

2014

# Psychology Abstracts

Eighth Annual International  
Conference on Psychology  
26-29 May 2014, Athens, Greece

Edited by Gregory T. Papanikos

THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH





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8<sup>th</sup> Annual International  
Conference on Psychology  
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Greece

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## **Preface**

This abstract book includes all the abstracts of the papers presented at the 8th Annual International Conference on Psychology, 26-29 May 2014, organized by the Athens Institute for Education and Research. In total there were 31 papers and 35 presenters, coming from 16 different countries (Australia, Brazil, Canada, France, Georgia, Germany, India, Ireland, Mexico, Poland, Russia, South Africa, Spain, Turkey, United Kingdom and USA). The conference was organized into IX sessions that included areas of Psychology in Medicine, Mental Health, Clinical Psychology and other related fields. As it is the publication policy of the Institute, the papers presented in this conference will be considered for publication in one of the books of ATINER.

The Institute was established in 1995 as an independent academic organization with the mission to become a forum where academics and researchers from all over the world could meet in Athens and exchange ideas on their research and consider the future developments of their fields of study. Our mission is to make ATHENS a place where academics and researchers from all over the world meet to discuss the developments of their discipline and present their work. To serve this purpose, conferences are organized along the lines of well established and well defined scientific disciplines. In addition, interdisciplinary conferences are also organized because they serve the mission statement of the Institute. Since 1995, ATINER has organized more than 150 international conferences and has published over 100 books. Academically, the Institute is organized into four research divisions and nineteen research units. Each research unit organizes at least one annual conference and undertakes various small and large research projects.

I would like to thank all the participants, the members of the organizing and academic committee and most importantly the administration staff of ATINER for putting this conference together.

**Gregory T. Papanikos**  
**President**



**FINAL CONFERENCE PROGRAM**  
**8<sup>th</sup> Annual International Conference on Psychology, 26-29 May 2014,**  
**Athens, Greece**  
**PROGRAM**

**Conference Venue:** Titania Hotel, 52 Panepistimiou Avenue, Athens, Greece

**Organization and Scientific Committee**

1. Dr. Gregory T. Papanikos, President, ATINER.
2. Dr. George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.
3. Dr. Nicholas Pappas, Vice-President of Academic Affairs, ATINER & Professor, Sam Houston University, USA.
4. Dr. Thanos Patelis, Head, Psychology Research Unit, ATINER & Vice President of Research and Analysis, The College Board, USA.
2. Dr. Andrew Demirdjian, Professor, California State University, USA.
1. Dr. Spyros Catechis, Academic Member, ATINER & Adjunct Professor, Central Michigan University, USA.
3. Dr. Aspasia Papazanakis, Professor, Paulista University, Brazil.
4. Dr. Anthony Perry, Professor, North Central University, USA.
5. Dr. Gregory Alexander, Lecturer, University of the Free State, South Africa.
6. Dr. Zafer Bekirogullari, Lecturer, Eastern Mediterranean University, Cyprus.
7. Dr. Kostas Fanti, Lecturer, University of Cyprus, Cyprus.
8. Dr. Daphne Halkias, Research Associate, The Institute for Social Sciences, Cornell University, New York, USA.
9. Dr. Yaacov Julian Katz, Lecturer and Researcher in Social Psychology of Education, Bar-Ilan University, Israel.
10. Dr. Negovan Valeria, Senior Lecturer, University of Bucharest, Romania.
11. Ms. Aylin Montesogullari, Lecturer, Near East University, Turkey.
12. Ms. Ayla Ozekmekci, Lecturer, Near East University, Turkey.
13. Ms. Galina Kozhukhar, Senior Lecturer, Moscow City University of Psychology and Education, Moscow, Russia.
14. Mr. Amir Mohammad Behrooz Abedini, Teaching Assistant, Islamic Azad University-South Tehran Branch, Iran.
15. Ms. Selin Onayli, Ph.D. Student, Middle East Technical University, Turkey.
16. Ms. Angeliki Polychronopoulou, Hospital Governor (CEO) Psychiatric Hospital "Dromokaiteion", Greek Department of Health, Athens, Greece.
17. Mr. Bruno Cortegoso Prezenszky, Undergraduation student, Universidade Federal de São Carlos – Federal University of São Carlos, Brasil.
18. Latife Yazigi, Professor, Federal Sao Paulo University, Brazil.
19. Mr. Vasilis Charalampopoulos, Researcher, ATINER & Ph.D. Student, University of Sterling, U.K.

**Administration**

Fani Balaska, Stavroula Kiritsi, Eirini Lentzou, Konstantinos Manolidis, Katerina Maraki, Celia Sakka, Konstantinos Spiropoulos & Ioanna Trafali

**C O N F E R E N C E P R O G R A M**  
**(The time for each session includes at least 10 minutes coffee break)**

**Monday 26 May 2014**

**08:30-09:00 Registration**

**09:00-09:15 Welcome and Opening Remarks**

- Dr. Gregory T. Papanikos, President, ATINER.
- Dr. George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.
- Dr. Nicholas Pappas, Vice-President of Academics, ATINER & Professor, Sam Houston University, USA

**09:15-10:30 Session I (Room C): Psychology in Medicine**

**Chair:** Nicholas Pappas, Vice-President of Academics, ATINER & Professor, Sam Houston University, USA.

1. Linda Pagani, Professor, University of Montreal, Canada. Prospective Associations between Early Childhood Secondhand Smoke Exposure and Later Bio-Psychosocial Risks.
2. Caroline Ouellet, PhD Student, University of Quebec at Montreal, Canada. New Perspectives on Health Care System with Northern Quebec Aboriginals.
3. Chantelle De Abreu, Student, University of Cape Town, South Africa & Despina Learmonth, Lecturer, University of Cape Town, South Africa. Psychosocial Barriers to Cervical Screening Adherence in South African Peri-Urban Settlements.

**10:30-12:00 Session II (Room C): Psychology in the Professions & Forensic Psychology**

**Chair:** Linda Pagani, Professor, University of Montreal, Canada.

1. Mary W. Lindahl, Professor of Psychology, Marymount University, USA. Service Learning In Cases of Wrongful Conviction: Linking Academics with the Pursuit of Justice.
2. Javier Ruvalcaba-Coyaso, Professor, Autonomy University of Aguascalientes, Mexico, Clara Selva Olid, Professor, Autonomy University of Aguascalientes, Mexico & Miguel Sahagun, Professor, Autonomy University of Aguascalientes, Mexico. Job Satisfaction and Professional Identity: Explaining the Relationship Through Discourse Analysis in Psychologists.
3. Angela Moreland, Assistant Professor, Medical University of South Carolina, USA, Kate Walsh, PhD Student, Medical University of South Carolina, USA, Rochelle Hanson, .D., Medical University of South Carolina, USA, Ben Saunders, PhD Student, Medical University of South Carolina, USA & Dean Kilpatrick, PhD Student, Medical University of South Carolina, USA. Investigating Longitudinal Associations between Sexual Assault and High-Risk Behaviors among Female Adolescents: Results From a Nationally Representative Sample.
4. Ergun Hasgul, Teaching Assistant, Kastamonu University, Turkey & Ayse Sezen Serpen, Associate Professor, Ankara University, Turkey. Empathy's Importance in the Social Work Practices.

**12:00 -13:30 Session III (Room C): Mental Health in Children and Developmental Psychology**

**Chair:** Mary W. Lindahl, Professor of Psychology, Marymount University, USA.

1. \*Arvind Sinha, Professor, Indian Institute of Technology Kanpur, India. Passion, Competencies, and Personal Effectiveness: Perspective from the Young Minds.
2. Belgica Romero de Loera, Doctoral Student, Autonomy University of Aguascalientes, Mexico & Evangelina Tapia, Profesor, Autonomy University of

Aguascalientes, Mexico. Theoretical and Methodological Analysis of Concepts used in Research with Mothers under 20 Years.

