Precision Teaching, Direct Instruction and Fluency Based Instruction were key components of instruction. This workshop is designed to share the results of a unique program designed to meet the needs of children who could benefit from a combined experience of special education for core academics in addition to a supported integrated experience with an emphasis on the teaching of both social and learning-directed behaviors. Participants enrolled in the STEP CLASS PROGRAM attended their age appropriate mainstream classroom from 30 to 90% of the school day with or without active facilitation with the remainder of the day spent in STEP CLASS. This multi-component fluency-based approach included use of Precision Teaching methodology to promote academic and social skill behavior change, 1-1 instruction using primarily Direct Instruction curriculum, and an emphasis on the building of component tool skills through the use of Fluency Based Instruction. This presentation will highlight the learner's growth over time both in the mainstream classroom and in the 1-1 instructional context. Three measures of change were incorporated into the learners' growth reports: Standard Celeration Chart data reflecting a variety of classroom and academic behaviors, adaptive behavior change and standardized testing of academic achievement. Participants of this workshop will: (1) become familiar with the STEP CLASS model; (2) become familiar with the curriculum and measurement strategies used to assess daily growth; and (3) be given the opportunity to assess the benefits of the model through the use of standardized test scores.

6/14/2008 – 3:00 PM to 3:55 PM – ATLANTIC SUITE, Marriott second floor

Conversation Session/Séance de conversation

Teaching of Psychology

WORKING TOGETHER: AN INTEGRATIVE PROGRAM FOR RESPONSIVE PRACTICE

Stephanie Martin, University of Saskatchewan; Tim Claypool, University of Saskatchewan; Jennifer Nicol, University of Saskatchewan

The University of Saskatchewan's Master of Education in School and Counselling Psychology provides foundational preparation in two areas of applied psychology. Students enter with a Bachelor's degree in either Psychology or Education and aspire to work in school-based or health/human service agencies. The program includes ten 3-credit courses, two 400-hour practica and a thesis. Currently in its fourth year of implementation, 36 students have been admitted and graduates have secured employment in a variety of settings (schools, private practice, mental health and community-based agencies). The program originally developed in response to a unique Saskatchewan context with the intention of offering core courses in school and counselling psychology in order to prepare future psychologists and counsellors who, from a resilience, strength-based perspective, provide direct (assessment, intervention) and indirect (consultative, collaborative, advocacy) psychological services to children, youth, their families, school personnel, and the community. How are we doing so far? What unexpected rewards and challenges have arisen? Core faculty, program graduates and current students will be present for the purposes of (a) describing the program, and (b) reflecting on issues of disciplinary convergence and divergence with special attention to training issues and student experiences.

6/14/2008 – 3:00 PM to 4:55 PM – MARITIME SUITE, Marriott second floor

Workshop/Atelier de travail

Psychoanalytic and Psychodynamic Psychology

TOO LONG A DAUGHTER: THE CASE OF RUTH

Kadri-Ann Laar, Toronto Institute for Contemporary Psychoanalysis

In this paper the narrative of the first year and a half of the psychoanalysis of Ruth, a woman in her late fifties, provides the base for the author's and analyst's reflections on the psychoanalytic process. This retrospective of an analysis illustrates how the use of concepts drawn from various theories and schools of thought i.e.: attachment, object relations, self psychology, and relational theories helped to make sense, to create and give meaning to Ruth's experiences and to the analytic relationship. The contribution of theory to blind spots in the analytic process is also examined in reference to the persistence of a preoedipal mother-daughter transference-countertransference in this analysis. According to Aron(2002)contemporary psychoanalytic theories privilege feminine imagery in their attempts to capture how psychoanalysis functions. Analysts think in terms of "holding environments", "mirroring" the patient's affect states, "containing" their thoughts through maternal-like "reverie", and of being "good enough analysts", mod-

eled on “good enough mothers”. The analyst in this case discovered in retrospect how she had become imprisoned in her own gender, only able to attend to the mother-daughter dyad, and make sense of what was happening in the analysis mostly on the basis of the above mentioned gendered metaphors

6/14/2008 — 3:00 PM to 3:55 PM — ACADIA A, Marriott main floor

**Conversation
Session/Séance de
conversation
Clinical Psychology**

**ARE ALL EFFECTIVE TREATMENTS THE SAME? DISENTANGLING
EMPIRICALLY BASED INTERVENTIONS FROM EACH OTHER**

*Adam Radomsky, Concordia University; Martin Antony, Ryerson University;
Kate Corcoran, Cognitive Behaviour Therapy Clinic; Keith Dobson, University of Calgary;
William Whelton, University of Alberta*

A growing emphasis on empirically based psychological treatments has coincided with both a growing number of theoretical models of treatment and an associated increase in the number and variety of techniques used in a wide range of treatment settings. Both psychologists and consumers have expressed confusion over how these different treatment modalities compare with each other in terms of theoretical and practical considerations. Although some have suggested that there are clearly defined differences between different treatments, others have proposed that some treatments are indistinguishable from each other. Questions have been raised about whether or not most or all of these different approaches would fit within a cognitive-behavioural framework. On the other hand, some psychologists would argue that different theoretical orientations have led to extremely different interventions. Others still have wondered about the confusion in the general public that might follow from a large number of effective and possibly similar interventions. This discussion will involve prominent psychologists from a number of different theoretical orientations (including CBT, mindfulness-based, and experiential emotion-focused therapies) and will attempt to address the similarities, differences, and confusion associated with different effective approaches to treating a variety of psychopathologies.

