

2012

# Psychology Abstracts

Sixth Annual International  
Conference on Psychology  
28-31 May 2012, Athens, Greece

Edited by Gregory T. Papanikos

THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH





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6<sup>th</sup> Annual International  
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## Preface

This abstract book includes all the abstracts of the papers presented at the 6<sup>th</sup> Annual International Conference on Psychology, 28-31 May 2012, organized by the Athens Institute for Education and Research. In total there were 51 papers and 60 presenters, coming from 26 different countries (Australia, Barbados, Brazil, Canada, China, Cyprus, Czech Republic, Denmark, France, Hong Kong, Iran, Israel, Malaysia, Netherlands, Norway, Poland, Portugal, Russia, Serbia, Singapore, South Africa, Sweden, Taiwan, Turkey, UK and USA). The conference was organized into 12 sessions that included areas of Therapy and Psychological Services, Various Psychology Issues, Life-Span Developmental and Social Psychology, Life-Span Developmental and Social Psychology, Aggression, Violence and Forensic 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**  
**6<sup>th</sup> Annual International Conference on Psychology, 28-31 May 2012,**  
**Athens, Greece**  
**PROGRAM**

**Conference Venue: [Metropolitan Hotel of Athens](#), 385 Syngrou Ave., 175 64,  
Athens, Greece**

**ORGANIZING AND SCIENTIFIC COMMITTEE**

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

**Administration:** Fani Balaska, Stavroula Kiritsi, Eirini Lentzou, Konstantinos Manolidis, Katerina Maraki & Celia Sakka

C O N F E R E N C E P R O G R A M

**Monday 28 May 2012**

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

**08:30-09:00 Welcome and Opening Remarks**

- Dr. Gregory T. Papanikos, President, ATINER.
- Dr. Thanos Patelis, Head, Psychology Research Unit, ATINER & Vice President of Research and Analysis, The College Board, USA.

**09:00-10:30 Session I (Room A): Counseling Psychology**

**Chair:** Patelis, T., Head, Psychology Research Unit, ATINER & Vice President of Research and Analysis, The College Board, USA.

1. Gall, T.L., Professor, Saint Paul University, Canada. Meaning-Making and Spirituality Among Women Newly Diagnosed With Breast Cancer.
2. Matthews, G., Professor, Dominican University of California, USA. Keeping New Year's Resolutions and Obtaining Personal Goals: The Role of Accountability, Planning and Focusing on Benefits.
3. Dragojevic, N., Assistant Professor, University of Belgrade, Serbia. Attitudes toward Persons with Physical Disability Regarding the Gender of Participants and the Gender of Person with Disability.
4. Meng, Y., Lecturer, Bournemouth University, UK. Admiration for the Famous: Antecedents and Consequences

**10:30-12:00 Session II (Room A): Teaching and Training**

**Chair:** Gall, T.L., Professor, Saint Paul University, Canada.

1. Bartolini, L.A., Professor, Dominican University of California, USA. The Psychotherapist Meets Death: Perspectives On Clinical Education in the Area of Death and Dying.
2. Grácio, L., Professor, University of Evora, Portugal, Chaleta, E., Researcher, University of Evora, Portugal & Ramalho, G., Researcher, ISPA- University Institute, Portugal. Quality of Learning in Higher Education: Students' Conceptions of Learning as a Critical Aspect.
3. Davis, M., Professor, Dominican University of California, USA. Developing a Course on the Psychology of Travel.
4. Biliias-Lolis, E., Assistant Professor, Fairfield University, USA. Self-Modeling: An Impetus for Positive Psychology in the Schools.

**10:30-12:00 Session III (Room B): Therapy and Psychological Services**

**Chair:** Singer, J., Nurse Manager-Cardiac Surgery ICU, Massachusetts School of Professional Psychology, USA.

1. Noordenbos, G., Assistant Professor, Leiden University, the Netherlands. Which Criteria for Recovery from Eating Disorders are Relevant According to Patients and Therapists? (Monday, 28<sup>th</sup> of May, 2012)
2. Kramer, F., Researcher and Consultant on Social Welfare Policy, Independent Consultant based in Washington, USA. Lessons from the US Experience Using Faith-Based and Community Organizations to Deliver Behavioural Health Services.
3. Orgeta, V., Researcher, University College London, UK. Illness Perception and Emotional Well-Being In Family Carers Of People With Dementia.
4. Ong, J.J., Psychologist, KK Women's and Children's Hospital, Singapore. Medication Adherence in Paediatric

<p>5. Blackman, S., Lecturer, University of the West Indies Cave Hill Campus, Barbados &amp; Ricardson, A.G., Professor, University of the West Indies Cave Hill Campus, Barbados. A Study of Teacher Stress and Teacher Efficacy in a Sample of Special Education Teachers in Barbados. (Monday, 28 May 2012)</p>	<p>Asthma Population: Examining the Role of Cognitive Functioning.</p>
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**12:00-13:00 Lunch**

<p><b>13:00 -14:30 Session IV (Room A): Personality and Affect</b>  <b>Chair:</b> Biliadis-Lolis, E., Assistant Professor, Fairfield University, USA.</p>	<p><b>13:00 -14:30 Session V (Room B): Aggression, Violence and Forensic Psychology</b>  <b>Chair:</b> Patelis, T., Head, Psychology Research Unit, ATINER &amp; Vice President of Research and Analysis, The College Board, USA.</p>
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<ol style="list-style-type: none"> <li>1. Cakirpaloglu, P., Professor, Palacky University Olomouc, Czech Republic. Personality Dimensions of University Students Affected by Traditional Bullying and Cyberbullying.</li> <li>2. Feeney, J., Associate Professor, University of Queensland, Australia. Adult Attachment, Conflict Behaviour and Relational Outcomes: Delineating the Links.</li> <li>3. Avgoulas, M.I., Lecturer, La Trobe University, Australia. Religion as a Source of Resilience for Elderly Greeks in Melbourne, Australia.</li> </ol>	<ol style="list-style-type: none"> <li>1. Shen, A.C.T., Professor, National Taiwan University, Taiwan. Depression and PTSD among Dating Violence Victims with Chinese Cultural Beliefs. (Monday, 28<sup>th</sup> of May, 2012).</li> <li>2. Moerch, S., Associate Professor, University of Copenhagen, Denmark &amp; Andersen, H., Associate Professor, University of Copenhagen, Denmark. Becoming a Gang Member. Youth Life and Gang Youth.</li> <li>3. Kikhavani, S., Assistant Professor, Ilam University of Medical Science Ilam, Iran. Relationship between Social Capital and the Tendency to Violent Crime in Young Offenders and Non Offenders Ilam- Iran.</li> </ol>
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<p><b>14:30-16:00 Session VI (Room A): Psychological Studies Involving Students I</b>  <b>Chair:</b> Orgeta, V., Researcher, University College London, UK.</p>
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<ol style="list-style-type: none"> <li>1. Pillay, J., Professor, University of Johannesburg, South Africa. The Psycho-Educational Experiences of Children from Child-Headed Families in South Africa.</li> <li>2. Chua, J., Clinical Psychologist, National University Hospital, Singapore. Social Comparison, Depression, and Anxiety in School Children.</li> <li>3. Tam, H.E., Clinical Psychologist, National University Hospital, Singapore. Self-Concept and Depression Levels of Students with Dyslexia in Singapore.</li> <li>4. *Rathakrishnan, B., Lecturer, University Malaysia Sabah, Malaysia, Parasuraman, B., Lecturer, University Malaysia Sabah, Malaysia &amp; Perdani Sawai, J., Lecturer, University Malaysia Sabah, Malaysia. Mental Health Problems on Secondary School Students: A Multiethnic Study in Sabah, Malaysia.</li> </ol>
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**20:30-22:30 Greek Night and Dinner (Details during registration)**

**Tuesday 29 May 2012**

<p><b>08:00-10:00 Session VII (Room A): Psychology in the Professions</b>  <b>Chair:</b> *Gursel, C., Professor, Gazi University, Turkey</p>	
<ol style="list-style-type: none"> <li>1. Antonova, N., Associate Professor, National Research University Higher School of Economics, Russia. Perceiving Brand's Personality: Gender Aspects.</li> <li>2. Patosha, O., Lecturer, National Research University Higher School of Economics, Russia. Consumer's Typology Development.</li> <li>3. Fragouli, E., Assistant Professor, Aarhus University, Denmark. The Stressful Experience of Being Unemployed: Resources and Strategies that Facilitate Psychological and Physical Well Being During Unemployment.</li> <li>4. Touloumakos, A., Associate Fellow, Oxford University, UK. A Communication Break Down: The Unknown Characteristics of Communication in Practice.</li> <li>5. Singer, J., Nurse Manager-Cardiac Surgery ICU, Massachusetts School of Professional Psychology, USA. Positive Leadership in High Performance Organizations.</li> </ol>	
<p><b>10:00 -11:30 Session VIII (Room A): Psychological Studies Involving Students II</b>  <b>Chair:</b> Biliias-Lolis, E., Assistant Professor, Fairfield University, USA.</p>	<p><b>10:00 -11:30 Session IX (Room B): Life-Span Developmental and Social Psychology</b>  <b>Chair:</b> Ktenas, S., Ph.D. Student, Royal Melbourne Institute of Technology, Australia</p>
<ol style="list-style-type: none"> <li>1. *Gursel, C., Professor, Gazi University, Turkey &amp; Demirbas, H., Assistant Professor, Gazi University, Turkey. Problematic Internet Use and Related Factors among Turkish University Students.</li> <li>2. Kupreychenko, A., Professor, National Research University Higher School of Economics, Russia &amp; Vorobieva, A., Professor, National Research University, Russia. The Role of Self-Regulation For Youth Moral Self-Determination.</li> <li>3. Papadopoulos, N., Student, Monash University, Australia, McGinley, J., Physiotherapist &amp; Senior Lecturer, The University of Melbourne and the Clinical Research Centre for Movement Disorders and Gait at Southern Health, Australia, Murphy, A., Biomechanist and Manager of the Clinical Research Centre for Movement Disorders and Gait at Southern Health, Australia, Bradshaw, J., Emeritus, Monash University, Australia, Rinehart, N., Convenor, Doctorate of Psychology (Clinical Psychology) and Clinical Psychologist, Monash University, Australia. Movement And Emotional Behavioural Disturbance in Children with Autism and Asperger's Disorder: A 10 - Year</li> </ol>	<ol style="list-style-type: none"> <li>1. *Pagani, L., Professor, University of Montreal, Canada. Is Excessive Early Childhood Television Exposure Harmful for Children's Development?</li> <li>2. Aarne, P., Ph.D. Student, Karolinska University Hospital, Sweden. Parent-rated Language and Socio-Emotional Development in Children with Language Impairment: The Symbolizing Function.</li> <li>3. Hertz, G., Researcher, Emotional Fitness Ltd, Israel &amp; Gidron, Y., Professor, Free University of Brussels, Belgium. Psychological Inoculation and Road Hostility.</li> <li>4. Gausel, N., Associate Professor, Ostfold University College, Norway. Facing In-Group Immorality: Why Shame is Group-Related and Guilt is Personal-Related.</li> </ol>