3. Ekaterina Sedova, PhD Student, Moscow State University of Psychology and Education, Russia & Tatiana Goryacheva, Associate Professor, Moscow State University, Russia. Stages of Sensomotor Correction in Self-Regulation Development of Junior Schoolchildren.
4. Mark Doyle, PhD Student, University of Ulster, Ireland & Jamie Murphy, Lecturer, University of Ulster, Ireland. Competing Factor Structures of Child and Adolescent Psychopathology.

**13:30-14:30 Lunch**

**14:30-16:00 Session IV (Room C): Spirituality, Social and Cultural Psychology**

**Chair:** Paul Handal, Professor, Saint Louis University, USA

1. Paul Handal, Professor, Saint Louis University, USA. Distinguishing between Self-Classified Religious and Spiritual Emerging Adults: Conceptual and Operational Challenges.
2. Maria Irini Avgoulas, Lecturer, La Trobe University, Australia. The Greek Diaspora of Melbourne, Australia.
3. Vasiliki Orgeta, Senior Research Associate, University College London, UK & Anna Sachanidou, Senior Research Associate, University College London, UK. Cognitive Behavioural Therapy Based Interventions in Carers of People with Dementia: A Systematic Review and Meta-Analysis. (Monday 26 of May).
4. Carlos Roberto Velandia Coustol, PhD Student, Burgundy University, France, Caroline Perrin, Associate Researcher, Burgundy University, France, Philippe Castel, Full Professor, Burgundy University, France & Marie Françoise Lacassagne, Full Professor, Burgundy University, France. Intergroup Whites - Blacks Relationships in France. Considerations on the Impact of Social Desirability and Antiracist Norm in Inter-Ethnic Relations.

**16:00-17:30 Session V (Room C): Education**

**Chair:** Maria Irini Avgoulas, Lecturer, La Trobe University, Australia

1. Guillaume Airagnes, Professor, Paris Descartes University, France, Silla M. Consoli, Professor, Paris Descartes University, France, Cedric Lemogne, Professor, Paris Descartes University, France, Olivier De Morlhon, Professor, Paris Descartes University, France & Philippe Jaury, PhD Student, Paris Descartes University, France. Appropriate Training Based on Balint Groups Can Improve the Empathic Abilities of Medical Students: A Preliminary Study.
2. Richard C. Hunter, Professor, University of Illinois, USA. The Problems of Implementation of Educational Reform Initiatives after Brown and Their Impact on African American Children and Their Community.
3. \*Hudson Golino, Associate Professor, LaiCo - UFMG, Brasil, Cristiano Gomes, Adjunct Professor, LaiCo - UFMG, Brasil & Diego Andrade, Research Assistant, NPPE, FAINOR, Brasil. Predicting Academic Achievement of High-School Students Using Machine Learning.

**21:00-23:00 Greek Night and Dinner (Details during registration)**

**Tuesday 27 May 2014**

**08:30-10:00 Session VI (Room C): Counselling and Health Psychology**

**Chair:** \*Arvind Sinha, Professor, Indian Institute of Technology Kanpur, India

1. \*Monika Zareba, Assistant Professor, The Jan Kochanowski University, Poland. Regulation of Children-Parent Interactions and Psychomotor Development of Prematurely Born Children: A Review.
2. Horabail "Giri" Venkatagiri, Associate Professor, Iowa State University, USA. The Paradox of Stuttering.

3. David Joyce, Assistant Professor, University of British Columbia, Canada. Screening for Developmental Disabilities and Autism in Canada - A Survey of Primary Care Providers.
4. \*Yasemin Orucular, Clinical Psychologist, A Special Hospital, Turkey. The Mediator Role of Body Perception on the Relationship between Autonomous-Related Self Constructs and Eating Attitude.
5. Carlos Suso-Ribera, Pre-Doctoral Fellow, University of Barcelona, Spain, Laura Camacho-Guerrero, Pre-Doctoral Fellow, University Jaume I, Spain, Alberto Maydeu-Olivares, Chaired Professor, University of Barcelona, Spain & David Gallardo-Pujol, Assistant Professor, University of Barcelona, Spain. How Do Caregivers Experience the Patient's Chronic Pain?

**10:00-11:30 Session VII (Room C): Clinical Psychology**

**Chair:** Horabail "Giri" Venkatagiri, Associate Professor, Iowa State University, USA.

1. Robert Conyne, Emeritus Professor, Seattle University, USA. Training in Prevention Groups.
2. Sarah Belgrad, PhD Student, The Chicago School of Professional Psychology, USA & Nikita Reiserer, PhD Student, The Chicago School of Professional Psychology, USA. Trauma Research and Interventions Group: Specialized Education for Trauma-Related Disorders.
3. Kristine Lortkipanidze, Master's Student, Tbilisi State University, Georgia & Khatuna Martskvishvili, Assistant Professor, Tbilisi State University, Georgia. The Relationship between Emotional Intelligence and Clinical Disorders.

**11:30 -13:00 Session VIII (Room C): Industrial and Organizational Psychology**

**Chair:** Robert Conyne, Emeritus Professor, Seattle University, USA.

1. Shailendra Singh, Professor, Indian Institute of Management Lucknow, India. Do Leader Behaviour , Emotional Intelligence and Justice Perceptions Predict Organizational Citizenship Behaviour?
2. Kristine Lortkipanidze, Master Student Tbilisi State University, Georgia & Maya Robakidze, Assistant Professor, Tbilisi State University, Georgia. Personality and Job Performance: 16 PF Correlates of Pharmacists' Service Quality Indicators.

**13:00-14:00 Lunch**

**14:00-15:30 Session IX (Room C): Cognitive Psychology**

**Chair:** Carlos Roberto Velandia Coustol, PhD Student, Burgundy University, France.

1. Fang Zhao, University of Koblenz-Landau, Germany & Wolfgang Schnotz, University of Koblenz-Landau, Germany. Reading Approaches in Text-Picture Comprehension.
2. Barlow Wright, Senior Lecturer, Brunel University of London, UK. When do Dyslexic Children Read More Than non-Dyslexics? The Facilitation Effect in Attention.
3. Bidet -Ildei Christel, Assistant Professor, Poitiers University, France. Motor Knowledge Modulates Attentional Processing during Action Judgment.

**17:30-20:30 Urban Walk (Details during registration)**

**21:00- 22:00 Dinner (Details during registration)**

**Wednesday 28 May 2014**

Cruise: (Details during registration)

**Thursday 29 May 2014**

Delphi Visit: (Details during registration)

**Chantelle De Abreu**

Student, University of Cape Town, South Africa

&

**Despina Learmonth**

Lecturer, University of Cape Town, South Africa

## **Psychosocial Barriers to Cervical Screening Regimes Adherence in South African Peri-urban Settlements**

This study looks at the factors which prevent low-income black South African women from seeking, and adhering to, biomedical approaches for the prevention and treatment of precancerous lesions of the cervix. Cervical cancer is the second most common cancer among South African women, and black African women have the highest risk of developing this disease. Unfortunately, the majority of South African women do not adhere to recommended regular cervical screening. This results in unnecessarily high levels of mortality with over 50% of women dying from this easily preventable disease. Previous research on the same population group found structural (time, age, health education) and psychosocial (fear of screening and stigmatization) barriers to cervical screening adherence. Through conducting focus group interviews, this study identified further composite themes which adversely affect adherence. These themes highlighted the complex interaction between cultural norms, gender roles, “western” biomedical regimes, and traditional medicine. It is imperative that traditional healing systems are integrated into biomedical services for future prevention of unnecessary suffering through illness and death. With the persistence of globalisation and individuals continuing to immigrate and seek refugee status in foreign countries, it is also essential for international health-care systems to provide culturally sensitive health care services.

### **Brief description**

Currently disadvantaged South African women low adherence rates to cervical screening regimes could be attributed to themes highlighting the complex interplay of cultural norms, gender, biomedical regimes, and traditional medicine.

