



PGSC

Psychology Graduate Student Conference

APRIL 7th, 2016
2224 RIVER BUILDING



Carleton
UNIVERSITY

2016 PGSC PROGRAM OVERVIEW

Thursday				
9:30 – 10:15	Session 1: Eight-Minute Talks			
	01 Tyler Pritchard Developmental	02 Mary Ritchie Forensic	03 Cecilia Jorgenson Developmental	04 Lindsay Morgan Cognitive
10:15 – 10:30	Break with coffee/tea and muffins			
10:30 – 11:30	Session 2: Eight-Minute Talks			
	05 Alison Kirkpatrick Developmental	06 Melissa Salmon Health	07 Claudia Rocca Developmental	08 Alan Hay Developmental
				09 Kristopher Brazil Forensic
11:30 – 11:40	Break with coffee/tea			
11:40 – 12:10	Session 3: Three-Minute Blitz Talks			
	10 Chloe Pedneault Forensic	11 Kate Martynova Organizational	12 Leyla Bagheri Personality/Social	13 Bowen Xiao Developmental
				14 Sara Lidstone Personality/Social
12:10 – 1:30	Lunch and Poster Session			
1:30 – 2:30	Session 4: Eight-Minute Talks			
	15 Holly Ellingwood Forensic	16 Ashley Bildfell Developmental	17 Beth Schultheis Forensic	18 Nicole Summers Developmental
				19 Christine Polihronis Developmental

	Session 5: Three-Minute Blitz Talks				
2:30 – 3:00	20 Samantha Hollingshead Health	21 Kris Merrells Forensic	22 Mari Shanahan Somerville Forensic	23 Esther Briner Developmental	24 Shamarukh Chowdhury Developmental
3:00 – 3:15	Break with coffee/tea				
	Session 6: Eight-Minute Talks				
3:15 – 4:00	25 Brent Bezo Health	26 Will Hipson Developmental	27 Kris Merrells Forensic	28 Kaitlyn Werner Developmental	
4:00 – 6:00	Social Event at Mike’s Place (2nd Floor Unicentre)				

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WELCOME MESSAGE

Carleton University's Psychology Department and the PGSA would like to welcome you to the first Psychology Graduate Student Conference!

The purpose of this event is to provide an opportunity for graduate students to present research that they are currently conducting or hope to conduct. More importantly, it is a chance to celebrate recent achievements and to learn more about the various projects that are taking place across the entire department.

We are thrilled to have had such a large number of submissions for this first event, with an array of topics to be presented. The event will be comprised of four sessions of talks, two sessions of blitz talks, a poster session during lunch and will end with a social for both students and faculty. Please join us on Thursday April 7th, 2016 from 9:30 am to 5:00 pm!

As it is our plan to make this an annual event in order to highlight the variety of research being conducted, we hope to see you all next year!

The *Psychology Department* and the *PGSA*

Session 1: Eight-Minute Talks

9:30 – 10:15

01. Depression, drinking to cope, and protective strategies in university students with and without ADHD*Tyler R. Pritchard & Dr. Andrea L. Howard*

National surveys show that 37-44% of university students report heavy drinking (5 or more drinks on a single occasion) in the past two weeks (Johnson et al., 2013; Wechsler & Nelson, 2008). The prevalence of mood disorders in student populations also exceed the general population (Ibrahim et al., 2013). Conceptual models propose that depressed mood motivates heavy drinking, alleviating feelings of depression in the short term (Cooper et al., 1995). Such coping motives are associated with heavier drinking in student samples (Mohr et al., 2001). Heavy drinking and depressed mood are of particular concern for students with Attention-Deficit/Hyperactivity Disorder (ADHD). They struggle with academic and social skills deficits and aggressive conduct (e.g., Frazier et al., 2007, Richards et al., 2002). Links between depressed affect, coping motives, and heavy drinking in students with ADHD may be amplified given the combination of increased demands of university and ADHD symptoms. Increased impulsivity may put students with ADHD at greater risk for problematic alcohol use, for example, by reducing use of protective strategies when drinking (Pearson et al., 2012). In the present study, we examined whether: 1) rates of heavy drinking differed between students with and without ADHD, and (2) group differences depended on students' depressive symptoms, drinking motives, and protective strategies. Participants were $n=177$ undergraduates with experience drinking alcohol (31 students with a current ADHD diagnosis; 146 comparison students with no history of ADHD). Students reported their frequency of heavy drinking in the past two weeks. Questionnaires assessed drinking motives, past-week depressive symptoms, and protective strategies. Logistic regression was used to predict heavy drinking from ADHD versus Comparison group, depressive symptoms, coping and enhancement motives, protective strategies, and relevant interactions. Students with ADHD endorsed more depressive symptoms but also more protective strategies versus Comparison students. Rates of heavy drinking were lower in students with ADHD (32.26%) versus Comparison students (46.58%). More coping motives predicted a higher probability of heavy drinking for Comparison students. In contrast, for students with ADHD, more coping motives predicted a lower probability of heavy drinking. For all students, the probability of heavy drinking increases as more coping motives are endorsed, except among students who endorse few protective strategies and report few depressive symptoms.

02. Telltale gait: An exploration of the association between victimization history and gait*Mary B. Ritchie & Dr. Adelle E. Forth*

Nonverbal behaviour often provides one of the first opportunities to make socially relevant judgments. For example, gait has been shown to inadvertently signal information about vulnerability to victimization (e.g., Grayson & Stein, 1981). The current study sought to further explore the association between victimization history and gait by investigating the impact of

victimization type (i.e., violent and sexual) and cognitive state, as well as potential mediators such as personality, coping, and the perceived impact of victimization. A sample of 29 female undergraduate students were filmed from behind walking down a hallway under two conditions (i.e., unaware versus aware of filming) and were asked to complete a series of questionnaires assessing general personality, coping, and victimization history. Two coders, blind to the conditions and purpose of the study, coded the walker videos using the gait criteria established by Grayson and Stein (1981). Interestingly, while victims displayed significantly more vulnerable gait cues when unaware of filming compared to when aware ($t(22) = 2.79, p < .05$), no differences were identified in the gait scores of non-victims across the unaware and aware conditions ($t(5) = -1.96, p = .11$). Further, while gait scores were associated with any victimization (i.e., violent and/or sexual; $r = .43, p < .01$) and exclusively sexual victimization ($r = .66, p < .01$) under the unaware condition, no significant associations were identified in the aware condition ($r = -.02, p = .94$). Potential mediators will be explored. In determining the non-verbal cues that may signal vulnerability, we can begin to develop intervention strategies aimed at reducing the likelihood of future victimization.

03. The association between physical activity and psychological states: A Multigroup Multivariate Approach

Cecilia Jorgenson, Katy Hill, Dr. Andrea L. Howard, & Dr. Anne Bowker

The purpose of this study was to assess the association between physical activity and reported psychological states across a one-week period for a group of adolescents. Previous research has established a link between level of physical activity and mood such that higher levels of physical activity are associated with an increase in mood states (e.g. Hyde, Conroy, Pincus, & Ram, 2011; Wichers et al., 2011). In addition, findings suggest that the associations may be stronger for males with little to no effect present for females (e.g. Dunton et al., 2014; McKercher, Schmidt, Sanderson, Dwyer, & Venn, 2012). With regard to stress, the results are somewhat mixed with some studies showing a decrease in stress with increased physical activity (e.g. VanKim & Nelson, 2013) and others suggesting no association (e.g. Hubbs, Bowden, & Doyle 2012). Thus, the present study was interested in determining if the level of physical activity differentially impacted mood and stress and what role gender played in the association. To test the nature of these associations, a relatively novel statistical technique was employed. A multigroup multivariate multilevel model was employed to assess the data. This method of analysis allows for an extension of the multivariate MLM to accommodate multiple group analyses, permitting for estimates of patterns of associations between multiple DVs and multiple groups in a single model.