<p>Update of Our Australian Autism Motor Research Study. (Tuesday, 29<sup>th</sup> of May, 2012)</p>	
<p><b>11:30-13:00 Session X (Room A): Various Psychology Issues</b>  <b>Chair:</b> Cakirpaloglu, P., Professor, Palacky University Olomouc, Czech Republic</p>	<p><b>11:30-13:00 Session XI (Room B): Psychological Well-Being and Mental Health</b>  <b>Chair:</b> Gausel, N., Associate Professor, Ostfold University College, Norway.</p>
<ol style="list-style-type: none"> <li>1. Finney, S., Associate Professor, James Madison University, USA &amp; Kopp, J.P., Graduate Student, James Madison University, USA. Measuring and Modeling Academic Entitlement.</li> <li>2. Lemrova, S., Assistant Professor, University Palacky, Czech Republic &amp; Eva Reiterova, E., Assistant Professor, University Palacky, Czech Republic. Attitudes toward Money and Materialism among Czech University Students.</li> <li>3. Chaleta, M.E., Researcher, University of Evora, Portugal &amp; Gracio, M.L., Professor, University of Evora, Portugal. Development of Personal and Learning Skills in Higher Education Students-The GPSA Project.</li> <li>4. Saavedra, L., Assistant Professor, University of Minho, Portugal &amp; Nogueira, C., Assistant Professor, University of Minho, Portugal. Gender Identities Construction in Engineering Female Students.</li> </ol>	<ol style="list-style-type: none"> <li>1. Dutra, E.M., Professor, UFRN, Brazil. Ideation and Suicide Attempts among College Students: Psychological Suffering of Youth in Contemporary Times.</li> <li>2. Gidron, Y., Professor, Free University Brussels, Belgium. Culture &amp; International Suicide Rates.</li> <li>3. LaHoste, G., Associate Professor, University of New Orleans, USA. Delay of Symptoms of Huntington's Disease in a Mouse Model.</li> <li>4. Kitromili-Koliarakis, M., Ph.D. Student, European University, Cyprus. Mental Health Status of University Students: A European University Cyprus Study.</li> <li>5. Ktenas, S., Ph.D. Student, Royal Melbourne Institute of Technology, Australia, Francis, A., Associate Professor, Royal Melbourne Institute of Technology, Reece, J., Associate Professor, Royal Melbourne Institute of Technology, Australia &amp; Xenos, S., Lecturer, Royal Melbourne Institute of Technology, Australia. Melbourne Greek Intergenerational Health Study (MGIHS).</li> <li>6. Wolfson, S., Director, Northumbria University, UK &amp; Goltsi, P., Ph.D. Student, Northumbria University, UK. The Social Capital Hypothesis: Does Sport Fandom Enhance Level of Social Well-Being?</li> </ol>

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

<p><b>14:00-16:00 Session XII (Room A): Learning, Memory and Cognitive Psychology</b>  <b>Chair:</b> Gausel, N., Associate Professor, Ostfold University College, Norway.</p>
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1. Miroshnikov, S., Laboratory Chief, Saint-Petersburg State University, Russia. Self-Organizing Cognitive Model.
2. Christoforou, E., Researcher, University of Bristol, UK. The Facilitation of Memory Performance in Emotional Contexts.
3. Rodon, C., Researcher, Shanghai Academy of Social Sciences (SASS), China. Development of the Chinese Information Retrieval on Web Self-Efficacy' Scale to Cope with the Difficulties of Explaining Experience Level's Influence in this Activity.
4. Zhu, F., Ph.D. Student, The University of Hong Kong, Hong Kong, Poolton, J., Assistant Professor, The University of Hong Kong, Hong Kong, Hong Kong & Rich Masters, R., Professor, The University of Hong Kong, Hong Kong. Improving the Continuous Tracking Paradigm to Investigate Implicit Motor Learning.
5. Hawrot, A., Researcher, Educational Research Institute, Poland & Rycielski, P., Researcher, Educational Research Institute, Poland. The Influence of Attitudes Toward Learning on Achievement Scores.

**17:00-20:00 Urban Walk (Details during registration)**

**20:00- 21:00 Dinner (Details during registration)**

**Wednesday 30 May 2012**

Cruise: (Details during registration)

**Thursday 31 May 2012**

Delphi Visit: (Details during registration)



**Päivikki Aarne**

PhD Student, Karolinska University Hospital, Sweden

## **Parent-rated Language and Socio-Emotional Development in Children with Language Impairment: The Symbolizing Function**

Parents with language impaired children (LI) and parents with typically developing children were compared with regards to children's communication and language skills, emotional development as well as the relationship between these two developmental processes. Two parental questionnaires were used; The MacArthur Communicative Development Inventories (Swedish version SECDI) and Greenspan Socio Emotional Growth Chart (GSEGC). The results showed significant differences between the two groups of children groups in the symbolic stages as assessed in both communicative and emotional development. Children with LI were rated significantly lower in symbolic communication ability; acquisition and use of verbal language, as well as symbolic mental ability referring to the child's representations of self and others. Building on the developmental process perspective our results suggest that the difficulties in symbolizing in children with LI do not seem to be limited to lacking acquisition of linguistic tools. The results are discussed in the light of possible consequences for the individual child with language impairment, for the social interactions of the child and for the child's general development.

**Natalya Antonova**

Associate Professor, National Research University Higher School of  
Economics, Russia

## **Perceiving Brand's Personality: Gender Aspects**

The investigation was devoted to brand personality perception by Russian teenagers. The results can be used in developing brands for Russian market.

Our investigation was based on J.Aaker's model of brand personality. We have carried out comparative research of brands Nike and Adidas. The objective of this research was revealing gender distinctions in perception of the chosen sportswear brands. The general sample: young men and girls (19-22 years), 56 persons.

Methods of investigation: Interrogation method; Directed associations technique; Personification technique; Semantic differential. Factor Analysis was used for the results processing.

Interrogation has shown that the majority of the examinees, both girls, and young men, use the goods of Adidas and Nike brands. All respondents have been divided into groups according to gender and on the basis of using a brand.

The results showed that young men gave more negative associations concerning a brand Adidas, personifying it as the representative of some subculture, and a brand of Nike as a sportsman. Girls associated brand Nike with the young and perspective girl, and also gave more attention to appearance of the personified brand. In all groups of respondents similar factors of brands perception have been revealed: attractiveness; informing; activity; calmness.

The given research has shown the personification mechanism value at the perception of brand personality. Thus, the research hypothesis has proved to be true: gender distinctions influence perception of a brand. For the consumer the brand is a prototype of the person using the given brand. Possibly, at a choice of a brand the person correlates lines of individuality of a brand to own qualities, and the given correlation is the basic mechanism of decision-making at a brand choice. Thus, the influence of modern marketing technologies on the person demands the further researches.

**Maria Irimi Avgoulas**  
Lecturer, La Trobe University, Australia

## **Religion as a Source of Resilience for Elderly Greeks in Melbourne, Australia**

The aim of this qualitative study was to explore the health beliefs of elderly Greeks in Melbourne, Australians and the ways in which they understand health and disease. This paper presents the role of religion in coping with and understanding cardiovascular disease (CVD). Religion is of great importance to the Greek elderly of Melbourne on a number of levels. Their strong religious faith is embedded strongly within their culture, as they were raised to have a strong faith in God and not question any aspect of their religion or God's will. Religion, for this group, serves as a lifelong source of resilience and also supplies context-specific behaviors that serve in times of illness or hardship. Religion, in a sense, can equate to a coping mechanism for this group with respect to adjustment to a chronic condition such as CVD. In this context, religion can be seen as a key component to accepting and understanding their condition. For the Greek Australians who participated in this study, their resilience is notable as their strong religious faith has the power to influence their emotions and how they recognize and conceptualize their particular health condition. For them, their religion serves as a source of strength and also a means by which they can make sense of their condition that is more powerful than alternate explanations offered by the medical profession and also more adaptive.

**Lee Ann Bartolini**

Professor, Dominican University of California

## **The Psychotherapist Meets Death: Perspectives On Clinical Education in the Area of Death and Dying**

The various ways the Psychotherapist meets death in clinical practice, including the suicide of a patient, working with a terminally ill patient, and the unexpected death of a patient are reviewed (Barnett, 2009). The unexpected death of a patient is the least researched area in the literature and possible reasons for the dearth of published material in this area is more fully explored. The paucity of course requirements on death and dying in clinical programs across the globe and even the more shocking lack of course offerings in graduate clinical psychology education and continuing education is investigated. A global sample analysis of course requirements and course offerings on death and dying is provided. This analysis will be fully discussed and will demonstrate that psychotherapists do not receive enough formal education on being with the dying and even less on confronting their own mortality and working with their own personal and professional grief. The paper concludes with a call for more education on death and dying in clinical programs and suggests ways in which these course offerings can be constructed in order to address both the personal and the professional reactions of the psychotherapist. It is argued that four primary educational topics are necessary in the education of the psychotherapist: the first is the importance of doing the necessary personal work on one's own mortality and death; the second is exploring one's own personal loss and grief history; the third is comprehension of the seminal literature on death and dying that has emerged in the last forty years; and the fourth is how these areas intersect with the psychotherapist ability to fully be with the dying.

**Evelyn Biliias-Lolis**

Assistant Professor, Fairfield University, USA

## **Self-Modeling: An Impetus for Positive Psychology in the Schools**

National accountability initiatives continue to emphasize evidence-based practices (EBP) and the use of empirically supported academic and behavioral interventions in the school setting. School-based psychological service providers must identify, assess, and co-jointly support the academic and socio-behavioral needs of all children. Schools must also monitor the efficacy of interventions for both integrity of implementation and positive student outcomes. Behaviorally, positive student “outcomes” typically involve evidence of sustainable behavior change over time that has a positive impact on academic functioning. In schools, favorable behavioral outcomes often involve a decrease in undesirable or disruptive behaviors and an increase in adaptive behaviors like academic engagement, participation, and/or social skills. It is then inferred that as a result of this adaptive change the child is more available for learning and that gains in academic performance will follow. School-based psychological practitioners, however, have a responsibility to enhance both the academic competence and emotional wellbeing of children and are thus charged with seeking behavioral supports that not only augment a child’s academic and/or social functioning, but also provide a seat for positive psychology in educational contexts. This paper will critically explore self-modeling as one such instrument by examining existing theoretical mechanisms of this intervention in light of current treatment outcomes and the diversity of both learner profiles and clinical behaviors impacted by this potent intervention. This work will further posit that the psychological intricacies that underscore this robust intervention need to be explored with greater theoretical scrutiny in order to inform a wider selection of evidenced-based interventions that reach beyond the improvement of academic and/or social success. Implications for school-based psychological service provision and positive psychology in the schools will be addressed.