6/14/2008 — 3:00 PM to 4:55 PM — ACADIA B, Marriott main floor

**Workshop/Atelier de
travail
Clinical Psychology**

RECORDING TECHNOLOGY AND PSYCHOLOGICAL PRACTICE

*Francis Campbell, Roland Canada Ltd. and McLeod & Associates Ltd.; Peter Lafferty,
Roland Canada Ltd.*

The use of technology in psychological practice has become commonplace, including the use of recording as a tool in the therapeutic process. This workshop focuses on the use of digital recording devices which have been employed in a private practice setting and can be recommended with confidence. The digital recording products to be featured in this workshop are convenient and easy to integrate into a typical practice setting. Relaxation/hypnosis themes can be practiced at home and updated as required. Parenting advice, homework assignments and education can help maintain continuity of care with families. Neuropsychological, psycho-educational and vocational assessment results can be recorded, making the process of recall easier for the respondent. Long distance therapy or infrequent therapy contacts can be bridged using recordings to continue education and supportive counseling. In summary, digital recording can aid in promoting wellness and treatment compliance. The practical application of these concepts will be introduced using two products currently available on the market; the Roland CD-2e CD Audio Recorder and the Edirol R-09 Field Recorder. These products offer features such as recording to CD or MP3 formats, allowing for a wide variety of clinical applications.

6/14/2008 — 3:00 PM to 4:25 PM — ACADIA C, Marriott main floor

**Section Business Meeting
Women and Psychology
SECTION PROGRAM**

SECTION ON WOMEN AND PSYCHOLOGY (SWAP)

Charlene Senn, University of Windsor

6/14/2008 — 3:00 PM to 3:25 PM — COMPASS ROOM, Pedway to the Casino second floor

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

SEARCHING FOR EXISTENTIAL ATTRIBUTION

Yoshiyuki Takano, University of British Columbia

Perhaps the strongest urge human beings have to seek the existential meaning of incomprehensible tragic life events (Frankl, 1959/1984; Takano, 2003; Takano, 2006; Wong & Weiner, 1981). In such situations, mere causal attribution is insufficient. People must resort to existential attribution. Introduced by Wong and Weiner (1981), existential attribution is defined as a reason-based explanation based on subjective reflections and values (Wong, 1998). Triggering a search for meaning, it provides coping

strategies and self-validation simultaneously (Lee, 2006; Rudolph & Steins, 1998; Wong, 1991). Our understanding of this important type of attribution is limited, essentially since it lacks a clear distinction from causal and teleological explanations (Wong, 1991). To clarify the concept, this research examines the constituents and the self-validation process in existential attribution by using a self-validation model, a validation network of peoples' experiential world of the relations, meanings, values, and feelings which provide a coping framework (Ishiyama, 1989). By clarifying the concept of existential attribution, this research makes a crucially important contribution to stress and coping process research in traumatic life events and advances the concept of meaning-formulating process questions in counselling, a means to assist clients seeking meaning in tragedy.

6/14/2008 – 3:30 PM to 3:55 PM – ALEXANDER ROOM, Marriott main floor

Theory Review
Session/Séance de
revue théorique
History and Philosophy
of Psychology

A THEORY OF PSYCHOLOGICAL MEASUREMENT FOR LATENT VARIABLE MODELS
Peter Halpin, Simon Fraser University

A theory of psychological measurement for latent variable models is proposed. Extant theories typically interpret the central concept of latency in analogy with non-problematic examples from "physical" measurement. Dissimilarities among applications, however, motivate a specification within the domain of psychological testing. It is argued that many of the concepts addressed by testing are ambiguous in the sense that they can be unexhaustively and differentially manifested by multifarious criteria. Selecting a sub-set of these criteria to use as test items partially identifies an empirical context by which to define a measurement procedure. What is measured by such a procedure is here termed a latent concept, and it is to be distinguished from its pre-measurement conception. Of course, the quantitative properties of the latent concept and its relation to peoples' responses to test items must be theorized, and this can often be facilitated by known results for various latent variable models. The successful application of such a model allows a reduction (in the data analytic sense) of the observed criteria to the latent concept. Operationalism (cf. Green, 2001) and other views on latent variable psychometrics are discussed (e.g., Borsboom, 2005; Michell, 2000).

6/14/2008 – 3:30 PM to 4:25 PM – COMPASS ROOM, Pedway to the Casino second floor

Symposium
Criminal Justice
Psychology

FAMILY FACTORS IN OFFENDING
Jean Folsom, Correctional Service of Canada; Gordana Eljdupovic, Correctional
Service of Canada; Lloyd Withers, Canadian Families and Corrections Network

In spite of the fact that family and marital factors are among the central eight risk/needs factors identified by Andrews and Bonta (2006), psychologists, have thus far, made little contribution to assessment and treatment in this area. Within most adult correctional systems, the focus of the psychologist's attention has been almost exclusively on the offender. The object of this symposium is to bring some light on this area and to generate some thought and discussion on the role that psychology can play in assessing and intervening in this much needed area.

