THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

Abstract Book
12th Annual International Conference on
Psychology
28-31 May 2018, Athens, Greece

Edited by
Gregory T. Papanikos

2018

Abstracts

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TABLE OF CONTENTS

(In Alphabetical Order by Author's Family name)

Preface

This book includes the abstracts of all the papers presented at the *12th Annual International Conference on Psychology (28-31 May 2018)*, organized by the Athens Institute for Education and Research (ATINER).

In total 28 papers were submitted by 37 presenters, coming from 13 different countries (Australia, Belgium, Canada, Chile, Finland, France, Georgia, Israel, Malaysia, Mexico, Taiwan, UK and USA). The conference was organized into 10 sessions that included a variety of topic areas such as human development, educational psychology and more. A full conference program can be found before the relevant abstracts. In accordance with ATINER's Publication Policy, the papers presented during this conference will be considered for inclusion in one of ATINER's many publications.

The purpose of this abstract book is to provide members of ATINER and other academics around the world with a resource through which to discover colleagues and additional research relevant to their own work. This purpose is in congruence with the overall mission of the association. ATINER 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 to exchange ideas on their research and consider the future developments of their fields of study.

It is our hope that through ATINER's conferences and publications, Athens will become a place where academics and researchers from all over the world regularly meet to discuss the developments of their discipline and present their work. Since 1995, ATINER has organized more than 400 international conferences and has published nearly 200 books. Academically, the institute is organized into seven research divisions and 37 research units. Each research unit organizes at least one annual conference and undertakes various small and large research projects.

For each of these events, the involvement of multiple parties is crucial. I would like to thank all the participants, the members of the organizing and academic committees, and most importantly the administration staff of ATINER for putting this conference and its subsequent publications together. Specific individuals are listed on the following page.

Gregory T. Papanikos
President

12th Annual International Conference on Psychology, 28-31 May 2018, Athens, Greece Organizing and Academic Committee

ATINER's conferences are small events which serve the mission of the association under the guidance of its Academic Committee which sets the policies. In addition, each conference has its own academic committee. Members of the committee include all those who have evaluated the abstract-paper submissions and have chaired the sessions of the conference. The members of the **academic committee** of the 12th Annual International Conference on Psychology were the following:

1. Gregory T. Papanikos, President, ATINER.
2. Nicholas Pappas, Vice President of Academic Membership, ATINER & Professor of History, Sam Houston University, USA.
3. Thanos Patelis, Head, Psychology Unit of ATINER & Research Scholar, Fordham University, USA.
4. Patricia Hanna, Head, Philosophy Unit of ATINER & Professor, University of Utah, USA.
5. Patrick Vyncke, Academic Member, ATINER & Professor, Ghent University, Belgium.
6. Helen Vrailas Bateman, Academic Member, ATINER & Associate Professor, Sewanee, The University of the South, USA.
7. Timothy Zeiger, Academic Member, ATINER & Assistant Professor, Penn State College of Medicine, USA.
8. Alvin Keyes, Associate Dean / Associate Professor, North Carolina Agricultural and Technical State University, USA.
9. Michelle Newberry, Academic Member, ATINER & Senior Lecturer, Sheffield Hallam University, UK.
10. Maria-Irini Avgoulas, Academic Member, ATINER & Associate Lecturer, La Trobe University, Australia.
11. Alessandro Soranzo, Reader in Psychology, Faculty of Development & Society, Sheffield Hallam University, UK.
12. Sandra Velez Candelario, CEO / Researcher, Young Human Capital Research Center, Puerto Rico, USA.

The **organizing committee** of the conference included the following:

1. Olga Gkounta, Researcher, ATINER.
2. Hannah Howard, Research Assistant, ATINER.
3. Despina Katzoli, Researcher, ATINER.
4. Eirini Lentzou, Administrative Assistant, ATINER.
5. Konstantinos Manolidis, Administrator, ATINER.
6. Vassilis Skianis, Research Associate, ATINER.
7. Kostas Spyropoulos, Administrator, ATINER.

FINAL CONFERENCE PROGRAM
12th Annual International Conference on Psychology,
28-31 May 2018, Athens, Greece
PROGRAM
Conference Venue: Titania Hotel, 52 Panepistimiou Street, 10678 Athens, Greece

Monday 28 May 2018

08:00-08:45 Registration and Refreshments

08:45-09:30 (Room C - 10th Floor): Welcome and Opening Address

Gregory T. Papanikos, President, ATINER.
Nicholas Pappas, Vice President of Academic Membership, ATINER & Professor of
  History, Sam Houston University, USA.

09:30-11:00 Session I (Room B - 10th Floor): Clinical and Counseling Psychology

Chair: Nicholas Pappas, Vice President of Academic Membership, ATINER & Professor of
History, Sam Houston University, USA.

1. Changming Duan, Professor, University of Kansas, USA. Culture as a Determinant of Mental Health and its Intervention: A View Based on Empirical Observations in China.
2. Sandra Zakowski, Professor, Argosy University, USA. Clinical Supervision of Psychology Students Working with Trauma: Ethical and Self-Care Issues.
3. Golfo Tzilos Wernette, Assistant Professor, University of Michigan, USA. Technology-Delivered Brief Intervention for Risk Behaviors during Pregnancy.
4. Timothy Zeiger, Assistant Professor, Penn State College of Medicine, USA, Pevitr S. Bansal, Penn State College of Medicine, USA, Christopher A. Petersen, Penn State College of Medicine, USA, Benjamin N. Fogel, Penn State College of Medicine, USA, Sarah M. Iriana, Penn State College of Medicine, USA, Cheston M. Berlin, Penn State College of Medicine, USA, Ying T. Chang, Penn State College of Medicine, USA, Jolene M. Hillwig-Garcia, Penn State College of Medicine, USA, Fauzia S. Mahr, Penn State College of Medicine, USA, Jasmine Marini, Penn State College of Medicine, USA, Beeta Verma R., Penn State College of Medicine, USA, Kristen G. Yost, Penn State College of Medicine, USA, James Waxmonsky, Penn State College of Medicine, USA & Lidija Petrovic-Dovat, Penn State College of Medicine, USA. Integration and Incorporation of Pediatric Behavioural Health Services within a Tertiary Care Center.
5. Chin-Ping Liou, Counseling Psychologist and Assistant Professor, Fu Jen Catholic University, Taiwan. The Lived Experience of Ch'i in Counseling Practice.

11:00-12:15 Session II (Room B - 10th Floor): Psychology in the Arts, Professions and Work I

Chair: Timothy Zeiger, Assistant Professor, Penn State College of Medicine, USA.

1. Lillian Eby, Professor, University of Georgia, USA. How Physical Features of the Work Environment Relate to Employee Health, Job Satisfaction and Intentions to Quit.
2. Maria-Irini Avgoulas, Associate Lecturer, La Trobe University, Australia & Rebecca Fanany, Associate Professor, Deakin University, Australia. The Symbolic Meaning of Greek Dancing to Health and Wellbeing in Diaspora.
3. Alessandro Soranzo, Reader in Psychology, Sheffield Hallam University, UK. Leonardo's Uncatchable Smile Illusion is Missing in Male Figures.

12:15-13:30 Session III (Room B - 10th Floor): Human Development in a Social Context

Chair: Helen Vrailas Bateman, Associate Professor, Sewanee, The University of the South, USA.

1. Robin Root, Professor, City University of New York, USA. Gendering Development and Globalization in Malaysia.
2. Jimena Silva, Professor, Universidad Católica del Norte, Chile & Monica Guzman, Professor,

Universidad Católica del Norte, Chile. The Power of Money in Gender Relations from a Chilean Mining Culture.
3. <u>Monica Guzman</u>, Professor, Universidad Católica del Norte, Chile & Jimena Silva, Professor, Universidad Católica del Norte, Chile. Romantic Attachment and Relationship Satisfaction among men from a Chilean Mining Culture.