**Stacey Blackman**

University of the West Indies Cave Hill Campus, Barbados

&

**Arthur Ricardson**

Professor, University of the West Indies Cave Hill Campus, Barbados

## **A Study of Teacher Stress and Teacher Efficacy in a Sample of Special Education Teachers in Barbados**

In Barbados the delivery model for special education has three distinct components: special schools (segregated settings), special education units where students attend classes but apart from their peers and inclusive settings where students receive their education with their non-disabled peers. However little is known about how Barbadian special education teachers cope with the daily rigours associated with teaching students with special education needs in the island. The study utilised a mixed methods approach and multiple case study strategy of four schools to investigate how a small cadre of teachers in different placement settings coped with teaching students with special education needs. This paper however will focus on the quantitative aspect of the study which examined psychological factors that determined how well teachers coped with teaching across the four settings. The variables that were investigated were teacher's self efficacy which was measured using Gibson and Dembo's (1995) Teacher Efficacy Scale and teacher stress as measured by Schutz and Long's (1988) Teacher Stress Inventory. The research questions that were investigated were: what are teachers' levels of efficacy across the four case sites? What are teachers' levels of stress across the four case sites? Findings on the Teacher Efficacy scale revealed that across the four schools and twenty five teachers showed a high degree of Personal Efficacy ( $M=36.43$ ,  $SD 6.18$ ), but low levels of Teacher Efficacy ( $M=27.86$ ,  $SD 5.56$ ). Data were disaggregated on the TSI to investigate those items where teachers reported higher levels of stress; means greater than 3.00 or lower stress levels; item means lower than 2.00. High levels of stress were reported on items dealing with role ambiguity, job stress and job satisfaction. The implications of these findings are discussed in the paper.

**Panajotis Cakirpaloglu**

Professor, Palacky University Olomouc, Czech Republic

## **Personality Dimensions of University Students Affected by Traditional Bullying and Cyberbullying**

The dynamic development of the information communication technology and the availability of internet access provide space for the transformation of traditional bullying in to the virtual environment. Virtual bullying is a serious problem, which is represented in the Czech Republic with impacts in the societal dimension. Reasons for the establishment and implementation of cyber-bullying are different and can affect every user. The deceit of this phenomenon, among other things reflects the specificity of the virtual environment (the speed of an information dissemination, the method and form of communication, the number of users, the anonymity of the perpetrator) and user behavior in this environment (the continuous availability, lack of user's awareness of virtual bullying prevention, the presence of a disinhibition effect, etc. ).

The contribution brings the results of a study aimed at mapping the virtual bullying and its psycho-social consequences in university students in the Czech Republic. A partial wider aim of the study was through Internet research, to capture the most common ways of expression and psychological implications of virtual bullying. The target group consisted of students of public and private universities studying in the internal and external form and it concerned both undergraduate and postgraduate studies. Due to the nature of the data were used nonparametric statistical methods. The study results showed a significant decline in the personal well-being for both men and women affected by cyberbullying. A significant difference in the perception of the impact of bullying or cyberbullying was demonstrated among individuals with this experience.

**Maria Elisa Chaleta**

Researcher, University of Evora, Portugal

&

**Maria Luisa Gracio**

Professor, University of Evora, Portugal

The worry with the high failure levels in higher education students (in some situations over 50%) and the subsequent financial penalties raised awareness among higher education facilities to a phenomenon that, though not new, has mobilized new and more careful attentions. In an attempt to approach this issue the Rector of the University of Évora has created in April 2009 an office - GPSA (Office for the Promotion of Academic Success). This office aims to: i) provide the students with the conceptual and procedural tools allowing them to efficiently manage their own learning process and, subsequently, their academic success; ii) increase the attainability by the teachers of some tools considered the most effective in order for the students to perform the learning activities in a more autonomous way and obtain qualitatively better results and iii) implement the teacher's mentoring. On this event we will present, not only the structure created to respond the problematic referred, but also the results achieved after the implementation of this program and the assessment of the 1st year students.



**Eugenia Christoforou**  
Researcher, University of Bristol, UK

## **The Facilitation of Memory Performance in Emotional Contexts**

Any context can be characterised as pleasant, unpleasant or neutral in emotional valence based on a dimensional approach to emotion. Memory performance in such contexts is demanded on everyday basis. This study served the investigation of whether neutral emotional contexts facilitate stronger original encoding and later better memory performance in terms of recall of words previously presented on IAPS selected images as emotional contexts. In addition, finger skin temperature (FST) measurements were obtained to test whether FST is increased during encoding in emotionally pleasant and neutral contexts comparing to unpleasant contexts. The participation of 35 volunteers (24 women and 11 men), with a mean age of 27 years of age ( $N=33$ ) and an age range of 21 - 45 years, offered the evidence of long-term memory recall for neutral words presented in neutral contexts to be greater in number ( $M=7.22$ ,  $SD=2.459$ ) when comparing for long-term memory recall of neutral words presented in both pleasant ( $M=5.91$ ,  $SD=2.305$ ) and unpleasant ( $M=5.5$ ,  $SD=2.769$ ) contexts. There was no physiological differentiation in FST during encoding in pleasant, unpleasant and neutral contexts. Mean FST during pleasant, unpleasant and neutral contexts do not differ significantly,  $\chi^2(2, 35) = 2.457$ ,  $p > .05$ . The results show that the slope of FST [ $F(2, 68) = .109$ ,  $p > .05$ ] and linear regression of FST [ $F(2, 68) = .808$ ,  $p > .05$ ] do not develop significantly different during pleasant, unpleasant and neutral contexts. Comparing FST slope ratio of context to baseline [ $\chi^2(2, 34) = 4.412$ ,  $p > .05$ ] and FST linear regression ratio of context to baseline [ $\chi^2(2, 34) = .1824$ ,  $p > .05$ ] across the 3 emotional contexts no great statistical significance was found.

**Joanne Chua**

Clinical Psychologist, National University Hospital, Singapore

## **Social Comparison, Depression, and Anxiety in School Children**

Depressive and anxiety-related symptoms are increasingly co-occurring amongst school-going children, and there is an increasing need to understand their aetiology and maintenance. The theory of social comparison (Festinger, 1954) postulates that humans compare certain personal attributes to others as a way of evaluating the self in order to self-improve, self-enhance, or to avoid shame. With intense modern day pressures and competition in schools for excellence in grades, musical and sporting abilities, and leadership skills (to name a few), school children are increasingly subjected to evaluations made by the self, their parents, and their teachers.

This study investigated the social comparison patterns of children, their perceptions of parent and teacher comparisons, and their associated or predictive effects on psychological distress as measured by depressive and anxiety symptoms. The research also incorporated an Asian manifestation of depression in children, by considering culturally salient syndromes that involved concerns over self-other relationships. Participants were 283 Singaporean school-going children in Primary 5 (aged between 10 to 12) who completed measures of social comparison, depression, anxiety, perfectionism, response style, and fear of negative evaluation at two time periods. A model for the development of depression and anxiety was evaluated via path analysis, and was found to be a good fit with the data collected. The results indicated that discipline, a personal virtue, was ranked as the most important personal attribute in Singaporean schoolchildren. This was followed by intelligence, and leadership ability. Secondly, children who perceive themselves to be inferior to others experience higher levels of depression but not anxiety. Lastly, the frequency of social comparisons made by children was associated with higher levels of anxiety but not depression. The study contributes to the aetiology of depression and anxiety in Asian children by providing possible targets for intervention in psychological therapy. It also provides a means of identifying children who may be at risk of developing psychological distress.

**Matthew S. Davis**

Professor, Dominican University of California, USA

## **Developing a Course on the Psychology of Travel**

The Psychology Department at Dominican University of California, a small, private liberal arts school close to San Francisco offers a number of innovative, 1 unit, workshop-style courses on a variety of special topics in Psychology that do not lend themselves to a typical three unit class format. These courses, which include topics such as Death & Dying, Psychology of Dreams, Positive Psychology, Stress Management, and Why We Age, have proven to be popular for our majors, as well as for students from other disciplines. Because institutions of higher education are increasingly emphasizing the importance of study abroad opportunities, development of a new course on the Psychology of Travel seemed timely and relevant. It was offered for the first time in Fall 2011, attracting 25 students from a variety of academic disciplines. The major student learning outcomes for the course were that students should demonstrate: 1) an understanding of the many psychological motivations for travel and choice of travel destinations; 2) an awareness of how travel experiences relate to psychological factors such as life satisfaction, personal growth, self-esteem, and mental health; and 3) an ability to reflect upon the role of travel in their own lives. Other topics included great explorers through history, travel as pilgrimage, cross-cultural differences in behavioral norms, homesickness and culture shock, the significance of souvenirs, and the restorative aspects of natural environments. Traditional lectures, class discussion, films, assigned readings, and a number of written assignments were incorporated into the class structure. Details of the course structure, student reactions to and evaluations of the course, and possibilities for how such a course could be expanded and used in the context of study abroad experiences will be discussed.

**Nada Dragojevic**

Assistant Professor, University of Belgrade, Serbia

&

**Ivona Milacic Vidojevic**

Assistant Professor, Faculty of Special Education and Rehabilitation,  
Serbia

## **Attitudes Toward Persons with Physical Disability Regarding the Gender of Participants and the Gender of Person with Disability**

This article deals with differences in attitudes toward people with physical disability between men and women and the differences in attitudes toward men in comparison to attitudes toward women with physical disability. The attitudes have been investigated by applying a revised semi-projective multidimensional instrument (MAS) to a large sample (N=2331) of participants of general population in Serbia.

Principal component factor analysis revealed two components for each dimension of the attitude: of positive and perplexing cognition on cognitions subscale, of stressful and overtly negative emotions on affects subscale and of avoiding and approaching behavior on behaviors subscale.

