



THE ATHENS INSTITUTE FOR EDUCATION AND RESEARCH

Abstract Book

**18th Annual International Conference on
Psychology
27-30 May 2024, Athens, Greece**

**Edited by
Thanos Patelis & Olga Gkounta**

2024

Abstracts
18th Annual International
Conference on Psychology
27-30 May 2024, 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 18th Annual International Conference on Psychology (27-30 May 2024), 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, 2011-2024*

Year	Papers	Countries	References
2024	31	13	Patelis and Gkounta (2024)
2023	40	19	Patelis and Gkounta (2023)
2022	32	20	Patelis and Gkounta (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.

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 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 18th Annual International Conference on Psychology accomplished this goal by bringing together academics and scholars from 13 different countries (Canada, France, Israel, Italy, New Zealand, Romania, South Africa, Spain, Türkiye, Uruguay, Uzbekistan, UK, 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

**18th Annual International Conference on Psychology, 27-30
May 2023, 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 of ATINER & Director of Test Development and Assessment, Johns Hopkins Center For Talented Youth & Psychometrician, Achievement and Assessment Institute, University of Kansas, USA.
3. Sandra Velez-Candelario, CEO/Consultant, Family Organizational Psychology, LLC, USA.

FINAL CONFERENCE PROGRAM

18th Annual International Conference on Psychology, 27-30 May 2024,
Athens, Greece

PROGRAM

Monday 27 May 2024

08.30-09.15

Registration

09:15-10:00

Opening and Welcoming Remarks:

- Gregory T. Papanikos, President, ATINER.

10:00-11:30 Session 1

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

1. **Jim Clark**, Professor, University of Winnipeg, Canada.
Title: Role of Inhibitory Processes in Early and Late Development.
2. **Baingio Pinna**, Full Professor, University of Sassari, Italy.
Title: On Face Perception: When the Whole is Equal to the Sum of Its Parts.
3. **Kristijan Civljak**, Associate Professor, The Chicago School, USA.
Kara Hans, PhD Candidate, The Chicago School, USA.
Title: Building Bridges: Trust, Wisdom, and the Path to Sound Decision-Making in Business.
4. **Selin Onayli**, Assistant Professor, TED University, Türkiye.
Title: School Environmental Conditions and Well-being: A Review of Impact on Students and Staff.

11:30-13:00 Session 2

Moderator: Jim Clark, Professor, University of Winnipeg, Canada.

1. **Shengli Dong**, Professor, Florida State University, USA.
Alexis Kuykendall, Graduate Student, Florida State University, USA.
Jinlin Wu, Graduate Student, Florida State University, USA.
Zachary Syska, Undergraduate Student, Florida State University, USA.
Yvette Obediente, Undergraduate Student, Florida State University, USA.
Title: Intersectionality of Workplace Accommodations and Aging: A Scoping Review.
2. **Sarah Shelby**, Graduate Research Assistant, Florida State University, USA
Gabriela Tovar, Graduate Research Assistant, Florida State University, USA.
Shengli Dong, Professor, Florida State University, USA.
Bryce Hickey, Undergraduate Student, Florida State University, USA.
Nickolas White, Undergraduate Student, Florida State University, USA.
Title: Career Readiness and Wellbeing for College Students with Disabilities in the Era of Artificial Intelligence.
3. **Helen Vrailas Bateman**, Associate Professor, Sewanee: The University of the South, USA.
Title: Lack of Psychological Sense of Community on College Campuses and its Relation to Students' Depression.
4. **Julia Cordoba**, Teacher/Researcher, University of the Republic, Uruguay.
Title: Decision Making, Expectations and Life Project in Dependent Adults Due to Disability.

13:00-14:30 Session 3

Moderator: Baingio Pinna, Full Professor, University of Sassari, Italy.

1. **Ralph Cash**, Professor and Director, School Psychology Doctoral Program, Nova Southeastern University, USA.
Jillian Crocker, Graduate Student, Nova Southeastern University, USA.
Brianna Domaceti, Graduate Student, Nova Southeastern University, USA.

Alexis Tola, Graduate Student and Registered Nurse, Nova Southeastern University, USA.
Corin Osborn, Postdoctoral Fellow, UT Southwestern Medical Center and Children's Health, USA.

Title: Using Simulated Patients' Ratings to Predict Psychology Graduate Students' Interviewing Skills.

2. **Ingrid Adams**, Associate Professor, The Ohio State University, USA.

Title: Critical Thinking as a Method of Behavior Change among At-Risk Youth: Lessons Learned and Implications for Practice.

3. **Lesiba Baloyi**, Chief Clinical Psychologist and Head of Department, Dr George Mukhari Academic Hospital / Sefako Makgatho Health Sciences University, South Africa.

Title: Releasing Humanities and Social Sciences Curriculum from the Prison of Western Epistemology: An Argument for Cultural Parity and Representativity.

4. **Jacopo Biraschi**, Clinical Psychologist, Cognitive Behavioral Psychotherapist, Private Practice, Italy.

Title: The Psychotherapy Session as a Fractal Process: A New Conception of the Therapeutic Relationship.

14:30-15:30 Lunch

15:30-17:00 Session 4

Moderator: Selin Onayli, Assistant Professor, TED University, Türkiye.

1. **Cheryl Sanders**, Professor, Metropolitan State University of Denver, USA.

Katalin Parti, Assistant Professor, Virginia Polytechnic Institute and State University, USA.

Elizabeth Englander, Professor & Founder/Director of the Massachusetts Aggression Reduction Center, Bridgewater State University, USA.

Myunghoon Roh, Assistant Professor, Salve Regina University, USA.

Diego Gomez-Baya, Associate Professor, University of Huelva, Spain.

Title: The Relationship of Parental Phubbing and Parenting Styles on Bullying Involvement.

2. **Eileen Luders**, Associate Professor, University of Auckland, New Zealand.

Title: The Underlying Brain Anatomy of Congenital Adrenal Hyperplasia (CAH).

3. **Natia Sordia**, Assistant Professor, Iv. Javakishvili Tbilisi State University, Georgia.

Title: Navigating the Emotional Landscape: Examining Coping Strategies as Moderators in the Link between Rejection Sensitivity and Depressive Symptoms.

4. **Theresa Cohen**, Licensed Independent Clinical Social Worker, Private Practice, USA.

Naomi Rather, Psychotherapist, Private Practice, USA.

Katherine Stavrianopoulos, Associate Professor, John Jay College, CUNY, USA.

Title: Will I Ever Get This? Therapist Shame Learning Emotionally Focused Couples Therapy.

20:30-22:30

Athenian Early Evening Symposium (includes in order of appearance: continuous academic discussions, dinner, wine/water, music)

Tuesday 28 May 2024

09:00-10:30 Session 5

Moderator: Eileen Luders, Associate Professor, University of Auckland, New Zealand.

1. **Afshin Gharib**, Professor, Dominican University of California, USA.

William Phillips, Professor, Dominican University of California, USA.

Title: Student Judgments of their Professor's Personality: A Comparison of in-Person and On-Line Instruction.

2. **Cheryl Strauss Einhorn**, Founder Decisive AREA Method & Adjunct Professor Cornell University, USA.

Title: Decision-Making Archetypes and their Relationship to Risk and Uncertainty in Decision-Making.

