



THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

Abstract Book

**16th Annual International Conference on
Psychology
23-26 May 2022, Athens, Greece**

Edited by
Thanos Patelis & Olga Gkounta

2022

16th Annual International
Conference on Psychology
23-26 May 2022, Athens, Greece

Edited by Thanos Patelis &
Olga Gkounta

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Preface

This book includes the abstracts of all the papers presented at the 16th Annual International Conference on Psychology (23-26 May 2022), organized by the Athens Institute for Education and Research (ATINER).

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 only after a blind peer review process.

The purpose of this abstract book is to provide members of ATINER and other academics around the world with a resource through which they can 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 can meet to exchange ideas on their research and consider the future developments of their fields of study.

To facilitate the communication, a new references section includes all the abstract books published as part of this conference (Table 1). I invite the readers to access these abstract books –these are available for free– and compare how the themes of the conference have evolved over the years. According to ATINER's mission, the presenters in these conferences are coming from many different countries, presenting various topics.

Table 1. *Publication of Books of Abstracts of Proceedings, 2011-2022*

Year	Papers	Countries	References
2022	32	20	Patelis T and Gkounta O (2022)
2021	17	9	Papanikos (2021)
2020	22	8	Papanikos (2020)
2019	30	14	Papanikos (2019)
2018	28	13	Papanikos (2018)
2017	29	16	Papanikos (2017)
2016	32	15	Papanikos (2016)
2015	34	17	Papanikos (2015)
2014	31	16	Papanikos (2014)
2013	62	32	Papanikos (2013)
2012	51	26	Papanikos (2012)
2011	53	21	Papanikos (2011)

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 can regularly meet to discuss the developments of their disciplines and present their work. Since 1995, ATINER has organized more than 400 international conferences and has published over 200 books. Academically, the institute is organized into 6 divisions and 37 units. Each 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 after the Editors' Note.

Gregory T. Papanikos
President

Editors' Note

These abstracts provide a vital means to the dissemination of scholarly inquiry in the field of Psychology. The breadth and depth of research approaches and topics, such as Cognitive Psychology, Social Psychology, Health Psychology, and many more, represented in this book underscores the diversity of the conference.

ATINER's mission is to bring together academics from all corners of the world in order to engage with each other, brainstorm, exchange ideas, be inspired by one another, and once they are back in their institutions and countries to implement what they have acquired. The 16th Annual International Conference on Psychology accomplished this goal by bringing together academics and scholars from 20 different countries (Canada, China, Cyprus, Czech Republic, France, Germany, Iraq, Israel, Italy, Kazakhstan, Malta, Poland, Portugal, South Africa, Spain, The Netherlands, Turkey, Uganda, UK, and USA), which brought in the conference the perspectives of many different country approaches and realities in the field.

Publishing this book can help that spirit of engaged scholarship continue into the future. With our joint efforts, the next editions of this conference will be even better. We hope that this abstract book as a whole will be both of interest and of value to the reading audience.

Thanos Patelis & Olga Gkounta
Editors

**16th Annual International Conference on Psychology, 23-26
May 2022, Athens, Greece**

Organizing & Scientific Committee

All ATINER's conferences are organized by the Academic Council. This conference has been organized with the assistance of the following academic members of ATINER, who contributed by reviewing the submitted abstracts and papers.

1. Gregory T. Papanikos, President, ATINER & Honorary Professor, University of Stirling, U.K.
2. Thanos Patelis, Head, Psychology Unit, ATINER & Director of Test Development and Assessment, Johns Hopkins Center for Talented Youth & Psychometrician, Achievement and Assessment Institute, University of Kansas, USA.

FINAL CONFERENCE PROGRAM

16th Annual International Conference on Psychology, 23-26 May 2022,
Athens, Greece

PROGRAM

Monday 23 May 2022

09.00-09.30

Registration

09:30-10:00

Opening and Welcoming Remarks:

- **Gregory T. Papanikos**, President, ATINER
 - **Thanos Patelis**, Head, Psychology Unit of ATINER &, Director of Test Development and Assessment, Johns Hopkins Center for Talented Youth & Psychometrician, Achievement and Assessment Institute, University of Kansas, USA.
-

10:00-12:00 TIME SLOT 1 - MORNING PRESENTATIONS

1. **Ralph Cash**, Professor, Nova Southeastern University, USA
Corin Osborn, PhD Student, Nova Southeastern University, USA.
Alexis Tola, Psychology Student, Nova Southeastern University, USA.
Taylor Rosenblat, Psychology Student, Nova Southeastern University, USA &
Melody Schmaltz, Psychology Student, Nova Southeastern University, USA.
Characteristics of Effective Interviewing: Exploratory Factor Analysis.
Title: Characteristics of Effective Interviewing: Exploratory Factor Analysis.
 2. **James Clark**, Professor, University of Winnipeg, Canada.
Title: How scientific are Applied Textbooks in Psychology?
 3. **Michelle Newberry**, Associate Professor, University of Southampton, UK.
Title: Attitudes towards the Use of Illegal Wildlife in Traditional Chinese Medicine.
 4. **Andrew Johnson**, Professor, Park University, USA.
Title: Using Pixel Counts to Measure Confidence in Representations of Mental Maps.
 5. **Simon Howard**, Assistant Professor, University of Miami, USA.
Title: Anti-Atheist Bias and Multiply Stigmatized Atheists.
-

12:00-14:00 TIME SLOT 2 - NOON PRESENTATIONS

1. **Ginny Zhan**, Professor, Kennesaw State University, USA.
Title: Explore Effective Strategies in Teaching Cross-Cultural Psychology Course.
2. **Ora Peleg**, Head of School Counseling (MA) and Education (BA) Departments,
The Academic College Emek Yezreel, Israel
Title: The Relationship between Type 2 Diabetes, Differentiation of Self, And Emotional Distress: Jews and Arabs in Israel.
3. **Michael Galea**, Senior Lecturer, University of Malta, Malta.
Title: Covid-19, our Elderly and their Careers: The Way Forward.
4. **Eleonora Papaleontiou-Louca**, Associate Professor, European University Cyprus,
Cyprus.
Constantina Demetriou, Lecturer, European University Cyprus, Cyprus.
Title: Developing Flipped Classroom Teaching.

14:00-15:00

Lunch

15:00-16:30 TIME SLOT 3 - NOON PRESENTATIONS

1. **Adi Mana**, Senior Lecturer, Peres Academic Center, Israel.
Title: What Coping Resources Enable People To Face The Covid-19 Crisis and Stay Well? International and Longitudinal Study.
 2. **Paulina Michalska**, Assistant Professor, Kazimierz Wielki University in Bydgoszcz, Poland.
Title: Beliefs of Polish Drivers about Responsibility and Careful Driving In the Context of the Declared Values – Preliminary Research Results.
 3. **Emrah Keser**, Assistant Professor, TED University, Turkey.
Title: Examining the Functions of Funeral Rituals in the Grief Process in the Sample of Turkish Bereaved Adults.
 4. **Fabio D'Antoni**, Clinical Psychologist, Institute of Family Therapy "Naven", Italy.
Title: Where You Look Affects How You Feel. A Pilot Study on the Efficacy of Brainspotting Psychotherapy.
-

16:30-18:00 TIME SLOT 4 - AFTERNOON PRESENTATIONS

1. **Malika Knissarina**, Associate Professor, NJSC "West Kazakhstan Marat Ospanov Medical University, Kazakhstan.
Aliya Makasheva, Master of Public Health, Researcher, NJSC "West Kazakhstan Marat Ospanov Medical University", Kazakhstan.
Aigerim Baikulova, Associate Professor, Abai Kazakh National Pedagogical University, Kazakhstan.
Gulmira Zhumaliyeva, Master of Pedagogical Sciences, Senior Lecturer, NJSC "West Kazakhstan Marat Ospanov Medical University", Kazakhstan.
Title: Psychological and Pedagogical Aspects of Projects on Social Responsibility of Students in E-Learning.
2. **Helen Liebling**, Assistant Professor, Coventry University UK.
Title: Social Justice Following Sexual and Gender-Based Violence and/or Torture amongst South Sudanese Refugees Living in Settlements in Northern Uganda.
3. **La Toya Patterson**, Assistant Professor, Chicago State University, USA.
Title: Code-Switching Among Black Counselors and the Psychological Implications.
4. **Grant Rich**, Fellow, Walden University, USA.
Title: Being in Flow vs. Going with the Flow: Unpacking a Motivational Concept.