04. Understanding the mechanisms behind the perception of psychology as unscientific

Lindsay Morgan, Hernandez, G., Plagianakos, D., Walsh, T., and Dr. Guy Lacroix

Research has demonstrated that psychology is typically perceived to be less scientific than the other sciences (e.g., Lilienfeld, 2010). Still, the cognitive mechanisms that underlie this phenomenon remain poorly understood. The aim of this study was to examine the possibility that semantic associative networks evoked for the concept science are such that the natural sciences (e.g., biology, chemistry, physics) are closely related to science, whereas psychology is not. Different paradigms were used, such a discrete free association (Nelson et al., 2004), feature

listing (Rosch & Mervis, 1975), and a same-different task (Shin & Nosofsky 2002), to examine these differences in relatedness. Preliminary results suggest that psychology does induce semantic associates that exemplify the scientific method, but it did not lead participants to perceive psychology as a science. Thus, it is possible that there exists a common misconception that science is defined by its object of study rather than its methodology

Break with coffee/tea and muffins

10:15 – 10:30

Session 2: Eight-Minute Talks

10:30 – 11:30

05. Coaching the Quiet: Coaches' Beliefs, Attitudes, and Responses to Shy Children in a Sport Context

Alison Kirkpatrick, Laura L. Ooi, Dr. Linda Rose-Krasnor, & Dr. Robert J. Coplan

Shyness is a temperamental trait characterized by wariness, anxiety, and self-consciousness in social situations. Although shy children desire social interaction, they often withdraw from opportunities for peer exchanges. This lack of social interaction places them at increased risks for socio-emotional difficulties, including internalizing problems, deficits in social competence, and negative experiences with peers. It has been suggested that organized sports may be particularly beneficial for shy children, as this context provides opportunities to both enhance peer relationships and develop a range of transferable skills. Positive relationships with coaches may be critical determinants of children's sports experiences. This may also be particularly important for shy children, whose relationships with teachers appear to serve a similar critical role at school. Previous research has suggested that teachers' beliefs and attitudes surrounding children's shy behaviours influence their decisions, responses, and opinions about shy children. However, to date there have been no previous studies examining coaches' attitudes, beliefs, and responses toward shy children on their teams. Therefore, the primary goal of this study was to explore coaches' views of shy children in the context of sports teams. Participants were $N = 447$ undergraduate students (343 female; $M_{age} = 19.39$ years, $SD = 2.12$) who had coached a children's or adolescent's sport team. Participants were presented with hypothetical vignette describing children exhibiting shy, and for comparison purposes, unsociable (i.e., prefer to play alone but not anxious) and verbally exuberant (i.e., overly talkative) behaviours in a team sport context. After each vignette, participants completed items assessing their responses (e.g., intervene), attributions, emotional reactions (e.g., angry, worried), and perceived implications (e.g., well-being, peer functioning, team success) toward these different child behaviours. Overall, results indicated that coaches viewed shy behaviour more problematically than both verbally exuberant and unsociable behaviours. For example, coaches believed that shyness would have the most negative implications for children's character development and overall well-being. As well, as compared to the other hypothetical children, coaches reported that shy children would experience the most social problems with teammates. However, although coaches were also the most worried about shy children, they were less likely to intervene in response to shyness as compared to exuberance. Moreover, coaches were most likely to attribute shy behaviours to the situation at hand (as opposed to aspects of children's personality). Results are

discussed in terms of the implications that coaching beliefs, attitudes, and responses may have for the socio-emotional adjustment of shy children.

06. Moving Disordered Gamblers Toward Change: Implicit Theories Moderate the Indirect Relationship from Self-Discontinuity to Behavioural Change through Nostalgia

Melissa M. Salmon, Andrew (Hyoun) S. Kim, & Dr. Michael J. A. Wohl

Previous research (Kim & Wohl, 2015) has demonstrated that feelings of self-discontinuity (i.e., feeling that one's addiction to gambling has fundamentally changed the self) motivate readiness to change among disordered gamblers. Moreover, this effect is mediated by nostalgic reverie (i.e., sentimental longing) for the self that existed before the addiction took hold. However, readiness to change does not always translate to taking action to change (Prochaska, DiClemente, & Norcross, 1992). To address this gap, the present study employed a longitudinal design to test a moderated-mediation model of behavioural change among disordered gamblers. Specifically, we hypothesized that self-discontinuity motivates attempts at behavioural change through feelings of nostalgia for the pre-addicted self. However, this indirect relationship was expected to be conditional upon gamblers' implicit theories of behaviour (i.e., malleable versus stable). To this end, a community sample of disordered gamblers (N = 119) completed measures of self-discontinuity, nostalgia, and implicit theories of behaviour. Three months later, participants were asked whether they had made an attempt to change their gambling behaviour since the initial session. Results provided support for the proposed moderated-mediation model. Specifically, self-discontinuity predicted attempted behavioural change via nostalgic reverie for the pre-addicted self. However, this mediation was only significant among gamblers who held the belief that human behaviour is malleable. Although few disordered gamblers take action to change (Bellringer, Pulford, Abbott, DeSouza, & Clarke, 2008), these results have both basic and applied significance for promoting positive behavioural change. Clinicians, in particular, may be inclined to highlight to their clients a) how gambling has fundamentally changed who they are and b) that human behaviour is malleable when motivating them to quit or cut down on their gambling.

07. If it does take a village to raise a child, how should the village do it?

Claudia Rocca & Dr. Stefania Maggi

There are different ways to promote childhood development and wellbeing. Many of them require the efforts of different community organizations such as schools, recreational, social and health services. Without such collaborations, communities run the risk of missing or duplicating needed services. The purpose of the present study was to understand what made community collaborations succeed or fail in two countries: Canada and Italy. An inductive analysis of the four focus groups and 12 interviews, involving 29 respondents, revealed facilitating and limiting factors of organizational, social psychological and economic nature.

08. Head Start Ottawa Project

Alan Hay & Dr. Stefania Maggi

Ottawa Head Start programs are a municipally subsidized early childhood education program serving children from high risk communities in the Nations capital. These programs seek to help

families overcome barriers in order to provide high-quality childcare to Ottawa's most vulnerable populations. The purpose of this study is to learn about the stressors, barriers, needs, rewards, and benefits that early childhood educators working in these centres experience as part of their jobs. In addition, we aim to discover the unique challenges that educators in the Head Start programs face in working in an educational environment with a high concentration of children with special needs. To this end, we are particularly interested in learning about their creative solutions used to provide the highest quality of care to the children they serve, even when resources are scarce. This study is part of a larger participatory action research project conducted in partnership with the City of Ottawa and the Ottawa Carleton Headstart Association of Preschools (OCHAP). We conducted semi-structured interviews with 30 educators and managing staff in 10 centres. Qualitative analysis will be conducted with the intent to identify common and unique themes emerging from the interviews. The experiences shared by the educators will be interpreted through a phenomenological lens, allowing us to focus on their expressive reality. The results will be discussed in the context of best practices of early childhood education and its benefits to vulnerable children.

09. Studying psychopathy from an evolutionary perspective: Why should we and how can we?

Kristopher J. Brazil

Psychopathy imparts harmful social consequences wherever it turns up, both now, and historically. Disproportionately associated with crime, individuals with psychopathic traits respond differently to treatments (e.g., Rice et al., 1992; Seto & Barbaree, 1999) compared to other offenders and they violently re-offend more (Hare, 2003). In the laboratory, psychopathic traits reliably produce different response styles to fear conditioning (Birbaumer et al., 2005), emotion processing (Book et al., 2007), and decision-making (Curry et al., 2011). Interestingly though, psychopathic traits have also been linked to social (Gervais et al., 2013) and sexual (Seto et al., 1997) advantages and are very resistant to change. So it seems psychopathy is harmful to society but may be beneficial to the individual. With presence in all cultures, resistance to change, and apparent individual benefits as primary characteristics, psychopathic traits may be a reliably developing personality structure that is "here for a reason." Understanding what that reason is and what it tries to accomplish is an evolutionary endeavour, and can dramatically improve how the harmful social consequences of psychopathy are circumvented with treatments focusing on working with, instead of against, motivations of psychopathy. So why study psychopathy from an evolutionary perspective? It promotes finding effective treatment solutions that specifically target the motivations of psychopathy and its reasons for existing, working with, instead of against, them to circumvent its harmful social consequences. At the centre of how to study psychopathy from an evolutionary perspective are the adaptationist research strategy and testing multiple competing hypotheses concurrently. Psychopathy has the reputation of negatively influencing society, but applying evolutionary theory to its study can greatly improve finding more effective solutions to reduce that influence.