<p>3. Burak Polat, Assistant Professor, Marmara University, Türkiye. Mehmet Serhan Tezgec, Assistant Professor, Marmara University, Türkiye. <i>Title: On the Re-Alienation Experience of the Amateur Runners in Istanbul.</i></p> <p>4. Emanuele Maria Merlo, Researcher, University of Messina, Italy. Angela Alibrandi, Associate Professor, University of Messina, Italy. <i>Title: Clinical Assistance, Burden and Resilience: The Role of Clinical Psychological Features in the Field of "Invisible Patients".</i></p>
<p>10:30-12:00 Session 6 Moderator: Lesiba Baloyi, Chief Clinical Psychologist and Head of Department, Dr George Mukhari Academic Hospital / Sefako Makgatho Health Sciences University, South Africa.</p>
<p>1. Firuz Tatybaeva, Adjunct Professor, Webster University in Tashkent, Uzbekistan. <i>Title: Psychological Dominants of Female Leadership in Uzbekistan.</i></p> <p>2. Nathan Oesch, Postdoctoral Research Associate, University of Toronto, Canada. <i>Title: On the Evolution and Development of Linguistic Recursion.</i></p> <p>3. Eugenie Vaillant-Coindard, PhD Student, UPR APSY-v Université de Nîmes, France. Gaëtan Briet, Associate Professor, Université de Nîmes, France. Florence Lespiau, Associate Professor, Université de Nîmes, France. Elodie Charbonnier, Associate Professor, Université de Nîmes, France. <i>Title: Effects of Three Prophylactic Interventions on Middle-Schoolers' Mental Health: A Feasibility and Acceptability Study in a French Context.</i></p> <p>4. Rosemary Chigevenga, Research Fellow, Oxford Brookes University, UK. <i>Title: Strategies to Reduce Suicide and Suicidal Ideation and Behaviors among University Students: Case of a University in Zimbabwe.</i></p>
<p>12:00-13:30 Session 7 Moderator: Firuz Tatybaeva, Adjunct Professor, Webster University in Tashkent, Uzbekistan. <i>Psychological Dominants of Female Leadership in Uzbekistan.</i></p>
<p>1. Elena Stanculescu, Professor, University of Bucharest, Romania. <i>Title: Are Men More Resilient than Women? New Insights from Latent Profile Analysis.</i></p> <p>2. John Trougakos, Professor, University of Toronto, Canada. Aqsa Dutli, PhD Student, Purdue University, USA. Allison Gabriel, Professor, Purdue University, USA. <i>Title: Revised Approaches to the Historical Study of Emotional Labour: Display Rules and Service Contexts.</i></p> <p>3. Ana-Elisa Iglesias, Associate Professor, Francis Marion University, USA. Jose-Luis Iglesias, Assistant Professor, University of South Carolina Beaufort, USA. <i>Title: Interactive Effects of Gender, Harasser's Position Status, and Ambivalent Sexism on Perceptions of Workplace Sexual Harassment.</i></p> <p>4. Michelle Newberry, Associate Professor, University of Southampton, UK. <i>Title: Animal Cruelty and Violence Toward Humans: The Potential Role of Interpersonal Relating.</i></p>
<p>13:30-14:30 Lunch</p>
<p>14:30-16:00 Session 8 Moderator: Eugenie Vaillant-Coindard, PhD Student, UPR APSY-v Université de Nîmes, France.</p>
<p>1. Daniel Weishut, Senior Lecturer, Hadassah Academic College, Israel. Bettina Steiner-Birmanns, Senior Physician, Shaare Zedek Medical Center, Israel. <i>Title: Why It's Not a Lie? Inconsistency in Testimonies of Torture Victims.</i></p> <p>2. Karen Stark-Garrett, Lecturer, California State University, Bakersfield, USA. <i>Title: Clinical Training While Socially Distancing: Reflections of Marriage and Family Therapy Graduates Who Completed Practicum During COVID-19.</i></p> <p>3. Sandra Velez-Candelario, CEO/Consultant, Family Organizational Psychology, LLC, USA. <i>Title: Challenges in the Era After COVID-19.</i></p>

17:00-20:00 Session 9

Old and New-An Educational Urban Walk

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.

20:30-22:00

Dinner

Wednesday 29 May 2024
An Educational Visit to Selected Islands
or Mycenae Visit

Thursday 30 May 2024
Visiting the Oracle of Delphi

Friday 31 May 2024
Visiting the Ancient Corinth and Cape Sounion

Ingrid Adams

Associate Professor, The Ohio State University, USA

Critical Thinking as a Method of Behavior Change among At-Risk Youth: Lessons Learned and Implications for Practice

The use of critical thinking (CT) is widespread in educational settings but there is less research documenting the use of CT strategies in lifestyle and behavioral change interventions. CT has been shown to be effective in diabetes self-management, in the treatment of depression, and in promoting health behavior change among low-income parents. Few studies have examined the use of CT to bring about behavior change in at-risk youth.

This pilot study was conducted among at-risk youth in the I Am My Brother's Keeper program in Columbus, Ohio, USA. The objectives were to increase: 1) awareness of problems and issues related to at-risk youth in the USA; 2) knowledge and attitudes regarding overcoming issues related to incarceration, school dropout, unemployment, and drug addiction; 3) CT skills and skill related to conflict management and employment.

At-risk youth were assessed pre and post program using measures developed by Duerden et al (2012) which assessed critical thinking, decision making, and problem-solving skills. To examine changes pre and post program, repeated measures ANOVA was used, and the average of each scale was examined pre and post program. Cohen's (1969) conventions for effect size η^2 were used with .01 representing low, .06 representing medium, and .14 representing large effects. All analyses were performed using SPSS version 24.

Results ($n = 23$) showed that over half the sample (58.3%) was in high school and the majority (66.7%) attended the same high school. Less than half (41.7%) lived with both parents and half of the parents had either a college or professional degree (50%). The majority of participants (83.3%) had not repeated a grade but over half (58.3%) had received a referral. The majority (75%) of participants had less than 5 days of poor mental health and had been concussed between 0-1 times in the last 30 days. Participants saw improvements in critical thinking $F(1, 12) = 1.20$, $p = 0.29$, $\eta^2 = 0.09$, problem solving $F(1, 12) = 0.96$, $p = 0.35$, $\eta^2 = 0.07$, and decision-making $F(1, 12) = 2.91$, $p = 0.11$, $\eta^2 = 0.19$.

Lessons learned included: The CT approach showed promise in providing opportunities for at-risk youth to think critically, solve problems, and make decisions about societal and other challenges

related to incarceration, school dropout, and conflict management, and nutritional, physical, and mental health. Recruitment and retention proved challenging, especially among the control group. As a result, final outcomes are based only on the intervention group. Forming strong partnerships with community organizations and implementing the intervention during the school day or in after-school programs would improve future recruitment and retention efforts.

Implications: The CT approach has important implications for youth development and social outcomes. Future research should implement and further test the CT approach and program elements.

Lesiba Baloyi

Chief Clinical Psychologist and Head of Department, Dr George Mukhari Academic Hospital / Sefako Makgatho Health Sciences University, South Africa

Releasing Humanities and Social Sciences Curriculum from the Prison of Western Epistemology: An Argument for Cultural Parity and Representativity

The juridical abolition of apartheid coincided with the protection and continuation of the Western colonial epistemological paradigm dominating all spheres of life including education. The history of ideas in the West holds that psychology originated from philosophy. It claimed independence from philosophy on the ground that it is based on the method of the natural sciences. As a result, psychology asserted its right to belong to the Social Sciences. By virtue of conquest in the unjust wars of Western colonisation, hegemony in the educational curriculum was imposed by the West. The continued exclusion of African ways of being, knowing and doing from the curriculum was the object of critical resistance under the dual banner of curriculum transformation and the #feesmustfall protest marches in 2015. The message of the marches continues to be the argument for cultural parity and representativity in the yet-to-be-born educational curriculum. It underlines the point that the educational curriculum is an expression of human experience practiced from multiple cultural perspectives. Epistemic justice demands that in education in general and Humanities and Social Sciences in particular, cultural parity and representativity in the curriculum ought to be upheld. Here the history of “psychology” in conqueror South Africa will be used as an example. Tsa semoya/swa moya, an indigenous African concept akin to, but qualitatively different from “psychology” will be used as a corrective to the unjustified dominance the Western understanding of “psychology”.