Differences between men and women have been found in all extracted attitude components, except in the component of stressful negative emotions. Avoiding behaviors and overtly negative emotions occurred more likely among men. Women made higher scores for both positive and perplexing cognitions and for approaching behaviors

The results comparing attitudes toward persons with disability regarding their gender, suggest that in real-life situation female persons with disability find themselves in more inviolable situation than male ones. As the results of this study show approaching behaviors are significantly more often oriented toward male than toward female person with disability. The result suggests that women with disabilities are more in need for support than men with disability are.

Further investigation is needed for more accurate delineation of underlying emotions which lead to or inhibit the pro-social behaviors, as well as finding the best way for their modification.

**Elza Dutra**

Professor, Federal University of Rio Grande do Norte, Brazil

## **Ideation and Suicide Attempts Among College Students: Psychological Suffering of Youth in Contemporary Times**

According to WHO (World Health Organization), in recent years, the suicide of young people aged between 15 and 25 increased significantly around the world, including Brazil. It is precisely at this age that young people step into college life, an experience that involves new existential possibilities. Although rates of suicide mortality in Brazil do not correspond to those observed in most developed countries, yet suicide is already considered a public health problem. Studies in the northeast and southeast of Brazil with students of the courses of medicine and psychology show a high rate of suicidal ideation and suicide attempts among them. Based on this evidence, this paper discusses the social, cultural and existential aspects that such a phenomenon occurs in Brazil and worldwide. For this we resort to some ideas of Clinical Sociology and existential phenomenological perspective in psychology. It discusses about the insertion of young people in academic life, characterized almost exclusively by competition, individualism and the supremacy of technical features of contemporary society, which are reproduced in the daily life of the young in the context of academic institutions. It is hoped that this study will contribute to a deeper knowledge on the subject and can subsidize, with academic institutions and public policies, prevention strategies, aimed at the mental health of college students.

**Dutra Feeney**

Associate Professor, University of Queensland, Australia

## **Adult Attachment, Conflict Behaviour and Relational Outcomes: Delineating the Links**

Recent developments in attachment theory have provided important insights into factors that shape relationship processes and outcomes in adulthood. In couple relationships, conflict that is severe or unresolved can activate the attachment system, raising concerns about the partner's availability and the future of the relationship. Hence, adults with different attachment orientations are expected to respond differently to couple conflict. This paper summarises results from a program of research into adult attachment and conflict processes, based on several research methods: content analysis of relationship accounts, standardised questionnaires, structured interaction diaries, and observation of laboratory-based couple interactions. The studies focus on conflicts regarding closeness and distance in dating couples, patterns of marital conflict, reactions to anger-evoking and hurtful events, and the role of attachment and conflict patterns in the intergenerational transmission of relationship difficulties. Results of the studies point to complex links between attachment and conflict variables. Insecurity - particularly attachment anxiety - is associated with high levels of conflict, with negative emotions including hurt, fear, and general distress, and with maladaptive responses such as coercion and conflict avoidance. These maladaptive conflict behaviors are likely to fuel disagreement, hence maintaining or exacerbating insecurity. Consistent with this argument, there is evidence that insecurity and maladaptive conflict behaviors create relational dissatisfaction, and that conflict behaviors partially mediate the link between insecurity and dissatisfaction. Research further suggests that parents' insecurity and destructive conflict behaviors have negative consequences for their adolescent offspring, in terms of attachment difficulties and appraisals of loneliness. These findings highlight the importance of interventions designed to ameliorate insecurities and communication difficulties, which offer a means of breaking negative relational patterns.

**Sara J. Finney**

Associate Professor, James Madison University, USA

&

**Jason Kopp**

Graduate Student, James Madison University, USA

## **Measuring and Modeling Academic Entitlement**

Educators are becoming increasingly concerned that students have a sense of academic entitlement (AE), defined as the expectation that one should receive positive academic outcomes, often independent of performance. However, prior to our research, no AE measure existed with adequate validity evidence and the link between AE and student behavior hadn't been examined. Thus, our program of research met two goals:

To construct a measure of AE that possessed strong validity evidence

To determine whether AE is associated with negative academic attitudes and behaviors

Goal 1: A literature review was conducted to provide a strong theoretical basis for a measure of AE. The resulting unidimensional 8-item Academic Entitlement Questionnaire covered the breadth of the AE construct and produced reliable scores across two college student samples ( $\omega = .81, .84$ ). AE related in theoretically-expected ways with general entitlement ( $r = .39$ ), powerful other-related external locus of control ( $r = .43$ ), academic work avoidance ( $r = .30$ ), and test-taking effort ( $r = -.24$ ).

Goal 2: In a separate study, we empirically linked AE to undesirable student behaviors. Using structured means modeling, we found AE significantly predicted noncompliance with university policies. Further, measurement invariance was established across both compliant and noncompliant samples, indicating the AEQ functioned equivalently for both types of students. We also found high AEQ scores were associated with a disturbing pattern of developmental variables. Those high in AE tended to be less conscientious, have lower ability to regulate their learning, and have higher maladaptive help-seeking.

The results from this research indicate that AE is an important noncognitive variable deserving of increased attention. Further, the measure is a short, easily administered instrument that possesses validity evidence and could be used to evaluate programs designed to reduce AE, or to target individuals for interventions.

**Evangelia Fragouli**

Assistant Professor, Aarhus University, Denmark

## **The Stressful Experience of Being Unemployed: Resources and Strategies that Facilitate Psychological and Physical Well Being During Unemployment**

Job loss is a life event in which paid employment is involuntarily taken away from an individual. A large number of narrative reviews have been written about the experience of job loss from the perspective of those who have lost a job (e.g., Hanisch, 1999; Latack, Kinicki, & Prussia, 1995; Leana & Feldman, 1994; Platt, 1984; Wanberg, Kammeyer-Mueller, & Shi, 2001; Winefield, 1995) and portray job loss as a highly stressful experience that provokes reactions among those who lose jobs such as anxiety, depression, and lowered physical health. Yet, quantitative synthesis of the literature concerning the relationship between unemployment and employee well-being has been extremely limited. Many studies have sought to examine the effects of unemployment on individuals' psychological well-being, with fewer focused on physical well-being. A small number of studies have examined the relationship between displaced workers' psychological and physical well-being and their reemployment probability. Although empirical results are mixed, theoretical analysis suggests a positive relationship between well-being during unemployment and reemployment probability.

The psychological impact of unemployment may also manifest itself in physiological outcomes. The present study addresses the questions: Which is the impact of unemployment on psychological and physical well being of individuals? Which are the coping resources (personal, social, financial, and time structure), cognitive appraisals, and coping strategies? The study thus makes the argument that individuals with poor physical health may encounter constraints that cause them to have difficulties searching for and obtaining employment. It is computed and reported the average relationship between psychological and physical well-being and reemployment probability across studies completed to date. Findings of the present study indicate that the possession of coping resources plays an important role in facilitating well-being during unemployment. Results suggest that positive core self-evaluations, the presence of social support and financial resources, and structured use of one's time are related to higher well-being, whereas social undermining and financial strain are related to lower well-being. Unemployed workers who experience supportive social relationships



also fare better than those without such relationships in terms of both mental health and life satisfaction. Moreover, financial resources and financial strain are important components of individual well-being during unemployment.

**Terry Lynn Gall**

Professor, Saint Paul University, Canada

## **Meaning-Making and Spirituality Among Women Newly Diagnosed With Breast Cancer**

Researchers have become interested in the process of meaning-making within the context of life events such as illness and bereavement. Park and Folkman (1997) proposed that meaning-making in relation to stressful events occurs on two levels: global meaning (based on one's values and core beliefs) and situational meaning (based on one's situation-specific cognitive appraisals of an event). Spiritual causal appraisals are one aspect of situational meaning that could play a role in coping with the diagnosis and treatment of breast cancer. In the present study, 93 women with breast cancer were assessed on spiritual causal appraisals (e.g., cancer is due to God's will) and well-being (e.g., distress) at pre-diagnosis, 1 week pre-surgery and 1, 6, 12, and 24 months post-surgery. Women reported greater use of positive appraisals such as "due to God's love" than the negative appraisal of "due to God's anger" or the neutral appraisal of "due to a spiritual force other than God". The use of positive and neutral appraisals was highest prior to surgery, dropping steadily across the 2 years post-surgery. The appraisal of God's anger was highest at pre-diagnosis and again at 1 year post-surgery while dramatically dropping around the time of surgery. Preliminary analyses demonstrated a consistent association between spiritual appraisals and well-being across time. Pre-diagnosis levels of God appraisals were related to well-being at 1, 6, 12 and 24 months post-surgery. For example, women who appraised the need for a biopsy as due to God's anger reported greater distress and poorer well-being at 6 and 12 months post-surgery. Results suggest that it is important to assess women's spiritual appraisals early on as they may operate as either indicators of potential resources that may support recovery or "red flags" indicative of a spiritual struggle that may impede recovery in relation to experience of breast cancer.

**Nicolay Gausel**

Associate Professor, Ostfold University College, Norway

## **Facing In-Group Immorality: Why Shame is Group-Related and Guilt is Personal-Related**

Shame and guilt are two negative emotions that have shown to be difficult to distinguish, but according to many existing theories on shame and guilt, these two self-conscious emotions are theorized to differ on one important aspect; the focus. For shame, the focus is on a defective self-image, while for guilt, the focus is on the undesirable behavior. Consequently, shame is thought to motivate responses aimed at undoing this self-defectiveness, while guilt is thought to motivate responses aimed at undoing one's undesirable behavior. In the current research, we state that these focuses and following responses may not occur when taking a group perspective on shame and guilt. In our study, participants from two different age-groups were confronted with historical moral failures committed by their fellow group members, and the effects on shame, guilt, and behavioural intentions were explored. Results showed that participants who were old enough to have understood what happened in that time-period experienced more guilt and shame than did those who were too young to have understood. More importantly, experiences of shame motivated an intention to undo aspects of the in-group self and in-group behavior. In contrast, experiences of guilt motivated an intention to undo aspects of the personal self and of personal behavior. This suggests that the focus and responses following shame and guilt are not as clear-cut as previous research might have assumed.

**Yori Gidron**

Professor, Free University Brussels, Belgium

## **Culture & International Suicide Rates**

The key to suicide prevention is the identification of suicide risk factors, yet prospective studies are still lacking in this domain. Furthermore, few studies have been done on an international scale. This study examined the relationship between cultural dimensions, using Hofstede's international cultural dimensions, and countries' suicide rates in men and women. Data of countries for whom Hofstede's cultural dimensions, suicide rates and confounders were available, were included (N = 26-55). We tested the relationship between Individualism (IDV), Masculinity, Uncertainty Avoidance (UA) and Power Distance Index (PDI), with suicide rates, controlling for national GDP for health, literacy and alcohol intake. Results revealed only a significant correlation between IDV and suicide rates in men ( $r = 0.420$ ,  $p = .001$ ) and in women ( $r = 0.366$ ,  $p = .006$ ). These correlations remained significant after controlling for national GDP for health and literacy. However, after controlling for alcohol intake, which was positively related to both suicide and IDV, neither correlation remained significant. These results show that countries' IDV levels may be a risk factor of future suicide, and that this is mediated by levels of alcohol intake per country. These findings support a Durkheim approach to suicide rates and call for better national and international efforts to increase degrees of communal cohesion within societies, as a possible step towards suicide prevention.