Break with coffee/tea

11:30 – 11:40

Session 3: Three-Minute Blitz Talks

11:40 – 12:10

10. Disentangling Cognitions about Rape: Evaluations may be Distinct from Cognitive Distortions assessed by the RAPE Scale

Chloe Pedneault, Dr. Chantal A. Hermann, & Dr. Kevin L. Nunes

Theory and research suggest that cognitive distortions are associated with sexually aggressive behavior (e.g., Bumby, 1996; Hall & Hirschman, 1991; Helmus, Hanson, Babchishin, & Mann, 2013; Ward, Gannon, & Keown, 2006). Some researchers have suggested, however, that the term cognitive distortion is poorly understood because it is inconsistently defined in the literature (e.g., Maruna & Mann, 2006; Ward, Gannon, & Keown, 2006). As a result, it may sometimes be unclear which cognitions are assessed by measures of cognitive distortions. Nunes, Hermann, White, Pettrsen, and Bumby (2016) examined distinctions between evaluations of rape (e.g., rape is positive vs. negative) and cognitive distortions about rape in a student sample; they found evaluations of rape were distinct from other cognitions assessed by a widely used measure of cognitive distortions (RAPE Scale; Bumby, 1996). They also found that evaluations of rape and cognitive distortions assessed by the RAPE Scale were independently associated with past sexually aggressive behavior and likelihood to rape. The purpose of the current study was to attempt to replicate and extend this past research with a community sample and different measures of sexually aggressive behavior and evaluation of rape. Men from the community (N = 386) completed the RAPE scale as well as measures of evaluations of sexually coercive and/or aggressive behavior, past sexually aggressive behavior, likelihood to rape, and likelihood to engage in sexually coercive and/or aggressive behavior. We conducted an exploratory factor analysis (EFA) to explore whether cognitive distortions assessed by the RAPE Scale are distinct from evaluations of sexually coercive and/or aggressive behavior. The results of the EFA suggested that a two factor model fit the data well; items from the measure of evaluations formed a distinct factor from the RAPE Scale. Moreover, logistic regression analyses revealed that scores on the measure of evaluations and the RAPE Scale were significantly and independently associated with likelihood to rape and likelihood to engage in sexually coercive and/or aggressive behavior. These results are generally consistent with those from Nunes and colleagues (2016). Together, these findings suggest that the RAPE scale may be measuring cognitions about rape other than evaluations of sexually coercive and/or aggressive behavior, and that evaluations of sexually coercive and/or aggressive behavior and cognitions assessed by the RAPE Scale may provide complementary information relevant to sexual aggression. As such, future research should continue to examine evaluations of sexually coercive and/or aggressive behavior and the role they may play in sexual offending. If future research suggests a causal link, then addressing evaluation of sexual offending in assessment and treatment may contribute to further reductions in sexual offending.

11. Connecting transformational leadership to employee well-being through work engagement: A gendered perspective

Kate Martynova & Dr. Janet Mantler

The current study examined how gender differences in transformational leadership influence employees' work engagement and context-free well-being. Given that female leaders are more

likely to display transformational leadership behaviours (Eagly et al., 2003) and transformational leadership style is linked to higher work engagement (Hayati et al., 2014) and context-free well-being (Arnold et al., 2007), it was hypothesized that female leaders would predict enhanced employee well-being through transformational leadership. Additionally, transformational leadership would predict better context-free well-being through work engagement. Using Qualtrics panels, data were collected from a sample of non-managerial employees (N=169 from US and Canada composed of 52% male employees with an average age of 24 (SD=12.78). Contrary to expectations, there was no indirect effect of gender of the leader on employee well-being through transformational leadership, although transformational leadership style itself did predict better context-free well-being through work engagement. Interestingly, there was an interaction between gender of the leader and the employee, such that male employees rated female supervisors significantly lower on facets of transformational leadership. These results suggest that despite increasing number of women in leadership positions, gender stereotypes for women continue to persist and can negatively affect their potential for upward mobility in organizations.

12. Psychological Need Satisfaction and the Importance of Variety/Novelty

Leyla Bagheri & Dr. Marina Milyavskaya

Findings from past research suggest the fundamental role of 3 psychological needs (Competence, Autonomy, and Relatedness) proposed by Self Determination Theory (SDT) (e.g., Sheldon, Elliot, Kim, & Kasser's 2001). However, such research has mainly focused on measuring well-being in general, or in situational contexts, which create methodological limitations that can exclude other potentially important psychological needs. The present study investigates the plausibility of a new psychological need (the need for Novelty-Variety) in domain-specific contexts and alongside other established psychological needs (from various theoretical models) to explore whether Novelty-Variety is a distinct and important predictor of well-being. Participants (N=202) indicated 3 domains in their lives and rated the degree to which 11 candidate psychological needs (Competence, Autonomy, Relatedness, Novelty-Variety, Self-esteem, Self-Actualization, Physical Thriving, Security, Pleasure-Stimulation, Popularity-Influence, and Money-Luxury) were supported in those domains. Participants also completed measures of well-being and indicated their satisfaction in each domain. An important finding in our research was that factor analysis revealed Novelty-Variety to be an independent predictor of domain well-being. Furthermore, multi-level analysis indicated Novelty-Variety to be a notable contributor to domain well-being when compared to other candidate psychological needs. The present research replicates and further expands on Sheldon, Eliot, Kim, and Kasser's findings in (2001) on which psychological needs are most fundamental in domain-specific contexts. The present research is the first to introduce, and provide support for, Novelty-Variety as a fundamental psychological need. Future research needs to replicate these findings in more controlled experimental design to further explore the plausibility of Novelty-Variety as a psychological need.

13. Self-control, Peer Acceptance, and Loneliness in Chinese Children: Testing Developmental Cascade Models in a Three-Year Longitudinal

Dr. Junsheng Liu, Bowen Xiao, Will E. Hipson, Dr. Robert J. Coplan, Dan Li, & Dr. Xinyin Chen

In Asian cultures such as China, self-control is a particularly highly valued characteristic among children. The purpose of the present study was to examine links among Chinese children's self-control, social acceptance in the peer group, and loneliness. A developmental cascade model was examined, whereby heightened self-control was expected to lead to more positive peer experiences (i.e., liking/acceptance), which in turn was expected to reduce internalizing problems (i.e., loneliness) over time. Participants were N=1,066 primary school students in Shanghai, P.R. China, who were followed for three years from Grade 3 to Grade 5. Measures of children's self-control, peer acceptance, and loneliness were obtained each year from a combination of peer nominations and self-reports. Longitudinal pathways among variables were tested and compared with a series of nested models. Among the results: (1) compared with unidirectional and bidirectional models, the developmental cascade (i.e., cross-lagged across time) model was the best fit for the data; (2) lower self-control predicted later loneliness via a pathway through reduced peer acceptance; (3) peer acceptance positively contributed (both directly and indirectly) to the later development of higher self-control; and (4) loneliness directly predicted later lower self-control from Grade 3 to Grade 4, but not from Grade 4 to Grade 5. Results are discussed in terms of the direct and indirect effects of self-control on Chinese children's social and emotional functioning over time.

