

2015

# Psychology Abstracts

Ninth Annual International  
Conference on Psychology  
25-28 May 2015, Athens, Greece

Edited by Gregory T. Papanikos

THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH





Psychology Abstracts  
9<sup>th</sup> Annual International  
Conference on Psychology  
25-28 May 2015, Athens,  
Greece

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## Preface

This abstract book includes all the abstracts of the papers presented at the *9<sup>th</sup> Annual International Conference on Psychology, 25-28 May 2015*, organized by the Athens Institute for Education and Research. In total there were 34 papers and presenters, coming from 17 different countries (Australia, Brazil, China, Denmark, France, Germany, India, Israel, Norway, Peru, Portugal, Russia, South Africa, Spain, Turkey, UK and USA). The conference was organized into eight sessions that included areas of Psychology and Health Promotion, Cognitive Processes, Mental Disorders 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 and/or journals 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**

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**FINAL CONFERENCE PROGRAM**  
**9<sup>th</sup> Annual International Conference on Psychology, 25-28 May, 2015,**  
**Athens, Greece**

**PROGRAM**

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

**Organization and Scientific Committee**

1. Dr. Gregory T. Papanikos, President, ATINER & Honorary Professor, University of Stirling, UK.
2. Dr. George Poulos, Vice-President of Research, ATINER & Emeritus Professor, University of South Africa, South Africa.
3. Dr. Thanos Patelis, Head, Psychology Research Unit, Atiner & Senior Associate, National Center for the Improvement of Educational Assessment, USA & Research Scholar, Fordham University, USA.
4. Dr. Nicholas Pappas, Vice-President of Academics, ATINER, Greece & Professor, Sam Houston University, USA.
5. Dr. Panagiotis Petratos, Vice President of ICT, ATINER, Fellow, Institution of Engineering and Technology & Professor, Department of Computer Information Systems, California State University, Stanislaus, USA.
6. Dr. Chris Sakellariou, Vice President of Financial Affairs, ATINER, Greece & Associate Professor, Nanyang Technological University, Singapore.
7. Dr. Ioannis Stivachtis, Director, Social Sciences Research Division, ATINER, Professor & Director, International Studies Program, Virginia Tech-Virginia Polytechnic Institute & State University, USA.
8. Dr. John Roufagalas, Head, Economics Research Unit, Atiner & Professor of Economics, Troy University, USA.
9. Dr. Gregory A. Katsas, Head, Sociology Research Unit, ATINER & Associate Professor, The American College of Greece-Deree College, Greece.
10. Dr. Yorgo Pasadeos, Head, Mass Media & Communications Research Unit, Atiner & Professor, University of Alabama, USA.
11. Dr. Sara Bahia, Assistant Professor, Faculty of Psychology, University of Lisbon, Portugal.
12. Dr. Rodrigo Sanches Peres, Universidade Federal de Uberlandia, Brazil.
13. Ms. Camelia Truta, PhD Candidate & Lecturer, Transilvania University of Brasov, Romania.
14. Ms. Olga Gkounta, Researcher, ATINER.

**Administration**

Stavroula Kyritsi, Konstantinos Manolidis, Katerina Maraki & Kostas Spiropoulos

**Monday 25 May 2015**  
(all sessions include 10 minutes break)

**08:30-09:20 Registration and Refreshments**

**09:20-09:30 (ROOM A-10TH FLOOR) Welcome & Opening Remarks**

- Dr. Gregory T. Papanikos, President, ATINER & Honorary Professor, University of Stirling, UK.
- Dr. Thanos Patelis, Head, Psychology Research Unit of ATINER, Senior Associate, National Center for the Improvement of Educational Assessment, USA & Research Scholar, Fordham University, USA.

**09:30-11:00 Session I (ROOM A-10TH FLOOR): Psychology, Ethics and Moral**

**Chair:** Thanos Patelis, Head, Psychology Research Unit of ATINER, Senior Associate, National Center for the Improvement of Educational Assessment, USA & Research Scholar, Fordham University, USA.

1. Bruno Kappes, Professor, University of Alaska, USA & Michael J. Arnatt, Graduate Student, University of Alaska, USA. American Death-Qualified Jurors' Verdicts on Insanity.
2. \*Ricardo Braun, Associate Professor, University of Lima, Peru. Neuroethics as a Model for the Naturalization of Moral Psychology and Philosophy.
3. Sandra Lepeltier, Ph.D. Student, Universite Francois-Rabelais de Tours, France, Veronique Salvano-Pardieu, PhD Lecturer, Universite Francois-Rabelais de Tours, France & Roger Fontaine, Professor, Universite Francois-Rabelais de Tours, France. Extenuating Circumstances in Moral Judgment: A Developmental Perspective.
4. Michelle Newberry, Senior Lecturer, Sheffield Hallam University, U.K. Pets in Danger: Exploring the Link between Domestic Violence and Animal Abuse.
5. Stine Torp Lokkeberg, Ph.D. Student, University of Kent, U.K. and Assistant Professor, Ostfold University College, Norway, Nicolay Gausel, Associate Professor, Ostfold University College, Norway & Roger Giner-Sorolla, Professor, University of Kent, U.K. To Withhold or to Disclose? How Communicating Unpleasant Information Elicit either Self-Defensive or Self-Improve Motivations.

**11:00-12:30 Session II (ROOM A-10TH FLOOR): Psychology and Health Promotion**

**Chair:** \*Ricardo Braun, Associate Professor, University of Lima, Peru

1. \*Maria Irimi Avgoulas, Associate Lecturer, La Trobe University, Australia & Rebecca Fanany, Senior Lecturer, Deakin University, Australia. The Creation of Health and Wellbeing in Diaspora: The Greek Community of Melbourne.
2. \*Solomon Mashegoane, Lecturer, University of Limpopo, South Africa, Simon Moripe, Senior Lecturer, University of Limpopo, South Africa, Happy S. Pule, Psychologist, University of Limpopo, South Africa & Malose S. Makhubela, Lecturer, University of Pretoria, South Africa. Intrinsic Religiosity and Risky Health Behaviours among Black University Students in Limpopo, South Africa.
3. Jacob Wheatley, Child Life Specialist, University of Pittsburgh Medical Center, USA. Life after Dying: A Model of Grief, Loss, and Death Anxiety for Survivors of Life Threatening Diagnoses.
4. \*Jun-E Liu, Professor, Capital Medical University School of Nursing, China. Development and Preliminary Verification of the Group Acceptance and Commitment Intervention Program on Body Image of Rehabilitative Breast Cancer Survivors.

**12:30-14:00 Session III (ROOM A-10TH FLOOR): Psychology and Cognitive Processes I**

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

1. Gail Matthews, Professor, Dominican University of California, USA. The Effectiveness of Four Coaching Techniques in Enhancing Goal Achievement: Writing Goals, Formulating Action Steps, Making a Commitment, and Accountability.
2. Joana Mello, Research Assistant, ISPA – IU, Portugal, Rita R. Silva, Post-Doc, ISPA – IU, Portugal & Teresa Garcia-Marques, Associate Professor, ISPA – IU, Portugal. The Differential Effects of Fluency Due to Repetition and Fluency Due to Color Contrast on Judgments of Truth.
3. Teresa Garcia-Marques, Associate Professor, ISPA – IU, Portugal, Rita R. Silva, Post-Doc, ISPA – IU, Portugal & Joana Mello, Research Assistant, ISPA – IU, Portugal. A Dual-Process Approach to the Truth Effect: Capacity and Motivation Conditions Moderate Illusions of Truth.
4. Evgeniya Gavrilova, Research Associate, Moscow State University of Psychology and Education, Russia. Metaphors Comprehension as a Factor of Verbal Abilities.
5. Elodie Tricard, Ph.D. Student, Universite Francois-Rabelais de Tours, France, Valerie Pennequin, Professor, Universite Francois-Rabelais de Tours, France & Celia Maintenant, Ph.D., Universite Francois-Rabelais de Tours, France. Effect of Happiness, Sadness, Anger, and Anxiety on Reasoning.