**Canan Gursel**

Professor, Gazi University, Turkey

&

**Hatice Demirbas**

Assistant Professor, Gazi University, Turkey

## **Problematic Internet Use and Related Factors among Turkish University Students**

### **Aim:**

This study was to examine the relationship between internet addiction and some demographic features among university students.

### **Method:**

Data was gathered from 63% (n=342) female, 37% (n=200) male, 542 university students. The Online Cognitive Scale (OCS) and Demographic Information Form were used for collecting data. Pearson correlational analysis, Chi Square and t-test have been used in the study.

### **Results:**

Results indicated that 74.4% of the students the age of onset of connecting to internet was 5-15 years. Students were connecting to internet most often at evening. Mostly reported hours of use per week were 0 to 9 hour. Frequency of connecting to internet was occasionally (40.4%), all days (39.9%), and every other day (11.9). Internet using was generally for social contact (to communicate with their friends, navigate to face book and twitter, and to connect e-mail) and academic studies. According to t-test analysis, there were differences between means of social comfort, loneliness/depression, diminished impulse control and distraction subscales of OCS according to gender and the age of onset of connecting to internet. Females and males differed significantly in their use of internet reasons. Internet usage changed according to subjective evaluation of academic performance of students.

### **Conclusion:**

The findings indicated that gender differences, poor academic achievement and age of first internet using were important factors about problematic internet use among university students. Internet addiction among university students should be taken as early as possible for intervention. Problem solving skills of students must be increased for preventive efforts in spite of problematic internet use. Identification of the risk factors that contribute to internet addiction among young people will be important to prevention and earlier intervention.

**Anna Hawrot**

Researcher, Educational Research Institute, Poland

&

**Piotr Rycielski**

Researcher, Educational Research Institute, Poland

## **The Influence of Attitudes Toward Learning on Achievement Scores**

The paper presents research results of the longitudinal study that is being conducted at Institute for Educational Research, School Effectiveness Research Unit. The research focus of the study is to identify key determinants of the effectiveness of school education. The study focus on student attainment and their biological, psychological, social and educational determinants. The study started in autumn 2010 and includes the cohort of students who began the third grade of primary schools that year (N=5000). Previous research shows some relationship between student's attitudes towards learning and their school performance (Ames, Archer 1988; Hwang, Chang 2010). In the reported study we used a measure of student's attitudes towards learning. The dependent variables were achievement scores on language and mathematical skills. The results show important relationships between these variables. The attitude towards learning influences the achievement scores. These effects are moderated by socioeconomical status of the family.

**Gal Hertz**

Researcher, Emotional Fitness Ltd, Israel

&

**Yuri Gidron**

Professor, Free University of Brussels, Belgium

## **Psychological Inoculation and Road Hostility**

**Background:** Motor vehicle accidents (MVA) are among the top causes of death worldwide. As environmental and vehicle factors improve, the relative effects of human factors in causing MVA increases. However, increasing awareness or education alone, the main forms of government and policy makers, worldwide, may be insufficient for modifying certain behavioral risk factors of MVA. This study tested in two countries the effects of “psychological inoculation” (PI) on road hostility. PI aims to provide people with counterarguments to refute external or internal sources of un-adaptive behavior. We hypothesized that PI would reduce road hostility better than driving education alone.

**Methods:** In Study 1, Belgian management students participated, while in Study 2, Israeli police cadets took part. Both samples completed before and after the interventions/control conditions, an implicit (indirect) road hostility scale. In this scale, participants indicated what would a person in a picture do, choosing from non-hostile to hostile responses. The police cadets also completed that scale 2 weeks later as well. In the Belgian PI condition, participants were asked to refute 5 challenging sentences about driving hostility, while controls just wrote their opinion about a brief educational paragraph on road hostility. In the Israeli cadets, PI and education controls were given in group formats. A third condition included an emotional regulation intervention for the police force.

**Results:** In both the Belgian students and Israeli police cadets, the PI led to significant reductions in implicit road hostility, while the education control did not. The emotional regulation condition also reduced road hostility but at a slower pace.

**Conclusions:** Both studies provide replicable but preliminary evidence that PI may be better than driving education for reducing road hostility, using an unbiased implicit test. The effects of PI on simulated or actual driving must be tested in future studies.

**Ali Ayar**

Teacher Center Tutor Teacher, Ilam, Tehran University, Iran,

**Naeini Hoshang**

Assistant Professor of Social Sciences, University of Tehran, Iran

&

**Sattar Kikhavani**

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## **Relationship between Social Capital and the Tendency to Violent Crime in Young Offenders and Non Offenders Ilam- Iran**

**Introduction:** Violence is a global phenomenon. Frequency, quantity and quality are varying from community to community. Prevention, control and identification of factors affecting the perpetration of violent behavior is one of the major concerns is security and surveillance systems. There are different theoretical perspectives on violence.

**Objective:** Purpose is examined of relationship between social capital and desire for violent crime offenders and young people in Ilam.

**Method:** To experimentally test a theoretical model of the survey method is used.

**Results:** The survey results show that the social capital of youth offenders, young people are much more common. Results of regression analysis and multiple regression Logistic expression confirmed the original hypothesis and research hypothesis.

**Discussion:** In this study, while addressing the theoretical approaches of sociology aberrations - structural theories, theories deviate cultural, social process theories and hybrid theory - a theory has focused on social capital. Finally, the theoretical model derived from research that is of particular theoretical framework has been drawn. In this model direct impact on social capital in addition to committing violence indirectly through the intermediary variables of social control and social support on violence variable has the opposite effect.



**Maria Kitromili-Koliaraki**

Ph.D. Student, European University, Cyprus

## **Mental Health Status of University Students: A European University Cyprus Study**

In the current research project, 465 students and 424 non-students participated by completing a battery of self-report questionnaires. The researcher employed several questionnaires investigating depression (Centre for Epidemiological Studies Depression Scale), anxiety (Beck Anxiety Inventory), general psychopathology (General Health Questionnaire), and personal demographic features. Some of the more prevalent findings indicate high depression and anxiety levels and poor mental health in both students and non-students' samples. Significant differences in students' mental health were found according to gender, personal work and permanent residence while significant differences among the student and non-student samples indicated poorer mental health in students. More specifically, results revealed that female students scored higher than male students on the depression scale and psychiatric illness screening while males scored higher on the anxiety scale. Non-student samples revealed similar results between males and females however there was no significant difference on the psychiatric illness screening. Moreover, with regards to the student sample, significant differences were observed in scores on the depression scale between students who moved away from home for studies and those who did not, indicating higher rates on the scale for those who moved away. Also, the analysis of the results indicated a considerable relation among students' personal work and the psychiatric illness screening with students who reported working either part-time or full-time seemed to score lower on this scale than their equals who did not work. These results are consistent with the results from previous studies and show that a remarkable amount of students experience mental health difficulties that are not just the result of academic demands but also by on-going personal difficulties that are intensified by a demanding academic life.

**Fredrica D. Kramer**

Researcher and Consultant on Social Welfare Policy, Independent  
Consultant based in Washington, USA

## **Lessons from the US Experience Using Faith-Based and Community Organizations to Deliver Behavioural Health Services**

The use of nongovernmental organizations (NGOs) to provide human services has become increasingly important as public budgets shrink and governments privatize social welfare systems in the developed world and as social welfare systems grow in the developing world. Their use can be at once seductive and problematic when cultural competence, religious homogeneity or religious ecumenism impacts the appropriateness of providers or services, and especially when public funding is involved.

Large social service providers with religious connections and small faith-based and community organizations (FBCOs) are critical components of the US social safety net, particularly in many rural and low-income communities. Some operate under contract to public authorities, some work independently, and others form partnerships that together create a web of needed services. FBCOs can be vehicles to serve harder to reach populations, and religion and spirituality have played a prominent role in interventions aimed at personal transformation, including treatment of substance abuse and other behavioral health issues. Involvement of faith-based organizations was a cornerstone of George W. Bush's presidency, and remains of perpetual interest in public programming.

FBCO involvement raises important questions for both US and international applications around their capacity to deliver needed services, whether and how they can be coordinated with the overall human service delivery systems, the way in which religion, faith, or spirituality relates to the effectiveness of services, and whether that effect can apply across religious and cultural contexts. Cultural competence, non-native providers, and relationships with the larger service system may have special importance in international contexts.

Research on recent US attempts to increase involvement of faith-based organizations in human service delivery may offer lessons from the US experience to assess the utility and appropriateness of involvement of faith-based organizations in behavioral health services in the US and in other national contexts.

**Stavros Ktenas**

Ph.D. Student, Royal Melbourne Institute of Technology, Australia,

**Andrew Francis**

Associate Professor, Royal Melbourne Institute of Technology,

**John Reece**

Associate Professor, Royal Melbourne Institute of Technology,  
Australia

&

**Sophia Xenos**

Lecturer, Royal Melbourne Institute of Technology, Australia

## **Melbourne Greek Intergenerational Health Study (MGIHS)**

Attitudes toward and knowledge about health services largely drive the behaviours individuals undertake in managing their own health and wellbeing. With the many options now available in our community, including both Orthodox and Complementary and Alternative Medicines (CAM), individuals and specific demographic groups make decisions based on their particular understandings and attitudes toward specific therapies, as well as cultural norms and traditions.

Everyday Orthodox Medicine, offered in the main by General Practitioners in the community, provides the backbone of health management for the major segment of the Australian population. CAM therapies are also gaining both acceptance and higher use, and are now an established and integral part of the broader health management landscape. It has been estimated that in Australia, \$2.3 billion is spent annually on CAM related services. However Xue, Zhang, Lin et al, are of the opinion that Australians spend over \$4 billion a year on CAM, with visits to CAM practitioners being as frequent as those to medical practitioners.

There is currently no data for how and why Melbourne's Greek community, across multiple generations, use different elements of the health care system. This information, in the context of a theoretical model for predicting behaviour based on individual and psychological variables, will provide valuable understandings for improving the health behaviours of people in this population and provide a more efficient, effective and goal orientated planning for future delivery of health related services to meet the needs of Melbourne's Greek community and the community's need statewide.