14. ISIS, America, and the Syrian Refugee Crisis

Dr. Michael J. A. Wohl, Sara Lidstone, & Dr. Emanuel Castano

We examined the consequences of threat to the ingroup for emotional reactions to in-group harm doing, and willingness to engage in helping behaviours towards an outgroup. It was hypothesized that threat of a potential attack from ISIS on American soil would induce collective angst, and this emotional reaction would increase in-group forgiveness for harms against civilians caused by Americans, while also decreasing willingness to allow Syrian refugees into the United States. Americans read an article about the war against ISIS that implied Americans would soon experience an attack from ISIS on American soil or one where such implied future threat to the ingroup was absent. When the ingroup's future was threatened, Americans were more likely to forgive their ingroup for the harm caused to civilians as part of the war on ISIS, while their willingness to accept Syrian refugees into the United States decreased. Results suggest that the reason why some Americans are supportive of accepting Syrian refugees into the United States, while others believe that refugees should be kept outside of American borders, may be a function of the group-based anxiety they are experiencing. Thus, it may be necessary to downregulate collective angst to motivate refugee supportive action.

Lunch and Poster Session

12:10 – 1:30

01. Does Love Hurt? The Effects of Occupational Injuries on Romantic Partners

Amanda McEvoy & Dr. Kathryne Dupre

Research suggests that what happens at work, does not stay at work. Family members of individuals who experience stress at work tend to experience more negative outcomes, such as decreased health and well-being, decreased marital satisfaction and increased anxiety (Bolger, DeLongis, Kessler & Wethington, 1989; Rook, Dooley & Catalano, 1991). However, research has yet to explore whether occupational injuries have negative effects on family members of those who have been injured. Although anecdotal evidence suggests that an occupational injury negatively affects the injured individual as well as those closest to them (e.g., those who may have seen the injury happen, heard about it, or who live with it on a daily basis) current research has not yet examined this relationship. Therefore, the purpose of this study is to explore the effect that workplace injuries have on romantic partners of those individuals who have been injured at work, as well as factors that may mitigate or exacerbate these effects. The current research is guided by theory from the work and family domain (i.e., spill over models, role theory, and person-environment fit theory), and the stressor-stress-strain model (Barling, Bluen & Fein, 1987), which proposes that stressors (e.g., occupational injuries) lead to stress (e.g., injury burden), which in turn leads to strain (e.g. decreased relationship satisfaction). Previous research suggests that certain factors may exacerbate or mitigate the impact of individuals' injuries on their romantic partners/spouses (e.g., financial difficulties, resilience), and these will also be examined in the current study. Two hundred romantic partners of individuals who have experienced an occupational injury in the last 12 months, and who have been living with their partner for at least 6 months prior to the injury, are currently taking part in an online survey study. The online survey asks participants to provide information about their romantic partner/spouses occupational injury, their experience following the injury (e.g., burden of the injury), and personal and relationship outcomes that may be influenced by the injury (e.g., relationship satisfaction, relationship closeness). We propose that injury burden will mediate the relationship between the romantic partner's perception of their partner's injury and the following outcomes: general health, relationship satisfaction, relationship closeness and relationship quality. Further, we propose that financial difficulties, resilience and caregiver gratification will moderate these relationships. The results of this research have the potential to extend our understanding of the relationship between work and family life, as well as the widespread effects of occupational injuries.

02. Event-Based Prospective Memory and Executive Functioning: The Effects of Motivations and Goal Maintenance Support

Alicia Bartlett, Katherine Andrews, Audrey Brown, & Dr. Deepthi Kamawar

A vital aspect of future orientation is prospective memory (PM), namely the ability to remember to perform an intended action in the future. This study examines the effects of motivation and goal maintenance on 4- and 5-year-olds' event-based PM (i.e., performing an intended action in response to a particular event), as well as the relation between individual differences in executive function skills (working memory and inhibitory control) and PM. Children will participate in an ongoing card-sorting task in which they will name and sort picture cards into two boxes. PM will

be incorporated by having children name and sort target picture cards into a third box. Motivation will be manipulated such that half of the children will be given a coin to operate a mechanical piggy bank after successfully placing target cards into the third box. Goal maintenance will be manipulated such that half of the children will receive a greater proportion of target cards early in the ongoing task, while the remaining children will receive a greater proportion of target cards later in the ongoing task. It is hypothesized that high motivation and early exposure to target cards will result in higher PM performance, and that EF abilities will be higher predictors of PM performance in these conditions. This research can be applied to develop and implement tools to assist children with poor PM, thereby helping them avoid wasteful (e.g., forgetting to turn off the tap) and socially distressing (e.g., forgetting to return a borrowed toy to a friend) situations. This research can also provide further insight into the adult literature, by examining the parallels and distinctions between the cognitive mechanisms involved in PM performance across the lifespan.

03. The role of visual spatial working memory in processing directional motion cues

Chris Nicholson

There is little quantitative evidence to support the inclusion of motion in flight simulators. Much of the research in this area focuses on the effect of motion on complex flight tasks while ignoring its impact on simple flight tasks requiring visual spatial working memory. A series of experiments were conducted to investigate the impact of responding to directional motion cues on a visual spatial working memory task. These experiments examined the ability to remember either the location or the identity of visual stimuli in the presence of directional (left/right) motion cues provided by a motion seat. Cues occurred during stimulus encoding or rehearsal. Memory for stimulus location—but not for identity—was significantly impaired when participants were required to respond to motion cues presented during encoding or rehearsal. However, removing the requirement to respond to the motion cues nullified this effect. Follow-up experiments were conducted to examine whether this null effect was caused by reducing working memory load or by eliminating potential motor response conflicts.

04. The Moderating Effect of Print Consistency on Oral Vocabulary Learning in Bilingual Children

Melissa Malette & Dr. Monique Sénéchal

Research supports that the incidental exposure to print during oral vocabulary learning facilitates the acquisition of spoken words. However, it is not clear how this facilitation effect is moderated by print consistency. It is possible that more common inconsistencies between languages known require less processing in comparison to less common inconsistencies. The proposed study will examine the moderating effect of print consistency in bilinguals by including an inconsistency common to one language and one common to both. A paired-associate learning paradigm will be used to teach French-English bilingual children in Grade 3 novel labels for object referents. Children will learn three types of words: words with a consistent print, words with a silent-letter and words with a double consonant. It is hypothesized that silent-letter non-words will be learned more easily than consistent non-words, and consistent non-words will be learned more easily than double-consonant non-words. Performance on outcome variables will be examined in relation to attentional resources.

05. The role drinking motives play in predicting problematic drinking for socially anxious university students: An experiential sampling study

Noelle J. Strickland & Dr. Andrea L. Howard

University students drink heavily more than any other age group (O'Malley & Johnston, 2002), which is related to academic impairment and worse social functioning (Hingson et al., 2005). In addition, 10% of students experience social anxiety, and socially anxious people frequently turn to alcohol to cope with anxiety (Buckner & Turner, 2009). Also pivotal to understanding the causes of problematic drinking, drinking motives are the reasons people drink alcohol (Cooper, 1994). Specifically, coping motives are associated with the worst alcohol-related consequences (e.g., lost occupational opportunities; Kuntsche et al., 2005). Given these findings, the aims of this study are to assess two conceptual models: 1) whether social anxiety predicts drinking to cope, which in turn predicts heavy drinking and alcohol-related problems (i.e., a mediation model), and 2) whether social anxiety exacerbates the effect of drinking motives on heavy drinking and alcohol-related problems (i.e., moderation model). An anticipated sample of N = 200 Canadian undergraduates will complete a web-based survey assessing alcohol use, mental health, and adjustment to university. Measures include social anxiety (SIAS; Mattick & Clarke, 1998), drinking motives (DMQ – R; Cooper, 1994), and heavy drinking and alcohol-related problems (AUDIT; World Health Organization, 1993). An anticipated sample of N=60 students will continue in a follow-up ecological momentary assessment study, where they will complete 3 brief surveys per day over 7 days, assessing real-time feelings of social anxiety, drinking motives, and drinking behaviour. Results from this study will clarify whether social anxiety leads to maladaptive drinking motives, and whether these motives in turn lead to heavy drinking later that day. These findings will provide insight into the development of intervention programs designed to help socially anxious students cope more effectively with the demands of university.