A **DESCRIPTIVE ANALYSIS OF INCARCERATED FATHERS**
Jean Folsom, Correctional Service of Canada

Paternal incarceration has a significant effect on the family. There is very little Canadian data on incarcerated fathers and their children and this lack of demographic information hampers intervention, policy and program development. The purpose of this study is to provide an analysis of the parenting status of a sample of federally incarcerated men in Canada. It also examines the pre-incarceration lifestyle of the fathers and the extent of their contact with their children following incarceration. Participants are 534 federally sentenced male offenders who were undergoing orientation to the federal correctional system at the Millhaven Assessment Unit. They completed a self-report questionnaire on family demographics, criminal activity, drug and/or alcohol use, financial and educational status and parent-child contact during incarceration. A question was also included about the criminal activity of their children in order to examine the issue of intergenerational criminal activity. The results of these factors will be presented, as well as some comparisons between the fathers and non-fathers on the criminal history variables. The extent of the impact of paternal incarceration on society is discussed in light of the possible number of children in Canada affected by it. Issues around intergenerational crime and strategies to disrupt it will be discussed.

B **MOTHERING ROLES OF FEMALE OFFENDERS**
Gordana Eljdupovic, Correctional Service of Canada; Lloyd Withers, Canadian Families and
Corrections Network

Compared to male offenders, female offenders are more often the only care providers for their children. Consequently, maternal incarceration is more disruptive for both the children and the mothers. Children of incarcerated single mothers often have to move out of their environments and move into a foster home or a relative's home. This in turn creates additional stress for the mother

and may negatively affect her well-being. The purpose of this study was twofold. First, to explore trends regarding the mothering roles of women offenders. For this purpose, a file review of 400 women offenders was conducted in 1999. The second purpose of this study was to compare these findings with the data provided in the Survey of Federally Sentenced Women published in 1990. To the extent possible, these two samples were compared on a number of aspects regarding women offenders' mothering roles such as the number of children the mothers had, and the primary care provider role and children's accommodation during the mothers' incarceration. The effects that these identified trends regarding mothering roles have on women offenders' well-being, adaptation to incarceration and possible reintegration are discussed.

C **FAMILY GROUP DECISION-MAKING FOR RE-INTEGRATION**
Lloyd Withers, Canadian Families and Corrections Network

Some criticisms of restorative justice have included that restorative justice approaches are 'high on principle, low on practice'; not focused on factors related to criminal behavior; are one-shot events and/or may not address future harm reduction. Family group decision-making for re-integration uses a family group conference to assist the family of the offender to prepare a written family-based reintegration plan that focuses on dynamic factors related to criminal behavior. A community mentoring team assists the family with their plan for one year, post release. The approach thus combines a restorative justice component, a correctional component and an extended community engagement component. The presentation will include the results of this approach on a sample of 23 offenders and their families.

6/14/2008 — 3:30 PM to 4:25 PM — COMPASS BOARDROOM, Pedway to the Casino second floor

Conversation **FORCED COMMUNICATION OR EMERGENT COMMUNICATION? MISCONCEPTIONS**
Session/Séance de **ON LEADING CLASS DISCUSSION IN THE COLLEGE CLASSROOM**
conversation *Dengting Boyanton, University of Texas at Brownsville*
Teaching of Psychology

The purpose of this qualitative study was to identify the key factor which determines classroom discussion quality and to discover the type of discussion which most benefits learning. Classroom communication plays a critical role in students' learning (Vygotsky, 1967). It influences student motivation to learn (Menzel & Carrell, 1999), fondness for the teacher and instruction (Moore, Masterson, Chrisophel, & Shea, 1996), and teacher credibility (Thweatt & McCroskey, 1996). It provides opportunities for students to become active learners (Bonwell & Eison, 1991), assists them in developing critical thinking and problem-solving skills, and enhances their learning (McKeachie, 1999; Nilson, 1998). This qualitative study identified motivation as the key factor in determining the quality of class discussion. Based on participants' motivation to talk, classroom discussion can be classified into emergent communication and forced communication. Emergent communication occurs when the participants' minds are activated and full of new ideas, and they are eager to express these ideas. Forced communication happens when the participants are not motivated to talk but are required or forced to do so. This study revealed that college professors are unaware of these two types of communication. They often encouraged forced communication and repressed emergent communication.

6/14/2008 — 4:00 PM to 5:25 PM — ATLANTIC SUITE, Marriott second floor

Symposium **QUALITATIVE RESEARCH IN PSYCHOLOGY: EXPERIENCES OF TEACHING**
Teaching of Psychology **AND LEARNING IN THE DISCIPLINE**
Terry Mitchell, Wilfrid Laurier University; Richard Walsh-Bowers, Wilfrid Laurier University;
Rory Coughlan, Trent University; Dana Friesen, Wilfrid Laurier University;
Julian Hasford, Wilfrid Laurier University

Qualitative research methodologies are becoming increasingly influential in psychology, as a growing number of psychologists recognize the theoretical, empirical, ethical, and practical value of qualitative methods. This trend has also been fuelled by mounting critiques of positivism for its inability to examine researcher and participant subjectivity, its neglect of contextual nuances, and its claims of value neutrality. To address these limitations, and to reframe the study of human lives within a value-based paradigm that embraces pluralism, many psychology researchers are turning towards qualitative and mixed methods research. Despite this emerging epistemological and methodological paradigm shift, however, there are few opportunities for undergraduate and graduate training in qualitative methods in psychology. Faculty and students with an interest in qualitative research often struggle to negotiate the institutional and epistemological norms that preside in most psychology programs. This symposium will present a series of papers that examine the philosophical and practical challenges of teaching and learning qualitative research in psychology, from both faculty and student perspectives. We hope the symposium will create a forum for faculty and students to share challenges, opportunities, and lessons learned for integrating qualitative research methodologies and epistemologies into psychology training.