13:30-14:30 Lunch

14:30-16:30 Session IV (Room B - 10th Floor): Professional Applications of Psychology

Chair: Maria-Irini Avgoulas, Associate Lecturer, La Trobe University, Australia.

1. Patrick Vyncke, Professor, Ghent University, Belgium. Evolutionary Psychology as a Framework for Enhancing Emotionally Competent Stimuli in Print Advertising.
2. Getrude C. Ah Gang, Lecturer, Universiti Malaysia Sabah, Malaysia. Do Possessing Kadazandusun Traditional Costume and Capability to Play Traditional Music Instrument can Differentiate One's Identity Orientation?
3. <u>Maria Elo</u>, Postdoctoral Research Fellow, Migration Fellow, University of Turku, Institute of Migration, Finland, Indianna Minto-Coy, University of Turku, Finland, Shayegheh Ashourizadeh, University of Turku, Finland, Kent Wickstrøm Jensen, University of Turku, Finland, Ye Liu, University of Turku, Finland & Thomas Schott, University of Turku, Finland. Diasporans' Satisfaction with Job, Work-family Balance, and Life: Entrepreneurs and Employees Compared.
4. Theodoros Papagathonikou, PhD Student, Queen Mary University, UK. Developmental Origins of Psychopathy and Sexual Sadism.
5. Michelle Newberry, Senior Lecturer, Sheffield Hallam University, UK. Public Awareness of Illegal Dog Trafficking in the UK.

16:30-18:30 Session VI (Room C - 10th Floor): ATINER's 2018 Series of Academic Dialogues: A Symposium Discussion on the Challenges of Teaching at Higher Education Institutes in a Globalized World

Chair: Nicholas Pappas, Vice President of Academic Membership, ATINER & Professor of History, Sam Houston University, USA & Patricia Hanna, Head, Philosophy Unit of ATINER & Professor, University of Utah, USA.

<u>Invited Speakers:</u>
1. **Robin Root**, Professor, City University of New York, USA. *"Teaching Global: Meanings and Methods"*.
2. **Peter Siska**, Professor, University of St. Cyril and Methodius, Slovakia. "*Spatial and Temporal Comparative Analyses of Teaching Effectiveness and its Future in Higher Education*".
3. **Tennyson Samraj**, Professor, Burman University, Canada. *"The Challenges Involved in Teaching Post-Modern Minds"*.
4. **Changming Duan**, Professor, University of Kansas, USA. *"How to Integrate a True International Perspective in Teaching Psychology?"*
5. **Mark Ludorf**, Professor, Stephen F. Austin State University, USA. *"Addressing Student Heterogeneity in the Classroom"*.

21:00-23:00 Greek Night and Dinner

Tuesday 29 May 2018

07:45-11:00 Session VII: An Educational Urban Walk in Modern and Ancient Athens

Chair: Gregory A. Katsas, Vice President of Academic Affairs, ATINER & Associate Professor, The American College of Greece-Deree College, Greece.

Group Discussion on Ancient and Modern Athens.
Visit to the Most Important Historical and Cultural Monuments of the City (be prepared to walk and talk as in the ancient peripatetic school of Aristotle)

11:15-13:00 Session VIII (Room B - 10th Floor): Psychology in Education

Chair: Gregory T. Papanikos, President, ATINER.

1. Tammy Allen, Professor, University of South Florida, USA. What Keeps You Up at Night?: Work Design and Sleep Among University Faculty.
2. Mickael Campo, Associate Professor, Université Bourgogne Franche-Comté, France & Benoit Louvet, Associate Professor, Université Rouen Normandie, France. Emotional Competences: The Role of Interpersonal Emotion Regulation on Physical Performances among Adolescents.
3. *Sandra Velez Candelario, CEO / Researcher, Young Human Capital Research Center, Puerto Rico, USA. Construction and Validation of the First Scale that Measure Family Organizational and Administrative Functionality.
4. Yosi Yaffe, Senior Lecturer, Ohalo Academic College, Israel. State and Trait Anxiety in Adolescents with Learning Disabilities Integrated into the Regular Class Compared to Their Counterparts in the Special-Education Class - A Pilot Study.

13:00-14:00 Lunch

14:00-15:30 Session IX (Room B - 10th Floor): Developmental, Child and Educational Psychology

Chair: Alvin Keyes, Associate Dean / Associate Professor, North Carolina Agricultural and Technical State University, USA.

1. Helen Vrailas Bateman, Associate Professor, Sewanee: The University of the South, USA. Childhood Obesity and its Relationship to Social Isolation and Exercise Avoidance.
2. Efrat Barel, Lecturer, Emek Yezreel College, Israel. Developmental Patterns of Cognitive Abilities.
3. Imen Mammar, PhD Student, University of Tours, France, René Clarisse, University of Tours, France & Nadine Le Floc'h, University of Tours, France. Chronotype, Time of Day and Development Level as Predictive Factors of Mnesic Performance in Adolescents Assessed in an Academic Context.

15:30-17:00 Session X (Room B - 10th Floor): Special Issues

Chair: Sandra Velez Candelario, CEO / Researcher, Young Human Capital Research Center, Puerto Rico, USA.

1. Alvin Keyes, Associate Dean / Associate Professor, North Carolina Agricultural and Technical State University, USA. The Impact of Trial Certainty on the Negative Slow Wave.
2. Simon Howard, Assistant Professor, Marquette University, USA. "They All Still Look the Same to Me": Navon Processing and the Cross-Race Effect.
3. Chua Bee Seok, Lecturer, Universiti Malaysia Sabah, Malaysia & Jasmine Adela Mutang, Universiti Malaysia Sabah, Malaysia. Neurofeedback Training: An Innovative Technique to Self-Regulate Stress and Anxiety.
4. Arturo Enrique Orozco, Researcher, Universidad Autónoma del Estado de México, Mexico. Effects of Attitudes and Beliefs on Bullying and the Experience of Victimization.
5. Nino Gugushvili, PhD Student, Tbilisi State University, Georgia. Intolerance of Ambiguity and its Relation with Uncertainty, Anxiety and Environmental Mastery.

20:00- 21:30 Dinner

Wednesday 30 May 2018
Mycenae and Island of Poros Visit

Thursday 31 May 2018
Delphi Visit

Friday 1 June 2018
Ancient Corinth and Cape Sounion

Getrude C. Ah Gang
Lecturer, Universiti Malaysia Sabah, Malaysia

Do Possessing Kadazandusun Traditional Costume and Capability to Play Traditional Music Instrument can Differentiate One's Identity Orientation?

The aim of this study is to examine the difference between Kadazandusun participants who possessed and not possess Kadazandusun traditional costume in regard to the four types of identity orientation (i.e. personal, relational, social & collective). The difference between participants' who were able and unable to play traditional music instrument on the four types of identity orientation was also examined. There were 174 Kadazandusun participants took part in this study. A set of questionnaire, which consists of two sections was used in this study. Section A: Demographic profile (age, gender, ethnicity, possessing traditional costume, capability to play a traditional music instrument, & education level); and Section B: measure the four types of identity orientation (i.e. personal, relational, social & collective self-concept). We predicted that the participants who possess a Kadazandusun traditional costume and those who have the capability to play traditional music instrument tend to have higher in relational and collective identity orientation. Our study revealed that those who have their own Kadazandusun traditional costume showed higher in regard to relational, social and collective self-concept compared to those who do not have a Kadazandusun traditional costume. In addition, those who were able to play traditional music instrument showed higher in personal, social and collective self-concept compared to those who unable to play any traditional music instruments. These findings showed that a person's identity orientation may show differences based on their cultural elements (i.e., possessing a Kadazandusun traditional costume and capability to play traditional music instrument). The findings may give us an insight on the importance of cultural elements on identity orientation, particularly to the indigenous group of Kadazandusuns.

