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IS06 Maximizing the impact of e-therapy

Clinicians have at their disposal evidence-based treatments (EBT) for many of the mental disorders. Despite this good news, there is still work to do to improve the existing EBTs and, more important, to reach everybody in need of them (less than 50% of individuals in need receive EBT). The transdiagnostic perspective, the emphasis not only on treatment but on prevention, and going beyond face-to-face therapy are among the approaches that are being explored to achieve this goal. In this symposium, we will focus on Internet-based interventions.

To date, the usual delivery format in psychotherapy is individual face-to-face contact, however, it is much more expensive and time-consuming than other formats (Vos, Huibers, Diels, & Arntz, 2012). One important line of research is the use of Information and Communication Technologies (ICT) to facilitate the availability of EBTs (Botella et al., 2009; Kazdin & Blase, 2011). Internet-based treatments can be seen as interventions that are conducted through the Internet with more or less therapist involvement and support (Andersson, 2009). The evidence strongly suggests that Internet-based treatments are effective in the treatment of depression and anxiety disorders (Andersson, 2016). Meta-analyses data reveal that these interventions are as efficacious as face-to-face traditional treatment (e.g., Andrews, Cuijpers, Craske, McEvoy & titov, 2010; Cuijpers et al., 2011; Cuijpers, van Straten, Warmerdam & Andersson, 2009).

In this symposium, we will discuss the state of the art of Internet-based interventions and we will present some of the research that is being conducted in Europe in this research line. Dr. Andersson will give us an overview of the field, emphasizing issues that are being explored like the differences between completely self-applied internet-based interventions and blended (combining face-to-face with self-applied). Dr. Riper will present the results of an important project that has been running in eight European countries: H2020 E-COMPARED project. The project has carried out several pragmatic trials exploring the comparative effectiveness on blended treatment for depression in routine care compared to Treatment as Usual (TAU; primary and specialized care) (MDD, N = 750). The final goal of E-compared is to provide guidelines and recommendations to relevant stakeholders in Europe blended treatments. Dr. Repetto will present Affectech, an innovative training network funded by the European Commission under the Horizon 2020 Marie Skłodowska-Curie Innovative Training Networks. This network will work on developing and testing innovative technology-based interventions for training emotion regulation strategies in emotional disorders with a focus on personalized approaches and the use of wearable technology (ecological momentary assessment, EMA and ecological momentary interventions, EMI). Dr. Garcia-Palacios will present the description of an Internet-based intervention and a trial protocol focusing on the use of Internet interventions for prevention of mental disorders in young adults within the Horizon 2020 project ICare.

Our discussant, Dr. Ebner-Priemer is an expert in the study of real-time monitoring of key variables for mental disorders using EMA. He will discuss the state of the art of the field of internet-based assessment procedures and interventions and his vision about its future directions.

IS06.1

Overview of e-therapy

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Use of modern information technology in psychological treatment (for example e-therapy) has been an active field of research and implementation for the last 20 years. A large number of controlled trials have been published for a range of conditions like mood and anxiety disorders. Evidence suggest that guided internet-delivered cognitive behavior therapy can be as effective as seeing a therapist. There is a recent trend to combine face-to-face and information technology, but given the huge demand for psychological services there will also be room for stand-alone internet interventions.

IS06.2

Cost-effectiveness of blended CBT treatment for depression in routine care; Preliminary results of the H2020 E-COMPARED project

Heleen Riper, Annet Kleiboer, Jan Smit, Judith Bosmans, Spyros Kolovos, Pim Cuijpers

Vrije Universiteit, Amsterdam, The Netherlands

Heleen Riper will present the preliminary results of the European H2020 Comparative Effectiveness Project on blended treatment for depression in routine care compared to Treatment as Usual (TAU; primary and specialized care; 2013 - 2017). Results are based on the pooled analyses of nine pragmatic, multinational, randomized controlled, non-inferiority trials in Europe among adults diagnosed with major depressive disorder (MDD, N = 750). TAU for depression is compared to "blended" service delivery combining mobile and Internet technologies with face-to-face treatment in one treatment protocol. Participants are followed up at 3, 6, and 12 months after baseline to determine clinical improvements in symptoms of depression (primary outcome: Patient Health Questionnaire-9), remission of depression, and cost-effectiveness. The results provide mental health care stakeholders with evidence-based information and recommendations on the clinical and cost-effectiveness of blended depression treatment. Supported by E-COMPARED Consortium.