A **A FACULTY PERSPECTIVE ON CREATING DISCURSIVE SPACE FOR A**
QUALITATIVE THESIS, DISSERTATION, OR JOURNAL PAPER
Richard Walsh-Bowers, Wilfrid Laurier University

When students in Psychology who use qualitative methods attempt to compose a thesis, dissertation, or journal paper, they face an established set of writing standards and rhetorical norms, collectively known as "APA style." Typically taken for granted in undergraduate and graduate education in Psychology, these standards and norms originated in the development of report-writing for quantitative laboratory experiments. But conventions for format, style, and content pose conflicts for many authors of qualitative writing-products, because the phenomena of interest for qualitative inquiries lend themselves to innovative compositional forms and writing styles. Until recently with the re-emergence of qualitative methods, these compositional alternatives have been absent in mainstream, post-World War II North American Psychology. From a faculty perspective, I discuss how research supervisors can facilitate students creating discursive space for and do justice to their qualitative inquiries. With appropriate supervision, thesis and dissertation students can make the transition from unreflective reproduction of the normative rhetoric to an intentional rhetorical approach that is more congruent with the spirit and intent of qualitative inquiry. Central to this transitional process is an alternative epistemological principle: researcher and author reflexivity. However, students and their supervisors need to be alert to disciplinary constraints on actualizing rhetorical pluralism.

B **THE IRONY OF QUALITATIVE RESEARCH IN PSYCHOLOGY: A HOLISTIC METHODOLOGY IN A DUALISTIC DISCIPLINE IS MIRRORED BY A DEEP DIVISION IN STUDENT EXPERIENCES**

Rory Coughlan, Trent University

Mainstream North American psychology tends to be viewed by critics as a deeply dualistic conservative, and reductionist enterprise, creating knowledge products that predict and control human behaviour. Conversely, qualitative methodologies, drawing upon feminist and discursive traditions examine multi-layered and richly contextualized experiences with a view to resisting traditional privilege and power and a commitment to emancipatory ethics. Such a marriage would thus seem unlikely and unworkable unless one is a critical theorist or practitioner. In my experience this division is reflected in the way psychology students cope with this more emancipatory perspective after years of socialization in the discipline. Students who struggle tend to be more committed to traditional psychological perspectives that valorize objectivist natural science epitomized by rules and "cookbooks". They feel secure with a scientific model extending received wisdom by means of hypothesis testing. Those that take to qualitative methodology tend not only to have a more sophisticated understanding of statistical analysis, they crave the opportunity to uncover whole new explanatory paradigms and to grapple with multi-layered universes where the rules must be continually reconstructed and logically defended. The difference is also demonstrated in an orientation to application: a worldview linked to valorizing external validity over internal.

C **LEARNING AGAINST THE GRAIN: REFLECTIONS ON THE CHALLENGES AND REVELATIONS OF STUDYING QUALITATIVE RESEARCH METHODS IN AN UNDERGRADUATE PSYCHOLOGY COURSE**

Dana Friesen, Wilfrid Laurier University; Terry Mitchell, Wilfrid Laurier University; Mary Friesen, Wilfrid Laurier University; Becki Rose, Wilfrid Laurier University

Undergraduate programs in psychology in Canada rarely provide qualitative methods as an integral part of the undergraduate curriculum. When programs do offer qualitative methods courses they are often single stand alone courses without adequate institutional support. Given the scientific traditions of training within psychology, it is important to consider the epistemological and infrastructural challenges faced by undergraduate students in psychology when they are first introduced to qualitative methods. In this paper three psychology students reflect, with their professor, on their experiences of learning qualitative methods in their senior years as undergraduates. One of these students will present on the many challenges, both intellectual and practical, of learning against the grain within a discipline that is firmly rooted in positivism. This presentation outlines the authors' reflection on these challenges and insights gained from exercises which position them as both the knower and known when conducting life history studies in which they participate as both interviewer and interviewee. The presentation will conclude with practical suggestions for incorporating qualitative research methods into the undergraduate curriculum, and will advocate for increased methodological pluralism within psychology programs.

D **UNDERGRADUATE EXPERIENCES OF LEARNING QUALITATIVE METHODS IN PSYCHOLOGY: A QUALITATIVE STUDY**

Julian Hasford, Wilfrid Laurier University; Terry Mitchell, Wilfrid Laurier University

Despite the growing influence of constructivist epistemologies and qualitative research methods in the social sciences, qualitative research is rarely taught at the undergraduate level; particularly within psychology. Most psychology programs continue to emphasize positivist epistemologies and methodologies in their undergraduate training. Consequently, many students face considerable challenges when learning qualitative research for the first time. Few empirical studies, however, have explored students' experiences of learning qualitative research at the undergraduate level. This paper will discuss findings from a qualitative study of undergraduate students' experiences of qualitative research methods and epistemologies. The study was based on interviews with 39 students who were enrolment in a third year introductory course in qualitative research methods in psychology. Interviews were conducted and transcribed by students as part of the course learning activities. Our analysis of the data highlights the personal, epistemological, and institutional challenges and opportunities in learning qualitative research at the undergraduate level. Implications for undergraduate psychology training will be discussed.