Tammy Allen
Professor, University of South Florida, USA

What Keeps You Up at Night?
Work Design and Sleep among University Faculty

Sleep is critical for healthy human functioning. Between 50 and 70 million Americans suffer from sleep problems that hinder their daily functioning and negatively affect their health (Colton & Altevogt, 2006). Evidence shows poor sleep relates to organizational outcomes such as accidents, injuries, presenteeism, and performance (e.g., Åkerstedt, 2006; Swanson, Arnedt, Rosekind, Belenky, Balkin, & Drake, 2011). Sleep is also a critical linking mechanism between work demands and a host of psychological and physiological health outcomes, including depression, diabetes, and cardiovascular disease (e.g., Buysse, Reynolds, Monk, Berman, & Kupfer, 1989). Consequently, organizational scholars and practitioners are increasingly interested in understanding the interplay between work conditions and sleep (Barling, Barnes, Carleton, & Wagner, 2016). Work-related demands on faculty are high, making this occupation especially prone to sleep disturbances. In this presentation, we examine the relationship between work design characteristics (e.g., task significance, physical demands) and sleep quality among a sample of 973 faculty from multiple universities. Gender and family responsibilities are also examined as moderators.

Maria-Irini Avgoulas
Associate Lecturer, La Trobe University, Australia
&
Rebecca Fanany
Associate Professor, Deakin University, Australia

The Symbolic Meaning of Greek Dancing to Health and Wellbeing in Diaspora

Maintenance of cultural ways particularly for those living in diaspora are significant for many reasons, and predominately for the transference of heritage. In addition, they play a vital role in health and wellbeing. For the Greek community of Melbourne, Australia maintaining, handing down and practicing cultural ways has been and still is of great importance. In 2016, a qualitative study was undertaken in Melbourne, Australia that investigated Greek dancing as an aspect of cultural identity. This study aimed to investigate the extent to which Greek dancing is associated with cultural maintenance and the degree to which Greek dancing is associated with health and wellbeing. This paper will discuss the symbolic meaning of dancing and how in the context of this diaspora community it is a motivating factor participation in physical activity. This has implications for health at both a micro and macro level in the context of the traditional bio-psycho-social model. This research shows how a community may engage in healthcare and how personal experience that is influenced by psycho–social elements affect wellbeing. Often it is reported that exercise is an effort and/or something people may not want to participate in for various reasons, particularly as they age or when various other commitments of life may get in the way. These findings of this study extend beyond what influences participation in exercise and consider the cultural dimension of dancing as a health promoting activity. For the participants of this study, the physical benefits were a bonus, with dancing more significant as part of their Hellenic heritage, and preserving this was vital. Dancing was associated with the idea of being Greek, and the happiness a Greek environment provided. This highlights the emotional benefits and overall psychological wellbeing of an activity that is culturally consonant and associated with physical and emotional aspects of wellbeing.

Efrat Barel
Lecturer, Emek Yezreel College, Israel

Developmental Patterns of Cognitive Abilities

The present study investigated: 1. age-related changes in cognitive performance and 2. the emergence of sex differences in cognitive performance. Two hundred and fifty children aged 9 to 12 years completed a battery of six cognitive tasks including two sets of abilities: the verbal cognitive battery included verbal fluency and short-term memory tasks; the visuospatial battery included mental rotation, localization, and form completion tasks. Results showed age-related improvement in all cognitive tasks except in serial sounds, with apparent variability in the magnitude of improvement across tasks. Furthermore, girls outperform boys in verbal fluency and in serial digits across age groups; no significant differences were found in visuospatial abilities. Findings are discussed for the biological as well as environmental sources for the developmental patterns of age-related improvement in cognitive performance as well as with regard to the emergence of sex differences in cognitive performance across life span, and the potential role of intervention programs bridging the sex gap in visuospatial abilities.

Mickael Campo
Associate Professor, Université Bourgogne Franche-Comté, France
&
Benoit Louvet
Associate Professor, Université Rouen Normandie, France

Emotional Competences: The Role of Interpersonal Emotion Regulation in Physical Performances among Adolescents

In the transitional phase of growth and development between childhood and adulthood, adolescents' regulatory processes may be dysfunctional, which may cause social maladjustments, and a lack of self-achievement. Therefore, interpersonal emotion regulation (i.e., regulation of emotion by others) may be of great interest as others may help adolescent pupils to better cope with their own emotions. In the line of recent studies showing the influence of interpersonal emotion regulation on emotions, the aim of this research was to examine the effects of such processes on adolescent's learning in physical education.

Participants were 183 high school French students ranged in age from 12 to 17 years old (M = 14.20, SD= 1.76) belonging to seven classrooms took part in the study. The experiment was implemented over 6-weeks Physical Education learning cycles during which one physical activity in two-hour lessons (i.e., gymnastics, volleyball, boxing, acrobatic gymnastics, basketball and climbing) was taught. Five PE teachers were involved into the experiment, which consisted in conducting their lessons by using only one type of interpersonal emotion regulation according to the specific condition. Based on the process model of emotion regulation (Gross, 1998), we focused on the effects of two regulation families: interpersonal attention deployment (AD condition; only technical instructions) or interpersonal cognitive change (CC group; interactions to influence appraisal process). An estimate of each student's level of eight activity-specific skills was rated by their PE teacher based on the PE national program criteria on a scale from 0 to 10. Teachers ran an evaluation at the second, the fourth and the last sessions.

A two-way repeated measures ANCOVA (age as covariate) showed an interaction effect Time*Condition, $F(1.52, 257.60) = 6.62$, $p<.01$ and no effect of sport type. Taken together, these results showed that students learn better when their teacher regulate their emotions only with interpersonal cognitive change. In conclusion, this study suggests that a teacher-student relationship mainly based on a technical perspective seems to be non-optimal to promote adolescents' learning and accomplishment in the context of physical education. More generally they support the need to help teachers, coaches or parents to improve their emotional competences to better help adolescents in the field of education.

Changming Duan
Professor, University of Kansas, USA

Culture as a Determinant of Mental Health and its Intervention: A View Based on Empirical Observations in China

The literature in psychology in general and in counseling psychology in particular has grown significantly in recent years in raising awareness of cultural diversity in human psychology including individual mental health. However, the dominant psychological theories and practices have by-in-large remained unchanged, regardless of countries, continents or communities where they are applied. The development of psychological counseling practice in China is an example about how powerful Western influence has been in shaping the profession, how concerning it can be for the people when Western theories are adopted without a deconstruction/reconstruction process, and how urgent culturally appropriate theories and practices are needed to genuinely serve the people's mental health needs.

In this presentation, I will share the findings of several studies that examined popular Chinese values and beliefs in relation to mental health, Chinese counselors' and clients' views of counseling processes and the outcome of counselor directives used in counseling sessions. Based on research and along with other personal observations, I will share my views in terms of the necessity of culture specific counseling theories for China, and how as a discipline, counseling psychology in the West would benefit from enlarged views of cultural diversity and integration of cultural considerations in its theoretical renewal and continuous growth.