**Alla Kupreychenko**

Professor, National Research University Higher School of Economics,  
Russia

&

**Anastasia Vorobieva**

Professor, National Research University, Russia

## **The Role of Self-Regulation For Youth Moral Self-Determination**

**Introduction:** The self-determination process could be successful in case of advanced structure of self-regulation had arised. The processes of initiation and bringing up goals of activity and control of its attainment are belonging to self-regulation phenomenon. Formation of conscious self-regulation allows the subject use moral norms, values, etc. as regulators of his course of life. If the volitional source of person is weak the most good impulses would be outstanding.

As moral self-determination we understand the process of person orientation in the system of moral ideals and values, among people and social groups which are the bearers of this system, also as the conscious process of searching, selecting and creating ones own moral standards and ideals, and after that principles, values, norms and rules based on them. The result of moral self-determination is understood as moral position. It could be characterized as positive if person has humanistic orientation, altruistic traits, capability for self-sacrifice, etc.

### **Methods:**

1. questionnaire "Personality moral self-determination" (A.E. Vorobieva, A.B. Kupreychenko). It holds three meaning blocs: "conceptions of morality" (e.g., recompense for good and evil), "moral strategies" (e.g., obligation or non-obligation of moral norms observance) and "individual moral orientations" (e.g., egocentric).
2. The Style of Behavior Self-regulation - 98 (V.I. Morosanova)

**Sample:** youth of 18-35 years old (208 persons).

**Results:** Young persons with middle level of self-regulation has less positive moral position than persons with high and low level of self-regulation. It could be explained by deficient compensation of environmental influence and ones own undesirable characteristics.

For young man the higher level of self-regulation corresponds to more positive moral position in case of separate conceptions of morality and moral strategies. But such regularity doesn't peculiar to young women (they have utterly few differences on this dimension).

**Soňa Lemrova**

Assistant Professor, University Palacky, Czech Republic

&

**Eva Reiterova**

Assistant Professor, University Palacky, Czech Republic

## **Attitudes toward Money and Materialism among Czech University Students**

We report on an empirical research in the field of money attitude and materialism among Czech university students. The research presented in this paper is based on three questionnaires: Money Ethics Scale by Tang (*Journal of Organizational Behaviour*, 13, 197-202, 1992), Materialism Scale by Richins (*Journal of Consumer Research*, 19(3), 303-316, 1992) and demographic survey registering gender, age and studied program of each individual proband. The total of 330 respondents is composed of both humanities students and students of natural sciences. We have found that students consider money positively, but do not consider them as a symbol of success or respect in society. Men in contrast to women tend more to perceive money as a means of success, acquiring respect, freedom and power. Orientation toward materialism has been found in strong correlation with positive money attitude. Any significant age dependence of attitude toward money has not been confirmed.

**Gail Matthews**

Professor, Dominican University of California, USA

## **Keeping New Year's Resolutions and Obtaining Personal Goals: The Role of Accountability, Planning and Focusing on Benefits**

New Year's resolutions reflect personal goals that are important to the individual (Koestner, 2008). While numerous studies (Gollwitzer & Sheeran, 2006; Gollwitzer, 1999) have focused on the role of written plans or implementation intentions in enhancing the likelihood of achieving important personal goals, the effectiveness of being held accountable to another person has received less attention. However, accountability is one of the hallmarks of the growing fields of life and executive coaching. This study assessed the effectiveness of accountability and implementation intentions (plans) in enhancing personal goal achievement. Sixty-seven university students, who had formulated goals or resolutions for the New Year, participated in a four-week study measuring perceived progress toward their goals. Participants were randomly assigned to one of four conditions, in a 2x2 factorial design, with Accountability at two levels (accountable to the researcher via email or not accountable to the researcher) and Writing at two levels (writing about their plans of how to accomplish their goals or writing about the benefits of achieving their goals).

At the beginning of the study, all participants were asked to rate the difficulty and importance of their goals, commitment to their goals, progress to date on their goal and other variables. Analyses of variance revealed no significant differences between groups on any of these variables at the start of the study, indicating that random assignment to conditions had been effective. However, at the end of the four weeks, when participants rated their goal achievement on a 10-point scale, those who were accountable to the researcher via weekly emails made significantly greater progress toward their goals than those who were not accountable to the researcher. However, there was no significant difference in goal progress between those who wrote about their plans or behavioral intentions and those who wrote about goal benefits. In addition, the Accountability x Writing interaction effect was not significant. Results are discussed in terms of their applicability (1) to achieving personal goals and resolutions and (2) to the fields of life and executive coaching.

**Yue Meng**

Lecturer, Bournemouth University, UK

## **Admiration for the Famous: Antecedents and Consequences**

Admiration is categorized as one of the moral emotions (Scherer, 1994; Haidt 2003), or emotions of appreciation (Ortony et al., 1988), triggered by positive appraisals to excellence. However the theoretical and empirical research on admiration and its effects on people are scarce (Algoe and Haidt 2009).

This research proposes and tests a conceptual framework to better understand the antecedents and consequences of admiration for famous people. Methodological triangulation consisting of qualitative and quantitative research was used. Our data collection to date has gathered 26 in-depth interviews and 150 questionnaires amongst the England residents.

Preliminary findings from the interviews suggest that people admire those who are talented in their own professional domains, attractive, and/or morally outstanding through taking a variety of social responsibilities. The connection and similarity between the individuals who elicit admiration (the admirers) and those whom they admire (the admired) could be essential in the formation and maintain of admiration. Such connections and similarities can be related to their own professions, personal interests, or demographic similarities such as age, gender, nationality, ethnic background etc. Furthermore, proximity either geographically or interpersonally plays an important role in forming admiration. People often share admiration for the same people with their family members or friends.

Attitudinal and behavioural consequences of admiration were identified. It was found that admiration can lead to inspiration for the admirers in terms of career and hobby development. It can be a source of moral motivation and encouragement. People (especially adolescents) sometimes emulate their admired ones through changing their self-image, attitudes to life, and brand choices. Our evidence shows that admiration for celebrities can increase the level of correspondent inferences on the endorsement claims, and reduce consumer scepticism towards celebrity advertising. Admirers often praise their admired ones to others. Admiration can lead to the denial of any negative information associated with the admired ones, or due to the 'pratfall' effect can increase the level of admiration.

The quantitative data is currently being analyzed and findings will be presented. The research is designed to make significant contributions to the positive psychology and consumer psychology literature.

**Sergey Miroshnikov**

Laboratory Chief, Saint-Petersburg State University, Russia

## **Self-Organizing Cognitive Model**

We have tried to organize research in the direction from the general to the particular, namely, from the construction of theoretical and computer models of general information processes of identification – to the study of separate laws of information processing in self-organizing models and humans. New energy-informational approach to cognitive modeling, based on auto-oscillatory modules that interact through the uniform field, had lead us to revealing many parallels in self-organized computer model's processes and well-known cognitive, emotional and motivational processes in human beings. In this way, the information synthesis cycle, which was the basic dynamic structure in modeling perception and identification, provides the basis for understanding and modeling the broader content of psychic life as a whole, including spheres of motivation and emotions.



**Sven Moerch**

Associate Professor, University of Copenhagen, Denmark

&

**Helle Andersen**

Associate Professor, University of Copenhagen, Denmark

## **Becoming a Gang Member. Youth Life and Gang Youth**

The purpose of this paper is to develop a framing for understanding the growth in youth gangs and gang behaviour. Gang behaviour has mostly been explained in a reference to group theory, racial studies, marginalisation theory or crime or antisocial behaviour analysis. Later writings of gang behaviour are still focused on gangs as social problems, but also more directly on youth gangs. This paper builds on a youth theory perspective and describes how the social conditions work with or against the young individual in such a way that gangs seem to be an option or an answer for some young people when faced by today's youth life situation. In this analysis focus is on the development of social vs. societal gangs and on the late modern challenges of individualised social responsibility and the use of social relations in managing individualisation problems.

**Greta Noordenbos**

Assistant Professor, Leiden University, the Netherlands

## **Which Criteria for Recovery From Eating Disorders are Relevant According to Patients and Therapists?**

**Aim of research:** Lack of consensus about criteria for recovery from eating disorders results in greatly varying percentages of recovered patients. Outcome studies not only use different criteria for recovery, but also quite different instruments, rendering their results incomparable. The same problem occurs among studies of predictors for recovery from eating disorders. Without consensus on criteria for recovery, it is not clear which goals of treatment are important to realize full recovery.

**Research questions:** Which criteria do ED patients and therapists evaluate as most relevant for recovery? Do patients and therapists differ in their evaluations?

**Methods:** a group of 41 recovered eating disorder patients and 57 therapist filled out a questionnaire with a list of 52 possible criteria for recovery and were asked which criteria were important for recovery.

**Results:** Not only criteria about the reduction of eating disorders symptoms were evaluated as important, but also the improvement of body image, self esteem, and social coping strategies were evaluated as important for full recovery. Only slight differences were found between the opinions of former patients and therapists (Noordenbos, 2010, 2011).

**Jamie Jiehan Ong**

Psychologist, KK Women's and Children's Hospital, Singapore

## **Medication Adherence in Paediatric Asthma Population: Examining the Role of Cognitive Functioning**

Asthma is one of the most prevalent paediatric chronic illnesses in the world and it has one of the highest medication nonadherence rates. In Singapore, the prevalence rate of asthma is approximately 5% and 58.7% of children with poorly controlled asthma were not using their medications regularly (Global Initiative for Asthma [GINA], 2004; Yang et al, 2007). Adherence to medical regimens is a cognitively demanding task, yet many discussions of adherence overlook the role played by cognitive processes. This study examined the relationship between cognitive functioning (attention, verbal learning and memory), asthma knowledge and medication adherence in children with asthma. 40 children (ages 7 to 12 years old) and their parents completed a set of questionnaires. In addition, the children had to complete a set of cognitive assessments. Chi-square tests, independent t-tests and simple correlation were conducted. No association was found between cognitive function and medication adherence. However, a positive correlation was found between the child's asthma knowledge and cognitive abilities. The findings suggested that although limited, cognitive function might play a more indirect role in medication adherence.