06. The Effects Of Weight Teasing on Obese Youth: What Factors Protect Self-Image?

Darcie D. Valois, Dr. Gary S. Goldfield & Dr. Christopher G. Davis

The social stigma surrounding childhood obesity can contribute to poor psychosocial outcomes in obese youth, such as poor body esteem. However, this is not always the case. Few studies have examined the emotional resiliency of obese youth who maintain a positive self-image while managing daily stigma. This study examines the effect of weight teasing on body esteem in obese youth. More specifically, we assess the independent and interactive effects of attachment orientation, social support, and coping style on the development of poor body esteem using multilevel modeling in a longitudinal sample of approximately 800 adolescent males and females classified as obese (BMI \geq 95th percentile for age and sex) who have reported experiencing weight-based teasing. It is predicted that secure attachment, task and emotion oriented coping and the presence of parental and peer support will predict higher levels of body esteem; avoidance oriented coping, insecure attachment and lack of peer and parental support will predict lower body esteem. Findings have the potential to inform body image disturbance prevention strategies in a high-risk population of overweight and obese youth.

07. Conduct Disordered Offenders: The Predictive Accuracy of Callous/Unemotional Traits in DSM-5

Rebecca M. Grace, Stephanie M. Biro, Mary B. Ritchie, & Dr. Adelle E. Forth

In order to increase the efficacy of a conduct disorder (CD) diagnosis in capturing more severe groups of adolescent offenders, a Limited Prosocial Emotions (LPE) specifier was recently added to the CD diagnostic criteria. With an archival sample of 79 adolescent offenders, the current study is the first to examine the convergent validity and predictive accuracy of the LPE specifier. Contrary to expectations, an LPE specifier diagnosis was not associated with a more severe group of CD youth. However, an examination of the convergent validity between an LPE diagnosis and the Psychopathy Checklist: Youth Version (PCL:YV), revealed the two measures converged on factor two (i.e., affective traits). It is important to explore the efficacy of this diagnosis, as, if effective, it may allow for early identification of at risk youth. Early identification allows for early intervention; it is this type of pathway that may help prevent persistent and severe antisociality.

08. The Role of Self-Reflection and Capitalization in Integrating Personally Self-Expanding Experiences in a Relational and Non-Relational Context

Johanna Boettcher & Dr. Cheryl Harasymchuk

Self-Expansion, which describes personal growth through the enlargement of the self-concept (Aron & Aron, 1986), has mainly been studied within the relational context (e.g., the engagement in novel or exciting activities with the partner). Little to no attention has been paid to the benefits of self-expansion experienced without the partner on a personal and relational level. Furthermore, the cognitive integration phase needed to incorporate self-expanding experiences into the self has not been examined empirically. Thus, I predicted that personal self-expansion promotes meaning in life as well as relationship satisfaction and that integrating variables such as self-reflection and capitalization (i.e., deriving benefits from sharing good fortune) would moderate these links. Study 1, which used an online North American married and dating community sample (N = 104) assessed participants' trait levels of personal self-expansion, meaning in life, and relationship satisfaction using a self-report questionnaire. Results revealed that engaging in personally self-expanding activities has benefits for the relationship in terms of relationship satisfaction but only for those people that share their experience with their partner. In Study 2, the same hypotheses will be tested experimentally using an undergraduate sample (N = 100) and state levels of personal self-expansion. Participants will engage in a personally self-expanding activity. Subsequently, half of the participants will be randomly assigned to self-reflect on the experience (vs control group). The main dependent variable, relationship satisfaction, and perceived meaning in life will be measured before and after the self-expanding activity, and after 48 hours. Study 2 is still in progress.

09. An Evaluation of the Effectiveness of Self-Directed Workbooks in a Federal Probation Setting

Stephanie M. Biro & Dr. Ralph C. Serin

Interactive journaling based on cognitive behavioural therapy principles has been utilized successfully in a variety of settings (e.g., mental health, addiction, and education). Recent research has indicated that interactive journaling with incarcerated offenders may be successful at reducing recidivism (e.g., Proctor, Hoffman, & Allison, 2012). Five self-directed workbooks

based on criminogenic needs were developed to assist parole and probation officers in increasing the community success of offenders. Each workbook targets a different factor (e.g., criminal attitudes, motivation to change) essential to managing offender behaviour. Thus, the proposed study will implement and examine the effectiveness of interactive workbooks in a community supervision context. Phase 1 of the proposed study requires the implementation of the workbooks at two federal probation sites, with PO involvement differing at each site. Phase 2 of the study will include a four-month follow-up to assess recidivism (i.e., new offences or technical violations) and client satisfaction regarding the workbooks. Recidivism data will be used to determine whether the individuals in the experimental group showed an increase in success on probation in comparison to the control group. If the experimental group has a higher success rate, it would suggest that the workbooks had an impact on how a client was able to manage in the community. Furthermore, we will be able to examine whether or not PO's involvement has any influence on the effectiveness of the workbooks by comparing across the two probation sites. User satisfaction data will assess the views on the content and usability of each workbook and the responses will aid in the improvement of the workbooks for future use.

10. Coherence Detection and Meaning in Life: A Replication and Extension

Janessa E. Porter & Dr. Christopher G. Davis

Greater self-reported meaning in life has been associated with higher quality of life, better self-reported health and better adaptive coping. These feelings of meaning in life are thought to emerge when individuals perceive reliable patterns and coherence in environmental stimuli. The present studies attempt to replicate and extend Heintzelman, Trent and King's (2013, Experiment 4) findings of increased self-reported meaning in life after being presented with coherent, in comparison to incoherent, linguistic triads. The initial attempt failed to replicate their findings. The second study aims to expand the research by assessing whether coherence and incoherence is being intuitively detected. Participants will be asked to read either 10 coherent or 10 incoherent triads, and after each triad they will be asked to quickly judge whether the triad was semantically related. Participants then complete measures of explicit affect and meaning in life. We expect that the effect of objective coherence on self-reported levels of meaning in life depends on pattern detection. Results will help us to understand the process behind what makes life meaningful.

11. Well-being Through Song: An Examination of Singing in Community Dwelling Older Adults

Laura Thompson & Dr. Mary Gick

Previous research suggests that singing may provide benefits for health and well-being, including in older adults. Recent studies indicate that group singing predicts higher levels of social bonding as compared to control activities of chatting in pairs or initial group sessions of crafts or creative writing. However, attributing social bonding effects to singing per se is problematic because, unlike the control group activities, group singing also involves a shared group goal of rehearsal of a particular song. The present study compared social bonding following group singing to social bonding following both musical (band and ukulele class) and non-musical (bridge club) control group activities. Similar to group singing, the musical group activities include a shared goal (playing or learning a particular piece of music). Preliminary data include primarily female

participants over 60 (mean age = 76) enrolled in leisure activities at seniors' centres. Measures of well-being and social bonding were completed before and after a single session of singing, band/ukulele, or bridge. Predictions of final results are that social bonding increases will be higher after singing than after cards (replicating previous research) and band, due to the additional shared experiences in singing of using the same instrument (the human voice). Implications for health and well-being research in older adults are discussed

12. The Role of Psychopathic Traits in Dispositional and Situational Forgiveness

Seung C. Lee & Dr. Adelle E. Forth

Forgiveness of others is beneficial to the relationship itself by maintaining or rebuilding the relationship (Gordon, & Baucom, 1998) as well as forgivers' health status (Lawler-Row et al., 2008; Webb et al., 2010). Forgiveness is associated with interpersonal characteristics (e.g., distrust or emotionality) and personality dimensions (e.g., neuroticism) (Symington et al., 2002; Walker et al., 2002). To date only one study has examined the association between psychopathic traits and trait forgiveness. Gimmarco and Vernon (2014) found that psychopathy is significantly negative associated with trait (dispositional) forgiveness ($\beta = -.165$, $t(214) = -2.101$, $p = .037$) and that the relation between psychopathy and forgiveness was mediated by empathy. The present study examined which factor(s) (interpersonal manipulation, callous affect, erratic lifestyle, and criminal tendencies) of psychopathy are related with trait (dispositional) forgiveness and state (situational) forgiveness (e.g., romantic relationship). Furthermore, this study investigated the role of trait forgiveness in state forgiveness. Participants were 211 male and 361 female undergraduate students who completed Self-Report Psychopathy Scale (Paulhus et al., in press), the Transgression-Related Interpersonal Motivations scale (McCullough et al., 2002), Trait Forgiveness Scales (Berry et al., 2005). Multiple regression analysis revealed that only Facet 1 (i.e., Interpersonal manipulation) was significantly related with dispositional forgiveness ($\beta = -.303$, $t(452) = -4.76$, $p < .001$). In addition, after controlling for the effects of psychopathic traits, gender significantly related with dispositional forgiveness. ($\beta = -.142$, $t(452) = -2.72$, $p < .01$). That is, female showed a significantly lower tendency to forgive than males at the same level of psychopathic traits (i.e., Interpersonal manipulation). We also found that trait forgiveness was significantly associated with all three motivations of situational forgiveness (revenge, avoidance, and benevolence). We will conduct the further analyses about state (situational) forgiveness with more variables (e.g., psychopathic traits and severity of the event). The implications of the findings will be discussed.