Lillian Eby
Professor, University of Georgia, USA

How Physical Features of the Work Environment Relate to Employee Health, Job Satisfaction and Intentions to Quit

The American Psychological Association has identified growing interest in how features of the built environment relate to employee outcomes (DeAngelis, 2017). This coincides with increasing emphasis on "total worker health" (https://www.cdc.gov/niosh/twh/default.html), which consists of policies, programs, and practices designed to protect employees from health hazards, injury, and illness at work. Interestingly, non-psychologists, such as individuals in public health, engineering, and interior design are leading the charge to understand how the work environment affects employees. This may be due to the technical nature of physical work environment attributes (Carlopio, 1996), as well as the paradigm shift that occurred in Psychology after the Hawthorne studies highlighted the importance of social aspects of work (Roethlisberger & Dickson, 1940). However, because Industrial-Organizational Psychology involves the scientific study of working and the application of science to workplace issues (www.siop.org), this perspective may enhance our understanding of how the built environment at work relates to employee health and work attitudes.

The current study examines the relationship between employee perceptions of different aspects of the physical work environment and health, job satisfaction, and intentions to quit, holding constant other established predictors such as role overload, job autonomy, perceived competence at work, conflict with coworkers, supervisor support and general physical health. This provides a strong test of the association between attributes of the built work environment and employee outcomes. Because employed persons spend more time on average at work than in any other activity except sleeping (Bureau of Labor Statistics, 2017), understanding how physical features of the work environment relate to employee health and work attitudes represents a highly significant line of inquiry.

Several theoretical perspectives inform this research. This includes the overload hypothesis, which proposes that individuals have a finite capacity for processing incoming stimuli and that people experience negative outcomes when faced with excessive stimulation (cf. Sundstrom et al., 1996). The arousal hypothesis likewise proposes that individuals will not respond favorably to situations where environmental arousal is high (e.g., noisy) or unpleasant (e.g., dirty, uncomfortable) (Thayer, 1989). Theories of social status and stigma further suggest that the physical features of an organizational environment, both internal (e.g., décor, lighting, noise) and external (e.g., safety of surrounding area), provide cues about a group's status, capacity, and professionalism (Carnevale, 1992; Fischer, Tarquinio, &

Vischer, 2004; Konetzka et al., 2005). We also draw from social psychology by noting that factors that inhibit social interaction among individuals, as well as spatial discomfort and distractions (e.g., Davis, 1984; Fischer et al., 2004) may be associated with negative outcomes for employees.

Data were collected from 748 employees working in 110 behavioral health facilities throughout the United States. Employees completed paper and pencil surveys at their work site. Valid and reliable multi-item measures were used to assess features of the physical work environment (interior, breakroom, exterior), health (gastrointestinal complaints, headaches, respiratory illness), job satisfaction, and intentions to quit. Established measures were also used to control for role overload, job autonomy, perceived competence at work, conflict with coworkers, supervisor support and general physical health. The response rate was 71% and coefficients alpha ranged from .76 to .93.

Separate multiple regressions were conducted for each dependent variable (gastrointestinal complaints, headaches, respiratory illness, job satisfaction, intentions to quit), including the six control variables and the three features of the physical work environment (interior, breakroom, exterior). In all regression models the F-values were significant and R-squared values ranged from 18% (for respiratory illness) to 25% (for turnover intentions). Examination of significant beta-weights indicated that (1) more negative employee perceptions of the interior work environment predicted greater intention to quit and lower job satisfaction, (2) more negative perceptions about the breakroom predicted gastrointestinal complaints, and (3) more negative perceptions of the external environment predicted headaches, respiratory illness, and intention to quit.

These results provide evidence that features of the physical work environment relate to both health complaints and work attitudes. Perceptions of the interior environment such as lighting, ambiance, and cleanliness were only predictive of work attitudes. Because employees spend their entire workday in the interior environment, these features may engender more negative reactions toward the job in general and prompt thoughts of quitting. By contrast, negative perceptions about the external environment (e.g., unsafe, run-down, dirty) predicted both health problems as well as intentions to quit. Perhaps these features are indicative of environmental toxins and poor air quality, both of which can contribute to headaches and respiratory problems (https://www.atsdr.cdc.gov/odors/docs/are_environmental_odors_toxic_5 08.pdf). External features that are unpleasant and unsafe may also stimulate thoughts of quitting the organization. Finally, perceptions that the breakroom was unpleasant, inadequate, and unclean uniquely predicted gastrointestinal complaints. Perhaps having an inadequate breakroom deters healthy eating and encourages convenience eating (prepackaged, fast food), which is typically higher in fat, sodium, and preservatives (Paeratakul et al., 2003) and

can contribute to digestive problems. In the presentation, the findings will be discussed in light of existing theory and in relation to possible low-cost interventions to improve worker health and work attitudes.

Maria Elo
Postdoctoral Research Fellow, Migration Fellow, University of Turku,
Institute of Migration, Finland
Indianna Minto-Coy
University of Turku, Finland
Shayegheh Ashourizadeh
University of Turku, Finland
Kent Wickstrøm Jensen
University of Turku, Finland
Ye Liu
University of Turku, Finland
&
Thomas Schott
University of Turku, Finland

Diasporans' Satisfaction with Job, Work-family Balance, and Life: Entrepreneurs and Employees Compared

Purpose: Diasporans well-being is likely to depend on the kind of work they find. Some diasporans become employees working for others, and some become entrepreneurs and run their own business. Here, the research question is: *What are the effects of diasporans' occupation – entrepreneur versus employee – on their satisfaction with job, with work-family balance, and with life?*

Research design and data: A globally representative sample of 36,681 diasporan entrepreneurs and employees living around the World has been surveyed in the Global Entrepreneurship Monitor.

Findings: Diasporans' occupations were found to affect their satisfaction, in that entrepreneurs, compared to employees, tend to be more satisfied with their job, as expected; tend to be similarly satisfied with the balance between work and family; but, surprisingly, being entrepreneur rather than employee negatively affects their satisfaction with life (apart from the benefits of job-satisfaction and satisfaction with balance).

Contribution: The study contributes an account of global tendencies for diasporans' occupations to shape their well-being.

Future research: The surprising finding, that being entrepreneur rather than employee negatively affects life-satisfaction, merits further analysis. Our future analysis (to be undertaken already next month) will distinguish between opportunity-driven entrepreneurs and necessity-driven entrepreneurs, and analyze the well-being of each type. Furthermore, future research (to be undertaken within a few months) ought to contextualize the effects of occupation on well-being, expecting

that institutions, as they differ across societies, are moderating the effects of occupations on well-being.

Nino Gugushvili
PhD Student, Tbilisi State University, Georgia

Intolerance of Ambiguity and its Relation with Uncertainty, Anxiety and Environmental Mastery

Context: Even though the construct of Intolerance of Ambiguity (IA) has been studied for more than 60 years, its nature and relation with other psychological constructs remains ambiguous and unclear. Moreover, IA is often being used interchangeably with the intolerance of uncertainty (IU), which is overlapping but distinct construct.

Aim: in order to shed more light on the nature of relationship among IA and IU, this study investigated relationships between Intolerance of ambiguity and four related variables: Intolerance of uncertainty, state and trait anxiety and Environmental mastery.

Methods: For this purpose 261 Georgian-speaking participants were recruited. On the first stage Georgian draft versions of research instruments were prepared. On the second stage, after translation and back-translation procedures and pilot study were conducted, the relations between variables were explored.