Jacopo Biraschi

Clinical Psychologist, Cognitive Behavioral Psychotherapist, Private Practice, Italy

The Psychotherapy Session as a Fractal Process: A New Conception of the Therapeutic Relationship

Psychotherapy is a relational process that emerges from the meeting of two people. There is an ontological difference between the individual psychopathology of the patient and relational therapy; the present work aims to overcome the patient-centric conception of psychotherapy, restoring the dyadic nature of the therapy through the interpretation of the psychological interview as a fractal process. Recursion, namely the application of the same logical operator to the result of the operation itself, the process that gives rise to fractal objects, is presented here as the basic procedural element of psychotherapy.

The psychological session is a complex system which emerges from the interaction of its components, i.e., the patient and the psychologist; therefore, it is presumed to display a fractal structure whose dimension defines its level of complexity. This presentation is about a pilot study for a new evaluative methodology of the fractal dimension in the psychological interview: the analysis of 4 psychological interviews led to the determination of their fractal dimension, defined by the amount of verbal content produced. The conversational turn-taking naturally established in the patient-psychologist dyad divides the verbatim transcripts of the sessions into Relational Verbal Units (RVU), whose sizes are determined by the number of words which composes them. It was observed that the distribution of the RVUs in a size/frequency graph follows a power law distribution, from which it was possible to assess the Relational Fractal Dimension (RF_D) of the interviews. The values obtained range from a minimum of 1.39 to a maximum of 1.5, an indicative range of self-organized criticality. Recursion is the simple process behind complexity and it defines fractal patterns; the fractal dimension of a system characterizes its level of complexity, and its application in psychotherapy describes the therapeutic relationship as a nonlinear dynamic system endowed with self-organization and self-similarity.

Ralph Cash

Professor and Director, School Psychology Doctoral Program, Nova Southeastern University, USA

Jillian Crocker

Graduate Student, Nova Southeastern University, USA

Brianna Domaceti

Graduate Student, Nova Southeastern University, USA

Alexis Tola

Graduate Student and Registered Nurse, Nova Southeastern University, USA

&

Corin Osborn

Postdoctoral Fellow, UT Southwestern Medical Center and Children's Health, USA

Using Simulated Patients' Ratings to Predict Psychology Graduate Students' Interviewing Skills

Psychologists depend upon comprehensive interviews to help identify mental health conditions in order to provide evidence-based, effective interventions. Although it would be ideal for trainees to acquire these interviewing skills before seeing their first client, factors that may impede development of interviewing effectiveness include lack of motivation to change, unclear bias mitigation strategies, and the absence of communication training (Hagiwara et al., 2020). Therefore, novice clinicians may get dismissed by or even do damage to their clients because they lack the necessary awareness of their skill deficiencies to engender positive change. Role-playing is a training tool often used in attempts to address such challenges and to allow trainees to experience what it is like to interview a client (Meier and Davis, 2011). However, there are limitations in the effectiveness of interviewing peers and obtaining useful feedback from peers and supervisors (Kaslow et al., 2009; Meier and Davis, 2011). Simulated patients (SPs) have been used interdisciplinarily to address these concerns, as SPs are often better suited to provide standardized experiences and impartial feedback (Kaslow et al., 2009). Students gain invaluable implicit feedback during role-plays with SPs, as they learn to adjust their skill development appropriately (Lovink, Groenier, van der Niet, Miedema, & Rethans, 2021).

A study of SP facilitated role-play experiences revealed that students identified SP feedback as one of the most valuable aspects of the learning and training process (Roberts, Oxland, Dorstyn, & Chur-

Hansen, 2020). Notably, research indicates that interactions with SPs facilitate the formation of students' professional identities. One crucial distinction between SPs and actual clients is that SPs provide a service to the training clinician, without the clinician providing services to the SP. This distinction is noteworthy, because SPs can inform clinicians honestly regarding their perceived quality of interaction.

This presentation will focus on maximizing the benefits of SPs in clinical psychology interview training. The Simulated Patient Assessment of Clinician Effectiveness Scale (SPACES) was created to enable SPs to offer feedback on the performance of psychology trainees' clinical interviewing. SPACES was adapted from the Arizona Clinical Interview Rating (ACIR) Scale (Stillman et al., 1977), a widely employed tool for assessing the interviewing skills of medical students. The items within SPACES cover the evaluation of clinician confidence, comfort level, perceived understanding, genuineness, and overall conversational flow. Its purpose is to enhance clinical training by comprehensively assessing critical aspects of clinician-patient interactions.

The Skills in Psychological Interviewing: Clinical Evaluation Scales (SPICES) was developed in response to the call for standardized methods of evaluating psychology students' skill development across the American Psychological Association's (APA's) nine profession-wide competency areas. The SPACES form will be analyzed and compared with the SPICES measure to determine the extent to which SP's SPACES ratings of students' (N=approx. 99) scores align with the SPICES competency measures at the beginning and end of a semester of training in clinical interviewing with SPs. The current study will evaluate the utilization of SPACES in assessing the clinical effectiveness of students from SPs' perspectives.

Rosemary Chigevenga

Research Fellow, Oxford Brookes University, UK

Strategies to Reduce Suicide and Suicidal Ideation and Behaviours among University Students: Case of a University in Zimbabwe

Suicide has been reported as the second major cause of death amongst university students globally and this has become a matter of concern. A qualitative study utilising a case study research design was employed in soliciting data from a sample of twenty six (26) participants. The study aimed to explore the drivers of suicide amongst university student at Great Zimbabwe University with the overall goal of finding strategies that may be adopted to address such a problem. The sample comprised of two students who had a history of attempting suicide, other male and female students and four key figures from the university community who handle mental health issues of students. Participants were selected using three non-probability sampling techniques snowballing, convenience and purposive. Data was solicited through the use of focus group discussions, in-depth interviews and key informant interviews. Thematic analysis was used in interpreting data where five key themes emerged. These included that suicide was caused by some demographic characteristics, psychological problems, academic issues, social problems and the last theme was on the proposed strategies to reduce suicide. The researcher concluded that suicidal ideation and behaviours are a reality prevailing among university students but they are not being addressed adequately to reduce their ill effects. In that regard the researcher proposed that there is need for institutions of higher learning to prioritise mental health issues of students at public universities, eliminate the stigma associated with mental illness and adopt context-specific strategies in reducing the rate of suicide cases.

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&

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**Building Bridges:
Trust, Wisdom, and the Path to Sound Decision-Making in
Business**

Trust is a critical social currency, and arguably one of the most fundamental attributes of a leader. A leader's trust influences cooperation and collaboration in the workplace built by demonstrating authenticity, logic, and empathy (Frei & Morriss, 2023). Unfortunately, the world is experiencing a trust crisis exacerbated by divisive politics, the proliferation of fake news, and unregulated technological advancements, leading to instances of incompetence and ethical lapses among decision-makers (Edelman, 2022, 2023; Maxwell, 2019; Sternberg, 2021). In response to the pressing need for sound judgment and moral reasoning in leadership, psychologists have sought to define and understand wisdom (Grossmann, Weststrate, Ardel, et al., 2020; Sternberg, 2019; Sternberg, 2021).