**14:00-15:00 Lunch**

**15:00-16:30 Session IV (ROOM A-10TH FLOOR): Special Topics in Psychology Research I**

**Chair:** \*Solomon Mashegoane, Lecturer, University of Limpopo, South Africa

1. Nicolay Gausel, Associate Professor, University College Ostfold, Norway, Colin Wayne Leach, Professor, University of Connecticut, USA, Agostino Mazziotta, University of Hagen, Germany & Friederike Feuchte, University of Rostock, Germany. Seeking Retribution or Seeking Repair? Adopting Perpetrator or Victim Focus Help Explain Responses in Reciprocal Intergroup Conflict.
2. Olga Selin Hunler, Assistant Professor, Izmir University of Economics, Turkey, Yudit Namer, Assistant Professor, Gediz University, Turkey & Nevra Cem Ersoy, Assistant Professor, Izmir University of Economics, Turkey. The Psychological Consequences of Coercive Control and the Factors Associated with it.
3. Peter Kyriakoulis, PhD Student, Swinburne University, Australia. The Diving Response and its Applicability in Treating Panic Disorder. (Monday)
4. Dina Themistocleous, Ph.D. Student, University of Bath, U.K. Andrew Weyman, Senior Lecturer, University of Bath, U.K. & David Wainwright, Senior Lecturer, University of Bath, U.K. Work Related Factors and Employee Resilience: Developing an 'Employee Resilience Climate Assessment Tool'.
5. Quentin Verneau, Ph.D. Student, Universite Francois-Rabelais de Tours, France & Valerie Pennequin, Universite Francois-Rabelais de Tours, France. Risk-Taking and Emotions: A Developmental Approach in Adolescents.

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

## Tuesday 26 May 2015

(all sessions include 10 minutes break)

### 08:00-10:00 Session V (ROOM A-10TH FLOOR): Psychology and Society

**Chair:** Dr. Thanos Patelis, Head, Psychology Research Unit of ATINER, Senior Associate, National Center for the Improvement of Educational Assessment, USA & Research Scholar, Fordham University, USA.

1. Matthew Davis, Professor, Dominican University of California, USA & Christopher Leeds, Professor, Dominican University of California, USA. Tolerance for Political Diversity in Academia: A University Case Study.
2. Helle Andersen, Professor, University of Copenhagen, Denmark, Sven Mørch, Professor, University of Copenhagen, Denmark & Torben Bechmann Jensen, Assistant Professor, University of Copenhagen, Denmark. Youth Individualization and Social Responsibility.
3. \*Mateus Pranzetti Paul Gruda, Ph.D. Student, Universidade Estadual Paulista “Julio de Mesquita Filho” (UNESP), Brazil. The Politically Incorrect Humour Discourse in the Contemporary World.
4. Nahara Lopes, Ph.D. Student, Universidade Federal de Sao Carlos, Brazil & Lucia Williams, Ph.D. Student, Universidade Federal de Sao Carlos, Brazil. Attitudes towards Abusive head Trauma among Brazilian Parents.

### 10:00-11:30 Session VI (ROOM A-10TH FLOOR): Psychology and Cognitive Processes II

**Chair:** Matthew Davis, Professor, Dominican University of California, USA

1. Yaacov Katz, Professor Emeritus, Bar-Ilan University and President, Michlalah – Jerusalem Academic College, Israel & Inbal Perry, Ph.D. Candidate, Bar-Ilan University, Israel. The Relationship between Pre-Performance Routine, Personality Characteristics and Accuracy in the Execution of Athletic Skills and Performance. (Tuesday, 26<sup>th</sup> of May 2015)
2. Christian Peake, Ph.D. Student, Universidad de La Laguna, Spain, Juan E. Jimenez, Professor, Universidad de La Laguna, Spain & Cristina Rodriguez, Professor, Universidad Catolica de la Santisima Concepcion, Chile. Heterogeneity in Dyscalculia: Representation vs Phonological.
3. \*Ester Senderey-German, Psychology Clinic Manager, Australian College of Applied Psychology, Australia. Psycho-Education, Mindfulness and Exposure Therapy to Address Problematic Perfectionism.

### 11:30-13:00 Session VII (ROOM A-10TH FLOOR): Psychology and Mental Disorders

**Chair:** Yaacov Katz, Professor Emeritus, Bar-Ilan University and President, Michlalah – Jerusalem Academic College, Israel

1. Clarice Gorenstein, Associate Professor, University of Sao Paulo, Brazil, Andre Brunoni, Researcher, Institute of Psychiatry and Clinical Hospital, University of Sao Paulo, Brazil, Ricardo Moreno, Professor, University of Sao Paulo, Fernando Fernandes, University of Sao Paulo, Brazil, Victoria Moreira Portela, Faculty Psychology, United Metropolitan Universities, Brazil & Juliana Teixeira Fiquier, University of Sao Paulo, Brazil. Nonverbal Behaviours Associated with Poor Treatment Response and Remission of Depression.
2. \*Pooja Mahour, Lecturer, King George’s Medical University, India. Cognitive Insight and Meta Cognition in Schizophrenic Patients - A Co Relational Study. (Tuesday, 26<sup>th</sup> of May 2015)
3. George Varvatsoulis, Lecturer, Newham College University Centre, U.K. Devising a Questionnaire based on Plato’s Book of Crito to Test its Relevance to the CBT Model of Social Phobia by Clark and Wells (1995), and Rapee and Heimberg(1997).
4. Martin Paul Johnson, Senior Lecturer, University of Newcastle, Australia. Predictors of Depression in the Male Partner 12 Months Following Miscarriage.
5. Malose Makhubela, Lecturer, University of Pretoria, South Africa. Gender Invariance and Latent Mean Differences of the Beck Depression Inventory–II with South African University Students.

**13:00-14:30 Session VIII (ROOM A-10TH FLOOR): Special Topics on Psychology**

**Chair:** \*Pooja Mahour, Lecturer, King George's Medical University, India

1. Jonathan Catling, Lecturer, University of Birmingham, U.K., Brandon Stewart, Lecturer, University of Birmingham, U.K. & David Gripton, Lecturer, University of Birmingham, U.K. Effects of Video Game Violence and Trait Aggression on Hostility.
2. Eva Arino Mateo, Ph.D. Student, University of La Laguna, Spain, Armando Rodriguez Perez, Professor, University of La Laguna, Spain, Veronica Betancor Rodriguez, Professor, University of La Laguna, Spain & Naira Delgado Rodriguez, Associate Professor, University of La Laguna, Spain. The Infrhumanization and Perception towards Stigma. The Case of Down Syndrome.
3. Siu Man Ting, Professor, North Carolina State University, USA. Career Decision-Making of Chinese University and High School Students.

**14:30-15:30 Lunch**

**15:30-18:00 Urban Walk (Details during registration)**

**20:30- 22:00 Dinner (Details during registration)**

**Wednesday 27 May 2015**

**Cruise: (Details during registration)**

**Thursday 28 May 2015**

**Delphi Visit: (Details during registration)**

**Helle Andersen**

Professor, University of Copenhagen, Denmark

**Sven Morch**

Professor, University of Copenhagen, Denmark

&

**Torben Bechmann Jensen**

Assistant Professor, University of Copenhagen, Denmark

## **Youth Individualization and Social Responsibility**

In the last 50 years we have witnessed a change in western societies from institutional and authoritarian societies to more deinstitutionalized societies. This development has changed the individualization process and the individual development, and made young people more individually responsible of their own lives. Also these changes have challenged the social sciences for finding new understandings of individualization and social responsibility.

However, a new neo-liberal development of re-institutionalization is in progress in both educational and other official institutions and creates a demand for a new version of social responsibility among young people.

In this presentation the new challenges to youth and answers to this new individualization demands are analyzed and research in depth interviews with 20 Danish young people at high-school level. It seems as if the development of new neo-liberal values and practices in society is answered by young people with a development of a 'strategic self-management', which not only creates a broader and necessary awareness of the relations between individual, social and societal responsibility among the young people, but also individual practices, which is caught in a contradiction between at the one hand broad values of societal responsibility and at the other hand a growing social and individual responsibility. The result seems to be that the new neo-liberal developments are making young people's everyday concern and practices more individualistic strategic managing or more oriented towards individualistic and private interests. This creates new challenges in social science for understanding the process and changes of the social integration issue as it refer to many different groups of young people in society.



**Eva Arino Mateo**

Ph.D. Student, University of La Laguna, Spain

**Armando Rodriguez Perez**

Professor, University of La Laguna, Spain

**Veronica Betancor Rodriguez**

Professor, University of La Laguna, Spain

&

**Naira Delgado Rodriguez**

Associate Professor, University of La Laguna, Spain

**The Infrahumanization and Perception towards Stigma.  
The Case of Down Syndrome**

**Maria Irimi Avgoulas**

Associate Lecturer, La Trobe University, Australia

&

**Rebecca Fanany**

Senior Lecturer, Deakin University, Australia

## **The Creation of Health and Wellbeing in Diaspora: The Greek Community of Melbourne**

Melbourne has a large and well-established Greek diaspora that began to form in the 1950s. Since their arrival in Australia, the oldest members of this community, who represent the original immigrants, have tried to recreate as many aspects of their life in Greece as possible. Today, many of the institutions and practices institutionalized by these older members of the community have been maintained and adapted by their children and grandchildren who were born in Australia and are increasingly integrated into the English-speaking mainstream. This research examines the health beliefs and practices in three generations of Greek Australian women living in Melbourne who are part of this diaspora. Specifically, this paper discusses the findings from a qualitative study that illustrate how the Greek diaspora in Melbourne has maintained aspects of the culture of origin of its members and also changed and evolved over time. Sixteen families (a total of 48 participants) took part in this study which demonstrated that there has been a transfer of ideas in the areas of health, religion, language and food practices from the original immigrant generation to their Australian-born descendants. However, its findings indicate that a reciprocal process of change also occurred as older community members changed their ways and views to accommodate the perceptions and interests of children and grandchildren who are Australian. The resulting constructed diaspora identity will be discussed and described in this paper along with its specific components and meanings to each generational studied.