13. Examining Links Between Maternal Personality, Child Temperament, and Daily Hassles Related to Childrearing

Sarah Gardiner, Laura L. Ooi, Dr. Linda Rose-Krasnor, & Dr. Robert J. Coplan.

Stress has been linked to multiple negative physical and mental health outcomes, including increased risks for cardiovascular disease, cancer, depression, and other debilitating illnesses (Cohen, Janicki-Deverts, & Miller, 2007). Yet, one of the most common human experiences is one that creates an extraordinary amount of stress – being a parent. Parenthood, although rewarding for most parents (Rogers & White, 1998), generates high levels of stress (Koeske & Koeske, 1990). Parenting stress derives from the demanding and challenging conditions that parents or children create through their behaviour, expectations, and emotional/physical needs

(Crnic, Gze, & Hoffman, 2005). However, stress is not just a product of environmental circumstance, but is also influenced by the characteristics of the individuals involved. For example, an individual's personality can affect both the efficiency of their coping mechanisms and their appraisals of stress (Code & Langan-Fox, 2001; Vollrath, 2001). This personality variance leaves some parents more susceptible to the stressors of childrearing. Variation in children's personality characteristics (i.e., temperament) also impacts the amount of strain that parents experience. For example, children who are perceived as moody, difficult, and demanding (i.e., emotionally dysregulated) tend to have parents who report significantly elevated levels of stress (Jackson & Huan, 1998; Ostberg & Hagekull, 2000). High levels of stress can be detrimental to both the parent and child. Adverse outcomes such as child behavioural problems and poor parenting practices have been associated with parental stress (Crnic & Low, 2002; DeaterDeckard & Scarr, 1996; Repetti & Wood, 1997). To better prevent these negative outcomes, it is essential to understand not only the consequences of stress, but the factors that influence parental strain. Accordingly, the primary goal of this research was to examine the roles of maternal personality and child temperament (i.e., emotion dysregulation) in predicting maternal-reported daily hassles related to child rearing. Along with assessing the direct contribution of both child and parental characteristic, the moderating role of child emotion dysregulation as an exacerbating factor in the links between specific maternal personality traits (e.g., neuroticism) and parenting daily hassles was also explored. First, linear associations were expected between specific personality traits and reported daily hassles related to parenting. A positive relation between neuroticism and parenting hassles was expected. Next, maternal extraversion was hypothesized to be related to parenting hassles, given that extraverts tend to report lower levels of stress overall (McMrae & John, 1992; Watson & Clark, 1997). The previous literature on the links between stress and both openness to experience and agreeableness has been somewhat mixed, therefore no specific hypotheses were forwarded for these personality traits. Finally, conscientious individuals tend to experience lower levels of daily hassles (Vollrath, 2000) and it is anticipated that this will be reflected in a negative association between conscientiousness and ratings of parental hassles. In terms of interaction effects, it was predicted that child temperament would moderate relations between certain parental personality traits and daily hassles. For example, it was speculated that the relation between neuroticism and daily hassles would be more pronounced in households with more temperamentally difficult children. In contrast, the relation between neuroticism and childrearing stress was expected to be less evident among mothers with more emotionally well-regulated children. A similar pattern of results was expected for maternal extraversion. There were no strong conceptual bases for predicting interactions between child dysregulation and the remaining personality traits (openness, agreeableness, conscientiousness), so these associations were examined on an exploratory basis. Finally, possible gender differences were also examined. The participants in this study were $N = 226$ mothers of children (46% male, 54% female) between the ages of 36 and 87 months. After obtaining parental consent, parents completed a series of questionnaires including the Parenting Daily Hassles Scale (Crnic & Greenberg, 1990), the Colorado Child Temperament Inventory (Rowe & Plomin, 1977), and the Ten Item Personality Inventory (Gosling, Rentfrow, & Swann, 2003). In terms of linear associations, results from correlational analyses indicated that parenting hassles was significantly correlated with parent agreeableness ($r = -.23, p < .001$), conscientiousness ($r = -.24, p < .001$), emotional stability ($r = -.25, p < .001$), and openness to experience ($r = -.14, p = .025$), but (contrary to hypothesis) was not significantly associated with extraversion ($r = .00, p = .998$). Parenting hassles was also significantly

associated with child emotional dysregulation ($r = .30, p < .001$). Of note, this association did not differ significantly for mothers of boys ($r = .31, p < .001$) as compared to girls ($r = .34, p < .001$). Child emotional dysregulation was also associated with parent conscientiousness ($r = -.13, p = .03$), emotional stability ($r = -.24, p < .001$) and openness to experience ($r = -.17, p = .005$). The next analyses explored the unique contributions of parental personality and child emotion dysregulation in the prediction of parenting daily hassles. Results from regression analyses indicated that the individual personality traits of conscientiousness, emotional stability, and agreeableness were all significantly and negatively associated with daily hassles. Interestingly, openness to experience was not significantly predictive of daily hassles. Child emotional dysregulation was significantly and positively associated with parental daily hassles. However, contrary to hypotheses, no significant interactions effects were found between child emotional dysregulation and maternal personality dimensions in the prediction of daily hassles. The goal of this research was to examine the roles of maternal personality and child temperament in predicting maternal daily childrearing hassles. Results demonstrated that both maternal personality and child temperament have a unique and significant association with parental stress levels. However, no support was found for the moderating role of child temperament between specific maternal personality traits and parenting daily hassles. Regardless, it is apparent that both child temperament and maternal personality significantly influence the levels of stress mothers report. This study has demonstrated the significant and unique role both child temperament and maternal personality have on reported stress levels. Further research is required to better understand the direction of these associations and the extent of their influence on parental stress.

Session 4: Eight-Minute Talks

1:30 – 2:30 may

15. Is a picture worth a thousand words? The problems with body-worn camera and its video use as evidence in court when police use of force incidents hit the stand

Holly Ellingwood

Recent events, such as the shooting in Ferguson, Missouri, have led to demands that police officers use body worn video cameras (BWCs) in order to increase police accountability. While preliminary research has found that BWCs have some general benefits (e.g., they decrease use of force and reduce false allegations of police misconduct), little else is known about BWCs. No research to date has examined the impact of BWC evidence on juror decision-making. Issues of photographic and video evidence will be discussed – including legal scholar theories regarding visual criminology and visual evidence use in court. Drawing on well-validated theories of jury decision-making, three studies will be conducted to examine the role of BWC evidence in trials involving allegations of excessive use of force by police. Determining how BWC evidence influences juror verdicts in such trials will allow us to test aspects of juror decision-making models and contribute to juror research. The results of these studies will also have practical implications for police policy and practice regarding the use of BWCs.