21:00-23:00

Greek Night

Tuesday 24 May 2022

08:00-11:00 TIME SLOT 5 - MORNING PRESENTATIONS

Time Slot 5a	Time Slot 5b
<ol style="list-style-type: none"> 1. Xiaosheng Chen, Postdoctoral Fellow, Tsinghua University, China. <i>Title: The Neural Precursor of Human Self-Initiated Action on Free -Operant Response Rates.</i> 2. Wenjie Wu, Lecturer, Lingnan Normal University, China. <i>Title: Personality Trait Judgments across Realistic Conversations and Online Chatting.</i> 3. Catarina Senra, Master Student, University of Minho, Portugal. <i>Title: Development of Visual Noise Mask for Human Point-Light Displays.</i> 4. Athena Mary Clayton, Lecturer, University of Johannesburg, South Africa. <i>Title: Exploring the Landscape of Cognitive Assessment of Children in South Africa.</i> 5. Efrat Hadar, Lecturer, The Academic College Emek Yezreel, Israel. <i>Title: Parental and Familial Patterns of Mothers who experienced Ongoing Military Events during Childhood: A Mixed-Methods Study.</i> 6. Svenja Adamek, Section 2.1 'Fundamental questions, policy consultation and reporting on the world of work', The Institute for Work Design of North Rhine-Westphalia (LIA.nrw), Germany. <i>Title: Advancing towards the New Normal: Implications for Healthy and Productive Telework from a Representative Employee Survey.</i> 	<p>Old and New-An Educational Urban Walk</p> <p>The urban walk ticket is not included as part of your registration fee. It includes transportation costs and the cost to enter the Parthenon and the other monuments on the Acropolis Hill. The urban walk tour includes the broader area of Athens. Among other sites, it includes: Zappion, Syntagma Square, Temple of Olympian Zeus, Ancient Roman Agora and on Acropolis Hill: the Propylaea, the Temple of Athena Nike, the Erechtheion, and the Parthenon. The program of the tour may be adjusted, if there is a need beyond our control. This is a private event organized by ATINER exclusively for the conference participants. Some participants have videotaped the event. Click here for an example.</p>

11:00-12:30 TIME SLOT 6 - MORNING PRESENTATIONS

<ol style="list-style-type: none"> 1. Enrique Merino-Tejedor, Associate Professor, University of Valladolid, Spain. <i>Title: The Assessment of Career Adaptability among College Students: Current Findings and Future Research.</i> 2. Parzheen Mohammad, Lecturer, Charo University, Iraq. <i>Title: Mental Health and Decisions of Women Seeking Protection from Intimate Partner Violence in the Kurdish Region of Iraq.</i>

3. **Antonie Dvorakova**, Senior Research Analyst, Czech National Grant Agency (GA Ā R), Czech Republic.
Title: Native American, Roma Tradition Cultures Facilitate Individual Academic and Professional Success.
4. **Virginia Gonsalves-Domond**, Professor, Ramapo College, USA.
Title: Promoting Cross-Cultural Research in the Caribbean.

12:30-14:30 TIME SLOT 7 – NOON PRESENTATIONS

1. **S verine Delaville**, PhD Student, University of Tours, France.
Title: Perceived Stress and Parent Empowerment in Families with a Child Protection Services' Home-Based Intervention.
2. **Imen Mammam**, PhD Student, University of Tours, France.
Title: Does Screen Media Have an Impact on Students Reasoning Abilities?
3. **Nawal Ouhmad**, PhD Student, Universit  de Tours France.
Title: Impact of Post-Traumatic Stress Disorder (PTSD) on Executive Functioning.
4. **Mia Athina Thomaidou**, PhD Candidate, Leiden University, The Netherlands.
Title: Mental Illness as a Sentencing Determinant: Comparative Analysis of New York and Kansas Case-Law Based on a Novel Machine Learning Methodology.
5. **Fatemeh Zekriyazdi**, PhD Student, University of Tours, France.
Title: Association between Attachment Styles, Cognitive Emotion Regulation and Emotion Related Impulsivity.

14:30-15:30

Lunch

20:00-21:30

Greek Home-Made Dinner (includes the traditional Greek household hospitality and quality)

Wednesday 25 May 2022
Educational Islands Cruise
Mycenae Visit

Thursday 26 May 2022
Delphi Tour

Svenja Adamek

Section 2.1 'Fundamental questions, policy consultation and reporting on the world of work', The Institute for Work Design of North Rhine-Westphalia (LIA.nrw), Germany

Peter Krauss-Hoffmann

Leader, section 2.1 'Fundamental questions, policy consultation and reporting on the world of work', The Institute for Work Design of North Rhine-Westphalia (LIA.nrw), Germany

&

Corinna Brauner

Section 2.1 'Fundamental questions, policy consultation and reporting on the world of work', The Institute for Work Design of North Rhine-Westphalia (LIA.nrw), Germany

**Advancing towards the New Normal:
Implications for Healthy and Productive Telework from a
Representative Employee Survey**

The corona pandemic has driven forward digitization across the whole of Germany and beyond, triggering an extensive telework boost. This raises questions as to how work from home can be designed in a healthy and effective way also in post-pandemic times. To identify new opportunities and emerging risks associated with these modern forms of work and determine appropriate options for action, reliable data is needed that.

The Institute for Work Design of North Rhine-Westphalia (LIA.nrw) regularly conducts a representative telephone survey of about 2000 employees aged 16 and over who live and work in North Rhine-Westphalia (Germany). Each survey wave addresses alternating main topics. In 2021 the focus was on the pandemic effects on occupational safety and health and work design as well as working from home during the corona pandemic. Furthermore, employees' satisfaction with their work-life balance, various aspects of work organization and the desire to maintain changes enforced during the pandemic, as well as employees' perceptions of stresses and strains were considered in the interviews.

During the survey period from April to June 2021 nearly four out of ten interviewed employees worked from home. The vast majority had the wish to maintain telework mostly in 'hybrid models' also beyond the pandemic situation. Analyses show that on top of chances and opportunities such as an increased working time autonomy associated with the increased use of telework, there are also risks such as

communication issues, boundaryless working hours or the blurring boundaries between work and private life. In line with this, a quarter of teleworkers always or often feel that they cannot switch off from work. Promising supportive offers such as digital measures for workplace health promotion, trainings targeting time management or working together in virtual teams and digital coffee breaks were not yet self-evident for all teleworkers.

Overall, these findings stress the need to develop and extend self-regulation and boundary management skills along with digital and social competences for virtual team work. Resource-oriented qualifications targeting employees as well as managerial staff may help teleworkers stay healthy and productive. Moreover, work-home boundary spanning support structures in terms of occupational safety and health promotion may pave the way towards a sustainable “new normal”.

Ralph Cash

Professor, Nova Southeastern University, USA

Corin Osborn

PhD Student, Nova Southeastern University, USA

Alexis Tola

Psychology Student, Nova Southeastern University, USA

Madison Strauss

Psychology Student, Nova Southeastern University, USA

Taylor Rosenblat

Psychology Student, Nova Southeastern University, USA

&

Melody Schmaltz

Psychology Student, Nova Southeastern University, USA

**Characteristics of Effective Interviewing:
Exploratory Factor Analysis**

Research emphasizes the importance of competency in clinicians, but little information is available regarding how to determine competency in interviewing skills. Role-playing therapy sessions can help students to develop empathy and enhance insight into client experiences (Beidas et al., 2014; Meier and Davis, 2011). The objective is to evaluate the factor structure of the Skills in Psychological Interviewing: Clinical Evaluation Scales (SPICES) and to determine ways in which SPICES may be used in clinical training with role-play. Using SPICES, clinical psychology interns and residents evaluated 197 first year clinical psychology students' 15-minute interviews with simulated patients (SPs) before and after a four-month interviewing course. Data were collected from two years of first-year students. Exploratory factor analyses revealed SPICES had two factors with strong alpha internal consistency coefficients at pre-test, and three factors, only one of which had a relatively low alpha, at post-test. The interviewing course enhanced student competency in interviewing, and the professional presentation factor split into professional presentation and interview structure. The low alpha coefficient for the appearance factor is likely a result of too few items, and further research should explore expanding on that concept. To assess and to teach basic interviewing skills, graduate educators should consider the degree to which students possess empathic communication skills prior to training and focus training on interview structure and professional presentation and further development of those skills. This study highlights the benefits of utilizing simulated patients in role-play scenario training for

doctoral level clinical psychology students. The results reveal refinement of effective interviewing skills following such trainings, as measured by SPICES.