This concurrent nested mixed methods study delved into the exploration of wise reasoning within the context of a complex business problem. In the quantitative portion, the authors' employed a quasi-experimental design using a wise reasoning boost exercise (a noncoercive intervention that fosters competences to make better decisions) that encouraged participants to propose a wise solution. The study involved 325 U.S. employed adults ages 24 to 84 who first took the Self-Assessed Wisdom Scale (SAWS) (Webster, 2003) to assess wisdom as a character trait, and later the Situated Wise Reasoning Scale (SWIS) (Brienza et al., 2018) at the end of the study to assess wise reasoning within the context of a complex business problem. In between the assessments, the participants were presented a complex business problem related to introducing a neurotechnology product designed to measure employee fatigue in the workplace. Participants were randomly assigned to either the wise reasoning exercise, or active control exercise probing them to think about the introduction of this technology in the workplace through open-ended questions as part of the nested qualitative portion of the study. Participants were then asked about their confidence and trust in their proposed solutions. These wise reasoning exercise questions explored the domains of intellectual

humility, perspective taking, uncertainty and balancing the interests of all stakeholders thus offering the opportunity for multiple methods to develop a comprehensive understanding of wise reasoning processes to further enhance the validity and credibility of the results.

Results revealed that wisdom, conceptualized as a character trait and measured by SAWS, emerged as the strongest predictor of wise reasoning in the face of a complex business challenge, as assessed by SWIS. Specifically, SAWS subscales life experiences, reflection habits, and openness to new experiences emerged as robust predictors, explaining 21% of the variance in wise reasoning. The inclusion of trust in the regression model contributed to a 24% percent variance in SWIS. The provision of wise reasoning boosts in the form of open-ended questions seemed not to have significant influence on wise reasoning scores. However, the qualitative data indicated consistent suspicions of how top leadership could potentially misuse the workplace technology igniting fear that it could discriminate front-line workers. The findings underscore the nuanced interplay of trust and wisdom in fostering wise reasoning within the complex landscape of decision-making.

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Role of Inhibitory Processes in Early and Late Development

At a basic level, neuronal processes involve excitatory or inhibitory processes. It is hypothesized that inhibitory processes develop later and are lost earlier than excitatory processes. This results in a curvilinear pattern across age for diverse indicators of low-level inhibition, including sensitivity to fine-grained sensory inputs that benefit from lateral inhibition. A similar pattern can be observed at a higher-level of cognition, such as selective attention. For example, the Stroop effect is stronger at young and old ages. A variety of such phenomena will be reviewed, providing empirical support for the inhibition hypothesis of development. I will also consider ways that other theories of early and late development might be accommodated. Piaget's notion of reversibility, for example, implies a capacity to inhibit the present state of some percept in order to consider the prior state. Some challenges to the theory are examined.

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Will I Ever Get This? Therapist Shame Learning Emotionally Focused Couples Therapy

Learning a new therapy model can be challenging, particularly for seasoned clinicians whose theoretical orientations are well-established. Some models require new learners to take professional risks; these can include experiential exercises; role plays and videotaping of emerging clinical skills. In these situations, feelings of competence can be diminished by feelings of self-doubt or shame, depending on how readily the skills are integrated. The authors wondered: could shame impede the learning process for practitioners acquiring new clinical skills? A mixed methods study was conducted to determine whether and how shame impacted experienced clinicians learning Emotionally Focused Couples Therapy (EFCT) and to identify mitigating factors. An anonymous survey was completed by 71 licensed therapists from North America who had attended a specialty EFCT workshop. Participants revealed that shame was a common experience and that it was associated with negative self-beliefs and a lower likelihood of sharing video recordings in supervision or consultation. Support from colleagues and supervisors, self-compassion and normalization were identified as helpful in ameliorating shame. The implications for training and supervision to help therapists work through shame and develop expertise in a new treatment model are explored.

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Decision Making, Expectations and Life Project in Dependent Adults Due to Disability

People are not completely autonomous, as we live in society; therefore, people could be defined as relationally dependent. The lack, decrease or loss of physical, psychological and/or social interdependence due to a disability situation is known as dependence. This is related to the need for help from another person in order to carry out activities of daily living. This population group lives with major social limitations that significantly reduce their participation and autonomy. They have high levels of stigma and invisibility, from private environments (family and close networks), as well as from the public order (environment, community).

The importance of this study lies in the fact that the lack of support and adjustments leads to what authors call the circle of exclusion. This circle describes how not accessing services - due to the difficulties caused by the disability situation impacts on biological, social and psychological levels. This situation produces higher levels of exclusion and vulnerability.

This study will focus on the process of autonomy and dependence of adults with disability from the model of disability proposed by the International Classification of Functioning, Health and Disability (ICF). The objectives are: i) to write down the relationship between autonomy and dependence based on socio-health variables and ii) to determine the relationship between the situation of autonomy and dependence and the expectations and interests of the participants.

We propose a study that will use a survey technique through a previously validated virtual questionnaire. The data obtained will be analyzed using quantitative and qualitative methods for the details of the profiles obtained.

No less than 200 questionnaires will be administered to people between 18 and 64 years of age who self-identify as having some degree of dependency due to disability.

For the analysis of the results, the two main variables of autonomy and dependence will be considered. Socio-demographic variables such as age, gender identity, area of residence and family composition will be used. In relation to the biological dimension of the situation, the diagnosis, if any, and the type of disability will be asked.

For the description of these profiles of autonomy and dependence, the following variables will be used: self-perception, decision-making, interests, expectations and life project, care of their health condition, support and social network, and labour and educational inclusion.

The relationship between the target population and the variables collected provides several guidelines that could form the basis for the analysis of other research of interest in terms of self-perception, autonomy and dependence.

The areas and situations where people state that they have greater possibilities to decide and have a say will be obtained. It will identify social (networks and support, educational background), demographic (age, gender identity and residence) and health-related variables (diagnosis and type of disability, quality of care) that may have a greater relationship with situations of dependency or autonomy. It will be studied whether the level of autonomy and/or dependence has an impact on the type of expectations and interests of the people surveyed.

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Intersectionality of Workplace Accommodations and Aging: A Scoping Review

An aging workforce will become a trend in the United States. By 2024, approximately 25% of the American workforce are expected to be over the age 55 (U.S. Bureau of Labor Statistics [BLS], 2019). The aging workforce may also mean an increased presence of older workers who experience functional limitations due to normal aging processes and/or disabilities (Canadian Centre for Occupational Health and Safety [CCOHS], 2020). These functioning limitations attributed to the aging process cause individuals to experience greater workplace activity limitations, more job disruption, and loss of productivity among other perceived implications (Gignac, 2018). As a result, a significantly high percentage of older workers will likely qualify for reasonable accommodations which are protected under Title I of the Americans with Disabilities Act (ADA). Workplace accommodations can help older workers cope with pain in addition to providing multiple psychological, cognitive, and health benefits (Moyers & Dale, 2004). However, older workers with unmet accommodation needs often have significantly poorer employment outcomes (Gignac et al., 2015; Smalligans & Boyens, 2020), greater job stress, and less job control (Gignac et al., 2018).

According to Smalligan and Boyens (2020), there appears to be substantial unmet need for workplace accommodations, especially among older workers. Although older workers had more positive attitudes toward help seeking in comparison with younger workers (Balridge & Swift, 2011), they were less likely to acknowledge their needs and limitations to request work accommodations compared to younger workers (Dong, 2018; McMullin & Shuey, 2006). This can in part be attributed to the intersectionality of aging and disabilities (Sargeant, 2008) and negative self-stereotypes and self-schemas, such as

aging being a negative human experience and as a time of withdrawal and decline (Hausknecht et al., 2020). With aging may come disabilities, but age itself is not considered a disability and is not a primary concern for reasonable accommodations (Kaya, 2020). A variety of factors influence the decision of older employees with disabilities to avoid requesting accommodations. A comprehensive literature review is warranted to understand the types of workplace accommodations, factors affecting disclosure, request and receipt of workplace accommodations and interventions on assisting old workers to take full advantage of workplace supported.