Data Analysis: independent samples t-test, correlational analysis, multiple linear and hierarchical regression analysis were applied and several models were developed and tested. T-test **results** showed that there was statistically significant difference in the mean scores of ambiguity intolerance between women (M=87,26; SD=18,04 and men (M=80,07; SD= 16,28; t=3,29 ; p<.01). Correlation analysis provided empirical evidence that Intolerance of Ambiguity and Uncertainty are moderately related, but distinct constructs (r=.50; p<.01). Moreover, multiple linear and hierarchical regression analysis results revealed that intolerance of uncertainty (b =.37, p<.01) and trait anxiety (b =.36, p<.01) have good predictive value for intolerance of ambiguity and intolerance of uncertainty explains unique variance in intolerance of ambiguity above and beyond the other variables in the model (12 %).

Monica Guzman
Professor, Universidad Católica del Norte, Chile
&
Jimena Silva
Professor, Universidad Católica del Norte, Chile

Romantic Attachment and Relationship Satisfaction among men from a Chilean Mining Culture

The research is circumscribed in northern Chile, in the Region of Antofagasta, located in Atacama Desert, epicenter of worldwide copper mining. Working in the mining sector is often associated with men needing to do their labor in a shift system, which implies prolonged absences from their homes and families.

Given the potential tensions and consequences associated to this context in terms of their couple´s relationships and scarce evidence exploring the effect of shift system work on couple functioning, the goal of this study was to analyze differences in romantic attachment and relationship satisfaction in men who are mining workers currently involved in a couple relationship. More specifically, we compared the level of attachment romantic insecurity and relationship satisfaction, as well as the association between these variables in two groups of married or cohabiting men: miner´s men and men working in traditional works and schedule.

Through a quantitative cross-sectional study, we evaluated 273 men, 130 miner´s workers and 144 non miner´s workers, age = 42.80 years (SD= 10.71), who completed the Experiences in Close Relationships (Brennan, Clark, & Shaver, 1998) and The Relationship Assessment Scale (Hendrick, 1988), in their validated versions to the Chilean Context. The groups were similar in socio demographic characteristics, such as age, educational level, and all of them had children with their current romantic partner.

Results showed that the levels of attachment anxiety and attachment avoidance did not differ significantly in both groups, after controlling for the length of relationship. In a similar way, relationship satisfaction did not differ among men working in mining shift systems and those who did not.

Despite this, in the group of men who do work in the shift mining system, both attachment anxiety and attachment avoidance were associated with lower levels of satisfaction with the couple's relationship, but in men who do not work in the shift system, only attachment avoidance was associated with lower levels of satisfaction. These findings suggest that the effect of romantic attachment on relationship satisfaction vary depending on the type of work (traditional schedule versus mining shift system). Implications of these results are discussed.

Simon Howard
Assistant Professor, Marquette University, USA

The Cross-Race Effect (CRE):
Two Experiments for Strategies

The Cross-Race Effect (CRE), the tendency for individuals to find it more difficult to remember faces from a different race relative to their own, has far reaching and significant consequences (e.g., cross-race eyewitness misidentification. Two experiments explored if biasing individuals processing strategies would reduce the CRE. Experiment 1 administered a Navon processing task prior to encoding, whereas Experiment 2 used an intermixed Navon processing task (encoding and retrieval). Results from Experiment 1 demonstrated that White participants had superior memory for White faces versus Black faces, but there was no evidence that biasing White participants' processing orientations influenced memory for either Black or White faces. Experiment 2 found a CRE and that global processing *impaired* participants' memory for identifying same-race faces but neither local or global processing manipulations had an effect for memory for other-race faces. Practical implications and the need to address inconsistencies in the Navon processing literature are discussed.

Alvin Keyes
Associate Dean/Associate Professor, North Carolina Agricultural and
Technical State University, USA

The Impact of Trial Certainty on the Negative Slow Wave

An early description of a brain-generated slow negative wave, the contingent negative variation, suggested that it appeared to be contingent on the expectation that a target stimulus would follow a warning stimulus. Considering later findings indicating that the component's morphology is impacted by many factors that may also influence attentional shift, including expectancy and target stimulus likelihood, the current study was conducted to determine if, during a warning stimulus-target stimulus (WS-TS) attention task, buildup, peak latency, and amplitude of a related Negative Slow Wave (NSW) - in this case at 600, 1000, and 1400 msec - would differ significantly as a function of the participant acquiring some level of certainty about the timing of the TS presentation. Twenty-four undergraduate students completed a computer-generated WS-TS task with either a 1000 or 1400 msec inter-stimulus interval. The tasks were administered for fixed sequences, certain condition, in which trials of the same interval size were presented until response criteria for completion of the task were met. The trial delivery was mixed (uncertain) in the second task, with the participant not "knowing" the length of time between WS and TS from trial to trial. Event-related potentials were recorded from eight scalp regions during task completion. The results revealed no significant main effects of certainty for early-onset slow waves – i.e., activity at 600 and 1000 msec after WS. However, there was a significant certainty effect for the NSW at the 1400 mark ($p < .01$). Additionally, a significant certainty by ISI interaction ($p < .05$) resulted, with highly significant interactions at the parietal and central scalp regions ($p < .001$), and emerging for NSW 600, 1000, and 1400. It was concluded that preparatory adjusting may occur for "known" WS-TS intervals, compared to "unpredictable" intervals, early in the information processing epoch.

Chin-Ping Liou
Psychotherapist and Assistant Professor, Fu Jen Catholic University, Taiwan

The Lived Experience of Ch'i in Counseling Practice

This qualitative study explored the lived experience of *ch'i* in the process of counselling. The data were co-constructed between the researcher and five senior counselors with substantial experience of *ch'i* using a semi-structured in-depth interview method and employing a narrative analysis approach. The core themes emerging from the study were a) taking a stance of not-knowing, b) becoming an empty vessel, and c) contemplating the unfolding of life. The findings of this study provide an orientation for future research and a greater understanding of how counselors with substantial experiences of *ch'i* enact their professional role in counseling.

Imen Mammar
PhD Student, University of Tours, France
René Clarisse
University of Tours, France
&
Nadine Le Floc'h
University of Tours, France

Chronotype, Time of Day and Development Level as Predictive Factors of Mnesic Performance in Adolescents Assessed in an Academic Context

This study aimed to investigate the influence of chronotype, time of day (TOD) and developmental level (academic grade vs puberty) on episodic memory in adolescents. 194 participants, from 6th to 9th grade,   filled two self-questionnaires « Matinalité-Vespéralité » (Lancry et al., 1991) and « Echelle de Développement Pubertaire » (Clarisse et al., 2004). They performed a mnesic test « Rappel Libre/Rappel Indicé » (Van der Linden et al., 2004) twice (morning vs afternoon) in a double counter-balanced order (TOD and test form). The results of the first study revealed sharper differences in mnesic performances when pubertal levels, rather than academic grade, were taking into account. A second study, comparing pupils' mnesic performance according to their chronotype at two precise hours (8.15 AM vs 4.15 PM), revealed that early risers had higher mnesic performances than vesperals. Against all odds, non congruents between chronotype and TOD had higher mnesic performances than congruents, in the afternoon only. Finally, this study showed that factors as chronotype, puberty, age and congruence between TOD and chronotype predicted 27.6% of mnesic performance variance, in the morning only, rising the intervention of arousal on mnesic performances.

Michelle Newberry
Senior Lecturer, Sheffield Hallam University, UK

Public Awareness of Illegal Dog Trafficking in the UK

Since the introduction of pet passports and a relaxation of the UKs quarantine controls in 2012, the number of young dogs being brought into the country illegally has increased rapidly (Dogs Trust, 2014). For example, the number of dogs entering the UK from Lithuania under the new Pet Travel Scheme (PETS) rules increased by 780% between 2011 and 2013. An investigation conducted by The *Dogs Trust* (2014) in collaboration with the agency *Tracks* found that puppy dealers are able to fool or evade customs officials, and that vets in Eastern Europe are issuing pet passports with falsified data, including false vaccination stamps.