Xiaosheng Chen

Postdoctoral Fellow, Tsinghua University, China

Jingjing Chen

Postdoctoral Fellow, Tsinghua University, China

&

Dan Zhang

Associate Professor, Tsinghua University, China

The Neural Precursor of Human Self-Initiated Action on Free -Operant Response Rates

“Readiness potentials” (RPs) is a progressively increase of electrical potential prior to self-initiated movement. Recently, the debate on this neural precursor of human self-initiated movement has been raised. There is a new model- stochastic accumulator model demonstrates that the EEG variability during the RP period reflects a spontaneous subthreshold fluctuation in a neuronal activity instead of a cognitive, decision-making process, which directly challenged the classical RP theory. To further explain the neural mechanism of self-initiated movement, we follow the creative method of *Khalighunejad et al.* (2018; 2019), comparing EEG variability precedes self-initiated press movements with variability precedes externally triggered movements proceeding at a semblable moment. Furthermore, for reconstructing these multi-dimensional psychological experiences of self-initiated movements in laboratory to the greatest extent, we creatively adopt a set of random ratio (RR) -yoked random interval (RI) schedule. We investigate (i) whether a more significant variability decrease precede self-initiated movement compared to externally triggered movement, (ii) whether a preparatory process precede self-initiated movement. Our findings are consistent with *Khalighunejad et al.* (2018; 2019), EEG variability decreased less precedes externally triggered action compared to self-initiated movement, suggesting that a different neural precursor prior to self-initiated movement and externally triggered action.

James Clark

Professor, University of Winnipeg, Canada

How Scientific are Applied Textbooks in Psychology?

Concerns about evidence-based practice, generally the lack thereof, constitute a major theme running through all applied areas of psychology. The present study examined whether undergraduate textbooks in the areas of organizational, educational, and clinical psychology already present a less “scientific” perspective on applied disciplines relative to textbooks in the non-applied areas of social, developmental, cognitive, and abnormal psychology. One metric of “scientificity” that has been used to compare disciplines across broad domains of natural science, social science, and humanities is the use of graphs, mostly in journal articles but also in textbooks and other materials. This measure has also been used to compare areas within psychology, albeit without special attention to applied versus non-applied areas of psychology. Use of graphs was examined in representative undergraduate textbooks in the seven areas identified above. The three categories of applied texts all made less use of graphs than did texts in the four non-applied areas. Reasons for this difference are considered, as well as implications for applications by our many graduates who assume psychology-related roles without post-graduate exposure to scientific approaches to the discipline that would support evidence-based practice.

Athena Mary Clayton
Lecturer, University of Johannesburg, South Africa

Exploring the Landscape of Cognitive Assessment of Children in South Africa

Psychologists in South Africa use several intelligence tests when assessing children, namely the SSAIS-R, WISC-IV, and WISC-V. The SSAIS-R is the most recently developed intelligence test for children in South Africa. Designed in the 1980's, it was comparable with the WISC-III, which was in use in many countries across the world at the time. The SSAIS-R was based on the model of intelligence in use at the time and was effective when evaluating children's needs within the school system of the time. When it was renormed for some population groups in the 1990's, the content of the SSAIS-R has remained largely unaltered since its initial publication. While the SSAIS-R has remained intact since its initial publication, the structure and content of the WISC has been extensively revised overseas. Now in its fifth edition, the WISC-V has been designed to reflect an updated model of intelligence (the CHC Model) as well as the needs of the current education system in those countries.

There has been much debate within the profession of Psychology in South Africa as to which of the aforementioned intelligence tests is the optimal tool to use when working with South Africa youth. Each instrument has steadfast support from members of the Psychology community. Similarly, each tool presents with significant disadvantages when determining the applicability and suitability in administering the test on South African children. The debate largely stems from the fact that there is so much variance within the country, as reflected by the 11 official languages, huge discrepancy in socio-economic status, and lack of exposure to content referenced in each test.

Intelligence testing forms the basis for most psychoeducation assessments. However, there has been no resolution to the debate regarding the optimal tool of choice when assessing a child. This has become a particularly crucial issue given South Africa's resource constrained environment. Further, the debate has led to several questions, such as which test best reflects the current education system in South Africa, which test is considered to be useful in diagnosing barriers to learning and devising learning support interventions, and which test is most applicable given the unique challenges inherent in South Africa's current population. These issues will be explored in the presentation.

Fabio D'Antoni

Clinical Psychologist, Institute of Family Therapy "Naven", Italy

**Where you look affects how you feel:
A Pilot Study on the Efficacy of Brainspotting
Psychotherapy**

Brainspotting (BSP) is a brain-body psychotherapeutic approach used to support reprocessing of traumatic or distressful memories. Originating from an innovative modification of Eye Movement and Desensitization and Reprocessing (EMDR) protocol, called "Natural Flow EMDR" (Grand, 2001), Grand discovered and started to develop BSP in 2003. Until now, over 13,000 therapists have been trained worldwide. However, despite the growing popularity of BSP, there is still a paucity of research reporting on the mechanisms and clinical efficacy of this treatment. Therefore, the purpose of our study was to make an empirical contribution to the research on BSP using both subjective (self-report questionnaires) and objective (psychophysiological indices) measures.

Participants ($M_{Age} = 34.19$ years, $SD = 6.65$; $N_{Male} = 6$, $N_{Female} = 22$) were adults without diagnosis of mental and neurological disorder, medication or any other form of therapy, and no experience of BSP therapy and mindfulness meditation.

Measures: Subjective Units of Disturbance (SUD) Scale (Wolpe, 1969); Multidimensional Assessment of Interoceptive Awareness (MAIA, Mehling et al., 2012); Temperament and Character Inventory (TCI, Cloninger et al., 1994); Attachment Style Questionnaire (ASQ, Feeney et al., 1994); Heart Rate (HR) and Heart Rate Variability (HRV).

A within-subjects design was employed for the Brainspotting effectiveness analysis, with two within-subjects factors (treatment, time). The treatment factor had two levels: Brainspotting, and a control condition (Body Scan Meditation). Both objective (Heart Rate Variability - HRV parameters) and subjective (self-report) measures were used in the study.

After a single-session of about 40-minutes of intervention, BSP significantly reduced memory-related distress in comparison with BSM control condition ($p = .028$). Additionally, the participants, during the retelling of the distressing memory, showed a higher HRV (Time Domain parameters $p < .05$). Finally, greater reduction in distress was linked to higher cooperativity trait, interoceptive awareness, and less features of insecure attachment (all $p < .05$).

These preliminary findings showed the high therapeutic potential of Brainspotting in treating distressing memories, and highlighted the key role of cultivating self-observation of body sensations with a non-judgmental attitude in the context of a “dual attunement” psychotherapeutic relationship.

Séverine Delaville

PhD Student, University of Tours, France

Perceived Stress and Parent Empowerment in Families with a Child Protection Services' Home-based Intervention

Despite a substantial literature demonstrating a relationship between perceived stress and parent empowerment, there are relatively few studies that have examined this relationship in families with a Child Protection Services' home-based intervention and fewer studies that have made use of a multidimensional measure of empowerment.

This research focuses on parental perspective towards Child Protection Services grounded on their experience of a home-based intervention (current intervention *vs* intensive family program). It aims to compare the relationship between perceived stress and a multidimensional measure of empowerment in parents.

74 parents involved in a Child Protection Services' home-based intervention participated in this study, including 35 receiving a current in-home intervention and 39 attending an intensive family program (intensive in-home intervention or home placement program). A mixed-method research was conducted. For both groups, parents had an individual face-to-face interview and completed questionnaires. The two instruments retained in this study were French versions of the Family Empowerment Scale (FES) and the Appraisal of Life Event Scale (ALES).

All data are already collected, and data analyses are currently under running. For FES global score and each FES subscale, a multiple regression analysis is performed to seek associations between empowerment and the various self-reported stress measures. Qualitative content from the interviews will be processed through discourse analysis to give a complementary highlight of the results.

The first results point in the direction of a significant association with global empowerment for ALES Challenge subscale. In other words, if further analyses confirm this finding, perceiving Child Protection Services' home-based intervention as challenging may predict a greater sense of empowerment for parents.

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Native American, Roma Tradition Cultures Facilitate Individual Academic and Professional Success

This comparative empirical research discusses significant implications for psychological functioning of selected factors that pertain to the heterogeneous historically based socio-cultural contexts, which are intrinsic to different societies and cultures.

Two interdisciplinary qualitative studies explored the subjective experiencing of 40 Native American academics in the USA and 16 Roma professionals in the Czech Republic. All these research participants have higher education degrees and maintain connections with their tribal or ethnic communities. The communities involved have been experiencing historical trauma, combined with the impact of forced assimilation, which typically results in damaging phenomena.

Participants within both research samples were nevertheless able to utilize different aspects of their respective culturally-specific tribal or ethnic traditions when establishing themselves within the dominant/mainstream societies of their experiences. Many of these culturally-specific approaches, which participants employed within their educational trajectories and professional endeavors, were similar across both samples.

However, thought-provoking differences were found as well. These differences concerned not only the content (regarding what the Native Americans as opposed to the Roma were emphasizing from within their traditions as beneficial also within the mainstream society) but even more importantly the ways in which the participants were conceptualizing their respective backgrounds and, by extension, their identities.

This presentation will explore possible explanations for these findings using theoretical framework that emphasizes mutual interactions of humans with their environments, including the ways in which historically based socio-cultural contexts enable the distinct meaning systems that people construct, and how these systems at the same time guide the human formation of the environments.