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**Decision-Making Archetypes and their Relationship to
Risk and Uncertainty in Decision-Making**

NOT AVAILABLE

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&

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Student Judgments of their Professor's Personality: A Comparison of in-Person and On-Line Instruction

The COVID-19 pandemic was challenging for many faculty transitioning from in-person to on-line instruction. One particularly difficult feature of on-line teaching is that visual interactions with students are limited to platforms such as Zoom. Do our students see us the same way on a small screen as they do in person in a classroom? Previous research has shown that student's judgments of their instructor's personality impacts their impressions of the class and the effectiveness of the teacher (Sprinkle, 2008). Research also suggests that students reach conclusions about their professor's personality very quickly (Babad, Kaplowitz & Darley, 1999; Gharib & Phillips, 2019). Our previous research found that students in in-person classes overestimate their professor's socially approved personality traits - that is, students tend to view their instructors as being more extraverted, conscientious, agreeable and emotionally stable than they actually are, and that these early positive impressions tend to last throughout a course and are correlated with students course evaluations (Gharib & Phillips, 2019). Does the limited view of a person on Zoom change student judgements of their faculty? We compared the accuracy of student's judgment of professors personalities in in-person classes to judgements made in on-line Zoom based courses. A total of 226 students enrolled in eight sections of Introduction to Psychology (four in-person sections and four on-line sections, all with the same instructor) completed a Big Five personality inventory (John, Donahue & Kentle, 1991; John, Naumann & Soto, 2008) for themselves and also for their instructor during the first week of classes, when they had little experience with or knowledge of the instructor. We initially hypothesized that students would be able to judge their instructors level of extraversion accurately both in-person and on Zoom with little past experience based on visible demeanor, but would not be able to judge the teachers openness, neuroticism, agreeableness or conscientiousness with such limited interaction and would be particularly inaccurate in their judgements of an on-line instructor. In fact, students greatly over-estimated the extraversion, agreeableness,

conscientiousness, and emotional stability of instructors and there was little difference in judgements of the same professor in-person compared to on-line. The participants then completed the same measure of the professor's personality at the end of the course, after they have had the opportunity to become more familiar with their instructor. Student's judgments of the instructor's personality did not change significantly from the beginning of the course to the end in either in-person and on-line formats. Students continued to overestimate the extraversion, conscientiousness and emotional stability of instructors regardless of the amount of information they have about the person or the format of their interactions.

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**Interactive Effects of Gender, Harasser's Position Status,
and Ambivalent Sexism on Perceptions of Workplace
Sexual Harassment**

Given the detrimental consequences of workplace sexual harassment to victims and organizations, research has examined how perceptions of sexual harassment vary across individual-level factors, including the harasser's position status relative to that of the victim. The present study examines the main and interactive effects of gender, ambivalent sexism (hostile and benevolent sexism), and the harasser's position status on sexual harassment perceptions. To our knowledge, this is the first study to explore the interactive effects of a harasser's position status and ambivalent sexism. Using a sample of 207 participants recruited via community outreach, we found significant main effects for most factors, consistent with prior studies. Of particular importance, we found significant effects for the two-way interaction between the harasser's position status and benevolent sexism and the three-way interaction among the harasser's position status, hostile sexism, and benevolent sexism. Our findings contribute to research on sexual harassment and inform HR training in the prevention and awareness of workplace sexual harassment by showing how sexual harassment perceptions vary across different groups of people and power relations.

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The Underlying Brain Anatomy of Congenital Adrenal Hyperplasia (CAH)

Congenital adrenal hyperplasia (CAH) is a genetic variant that causes high levels of androgens during gestation in females, whereas levels in males are largely normal. Interestingly, behavior in females with CAH is shifted towards what is more typical for male, whereas behavior in males with CAH appears typical. Given that only little is known about the brain in CAH, we compiled the largest CAH sample to date ($n=53$) that was pair-wise matched with a control sample ($n=53$) on biological sex (33 women/20 men) and age (range 18–46 years). Applying a relevance-vector machine to preprocessed T1-weighted brain scans yielded a continuous probabilistic brain sex index, which was compared across the four groups. The main effects of sex and CAH were significant ($p<0.001$ and $p=0.024$, respectively), as was the group-by-sex interaction ($p=0.003$). Post hoc tests revealed that brains of women with CAH were classified as more male than brains of control women ($p=0.003$); there were no differences between men with CAH and control men. The observed shift towards a male-typical brain anatomy in women with CAH supports the assumption that fetal androgens induce sex-typical features in neuroanatomy and that such effects are long lasting, if not permanent.

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Clinical Assistance, Burden and Resilience: The Role of Clinical Psychological Features in the Field of "Invisible Patients"

Background: The activities of caregiving to patients represent a fundamental activity. A consistent risk for burden is known in literature, evident to the point of configuring caregivers as "invisible patients". The resilience of caregivers is therefore a fundamental variable with regard to their well-being and quality of life. The present study was aimed at highlighting the presence of variables such as resilience and burden in caregivers, together with factors such as age, gender, education and work commitment in terms of emergence, correlation relationships and dependencies among independent and clinical variables.

Methods: The Sample consisted of 126 carers aged 18-30 years. The variables considered concerned socio-demographics (age, sex, education, hours/days of speech per week and years of service) and clinical feature, as in the case of burden and resilience.

Results: Through correlational analyses including socio-demographic variables and resilience, a low number of significant relations emerged. With reference to sociodemographic variables and burden, significant and positive correlations emerged for age, hours and days of work for week and years of work. On the contrary, a significant and negative correlation has emerged with respect to the education variable, confirming its protective role. Significant correlations between resilience and burden variables tended to be positive, except for perception of self and developmental burden. Multivariate linear regression analyses produced numerous dependencies between predictors identified as age, sex, education, hours/days of work for week and years of week and dependent variables related to burden and resilience.

Conclusions: The study made it possible to consider fundamental socio-demographic, occupational and psychological variables in the life of caregivers. In this sense, it is possible to understand not only the existence of adverse phenomena to the quality of life of caregivers, but also important relationships between personal variables, resilience and

burden risk. In this sense it is essential to use the emerged data, integrated with the data in the literature, in order to configure interventions aimed at reducing the burden of caregivers and improving their quality of life.

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Animal Cruelty and Violence toward Humans: The Potential Role of Interpersonal Relating

Research indicates that there is an association between animal cruelty and violence toward humans. However, the mechanisms that underlie this link are unclear. One potential mechanism is interpersonal relating (the way a person relates to others in interpersonal space, such as from a position of dominance or submission, or from a position of closeness or distance), and the current study sought to explore this. A sample of 170 participants responded to two measures, one which assessed attitudes toward animal cruelty, and the other which assessed interpersonal relating. The Attitudes toward the Treatment of Animals Scale (ATTAS; Henry, 2004) has three scales: attitudes toward animal cruelty, animal neglect, and the use of animals for resources. The Person's Relating to Others Questionnaire (PROQ3; Birtchnell et al., 2013) has eight scales which measure the maladaptive (negative) forms of relating posited by the Interpersonal Octagon (Birtchnell, 1994). Results of the study showed that there was a significant correlation between a lack of concern about deliberate and targeted acts of animal cruelty, animal neglect, and the use of animals for resources and two of the PROQ3 scales (upper distant relating which denotes a tendency to be sadistic, intimidating, and tyrannizing, and upper neutral relating which signifies a tendency to be pompous, boastful, dominating, and insulting). A significant correlation was also found between a lack of concern about deliberate and targeted acts of animal cruelty and upper close relating which reflects an intrusive, restrictive, and possessive interpersonal style. Findings may help further understanding of theories which seek to understand the link between animal cruelty and violence toward humans.