**Guillaume Airagnes**

Professor, Paris Descartes University, France

**Silla M. Consoli**

Professor, Paris Descartes University, France

**Cedric Lemogne**

Professor, Paris Descartes University, France

**Olivier De Morlhon**

Professor, Paris Descartes University, France

&

**Philippe Jaury**

Ph.D, Paris Descartes University, France

## **Appropriate training based on Balint Groups can Improve the Empathic Abilities of Medical Students: A Preliminary Study**

An erosion of empathic abilities throughout medical school has already been observed. In Paris Descartes University, fourth year medical students have been provided with an optional certificate based on Balint groups, which already proved their benefits on doctor-patient relationship. This study reports the changes in empathic abilities observed in students who participated in this certificate as compared with those who did not.

Thirty-four students were included in the intervention group and 129 in the control group participating in other optional certificates. Before the training sessions and 4 months later, students filled in the Interpersonal Reactivity Index (IRI) and they were asked to rate their emotional reactions in response to two case-reports: a woman with diabetes, borderline personality traits and childhood trauma history; a woman with histrionic traits suffering from multiple sclerosis, hospitalized for functional symptoms. A Principal Component analysis extracted four factors from the 8 questions asked: Empathic Approach, Rejecting Attitude, Intellectual Interest and Fear of Emotion Contagion.

At baseline, there was no difference between groups. At follow-up, an increase of IRI Fantasy Scale ( $p=0.02$ ) and a decrease of IRI Empathic Concern Scale ( $p=0.006$ ) were observed, regardless of the group. Regarding the diabetic case-report, the Empathic Approach factor increased in the intervention group only ( $p=0.023$  for the interaction effect), with a significant difference between the groups at follow-up ( $p=0.03$ ). In addition the Intellectual Interest factor increased ( $p=0.032$ ) and the Rejecting Attitude factor decreased ( $p=0.005$ ) regardless of the group. No change was observed regarding the other case-report.



These findings confirm a global turn between Empathic Concern and Fantasy Scale during medical school. Nevertheless only students in the intervention group finally exhibited an enhanced Empathic Approach when faced to the first case report, which usually elicits repulsive emotional reactions. Findings encourage assessing training initiatives designed at preventing the erosion of empathic abilities.

**Bidet -Ildei Christel**  
Assistant Professor, Poitiers U., France

## **Motor Knowledge Modulates Attentional Processing During Action Judgment**

Several studies have revealed the role of motor experience when humans have to judge human actions. However, the possible influence of motor knowledge on attentional processes has been neglected. This study used a flanker paradigm (Eriksen & Eriksen, 1974) to analyze the attentional responses of male and female participants during the judgment of running movements. Three running actions appeared simultaneously on a computer screen, with the target in the center and the flankers in the periphery. The target and flankers could be compatible or incompatible concerning both the direction of the movement and the sex of the runner. Moreover, flankers were presented upright or upside-down. The results indicate that the distracting effect of the flankers was different for male and female participants. Whereas direction-incompatible flankers systematically disturbed the female participants' performance, regardless of the sex and the orientation of the flanker, male participants were only distracted when the flankers were upright males. This finding offers new directions to explain sex differences in the judgment of human action.

**Maria-Irini Avgoulas**

Lecturer, La Trobe University, Australia

## **The Greek Diaspora of Melbourne, Australia**

This research has examined the transmission of health beliefs among three generations of Greek families in Melbourne, Australia and the way they understand both health and disease as an aspect of cultural maintenance in the context of the larger Australian society. Its findings will provide insight into the nature of cultural transmission in this community and also elucidate specific ideas about health that originate in the Greek culture of the immigrant generation and that may have been passed on to children and grandchildren. This is particularly important at the present time as the immigrant generation ages and requires a growing level of health care. In addition, an understanding of the impact of cultural transmission on the health behavior of the more acculturated first and second generation of Greek Australians will provide insight into the views of one of Australia's major ethnic communities that might influence members' health behavior. The elders of this community, in particular, have tried to ensure that their culture and traditions are kept alive and are handed down from generation to generation. The long history and cultural richness of the Greek tradition is a great source of pride to its members, and this is a key characteristic of the Greek community of Australia. Young and old Greek Australians speak of their country of origin with great pride and passion, as it remains central to their perception of nationality and ethnicity. This importance placed on the retention of the language and culture of their nation of origin means that the nature of cultural transmission across generations is of great significance to the community and can provide valuable insight into their interpretation of their own experiences. This paper will specifically present findings from this study, through the eyes of the second generation Greek Australian, how the young granddaughters who took part in this study conceptualize the Diaspora experience of their grandmothers and in turn what their Diaspora experience has been as a second Generation Greek Australian. In areas such as migration and health, migration and memory culture, religion and health, Greek culture and health, food and health and the Greeks of the Australian Diaspora and identity.

**Sarah Belgrad**

PhD Student, The Chicago School of Professional Psychology, USA  
&

**Nikita Reiserer**

PhD Student, The Chicago School of Professional Psychology, USA

## **Trauma Research and Interventions Group: Specialized Education for Trauma-Related Disorders**

The Trauma Research and Interventions Group (T.R.I.G.) was created in 2012 as the rebirth of previous instantiations of trauma research groups at The Chicago School of Professional Psychology Los Angeles (TCSPP-LA) campus Clinical Psychology department. Given the recent events within the United States, (i.e., wars, Newtown and the Boston marathon), the need for further education, research, and specialized training and interventions for Trauma, Trauma Related Disorders, and the socio-psychological impact of untreated trauma is greater than ever. It is the T.R.I.G. group's mission to promote culturally sensitive interventions and research to ameliorate the devastating impact of untreated trauma issues thus far, and will hopefully have the effect of serving as a primary intervention resource.

We will develop an integrated series of four courses targeted primarily for graduate students in all branches of psychology, agencies working with traumatized populations, the academic and practitioner psychology communities, and the public. The courses will be organized as follows: 1) Etiology and Assessment of Trauma, 2) Culture, Trauma, and Suicidality, 3) Treatment of Trauma and Suicidality, and 4) Crisis Intervention for Traumatic Events and Suicidality: Ethics and Law.

These courses will consist of 8 hours of instruction per course, approximately one-fourth of a normal graduate-level course, and will normally be delivered over a two-week period. However, these courses will also be videographed and will also be made publicly available in an electronic format. The courses will be made available on a continuous basis to communities of interest, and will periodically be updated for current content by The Chicago School of Professional Psychology. Subsequent to the delivery of the courses, The Chicago School of Professional Psychology will plan to expand and incorporate this material into a graduate-level certificate program in trauma.

**Robert Conyne**

Emeritus Professor, Seattle University, USA

## **Training in Prevention Groups**

Training in prevention group leadership needs to help learners to become informed about and develop competencies in: (a) prevention knowledge, skills, attitudes, and values as they relate to mental health; (b) group leadership best practices grounded in evidence bases, ranging across the domains of planning, performing, and processing and emphasizing psychoeducation and active interaction; and (c) how to integrate and apply these two elements (Conyne & Horne, 2013; Conyne, 2014).

Prevention principles and processes: Particular attention should be placed on a systemic, ecological vantage point; on collaboration, group processes and consultation; on personal attributes sensitive to prevention (e.g., persistence, social justice, and a long-range view); and on cultivating adoption of a primary prevention perspective emphasizing incidence reduction and a proactive, before-the-fact orientation (Conyne, Horne, & Raczynski, 2013). Prevention applications should be informed by the American Psychological Association Guidelines for Prevention in Psychology (APA, 2013).

Group leadership best practices: Special focus needs to be given to best practice guidelines (e.g., Association for Specialists in Group Work, 2007). These include planning and designing groups collaboratively with representatives of the designated population, respecting their unique ecological context (Conyne & Diederich, 2014, Rapin & Crowell, 2014); performing/delivering groups and group activities that accentuate member connection and interaction while providing clear opportunities for intentional skill development and feedback (Clanton Harpine, 2010; Marmarosh & Dunton, 2014); and assisting members to process their learning to engender meaning and to increase the likelihood of current and future application (Ward & Ward, 2014).