16. Is .82 too good to be true? The role of maternal sensitivity and responsiveness in a child's early literacy development

Ashley Bildfell & Dr. Monique Sénéchal

The goal of the present research was to investigate the role of maternal sensitivity and responsiveness during parent-child interactions in a child's early literacy development. In previous work, it has been demonstrated that the relation between parent teaching and child early literacy skills was surprisingly strong. Researchers have explained these findings by suggesting that maternal sensitivity, or an awareness of what her child knows about early literacy, enabled a mother to adjust her teaching to an appropriate level for her child. However, no writing studies have ever measured maternal sensitivity or considered the role of maternal responsiveness, which is a mother's reaction to her child's successes or failures. In this observational study, parents and their children were observed writing three pairs of words together (e.g., ape and day). Each word pair contained one common phoneme (e.g., /ə/). In one word, the phoneme was more challenging to spell than in the other because it was represented by two letters (e.g., day) instead of one (e.g., ape). The present study hypothesized that a sensitive mother would adjust her teaching approach to the difficulty of the word, whereas a non-sensitive mother would not. This task was also used to measure responsiveness. In addition, mothers were assessed on their literacy knowledge and home literacy practices and their children were assessed on letter-name and letter-sound knowledge, early reading and spelling and phonological awareness. Data is currently being collected therefore preliminary results will be presented and discussed.

17. Infallible evidence?: Lack of Public Knowledge of the Limitations of Body-Worn Video

Beth Schultheis, Holly Ellingwood, & Dr. Craig Bennell

There has been a recent call for improved police accountability in use of force encounters. As a result, many police forces around the world are now implementing the use of body worn cameras (BWCs). There appears to be a widespread belief that BWCs will provide reliable, ‘tell-all’ evidence of what actually transpired in use of force events. However, BWCs are not without their limitations and concerns are being raised about how this technology will be used in court proceedings. We recently conducted a survey drawing on community samples from Canada and the United States. The survey examined the public’s beliefs about the capabilities of BWC footage as video evidence. Our findings are concerning. For example, the majority of the public, all potential jury members, believe that BWC footage is more infallible than research on its limitations would suggest. When there is a discrepancy between officer testimony and video evidence, particularly if the discrepancy is central to the case, the public is more likely to believe that the officer is being dishonest rather than mistaken. It appears that the weight assigned to video evidence by the public might go beyond its potential probative value. This could be problematic given the known limitations of BWCs. The implications for police practice are discussed, as are implications for the courts, particularly when police take the stand.

18. “Would you Stand Up?”: Self-Reported Bystander Behavior, Moral Disengagement and Defender Self-Efficacy for Social Aggression

Nicole Summers, Dr. Tina Daniels, & Christine Polihronis

Peers are often involved in aggression as bystanders and through their actions or inactions they can support the behaviour, or stop it by defending the person who is targeted. The purpose of the present study was to examine cognitive justifications used to rationalize harmful acts directed towards others (moral disengagement) and belief in one’s ability to act to defend other who are the target of socially aggressive behaviour (defender self-efficacy) as related to bystander behavior when witnessing acts of social aggression (i.e. acts intended to cause harm by damaging someone's relationships or social status by means of gossip, rumors, and exclusion). Four hundred and fifty (77% female) undergraduate students completed an online survey to assess these relationships. Three hierarchical regression models were performed, one for each form of bystander behaviour (pro-bully, outsider, defender) for social aggression. Higher levels of moral disengagement were found to be associated with increased reports of pro-bully and outsider behaviour whereas higher defender self-efficacy was associated with higher reports of defender behavior. These findings indicated that in order to better explain bystander behaviours, researchers should consider multiple cognitive mechanisms to provide insight into the peer processes involved in aggression across various contexts. Results may be used to inform intervention and prevention programs as bystanders have been shown to be an important aspect of the bullying dynamic and can dramatically affect the prevalence and length of social bullying episodes.

19. A Cohort Sequential Latent Growth Model Of Overt and Relational Victimization from Grades 1-6: Associations with Gender, Internalizing and Externalizing Problems

Christine Polihronis, Dr. Tina Daniels, Nicole Summers, & Cecilia Jorgenson

The general purpose of this study was to examine the longitudinal trajectories of children's self-reported levels of physical and relational victimization over time among 4 cohorts of elementary school children in grades 1-4 at baseline. The extent to which overt and relational victimization experiences change over time using a longitudinal accelerated cohort design among elementary school children in grades 1-6 is currently unknown. A total of 1,878 children from four Grade participated in the study; Grade 1 (n = 465), grade 2 (n = 494), grade 3 (n = 447) and grade 4 (n = 446). The data was collected in five waves starting in the Spring of 2011 (T1), and ending in spring of 2013 (T5). A modified self-report version of the Social Experience Questionnaire (SEQ; Crick & Grotpeter, 1996) was used to assess experiences of overt and relational victimization and the Teacher reported version of the Behaviour Assessment Scale for Children was used to measure internalizing and externalizing problems. See Table 1 for design and frequency. The majority of children were from rural Canadian cities, of Caucasian ethnicity, from two parent families, and whose mother had a university or college education. Descriptive information can be found in Table 2. Latent growth curve modeling with an accelerated longitudinal design will be conducted to determine the progression of victimization over time for children in grades 1-6. Gender will be used as a moderator to determine the differences between boys and girls in their initial rates of victimization and rates of change in self-reported victimization over time. Finally, we will examine the influence of early internalizing and externalizing problems on initial levels and rates of change in victimization over time. It is expected that individual variability will exist between children's victimization experiences, and that on average, individual trajectories of physical victimization will decrease at faster rate in comparison to more covert relational forms of victimization, especially for the younger grades. An overall decreasing trajectory of overt, relational, and overall victimization will be expected from grades 1-6. The second aim of the study was to determine which individual level variables (child characteristics) may account for changes in the intercepts and slopes of victimization over time, including gender, grade level, internalizing and externalizing problems. It is also expected that higher internalizing and externalizing problems in children will have higher initial levels of victimization and these rates may not change over time.

Session 5: Three-Minute Blitz Talks

2:30 – 3:00

20. You're Almost There: Informing Gamblers that their Monetary Limit is Approaching Decreases Gambling Expenditures

Samantha J. Hollingshead & Dr. Michael J. A. Wohl

Setting a monetary limit (i.e., placing a cap on the amount of money willing to be spent) on a given gambling session is an effective responsible gambling strategy (Auer, & Griffiths, 2013). Indeed, researchers have demonstrated that reminding gamblers when they have reached their limit facilitates limit adherence (Stewart, & Wohl, 2013). In the current research, we test whether limit adherence is assisted further by reminding players that their limit is approaching. To this end, gamblers (N=90) were recruited from a slots venue to play slots in a virtual reality casino.

All participants were reminded when their limit was reached, however one third were also reminded that their limit was approaching at 70% of their limit and another third at 90% of their limit. Gamblers who were reminded that their limit was approaching were more likely to stop gambling (i.e., not play to their full limit) compared to gamblers who were only reminded when their limit had been reached. There were no differences between the 70% and the 90% condition. Results suggest that simply reminding players that their limit is approaching is sufficient to decrease time on device and thus gambling expenditure. As such, providing gamblers with a warning that their monetary limit is approaching may be a responsible gambling tool that can reduce the risks associated with gambling.

21. Principle or Self-Interest? Examining Attitudes towards Affirmative Action

Kris Merrells & Dr. Evelyn Maeder

After over sixty years, affirmative action remains a major political issue in the United States, with liberals typically in favour of it, and conservatives typically against it. As such, it is widely considered an issue of principle – opponents claim that affirmative action is unfairly giving preferential treatment to one group over another, while supporters claim that affirmative action is simply a corrective measure against an unfair society. It remains possible, however, that people are motivated less by principle, and more by self-interest – supporting affirmative action when it favours their ingroup, and opposing it when it favours an outgroup. My study aims to pit the Principle and Self-Interest hypotheses against each other by asking participants to rate their support for one of four affirmative action policies that benefit either liberals, conservatives, Black people or White people. If liberal and conservative support for the policy remains unchanged regardless of beneficiary, this would support the Principle hypothesis. If, however, support depends on whether the beneficiary is congruent with participant ingroup identity, this would support the Self-Interest hypothesis.