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On the Evolution and Development of Linguistic Recursion

Mentalizing, theory of mind, or second-order intentionality, is the ability to attribute and reflect on the mental states of others. A number of investigators have noted an important developmental relationship exists between children's mentalizing and general language competence. However, only recently have we begun to better understand the relationship between adult mentalizing and specific language capacities, especially recursive syntax. In fact, Hauser, Chomsky and Fitch (2002) have prominently argued that recursion is one of the most defining features of human language, making it unique from all other forms of animal communication. Is this perspective accurate? In support of this view, a recent online study I conducted, found a tentative causal relationship between adult mentalizing and syntactic recursion (Oesch and Dunbar, 2017). According to evolutionary theory, this implies that recursive syntax may emerge from advanced mentalizing via a cognitive bootstrapping effect. However, while informative in its own right, establishing a more definitive causal relationship, would not only require participants with impaired mentalizing, such as those with autism spectrum disorder (ASD), but more diverse battery of mentalizing and language measures, and broader range of ethnically, geographically, and individually diverse participants.

Therefore, the current study recruits ethnically, geographically, and developmentally diverse adults, including those with ASD. Participants with autism will be pre-screened and identified, using multiple criteria: inquired as to whether they have ever been clinically diagnosed with autism and given a diverse battery of 'gold standard' autism measures, mentioned below. In total, n=400 male and female participants (half autistic, half neurotypical) with available Internet access, will complete the task. Participants will first complete standard consent forms and demographic questionnaires via the online survey and participant recruitment system Amazon Mechanical Turk (AMT). To further investigate and improve on Oesch and Dunbar (2017), participants will then be asked to complete a diverse battery of tasks related to mentalizing, including verbal measures, namely: the Quick Adult

Theory of Mind (A-ToM-Q) task and Imposing Memory Task (IMT); non-verbal measures, namely: the Reading Eyes in the Mind Task (RMET) and Second-Order False Belief Task; as well as specific language measures, namely: the WAIS-III Vocabulary Test - Part I and Educational Testing Service Vocabulary Test - Part II; and social measures, namely: the Empathy Quotient, Ritvo Autism-Asperger's Diagnostic Scale Revised (RAADS-R), and Autism spectrum Quotient (AQ).

The central predictions are: 1) Recursive syntax scores, will be lower among neurotypical participants with lower mentalizing scores, and roughly equivalent language and social measures, suggesting that it is mentalizing, in particular, which selectively affects recursion, and not other aspects of language and/or social competence, and 2) recursive syntax, but not other language scores, will be lower in a particular sub-group of autistic than neurotypical subjects, reflecting deficits in mentalizing, further suggesting a direct causal relationship between mentalizing and linguistic recursion. If so, as novel contributions this suggests: 1) a more rigorous test of this hypothesis, involving a diverse battery of mentalizing, language, and social measures, further supports this relationship, 2) participants with impaired mentalizing capacities, show a selective deficit of linguistic recursion, further supporting previous studies of this hypothesis, and 3) in support of predictions made from evolutionary theory, mentalizing, in particular, appears to be quite central to the evolution and development of linguistic recursion.

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School Environmental Conditions and Well-being: A Review of Impact on Students and Staff

This review paper aims to explore the relationship between school environmental conditions and the well-being of students and staff, examining how various factors within educational settings influence psychological, emotional, and physical health outcomes. A comprehensive literature search was conducted using electronic databases, including PubMed, PsycINFO, ERIC, and Web of Science, to identify studies investigating the impact of school environmental conditions on the well-being of students and staff. Articles were reviewed, and data were synthesized to evaluate the relationships between various environmental factors (e.g., lighting, acoustics, indoor air quality, classroom design, outdoor spaces, garden facilities) and well-being outcomes. According to the review, school environmental conditions play a critical role in shaping the well-being of students and staff. Positive environmental factors, such as natural lighting, good air quality, ergonomic furniture, and well-designed learning spaces, have been associated with improved academic performance, reduced stress, enhanced focus, and increased job satisfaction among staff. Conversely, poor environmental conditions, including inadequate ventilation, excessive noise, and overcrowded classrooms, can contribute to negative health outcomes, such as fatigue, anxiety, and decreased productivity.

In conclusion, creating supportive and healthy school environments is essential for promoting the well-being of students and staff. Attention to environmental design and maintenance can lead to positive educational outcomes, improved health, and enhanced overall quality of life within school communities. As schools continue to evolve, prioritizing environmental considerations in planning and design can contribute to fostering environments that support the holistic development and well-being of all individuals involved in the educational process.

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**On Face Perception:
When the Whole is Equal to the Sum of its Parts**

In this work, a new approach and a novel method to study face perception is proposed and tested through several experiments. This method is based on three main tasks: a description task (subjects were asked to freely describe the target stimulus), a free pictorial task (free drawing/painting of what subjects were asked), and a pictorial reproduction task (making a copy of what subjects perceived). These tasks were carried out with children and adults and extended to conditions related to visual arts. The starting points of this work were the canonical perspective and the holistic processes involved in face perception. The aim of this work was to answer the two following basic questions: Are canonical perspective and holistic processes really effective for face perception? Is face perception other than the sum of its parts? The outcomes of the experiments clearly refuted the role of canonical perspective and weaken the holistic approach to face and body perception. The whole human body has been shown instead to appear as if built starting from every single component, therefore body and faces are like wholes, decomposable in a mosaic of juxtaposed independent components reduced to a reference image. In short, the whole is equal to the sum of its parts. Finally, our results also show evidence supporting the introduction of the notion of icon.

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On the Re-Alienation Experience of the Amateur Runners in Istanbul

In contemporary mass culture, individuals are increasingly subjected to standardization, homogenization, and objectification, leading to experiences of alienation within the societal framework shaped by it. Despite efforts to fortify connections with oneself, the environment, society, and meaning, individuals may still find themselves immersed in alienation within the societal structure they inhabit. Through heightened awareness, individuals strive to reclaim their authentic identities, utilizing various means to distance themselves from alienation. However, this pursuit may paradoxically result in renewed ruptures in connections, as individuals encounter re-alienation, finding themselves ontologically identical yet formally distinct within the alienation process. Amidst modern life's complexities, individuals often seek self-realization through recreational pursuits like running. Hence, this study endeavors to examine the phenomenon of re-alienation, particularly among amateur runners. By conducting semi-structured, in-depth interviews with runners in Istanbul, the study explores both the process of distancing from alienation and the experience of encountering re-alienation through running. Through its investigation, the study aims to contribute to scholarly discourse on alienation, self-realization, and re-alienation with the lens of critical communication studies. By analyzing the lived experiences of individuals, the research seeks to deepen our understanding of the intricate dynamics of alienation and resilience in contemporary society. Ultimately, it strives to offer insights into how individuals navigate and negotiate their identities within the constraints of mass culture and societal structures.

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The Relationship of Parental Phubbing and Parenting Styles on Bullying Involvement

The purpose of the study: Interpersonal cyber-deviance in adolescents can have many forms. This paper examines bullying, cyberbullying, and sexting behaviors in adolescents. Although research has examined the risks of these problematic behaviors in adolescents, there is a gap in the literature about the protective factors. This study seeks to add to the existing literature by exploring prosocial attachments as protective factors in the framework of social bonding theory.

Methodology: In a cross-sectional convenience sample, we asked 1,868 participants in public colleges in Massachusetts, Colorado, and Virginia to recall their interpersonal violence-related experiences in middle and high school. We utilized an online survey tool for data collection. We performed a logistic regression analysis on the relationship between adolescent's attachment to parents and teachers and their sexting and bullying victimization.

Results: According to the results, attachment to parents is, indeed, protective against sexting (once or twice a month, which is the most prevalent sexting category, excluding "Never"), and against bullying victimization in all categories (someone called me names, physically hit, harmed, threatened, and none). Attachment to both parents and teachers is protective against bullying perpetration. Some gender and ethnic differences have been identified in sexting and bullying victimization, and many of these effects remained significant after controlling attachment variables. Further analyses need to examine the

mediational role of parental attachment in gender/ethnic differences in sexting and bullying victimization.