Integration: Trainees need opportunities to conduct prevention groups under supervision. Practica and internships afford the best places for this watchful practice to occur. They need coursework in program development and evaluation to assist their abilities to design prevention group programs that include the components I've mentioned. They need group training in basic and advanced leadership knowledge and skills. Learners need seminars that allow them to evolve the all-important primary prevention perspective, which allows them to apply traditional and basic competencies to promote and prevent, as well as to remediate.

**Mark Doyle**

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&

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## **Competing Factor Structures of Child and Adolescent Psychopathology**

**Background:** Psychopathological comorbidity is highly prevalent among children and adolescents. To date, the most widely utilised measurement model that has attempted to explain this co-occurrence is the 2 factor model of internalising and externalising proposed by Achenbach (1989). Several competing models of general psychopathology have since been reported as alternatives, including a recent superordinate factor model, proposed by Forbush and Watson (2013), which modelled separate internalising dimensions labelled 'distress' and 'fear'.

**Method:** Using the British Child and Adolescent Mental Health Survey data (B-CAMHS; N=18435), the current study employed confirmatory factor analysis to test competing factor models of child and adolescent psychopathology. The B-CAMHS was an epidemiological survey of children between the ages of 5 and 16 in Great Britain. Child psychological disorders were assessed using the Strength and Difficulties Questionnaire (Goodman et al., 1997), and the Development and Wellbeing Assessment (Goodman et al., 2000). Assessments were reviewed by a small team of clinicians to assign diagnoses.

**Results:** Two models demonstrated acceptable fit. The first complimented Achenbach's internalising and externalising structure. The second model supported Forbush and Watson's representation of psychopathology. Internalising was represented by a 'distress' dimension (generalised anxiety disorder; depression; ptsd) and a 'fear' dimension (specific phobia; social phobia; panic). Externalising was represented by oppositional defiance, conduct and hyperkinetic disorders. The distress and fear dimensions were associated with being older, while distress was also associated with being female. Externalising psychopathology was associated with being male.

**Discussion:** The findings suggest that childhood internalising may also be accurately conceptualised in terms of distress and fear.

**Implications:** This study directly informs future measurement models of childhood psychopathology.

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## **Predicting Academic Achievement of High-School Students Using Machine Learning**

Machine learning is a broad set of statistical and computational techniques that is used to make predictions, to discover new relations or patterns in data and to create automated systems. It possesses great advantages over the most classic statistical techniques, since it does not rely on heavy assumptions and usually leads to high accuracies in the predictions. The present paper will present a set of methodological strategies to predict academic achievement of high school students, integrating the fields of psychometrics and machine learning. A sample composed by 135 Brazilian high-school students (10<sup>th</sup> grade, 50.34% boys), aged between 14 and 19 years old ( $M = 15.44$ ,  $DP = 1.09$ ), answered to three psychological instruments: the Inductive Reasoning Developmental Test (IRDT), the Metacognitive Control Test (MCT) and the Brazilian Learning Approaches Scale (BLAS - Deep approach). The first two tests have a self-appraisal scale attached, so we have five independent variables. The students' responses to each test/scale were analyzed using the Rasch Model. A subset of the original sample was created in order to separate the students in two balanced classes, high achievement ( $n = 41$ ) and low achievement ( $n = 47$ ), using grades from nine school subjects. In order to predict the class membership a machine learning model named Random Forest was used. The subset with the two classes was randomly split into two sets (training and testing) for cross validation. The result of the Random Forest showed a general accuracy of 70.45%, a specificity of 73.69% and a sensitivity of 68% in the training set. In the testing set, the general accuracy was 66.90%, with a specificity of 61.90% and with a sensitivity of 72.72%. The most important variable in the prediction is the IRDT because when it is removed from the predictive model the mean accuracy decreases 65.19%. Finally, implications of the present study to the field of educational psychology will be discussed.

**Paul Handal**

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## **Distinguishing between Self-Classified Religious and Spiritual Emerging Adults: Conceptual and Operational Challenges**

There has been considerable difficulty in conceptualizing and operationally defining religion and spirituality as separate constructs. Further, the last few years have seen an increase in Americans identifying themselves as spiritual only, rather than affiliating with an institutional religion. This study sought to identify a scale that would discriminate between religion and spirituality, particularly between and among participants who self-identified as religious only, spiritual only, both, or neither. The study employed two measures of religion: the Personal Religious Inventory (PRI) and the Duke Religious Index (DUREL), and three measures of spirituality: the Spiritual Transcendence Scale (STS), the Daily Spiritual Experiences Scale (DSES) and the Spiritual Involvement and Beliefs Scale (SIBS). All assessment measures had reported adequate reliability and validity data. It was predicted that those who self-identified as religious only would score significantly higher on the PRI and the DUREL when compared to those who self-identified as spiritual only. Further, it was also hypothesized that those who identified as spiritual only would score significantly higher on the STS, the SIBS, and the DSES when compared to those who self-identified as religious only. However, the results revealed that participants who identified as religious only scored significantly higher than those who identified as spiritual only on both the religious and the spiritual measures. Discussion focused on the significance and magnitude of the intercorrelations between and among the measures of religion and spirituality, which reflects more than 60% shared variance among the measures. Reasons for the strong correlations were discussed and included content overlap and a failure to clearly conceptualize the constructs of religion and spirituality.



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&

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## **Empathy's Importance in the Social Work Practices**

Social work is a helping profession that, as other professions working with people, aims to achieve social change by increasing an individual's social functioning, enhancing and maintaining people's well-being. Change and continuity is necessary for this improvement to be rendered possible. As social change agents, social workers need to possess special characteristics to implement their social work interventions. A social worker is a professional who takes responsibility, pays attention, respects diversity, has critical thinking, verbal and nonverbal communication skills, is able to understand a client's emotions and empathize with others. By utilizing the characteristics mentioned above, a social worker initiates the helping relationship.

The purpose of this research emphasizes the importance of empathy in social work practice. This study, measuring empathy skills of social workers, was applied to 295 social workers. As a result of this research, the importance of empathy in social work practice has been demonstrated.

**Richard C. Hunter**  
Professor, University of Illinois, USA

## **The Problems of Implementation of Educational Reform Initiatives after Brown and Their Impact on African American Children and Their Community**

This paper is organized into five sections and the first section: presents the famous Brown v. Board of Education decision of the United States Supreme Court and discusses some of the problems with the implementation of Brown. Section two consists of a thorough discussion of the approximately 416 years of discriminations against African-Americans citizens and public school students in the United States. These discriminations include: slavery, Plessy v. Ferguson, and the 'massive resistance' movement to public school desegregation, which was a major problem for the implementation of the Brown decisions. Additional forms of discrimination against African-American public school students, such as school finance disparities, tracking, special education placements, and discipline practices are also discussed in section two. Section three is based on several of the educational innovations implemented in public schools to address the discriminations against African-American citizens and public school students, since the Brown decisions. These innovations include: charter schools, vouchers, and privatization, which began to be implemented in the public schools, during the 1960s, 1970s, and 1990s. Some of the problems with implementation of these strategies were also discussed in section three. Section four reviews some of the more recent efforts to improve public education for the nation's African-American public schools students. These innovations were attempts at reforming and/or restructuring the public educational system. Also, section four addresses the question of accountability, which gained stature as the nation began to focus more attention on: results and holding the public educational system responsible for its efforts with African-American public school students. Some of the school reform and restructuring strategies discussed in this section include: Leave No Child Behind and the Race to the Top, which are Federal programs of advanced by Presidents George W. Bush and Barrack Obama. The fifth and final section of the paper is an analysis of the information presented in each of the other sections. It also includes ten recommendations from the author, which he believes are necessary, if the nation is to genuinely attempt to improve public education for African-American students. This, he maintains will not be possible without first fully appreciating the gravity of the 416 and more years of discrimination waged against

African-American citizens and public school students in the United States. The longevity and scope of the discriminations against African-American people and public school students cannot be minimized, as it has in the past. Instead, the discriminations must be fully addressed with real strategies designed to fully ameliorate the cumulative effects of these discriminations.