The report explains how the impact of the changes in PETS rules have led to worrying implications for the welfare of dogs and for the control of rabies and tapeworm, and how the UK border ports have ineffective controls which is allowing this illegal trade to continue. Despite the fact that dog trafficking is estimated to be a £100 million per year industry involving up to 100 violent criminal gangs in Britain alone (RSPCA, 2015), research has found that many people are unaware of the extent of the problem (Zhang, Hua & Sun, 2008). For example, most people assume that a dog they buy comes from a reputable breeder or seller (Bair, Gallagher, Maiorino, & Fagan, 2011). Understanding public awareness of dog trafficking may help expose how traffickers are able to exploit under regulated areas of the market, and this information may be useful for authorities (e.g. UK Border Control, Customs officials, veterinarians, police) in combatting the illegal dog trade as well as to assist them in developing methods to educate the public about dog trafficking. A

study was therefore conducted to investigate public awareness of dog trafficking in the UK. The research involved two stages: a qualitative stage (stage 1), and a quantitative stage (stage 2). In stage 1, a search was conducted to investigate sources related to the buying and selling of dogs, including general advertisement websites (e.g. gumtree.com), breeders' websites, and forums, as well as offline sources of information (e.g. adverts displayed in shop windows, veterinary surgeries, dog training centres, dog groomers, etc.). Data from this stage were analysed using content analysis to provide a comprehensive overview of sources of information which people accessed when looking to buy a dog, where this information came from, whether information about the source was provided (e.g. phone number, address, credentials of the individual/organisation), reviews/feedback posted about these sources, etc. Stage 2 involved the development and administration of a questionnaire which was devised based on the findings of Stage 1. Participants were members of the general public in South

Yorkshire, UK and they completed the questionnaire via the Qualtrics online survey site. Independent-samples t-tests and one-way ANOVAs were conducted to compare levels of awareness for different demographic groups, and regression analyses were performed to examine whether particular dog searching and buying behaviours could be predicted.

Arturo Enrique Orozco
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Effects of Attitudes and Beliefs on Bullying and the Experience of Victimization

Bullying is a social phenomenon with multiple effects not only in victims, but also in perpetrators. It is not possible to understand the phenomenon of bullying without a specific analysis of the attitudes behind violence. Multiple studies around the world have considered attitudes towards violence as one of the most important cognitive factors involved in the prevalence of bullying. Due to the gap in the literature on studies focused on the influence of cognitive processes on violence, the purpose of this study was to examine the impact of attitudes toward violence, moral disengagement, cultural beliefs, and approval of violence as predictors of bullying and the experience of victimization.

Regarding the method used in this research, a total of 195 students participated in this study. The sample included students in the beginning, in the middle and concluding their high school. Based on ethical principles, participants answered four instruments measuring attitudes towards violence, prevalence of violence and victimization, moral disengagement, and cultural beliefs.

Results of this research showed significant differences between perpetrators, victims, and students who observe violent episodes in their school. In addition, we conducted two models of hierarchical multiple regression in order to confirm hypotheses of this study. Including bullying as the criterion variable, results of hierarchical regression analysis in the last step showed that moral disengagement, vertical individualism, attitudes towards violence as a way of entertainment, as a way to improve self-esteem, and as legitimate were predictors statistically significant. On the other hand, when using victimization as a criterion variable, results showed in the last step that moral disengagement, vertical individualism, attitudes towards violence as a way of entertainment, as a way to improve self-esteem, and as legitimate were predictors statistically significant.

In conclusion, we found empirical evidence showing that moral disengagement and attitudes towards violence are two of the most important factors related to bullying.

Theodoros Papagathonikou
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Developmental Origins of Psychopathy and Sexual Sadism

Psychopathy is one of the most enigmatic and elusive constructs in clinical psychopathology. Despite voluminous research, the fundamental etiology and pathogenesis of psychopathy remain opaque as there is scarcity of studies looking into developmental origins of the disorder. By means of a mixed - method approach involving 60 patients diagnosed with severe psychopathy in a high security mental health hospital in the UK, I shall attempt to present clinical findings and theoretical considerations regarding the developmental origins of psychopathy. The aim of the study is to look at the early developmental and etiological pathways, such as attachment pathologies, early childhood trauma, parental dysfunction, and negative care childhood experiences that impact upon adult personality development in individuals who are psychopathic and sadistic; to empirically establish the potential correlation of sexual sadism and psychopathy; and yet to research the function of sadistic violence in the construct of psychopathy.

Robin Root
Professor, City University of New York, USA

Gendering Development and Globalization in Malaysia

The United Nations Development Program conceptualizes human development in terms of individuals' opportunities to "live a healthy and creative life, to be knowledgeable, and to have access to resources needed for a decent standard of living" and, above all, to experience "choice" with respect to enacting fundamental human rights (UNDP 2015). A medical anthropologist, I draw on ethnographic research in Malaysia to explore these issues from a political-economic and socio-cultural perspective. Arguably, in many 'developing' countries around the world, export processing zones (EPZs) have been contested (and often toxic) sites in which at least some of these variables are lived by factory workers. Indeed, until recently, Malaysia represented a model of 'successful' economic development in many an economist's portfolio. However, part of Malaysia's development narrative was the government's labeling of multinational factories as high-risk settings for HIV/AIDS in the 1990s. In this paper, I draw on the work of Ulrich Beck and Anthony Giddens, as well as risk theorist Deborah Lupton, to illustrate how the globalization of capital and disease, and with it risk, raises fundamental questions of trust, identity, and wellbeing – both individual and community. I explicate these processes by drawing on extensive field research in the EPZs to demonstrate how economic development, resurgent Islam, and disease fractured post-colonial notions of identity even as 'human development' afforded women greater participation in the country's ascent to a middle-income development status. Women's experiences of these trends are as phenomenological and as they are political, and they are fundamental to conceptualizing human development in historical and locale-specific terms; they are also under-theorized and little explored.

Chua Bee Seok
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&
Jasmine Adela Mutang
Universiti Malaysia Sabah, Malaysia

Neurofeedback Training:
An Innovative Technique to Self-Regulate Stress and Anxiety

This study aims to use an innovative neurofeedback training, to help participants learn how to regulate the unmanaged emotions that cause by stress and anxiety. This study also aims to test the efficacy of neurofeedback training in helping the participants to self-regulate stress and anxiety. A total of six volunteer participants involved in this study. The participants to be included in this study have to have been exposed to work-related stress and scored high in Depression, Anxiety, and Stress Scale–21 (DASS-21) and State-Trait Anxiety Inventory (pre-test). The participants were randomly assigned to experimental and control group. Three participants in experimental group received 20 session of neurofeedback training. While, control group was not be introduced to neurofeedback training. Based on the literatures and recommendation from expert (Perl, 2017), a neurofeedback protocol for each participant were decided. During neurofeedback training, the participant were comfortably seated with their head and arms at rest. Electroencephalic activity was recorded with one sensor/electrode attached on the participant's head on the position C3 or C4 (according to International 10–20 system), one electrode attached on one earlobe as reference (A1) and another earlobe was connected to circuit ground. The participants were trained for Beta/SMR. As suggested we start with C3 Beta follow by C4 SMR training for the three experimental group participants. Then, they complete an arousal assessment checklist after each session, and the participants continue to be trained for actual study based on their responses on the arousal assessment checklist after each session. After 20 sessions of SMR- Beta training Post-test was conducted. The effectiveness of the neurofeedback training was tested by comparing the level of stress and anxiety of experimental group and control group after neurofeedback training, and by comparing the level of stress and anxiety of experimental group and control group before and after neurofeedback training.