22. Spot the Violent Sex Offender: Identifying Violent and Non-Violent Sex Offenders at a Glance

Mari C. Shanahan Somerville & Dr. Adelle E. Forth

The present study aims to identify which personality traits are associated with higher accuracy in perceiving violence from just a short glance at a facial photograph. Participants will be asked to judge potential for violence from just two-second glances at photos of sexual offenders' faces. This research also aims to identify what facial cues individuals attend to in order to inform this judgment as well as which assessor personality traits, including psychopathic personality traits, are associated with increased accuracy. The same 84 images of violent and non-violent sex offenders used by Stillman, Maner, and Baumeister (2009) in their study are being used. These photographs were collected by Stillman et al. (2009) from the Florida sex offender database (<http://offender.fdle.state.fl.us/offender>). The procedure used by Stillman et al. (2009) has been recreated online, with the addition of assessments of observe (participant) personality characteristics. Additionally, we will be measuring facial width to height ratio (FWHR) in order to analyze potential associations between facial masculinity and assessments of high inclination toward violence by raters.

23. Leadership and innovative practice in education during periods of conflict and crisis.

Esther L. Briner

Significant numbers of children worldwide experience the impacts of conflict, crisis, violence, natural disasters, emergencies, or one of many other agents of change during their childhood. An alarming 37 million primary-aged schoolchildren are out of school or denied education, due to periods of crisis and the characteristic displacement that follows (Save the Children, 2008b). This in turn can have significant ramifications on a child's education (World Bank, 2005). Interest and recognition on the importance of education during periods of crisis is growing (Tomlinson, & Benefield, 2005). Many also recognise the opportunity for positive educational reform that can arise simultaneously during crisis and educational reconstruction after conflict (Pigozzi, 1999; Scott, 1994). The focus of this presentation is to present a few key examples of leadership and innovative practise in educational settings during periods of conflict and crisis. More specifically, the presentation will focus on examples of innovation in educational quality, curriculum reform, technology, teachers training and awareness, accelerated learning programs (ALP), peace and prevention programs that are aimed at minimizing the impact of crisis on children and education. Four agents of change—economic crisis, political conflict, health crisis, and natural disasters—will be presented using case studies that demonstrate innovative practises in education during periods of crisis. Finally, this presentation will share specific strategies and lessons learned from these case studies to promote international programs of research in early child education settings.

24. Reconceptualization of Active Procrastination: Is it Really Procrastination or Purposeful Delay?

Shamarukh Chowdhury & Dr. Timothy A. Pychyl

Research in the past decades has shown that procrastination is an instance of self-regulation failure with deleterious consequences such as poor performance (Tice & Baumeister, 1997), poor health and mental well-being (Sirois, Melia-Gordon, & Pychyl, 2003). Considering all the findings to date, undoubtedly, procrastination does not have any upsides or redeeming qualities. Surprisingly, Chu and Choi (2005) have coined a construct called active procrastination emphasizing that procrastination can lead to positive outcomes despite the deferral of tasks on purpose until the last minute. In reality, this construct of active procrastination resembles strategic purposeful delay to a great extent and not procrastination. Thus, the purpose of the proposed study is to investigate the construct validity of active procrastination using correlational research. I expect that active procrastination will relate to the correlates of purposeful delay and not procrastination. In addition, factor analysis and MANOVA will be carried out to further establish that active procrastination is indistinguishable from purposeful delay but differs from procrastination.

Break with coffee/tea

3:00 – 3:15

Session 6: Eight-Minute Talks

3:15 – 4:00

25. Intergenerational Trauma and Mental Health

Brent Bezo & Dr. Stefania Maggi

The impacts of collective traumas (i.e., mass traumas such as war, genocide) may be passed down from one generation to the next, a phenomenon known as the intergenerational transmission of trauma, or intergenerational trauma. Specifically, individual well-being, family processes, community functioning, and sociocultural norms may be adversely impacted by a mass trauma, and the impacts may be passed down from the survivor generation to subsequent generations. This presentation looks at some of the intergenerational impacts of a genocide that took place in Ukraine in the 1930s. To garner a multigenerational perspective, interviews were done with survivors and their adult children and grandchildren. Some of the findings include negative affect and trauma-based coping strategies that have traversed the generations. In other words, the 1930s mass trauma still appears to affect the psychological well-being of not just survivors, but also the second and the third generations, born decades after the genocide. These results will be framed with past findings from the literature pertaining to the intergenerational impacts of other mass traumatic events.

26. The role of emotion regulation in shy children's social behavior

Will E. Hipson

The ability to control one's emotions is a salient component of healthy development in children. Emotion regulation refers to one's ability to effectively modulate emotion expression and experience in a way that is adaptive to a particular situation. Children who are more skilled at controlling their emotions tend to have improved academic achievement and cognitive ability, and are more likely to build friendships with peers. Likewise, difficulties in emotion regulation (emotion dysregulation) are related to adjustment issues and may even predict the development of attention or mood disorders. Recent research has suggested that emotion regulation may play a key role in the social adjustment and behaviors of shy/inhibited children. Children with an inhibited temperament are more likely to respond negatively to emotional stimuli and are prone to using maladaptive regulatory strategies. Despite these preliminary results, previous studies have mostly relied on methods that assess children's ability to regulate frustration and anger. Since shy children experience fear in response to social interaction, it would be more appropriate to assess their regulation of fear and anxiety. The proposed research will examine whether fear regulation moderates the association between inhibited temperament and social adjustment in preschool children. Results from the proposed study will elucidate the linkages between emotion regulation and shyness in children. Furthermore, results may contribute toward future research on the developmental trajectories of severe forms of social withdrawal (i.e., social anxiety) and the potential precipitating factor of fear dysregulation.

27. The Black Sheep Effect: Social Identity or Threat Management?

Kris Merrells

A phenomenon has been observed where individuals are more punitive of ingroup members than outgroup members for an identical violation. This 'black sheep effect' (BSE) is hypothesized to be motivated by social identity maintenance; when a member of an ingroup behaves badly, it reflects poorly on the group to which they belong. Motivated to feel good about the groups to

which people identify, individuals will punish ingroup violators more harshly in order to demonstrate that these individuals do not reflect the group's values. Efforts to detect the BSE have met with mixed results. An alternative, evolutionary hypothesis is examined, where the BSE is triggered as a result of threat management. It is proposed that as ingroup members are both closer to and trusted by us, threats from them pose a greater danger, as they are unexpected and more difficult to defend against. Evidence supporting both hypotheses will be explored.

28. Why we do what we do: Comparing achievement aims and self-determined motives on goal progress over time

Kaitlyn M. Werner & Dr. Marina Milyavskaya

Past research suggests that motivation (i.e., autonomous and controlled) for pursuing a goal was more strongly related to positive outcomes than were the aims (e.g., performance-approach) (Vansteenkiste et al., 2010). However, these findings have only been examined in the context of specific behaviour (e.g., moral reasoning, perfectionism, academic outcomes), but not yet in relation to actual long-term goal progress. Additionally, there has yet to be any research that considers approach and avoidance aims simultaneously, as past research only examined the comparison between autonomous, controlled, and performance-approach motivation (Vansteenkiste et al., 2010). The objective of the present studies was to examine whether the interaction between achievement aims (i.e., approach, avoidance) and self-determined motivation (i.e., autonomous, controlled) would influence goal progress over time. Toward the beginning of a university semester, participants (n1=300, n2=159) identified a series of goals that they planned to pursue. Participants then reported their motivation for pursuing each goal, including autonomous, controlled, approach, and avoidance reasons. At the end of the semester, participants reported on their goal progress. Results from multilevel analyses for both studies confirmed our hypothesis that autonomous motivation would be the best predictor of goal progress over time. That is, people made more progress on their goals that were pursued for autonomous reasons compared to other people, as well as compared to their other goals, whereas controlled, approach, and avoidance motivation were not significant. We were also interested in understanding whether achievement aims and self-determined motivation are orthogonal constructs, and so we also examined their interactions. Results from both studies did not reveal any significant interactions, although autonomous motivation once again emerged as the only significant predictor of goal progress. The discussion will focus on the implications and future directions for goal-related research from self-determination theory and achievement goal theory, as well as effective goal pursuit more broadly.

Social Event at Mike's Place (2nd Floor Unicentre)

4:00 – 6:00

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