**Ricardo Braun**

Associate Professor, University of Lima, Peru

## **Neuroethics as a Model for the Naturalization of Moral Psychology and Philosophy**

In this paper I discuss the possibility of the naturalization of moral philosophy incorporating recent discussions and findings in neuroethics. As a working hypothesis, one could argue that neuroethics may serve as an empirical basis for the moral justification of criteria that any mature moral theory may have. Western moral philosophy has had a two-fold tradition of justification, the rationalist Kantian and the empiricist Utilitarian view which demand a more contemporary adjustment. I defend the thesis that any form of naturalization in contemporary science should embrace a form of a broad naturalization in contrast to a strict naturalization which characterizes the classic dichotomy natural/human sciences. From a pluralistic metaphysical and methodological standpoint, I defend a broad naturalization as a means to enrich our comprehension of the moral phenomenon. Finally, I discuss some characterization of neuroethics, in the sense of neuroscience of ethics—as different to ethics of neuroscience—and its relationship to the possibility of the naturalization of morality, and discuss some reasons to be cautious about the neurological findings and their interpretation particularly with functional neuroimaging techniques.

**Jonathan Catling**

Lecturer, University of Birmingham, U.K.

**Brandon Stewart**

Lecturer, University of Birmingham, U.K.

&

**David Gripton**

Lecturer, University of Birmingham, U.K.

## **Effects of Video Game Violence and Trait Aggression on Hostility**

Previous research suggests a causal relationship between the playing of violent video games (VGs) and aggression (e.g., Anderson & Dill, 2000). Furthermore, Bartholow and Anderson (2002) demonstrated an interaction between the playing of violent VGs and participants sex on a measure of aggression. The present study re-assesses this interaction but also accounts for individual's trait aggression. Thirty-two participants were selected for a violent or nonviolent VG condition. Participants were further divided into groups dependent on whether they had high or low trait aggression (measured using the Aggressive Questionnaire; Buss & Perry, 1992). After 10-minutes of game play, aggression was measured using the State Hostility Scale (Anderson, Deuser and DeNeve, 1995). Participants reported significantly greater hostility after playing the violent VG. Additionally, a significant interaction between trait aggression and type of VG played, whereby those with low trait aggression showed a significantly larger increase in hostility after playing the violent VG than the high trait group. No further significant effects or interactions were found. These findings are discussed in relation to models of aggression.

**Matthew Davis**

Professor, Dominican University of California, USA

&

**Christopher Leeds**

Professor, Dominican University of California, USA

### **Tolerance for Political Diversity in Academia: A University Case Study**

Political opinions in the U.S. have become deeply divided and there is evidence that this is occurring to an even greater extent within academia. Inmar and Lammers (2012) found that among 800 members of the Society for Personality and Social Psychology, only 6% admitted to having a conservative political orientation, and that conservative individuals feared negative consequences if they expressed their political opinions openly. The authors stated that these fears may be justified, as many liberal respondents admitted that they would discriminate against an openly conservative colleague in hiring decisions, reviewing manuscripts, or inviting them to speak at a conference. Haidt (2011) cited a “statistically impossible lack of diversity” of political opinions in academia and within the profession of psychology and warned that this threatens the objectivity of psychological research and may encourage discrimination against conservative students and colleagues in academic institutions. The purpose of the present study was to measure perceptions of the political climate at a small university in the San Francisco Bay area, and to determine how well the campus encourages tolerance for diversity in political viewpoints. An anonymous, online survey was completed by 339 students and 87 faculty members in Fall, 2012. Results of the survey indicated that both students and faculty felt that compared to how the university handles various forms of racial, ethnic, or sexual diversity, it has been far less successful in fostering political diversity. Approximately 30% of students and 17% of faculty stated that they “never” or “rarely” feel comfortable sharing their political views with peers, and 14% of both students and faculty felt alienated because of their political opinions. Results also showed that students held significantly more conservative views on many social issues than faculty do. Implications of these results and suggestions for how to improve this situation are discussed.

**Teresa Garcia-Marques**

Associate Professor, ISPA – IU, Portugal

**Rita R. Silva**

Post-Doc, ISPA – IU, Portugal

&

**Joana Mello**

Research Assistant, ISPA – IU, Portugal

## **A Dual-Process Approach to the Truth Effect: Capacity and Motivation Conditions Moderate Illusions of Truth**

The illusion of truth is the effect showing that repeated statements are believed to be truer than new statements (e.g., Hasher, Goldstein, & Toppino, 1977). Among the different components that underlie the effect (see Unkelbach & Stahl, 2009), the subjective experience of processing fluency elicited by repetition provides a direct, automatic input for truth judgments. A dual-process account of the truth effect assumes that the direct and automatic fluency-path is supported by System 1 operations (a fast and automatic system, independent of cognitive resources and/or motivation; Smith & DeCoster, 2000). System 2 operations (a slower, more analytic system, dependent of cognitive resources and motivation; Smith & DeCoster, 2000) are supposed to rely on other judgment-relevant cues under favorable processing conditions- i.e., high capacity and high motivation to process information.

In the present work we directly tested an account of the truth effect based on System 1 processing features, manipulating participants' capacity and motivation both in a typical illusion of truth paradigm in which processing fluency was induced either by repetition (Exp. 1: participants judged the validity of repeated vs. new statements) or by color contrast (Exp. 2: participants judged the validity of statements presented in high vs. low contrast). Differently from other studies (e.g., Begg et al, 1992), capacity and motivation were manipulated only in the truth judgments task (and not in the exposure phase when fluency is induced by repetition).

Congruent with dual-process assumptions, our results show that the truth effect is moderated by the processing conditions that are imposed. When participants are motivated to respond accurately and cognitive resources are available, the illusion of truth effect was reduced. We interpret this as evidence of a deeper processing mode (i.e., System 2 processing operations) that leads truth evaluations to go beyond the more automatic subjective experience of fluency. Conditions that lack capacity or motivation trigger System 1 processing operations, leading to greater reliance on fluency-driven responses and to larger illusions of truth.

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**Seeking Retribution or Seeking Repair?  
Adopting Perpetrator or Victim Focus Help Explain  
Responses in Reciprocal Intergroup Conflict**

Most inter-group conflicts are treated as having a clear divide between perpetrator and victim. However, in many cases people can belong to a group that has been both perpetrator *and* victim. In a field-experiment in the context of a reciprocal conflict in Liberia, we investigated how focusing on one's in-group as either victim or perpetrator affected the motivation to seek repair of the inter-group relationship (empathy, repair of relationship) or to seek retribution (anger and revenge). As expected, participants who were led to focus on their in-group as victim preferred retribution rather than repair. This desire for retribution was explained by perceived risk to their social-image. In contrast, participants who were led to focus on their in-group as perpetrator preferred repair to retribution. This desire for repair was explained by their felt shame. Thus, as victims and perpetrators have different motivations, depending on how they view their own group, we offer practical suggestions to helpers involved in reconciliation efforts.

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**Metaphors Comprehension as a Factor of Verbal Abilities<sup>1</sup>**

Historically considered from the point of view of literary studies as examples of poetic language, metaphors are traditionally associated with creativity (Lakoff & Johnson, 1980). However the last psychological results show that metaphors are complex linguistic and cognitive constructions which require every-day knowledge, as well as analytical, evaluative and comparative language thinking (Evans, 2010; Gibbs, 2011; Gibbs & Tendahl, 2011; Tan, Barbot, Mourgues & Grigorenko, 2013). Thus metaphors comprehension as an essential aspect of cognition and communication may significantly contribute to individual differences in verbal domain. Moreover metaphors itself could include different types of words that may widely differ from each other in their intrinsic characteristics. Therefore we suppose that metaphors integrated more abstract target-word's characteristics should better differentiate participants with high level of verbal abilities than metaphors with concrete target-word's characteristics.