Jimena Silva
Professor, Universidad Católica del Norte, Chile
&
Monica Guzman
Professor, Universidad Católica del Norte, Chile

The Power of Money in Gender Relations from a Chilean Mining Culture

This exposition addresses the role of money in power relations among mining and non-mining couples. The research performed in the region of Antofagasta, Chile, is based on an interpretive paradigm, with discursive analysis. Twenty-eight people were interviewed based on the category of conflicts and tensions in money negotiations. Findings include that among older women and men, money appears to be masculinized and associated with an illusion of empowerment of women, exacerbating the androcentric sex/gender model. In their discourses, some women express their progress toward relationships of greater equity. Couples must deal with gender conflicts when negotiating money. Even though women manage the family's money, it's not considered their money; therefore, they don't feel free to use it and must account to the man. In this power game and in negotiating, the model of romantic love prevails, the couple's public and private position, and a neoliberal culture that promotes high levels of consumption.

In these contexts, occurrences such as conflicts over money, debts, or the threat of unemployment can cause separations or situations of domestic violence that are difficult to resolve. The results contribute knowledge for the proposals that psychologist carry out in companies and state organisms regarding labor policies and work–family reconciliation and the handling of money faced with economic changes and this type of crisis situations, which could involve the development of new forms of gender relations in the families of mining and non-mining workers. Among younger couples, negotiation experiences may indicate changes that have to do more with new attitudes toward gender hierarchy and social participation than with age. We also observed that among old mining couples, money has a more masculinized symbolic role than in non-mining couples. This is due to mining workers' access to high salaries and high benefits.

Alessandro Soranzo
Reader in Psychology, Sheffield Hallam University, UK

Leonardo's Uncatchable Smile Illusion is Missing in Male Figures

The Mona Lisa is the most-visited, most written about and most parodied work of art in the world. However, the 'uncatchable smile' that makes Leonardo da Vinci's Mona Lisa so special is not unique. In previous research, Soranzo & Newberry (2015, VR) found that the technique which would later give his most famous subject her mysterious allure was first executed in the lesser-known painting, La Bella Principessa, recently claimed to be a "Leonardo" (Kemp & Cotte,2010). Soranzo & Newberry suggested that most of the "mysterious allure" of both Mona Lisa and La Bella Principessa can be explained by an illusion of direction of the mouth of the portrayed subjects which is spatial frequency depended: When viewed directly the slant of the mouth of the subjects appears to turn downwards, but when viewed from far away the edges of the mouth appear to take an upward turn. At its turn, this perceived change in the mouth slant, generate a perceived change in the facial expression. We have now extended this line of research and discovered that a similar illusion is present in different Leonardo's paintings. By using the same technique we used to unveil the illusion in the Mona Lisa and La Bella Principessa, we found that a similar illusion is present in few additional women, angels and babies figures; but we could not find this illusion in any of the male figures painted by the Master. This discovery support to the hypothesis that Leonardo worked on "ambiguity" in the expression of the portrayed subjects over the years before producing it in the most powerful way in the Mona Lisa and leaves the open question of why he did not intend to portray this illusion on male figures.

Golfo Tzilos Wernette
Assistant Professor, University of Michigan, USA

Technology-Delivered Brief Intervention for Risk Behaviors during Pregnancy

Sexually transmitted infections (STIs) are an increasingly critical and costly health problem for American childbearing women. Pregnant women who misuse substances are more likely to engage in risky sexual behavior that leads to STIs. Substance use and risky sex during pregnancy are both associated with numerous negative consequences for the woman and the developing fetus.

The objective of this study was to assess participants' perceptions of a computer-delivered, single-session brief motivational intervention plus booster session addressing both substance use and STI risk, and to examine the preliminary efficacy in reduction of substance use and risky sex at 4-month follow up assessment.

The study design was a two-group, randomized controlled trial. Recruitment of 50 pregnant women (40% Latina; 24.4 years old (SD = 5.31)) with an average of 13 weeks gestation (SD = 4.5 weeks) was conducted at a prenatal clinic in a large inner-city hospital.

Ratings of acceptability of the intervention were consistently very high with ratings of satisfaction ranging between 6.3 and 6.8 on a 1-7 scale. At the 4-month follow-up, participants in the intervention arm reported a significantly larger reduction (54%) in any marijuana or alcohol use compared to participants in the control group (16%) ($p = 0.015$). There was a higher reduction in condomless vaginal sex at follow-up in the HCEM arm than control (27% vs. 5%), although this was not significant ($p = 0.127$).

The results of this pilot study are encouraging with respect to the acceptability and preliminary efficacy of intervention in reducing alcohol/marijuana use and condomless sex during pregnancy, supporting the next step of testing the intervention in a larger and more diverse sample.

Sandra Velez Candelario
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USA

Construction and Validation of the First Scale that Measure Family Organizational and Administrative Functionality

Construction and validation process of the first scale that measure Family Organizational and Administrative Functionality to identify organizational and administrative styles apply on this human capital workshop. The instrument uses a frequency scale: always (4), almost-always (3), sometimes (2), and never (1), in thirty four reactives. Two areas have ten reactive each (Organizational Culture and Leadership) and the other two areas have seven reactive each (Communication and Environment). The test was submitted to twenty judges that evaluate the reactive. After the judge's analysis, they select 38 reactive from 61 (just 34 from 38 are in the Scale) using the Lawshe (1975), formula. The result shows a 90% of general scale value. Finally intern consistency and the Factor Analysis were calculated after submitted the test to a group of a hundred children. The consistency with this sample is .89 (Cronbach's Alpha). The Factor Analysis process shows a .8 KMO (Kaiser- Mayer-Olkin) by every area that the FOAF Scale measures, recognizing each one as an independent factor. Any reactive has measure during this process also tabulated the results to calculate the percent of the general level of FOF in two different groups, 50 children's with low GPA (2.49 and down) in school and 50 with High GPA (2.50 and up). The sample of young subjects with lower academic GPAs identifies their family without or low FOAF general percent (%). Otherwise the sample of young human capital with high academics levels identify their families with moderates to high FOAF percent (%).

Helen Vrailas Bateman
Associate Professor, Sewanee: The University of the South, USA

Childhood Obesity and its Relationship to Social Isolation and Exercise Avoidance

Childhood obesity is becoming a serious threat to children's health in many industrialized societies. Rates of childhood obesity have been increasing steadily over the last 20 years. Globally, the number of obese children has increased over the same time period from 32 to 41 million. In the U.S. a recent study published in the medical journal *Pediatrics* reported that over the past 19 years the percentage of children in the US who are overweight increased from 29% to 35%. Obesity rates in the US are particularly high in children who live in the Southeastern region of the United States. States in this region that have the highest rates of childhood obesity are: Mississippi, Alabama, Tennessee, Kentucky, Louisiana, and Arkansas.

Childhood obesity, in addition to putting children in higher risk for physical problems and illnesses, such as asthma, type 2 diabetes, and skeletal and cardiovascular problems, also places children in higher risk for psychological problems such as lower levels of self-esteem, sense of competence, social isolation, and victimization. In our research we seek to investigate the social, behavioral, and psychological correlates of childhood obesity, and explore means through which we can address these problems.

Our goals in this research study were to examine: a) the relationship between childhood obesity and children's sense of community with their classroom peers, and b) the relationship between childhood obesity and exercise-avoidance. More specifically we examined the relationship between children's Body Mass Index (BMI) and their self-report of exercise-avoidance, and between BMI and psychological sense of community in their classroom. Our sample was comprised of 69 children (10-14 years old) from a middle school located in rural southeastern Tennessee. BMI was assessed using the Center for Disease Control's (CDC) guidelines for computing children's BMI. Measurements of the children's height and weight used to compute BMI were collected individually from each child by the experimenters.