Conclusion: Our study reaffirms the importance of fostering positive interpersonal relationships within parental and educational settings. Schools should consider implementing programs that promote closer student-teacher bonds, recognizing that such bonds extend beyond academic performance. These relationships could serve as a deterrent against negative online behaviors, providing an additional layer of security in the digital realm. In conclusion, while technology and the internet will continue to evolve, the fundamental need for human connection remains unchanged.

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Career Readiness and Wellbeing for College Students with Disabilities in the Era of Artificial Intelligence

College students with disabilities experience a great number of challenges during their postsecondary education and transition into the future job market. The advancement of artificial intelligence (AI) brings both hopes and barriers. Artificial intelligence (AI) can greatly assist college students with disabilities in their academic success, social interactions, and transition into the workforce. In the area of academic success, AI can assist with individualized learning materials, provide accessible content, and offer full-time online assistance (Fichten et al., 2022). To aid with social interactions, AI offers communication assistance, emotion recognition, and safe places to refine social skills with the use of mental health “chatbots” (Martiniello et al., 2020). In terms of transitioning to the workforce, AI offers job-matching platforms, resume and interview assistance, and time management aids (Solomon, 2021).

However, AI may also serve as a barrier for college students to navigate their social and academic success and career preparation. Trewin et al. (2019) posited that AI systems might misinterpret and underestimate students with disabilities due to algorithm development and decreased recognition of limited knowledge and ability. Furthermore, AI likely excludes candidates with diverse workplace needs, including individuals requiring accommodations to complete their work.

Considering the benefits and limitations of AI technology for college students with disabilities, a comprehensive literature review is warranted to understand the needs of college students with disabilities in relation to academic success, social interactions, and career readiness under the AI technology, and past interventions and their effectiveness.

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Navigating the Emotional Landscape: Examining Coping Strategies as Moderators in the Link between Rejection Sensitivity and Depressive Symptoms

Rejection sensitivity (RS) as a disposition to anxiously expect, readily perceive, and intensely react to rejection is a predictor of depressive and anxious symptoms. In the current research, we examined the role of using different coping strategies (CS) in the relationship between rejection sensitivity and depressive/anxious symptoms. 245 participants (Minage= 14, Maxage = 54; Mage = 22.96 years, SDage = 5.45, 28% male) completed self-report measures of the Modified version of the Rejection Sensitivity Questionnaire (RSQ; Downey & Feldman, 1996) the COPE scale (Carver, Scheier & Weintraub, 1989), and the Depression Anxiety Stress Scales (DASS42; Lovibond, & Lovibond, 1995). Moderation analysis by Hayes (2018) was used to assess the models. The moderation models including Self distraction (CS) and denial (CS) as the moderators in the relationship between rejection expectancy (cognitive aspect of RS) and depression are significant. For average and high scores on the denial as well as self-distraction scales, there is a significant relationship between rejection expectancy and depression. While low scores on the denial and self-distraction scales indicate no relationship between rejection expectancy and depression. The moderation model including positive reinterpretation (CS) as the moderator in the relationship between rejection expectancy and depression is also significant. For low and average scores on the positive reinterpretation scale, there is a significant relationship between rejection expectancy and depression. While high scores on the positive reinterpretation scale indicate no relationship between rejection expectancy and depression. In conclusion, this research sheds light on the intricate interplay between rejection sensitivity, coping strategies, and the manifestation of depressive and anxious symptoms, offering valuable insights into the nuanced dynamics that influence mental health outcomes in individuals.

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Are Men More Resilient than Women? New Insights from Latent Profile Analysis

Background: Resilience is the ability to bounce back or return to good psychological functioning after adversities. Gender differences in resilience is still a debatable topic. Very few studies on resilience are based on the person-centered approach, most taking a variable-centered approach.

Aims: To fill this gap, the present study explored (i) resilience profiles with six items of The Brief Resilience Scale as profile indicators and (ii) gender as antecedent of latent profiles.

Methods: Data were collected from 639 participants (47.6% males, age range 18–59 years, $M = 30.2$ years, $SD = 1.4$).

Results: Latent profile analysis (LPA) revealed five distinct profiles: 'low resilience' (18%), 'moderate low resilience' (8.5%), 'moderate resilience' (29%), 'moderate high resilience' (34.2%), and 'high resilience' (10.3%). The results showed that gender was antecedent of profile membership. An interesting pattern was emerged taking into consideration the low-high resilience continuum. In the 'low' and 'moderate low resilience' profiles there were more females but in the 'moderate resilience profile' were more males. In the 'moderate high' and 'high resilience profiles' no significant gender differences were found.

Conclusion: These results are meaningful to the field, bringing new insights to the previous findings obtained in a variable-centered approach. Our findings highlight the value of a person-centered assessment of psychological resilience. Practical implications for resilience-enhancing interventions and future research directions were discussed.

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**Clinical Training While Socially Distancing:
Reflections of Marriage and Family Therapy Graduates
who Completed Practicum during COVID-19**

In this qualitative case study, participants ($N=16$) who completed graduate study in Marriage and Family Therapy (MFT) in California between March 2020 and May 2022 shared their experiences with transitioning from face to face (FTF) learning to online clinical education, teletherapy, and remote supervision as MFT trainees during the COVID-19 pandemic. Questionnaire and interview data were gathered and analyzed. The emerging themes highlighted the challenges faced by the participants and the strengths that arose from those challenges. Themes were related to professional development, perseverance in the face of adversity, obstacles due to technology and distance, confidentiality and privacy, client safety, opportunities for creativity and growth, gratitude for training, engagement challenges in supervision, and convenience. Limitations of this study include the small sample size, the lack of generalizability due to it being a qualitative design, and the fact that it only examined MFT trainees in California.

Firuz Tatybaeva

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Psychological Dominants of Female Leadership in Uzbekistan

1. Subjective and objective factors, determining increased number of female-leaders in all spheres of the social life in Uzbekistan
2. What obstacles facing females in pursuing their careers in Uzbek society
3. Are the challenges experienced by females-leaders in Uzbekistan culturally framed or universal?
4. Emotional intelligence gender differences- nurture and nature are intertwined and interrelated..Importance of the high level of emotional intelligence in performing leadership.
5. Feminism and growing influence of traditional Islam - dichotomy of modern Uzbekistan. The former is consequence globalization and raising the role of women in the Uzbek economy and society, the latter is much more complicated and not subject of this discussion. However this controversy potentially could lead to splitting the country.. also complicating activation of Uzbek women.
6. How these tendencies (raising female roles in business, political, economic and cultural life in Uzbekistan perceived by Uzbek men?
7. Government of Uzbekistan supports and encourages women to be more active and involved in implementation of ongoing reforms in the country. What is being done and still should be done to ensure that women are equally treated in the workplace and all other aspects and sectors of society in Uzbekistan

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&

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Revised Approaches to the Historical Study of Emotional Labour: Display Rules and Service Contexts

In this presentation, we outline a revisionist approach to the study of emotional labour—the commoditization of emotions for wage—to delineate how organizational psychologists might reconsider two crucial elements of the emotional labour phenomenon. First, we suggest that scholars have not paid enough recent attention to the display rules that prescribe what emotions are acceptable within service interactions, instead assuming that traditional conceptualizations (i.e., show positive and hide negative emotions) still predominate. Second, we delineate how the shift away from blue-collar and service occupations to more white-collar occupations in emotional labour scholarship minimizes our understanding of the complexity of emotional labour in more modern service arrangements. In highlighting these areas to revive, we hope that future emotional labour research will explore many of the “taken-for-granted” assumptions about the phenomenon moving forward.