Because the circumstance of functioning at the intersection of different, even conflicting socio-cultural contexts seems to be ever more common in contemporary increasingly diverse and at the same time

globally interconnected societies, contributions to this kind of scientific knowledge are exceptionally timely.

Michael Galea

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COVID-19, our Elderly and their Careers: The Way Forward

The present COVID-19 pandemic threatens humanity in various ways, especially due to the unpredictable nature of its course and progression. The particular impact of COVID-19 on mental health varies from place to place, but it has been widely felt all over, even at present, when many countries have progressed well in rolling out vaccines. The impact is more pronounced on vulnerable groups within every population. In this study, we focus on the pandemic impact on the elderly's mental health in Malta and how we can prepare for future situations that may potentially serve as real threats, as we have learned from COVID-19.

Data was gathered from ongoing research by Richmond Foundation Malta, a local NGO, and published in the public domain, during an eleven-month period (2020/21) during eight different time-points.

Findings point at four areas that require paramount attention, when dealing with such a global threat to humanity. First, a gradual increase in anxiety and stress across the board was clearly felt. Second, this pandemic has taught authorities as it progressed, being a novel experience to many. This has sent out mixed signals to people about its handling by authorities. Such signals clearly influenced many's trust standing regarding their future. Thirdly, a steady increase in respondents' concerns (about own safety) and an increase in outreach towards family members and close friends was clearly noted, and finally, mixed results were elevated on respondents' own self-care.

This study points at two crucial aspects that arise from respondents' responses to the pandemic: first, the importance of the interpersonal domain (concern about one's own and others' well-being: Me - Other/s), and secondly, the relevance of the intrapersonal realm (self-care). A number of practical suggestions were thus provided.

Virginia Gonsalves-Domond
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Promoting Cross-Cultural Research in the Caribbean

Given the Caribbean region's post-colonial history with entrenched systems of racism, patriarchy, and colorism, it is imperative that cross-cultural investigators using 21st century research paradigms honed and crafted from strengths-based approaches interrogate issues of national and cultural identity, push-pull factors in migration, acculturative influences, psychological resilience and coping within non-pathologizing frameworks of Afrocentricity. This perspective borrows from multiple theorizing in the negritude movement, Franz Fanon's iconic work, and the Black Psychology paradigm shifting theorizing as they rejected and deconstructed Eurocentric models of explaining black psyche and behaviors. Moving from the mechanistic, binary constructions placing a premium on only quantitative models with a devaluation of qualitative approaches, this presenter argues that the kind of cross-cultural research that offers the most qualitatively-rich analyses is ethnography. As a cross-cultural tool, it triangulates participant observations, interviews, and case studies. The ethnographic report generated from this data gathering methodology and comprised of multiple sections illuminate: the uniqueness of indigenous psychologies, provide important historical contexts, address issues of language, cultural rituals, and norms and ground the work from multidisciplinary perspectives offering more integrative, cogent analyses of cultural phenomena. Further, even research ensconced in generating knowledge for academic consumption should look to the ultimate goal of nation building and community development.

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Parental and Familial Patterns of Mothers who experienced Ongoing Military Events during Childhood: A Mixed-Methods Study

Mothers who were exposed to ongoing military conflict are at higher risk for psychological difficulties than those who do not live in such areas. They deal better with the strain of war when their parents provide care that includes love, constancy, support, and secure emotional relationships, but can be negatively affected when their parents have difficulty coping with stressful situations. In Part 1 of the study we focused on two factors that may affect the ability to cope with stressful situations, as well as parents' ability to support their distressed children: (1) differentiation of self, that describes the ability to balance emotional and mental functioning, as well as intimacy and autonomy in relationships with significant others; (2) parental self-efficacy (PSE). The aim of Part 1 was to examine differences between mothers who grew up under ongoing military conflict in childhood and mothers who did not in terms of their levels of differentiation of self and PSE. The sample included 120 mothers (half of whom reported on being exposed to ongoing military conflict in childhood). Findings showed that mothers exposed to ongoing military conflict in childhood reported lower levels of differentiation of self and PSE than their counterparts. In Part 2 our aim was to identify and describe the parenting experiences of mothers who were exposed to military conflict in childhood. Ten mothers who were exposed to ongoing military conflict as children were interviewed about their experience as parents and their PSE. Results indicated that the mothers felt their childhood experiences affected their parenting and PSE negatively, resulting in anxiety, as well as parental patterns of overprotectiveness, and intergenerational transmission of anxiety. The results of this innovative study highlight the consequences of exposure to ongoing military conflict during childhood on levels of differentiation of self and parenting practices.

Simon Howard

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Anti-Atheist Bias and Multiply Stigmatized Atheists

Anti-atheist bias throughout the world is persistent and pervasive. However, most experimental psychological research demonstrating anti-atheist bias have used targets that are only explicitly stigmatized along the dimension of their religious identity. Thus, it is unknown whether atheist who are multiply stigmatized (e.g., Black atheists, gay atheists) are perceived differently than their counterparts with one stigmatized identity. Across two studies, we examined both Black and White Americans perceptions of Black atheists' trustworthiness and racial identification relative to Black non-atheist (i.e., Christians and religion not specified). We also explored feelings of warmth towards Black Americans after exposure to atheists and non-atheists. Among Black (but not White) participants, Black atheists were seen as less trustworthy than Black Christians. Black participants also perceived Black atheists as less racially identified, whereas Whites did not. White individuals did, however, have higher feelings of warmth towards Black Americans in general after exposure to a Black Christian versus non-Black Christians. Implications and future research directions are discussed, particularly focused on atheists who are multiply stigmatized in the United States and beyond.

Andrew Johnson
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Using Pixel Counts to Measure Confidence in Representations of Mental Maps

Historical reference to mental imagery can be found in the Greek tradition with the account of Simonides using the Method of Loci to recall attendees who were killed by a collapse of a banquet hall by visually imagining where they were seated. More recently, cognitive psychologists have taken on the task of quantifying mental imagery. Some mental imagery processes are similar to visual processing (Kosslyn, 1978; Shelton & Gabrieli, 2004; and Shepard & Metzler, 1971). However, there are also systematic distortions within mental maps (Moar & Bower, 1983, Thorndyke, 1981, and Tversky, 1997).

While researchers have quantified many aspects of visual images/mental maps, self-report data may be flawed. Participants can report confidence of mental images and mental maps, but how accurate are these? Is there a way to objectively quantify mental map confidence? The current study reports on data collected from fifth-grade students. The participants were asked to write state abbreviations, e.g., MO, on an outline map of the US “as large as possible being 100% sure that the abbreviations would fall within the boundaries of the states.

We explored differences in mental imagery performance between girls and boys and whether the states having side(s) visible on the outline map influenced performance.

The data in this study came from 35 fifth-grade students (22 girls and 13 boys) from a Midwestern USA suburban grade school.

Participant maps were digitally scanned with a transparency of the states’ boundaries superimposed on it (at a resolution of 300 dpi). The calculations of pixel counts for state abbreviation area were completed with GIMP 2.8.22 (using Fuzzy Select tool and a Threshold at 59.0). These pixel counts can be used to create an index of mental imagery confidence (the ratio of the state abbreviation pixel counts divided by the respective state pixel counts).

Overall, the Girls attempted more state abbreviations than the Boys (19.1 versus 16) yet had similar ranges of abbreviation attempts (Girls – 3-40 abbreviations and Boys – 3-41 abbreviations).

For states where there were no reference sides on the outline map, the girls and boys had similar average performance of how much of the abbreviations were inside of the states’ boundaries (48.45% v. 48.63%). This represents the confidence index. However, the Girls drew

significantly larger abbreviations compared to the Boys (17.69% v. 9.87%). As the number of reference sides increased, not surprisingly, so did the confidence index for Girls and Boys, 1-side (70.81% v. 63.76%), 2-sides (84.47% v. 86.84%), and 3-sides (73.2% v. 81.15%). The Girls' abbreviation size percentages were significantly higher than the Boys for 1 and 2 reference side states (22.3% and 27.23% v. 13.44% and 20.26%), but not for 3-reference sides (25.32% v. 27.88%).

The results reveal that when relying completely on mental imagery, the students performed similarly (while boys were more conservative in their abbreviation sizes). We posit that calculation of pixel counts, while tedious and time-consuming, provides a viable index of mental imagery confidence.

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&

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Examining the Functions of Funeral Rituals in the Grief Process in the Sample of Turkish Bereaved Adults

The death of a parent is one of the most stressful life events that almost all individuals experience at some point in their life. Although there has been an increase in the number of studies conducted to understand the function of rituals in recent years, our knowledge of how these rituals affect the grief process is not sufficient. From this point of view, the current study aimed to identify the funeral rituals among Turkish adults who lost a parent in the past 2 years. Besides, this study aimed to explore the functions and meaning of funeral rituals in the grief process.