**David Joyce**

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## **Screening for Developmental Disabilities and Autism in Canada - A Survey of Primary Care Providers**

**OBJECTIVES:** Recent guidelines recommend regular screening for developmental delays (DD) and autism, using standardized tests. Available evidence suggests that detection of DD without such tools is inaccurate. In Canada, where the majority of primary care is provided by family physicians, little is known about current practices, knowledge, and barriers to screening.

**METHODS:** A random survey of 1000 primary care providers was conducted. Familiarity with the Nipissing District Developmental Screen (NDDS), Ages and Stages Questionnaire (ASQ), Parents' Evaluation of Developmental Status (PEDS), Modified Checklist for Autism in Toddlers (MCHAT) and the Rourke Baby Record were specifically examined. Attitudes, beliefs and barriers to screening were assessed by level of agreement with a number of statements. R

**RESULTS:** A total of 252 clinicians returned the survey. The majority reported good familiarity with the Rourke (87.3%), but less than half used the NDDS. A minority of clinicians were familiar with the ASQ (6.3%), PEDS (8.3%) and MCHAT (12.6%). The majority of respondents believed that interventions for DD were effective, but only half felt confident in how to care for DD, and 40.1% indicated there were insufficient community resources. Twenty three percent felt confident that they could identify DD without screening tools, and 26.2% felt that eliciting parental concerns was a good substitute for screening. The major barriers to screening identified were lack of: time (72.6%), familiarity with tests (68.3%), resources (53.9%) and reimbursement (57.1%).

**CONCLUSIONS:** These findings indicate that the majority of family physicians do not use standardized developmental screening tests, and certain negative attitudes and beliefs as well as barriers can be attributed to this lack of screening. While the Rourke is used routinely, it has never been validated for developmental screening. Further dissemination of guidelines and recommendations for use of screening tests is needed to increase the accuracy of screening for DD.

**Mary W. Lindahl**

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## **Service Learning In Cases of Wrongful Conviction: Linking Academics with the Pursuit of Justice**

Murillo (1991) has argued that the creation and growth of service learning programs in higher education is an emerging social movement, developing in response to ongoing societal problems, such as poverty, inequality, and injustice. Besides teaching course content, these classes encourage students to prepare for active citizenship in a democratic society by linking academic learning with critical community needs. This paper describes an intensive, week-long graduate forensic psychology class, which examines the actual case of an imprisoned individual who may be wrongfully convicted for murder. It was developed in partnership with referring public defenders, regional Innocence Projects, and private attorneys, whose resources for such investigation are severely limited. The class is team-taught by the professor, and two retired law enforcement experts acting on a pro bono basis, who discuss the cognitive biases leading to wrongful convictions and teach the basics of sound investigative techniques. Students are provided materials in advance, such as crime scene and autopsy photographs, medical examiner findings, interrogation and confession evidence, witness testimony, legal pleadings, trial transcripts, and psychological evaluations. After the week concludes, students write a detailed outline of their analysis, which is then provided to the client's attorney. Students taking the class over a five-year period reported improvement in critical thinking and analytic abilities, satisfaction in contributing to the pursuit of justice, and increased interest in human rights advocacy. This model could be adapted for use in countries with different legal systems, as well as for a number of academic disciplines such as criminal justice, forensic science, sociology, psychology, political science, and legal studies.

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&

**Khatuna Martskvishvili**

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## **The Relationship between Emotional Intelligence and Clinical Disorders**

The potential effect of mental disorders on emotion-related personality constructs has been the subject of limited research. In spite of intuitive link between mental disorders and emotional intelligence, there is still lack of research literature in this area, particularly in clinical samples. Generally, disturbances in emotions are increasingly recognized as general, clinically important characteristics of most mental disorders because emotions provide the fundamental basis for most of them. The present study was designed to investigate whether emotional self-perceptions of individuals with different mental disorders differ from those of without mental illnesses. We compared the trait emotional intelligence profiles of 70 inpatients with the diagnosis of different mental disorders against the profiles of 126 group-matched controls using the Trait Emotional Intelligence Questionnaire (TEIQue) (K. V. Petrides, 2009). A multivariate analysis of variance revealed a significant main effect for group with patients with mental disorders scoring lower than controls on most TEIQue facets (Wilks'  $\lambda = .54$ ,  $F(14,172) = 10.68$ ,  $p = .000$ ,  $\eta^2 = .465$ ). There were also some significant main effects of gender (Wilks'  $\lambda = .87$ ,  $F(14,172) = 1.76$ ,  $p = .048$ ,  $\eta^2 = .125$ ) and significant interaction effect between participants group and gender (Wilks'  $\lambda = .87$ ,  $F(14,172) = 2.07$ ,  $p = .032$ ,  $\eta^2 = .132$ ). The results suggest that emotional intelligence could provide a new perspective and important information for the study of mental disorders and could present an unique contributor to overall state of mental health. More research is required to replicate the results with clinical population, but further studies should be done with clinical sample of individuals with the same diagnosis.

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**Investigating Longitudinal Associations between Sexual Assault and High-Risk Behaviors among Female Adolescents: Results From a Nationally Representative Sample**

Approximately 6.1 percent of youth had been sexually abused within the past year, with 1 in 10 reporting sexual abuse over their lifetimes (Finkelhor, Turner, Ormrod, Hamby, & Kracke, 2009). While the link between CSA and high-risk behaviors has been well-established within the literature, less information is available regarding the combined effects of CSA, substance use, and delinquent behaviors. Utilizing a nationally representative sample of adolescent girls age 12 to 17, this study examines the longitudinal relationships between sexual assault and high-risk behaviors (i.e., non-experimental alcohol and drug use; delinquent behavior). To address current gaps in the literature, the study aimed to examine more carefully the relations among CSA, substance use, and delinquent behavior among a sample of 1,763 girls. Specifically, the study examined longitudinal associations among these three constructs, to identify differences among the paths. We hypothesized that CSA would predict each type of subsequent high-risk behavior.

Using path modeling statistical techniques, findings provide support for the link between CSA and non-experimental drug use and delinquent behavior, which is consistent with other studies in the field.

However, CSA at Time 1 was not associated with non-experimental alcohol use at Time 2. Findings suggest a unidirectional relationship such that non-experimental alcohol use actually precedes risk for sexual victimization. Adolescence who experienced alcohol-related victimizations may abstain from alcohol as a result of their negative victimization experiences. Instead they may be more likely to act out with peers or engage in non-experimental drug abuse. Limitations to the study are discussed, along with implications for research, policy, and practice.

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&

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## **Cognitive Behavioural Therapy Based Interventions in Carers of People with Dementia: A Systematic Review and Meta-Analysis**

**Objectives:** Anxiety and depression are common comorbidities in carers of people with dementia. Cognitive behavioural therapy (CBT) is a psychological intervention recommended for the treatment of anxiety and depression. This study provides a systematic review of CBT based interventions in dementia family caregivers.

**Methods:** Systematic review. We searched electronic databases of studies evaluating the effects of CBT based interventions on psychological well-being in dementia caregivers. Selection criteria were a randomised controlled design, and comparing CBT with a control group or support condition. Two reviewers worked independently to select trials, extract data, and assess risk of bias, using established criteria by the Cochrane Group.