**Vasiliki Orgeta**

Researcher, University College London, UK

## **Illness Perception and Emotional Well-Being in Family Careers of People With Dementia**

**Objectives:** Recent research has highlighted the important role of illness perception in understanding caregiver outcomes within the context of caring for a chronically ill partner. The purpose of the present study was to assess the extent to which subjective well-being in carers of people with dementia (PwD) is affected by illness perception. **Methods:** In the present study, 112 informal carers of PwD completed measures of emotional well-being, caregiver burden, caregiving relationship quality, and self-reported symptoms of anxiety and depression. Illness perception was measured by the revised version of the Brief Illness Perception Questionnaire (Brief IPQ). **Results:** Regression analyses indicated that understanding dementia as an illness and beliefs about the emotional impact of the disease were amongst the most important predictors of caregivers' subjective well-being. Findings are discussed in relation to understanding emotional well-being in carers of people with dementia. **Conclusion:** The framework of illness perception may offer new insights for current theoretical models of dementia caregiving research, and may inform current interventions aimed at improving well-being for this population.

**Linda Pagani**

Professor, University of Montreal, Canada

## **Is Excessive Early Childhood Television Exposure Harmful for Children's Development?**

In developed nations, the television has become a key characteristic of both the background and foreground in most home environments over the past several decades. Despite clear, age-specific recommendations from the American Academy of Pediatrics discouraging any screen media exposure during infancy and less than two hours per day beyond age two, Western parents show poor factual knowledge and awareness of such existing guidelines. One North American study found that almost half of 12 to 23 month-olds and 41% of 24 to 35 month-olds exceeded recommendations. The remarkable childhood intake of mass media has evoked international interest in its potential impact. This review paper offers justification, both theoretical and empirical, about why policy-makers and parents of infants and toddlers should be concerned about excessive early childhood viewing.

Common sense would have it that television exposure replaces time that could be spent engaging in other developmentally enriching activities and tasks which foster cognitive, behavioral, and motor development. In this paper, we summarize the most recent research and research theories behind the idea of "displaced time," which provide justification for concerns about early childhood televiewing as a public health issue. Because there are only so many hours in a day, more televiewing leaves less time for such foundational experiences suggesting hazardous effects of overexposure.

Television exposure almost invariably starts in early childhood.<sup>3</sup> Broadcasting may have an educational orientation when targeting preschoolers, which might have some cognitive benefits. Nevertheless, preschool televiewing remains a cognitively passive activity at a time when key experiences for developing cortical regions of the brain are expected to occur.<sup>5</sup> Past research has mainly focused on older children. In younger children, several studies have found long-term negative associations between early childhood exposure and well being.<sup>6-8</sup> We will provide an in-depth review of the early childhood media exposure literature and underscore the most compelling conclusions.

**Nicole Papadopoulos**

Student, Monash University, Australia,

**Jennifer McGinley**

Physiotherapist & Senior Lecturer, The University of Melbourne and  
the Clinical Research Centre for Movement Disorders and Gait at  
Southern Health, Australia,

**Anna Murphy**

Biomechanist and Manager of the Clinical Research Centre for  
Movement Disorders and Gait at Southern Health, Australia,

**John Bradshaw**

Emeritus, Monash University, Australia

&

**Nicole Rinehart**

Convenor, Doctorate of Psychology (Clinical Psychology) and Clinical  
Psychologist, Monash University, Australia

## **Movement and Emotional Behavioural Disturbance in Children with Autism and Asperger's Disorder: A 10 - Year Update of Our Australian Autism Motor Research Study**

### **Background**

Children with autism and Asperger's disorder (AD) often show motor problems (Fournier et al., 2010), in addition to core DSM-IV-TR symptoms. Motor problems may to some extent be correlated (Qiu et al., 2010), precede (Teitelbaum et al., 1998) and exacerbate (Leary & Hill, 1996) social-communication difficulties. Although the relevance of motor symptoms is becoming established in the literature, it is not entirely clear how this valuable 'neurological piece of the puzzle' fits into our understanding of these disorders (Papadopoulos et al., In press).

### **Aim/Purpose**

The aim of this presentation is to provide a 10 year update of our Australian motor research study which is focused on defining the motor profile of children with neurodevelopmental disorders aged 7-12 years using a range of movement paradigms. The relationship between motor impairment and emotional behavioural disturbance was also explored.

## **Method**

Our sample consisted of typically developing (TD) children aged between 7 to 12 years (TD; n = 20), children with high functioning autism (HFA; n = 23), children with low functioning autism (LFA; n= 16) and children with Asperger's disorder (AD; n = 27). Three-dimensional gait data were captured using 3D motion analysis. Motor proficiency was assessed using the Movement Assessment Battery for Children (Henderson & Sugden, 1992). Emotional/behavioural disturbance, social-communication functioning, and severity of autistic symptoms was examined using the Developmental Behavioural Checklist (Einfeld & Tonge, 2002).

## **Results/Discussion**

Findings are consistent with the hypothesis that there are qualitative and quantitative differences in the motor profile between autism and AD. The findings also support the proposal that the degree of motor impairment experienced by a child with autism or AD may help predict the degree of emotional/behavioural disturbance. The impact of motor disturbance on emotional/behavioural disturbance in autism and AD has important implications for therapeutic approaches and underscores the importance of multidisciplinary approaches to management.

**Olga Patosha**

Lecturer, National Research University Higher School of Economics,  
Russia

## **Consumer's Typology Development**

Consumer typology is of great practical importance for the marketing. It is used in segmentation, product positioning, personal sales organization, etc.

In our investigation we explored peculiarities of consumers' decision-making process. The main criteria of choosing product and shop were examined by special procedure. Respondents were to remember the last purchase and evaluate provided characteristics of the goods and the store in order of importance for the purchase. As the result two types of consumers, "pragmatic" and "aesthetic" were found. Pragmatic consumers buy the product based on the ratio "for money", they demand good performance characteristics of the product, its reliability, the main purpose of such purchases due to cost savings, preservation of health, as well as providing comfort. They choose a store according to the pricing policy, the presence of competent consultants, etc. aesthetic consumer is more oriented to the external characteristics. He drew attention to the appearance of the product, its originality, shop for the purchase also selected on the basis of its interior, comfortable atmosphere. This type of consumer buys a product to meet the social needs - to attract the attention of others, be approved, to be liked by other people, etc

Research also found that aesthetic type is more typical for consumers under the age of 30 years. Pragmatic type is more pronounced among the older generation.



**Jace Pillay**

Professor, University of Johannesburg, South Africa

## **The Psycho-Educational Experiences of Children from Child-Headed Families in South Africa**

This paper reflects the findings of a 3 year research project on the psycho-educational experiences of children from child-headed families in South Africa. The primary aim of the study was to explore and describe the psycho-educational experiences of these children in their ecosystemic contexts. A secondary aim was to use the findings to design psycho-educational support interventions for them. A qualitative research design was used to conduct the study. Data were collected from children from child-headed households as well as other significant role players such as teachers, siblings, and school based support teams through individual interviews, focus group discussions, narratives in the form of life histories and incomplete questionnaires. Atlas.ti software was used to conduct both a content and comparative analysis of the data. The findings provide a vivid picture on the actual difficulties experienced by the children from child-headed families, such as a variety of negative emotions and behaviours, poverty, crime, changing roles and the lack of safety and security. However, it also displays the psychological resilience of many of them to survive despite all odds being against them. Special focus will be given to the role community, critical and positive psychologies play in understanding and supporting the psychological well-being of children from child-headed households in South Africa.

**Balan Rathakrishnan**

Lecturer, University Malaysia Sabah, Malaysia,

**Balakrishnan Parasuraman**

Lecturer, University Malaysia Sabah, Malaysia

&

**Joki Perdani Sawai**

Lecturer, University Malaysia Sabah, Malaysia

## **The Relationship of Stress and Alcohol Addiction with Mental Health among Secondary School Students. A Multiethnic Study in Sabah, Malaysia**

Several studies proved there is a significant relationship among stress with mental health, depression and stress that prolonged. (Abouserie, 1994; Diane & Misty, 1997; Bojuwoye, 2002; Mahadir, Shazli Ezzat, Normah & Ponnusamy, 2004; Najib, Che Su, Zarina & Suhanim, 2005; Najeemah, 2005). The purpose of the study is to create mental health profile among students in Sabah. This research also tends to find out the relationship between stresses and addiction to alcohol/drug among multiethnic secondary students in Sabah. This paper is also looking for relations between appointment with doctor / counselor with mental health problem among students in secondary school in Sabah, Malaysia. There is about 372 secondary students was aged group 12-20 was taken from Sabah, Malaysia to do survey. There consisted of four parts of questionnaires that help to measures: mental health problem, stress, alcoholism/drugs substance use and the appointment with doctor/counsellors regarding to the sickness which is Symptom Checklist-90 (SCL-90), Depression Anxiety Stress Scale (DASS), Adolescent Alcohol and Drug Involvement Scale (AADIS). Finding indicated that there is a positive significance correlation in stress with mental health ( $r = .779$ ,  $p < .001$ ). Result also shows that addiction to alcohol/drug is positively correlated with mental health ( $r = .226$ ,  $p < .001$ ) and there is a significant difference among ethnic in Sabah ( $F(9, 306) = 3.03$ ,  $p < .05$ ). Result also indicate that there is positive significant relationship between appointment with doctor or counselor with mental health issues. Intervention and the importance of mental health issue are also been discussed.

**Carole Rodon**

Researcher, Shanghai Academy of Social Sciences (SASS), China

## **Development of the Chinese Information Retrieval on Web Self-Efficacy' Scale to Cope with the Difficulties of Explaining Experience Level's Influence in this Activity**

Today one difficulty for explaining Internet usages is to be able to observe their relationships with experience levels. For instance, in the field of information retrieval on which we focus on here, it is still hard to describe all the different and exhaustive abilities features that compose this literacy. One idea to proceed to a cutting a posteriori of the experience from real levels of performances can turn out from a material point of view very costly (Rodon, Chevalier & Meyer, 2008; Aula & Nordhausen, 2006; Leroy, Lally, & Chen, 2003). We argue our eight-items-self-efficacy scale allows fruitfully coping with this matter in an economic way by avoiding numerous measures that weigh down the research protocol. Based on the original Information Retrieval On Web Self-Efficacy (IROWSE) scale previously validated (Rodon, 2008), we develop one Mandarin language version under the support of the STF Program from the EU delegation in China, considering that Chinese Web users are the more numerous in the World (420 million, 2010) and that Chinese language is the second language use on Internet. This level of self-efficacy (Bandura, 1999; 2002; Debowski, Wood, & Bandura, 2001) informs about the value attributed by an individual to its capacity to organize and to execute an information search on the Web. Then it does not considerer Internet in its whole aspect and functions, only the Web as an encyclopedic data base. From this point of view, it is distinct from others Internet self-efficacy scales (Eachus & Cassidy, 2004; Hsu & Chiu, 2004; Torkzadeh & Van Dyke, 2001). The key statistic features of this new scale are highly satisfactory. The PAF analysis identifies a single factor explaining 60% of the variance on all the eight items with Cronbach's alpha value of .90.