The sample of the current study consisted of eleven adults (Age Mean=25.45, SD=3.64) who lost a parent in the past 2 years. Participants were reached by the convenience sampling method. A semi-structured interview was administered to gather qualitative data.

The data were analyzed using thematic analysis. First, the interviews were transcribed verbatim and then coded. Certain codes were grouped to make themes. Finally, the codes and themes were precisely determined, and the analysis was completed.

Several common funeral rituals and cultural mourning rituals mentioned by the participants are listed as follow:

1) Washing the dead body experience, 2) funeral praying, 3) carrying the coffin on the shoulder, 4) placing the body into the grave, 5) throwing soil on the grave, 6) burning incense in the cemetery, 7) praying in the condolence house, 8) presenting local food and drink to guests, 9) guests bring food to the condolence house, 10) donation of the deceased's clothes to the poor people, 11) donation in the name of the deceased to help the poor people, and 12) commemoration on the 3rd, 7th, 40th and 52nd day after death.

The following themes were identified in the analysis conducted to determine roles and functions of the rituals in the mourning process: 1) *Provide mental preparation for grieving*, 2) *Social support*, 3) *Meaning reconstruction*, 4) *Avoidance*, 5) *Anger and* 5) *Funeral arrangements as a stressor*.

According to explored themes in the current study, funeral rituals are considered as adaptive components of grief. The rituals prepare individuals to mourn in the witnessing of others and create an opportunity to say goodbye to the deceased. Besides, the rituals have the function of confronting the bereaved individuals with the reality in a secure environment where they are not alone. Thanks to rituals, an environment is created in which people can express their feelings. For example, anger, which is considered a natural reaction to loss, may be directed at visitors of the funeral or condolence house. During mourning rituals, people may also have the opportunity to find an explanation and give meaning to the loss they have experienced. Some rituals allow people to use the avoidance mechanism functionally. On the other hand, some bereaved persons may be stressed by the organizational responsibilities for the funeral arrangements. In the paper, the themes described will be discussed with their results.

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Psychological and Pedagogical Aspects of Projects on Social Responsibility of Students in E-Learning

The psychological and pedagogical features of project training in e-Learning within the framework of the scientific project IRN No. AR09058126 "Social responsibility of students in the context of vocational training in universities of Western Kazakhstan", funded by the Science Committee of the Ministry of Education and Science of the Republic of Kazakhstan since 2021, are presented.

The provisions on the relationship of collaboration and project activity (E. Kap), on successful harmonization of e-Learning features and projects (K.A. Hovey, S.L. Ferguson), on careful consideration of the project components (S. Lockrey, B.K. Johnson), on pedagogical competence in project management (O. Akinoglu) are of scientific value.

Important aspects of the projects were taken into account: the degree of independence of students in determining the topic, complexity, connection with life. According to Ph.Blumenfeld, E. Soloway, R. Marx projects were not limited thematically, the expected results were not predetermined, the students chose their own ways of solving problems.

The types of projects (E.S. Polat) were used: research, information, creative, developing creative potential, telecommunications, applied,

depending on the direction of the discipline, the level of training of students, the content of the educational program.

The assumptions of J. Anderson, C. Boyle, B. Reiser about attracting the attention of students to the complex tasks of the educational and social sphere, allowing them to achieve educational success and improve the quality of education, were confirmed.

The results of the survey showed high motivation and activity in the projects "Social responsibility of university students" in psychology: 69% have a positive attitude to the projects; 24% do not quite understand projects; 7% are negative. The projects were carried out in the form of a social video, infographics, an interactive presentation in Genial.ly, various mind maps through Internet applications that make e-Learning interesting and effective.

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**Social Justice Following Sexual and Gender-based Violence
and/or Torture amongst South Sudanese Refugees Living
in Settlements in Northern Uganda**

There is a lack of international evidence regarding the social justice experiences of refugee survivors of sexual and gender-based violence (SGBV) and torture. This British Academy and Leverhulme-funded research investigated the lived experiences of South Sudanese men and women refugee survivors of SGBV and torture in seeking social justice in refugee settlements in Northern Uganda. A qualitative methodology was utilised to highlight their in-depth experiences. The research team carried out interviews with forty-one women and twenty men refugee survivors living in Adjumani and Bidi-Bidi settlements. The researchers also interviewed thirty-seven key informants including members of refugee welfare councils, community-based organisations, non-governmental and government organisations as well as representatives of United Nations agencies. Thematic analysis of the interviews resulted in the following themes: *SGBV and/or torture experiences of South Sudanese refugees, justice, and rights impact of SGBV and torture including No Longer Head of Household, Fear of being attacked, Abuse and loss of freedom, Lack of access to health and justice services, Lack of employment opportunities, Challenges with access to basic needs and Social Justice and Rights Issues*. All the refugee survivors we spoke to felt that they would not get formal justice for atrocities carried out in South Sudan, but wanted their experiences recorded. There were tensions between state and customary courts as well as traditional approaches to healing relevant to South Sudanese culture. Most were resigned to using informal justice routes but were particularly concerned about access to health and education services to enable them to support their families. There were significant gender differences in provision of and access to services. The findings highlight the importance of using an integrated approach for social

justice, which respects refugee survivors' dignity and resilience and that combines formal and informal health and justice service responses and adopts culturally and gender-sensitive approaches. Further recommendations are made including with respect to police and social justice improvements, enhancing women's leadership, screening, and psychosocial services for better well-being.

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Does Screen Media have an Impact on Students Reasoning Abilities?

As we can notice daily, people are using more and more screens such as mobile phones and laptops, from work to entertainment. According to the French survey "le numérique en France en 2019" conducted by *Hootsuite* and *We Are Social*, 92% of French people use internet, and among them 58% regularly use social media. The smartphone is more used in France (93%) than television (91%) and computers (81%). The average time spent in social media is about 3 hours a day. But if we focus on adolescents, it appears that 63% of 11-14 y.o teenagers are using social media. For the 13-19 y.o. teenagers, 79% use YouTube, Facebook (77%) and Snapchat (57%). Also, it appears that adolescents are using more screens than adults do. Hence, 50% of teenagers spend about 4 hours and a half using screens and 10% of them, more than 8 hours a day.

Witnessing this "overuse" of screens, we wonder whether it has an impact on learners' cognitive functions. What consequences does this have for reasoning skills? We chose to answer to this question by testing people who need reasoning skills for academic achievement: adolescent pupils and university students.

This work aims to show a relation between screen time and performance in reasoning tasks in teenagers and students. To measure reasoning skills, we used the long version of Cognitive Reflection Test (CRT). We find that CRT performance is negatively correlated with the screen time in teenagers only (no significant correlation between CRT performance and screen time in students). Moreover, if we focus on kind of activities that are having adolescents on screens, we find that CRT performance is negatively correlated with screen time for academic work, social media, and films or series. In contrast, we find, in students, that CRT performance is not significantly correlated with screen time for academic work and films or series. But we find, such as in teenagers, a negative correlation between CRT performance and the time spent on social media.

Our findings suggest that screen use may have an impact on adolescents' reasoning performance, and thus their cognition may be more vulnerable than adult students. We can explain this result regarding a developmental aspect since analytical reasoning skills begins to develop at 11/12 y.o. So, reasoning skills are still not really

acquired in adolescents, and so a large amount of screen time may prevent adolescents from using those new reasoning skills (analytical reasoning).

Furthermore, for adult students, general screen time doesn't seem to have an impact on reasoning performance. However, if we analyze different type of screen use, we showed that the more adult students use social media, the less they use analytical reasoning.

Thus, we conclude that it's rather the type of use we have on screens that may have an impact on our reasoning skills, than the only amount of general screen time.

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&

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What Coping Resources Enable People to Face the COVID-19 Crisis and Stay Well? International and Longitudinal Study

Our study has been based on the salutogenic approach (Antonovsky, 1979) which asks about the individual and collective perceptions of coping resources available and the relationship between these resources and levels of anxiety and mental health? We also sought to develop understanding of the role of the socio-national context in which the crisis occurred and whether it may also contribute to the understanding of the reactions of individuals in crisis situations, particularly the unusual event of the COVID-19 crisis. In this crisis people around the world faced a health, economic, and social crisis at the same time, yet still differed in the personal and collective coping resources available to them.

The study examined the personal (sense of coherence), social resources (social support), and national resources (trust in public institutions and leaders who were responsible for managing the COVID-19 crisis and sense of national coherence), that enabled high levels of mental health and low levels of anxiety in time of the pandemic crisis.

Our international study was carried out in 8 countries: Israel, Italy, Switzerland, Austria, the Netherlands, Spain, Brazil, the U.S.A, during the time of outbreak of COVID-19 pandemic. We conducted a longitudinal study in Israel during six phases during two years of the crisis.

Sense of coherence was found as a main and stable coping resource among the participants from all countries included in the study. The personal resource of SOC enabled additional coping resources to be mobilized. However, differences were found in the levels of perceptions of national coping resources among different social groups.