**Results:** A total of 10 RCTs met the inclusion criteria. Pooled data showed that CBT reduced depressive symptoms (standardized mean difference (SMD) 0.50; 95% confidence interval (CI) -0.81 to -0.18), and dysfunctional thoughts in comparison to usual care, (SMD -0.89; 95% CI -1.21 to -0.56), in dementia carers. CBT reduced both self-rated, (MD -6.69; 95% CI -11.67 to -1.71), and clinician-rated anxiety symptoms (MD -12.80; 95% CI -19.50 to -6.10). CBT-based psychoeducational interventions reduced burden only (SMD 0.32; 95% CI -0.57 to -0.06). CBT specifically targeting anger, reduced hostility in carers, (SMD -1.55; 95% CI -1.99 to -1.10), in comparison to usual care as well as depression, (SMD 1.04; 95% CI -1.45 to -0.62).

**Conclusion:** There is evidence that CBT interventions reduce depressive, and anxiety symptoms in dementia caregivers, and CBT specifically targeting anger reduces hostility. On the other hand CBT-based psychoeducational interventions appear effective in reducing burden. Although statistically significant, the observed benefits should be interpreted with caution as the studies conducted so far have limitations. Further high quality trials are needed for evaluating the effects of CBT in improving psychological well-being in carers of people with dementia.



**Yasemin Oruclular**

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## **The Mediator Role of Body Perception on the Relationship between Autonomous-Related Self Constructs and Eating Attitude**

The purpose of this research is to investigate the relationship between autonomous, related, autonomous-related self constructs and eating attitude, and to investigate whether or not there is a mediator role of body perception on this relationship.

The sample of this research composed of 481 participants (314 women, 167 men). The sample age range was 19.14 (SD = 2.32). The height and weight mean related to women was 1.65 cm (SD = .06), 56.32 kg (SD = 7.96) respectively. On the contrary, the height and weight mean related to men was 1.77 cm (SD = .06), 73.83 kg (SD = 11.94) respectively. The number of participants who think they are at their ideal weight was 205 while the number of participants who think they are not at their ideal weight was 274.

According to the results, there was a statistically significant difference between autonomous-related group and comparison group in terms of eating attitude. The nonexistence of autonomous-related self dimensions together predicted the disturbance in eating attitude. Autonomy alone was not statistically related to the eating attitude, but relatedness alone was statistically related to the eating attitude. The decline in the relatedness scores predicted the disturbance in eating attitude. However, there is not a statistically meaningful difference between autonomous-related group and comparison group in terms of body perception. Additionally, the mediator role of body perception on the relationship between the self constructs (autonomy-relatedness) and the eating attitude was not statistically significant. As being not within the scope of basic research results, whether or not participants think that they are at ideal weight had an effect on their eating attitudes and on the degree of dissatisfaction in body perception. Furthermore, the relationship between the degree of dissatisfaction in body perception and the disturbance in eating attitude was statistically significant just for women participants.

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## **New Perspectives on Health Care System with Northern Quebec Aboriginals**

**Introduction:** Illnesses are at higher rates in aboriginal communities than in the general population. Changes in lifestyles may contribute to this situation notably by involving a transition away from traditional foods in favor of commercially prepared foods, along with a greater reliance on motor vehicles and a consequent decrease in physical activity. But one main reason for higher illness rates is the cultural resistance of aboriginals to contemporary health care. **Objectives:** In order to elaborate a model to promote access to traditional medicines into a modern health care system, scientific literature and grey literature are used to define first nations' barriers and facilitators to the use of traditional medicines and allopathic medicines in their communities. An implementation plan will be proposed and evaluated. **Methods:** The review of relevant models enables a critical analysis based on pertinence for the concerned population. 1. Using a Two-Eyed Seeing approach based upon a participatory-action research project involving Aboriginal/Non-Aboriginal consultation, we will identify barriers, facilitators and other factors influencing the access to Aboriginal traditional medicines (TM) within different health care systems in participating Cree (2) and Innu (1) communities; perceptions of key stakeholders (users of services, healers/Elders, health professionals and health administrators) will be assessed in this 2.

Using consensual approaches among study participants, we will identify locally relevant solutions to develop stepwise strategies to enable the safe delivery of Aboriginal TM in a culturally and socially respectful manner within the current primary health care system in participating Cree and Innu communities. 3. We will explore and analyze issues, using a grounded theory approach, related to the development and implementation of such strategies to identify key components that can promote their adaptability, transferability and scalability for the benefit of other Aboriginal communities not only within Cree and Innu territories but throughout Quebec and across Canada. The model will be presented in focus groups (sharing circles) composed of health workers, healers and elders of First Nations as well as users and non-users of traditional / contemporary health care. **Results and discussion:** The model will be implemented in a native village to test its feasibility. The results will empower the Cree communities by being more independent and active in their choice. The project will promote awareness of communities and will identify the

best solutions for them and by them. It will contribute to the sustainability of knowledge in addition to the recognition of traditional medicines in communities and outside communities. Conclusion: Finally, the knowledge generated will help to position the potential role of traditional native medicine in the modern healthcare system in order to reduce health inequities among vulnerable populations. As they requested, Natives will have the best of both worlds by developing strategies to provide safe and culturally appropriate access to aboriginal traditional medicines in the contemporary primary health care system.

**Linda Pagani**

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## **Prospective Associations Between Early Childhood Secondhand Smoke Exposure and Later Bio-Psycho-Social Risks**

Environmental sources of tobacco smoke represent the most passive and preventable cause of disease and disability. Secondhand smoke comprises 85% sidestream smoke emanated from a burning cigarette and 15% inhaled and then exhaled mainstream smoke. Because it contains a higher concentration of many dispersed respirable pollutants over a longer exposure period, sidestream smoke is considered more toxic than its mainstream counterpart. Approximately 40% of children are passively exposed to secondhand smoke worldwide. Infants and young children account for the largest global disease burden associated with prenatal and postnatal secondhand smoke, probably due to underdeveloped neurological, immune, and respiration-circulatory systems. There is an increasingly robust association between tobacco smoke exposure, before and after birth, and bio-psycho-social problems in children. The multiple effects of tobacco smoke inhalation are best understood in terms of disruptions in normative processes related to hypoxia and neurotoxicity on a cellular and structural level, both of which have the potential to become intergenerational. Secondhand smoke represents a modifiable risk factor in which preventive interventions could diminish future disease burden estimates in public health. Using a Canadian birth cohort, this paper presentation summarizes several research findings from our longitudinal research project which examines prospective associations between early childhood environmental tobacco smoke and the development of a number of later bio-psycho-social risks in children, including: obesity, executive function pathologies, school problems, and antisocial behavior. The most remarkable feature of these studies is not only their prospective nature from early childhood to adolescence, but also their attempts to eliminate the confounding influence of gestational smoke exposure. It is concluded that public health efforts be directed toward increasing parental awareness and compliance with existing guidelines that recommend no safe level of exposure.

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&

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## **Personality and Job Performance: 16 PF Correlates of Pharmacists' Service Quality Indicators**

The validity of personality traits as predictors of job performance has been increasingly explored. Traditional method of performance appraisal is based on superiors' evaluation of employee while mystery shopping tools represents very useful measurement to evaluate staff performance in service industries. It is based on observation of employee behavior in work situation. The study was designed to investigate whether there is correlation between Cattell 16 PF and service quality indicators using mystery shopping survey method. Forty-two female pharmacists-consultants (working in a drug store) (M of age = 36.7, SD=9.37) completed Cattell's 16 Personality Factors Questionnaire. Mystery shoppers evaluated pharmacists communication and sale skills and service standards performance. The results showed that there is correlation between Emotional Stability factor and sales skill ( $r = .34, p < .05$ ), Emotional Stability and global indicator of service quality ( $r = .31, p < .05$ ), Self-reliance was negatively correlated with communication skills ( $r = -.36, p < .05$ ). The results of standard multiple regression showed that Dominance factor has a predictive value ( $R^2_{ADJ}=.08, F(1,41)=4.63, p=.03$  for overall indicator of service quality  $\beta = -.32, p=.03$ ). The results suggest that personality traits are important in the workplace. Mystery shopping survey methods are useful tools not only for assessing company's customer service but personnel job performance as well.