6/14/2008 — 4:00 PM to 4:55 PM — ACADIA A, Marriott main floor

Conversation
Session/Séance de
conversation
Clinical Psychology

COLLABORATIVE PROBLEM SOLVING: THE ROAD BEYOND THE DECISION TO QUESTION PRACTICE

Debbie Johnson Emberly, IWK Health Centre; Kristen McLeod, IWK Health Centre; Karen Comeau, IWK Health Centre; Monique Yazbek, IWK Health Centre; Trevor Hall, IWK Health Centre

The treatment of disruptive child and adolescent behaviour has traditionally focused on behaviour management programs. While these programs are effective for some children, they are not effective for all children and families. The IWK Health Centre Child and Adolescent Mental Health and Addictions program are strategically implementing an innovative approach for managing challenging behaviour known as Collaborative Problem Solving (CPS) (see Greene & Ablon) within three demonstration sites: an inpatient mental health service, a children's residential program, and a community based team. CPS proposes that challenging behaviour be understood and handled in the same manner as other recognized learning disabilities, i.e., children and adolescents labelled as difficult lack important cognitive skills essential to handling frustration and mastering situations requiring flexibility and adaptability. These challenges are best addressed by teaching children the skills they lack. The conversation will focus on the evolution of project, from initial conception, through resource development and allocation, staff training and implementation, including strategies utilized to improve and measure success as well as challenges to implementing a philosophical shift and clinical practice change. Perspectives will be offered from management, educator, clinical and front line staff.

6/14/2008 — 4:00 PM to 4:55 PM — ALEXANDER ROOM, Marriott main floor

Conversation
Session/Séance de
conversation
Clinical Psychology

CONSULTATION IN PSYCHOLOGY: A PROFESSIONAL ROLE YET TO DEFINE?

Véronique Parent, Université Laval; Katherine Buell, Ongwanada; Catherine Bégin, Université Laval

There are currently increasing requests for psychologists giving "consultation" services to their peers, other health professionals (e.g., physicians) or community services (e.g., school, mental health services, correctional services). A review of the literature about "consultation" in psychology reveals that there are few contributions systematically defining the character or evaluating the efficacy of that professional activity. It appears that "consultation" may still be confused with psychological intervention. This conversation session aims at defining "consultation" as a specific professional activity distinct from intervention. Using examples from the field of health psychology, clinical, ethical, and training considerations related to "consultation" activities are explored.

6/14/2008 — 4:30 PM to 4:55 PM — NOVA SCOTIA CD, Marriott second floor

Theory Review
Session/Séance de
revue théorique
Psychologists in Education

PEER MEDIATED INTERVENTIONS

Theresa Andreou, University of British Columbia

Schools today are bombarded with demands to meet the increasing academic and social-emotional needs of their students in an environment where time and resources are already stretched to capacity. The promotion of efficient and effective system level strategies is paramount. The National Association of School Psychologists (NASP) and CPA (Canadian Psychological Association) both advocate that school psychologists work to ensure that best practices and scientifically validated programs are implemented across school systems to broadly address the diverse needs of all learners. Research evidence supports the conclusion that peer mediated interventions (PMI) are evidence-based practices that school psychologist can systemically disseminate to meet these growing demands. In this session two decades of extensive research on the efficacy and the social validity of PMI will be reviewed and results highlighted across educational domains for diverse groups of students. This overview will include updated practical resources and descriptions of class-wide peer tutoring, reciprocal peer tutoring, positive peer reporting, group contingencies, peer-monitoring, peer mediation, and cooperative groups. The salient features critical to successful implementation such as monitoring and evaluation strategies as well as potential road blocks will be discussed through the presentation of case studies.

6/14/2008 — 4:30 PM to 4:55 PM — NOVA SCOTIA B, Marriott second floor

Theory Review
Session/Séance de
revue théorique
Psychologists in Education

CLASSROOM WORKING ALLIANCE AS A PREDICTOR OF STUDENTS' SCHOOL OUTCOMES

Jessica Toste, McGill University; Nancy Heath, McGill University

Positive teacher-student relationships have been characterized as a protective factor that clearly serves to support resilient functioning in diverse domains. However, there currently exists no unique measure of relationship that fully recognizes the complexities of the classroom environment and the interactions that take place within. This session will review a program of research that seeks to validate the Classroom Working Alliance Inventory (CWA) as a measure of teacher-student relationship, as well as the contribution of alliance to students' school-related outcomes. Specifically, findings from two recent studies will be presented. In the first study, the association between student performance and perceptions of working alliance is explored among 53 elementary school children (28 male, 25 female). Evidence was found to support the predictive validity of the CWA for student performance. Further, results revealed a complex interaction between the alliance components: task, bond, and goal. The second study investigates the relationship between school satisfaction and working alliance among 50 elementary-aged students (33 male, 17 female). While students' ratings of alliance were greatly predictive of their school satisfaction, teachers' ratings made less of a contribution. The final discussion centers on the contribution of this research program to our understanding of the classroom working alliance and the unique interactions that define the teacher-student relationships. Implications for alliance-building and fostering student success will be presented.