The present study was conducted taking the above mentioned aim into account. The sample consisted of 1286 students from 3<sup>rd</sup> till 7<sup>th</sup> grades from 60 schools of Moscow (mean age was 11 years, SD = 2). Numerical, spatial and verbal abilities were measured by a number of specially constructed psychometric instruments derived from the Aurora Battery tests (Mandelman, Barbot, Tan & Grigorenko, 2013). Verbal tests included 3 types of task measuring abilities on analogies, classification and sequential thinking. Metaphors are comprised of 9 open-ended response items, each of which presents a metaphorical relationship in the form of an explicit comparison. Students are asked to formulate a certain relationship between the source and target-word (e.g. 'Homework is like health food because...'). 4 metaphors included concrete target-words presented simple physical characteristics (e.g. "Moon is like a balloon because..."). And 5 metaphors included more abstract target-words that should require a higher level of analytical thinking (e.g. "Memory is like a mosaic because ..."). Metaphors responses are scored on two scales: accuracy (0-2 points) and ability (0-4 points).

Statistical and correlational analysis was made as well for the whole sample as for each grade independently. The comparative analysis

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<sup>1</sup> This study was conducted with assistance of grant of president of RF # 14.W01.6523-MK and with assistance of grant of Russian Humanitarian Scientific Fund # 15-36-01295



revealed that participants solve better concrete metaphors than abstract metaphors ( $Z = -3.93$ ,  $p < 0.04$ ). This effect was revealed relative both – accuracy and ability scores.

Intellectual ability scores were counted for each subscale and then were summarized as overall numerical, figural and verbal scores. Correlational analysis revealed that verbal scores were better correlated with abstract metaphors than with concrete metaphors ( $r = 0.34$ ,  $p < 0.04$  – for abstract metaphors;  $r = 0.16$ ,  $p < 0.1$  – for concrete metaphors). This effect was essential for verbal analogies and classification subtests, but not for all intellectual tests. Thus these results are in compliance with our assumption talking above that metaphors as a complex cognitive construct representing wide range of different characteristics of language knowledge contribute significantly to verbal abilities. We discuss our results in terms of the present theories of cognitive abilities.

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## **Nonverbal Behaviours Associated with Poor Treatment Response and Remission of Depression**

**Background:** Nonverbal expressive behavior is associated to automatic and reflex responses and facilitates access to information about emotional states that may be biased or unexpressed verbally by patients. The aim of this study was to evaluate if nonverbal behavior of depressed patients is associated with short-term outcome of their clinical state. **Methods:** 87 depressed outpatients (65 women; mean age 43.9, SD 12.7), from two public hospitals of the University of Sao Paulo (Brazil), were submitted to a 15-minute recorded interview at admission to a psychiatric treatment. Their behavior at the interview was analyzed by a judge through a 21-category ethogram. The ethogram analyses the frequency of 10 categories associated with energy and favorable disposition to social interaction (ex. eye-contact, illustrative gestures, smile, body posture towards the interlocutor); 10 categories associated with low energy, negative feelings and/or social disinterest (ex. head down, cry, tight lips, lips down); and one category related to verbal behavior (speaking). Depressive state was assessed by Hamilton Depression Rating Scale (HDRS) and Beck Depression Inventory (BDI-II) at admission and 8 weeks after treatment. **Results:** Patient's head down, tight lips and lips down at admission were associated with absence of clinical response. Remission was associated negatively with patient's head down and tight lips either. **Conclusion:** Patients' head and facial movements are the nonverbal behaviors more associated to response and remission of depression. These behaviors might help to identify those patients who are more likely to response to antidepressant treatment.

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&

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## **The Psychological Consequences of Coercive Control and the Factors Associated with it**

Stark (2007) stated that coercive control is a critical dynamic of domestic violence cases. The purpose of using coercive control is not only creating a behavioral compliance but also to inhibit women's autonomy and independent decision making. In some cases minor or major physical violence may accompany coercive control. Men, who use coercive control generally threat, intimidate, and isolate their partners while they try to regulate women's lives to destroy their agency.

Domestic violence is a major problem in Turkey. In 2009, 39% of women reported that they have experienced physical violence in their life time (Jansen, Yüksel, & Çağatay, 2009). However, the numbers documented only reflect physical partner violence that is reported to security forces and grossly disregard unreported abuse and cases of non-physical violence.

The purpose of this research is to investigate the demographic and psychological factors related to experiencing coercive control as well as to understand the psychological consequences of this experience.

Method: This study employed Psychological Maltreatment of Women Inventory (PMWI) (Dutton, Goodman, & Schmidt, 2006) Submissive Behavior Inventory (Gilbert & Allan, 1994.) and Brief Symptom Inventory (Derogatis, 1994). PMWI was translated into Turkish and back translated into English to ensure the accuracy and precision of the translation.

Even though data collection is still continuing, so far 67 female participants have voluntarily participated in this study. 80% of the participants are either married or in a relationship at the moment. Only one of them has children. Majority of the participants were born (64%) and have lived (62%) in big cities of Turkey. 40% of the reported that religion is not important in their lives and only 3% of the participants said it is very important.

Results: Thereupon finalizing the data collection, the demographic factors related to coercive control and its relationship with the measures

of psychopathology will be investigated. The results will be discussed in relation to the current literature.

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## **Predictors of Depression in the Male Partner 12 Months Following Miscarriage**

**Background:** Miscarriage has the potential for intense and enduring psychological consequences for a couple. However, much less is known regarding the longer-term grief outcomes for men. It has been hypothesised that incongruent grieving can result in increased negative psychological outcomes; yet, to-date, few studies have tested this empirically. This research explored the long term psychological impact of miscarriage on the male partner and identified predictors of ongoing depression up to 12 months post miscarriage.

**Methods:** One hundred and sixty-nine male/female couples, whose pregnancy ended due to miscarriage, provided general and reproductive demographic details. The Beck Depression Inventory (BDI) was completed during the 1st trimester of pregnancy, at miscarriage, and 12 months post-miscarriage. Grief and incongruent grief were measured by the Perinatal Grief Scale (PGS) at miscarriage, and 12 months post-miscarriage. Information on frequency of General Practitioner (GP) visits in the 12 months prior to and post miscarriage was also collected.

**Results:** Findings indicate a significant increase in men's depression scores at miscarriage, compared to during pregnancy, which then significantly decreased at 12 months post-miscarriage, but were still significantly above pregnancy levels. Further, there was a significant increase in GP visits in the 12 months following miscarriage. Significant predictors of depression 12 months post miscarriage were; depression at miscarriage, depression at pregnancy, an increase in GP visits following miscarriage, incongruent grief and PGS total score at miscarriage.

**Conclusion:** We argue that an internal grief reaction following miscarriage may be a risk factor for poorer mental health outcomes for the male partner in the long term, especially if that grief reaction is less expressive than the female partner's reaction. Further, the findings suggest that an increase in GP visits following miscarriage can be used as a proximal predictor of male depression.

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&

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## **American Death-Qualified Jurors' Verdicts on Insanity**

Research has shown death-qualified jurors often may not understand nor trust insanity defenses because of preexisting negative myths, prejudicial bias and/or basic lack of knowledge. A juror's requisite impartial evaluator role may be further challenged by a confusing array of legal defense strategies and subsequent punishment options as they encounter a convoluted set of legal statutes that vary considerably across states. High profile mass murder trials often test inherent conflicts that arise between death penalty qualifications and insanity defense pleas. In the US, as far back as 1820, jurors (Quakers) were systematically excluded from capital cases juries for cause and since 1976, jurors have been required by law to be death-qualified (DQ).

DQ would establish that a potential juror is found to be impartial regarding their willingness to impose the death penalty. If a state-sanctioned willingness to render a verdict of capital punishment or legal death is mandatory, should the insanity defense voir dire process insist that jurors be insanity-qualified (IQ)? IQ would help ensure a juror's recognized informed capacity and readiness to render a "not guilty by reason of insanity" (NGRI) verdict. This is particularly important since the troubling concept of insanity as a defense is often fraught with strong emotionally charged convictions, i.e. potential desires for revenge, retribution, fears of madness or evil and long held beliefs that one "is getting away with" murder.

This study investigated the death penalty, insanity knowledge, attitudes, and personal dispositions, as well as several essential opinion questions regarding subjects' responses to rendering a NGRI, GBMI (Guilty but Mental Ill), Not Guilty or a Guilty verdict for accused mass murder James Holmes who is currently scheduled for a December 2014 trial date. Mr. Holmes is charged with 24 counts of first-degree murder and 116 counts of attempted murder and was arrested as the suspected perpetrator responsible for the killing of 12 movie patrons and for inflicting injuries on 58 other persons during the July 20, 2013 movie theater murders in Aurora, Colorado.