Strengthening sense of coherence on the personal and national levels is very important, especially in times of global and local crises.

During regular times, and especially in times of crisis, leaders, policy makers, and health care professionals should do their best to strengthen sense of coherence of the population. Therefore, the

messages to the public should be created and designed to enhance comprehensibility, manageability, and meaningfulness.

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The Assessment of Career Adaptability among College Students: Current Findings and Future Research

Scholar engagement is an important topic for explaining students' performance. The way we understand engagement may affect the educational activities used to influence the motivational disposition positively. The main objective of this paper is to show the initial results found in a research project that aims to create an instrument for the assessment of engagement among university students. Within our proposal we have selected the components that take into account the characteristics of the subjects, as well as the situations in which their involvement takes place. We have incorporated into the questionnaire the following four personal aspects of the implication: agency, behavior, cognition, and emotion. Meanwhile, for the academic situations we have incorporated the following five: performing practical tasks, attending and participating in the teacher's explanation, reading a theoretical text while studying, performing a team work and, finally, participating in practical classes. As a result, we have a theoretical model that considers 20 different situations related to the implication that we intend to test through an analysis based on structural equations modeling. For each situation 2 opposite items are contemplated for each situation and each component, so that you can work with 20 variables each composed of two items. In our previous research we have been using the *Utrecht Work Engagement Scale (UWES)*, an instrument stemming from the work settings; in this case we will also use it again as a variable proving for the convergent validity. In addition, and taking into account the previous results found on scholar engagement, in the study we also incorporate variables such as self-regulation, scholar burnout, and resilience, which will help us understand the role that engagement plays in the performance and well-being of university students. As a conclusion, we can support the idea that an appropriate assessment of students' engagement will help to design effective lines of intervention, which eventually will improve their academic performance and avoid dropout rates.

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Beliefs of Polish Drivers about Responsibility and Careful Driving in the Context of the Declared Values – Preliminary Research Results

The presented research results are part of an empirical project whose main goal was to indicate the values declared by drivers that are important from the point of view of road safety. Based on our own research, it is known that kindness and security to a large extent dominate the hierarchy of driving values (Michalska, Szymanik-Kostrzewska, 2020). The value of discipline (humility, respect for rules), however, is outweighed by the need for self-determination (self-management in action), especially in men and young drivers. The subject is important in the field of transport psychology, because driving a vehicle is a situation requiring special psychophysical skills, and driving is associated with responsibility not only for oneself, but also for the life and health of road users – pedestrians and other drivers (Bąk-Gajda, Bąk, 2010). Moreover, drivers are required to respect both the formal social norms included in the road law, as well as the less formal ones (e.g., kindness and courtesy towards other road users). The literature on the subject also emphasizes the importance of understanding the concept of “safe driving” for driving (Bąk, 2004).

The aim of the presented research was to determine the beliefs of drivers about the sense of responsibility while driving, beliefs about careful driving and the relationship between these variables. So far, 195 drivers (116 women and 79 men) aged 18 to 67 years ($M = 34$; $SD = 13$) have taken part in the research. *The Driver Responsibility Questionnaire* was used, consisting of the driver's sense of responsibility scale and two heterogeneous scales – the Perception of the Burden of Responsibility and Selected Circumstances affecting it, and a questionnaire containing 16 possible answers to the question "What does it mean to drive carefully?". *The Portrait Value Questionnaire* by Shalom Schwartz (Schwartz et al., 2012) was used to determine the declared values. The results showed that the examined drivers declare a very high sense of responsibility. In addition, the greatest burden related to responsibility is the fear of drivers driving after drinking alcohol, taking into account the impact on driving weather conditions and the need to constantly

think about what other road users can do, and the circumstances when driving particularly cautiously – severe weather conditions. The manifestations of careful driving were to the greatest extent making sure when joining traffic that priority was not forced and signaling maneuvers with direction indicators. The declared sense of responsibility of drivers positively correlated with the results for all forms of cautious driving, except for: driving slowly, not exceeding the permitted speed, avoiding overtaking and not passing yellow light. As research is still ongoing, detailed value analysis will be presented at the conference.

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Mental Health and Decisions of Women Seeking Protection from Intimate Partner Violence in the Kurdish Region of Iraq

Intimate partner violence is a pervasive problem around the world, and women in the Kurdish Region of Iraq (KRI) have historically and culturally had little protection provided by their community or the legal system. Reporting the abuse perpetrated by a spouse or partner carries a risk of retaliation and stigma, and there are few options available for women who decide to leave the abusive relationship. Little is known about women's experiences in KRI who decide to report intimate partner violence (IPV) and seek assistance. The aims of this study were to better understand factors that contribute to women's decisions to report the abuse, support and barriers to reporting, and type of assistance needed.

50 women who sought assistance for IPV at the Directorate for Combatting Violence Against Women and Families (DCVAWF) in Sulaymaniyah and Chamchamal participated in this study. They were interviewed by counselors using a semi-structured interview format and completed several questionnaires including a demographics form, the WHO IPV Questionnaire, and the Depression Anxiety and Stress Scale (DASS). Study procedures followed WHO recommendations and were approved by university IRBs.

Interview data revealed that women decided to seek assistance because of physical violence, to seek safety, or because they were forced to leave their home. For many, it was a supportive family member or relative who helped them to make the decision to come forward. The most common barriers to seeking help were shame and stigma. Women who seek protection at the Directorate are presented with different possible actions. The majority of women chose to make a formal complaint and stay at a family member's home. Not surprisingly, questionnaires revealed a high level of distress among the participants. Most of the women reported multiple types of psychological, physical, and sexual violence on the WHO questionnaire, had sustained a physical injury as a result of the abuse, and recalled instances of violence that were witnessed by their children.

Women who are victims of IPV in the KRI will endure violence for many years without reporting the abuse. The present study provides insight into the reasons and barriers for seeking protection as well as next steps for women who seek help. Women's responses will be discussed in more detail and implications of findings for future research and service provision for women will be addressed.

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Attitudes towards the use of Illegal Wildlife in Traditional Chinese Medicine

One of the main drivers of the illegal wildlife trade (IWT) is the increased global demand for traditional Chinese medicine (TCM). TCM refers to traditional medicinal and therapeutic practices that have developed over thousands of years in China. Whilst the basis of many TCMS are medicinal plants, a variety of health benefits have been purported for animal-based TCMS, and subsequently a number of wildlife species are highly coveted. For example, pangolin scales can allegedly treat liver disease, gynaecological disorders, tumours, and skin disorders. Rhino horn is believed to treat cancer, hangovers, and clear toxins trapped in the body, and bear bile is a professed cure for gallbladder diseases and liver tumours. Wildlife is often captured illegally in its natural environment by farmers or poachers, or kept in inappropriate conditions such as illegal wildlife farms, and such exploitation is contributing to species decline. Prior research has explored people's awareness of conservation issues and whether their awareness is related to their attitudes towards TCM. Few studies have examined whether awareness of the IWT, especially relevant legislation, is related to attitudes towards TCM. In addition, most previous studies have tended to focus on attitudes toward TCM in countries where its use is most widespread. This study therefore sought to investigate awareness of the IWT and attitudes toward TCM in the UK. Participants were recruited from the general population via social media and invited to complete an online survey about their awareness of the IWT and attitudes towards TCM. The British Psychological Society (BPS) Code of Human Research Ethics was adhered to at all times. Data were analysed using the Statistical Package for the Social Sciences (SPSS) and preliminary results suggest that participants have a low level of awareness about the IWT. Further analyses will explore whether there is a significant association between awareness of the IWT and attitudes towards the use of wildlife or wildlife derivatives in TCM, as well as demographic differences.

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Impact of Post-Traumatic Stress Disorder (PTSD) on Executive Functioning

Post-Traumatic Stress Disorder (PTSD) is a condition characterized by several impairments in an individual's executive functioning. Although relatively few studies have been conducted on disturbances in executive functions among subjects with PTSD (Polak et al, 2006), there is evidence that some executive functions may be disturbed because of PTSD (Tapia et al, 2007; Schuitevoeder et al, 2013), which prevents them from implementing effective strategies to cope with the difficulties following the traumatic event. We were interested in the link between executive functions and the presence of anxiety and depression in a clinical population with post-traumatic stress disorder.