Our analyses suggest that children's BMI was significantly correlated with children's number of reasons for avoiding physical activity and physical exercise. More specifically, the more overweight that children were, the more reasons they gave for avoiding physical activity and exercise. Reasons given to avoid exercise that were positively correlated with children's BMI were: "I do not like sports", "I am not interested in sports", "I do not have time to exercise", and "I am chosen last for teams".

In terms of the relationship between student's BMI and their sense of community in the classroom we found that there was a negative correlation between children's BMI percentile and children's report of the emotional connection they felt with other students in their classroom. More specifically, the higher a child's BMI percentile was, the lower the emotional connection he or she had with fellow students. Emotional connection is an important component of developing a strong sense of community in the classroom, and lack of emotional connection also suggests a lack of emotional support. We also found that there was a negative correlation between children's BMI percentile and student's sense of membership and belonging in their classroom. The higher the percentile of a child's BMI was, the lower was his or her sense of belonging in the classroom.

Our findings support our hypotheses that overweight and obese children feel a lack of social support and emotional support from their classmates. This social isolation can have negative psychological consequences for these children: increasing their anxiety and depression, social and emotional isolation from their peers, and ultimately pushing them to seek social and emotional "comfort" and "support" in food hence further reinforcing the behavioral patterns that lead to obesity. We need to find ways to educate children about accepting and valuing their peers regardless of their appearance and therefore reduce the social isolation and emotional rejection overweight and obese children are facing. Our findings also support our hypothesis that overweight and obese children will report higher levels of exercise avoidance. We need to work on making participation in sports and physical exercise be more interesting, rewarding, and accessible to overweight and obese children since these issues seem to be barriers to their participation in physical activity and exercise, components that are necessary in successfully addressing obesity.

Patrick Vyncke
Professor, Ghent University, Belgium

Evolutionary Psychology as a Framework for Enhancing Emotionally Competent Stimuli in Print Advertising

Objective: One way in which advertising can influence consumer attitudes towards the product/brand is by linking this product/brand to "emotionally competent stimuli' (ECS), e.g. attractive men or women, celebrities, appealing scenery, specific colors or music, etc. The underlying persuasive logic comes down to processes of evaluative conditioning. In this paper, I will investigate if evolutionary psychology can be used as a framework for enhancing the persuasive power of particular ECS.

Method: A large experiment was set up in which 583 participants, belonging to both sexes (287 males ; 296 females) and to two different generations (294 belonging to 'Generation 1', aged 15 to 30, average age 21.61 ; 289 respondents belonging to 'Generation 2', aged 40 to 65, average age 51.58), were exposed shortly to sets of two almost identical versions of the same ad: one 'neutral' original version, and one in which the original ECS was – through subtle PhotoShop manipulations of the image – 'enhanced' in accordance with evolutionary psychology.

In total the experiment contained 80 sets, involving subtle manipulations of the sexual charm of the male ad model (25 sets), of the female model (25 sets), of his/her gaze direction (10 sets), of his/her racial background (7 sets), and of evolutionary aesthetics (13 sets). Each set was shown for only three seconds (reflecting the average time an average consumer spends on an average ad), after which participants had to indicate for each set which of both ad versions they found the most appealing one.

Results and Conclusion: The results overwhelmingly illustrate the fruitfulness of an evolutionary psychological understanding of the impact of a diversity of ECS in an advertising context. Such an understanding can be of help for advertising managers, yet equally for raising consumer awareness about the impact of advertising.

Yosi Yaffe
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State and Trait Anxiety in Adolescents with Learning Disabilities Integrated into the Regular Class Compared to Their Counterparts in the Special-Education Class - A Pilot Study

This pilot study examined the differences in state and trait anxieties between students with learning disabilities integrated into regular classes and their counterparts - students with learning disabilities in special education classes. The study included 104 students (46 boys and 58 girls) from middle and high schools (grades 7-12) in regional schools in northern Israel: 32 students with learning disabilities in special education classes for learning disabilities, 42 students with learning disabilities in regular classes, and 32 students with no learning disabilities who served as a control group. The students' age ranges from 11-18 years, with an average of 13.94 ± 1.73. All students anonymously provided some basic personal information (age, sex and class), and filled in the Hebrew version of the state-trait anxiety questionnaire (STAI; Spielberger, 1970). Controlling the students' age, Boys and girls with learning disabilities in special-education classes reported significantly higher level of trait anxiety than their peers - students with learning disabilities who attend the regular classes. These differences were evident also when comparing the former to the control group (students without learning disabilities. The study's findings are primarily considered in terms of the severity of learning disabilities. As a basis for further research, we also propose the hypothesis that the degree of integration in mainstream education per se (i.e., the class type for that matter) explains the levels of anxiety among students with learning disabilities.

Sandra Zakowski
Professor, Argosy University, USA

Clinical Supervision of Psychology Students Working with Trauma: Ethical and Self-Care Issues

Clinical Psychology students frequently spend their first clinical placements or externships in community mental health centers that serve patient populations who have experienced multiple traumatic events and are vulnerable to experiencing further trauma. Many students are ill-prepared for conducting specialized trauma therapy due to a general lack of formal trauma psychology training offered in Clinical Psychology programs. As a result students may be especially vulnerable to the effects of secondary trauma which, if unrecognized, may lead to student burnout, suboptimal patient care and ethical violations in clinical practice. Clinical supervision plays a key role in recognizing and addressing secondary trauma among students. Effective supervisors are able to establish a good working alliance that sets the stage for discussing students' personal reactions to their clinical trauma work. Knowledge of the manifestations of secondary traumatic stress, vicarious trauma, and burnout and their potential ethical consequences are essential for conducting supervision. Supervisors are in a unique position to help supervisees monitor their reactions and engage in effective self-care. This presentation will review recent research on the effects of trauma work on the provider and possible ethical dilemmas that may arise as a result. Common manifestations of secondary trauma will be discussed as well as ways in which they may be addressed in clinical supervision using assessment and self-care tools.

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Integration and Incorporation of Pediatric Behavioural Health Services within a Tertiary Care Center

Pediatric mental healthcare is a growing concern in the United States. Roughly 20% of U.S. children suffer with some form of mental illness (Chesney, Goodwin, & Fazel, 2014). Those with medical illness are approximately four times more likely than their medically healthy counterparts to develop a psychiatric illness. Only 60% of these children, however, see a mental health specialist or receive any form of mental health treatment (Costello, Mustillo, Erkanil, Keeler, & Angold, 2003; Kessler & Merikangas, 2004; O'Connell, Boat, & Warner, 2009). These children more often present to primary care settings, which results in pediatricians serving as the first line provider for mental health issues(Costello, He, Sampson, Kessler, & Merikangas, 2014; Richardson et al., 2014). Mental health has a large financial impact as well, as the annual economic burden of childhood

mental illness has been estimated to be over 200 billion dollars (Merikangas et al., 2010). Many adults can trace their mental health issues back to their younger years; in fact, fifty percent of adults with behavioral health problems report experiencing these issues in childhood and early adolescence (DeMaso, Martini, & Cahen, 2009). Given the prevalence of these disorders, and the lack of mental health providers, it is not possible for mental health specialists to be the first line provider for all cases (Macartney, 2011). Therefore, alternate models of care where mental health and primary care services are integrated are needed to more efficiently allocate scarce mental health resources to primary care providers (PCP).