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Effects of Three Prophylactic Interventions on Middle-Schoolers' Mental Health: A Feasibility and Acceptability Study in a French Context

Adolescence is a strategic developmental stage in terms of preventing later difficulties and ensuring good mental health. Prophylactic interventions, which are conducted before the onset, prolongation, or worsening of difficulties, and aim to prevent or reduce symptoms or to promote wellbeing, therefore appear particularly appropriate for adolescents. However, existing prophylactic interventions conducted with adolescents have several weaknesses. In particular, in addition to sparse theoretical frameworks to guide interventions' conception, research reveals that efforts to implement and disseminate such interventions meet important difficulties and barriers. Moreover, some studies alert about possible negative side effects in some participants following universal interventions, specifically vulnerable recipients.

To fill this gap, a longitudinal study will be performed from October, 2023 to March, 2024, to assess participants' experience and perception of three original prophylactic interventions targeting reactive, proactive and interpersonal adaptation. Those interventions are aimed at improving students' general distress, functional impairment and well-being, and will be separately delivered in natural settings (i.e., three experimental conditions), to fourth-grade middle-school students from two schools. Based on existing knowledge about adolescents, their learning mechanisms, and field constraints, these three interventions have been designed to adjust to the middle school context and to promote students' learning and receptiveness to interventions. User experience will be investigated with respect to perceived acceptability, utility, and general appreciation, including negative perceived effects. Data from students, parents, and head teachers will be collected through self-reported questionnaires (adapted

to each type of responders) before delivering the interventions, to assess prior attitudes of participants toward such school-based programs. Those measures will be repeated immediately after the interventions, adding items related to the material's and activities' usability. Questionnaires will be submitted once again to participants three months after the interventions, to provide data about their experience (acceptability, utility, usability, general appreciation). It is then expected that each indicator increase from pre-assessment to post-assessment and to follow-up assessment. These data will inform future adaptations of the interventions, which will then be re-assess with respect to user experience indicators and clinical efficacy.

Overall, this study will provide important information about the perception of mental health prophylactic interventions from different stakeholders in the French context. This might guide future conception and adaptations of universal interventions, in order to better meet users' recipients needs and expectancies. Moreover, the material for these interventions will be freely available in French on request to the corresponding author, providing facilitated access to innovative interventions aimed at promoting adolescents' mental health in France.

This study has received the approval of an institutional Ethics Committee, and its protocol has been registered on Clinical Trial and OFS pre-registration device. Data are currently being collected and will be available for discussion at Congress.

Sandra Velez-Candelario

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Challenges in the Era after COVID-19

The 2020 pandemic year opens the next decade with a huge unemployment issue around the globe. Poverty is one of the protagonists of this new health crisis period. In regards of that Grazia-Giammarinaro, write for the United Nation Human Rights a special rapporteur on trafficking in persons, and explain that 'the World Bank announced that the COVID-19 outbreak will be pushing about 40-60 million people into extreme poverty, with our best estimate being 49 million' (Grazia Giammarinaro, M., 2020). Otherwise, as an interesting phenomenon in today's USA the economic stimulus after COVID-19 emergency includes food and cash money from the government capital promoting a new way of American dreams. A large amount of young human capital has money and food without work, helping them to acquire the basic needs like their houses, cars and many others. This acquisition without physical and mental efforts is injuring seriously the small, medium and large businesses permanence and development due to the historical poor participation of the human capital at the workplace. After COVID-19 a lot of human resources are reaching their economic needs with governmental money without being part of the active workforce, weakening the business culture. Otherwise, many family leaders are supporting their family basic needs without using their abilities and skills to perform a job position. Is very important to understand that the intrinsic and extrinsic motivational factors to work are not being used to engage the new active human capital to the workplace or formal work performance, those are in a crisis that just families can help to end. The household is the incubator of the human capital, because of that these economic resources should start their childhood with an extrinsic motivation to work and to enhance their economic development through a productive academic performance. Their family leaders must work to promote in their human capital in charge the intrinsic motivational factor to be productive at school moving them forward and beyond to reach their economic goals to be independent and part of the general workforce in the future. The external motivational factors as money and benefits to retain a productive human capital in business activity is a challenge that today businessman have. Both families and business have to work together to be able to deliver, received and maintain a high-performance human resource that works with a natural intrinsic motivation to be productive

in their workplace and capable to use their external motivational factors as money and benefits in a way that stimulates themselves as longest as possible to work.

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Lack of Psychological Sense of Community on College Campuses and its Relation to Students' Depression

A psychological sense of community is central to the well-being and survival of humans. We all need to belong and be a valued part of communities in which we contribute and derive emotional, psychological, and physical support (Sarason, 1978). Research conducted in middle school settings with children supports Sarason's theory of the centrality of a positive community to our well-being (Bateman, 2000). The present study seeks to expand this investigation in college settings and to establish more directly a relationship between the lack of a psychological sense of community on campus and students' depression

The present study examined the relationship between the Psychological Sense of Community on a college campus and students' depression. We administered a self-report anonymous survey to undergraduate students in a private liberal arts four-year university in the Southeastern United States. Students participated in this study to fulfill a course requirement in Psychology. Students could select other studies or receive credit through other means, such as writing a paper. Students selected to participate in this study could not answer survey items they did not wish to answer and terminate their participation at any time.

One hundred eighty-eight students participated in the study. Students participating in the study ranged in terms of age from 18 years of age to 22 years of age. The survey was comprised of multiple scales, including a scale of the Psychological Sense of Community in College scale (Bateman, 2000) and a Depression measure (Center for Epidemiologic Studies Depression Scale (CESD-20)). We hypothesized that students who suffered from depression would also report having a lower psychological sense of community on campus. Preliminary analyses suggest a significant negative correlation between students' psychological sense of Community on campus and students' depression ($r=-.493^{**}$; $N=188$). We are presently working on analyzing reports of students experiencing depression before their college years in order to investigate the direction of this relationship.

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&

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Why It's Not a Lie? Inconsistency in Testimonies of Torture Victims

This paper examines the frequent dismissal of torture victims' legal cases due to inconsistent testimonies, often perceived as lacking truthfulness. By reviewing literature and case studies, it elucidates six key factors contributing to inconsistencies in torture survivors' testimonies: (a) detention and interrogation conditions, (b) inherent flaws in normal memory, (c) psychological processes, (d) physical/medical aspects, (e) sociocultural factors, and (f) barriers in interview settings. These facets are examined in detail, providing a comprehensive understanding of why discrepancies arise.

Detention and interrogation practices, such as sensory deprivation, sleep, and water deprivation, repeated similar events, and loss of consciousness, significantly distort a victim's memory and narrative coherence. Similarly, normal memory flaws - transience, absent-mindedness, blocking, misattribution, suggestibility, bias, and persistence - inherently lead to inconsistencies in recollections. Psychological factors, including PTSD, dissociation, personality disorders, and defense mechanisms, further complicate the reliability of testimonies. Physical aspects like chronic pain, diseases, substance abuse, and medication effects can impair memory and narrative abilities. Sociocultural influences, such as high-context communication styles, social desirability, and emotional handling, shape how survivors recount their experiences. Interview barriers, including environmental, psychological, and language factors, often hinder the accuracy and completeness of testimonies.

The paper highlights the Istanbul Protocol's role in evaluating torture allegations and recommends its broader application in both legal and primary healthcare settings. The study emphasizes the importance of considering these multifaceted reasons for inconsistencies in testimonies, urging legal and medical professionals to be educated about the complexities of torture experiences and memory processes.

This comprehensive approach underscores the paper's argument that inconsistencies in torture testimonies should not be hastily judged as lies, but rather understood as a normative result of the complex interplay of various factors.

We conclude with three recommendations in the evaluation of torture victims:

- a) Education for professionals on the complexities of torture experiences, memory processing, and the impact of sociocultural factors.
- b) Adoption and application of the Istanbul Protocol as a standard for evaluating torture allegations.
- c) Fostering interdisciplinary collaboration among professionals involved in torture cases to enhance understanding and provide comprehensive support in court.

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