**Ekaterina Sedova**

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&

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## **Stages of Sensomotor Correction in Self-Regulation Development of Junior Schoolchildren**

Self-regulation development can be described as a process having multilayer causation.

Following Nikolaeva (1991), we consider self-regulation as a system process, supporting relevant to the conditions changeability, flexibility of person's life activity. The self-regulation model (Nikolaeva, 1991) consists of three levels (the level of self-regulation of psychic states, the operational and the motivational levels).

The aim of current research was to influence on malfunction of the first level of self-regulation. The experimental group included 30 students in the age of eight-nine years having problems with school education because of instability and lack of concentration. The control group consisted of 32 children of the same age with the same problems not taking part in the intervention course.

The basic diagnostics method was the Luria's neuropsychological battery of tests, adapted by Semenovitch (2002).

The intervention method, applied in this study, was the method of sensomotor correction (Goryacheva, Sultanova, 2003). It is based on the Luria's theory of three functional blocks of brain (Luria, 1962) and focuses on normalization of first functional block of brain by means of motion.

The correction process included four stages with special exercises (breathing, locomotory, oculomotor etc.) each one. Some basic exercises were performed throughout the whole intervention period. During eight months the children have been having two one-hour group sessions per week. Each group consisted of 6 persons.

Comparison with the control group has shown that the sufficient positive changes of self-regulation level have taken place in the experimental group. Improving of school results, more pronounced in experimental group, also confirms that sensomotor correction is a powerful way of self-regulation development.

**Shailendra Singh**

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## **Do Leader Behaviour, Emotional Intelligence and Justice Perceptions predict Organizational Citizenship Behaviour?**

Researchers and management practitioners are constantly in search of factors that can contribute to organizational effectiveness and competitive advantage. Organizational citizenship behaviour (OCB) may be one of such factors which may be helpful in contributing to both organizational effectiveness and competitive advantage. It involves discretionary work behaviour of employees beyond their formal job requirements. It has been argued that emotional intelligence, leader behaviour and Justice perceptions would positively contribute to organizational citizenship behaviour. OCB was measured on five dimensions: conscientiousness, sportsmanship, civic virtue, courtesy, and altruism. Participants in the study were 105 employees and their supervisors belonging diverse set of organizations including manufacturing, engineering, services, etc. Of these respondents 87% were male while 13% female. All respondents had a college degree or higher qualifications. Data on Emotional Intelligence, Leader-Member Exchange and organizational justice were collected from focal employees, while data on OCB were provided by their superiors. Pearson correlations and step wise regression analysis were used to analyze the data. Results revealed that Emotional Intelligence , Leader behaviour measured in terms of Leader-Member Exchange, and justice dimensions were positively related to OCB. Regression analysis results further revealed that informational justice was one of the most critical dimensions of organizational justice in predicting OCB. The findings have been interpreted within the framework of social exchange theory. Implications of the study of have been discussed.

**Arvind Sinha**

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## **Passion, Competencies, and Personal Effectiveness: Perspective from the Young Minds**

The paper presents some interesting findings about the role of a concept, which the author and associates discovered earlier in organizations, labeled as the “advantageous inequity” as related to passion. Based on the concept of equity motivation, it was discovered that inequity may be perceived not only in terms of just the financial rewards, but anything that the person subjectively perceives as rewarding. A perception of subjectively perceived inequity that is more rewarding to a person compared to a subjectively comparable person generates not only a psychological debt but also a strong inclination toward a self defining activity that one may like or love. Such an inclination has been termed in the literature as “passion”. The ongoing primary research results based on samples (N = 500, in total) of current professional college (a technological university) students (n = 200), budding professional graduated from the same technological university (n = 200), and professionals belonging to financial institutional professions (n = 100), analyzed through analysis of interview data, and also through exploratory factor analysis and regression analysis suggested that an “advantageous inequity” arising out of a basic psychological need of relatedness to some (or a larger) cause, and feeling of competence to make significant contributions to the profession and the humankind at large, may contribute to passion. The implications of the findings were discussed in light of the existing literature and future research possibilities for individual level effectiveness were suggested.



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## **How Do Caregivers Experience the Patient's Chronic Pain?**

Many studies have explored the psychological factors that may influence the experience of pain in chronic pain patients. Are these same factors responsible for the way their caregivers experience the aforementioned pain? To answer to this question we recruited a sample of 100 chronic pain patients and their caregivers. Most common type of relationship was being a couple/married (67.6%) and the caregiver being the son/daughter (19.6%). Mean time spent with the patients was 12.8 hours a day (SD = 8.34).

We evaluated the patient's pain interference and intensity by means of a Numerical Rating Scale. We used the same method to assess the caregiver's perception of the patient's pain and the interference that the pain had on their own lives. We explored personality (NEO-FFI-R), problem-solving (SPSI-R) and catastrophizing (GABS-SV) as psychological factors that could potentially influence the caregivers' experience of pain.

Correlational analyses showed that the amount of time that caregivers spent with the patients was positively correlated with the interference that such pain caused on their own lives ( $r=0.205$ ,  $p=0.039$ ). Among all psychological variables only problem-solving orientation seemed to influence the caregiver's pain experience. Thus, those who had a positive orientation towards problems perceived that the patient's pain had a greater negative effect on their own lives ( $r=0.193$ ,  $p=0.044$ ). On the other hand, a negative orientation towards problems was associated with the perception that the patient's pain was greater than it really was (considering the patient's pain report) ( $r=-0.250$ ,  $p=0.012$ ).

This study provides support for the importance of psychological variables, namely problem-solving orientation, on appraisal in chronic pain settings. Given that caregivers spend a lot of time with the patients, targeting the variables that are involved in the way they experience the patient's pain (e.g. problem solving orientation) may help both to better cope with the pain.

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## **Intergroup Whites - Blacks Relationships in France. Considerations on the Impact of Social Desirability and Antiracist Norm in Inter-Ethnic relations**

The aim of this research is to characterize the relationship between blacks and whites, while showing the existence of discriminatory treatment and their implicit operation in inter-ethnic relations, from a sample living in France. The specificity of this study is based on the methodology used to investigate these intergroup relations, called RepMut ("Mutual Representations"). This is a tool developed by using the social partitions theory (Castel & Lacassagne, 2011). This tool is developed by the Social-Psychology and Sport Management Laboratory (SMPS). It diagnoses cross-categorical relationships based on verbal data (by association) and statistical data (by self-analysis), provided by members of the two groups in interaction. To conduct this research, we personally contacted 115 persons (66 men and 49 women, Mage: 24.95, SD: 10.51) at University of Burgundy. They were chosen according to their membership to one of the two groups: whites or blacks (African students, n = 30 and French students, n = 85). The results show: a) the existence of a consensus in respect to the relational ethnic context Whites - Blacks, b) an exo- favoritism strategy for whites participants and an endo-favoritism for those of the blacks group, c) the recognition of the existence of misunderstandings in whites - blacks relationships from all participants although it is more pronounced among those of the Black group and d) the confirmation of the weight of the anti-racist norm and social desirability to which, members of both groups are subjected. We will discuss the implications of this research: a) at the theoretical level, the understanding of intergroup relations according to the specific context of ethnic relations, particularly related to the identification of implicit racism b) at the methodological level, the analysis and the diagnosis of intergroup relations allowed by the RepMut tool.

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&

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## **Theoretical and Methodological Analysis of Concepts used in Research with Mothers under 20 Years**

The aim of the study was to analyze the concepts and conceptual references used to describe a segment of the population in a particular situation: being a mother before age 20. It performs an analysis of research articles published in the last 10 years as well as content and reference texts whose mothers have a development of this segment. The discussion is directed towards the use of the concepts adolescence and youth, both understood as a social construction. Are analyzed from the meanings, and construct their contribution in the context of research on social representations of motherhood in this age and its potential to characterize an understudied phenomenon in the Latin American context. Segmentation by age group is associated with socially expected roles for each vital moment, considering rights, obligations, and globally, in the collective imagination you have over a certain period of age in a specific culture. From the Latin roots adolescence had to do with the time of development of the person that is growing and is becoming an adult, while youth has to do not with the individual if not social vision that this sector of the population is the support of the same. In addition to the etymological root concepts are part of the disciplines that address this population from the social sciences and humanities. Thus, the construct of adolescence was analyzed first and primarily by psychology. Meanwhile the concept of youth has been studied by the social sciences in order to place these social actors and focus social programs to their full development. The debate arises when motherhood is presented to a teenager or young age considered.