6/14/2008 — 4:30 PM to 5:25 PM — SUITE 207, Marriott second floor

**Conversation
Session/Séance de
conversation**
*Psychologists in
Education*

IEPS: WHERE'S THE DATA?

William McKee, *University of British Columbia*; Yvonne Martinez, *University of British Columbia*

The objective of this conversation session is to bring together Psychologists in education and other participants and stakeholders to discuss current policy, procedure and practice in the use of data in evaluation and planning individual education plans (IEPs) for students with special needs. The co-moderators will briefly report the initial results of a province-wide (BC) study of policy and practice in the use of data in managing Individual Education Plans (IEPs) for students with a variety of special needs. Findings will compare and contrast policy and current practice with emphasis on how schools operationalize expected learning outcomes and the ways schools use data to evaluate observed learning and behaviour outcomes. The subsequent discussion will allow participants to explore policy and practice across provincial jurisdictions and to engage in an open discussion of issues in data-based decision making and "best practices" in the development, implementation and monitoring progress of IEPs and other planned interventions. Additional discussion will focus on related issues of treatment integrity, progress monitoring and accountability and, data-based decision making.

6/14/2008 — 4:30 PM to 4:55 PM — ACADIA C, Marriott main floor

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

CYBER-COUNSELLING: A NEW FRONTIER FOR CAREER COUNSELLORS

Jonathan Petraglia, *McGill University*; Emily Blake, *McGill University*;
Maneet Bhatia, *McGill University*; Martin Drapeau, *McGill University*

The proliferation of internet-based career counselling or cyber-counselling over the last decade is substantial. For example, in 2001 there were several thousands counsellors practicing on the Internet, by 2005 a search with the words "internet counselling" yielded 2.9 million hits (McCrickard & Butler, 2005). Despite this growth, there is still no standard for evaluating the necessary skill set that counsellors will need in order to be successful service providers in this relatively new sphere of practice. Specifically, the original CPA ethical guidelines for practice were not conceived with the Internet in mind as a therapeutic medium. As such, there have been a number of recent revisions to ethical standards from a variety of different counselling organizations (e.g. CPA, 2006; CCA, 2007). The nature of the cyber-counselling world may include new roles for counsellors not previously considered to pertain to career counselling (Heinlen et al., 2003). One of these roles, that of evaluator, will push counsellors to evaluate the plethora of information labelled as "career" resources on the Internet. Implications of internet-based career counselling are discussed and suggestions are provided to those who intend to practice in this capacity.

6/14/2008 — 4:30 PM to 4:55 PM — TUPPER ROOM, Marriott main floor

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

CONSIDERING EMPATHY AND ITS PHILOSOPHICAL ROOTS

Tim Claypool, *University of Saskatchewan*; Tim Molnar, *University of Saskatchewan*;
Kendra Nesbitt, *University of Saskatchewan*

Empathy is one of the many tools a psychologist employs in their professional practice. Rarely do we question something so basic and valued. However, when we explore empathy's philosophical roots, it may be surprising to discover more divergent conceptu-

alizations of this construct. This paper is an invitation to take some time to look up from our “workbenches” and reconsider our understanding and application of empathy. Furthermore, can educators, philosophers, and psychologists unite in support of a common understanding to enhance and facilitate communication and application of an empathic approach to the “other”? Ironically, there is little cross-referencing between these related disciplines when it comes to describing empathy and the empathic response. Collectively, we have attempted to weave together the threads of thought from such renowned scholars as Carl Rogers, Sharon Todd, and Arne Vetlesen. Will an intelligible picture of empathy unfold or merely a collection of obtuse abstractions? As we wrestle with what might appear to be opposing views, there is a belief that even the process of attempting to bring union, deepens our own understanding of empathy. By communicating this personal exploration, there is an unstated attempt to invoke an empathic response of understanding in those that take the time to bear witness to this journey of rediscovery.

6/14/2008 — 4:30 PM to 5:55 PM — COMPASS ROOM, Pedway to the Casino second floor

Symposium
Criminal Justice
Psychology

CLASSIFICATION FOR THE PREDICTION OF RECIDIVISM IN GIRLS AND WOMEN

Kelley Blanchette, *Correctional Service of Canada*; Jean Folsom, *Correctional Service of Canada*; Shelley Brown, *Carleton University*; Renée Gobeil, *Correctional Service of Canada*; Robert Rowe, *St. Lawrence Youth Association*

The ultimate goal of any correctional agency is the reduction of criminal recidivism. This is achieved through the appropriate assessment and classification of offenders such that effective correctional interventions can be provided. Regrettably, what we know about ‘appropriate assessment’ and ‘effective interventions’ for females still pales in comparison to the vast ‘what works’ literature based on male offenders. Nonetheless, current policy and practice demonstrate an understanding of the need for gender specificity. Substantiating empirical support for gender-informed models for girls and women is emerging. This symposium will provide an overview of appropriate risk and need classification for the prediction of recidivism in girls and women.