Over 500 subjects responded to a counterbalanced set of seven assessment questionnaires. Surveys and questions were aimed at assessing and screening knowledge, bias, myths, attitudes, disposition and opinions regarding the death penalty and perceptions related to the

legal defense of insanity. These measured attributes were conceptualized as being part of an individual's belief system and identified by three distinct domains: Attitude (as measured by the Juror Bias Scale, the Legal Attitudes Questionnaire, and Insanity Defense Attitudes-Revised), Knowledge (as measured by an Insanity Course Quiz and the Knowledge of Insanity Defense Scale), as well as the Dispositional domain (as measured by the Just World Scale and Locus of Control Scale). Following a randomized assessment procedure, all subjects were further questioned on possible sentencing verdicts and specific punishments they would support in this case if they were chosen to be a member of the jury.

Results found statistically significant differences between those who rendered a Guilty verdict versus those who rendered a NGRI for the domains of Attitude ( $p < .05$ ) and Knowledge ( $p < .05$ ), but not for the Dispositional measures ( $p > .05$ ). Subjects who support a guilty verdict compared to NGRI possessed greater negative attitudes and exhibited significantly less knowledge of the insanity defense. Results also indicated that those supporting NGRI were significantly more likely to oppose the death penalty ( $p < .05$ ), support greater gun control ( $p < .05$ ) and were higher educated ( $p < .01$ ) than those supporting a guilty verdict. When subjects were given the option of rendering only two possible verdicts (Guilty or NGRI), 88% would choose a sentence of Guilty, 12% NGRI. However, when there were 3 possible verdicts, expanded to include Guilty but Mentally Ill, the results showed nearly an equal split between GBMI (46%) and a Guilty verdict (49%) with the remaining 5% choosing Not Guilty by Reason of Insanity. Thus, half of the subjects from both previous verdict groups were now found to favor GBMI. DQ and GBMI will be examined with regards to potential violations of essential rights as we seek to achieve justice for criminals and compassion for the mentally ill.

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&

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## **The Relationship between Pre-Performance Routine, Personality Characteristics and Accuracy in the Execution of Athletic Skills and Performance**

Pre-Performance Routine (PPR) is defined as a set of physical and psychological actions, executed by athletes before the implementation of an athletic skill. PPRs are based on behavioral and mental building blocks and are critical in improving or stabilizing athletic performance. PPRs calibrate all competitive components at a mental level in order to contribute to optimal athletic performance. The aim of the present study was to define the relationship between PPRs, self-control and accuracy of athletic skills and performance.

The research sample consisted of two hundred and forty male and female high school students randomly assigned one of three groups: a motor-cognitive preparedness group; a motor preparedness group; and a control group. The first and the second experimental groups were shown videos of how elite athletes prepare themselves for a golf putt, a tennis serve, a volleyball serve and a basketball free throw, by performing a PPR before the execution of the respective act. Members of the control group were told to concentrate on the technique used in golf putts, tennis serves, volleyball serves and basketball free throws in order to improve their performance. Thereafter the participants performed golf putts, tennis serves, volleyball serves and basketball free throws and the accuracy of these actions were measured. In addition the participants were required to respond to a self-control questionnaire before and after the intervention.

Research findings concluded that members of the motor-mental routine group and the motor routine group were more accurate in their performance than members of the control group in acquisition, retention and transfer trials. In addition, the participants in the motor-cognitive preparedness group and in the motor preparedness group enhanced their self-control after the intervention significantly more than members of the control group. Results of the study also indicated significant relationships between motor-cognitive preparedness, self-control and accuracy.

The main conclusion of the study is that motor and cognitive training create a mental process that enhances athletes' performance as well as



their feeling of self-control. It appears that athletes, who have a feeling of self- control when in stressful sporting situations, have enhanced potential to experience success in their athletic performance.

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## **The Diving Response and its Applicability in Treating Panic Disorder**

Panic disorder (PD) is a severe and persistent anxiety disorder in which panic attacks are the core defining feature. Panic attacks are typically characterised by acute physical and psychological symptoms (Goodwin et al., 2005). In particular air hunger, dyspnea and rapid breathing and elevated heart rate are common symptoms (Papp et al., 1993). A common respiratory test is the 35% CO<sub>2</sub> challenge which involves taking one single deep inhalation of a gas mixture containing 35% CO<sub>2</sub> and 65% oxygen or double breath inhalations. In individuals who suffer from Panic Disorder the CO<sub>2</sub> challenge induces a sharp and transitory rise in anxiety that has been compared to having a panic attack and elicits a behavioural, cognitive and physiological response (Griez et al., 1987; Nardi, Valenca, Nascimento, Mezzasalma, & Zin, 2000; Perna, Battaglia, et al., 1994).

This study investigated the immediate effects of breath holding and cold water facial immersion on panic symptoms. The pilot study compared the immediate change in panic symptoms between normal participants and participants suffering from PD in response to the cold facial immersion task and the 35% CO<sub>2</sub> challenge. The study compared a number of variables between the two groups including: breath hold durations, response to cold facial immersion (CFI), CO<sub>2</sub> sensitivity following administration of the 35% CO<sub>2</sub>-65% O<sub>2</sub> challenge, changes in physiology as measured by heart rate and respiration rate, and changes in panic cognitions and self-reported anxiety symptoms in order to assess the efficacy of the CFI task in reducing panic symptoms. Findings of the study indicated that the CFI task reduced panic symptoms that were initiated by the 35% CO<sub>2</sub> challenge. Implications of the study include the efficacy and applicability of the CFI task in the treatment of PD.

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### **Extenuating Circumstances in Moral Judgment: A Developmental Perspective**

In this study we analyzed moral judgment using extenuating circumstances in order to determine how this factor is taken into account at different ages, and how it could reduce the severity of a sanction. We extended previous researches (Bersoff & Miller, 1993; Darley & Zanna, 1982), which mostly used extenuating circumstances related to the victim (e.g., self-defense, provocation), by implying here that the perpetrator was angry before he/she met the victim who was just in the wrong place at the wrong time. Moreover, these studies showed that a punishment could be reduced according to the context from five-to-seven-year-old.

Four groups of participants differing in age were constituted and tested using Anderson's method (Anderson, 1981, 1996, 2008, 2013) in order to highlight a developmental effect. Early results showed significant differences between the four groups. Seven year-old children did not take this kind of extenuating circumstances into account whatever the level of consequence was. Eleven-year-old children took extenuating circumstances into account only when there was no consequence. Adolescents were able to distinguish verbal and physical extenuating circumstances whatever the level of consequences was, which always made their sanction reduced. Lastly, young adults did not take extenuating circumstances into account whatever the level of consequence was, even though they perceived them. We concluded that extenuating circumstances are a factor that appears to be strongly influenced by context. While children base their judgement on rules, adolescents' judgment is influenced by their specific relationships with peers and adults' priority is to keep social relationships unbroken. Finally, results indicate that a level of cognitive development has to be reached so that this kind of extenuating circumstances can be taken into account.

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## **Development and Preliminary Verification of the Group Acceptance and Commitment Intervention Program on Body Image of Rehabilitative Breast Cancer Survivors**

Objective: To develop and preliminarily verify the psychological intervention program on body image of rehabilitative breast cancer survivors. Methods: Acceptance and commitment therapy (ACT) and group psychotherapy were taken as main theoretical basis to develop the group acceptance and commitment intervention program on body image of rehabilitative breast cancer survivors. The intervention program mainly consists of four units and took six processes of ACT into account. To assess the impact of the intervention program, 30 rehabilitative breast cancer survivors were recruited to participate in the study. The body image after breast cancer (BIBCQ) and acceptance and action questionnaire (AAQ) were used to evaluate the levels of body image and experiential avoidance of participants at baseline, immediately following the last unit, 1 month after the last unit and 3 months after the last unit. Results: There were improvements in body image ( $p < 0.01$ ) and decrease in experiential avoidance ( $p < 0.01$ ) of rehabilitative breast cancer survivors. Conclusions: The group acceptance and commitment intervention program on body image of rehabilitative breast cancer survivors is enforceable to help patients to improve their body image in clinic. The next step of research is to expand sample size and evaluate the impact of 1 month after the last unit and 3 months after the last unit.

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&

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### **Attitudes towards Abusive head Trauma among Brazilian Parents**

Among the forms of child maltreatment, abusive head trauma (AHT), also known as the Shaken Baby Syndrome, stands out for its severity. AHT can be defined as an injury to the skull or intracranial contents of a baby or child younger than 5 years due to intentional abrupt impact and/or violent shaking. The major risk factor for AHT is the caregiver response to the infant crying. Therefore, this study aims to investigate parental attitudes toward infant crying among Brazilian parents. Participants were 500 Brazilian parents of children under two years old. All participants responded to the *Scale on Infant Care*, developed for this study. Participants seem to believe that the increase of infant crying is related to health problems, rather than to a normal process of infant development. They also seem to believe that strategies related to the caregiver's emotional control wouldn't help dealing with a crying infant. Despite knowing that shaking could cause negative consequences, the results suggest a lack of knowledge regarding the severity of these consequences. As these results suggest, efforts for AHT prevention should include parental education about the serious consequences of shaking, the characteristics of a normal infant crying and strategies for caregiver's emotional control.