The study was performed in accordance with the World Medical Association's Code of ethical principles for medical research (Declaration of Helsinki). The approval of an ethics committee was required and given by the Tours-Poitiers Research Ethics Committee (CER-TP n°2020-07-02). All the participants gave their consent after they had been informed of the purpose of the study. Moreover, the datasets generated during and/or analyzed during the current study are available from the corresponding author on reasonable request. We excluded individuals reporting other psychiatric disorders (e.g., bipolar disorder, substance use disorders, and other psychotic disorders), a history of physical injury that could impact outcomes (e.g., head injury) (Tudorache et al., 2020), and use of psychotropic medications for the non-PTSD groups. An intergroup comparison was performed on the 180 participants divided into 3 groups. First group (n=60) was recruited from a psychotrauma center, second group (n=60) was recruited from victim support associations, and third group (n=60) was recruited from the general population. All participants completed a questionnaire validated by the ethics committee, including the PCL-5, DES-T, the N-Back test, the Stroop test, the Trail Making Test and the HADS.

Our findings clearly indicate that the observed impairments in executive functions, particularly in working memory updating, can be explained by the high level of depression. For this reason, it is recommended that comorbid disorders be managed before treating PTSD itself (Olf et al., 2014, ICD-10, 2008, DSM-5, 2015). Indeed, executive function disturbances may be explained by the high level of depression, rather than PTSD. This is not the case for anxiety.

Finally, it would be relevant to extend the experimental design used here to the study of traumatic events likely to cause a specific type of disorder.

Furthermore, we were concerned that the pandemic would create and/or exacerbate symptoms related to previous trauma (Breslau et al., 2008, 1999; Brunet et al., 2001), however although the global Sars-Cov-2 (COVID-19) pandemic literally disrupted the general functioning and the mental health of the world (lockdown, curfews...), the results would appear to be in accordance with the data obtained outside the global pandemic period.

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Developing Flipped Classroom Teaching

One of the most popular topics of discussion the last 20 years or so, in higher education has been the term “Flipped Teaching Method.” Though there has been a confusion about what “flipped” means, most scholars seem to agree that this method can be described as “a student-centered learning approach that involves reversing the design of the learning environment, allowing students to engage in activities, apply concepts, and focus on higher level learning outcomes during class time” (Flipped Classroom Trends: A Survey of College Faculty). This method is based on the philosophy of active learning and student-centered learning approach, and -if correctly applied- seems to enhance students’ engagement, motivation, and learning. This study aimed to examine the knowledge of educators in using flipped methods for teaching in higher education. Forty-two participants answered anonymously an online survey. Participants were faculty members at all levels, instructional designers, administrators, and faculty developers from several public and private universities in Cyprus. Results indicated that approximately 70% of the participants tripped flipping an activity in their classes even though they did not know that what they were doing was called “flipped method”. Regarding defining flipped class, about half of the participants argues that is an interactive learning using activities and videos. It is interesting that 30% of the participants were not interested in flipping a class because its time consuming, needs a lot of technical support and they lack support from their universities. To conclude, when a description and a definition was given to the participants about what is flipped class and how it could be implemented, all the participants argued that it is something very beneficial for students, that could increase student’s engagement.

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Code-Switching Among Black Counselors and the Psychological Implications

The language of Black or African Americans has causes astonishment among linguist, sociologist and psychologist. Black English (BE) has been characterized as Euro-American vernacular within an Afro-American meaning, nuance, time, and gesture. Within the dominate culture, Black English has been viewed as an inferior language, which has caused individuals that engage in BE to be seen as ignorant or lazy. For individuals that transition between Standard English and Black English is engaging in “code-switching”. Code-switching is when an individual intuitively know how to adapt to others’ expectations. Code-switching is not universally accepted; however, it has been espoused by Black or African Americans. However, code-switching does have an impact on the psychological health of Black or African Americans. Often, Black or African Americans have to downplay their membership to a marginalized group in order to fit in or be deemed professional. Engaging in code-switching can cause individuals to become hypervigilant, meaning they are always looking for the potential threat of discrimination or mistreatment.

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The Relationship between Type 2 Diabetes, Differentiation of Self, And Emotional Distress: Jews and Arabs in Israel

Type 2 diabetes mellitus (T2DM) is considered a global epidemic, and constantly on the rise. In Israel, the percentage of diabetics in the Arab population is twice than in the Jewish population (12% and 6.2%, respectively). Findings suggest that low differentiation of self (DoS: emotional reactivity+ fusion with others, I-position, emotional cutoff) may raise vulnerability to certain physiological pathologies by increasing susceptibility to psychological distress. The major goal of the study was to test differences in DoS and emotional distress (anxiety and depressive symptoms) between diabetic and healthy participants. The second aim was to examine cultural differences in these metrics. Another purpose was to examine the relationship between DoS and emotional distress among healthy and diabetic participants. The sample included 261 participants, of whom 154 were healthy and 107 were diabetic. Diabetics reported more severe depressive symptoms, higher levels of anxiety and emotional cutoff and lower levels of I-position than healthy individuals. The groups did not differ in their levels of emotional reactivity+fusion with others. Arabs demonstrated higher levels of emotional cutoff, anxiety and depressive symptoms and lower levels of I-position than Jews. However, Arabs and Jews did not differ in their levels of emotional reactivity+fusion with others. Emotional reactivity+fusion with others contributed the most to diabetes among Arabs, while depressive symptoms contributed the most among Jews. Finally, among Jewish participants, age was positively correlated with emotional cutoff and depressive symptoms. Emotional cutoff was positively correlated with anxiety and depressive symptoms. Emotional reactivity+fusion with others was positively correlated with anxiety. Among Arab participants, age was positively correlated with emotional cutoff, anxiety and depressive symptoms. I-position was negatively correlated with all study variables. Emotional cutoff was positively correlated, anxiety and depressive symptoms. Emotional reactivity+fusion with others was positively correlated with anxiety and depressive symptoms.

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Being in Flow vs. Going with the Flow: Unpacking a Motivational Concept

Since its development in the 1970s, the psychologist concept flow developed by Mihaly Csikszentmihalyi then of the University of Chicago has inspired countless studies of this topic related to optimal states of consciousness and motivation, including its relation to success in sport, education, and creative work (e.g., Csikszentmihalyi, 1990; Rich, 2014; 2016). Yet considerable misunderstanding around the concept persists, such as its relation to earlier related concepts such as Maslow's idea of "peak experiences", and its differentiation from everyday uses of the term flow to describe states of relaxation, self-abandonment, and surrendering or merging to one's physical and social environment. This paper will first outline and review key aspects of Csikszentmihalyi's flow concept, describing its main elements: 1) clear goals at each step of the process, 2) immediate feedback on performance, 3) balance between perceived challenges and skills, 4) the action of the activity and conscious awareness merge, 5) distractions from the main activity are kept out of consciousness, 6) when in flow the person is not afraid of failure, 7) self-consciousness disappears, 8) awareness of clock time is diminished, and 9) the activity becomes autotelic. After discussion and definitions of Csikszentmihalyi's flow concept, comparisons and evaluation with respect to the earlier tradition of humanistic psychology will be discussed, such as its relation to Maslow's peak experience concept research both conceptually and methodologically. Some discussion of cultural variation will be included. Finally, Csikszentmihalyi's flow concept will be differentiated from casual and frequent misuses and misconstruals, by differentiating it from uses of the term with respect to passive relaxation, or low impact leisure activities. Implications for contemporary research trends in positive psychology and the psychology of well-being and for therapeutic clinical interventions will be noted, along with suggestions for future research.

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Development of Visual Noise Mask for Human Point-Light Displays

Since the 1970's Point-Light Display (PLD) stimuli have been widely used in investigations regarding how humans process and recognize human movement. Because humans have a great ability to recognize human motion even in the absence of pictorial information, several studies introduce visual noise in order to make stimuli recognition more challenging. The usual approach is to introduce extra moving dots of similar size that move along to the actual human PLD. To construct such a noise mask, often researchers must develop algorithms that generate random moving dots. Although some authors made platforms allowing manipulations within the algorithmic possibilities available, most of the developed and available ways of visual dot noise masks production rely on paid softwares, have file format restrictions and require the researcher to have extensive programming skills. In this regard, we herein propose to build the noise mask on Blender, a free open source software, with a graphical interface that reads and exports many file formats and enables the manipulation of videos both in 2D and 3D. Therefore, we present a user-friendly step-by-step guide on how to develop visual noise for masking PLD. Specifically, we explain how to set a dynamic movement in a 2D environment that relies mainly on changing an object position on the 'x' and 'y' axis. Additionally, we also present how to build the dots and how they can be manipulated to create the desired movement. The herein presented guideline can also be easily translated and applied in the 3D option. Furthermore, we made available the environment of the software with some directions and the set of noise videos developed by our group. Finally, as normally the combination of videos with the mask is crucial, the process of combination of the videos and the mask in Blender is also explained. In sum, the main advantages of the presented methodology are the non-expensiveness and no need of programming experience; thus having no prerequisites to be applied. In particular, this step-by-step guide might be appealing to students

engaged in this research topic but who are still novice in programming skills usually required to build visual dot noise masks.