A **RELEASE TYPE, LEVEL OF RISK AND RE-OFFENCE RATE OF FEDERAL WOMEN OFFENDERS**

Jean Folsom, *Correctional Service of Canada*; Jill Atkinson, *Queen’s University*

The fact that release decisions for federal women offenders are based on little, if any actuarial information is a concern. Early research on male Aboriginal offenders demonstrated that when actuarial information is not available, release decisions tend to be based on factors that are not related to the risk of reoffending, thereby reducing the success rate of these decisions (Hann & Harman, 1989). Two instruments validated for the prediction of recidivism among male offenders (the Level of Service Inventory – Revised and the Childhood and Adolescent Taxon) have recently been shown to have some utility for federal women offenders (Folsom & Atkinson, 2007). The present study examines the relationship between scores on these instruments and release decisions for federal women offenders. It will also examine whether the accuracy of risk assessment for women is increased with the use of these actuarial measures.

B **USING DYNAMIC RISK FACTORS TO PREDICT CRIMINAL RECIDIVISM IN A SAMPLE OF MALE AND FEMALE OFFENDERS**

Shelley Brown, *Carleton University*; Larry Motiuk, *Correctional Service of Canada*

The present study examined the reliability and predictive validity of the Dynamic Factor Component of Correctional Service’s of Canada Offender Intake Assessment Process. Statistical analyses were conducted for two separate release cohorts: men ($N = 15,479$) and women ($N = 765$). Participants included all federal offenders who had been assessed using the Dynamic Factors and Identification Analysis (DFIA) protocol between 1994 and 2000 and had been subsequently released as of September, 2000. The DFIA is comprised of seven dynamic factor domains (e.g., employment, criminal attitudes). In sum, the internal consistency for the seven dynamic domains ranged from acceptable to superior in both genders. Additionally, all seven dynamic ratings predicted criminal recidivism in both genders over a three year fixed follow-up. Observed similarities (e.g., criminal attitudes predicted recidivism in both genders) and differences (e.g., parental skills were more salient for women) between the genders are discussed.

C **STAYING OUT: WOMEN’S PERCEPTIONS OF FACTORS FACILITATING COMMUNITY REINTEGRATION**

Renée Gobeil, *Correctional Service of Canada*

Most research in the area of protective factors (i.e., factors supportive of desistance from crime) has focused on men, despite evidence that these factors differ for men and women. Moreover, most studies in the area have examined specific factors defined a priori by researchers. This presentation is different in that it summarizes the results of a qualitative examination of the factors facilitating community reintegration as perceived by women who, after a period of incarceration, have been successful in staying out of a correctional facility for at least one year. Women were invited to participate in interviews, or, alternatively, to complete surveys; a total of 20 surveys and 12 interviews were completed. Qualitative data were examined using content analysis and themes are reported. Many women ascribed their desistance to relationships, with family being most important but parole officers, community outreach groups, and friends also playing important roles.

D PROXIMAL ANTECEDENTS TO CRIMINAL OFFENDING: GENDER DIFFERENCES IN A YOUNG OFFENDER SAMPLE*Robert Rowe, St. Lawrence Youth Association*

Proximal antecedents to criminal offending are dynamic risk predictors that have the capacity to change from moment to moment due to changes in environment or circumstances. They are rarely utilized in risk assessment measures due to their volatility and the lack of research substantiating their validity. However, criminal justice decisions makers are consistently asked to re-evaluate risk in offender populations whenever circumstances change. The current paper examines the utility of assessing proximal antecedents in a community sample of 80 "high risk" adolescent offenders using a multi-wave design. Each client was assessed using the YLS/CMI to determine their risk for future criminal outcomes and were subsequently re-assessed every month, for a minimum of four months, on 30 risk variables and 16 strength factors theoretically related to the criminal recidivism process. It was hypothesized that proximal antecedents would contribute unique variance to the prediction of negative events in the community and that the predictive capacity of risk and strength factors would be moderated by gender. The findings have direct implications for the assessment of female adolescent offenders as well as prevention and intervention practices.

6/14/2008 — 4:30 PM to 4:55 PM — COMPASS BOARDROOM, Pedway to the Casino second floor

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

WHEN SHOULD PSYCHOLOGISTS CHANGE THEIR REPORTS: ETHICAL AND LEGAL ISSUES*Robert Konopasky, Saint Mary's University; John McKinlay, Royal Canadian Mounted Police; Aaron Konopasky, Stanford University*

Often, notes are read only by the psychologist who writes them to archive information and actions taken, and as a guide to future decision-making. In contrast, reports are written to inform third parties, who will make decisions of consequence for the client, for example, sentencing. Should psychologists ever change such reports in reaction to feedback from the client, the client's lawyer, or others? It is easy to justify correcting typographical errors, errors of fact, and errors of calculation, and to advise against changing substantive positions based on pressure by an advocate. The difficult decisions involve applying interpretations to recommendations when an advocate advises that certain language will mislead the third parties. Where does our need to improve communication end, and changing the substance of the report begin? Should psychologists submit all drafts of the report if asked to do so by the Courts, or other bodies? A case will be used to reflect on the writing of drafts, notes on third-party consultation that were followed by changes, tracking, archiving changes in drafts, reporting changes in drafts to the third parties, and the ethics and legal issues raised by these practices or the lack of them. Quality and detail of the referral question and pre-report versus post-report consultation will be considered.