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## **Cognitive Insight and Meta Cognition in Schizophrenic Patients - A Co Relational Study**

Insight of illness is an important concept in mental illness like schizophrenia. Cognitive insight and meta cognition are crucial aspect of cognitive process of illness, both the component sharing an umbrella term cognition but their functions are different, where cognitive insight is the individual's ability to self-reflect, to acknowledge the possibility of being mistaken, to be open to feedback, and to refrain from overconfidence (A.T.Back , 2004), and meta cognition (Baron-Cohen et al., 1985) is the awareness of one's own mental processes, the fallibility of one's own thought, the ability to infer emotions from others faces. Studies suggested that both are crucial component for illness insight hence crucial for the treatment compliance, functioning and maintenance of the illness, it has great clinical significance for the facilitating change in clinical and psychological management.

**Aim:** This study was aimed to identify the relationship between cognitive insight and meta cognitive ability in schizophrenic patients.

**Method:** A sample of 100 patients, aged 18-60, diagnosed with schizophrenic according to ICD -10 DCR were drawn from the adult OPD of department of psychiatry, KGMU, UP Lucknow, India. Those who qualified the inclusion and exclusion criteria and consented for the study they were evaluated further for clinical and socio demographic, Back Cognitive Insight (BCI) and Meta cognitive Inventory (MCI).

**Result:** A significant positive correlations were found between variables of BCI and MCI i.e. between self reflectiveness and knowledge of cognition ( $r = .316$ ,  $p < 0.01$ ), self reflectiveness and Regulation of cognition ( $r = .272$ ,  $< 0.01$ ) & Self certainty and knowledge of cognition ( $r = .242$ ,  $p < 0.05$ ).

**Conclusion:** There is significant positive correlations exist between cognitive insight and Meta cognitive ability of schizophrenic patients.

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## **Gender Invariance and Latent Mean Differences of the Beck Depression Inventory-II with South African University Students**

Gender invariance of the BDI-II was examined in a sample of university students (N = 919; Male = 28% and Female = 72%) and latent mean depression differences compared. Results based on multigroup confirmatory factor analyses (MCFA) [i.e., Means and Covariance Structures (MACS)] found evidence of factorial invariance, established at the level of configural, metric and scalar invariance, across gender groups. However, there was evidence of differential item functioning (DIF) and differential additive response style (ARS) characterized by three noninvariant items (Items 11, 14 and 15) and three noninvariant intercepts (Items 11, 14 and 18) across these groups. Moreover, results revealed significant latent mean and observed mean differences that favoured females in terms of Negative Attitude and Somatic Complaints factors. The BDI-II appears to measure the severity of depressive symptoms equivalently across gender groups in South African university students.

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## **Intrinsic Religiosity and Risky Health Behaviours among Black University Students in Limpopo, South Africa**

**Background:** The paper describes the role of intrinsic religiosity in minimizing engagement in risky health behaviours associated with morbidity and possible mortality among students.

**Objectives:** The purpose of the study was to investigate the relationship between intrinsic religiosity and various risky health behaviours in a sample of Black university students in Limpopo, South Africa.

**Methods:** Data was collected among students in a predominantly Black university, using a convenience sampling method. Three hundred and thirty five students, mostly single and female, completed self-administered, structured surveys. A 2 (gender) by 4 (intrinsic religiosity) ANOVA was used to test the relationship between intrinsic religiosity and various risky health behaviours. Risky health behaviours measured comprised of alcohol, tobacco and marijuana use, sexual behaviour, engagement in physical activity and consuming a healthy diet.

**Results:** The results showed that the interaction between gender and religiosity, and the main effects of gender, for alcohol use and sexual behaviour were not related to risky health behaviour. There were only main effects of intrinsic religiosity for the same dependent variables. In other words, intrinsic religiosity moderated alcohol misuse and risky sexual behaviour. There were no interaction effects of gender and religiosity for the use of tobacco and marijuana, but there were gender and intrinsic religiosity main effects. Also, there were gender main effects and gender and intrinsic religiosity interactions for engagement in physical activity. Gender and intrinsic religiosity were not related to a healthy diet.

**Conclusion:** The results show that high levels of religiosity is an inner resource available to avert engagement in risky health behaviours, whereas lower levels of religiosity increase the risk of engagement in the behaviours.



**Gail Matthews**

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### **The Effectiveness of Four Coaching Techniques in Enhancing Goal Achievement: Writing Goals, Formulating Action Steps, Making a Commitment, and Accountability**

The use of coaching to enhance performance and goal achievement has become increasingly popular with businesses, organizations, and individuals. Likewise, there has been an accelerating growth in the academic coaching literature. The current study provides a between-subjects, random-assignment to groups methodology to assess some of the basic processes used by coaches to enhance goal achievement: writing goals, formulating action steps, commitment and accountability. 264 participants, from U.S.A., Belgium, England, India, Australia, and Japan, were recruited from businesses, organizations, and business networking groups for an on-line study of work goals. They were randomly assigned to one of five experimental conditions: *Group 1- Unwritten Goal*; *Group 2- Written Goal*; *Group 3- Written Goal & Action Commitments*; *Group 4- Written Goal, Action Commitments to a Supportive Friend*; or *Group 5- Written Goal, Action Commitments & Progress Reports to a Supportive Friend*. Results provided support for: *Accountability*: those who sent weekly progress reports to their friend *accomplished significantly more* than those who had unwritten goals, *wrote their goals, formulated action commitments or sent those action commitments to a friend*, *Commitment*: those who sent their commitments to a friend *accomplished significantly more* than those who wrote action commitments or did not write their goals, and *Written Goals*: those who wrote their goals *accomplished significantly more* than those who did not write their goals. However, the use of self-reports to measure goal achievement limits generalization of the findings. Findings are discussed in terms of (1) their applicability to the use of peer support in accomplishing work goals and (2) strategies for coaching research.

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&

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## **The Differential Effects of Fluency Due to Repetition and Fluency due to Color Contrast on Judgments of Truth**

Two experiments contrast the effects of fluency due to repetition and fluency due to color contrast on judgments of truth, after participants learn to associate high levels of fluency with falseness (i.e., a reversal of the fluency-truth link). Experiment 1 shows that the interpretation of fluency as a sign of truth is harder to reverse when fluency spurs from repetition than when it comes from color contrast. Experiment 2 shows that when color contrast and repetition are manipulated orthogonally, the reversal of the truth effect learned with color contrast does not generalize to repetition. These results suggest specificities in the processing experiences generated by the two different sources of fluency, and their influences on truth judgments are separated when the context allows the comparison of their distinctive features. We interpret and discuss these results in light of the research addressing the convergence vs. dissociation of the effects elicited by different fluency sources.

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## **Pets in Danger: Exploring the Link between Domestic Violence and Animal Abuse**

Research has reported that women who seek refuge in domestic violence shelters report instances of animals being abused as a form of psychological control (Ascione, Weber, Thompson & Heath et al., 2007). However, these studies have mainly involved the use of questionnaires and interviews to explore these experiences which increases the probability that participants may withhold certain information due to ethical constraints (since researchers have a duty to disclose certain information to the police, participants are often asked not to reveal information which may reveal the identity of those involved in the case, such as children). Inevitably this has restricted the information that can be collected using this methodology. In an attempt to overcome these problems, data was collected from online forums where victims voluntarily discuss and share their experiences of domestic violence. 40 excerpts from domestic violence forums were analysed using thematic analysis and a number of themes and subthemes were identified including animal cruelty as a form of control, isolation, barriers to leaving an abusive relationship, financial control, punishment, pets as emotional support, background of the perpetrator, alcohol as a predictor of abuse, types of abuse, and police support for victims and their pets. The themes indicate that pets are one of the main sources of support for domestic violence victims as well as children, and that many victims choose to stay in abusive relationships because domestic violence shelters do not have the facilities for animals. Findings have theoretical implications for understanding the links between domestic violence and animal abuse and also highlight the importance of developing relationships between domestic violence shelters and animal rescue organisations. Furthermore, findings have implications for police training and policy relating to domestic violence and animal cruelty cases.