**Luísa Saavedra**

Assistant Professor, University of Minho, Portugal

&

**Conceição Nogueira**

Assistant Professor, University of Minho, Portugal

## **Gender Identities Construction In Engineering Female Students**

Despite the strong presence of women in Portuguese Higher Education, a large number of girls still do not choose certain fields of Engineering and Science. Several explanations have been suggested at interpersonal, social and contextual level. So, the objective of this study is to understand deeply the reasons that continue to deviate girls from these courses, using qualitative methods of collecting and analyzing the data, which have been little used in these areas. The focus is placed in the academic environment that surrounds them. We conducted semi-structured interviews with 20 female students of higher education, attending various courses in the field of Engineering. Interviews were analyzed using thematic analysis. Analysis revealed that relations with male colleagues were particularly important in three different ways: some show a preference for relationships with boys devaluing the "personality" of girls, others emphasize an attitude of mutual adaptation between boys and girls and, still others refer to a closer relationship between girls due precisely to the fact that they are in an environment frequented mostly by boys and men. Consequences of these discourses are discussed at the level of gender identities and in what extent viewing the "male world" and "female world" as essentialist and at opposite poles, may have a role in moving away many young girls from these fields of knowledge.

**April Chiung-Tao Shen**

Professor, National Taiwan University, Taiwan

## **Depression and PTSD among Dating Violence Victims with Chinese Cultural Beliefs**

**Purpose:** This study explores the relationships among dating violence, depressive symptoms, PTSD and Chinese traditional beliefs.

**Method:** The research design of this study is cross-sectional and correlational. Self-report measures were employed to collect data from a national stratified random sample of 1021 college students in 21 colleges and universities in Taiwan. The departmental participation rate was 65.1%. The formal sample subjects consist of 416 males (40.7%) and 602 females (59%) with a mean age of 21 years old; 61.9% of the participants were in a dating relationship for more than one month, while 38.1% had dating experiences for more than one month before, but were not currently dating. The average length of the intimate relationships was 17 months.

**Results:** Research results show that 59% (n = 601) of Taiwanese college students with dating experiences had experienced some form of dating violence victimization, including: physical (19.7%), psychological (57.6%) and sexual violence (7.6%). Moreover, 61.2% of college students had experienced dating violence perpetration, including physical (24.3%), psychological (60.6%) and sexual violence (6.7%).

Statistical analyses show that depressive symptoms and PTSD among victims were significantly associated with the frequency and the number of the types of violence victimization (including physical, psychological and sexual violence). Participants who experienced more dating violence and more types of dating violence exhibited more depressive symptoms and PTSD.

The results also show that Chinese traditional beliefs (such as fate and gender roles) are significantly associated with the frequency of physical violence victimization. Participants with higher identification with Chinese traditional beliefs experienced more physical violence victimization. In addition, higher identification with Chinese traditional beliefs also increased depressive symptoms and PTSD among dating violence victims.

**Conclusion:** Dating violence is damaging to victims' mental health. Research results also highlight the need for culturally sensitive interventions to address the impact of the cultural factor on young adults.

**Julienne Singer**

Nurse Manager-Cardiac Surgery ICU, Massachusetts School of  
Professional Psychology, USA

**Positive Leadership in High Performance  
Organizations**

Leadership is critical to the success of every organization. This could not be more true for high performing, high stress environments like healthcare. The United States economy and healthcare reform have catapulted organizations towards the creation of new ways to improve outcomes for patients. Research shows that leadership moves an organization. How far and to what extent depends on the leaders style, philosophy and behavior. Positive Leadership takes an organization beyond its expected performance. Positive leadership is based on the field of positive psychology. It focuses on strengths, positive thoughts, emotions and behaviors that develop every individual in the organization. The positive focus can bring cultural change within the organization. In this paper I will discuss the origins of positive leadership, current practices and how it can impact and improve both the leader as well as the individual in an organization. Advantages include increased confidence, improved outcomes, increased employee morale, creating a self-correcting culture, recruitment and retention, reward and recognition and successful development of leadership from within. I will also discuss how to develop positive leaders and give a view of the organizational environment. These elements are critical in the 21st century as economic times and resources are scarce and organizations need to remain competitive. Becoming more appreciative of individuals and focusing on their strengths has a greater impact on the employees performance and overall outcomes which in turn has a positive impact on the organization as a whole. A critical piece to this process is the presence of positive leadership. Organizational psychologists are essential facilitators in assisting organizations to develop these types of leaders in the transformation of culture. Organizational psychology can help create a healthy work environment through positive leadership development. Although this paper will connect the use of positive psychology to healthcare the concepts and practices can apply to any organization.

**Huiyi Eve Tam**

Clinical Psychologist, National University Hospital, Singapore

## **Self-Concept and Depression Levels of Students with Dyslexia in Singapore**

The present study aimed to examine the self-concept and depression levels of Singaporean students with dyslexia. With regard to self-concept, this study aimed to find out whether Singaporean students with dyslexia were likely to evaluate themselves negatively or positively, when they compared themselves with their peers without dyslexia. Thirty students (8 - 13 years old) from the Dyslexia Association of Singapore, who were of at least average intelligence, were recruited to participate in structured individual interviews. Biographical data forms and two measurement scales (i.e., the Self-Perception Profile of Children, and Children's Depression Inventory (CDI)) were used in the interviews.

**Results:** The proportion of students who rated academic self-concept domain positively was not significantly different from that who rated the domain negatively. A significant proportion of students provided positive self-ratings on social acceptance, athletic competence and global self-worth domains. A significant positive correlation was found between global self-worth and behavioural conduct. 90 % of students considered behavioural conduct to be important to their global self-worth. With regard to depression, the current sample and the CDI's American normative sample did not differ significantly on their mean levels of self-rated depressive symptoms. Finally, a significant negative relationship was found between academic self-concept and depression level, when holding average academic performance constant.

**Conclusions:** Unlike previous studies, this study suggests that Singaporean students with dyslexia do not necessarily have a negative academic self-concept, or feel more depressed than their American peers without dyslexia. These students possess positive self-concept in social acceptance and athletic competence, which may be protective factors for their well-being. They are also likely to like themselves as a person (i.e., global self-worth). The importance of perceived behavioural conduct on their global self-worth implies that providing these students with skills and opportunities that promote positive behavioural conduct is critical. Regular monitoring on the emotions of those students with a negative or low academic self-concept is important as this specific group of students with dyslexia is at a higher risk of emotional distress.

**Anna Touloumakos**

Associate Fellow, Oxford University, UK

## **A Communication Break Down: The Unknown Characteristics of Communication in Practice**

This paper presents results from research studying “soft skills” in institutional practice. This is part of a broader study focusing on identifying similarities and differences between the characteristics of “soft skills” as portrayed in policy and as featured in practice. Soft skills were explored in a case study of Human Resource functions in two major organizations, through the use of a combination of observations, conversations, interviews and an analysis of organisational documents. The methods were used in an ethnographic manner.

Soft skills, in particular communication is broken down through analysis of episodes of interactions between Human Resource practitioners and other agents in workplace practice. This analysis proposes an alternative approach to understanding soft skills and communication in particular, that goes beyond the strict confines of a set of behaviours which should be construed as universally acceptable and applicable skills. In particular, the paper demonstrates that communication is enacted uniquely and in a responsive manner; appropriate behaviours are navigated, maneuvered and amended uniquely for each specific communication situation. Therefore skill in communication and other soft skills lies in their transient nature.

The paper, in breaking down and rendering intelligible communication through this fresh and alternative conceptualization draws heavily on sociocultural and practice theories. As especially key for the proposed understanding of soft skills are presented the notions of object-motive and activity (Leont’ev, 1978), of positional identities (Holland et al, 1998), and of knowledge as a dynamic and unified yet multidimensional concept. The paper concludes by presenting research limitations and implications from this research especially for policymakers and HR practitioners in terms of how soft skills can be enhanced and qualified.



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## **The Social Capital Hypothesis: Does Sport Fandom Enhance Level of Social Well-Being?**

Humans have been always been dependent on other people in order to survive. Their social group was the immediate environment for survival and safety (Stillman & Baumeister, 2009). Lack of belongingness might lead to personal and social deprivation with detrimental effects on somatic and psychological health of the individual, as well as persisting behavioural problems such as aggressive and self-defeating behaviour (Baumeister, 1987; Baumeister & Leary, 1995; Cohen & Wills, 1985). Moreover, the construct of 'social capital' (Helliwell & Putnam, 2004) was introduced to define social networks of people which are characterized by reciprocity and trustworthiness of interactions. The assumption that sports can facilitate social capital has been used by official authorities as part of social policies; sports and sports clubs are part of community networks, enhancing the sense of locality and identity and strengthening social relationships through trustful and supportive interactions (Coalter, 2007).

The present study compared a group of football fans (experimental) with a group of non-fans (control) in order to detect differences in their level of psychological and social well-being and to draw conclusions about the current community sense of young people in Greece.

Measures of psychological health, social well-being, and passionate engagement with activities were completed by all participants.

Results are in the process of analysis.

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## **Improving the Continuous Tracking Paradigm to Investigate Implicit Motor Learning**

In three experiments we investigated factors that undermine conclusions about implicit motor learning in the continuous tracking paradigm. In Experiment 1, we constructed a practice phase in which all three segments of the waveform pattern were random, in order to examine whether tracking accuracy decreased as a consequence of time spent on task. Tracking error was lower in the first segment than in the middle segment and lower in the middle segment than in the final segment, indicating that tracking accuracy decreased as a function of increasing time-on-task. In Experiment 2, the waveform pattern was controlled so that the middle segment, which was repeated in each practice trial, was as difficult to track as random segments, which were not repeated. Substitution of the repeated pattern with a random pattern (in a transfer test) resulted in significantly decreased tracking performance, suggesting that characteristics of the repeated pattern had been learnt. However, the time-on-task effect between the first segment (random) and the second segment (repeated, but effectively random due to so few repetitions) was absent in the first practice block, raising the possibility that despite our attempts to match segment complexity, Segment 2 was easier to perform. In Experiment 3, the time-on-task effect between the first segment (random) and the second segment (repeated) in the first practice block returned when participants first completed a 1 block of warm-up trials in which all three segments were random, suggesting that complexity of the repeated waveform pattern we used was matched with random ones. These findings confirm the importance of controlling for waveform complexity when employing the continuous tracking task paradigm and show that time spent tracking can influence performance. Several suggestions for refining the continuous tracking paradigm for implicit learning research are outlined.