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**Mental Illness as a Sentencing Determinant:
Comparative Analysis of New York and Kansas Case-Law
Based on a Novel Machine Learning Methodology**

This study explores sentencing outcomes for offenders with mental disorders in New York (NY) and Kansas (KS) and aims to identify factors that influence sentencing decisions for those with psychophysiological disorders. Individuals with mental disorders are more likely to show irrepressible propensities towards criminality and may also be disproportionately affected by criminal sanctions, compared to healthy people. Within the United States (US), decisions such as the abolition of the insanity defense in KS suggest that different jurisdictions under the same constitution may show a markedly localized and dissimilar response to crime. A first step towards addressing the harms of criminally punishing people with mental disorders is understanding what factors may contribute towards potentially biased, inconsistent, and disproportionate punishments. We employed a novel, 4-step analytical approach, using a series of descriptive, qualitative, inferential, and machine learning analyses. The objective of the current study was to shed light on the intricacies of sentencing determinants in cases involving mentally ill defendants, with a comparative focus on NY, a politically liberal state, and KS, a more conservative state. Recent case-law ($n = 130$) from appellate courts in NY and KS was analyzed with the aim to compare sentence type, severity, and length, as well as factors that may contribute to differential sentencing outcomes between the two states. The most prominent finding resulted from our machine learning approach, indicating that in NY and KS mentally ill criminal offenders have on average a 71.4% chance of imprisonment, with first-time violent offenders with a mild disorder facing the highest probability of ending up behind bars. Our inferential analyses also showed that more serious mental illness leads to lesser custodial sanctions. Overall, KS ordered significantly more severe sentences for mentally ill offenders, compared to NY. Our qualitative analysis of the case-law data also highlighted that KS higher courts overwhelmingly affirm decisions that are against the interests of defendants -this at rates significantly higher than in NY appellate courts. These findings offer significant contributions to the fields of psychology, biocriminology, and forensic research: a novel methodology for comprehensive analyses of multifaceted data was developed, and important patterns of

sentencing determinants were identified via machine learning, that reliably predict whether mentally ill offenders are likely to end up behind bars. These results are discussed in relation to mental illness, punishment proportionality, and misconceptions regarding innate versus acquired mental illness.

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Personality Trait Judgments across Realistic Conversations and Online Chatting

With the widespread application of various social media, social life unfolds from the traditional face-to-face interaction to virtual communications. Like in the real-world, people make fast personality judgments on strangers in online contexts. Previous research has demonstrated that people are effective in detecting some of the big-five traits after observing thin slices of behavior (e.g., Borkeanu et al., 2004; Wu et al., 2017) in the realistic scenarios and after browsing limited digital footprints left on social media (e.g., Azucar et al., 2018; Wu et al., 2021). However, few studies have examined if there is a consistency in the personality judgments across the real-world and online interactions. The current research was to investigate the extent to which a target is perceived consistently on the empathic trait and the big-five traits across the realistic conversation and the online chatting (through the Chinese social media WeChat), along with exploring how the cues are utilized in the process of trait judgments.

One-hundred-seventy-four participants (86 males) completed the inventories to measure the empathic trait and the big-five traits before they were surreptitiously videoed while having a structured 5-minute conversation with the experimenter. After one month, participants were called back to different laboratory in opposite gender pairs who had not known each other. They were firstly asked to chat with each other on the topics of the life on campus for 10 minutes using the WeChat accounts created by the experimenter. After that, each participant was asked to guess the partner's empathic trait and the big-five traits on continuous score bars (created based on the score range of each trait) along with reporting the judgmental confidence. After evaluating a series of observable cues based on the partner's online chatting, they proceeded to watch the partner's conversation video in which they did not know the target was the same partner in the online chatting. They were required to judge each trait of the target along with reporting the judgmental confidence, followed by evaluating a series of observable cues based on the target's video using 7-point scales.

Results suggested the following things. First, participants were able to detect the trait of E either in online or offline situations, and were also effective in judging the trait of N in the offline condition. Additionally, they were generally more confident in making trait

judgments in the realistic conversation than on the WeChat. Second, the empathic trait and the big-five traits were estimated consistently across the realistic conversation and the contexts of online chatting. Third, a variety of observable cues were employed during personality judgments either in the real or the virtual environments, and inferences of each trait were related with different types of cues. This research provided the very first evidence for the consistency in personality judgments across the realistic and virtual social interactions. The findings were discussed according to the realistic accuracy model in social perception (Funder, 2012) and the social relations lens model (Back et al., 2011) in relation to the nuance and scopes of social perception capabilities.

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Association between Attachment Styles, Cognitive Emotion Regulation and Emotion Related Impulsivity

One of the most important aspects of personality and psychopathology is impulsivity, which has a rich body of literature in psychological studies. In recent years, there has been considerable disagreement about how to define impulsivity and whether it should be viewed as one construct, or several. Various approaches have lately converged to focus on a distinction between impulsive reactions to emotion and impulsive properties that are not initiated by emotion (Carver & Johnson, 2018). Schreiber et al (2012) established the relation between emotion dysregulation and impulsivity. Past literature has suggested that individuals who experience intense emotions may not believe that they can successfully regulate their emotions, and therefore may be unwilling to attempt to regulate them (Flett & al, 1996). Thus, it is possible that those who experience intense emotions may have a more difficult time regulating them and therefore act impulsively to gain immediate relief from emotional distress (Schreiber & al, 2012). One of the approaches which has been shown to affect the experience of intensity of emotions is attachment theory (Barbara & Naomi, 1999). Barbara and Naomi (1999) have demonstrated that secure and dismissive attachment styles lead to lesser levels of intensity whereas preoccupied and fearful attachment styles cause higher levels of intensity. Hence, in this study, we investigated which attachment styles are associated with cognitive emotion regulation and emotion-related impulsivity. The statistical population of this study was 840 adults aged 18 to 63 (637 female, 187 male). In order to investigate the association between attachment style, cognitive emotion regulation, and impulsivity, the questionnaires used were the Relationship Scales Questionnaire (Griffen & Bartholomew, 1994), Short version of Cognitive Emotion Regulation (Garnefski & Kraaij, 2006) and short UPPS-P (Cyders et al, 2014), in that order. Pearson correlation and Step by Step regression analysis with IBM Spss version 28 were used for examining the association between attachment styles and adaptive/non-adaptive strategies of cognitive emotion regulation. Afterward, we predicted each impulsivity dimension by different

attachment styles and adaptive/non-adaptive strategies of cognitive emotion regulation. Results demonstrated that secure and avoidance attachment styles were positively correlated, and anxious attachment style was negatively correlated, with adaptive strategies of cognitive emotion regulation while secure and anxious attachment styles were respectively negatively and positively associated with non-adaptive strategies of cognitive emotion regulation. In the next step, we found that avoidance and anxious attachment styles could predict three components of impulsivity (Negative Urgency, Positive Urgency and Sensation Seeking); moreover, it was noteworthy that cognitive emotion regulation strategies were stronger predictors than attachment styles, but avoidant and anxious attachment styles were respectively better predictors for Lack of Premeditation and Lack of Perseverance than cognitive emotion strategies.

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Explore Effective Strategies in Teaching Cross-Cultural Psychology Course

I have been teaching Cross-Cultural Psychology for two decades. As the world around us has become more connected this course has also gone through significant changes. Over the last few years, I've been engaging in a continuing endeavor to explore more effective ways to teach this course in order to make more meaningful impact on students. I try to deliver a global learning experience to students who otherwise have limited international experience (most of my students have never traveled outside the United States). In this presentation I will share some of the strategies I've developed over the years in transforming this course from a textbook and lecture-based to a more dynamic and relatable class for students. I will also share students' evaluations of learning activities and course content and my own observations. Specifically, three strategies will be highlighted:

1. Applied learning.

The goal is to make the course content more relevant to students and their experiences. It's a challenging task because most of my students have limited global knowledge and experience. Through careful preparation though, I've been able to link the course content to what students can relate to in their lives, something that will resonate with them, through learning activities such as critical analysis of real-life cases, role play, self-reflections, group work, interviews, discussions, and project-based assignments.

2. Community resources.

My university is located in the suburbs of Atlanta, Georgia, an ethnically and culturally diverse area. There are many community resources on and off campus that can be used in this course. For example, the university has an annual "Year of" program that features a country or region, and many well organized academic and cultural activities throughout the year are available to students. This year happens to be "Year of Greece." I used this great opportunity by developing a study module based on the "Year of" culture and incorporating it into the course, that includes requiring students to attend organized cultural activities. Another community resource available in this area is immigrant population. I've designed interview projects that allow students to interact with immigrants to learn about

their views and perspectives, thus enhancing students' understanding of cultural diversity and global perspectives, and to help them broaden their horizons and reduce ethnocentrism.

3. Internet and social media.

The internet age has provided great opportunities for students and instructors to access materials that are previously unavailable. With careful screening, I find up-to-date and relevant content to use such as documentaries. I've used many sources via internet and social media to supplement the course with good quality contents.

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