**Christian Peake**

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**Juan E. Jimenez**

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&

**Cristina Rodriguez**

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## **Heterogeneity in Dyscalculia: Representation vs Phonological**

Dyscalculia is a heterogeneous learning disorder that affects 3-6% of children in elementary education. Those children have severe difficulties in arithmetic, specifically, they use immature strategies to solve procedural arithmetic, and have difficulties retrieving arithmetical facts from long term memory. Triple Code Model (Dehaene & Cohen, 1995; Dehaene, Piazza, Pinel & Cohen, 2003) postulated two possible causes, and therefore, two subtypes of dyscalculia: a representational subtype and a verbal subtype. This was the first study conducted to demonstrate this classification. Through data-driven techniques, we found a representational subtype and a verbal subtype, among 10-12 years old children with dyscalculia. Children in the representational subtype showed a deficit in estimation in the number line, visuospatial processes and comparing digits. Those children in the verbal subtype have deficits in retrieving arithmetical facts and in phonological processes. They also showed difficulties in comparing digits. The analysis also clustered a third group whose profile could not be explained by the Triple Code Model postulates.

**Mateus Pranzetti Paul Gruda**

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## **The Politically Incorrect Humour Discourse in the Contemporary World**

In last decades, the invasion of humour discourse can be noted in the most several social and discursive spheres (in advertising, in political, in journalism, in protests by social movements, on the pedagogical methods, among many others). Because of this, the French philosopher Gilles Lipovetsky describes that we are living in a “humorous society”. Main characteristics of the humour disseminated in contemporary are being light and just a way to entertain or assist in consume/consuming. Curiously, even an humour which is labelled as politically incorrect, therefore transgressive a priori, has reached big audiences and has being conveyed in media and various forms of communication (for example, the case of humorists who are associated with this type of humour, as the stand-up comedians, participating at commercial advertising). And, albeit these humorous practices distune in the principle to the light ideal of existence, when they occasioning the conflicts through the offense and mockery, in their essence they are consistent with the order instituted, since usually they target same social groups and same stereotypes and prejudices that are crystallised for ages in the social body.

As follows, instead to promote what which is most cost and essential to the humour discourse - as Bakhtin thought when he consider regarding carnivalesque humour on medieval popular parties and on the François Rabelais’ work -, the ability of transgression and to critic the inequalities, the power and order instituted, comedians who affiliate themselves to a politically incorrect humour, which, on our thesis, we call by *politically incorrect uncritical humour*, just transgressing the limits of do not having any limits to their discourse, whilst they are reinforcing what is already placed, rooted and mummified in the current and effective social practices and discourses. As a counterpoint to this *politically incorrect humour uncritical*, we have what we categorise as *politically incorrect humour critical* and the controversial and polemic politically correct discourse.

Within our doctorate thesis we analyse constitutions and consequences of these discursive instances (politically incorrect humour discourses and politically correct discourse) in contemporary scenery, in light of an understanding that discourse is language structured in this form and which runs through its condition of thinking support or mere instrument of communication, besides being produced socio-

historically. Thus, discourse establishes itself from the ideologies with which it is linked, well as materialize them in its core. Thus, the theoretical foundation of the thesis is based on conceptions formulated by the French line of Discourse Analyses and by the Historical-social Method read by the Social Psychology.

In this paper we focus on the two categories cited, which are directly related to the politically incorrect humour and to summarise: the *politically incorrect humour uncritical* is the humorous manifestations that are transgressive albeit reinforcing the established order. The two key arguments for its defence are purported unlimited freedom of expression and the phrase "jokes are only jokes". Whilst *politically incorrect humour critical* is revolutionary and libertarian indeed, since it aims to mock the status quo, the authority and power figures, causing in the most of time the possibility of that takes place deep reflections about world and human relations.

**Ester Senderey-German**

Psychology Clinic Manager, Australian College of Applied Psychology,  
Australia

## **Psycho-Education, Mindfulness and Exposure Therapy to Address Problematic Perfectionism**

Exposure therapy is the treatment of choice for most common anxiety disorders (Crino, et.al 1999). Exposure therapy is a behavioural strategy that aims to reduce fear, anxiety and phobia by gradually, repeatedly and systematically, facing the source of the threat or feared stimuli to produce habituation or desensitisation.

Mindfulness is an ancient meditative practice that encourages non reactivity (equanimity) to different types of stimuli. Mindfulness in psychology has been used as a cognitive and behavioural tool to reduce emotional reactivity (Cayoun, 2011; Dimidkian & Linehan, 2003, Semp, 2012). In a sense, mindfulness is a type of exposure therapy, as a subject is exposed to aversive internal (thoughts, feelings, emotional states) or external (interpersonal situation, conflict, disagreement) aversive stimuli in a gradual and systematic fashion, with the aim to reach a less reactive response, increased psychological flexibility and a more accepting attitude.

This paper will present preliminary data from a psycho-educational group focussing on the use of mindfulness and cognitive behavioural techniques to reduce procrastination, ruminative processes and distress (Antony & Swinson (2009); Shafran, Egan & Wade, 2010). Additionally the group encourages participants to address problematic perfectionism by increasing self acceptance and well-being (German, 2014).

Participants completed pre-and post measures of problematic perfectionism, procrastination, rumination, mindfulness skills and psychological flexibility.

**Dina Themistocleous**

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**Andrew Weyman**

Senior Lecturer, University of Bath, U.K.

&

**David Wainwright**

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## **Work Related Factors and Employee Resilience: Developing an 'Employee Resilience Climate Assessment Tool'**

Operating within the current economic climate, organisations now more than ever are focused on meeting client needs and sustainability in terms of the delivery of products and services. Additionally in light of economic pressures, significant organisational changes have been documented, particularly where this is characterised by restructuring, redeployment and downsizing. An essential element for organisational vitality in times of change is having a resilient workforce.

To date the research around the concept of resilience in the work context can be seen as partial. In particular, measures of resilience are more focused on capturing resilience as an individual characteristic, rather than something that can be enabled by the organisation. This study aimed to develop a measure that considered the influence of work related factors on employee resilience.

The data was collected within a government agency in the United Kingdom (UK) due to the amount of both external and internal perturbations government agencies are facing. A representative sample from a Local Authority completed an online survey (N= 906) with statements designed to elicit an 'agree / disagree' response scale. The survey aimed to capture employee perspectives on work arrangements that facilitate or erode employee resilience. Items included in the survey were generated based on interviews conducted with Local Authority employees' and literature on salutogenic models and organisational resilience frameworks.

An exploratory factor analysis revealed a stable eight factor structure. Constructs were provisionally given the broad headings of *Role Clarity, Job Purpose and Meaning, Organisational support, Management support, Work life Balance, Communication, Team support, and Staff training and development*. An examination of the potential for developing the identified constructs into psychometric scales revealed internal consistency coefficients in the range of 0.78-0.9.

The scope for developing a psychometric tool that measures work related influences on employee resilience resides in enabling employers



to benchmark their performance, highlight agendas for change and monitor intervention impact. Additionally, understanding variables that have the potential to challenge and erode employee resilience is important from the perspective of maintainng employee well-being and, by implication, the resilience of the organsiation in maintiaing its capacity to provide high quality services.

Preliminary findings need to be applied to other organisational settings to assess generalizability of the measure. Moreover, no causal inference can be drawn from the cross sectional data. Despite these limitations, this study supports the notion that employee resilience lies beyond the individual; there is a need to consider broader socio-cultural and socio-technical systems for eliciting resilience in the workplace.

**Siu Man Ting**

Professor, North Carolina State University, USA

## **Career Decision-Making of Chinese University and High School Students**

The presentation reports a study exploring career decision-making of Chinese students and validating a new instrument, the Chinese Career Decision Making (CCDM). The instrument integrates western career theories and Chinese cultures. The study examined 345 freshmen (126 men and 219 women) at a university in southern mainland China, and another sample of 253 high school students in Hong Kong. Preliminary findings show good reliability and validity across ten factors, including traditional culture orientation, family expectation, peer advising, role model, and self-efficacy. The presentation will also discuss implications for career counseling practice and theory, Chinese cultures, as well as the limitations of the study.

**Stine Torp Lokkeberg**

Ph.D. Student, University of Kent, U.K. & Assistant Professor, Ostfold  
University College, Norway

**Nicolay Gausel**

Associate Professor, Ostfold University College, Norway

&

**Roger Giner-Sorolla**

Professor, University of Kent, U.K.

**To Withhold or to Disclose?  
How Communicating Unpleasant Information Elicit either  
Self-Defensive or Self-Improve Motivations**

People sometimes have to communicate information that may hurt others' feelings. As it is generally viewed as immoral to hurt other peoples' feelings, people sometimes choose to withhold the unpleasant information even though the other person may need to know about it. Ironically, this latter strategy is also viewed as immoral. Hence, the (possible) communicator is now in a moral dilemma that must be coped with. In two quasi-experimental studies on interpersonal level (Experiment 1, N=217) and (Experiment 2, N=174) we investigated how withholding or disclosing unpleasant information would elicit either self-defensive or pro-social coping motivations. We also investigated in one study (Experiment 3, N=192) how several proto-typical communication strategies predicted defensive or pro-social coping motivations. Specifically, we argued that those who withhold unpleasant information would respond with defensive motivations due to their concerns for their social-image and their feelings of rejection, while those who disclose the unpleasant information would respond with repair motivations due to concern for their self-image and their feelings of shame. The presentation will discuss theoretical implications for communication of unpleasant information and for research on self-defensive or pro-social coping motivations. Further, offer practical suggestions that may aid professionals when communicating unpleasant information.