6/14/2008 — 5:00 PM to 5:55 PM — FIFE & DRUM PUB, Marriott main floor

Reception/Réception
Health Psychology

HEALTH PSYCHOLOGY
Tavis Campbell, University of Calgary

6/14/2008 — 5:00 PM to 5:55 PM — MARITIME SUITE, Marriott second floor

Reception/Réception
*Psychoanalytic and
Psychodynamic Psychology*
SECTION PROGRAM

GOETHE AWARDS RECEPTION
Jon Mills, Canadian Psychological Association

Recipients of the Goethe Awards for Psychoanalytic Scholarship for 2005 and 2006 will be awarded their plaques on behalf of the section.

6/14/2008 — 5:00 PM to 5:55 PM — ALEXANDER ROOM, Marriott main floor

**Conversation
Session/Séance de
conversation**
Women and Psychology

CREATING HISTORY, CLAIMING THE PAST: A MULTIGENERATIONAL CONVERSATION WITH CANADIAN FEMINIST PSYCHOLOGISTS
Alexandra Rutherford, York University; Tera Beaulieu, York University; Leeat Granek, York University

"But if I AM concerned about the lack of awareness of Canadian contributions to psychological knowledge, and a general lack of awareness of the history of our discipline, I AM even more concerned about the relative invisibility of our herstory." (Stark, 2000) Seven years ago, Stark exhorted her colleagues, and particularly her feminist colleagues, to begin owning their history. Noting the

state of the history of feminist psychology in Canada, she wrote: "Although some of the history of Canadian Psychology has been written (e.g., Wright & Myers, 1982), and a small part of the herstory of Canadian feminist Psychology has been recorded (e.g., Pyke & Stark-Adamec, 1981), much of our story is as yet uncelebrated." The purpose of this session is to bring together a multi-generational group of feminist psychologists to discuss the history of Canadian feminist psychology, strategies for owning this history (including an oral history program), and how historical knowledge and awareness can generate renewed enthusiasm for the transformative potential of feminist theory and practice. The focus will be on identifying and amplifying the features of a distinctly Canadian feminist experience in and of the discipline. By sharing their narratives and reflections, and co-reconstructing the past in this conversational format, participants will also engage in the act of creating history.

6/14/2008 — 5:00 PM to 5:25 PM — COMPASS BOARDROOM, Pedway to the Casino second floor

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

**USING SCRIPT THEORY TO EXPLAIN THE 'CYCLE OF
ABUSE' IN ADOLESCENT SEXUAL OFFENDERS**
Marcie Balch, *University of New Brunswick*

The consistent finding that a substantial minority of adults and adolescents who offend against children also have a history of sexual abuse themselves has led to the oft-cited term "cycle of child sexual abuse" (Glasser et al., 2001). This paper outlines the current theories used to explain this cycle and identifies that the main limitation of each theory is its inability to adequately account for the overwhelming gender differences among victims and perpetrators of sexual offenses; specifically that boys constitute the majority of offenders, while girls represent the majority of victims. By applying a social constructivist framework and sexual script theory to expand on social learning perspectives, it is argued that experiences of sexual abuse alter the gender socialization scripts inherent in normal sexual development for both girls and boys. These scripts influence future interpersonal behaviour, and lead to different gendered sexual expressions. Factors related to resiliency, offending without abuse history, and treatment implications are also discussed.

6/14/2008 — 5:30 PM to 5:55 PM — ATLANTIC SUITE, Marriott second floor

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

**THE IMPACT OF EARLY DEPRIVATION ON DEVELOPMENT: LESSONS FROM
THE ROMANIAN ADOPTION PROJECT AND OTHER STUDIES OF
POST-INSTITUTIONALIZED CHILDREN**
Lucy Le Mare, *Simon Fraser University*; Karyn Audet, *Simon Fraser University*

In 1992 Elinor Ames began the Romanian Adoption Project (RAP), one of the first comprehensive longitudinal studies of the development of children who experienced profound early deprivation in institutions prior to adoption by middle-class families. Under Ames' leadership RAP participants were assessed at 11 months post-adoption and age 4 ½ years; under the leadership of Le Mare they were assessed at age 10 ½ and 17. At all assessments, intellectual, social, emotional, and physical development were addressed. Across time, the pattern of findings shows significantly more difficulties in all areas among the post-institutionalized (PI) Romanian adoptees in relation to their comparison groups. Variability in outcomes is related to length of deprivation and features of the adoptive home rearing environment. Adoption trends in North American and Western Europe have shown increases in the numbers of children being adopted from foreign "orphanages" and accompanying this trend has been an increase in studies with aims similar to RAP. In this presentation we review the longitudinal findings from RAP and those from other current studies of post-institutionalized children. Discussion focuses on the importance of the quality and timing of early deprivation for developmental outcomes and the potential for adoptive home environment to mitigate the impact of early deprivation.

6/14/2008 — 6:00 PM to 6:55 PM — SUITE 207, Marriott second floor

**Committee Business
Meeting**

CONVENTION
Thomas Hadjistavropoulos, *Convention Chair*