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## **Job Satisfaction and Professional Identity: Explaining the Relationship Through Discourse Analysis in Psychologists**

The aim of research is to find the relationship between job satisfaction and professional identity in psychologists. The central assumption of the research is that job satisfaction contributes to the formation of professional identity, especially in the first years of work. We used the qualitative method: focus groups, autobiographies and interviews. According to the analyzes, participants held constant comparisons with professionals of psychology and other professionals and are related to the valuation work social recognition and valuation wage work . Regarding the first perceived social recognition to the work done, but not perceived recognition of the institution. Regarding the assessment wage work does exist a relationship between the wage received and the development of professional identity because the psychologist believes in a personal way and obviously subjective, which is a testament to the value of their work. Adams et al. , (2006 ) state that attitudes, values, knowledge, beliefs and skills, which are deployed on the job, are a professional self stem, words used by the participants. The salary is a sample of that, obtained largely a reflection of the ability and ethics of psychologists in the exercise of their profession. Job characteristics is another element of job satisfaction that is referred to in the discourse and contributes to shaping the identity it is interesting and creates challenges at the psychologist. Shim et al. , ( 2009 ) indicate that job characteristics are strongly associated with job satisfaction and this in the professional identity while Salanova et al. , ( 1991 ) found that interesting work is highly valued factor among young people are incorporated into a full time job.

**Horabail "Giri" Venkatagiri**

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## **The Paradox of Stuttering**

Stuttering is a mysterious disorder. A hallmark of stuttering is its variability both within and across people who stutter (Bloodstein & Bernstein Ratner, 2008). People who stutter (PWS) do not stutter on every word they speak and the same word may be stuttered in one instance and spoken without stuttering the next time and vice versa. Nearly every PWS can list many situations that cause increased amounts of stutters. In their critical evaluation of stuttering theories, Packman and Attanasio (2004) wrote: "Variability is one of the most important features of stuttering to be addressed by any causal theory of stuttering" (p. 68). Many clinical instruments have been devised to obtain information from PWS about speaking situations that increase stutter frequency (e.g., Yaruss & Quesal, 2006). Most stuttering treatment programs (Langevin & Kully, 2003; Yaruss, 2010), especially for older children and adults, devote a considerable amount of time and effort to dealing with difficult speaking situations that purportedly increase stutters.

Surprisingly, however, an extensive review of research on the variability of stuttering, to be presented at the conference, shows that attempts to experimentally increase stuttering in the laboratory by manipulating hypothesized variables that purportedly increase stutter frequency have failed to yield positive results. In contrast, numerous studies show that a variety of speaking conditions including singing, whispering, mouthing words without voice, auditory feedback disruption through masking noise or time delay, speaking in time to a beat, and others totally eliminate or substantially reduce stutters.

I will present an explanation for this paradox based on a neurophysiological model of stuttering (Venkatagiri, 2005) that also provides a theoretical foundation for the currently used successful approaches to the treatment of stuttering.

**Barlow Wright**

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## **When do Dyslexic Children Read More Than Non-Dyslexics? The Facilitation Effect in Attention**

Attention is a highly important human cognitive ability. A popular task for assessing it is the Stroop task. Here, a visual stimulus has 2 dimensions, such as a "colour" versus a "word" written in colour; and the participant ignores the word, naming only its colour. Three primary effects are - "Congruity" when word and colour depict the same colour; "Neutrality" when the word does not spell a colour; and "Incongruity" when colour and word depict a different colour to each other. These conditions are of increasing difficulty. Two secondary effects are calculated by subtracting congruent from neutral condition (Facilitation), and the neutral from incongruent condition (Interference). Variations have assessed things from child-adult differences to depression, anorexia-nervosa and even spider-phobia. There are two basic variations on standard Stroop tasks - Pure-conditions versus Mixed-conditions. Here, blocks contain only like-trials (eg. all-congruent) versus a block containing a mixture of trials. These two tasks have been intimated to be equivalent to each other. One goal of the present study was to determine if they really do give identical or different findings. 10 year-olds (N=193) completed one task on computer. We found the pure task attracted much faster responses than the mixed task. Interference was similar for both but facilitation was over twice the size in the pure task. This confirms one recent theory that predicted that the congruent condition is so fast because the participant is automatically reading the words rather than reporting their colour in that condition. We conclude that mixed-tasks are preferable to pure tasks, at least when used with children. However, we also present the first study (N=115) of how a mixed-Stroop task can be used to diagnose developmental dyslexia in 10 year-olds, and show intriguing differences in response-times and facilitation compared to age-matched 10 year-olds and reading-matched 8 year-olds.

**Monika Zareba**

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## **Regulation of Children-Parent Interactions and Psychomotor Development of Prematurely Born Children: A Review**

The number of extremely premature babies saved has been increasing in recent years. However, the babies in the group are at the highest risk of developmental disorders, and their parents experience the interruption of psychological processes, which are supposed to prepare them for having a child at a particularly early stage and in a dramatical manner. Therefore, the consequences of premature birth concern not only the baby, but also the whole family. As far as infants and babies are concerned, premature birth means, in particular, an increased risk of damaging the white and grey matter of the brain, negative health and developmental consequences, exposure to stimuli being not adapted qualitatively to the developmental stage of the central nervous system in the baby, prolonged hospitalisation, associated procedures and treatment necessary to save its life and health, causing pain and discomfort, as well as the specificity of contacts with others, i.e. both medical staff and other people. As to the parents, whose babies were born prematurely, they go through many crises, experience uncertainty, and hopelessness in responding to their parental role. From their perspective, premature birth is associated with experiencing a situation threatening to their child's life, the feeling of hopelessness, guilt, harm, as well as hope and the fear of having hope. The fear for the baby does not disappear at the moment when discharged from hospital; it often continues to exist for a much longer period.

A premature baby tends to be a more difficult partner in interaction, as compared with a baby born at term. Similarly, a parent with a premature baby is generally a more difficult partner in interaction, as compared with a parent, whose baby was born at term. Improper interactive behaviour concerning one partner or both partners in interaction results in improper interactive regulation of the parent-child dyad. For babies born prematurely, it constitutes an additional and considerable factor interrupting their proper psychomotor development.

This paper is demonstrative. It aims at the presentation of current research results concerning the specificity of interactive regulation in the parent-premature baby dyad as well as its connection with psychomotor development in premature babies. In addition, an attempt

has been made to isolate protective factors for the formation of proper interactive regulation between parents and premature babies, and to draw conclusions relevant to the practice of early psychological intervention.



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&

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## **Reading Approaches in Text-Picture Comprehension**

This research attempts to explore reading approaches in text-picture comprehension, which has rarely been focused on before. It is based on the Integrative Model of Text Picture Comprehension (2009) in multimedia learning. A total of 17 secondary students read our materials in three different approaches: general approach, which means they read generally and do not need to answer the item; secondary specific approach means they read once before but need to answer the item; primary specific approach means they know the item before reading and need to answer the item. Eye tracking data showed that text and picture play different roles in comprehension among different reading approaches. For general approach, text plays the main role as an internal representation to construct the mental model. For Secondary specific approach, picture plays the main role as an external representation to build usage model to solve the item. For primary specific approach, text and picture both played the main role because text constructs the mental model and picture builds the usage model. On the one hand, these findings can deepen our understanding of text-picture comprehension in different reading approaches. On the other, they can give us pedagogical implications in text-picture comprehension for secondary school.