**Elodie Tricard**

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**Valerie Pennequin**

Professor, Universite Francois-Rabelais de Tours, France

&

**Celia Maintenant**

Ph.D., Universite Francois-Rabelais de Tours, France

## **Effect of Happiness, Sadness, Anger, and Anxiety on Reasoning**

The aim of this study is to explore the effect of four specific emotions (happiness, sadness, anger, and anxiety) on two systems of reasoning (heuristic and analytic systems).

Dual-process theories posit two systems of reasoning. Type I, often called "heuristic system", is automatic, fast and heuristic-based. This kind of reasoning often leads to correct responses but could lead to bias and errors too. Type II, often called "analytic system" corresponds to a controlled, rule-based and slow process and requires a lot of computational capacity. According to this theory, Type II mostly overrides Type I when responses produced by the two systems do not match, even if a heuristic response could be produced sometimes. The choice of one of the systems can be influenced by the emotion state. While reasoning based on the heuristic system is found in positive emotional states, negative emotional states cannot be associated to only one system of reasoning (Leith & Baumeister, 1996). Depending on the negative emotion (anxiety, anger, sadness) the type of reasoning used could be different. The present study proposes to highlight which system is used according to the emotion through three reasoning tasks.

Participants were adolescents aged to 11-13 years old and will be segregated in one control group and one group corresponding to each emotion studied. A sequence of a movie is proposed to the five groups of participants which would induce emotional state. Then, they have to complete a French version of the Differential Emotion Scale (Izard & al., 1974), modified by McHugo & al. (1982). Finally, they have to listen a specific music to maintain their emotional state and complete three tasks of reasoning: inductive, deductive and probabilistic. Results should highlight a differential effect of emotional state on three task of reasoning.

**George Varvatsoulis**

Lecturer, Newham College University Centre, U.K.

## **Devising a Questionnaire based on Plato's Book of Crito to Test its Relevance to the CBT Model of Social Phobia by Clark and Wells (1995), and Rapee and Heimberg (1997)**

Social phobia is considered as the main suffering condition for people of the middle classes (Gillis, 2005). Numerous studies have been conducted to identify and discuss social anxiety in relation to issues of communication, fear of negative evaluation from others, fear or dread before the possibility of exposure to common social situations, etc. (Beck et al., 1985; Rapee, 1995; Hofmann & Barlow, 2002).

In cognitive-behavioural therapy terms, social phobia is being referred to as an understanding of self-failure with regards to interpersonal relationships. Self-failure constitutes an element of socially anxious individuals about what others think of them in a social milieu, and how does that 'affect them' with regards to negative appraisals, feelings -physical and emotional- and behaviours (Wells & Papageorgiou, 1998).

As it is known, for the last fifty years, CBT therapists employ Socratic Questioning as one of the major skills throughout individual sessions, so that not only to understand clients conditions, but also to help clients to understand themselves 'in-all-openness'. So far, Socratic Questioning has only been approached 'theoretically' and not 'practically' by CBT practitioners. That is to say, that modern CBT practitioners have not looked at the original texts -coming from Plato's writings- where Socratic Questioning is entertained: one reason being practical -not many practitioners have the benefit of knowing Ancient Greek, so to study texts from the original-; the other being lack of relevant research, which did not -as far as I'm concerned- study Socratic Dialogue the way this is presented and discussed in those texts.

In the book of Crito, we find a number of different, yet similar, approaches to social phobia, the way Crito expresses it in relation how others would see him, if he was not to 'complete the task' of helping Socrates escape from prison. The book of Crito is one of a kind because it is a writing where social phobia is disguised by Crito's wilfulness to 'save' Socrates from death. Crito's social phobia is disguised by the fact that 'saving Socrates', Socrates would be able to carry on his work of inspiring people's minds with his ideas.

The reason I have chosen this writing by Plato, is because can be attested being like a 'predecessor' to modern CBT protocols regarding social phobia. I will therefore use one of those protocols, which emerged through the writings of Clark and Wells (1995), and Rapee and

Heimberg(1997). Three phases are entertained in this protocol: the anticipatory one, which relates to individual's interpretation of threat with regards to personal vulnerability; the situational exposure one, in relation to given events in life, and how these affect oneself; and, post-event processing, as to the interpretation of the social event and its outcome in the here and now.

This protocol will be compared and contrasted to a self-devised questionnaire coming out of Socrates conversations with Crito. This self-devised questionnaire will first be pilot-studied so that to be examined whether statements chosen could be reliable to be used in the main study, according to Cronbach's  $\alpha$  reliability analysis, to the perspective to question if the aforementioned protocol could further be developed in terms of added validity and reliability at its existing phases.

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&

**Valerie Pennequin**

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### **Risk-Taking and Emotions: A Developmental Approach in Adolescents**

The purpose of this study was to explore the role of emotions in risk taking in physical activities. We aimed at providing new data on the development of several dimensions of emotions in adolescents and young adults, in order to offer more adjusted prevention campaigns. Based on cognitive motivational relational theory (Lazarus, 1991, 2000, 2001) we looked into the following dimensions of emotions: discrete emotion experience (i.e., discriminating emotional profiles), directional interpretation process (i.e., identifying the disabling or facilitating effect of emotions on decision making), regulation of emotions (i.e., identifying the strategies used by participants to initiate, maintain and modulate the emotional expression). We also investigated alexithymia as it is a widely prevalent in the population (~20%). This prevalence is particularly high among adolescents (>30%; Zimmerman et al., 2007) and we supposed that, just like in adults, it is an important factor of risk taking and carelessness. Each of these dimensions was studied by considering the profiles from the Reactivation and Excitation Inventory (REI, 1997; French version; Lafollie & al., 2003) which detects the high-risk personalities. We compared two complementary approaches to analyze the development of emotional profiles. In a qualitative approach, 30 self-confrontation interviews were conducted with novice climbers, who were selected according to their age (middle-schoolers, high-schoolers, and college students) and according to their profile at the REI. The discourse analysis identified the dynamic role of emotions in risk taking on distinct profiles of personality. In a quantitative approach we identified all existing profiles in our 10 to 29 years old population with a battery of tests. With this approach we aimed at calibrating emotional development in order to better understand the cognitive functioning of adolescents. We expect for the comparison of these two approaches, currently being processed, to provide new prevention tracks, relying specifically on emotional indicators.

**Jacob Wheatley**

Child Life Specialist, University of Pittsburgh Medical Center,  
USA

**Life after Dying: A Model of Grief, Loss, and Death  
Anxiety for Survivors of Life Threatening Diagnoses**

There has been much research on the topic of dying and the emotional effects it has on people with terminal diagnosis and illness. However, there has been little research on what a person experiences after they are cured. This presentation outlines research on the topics of grief, loss, death anxiety, and the experiential processes of dying and survival, while proposing a stage model that one moves through after receiving a positive prognosis of survival. This Model of Grief, Loss, and Death Anxiety for Survivors of Life Threatening Diagnoses details each stage the survivor experiences, as well as proposed research to gain a better understanding of this phenomena. A diagnosis of a serious illness disrupts an individual's normal life. In one defining moment, a person loses his or her sense of control over his or her world (Harpham, 2005). From that time on, a person attempts to make sense, meaning, and come to closure with the diagnosis, life, love, and possible death. According to the Center of Disease Control, records from 2009 showed that approximately 123,100 Americans were diagnosed with breast cancer, 137,700 diagnosed with prostate cancer, and 132,300 diagnosed with lung cancer. Out of those nearly 400,000 diagnosed, 144,800 died from their diagnoses (2013). Thus, over half of all those diagnosed lived after various treatments. It is likely that these people began to experience anxiety and the stages of dying. There has been much research on the dying process, it's stages, and complications. However, through a literature review from 1965- 2013, there has been one area not yet explored: survival. What happens when a person is 'cured'? After experiencing the emotions connected to the dying process and experiencing much anticipated grief and anxiety, it stands to reason that the individual must go through a series of stages after the illness is gone in order to re-adjust to life. This presentation will examine what potentially happens when the process of dying has ceased midway and reversed into a process of re-acclimating to life, while coping with the residual emotions that were a product of the illness. We provide a new model depicting stages for survivors.