IS06.3

AFFECTECH: Personal Technologies for Affective Health

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Affectech is an innovative training network funded by the European Commission under the Horizon 2020 Marie Skłodowska-Curie Innovative Training Networks. It will capitalise on European expertise in personal health systems, electrical engineering research in wireless devices, and human-computer interaction research. It will provide a tailored research training to 15 PhD students consisting of bespoke events, conferences and secondments to the network's partner institutions. The project aims at advancing the state-of-the art of the technologies designed to promote mental health and well being. The project develops around three main topics: a) capturing emotions, by setting up wearable sensors and devices able to detect psychophysiological changes related to emotions; b) understanding emotions, by implementing apps and devices able to support better recall, exploration and sense making of the captured emotions; c) training emotions, by developing innovative technology-based interventions for training three of the most impactful adaptive, regulation strategies, which are cognitive reappraisal, mindfulness and biofeedback.

IS06.4

Prevention of mental health problems in young adults. An internet intervention to promote resilience in university students.

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The focus of mental health care in many European countries is on treatment rather than on prevention. According to the World Health Organization (WHO) it is important to develop specific interventions aimed to prevent mental health disorders among high risk populations to create supportive environments and resilient communities (WHO, 2013). Resilience refers to an individual's ability to properly adapt to stress and adversity, and it is important in maintaining quality of life and emotional well-being. A specific therapeutic model to increase well-being and resilience is proposed by Ryff (1989). University life is a change in the lives of students and, therefore, a factor of stress in the face of change (Kerr, 2013). Online interventions are effective and have been used to enhance the access and effectiveness of traditional therapies (Richards & Richardson, 2012). As youth are totally immersed in the digital worlds, online tools can be useful to implement preventive interventions (Baños et al., 2017). In the framework of the European project: Integrating Technology into Mental Health Care Delivery in Europe (ICARE) we have developed an Internet based intervention for promoting resilience in university students (CORE). This work presents the Internet-based intervention and the technologies that will be used for its delivery as well as the study protocol describing the plan to conduct a multi-country two-armed simple-blind randomized controlled trial (RCT) (Spain, Germany and Switzerland) for students in their second year of university and further. The aim of this trial is to develop and test the effectiveness of an Internet based intervention for promoting resilience and coping skills in people with low in resilience. Our hypothesis is that online Intervention will be effective in enhance resilience, and improve positive and negative affect in students.

TS37 Psychopathology

TS37.1

Predictors of Depression among Turkish Fibromyalgia Patients

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Fibromyalgia syndrome (FM) is a devastating syndrome resulting in several psychological, cognitive and social shortcomings. Most patients experience depression following the onset of FM. As one of the personality traits, neuroticism is likely to have an impact on vigilance to pain. Moreover, "no word for emotions" condition may disrupt appropriate regulation of negative emotions, which leads to elevated adverse mood. The aim of the current study is to examine the neuroticism and alexithymia as predictors of depression for FM patients.

Ninety-one married FM patients (80 women, 11 men) participated in the study (mean age = 37.35, SD = 8.08, range 25-59). Participants were from different cities in Turkey. The participants have had a history of fibromyalgia for minimum of 2 months and a maximum of 336 months. Their economic status differentiated as high (8.8 %), middle (86.8 %), and low (4.4 %). They were reached via internet and they filled online questionnaire sets, including Demographic Information Form, Basic Personality Traits Inventory, Toronto Alexithymia Scale, Beck Depression Inventory. The data were analyzed by performing multiple regression analysis.

The results indicated that higher neuroticism was associated with higher depression. Moreover, alexithymia was also significantly and positively associated with depression in FM patients. These findings suggested that since FM patients cannot express their feelings, they may be more likely to experience repetition of thoughts, intrusion, and search for meaning. Interviewing strategies should focus on identifying, prompting to express and reducing maladaptive emotions for helping them to manage their disease and its symptoms.

TS37.2

The Mediator Roles of Self-Conscious Emotions between Real-Ideal Self-Discrepancy and Depression Relationship

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According to self-discrepancy theory, being away from ideal state of self has been found to be significantly associated with psychopathology, especially depressive symptomology. Given that perceived discrepancy between ideal and actual self is the product of evaluation of self, it is supposed to be closely related with self-conscious emotions. Therefore, the main purpose of the present study was to examine the mediator roles of self-conscious emotions (i.e., shame, guilt, and pride) between ideal-actual self-discrepancy and depression relationship. The data were collected from 571 adult participants (364 females and 207 males), who were asked to complete Integrated Self-Discrepancy Index along with Trait Form of State Trait Anxiety Inventory and Beck Depression Inventory. Results supported mediator roles of self-conscious emotions between real-ideal self-discrepancy and depression relationship. However, as proposed by the self-discrepancy theory, when compared with guilt ($\beta = .03$, %95 CI [.004, .08]), shame and pride ($\beta = .17$, %95 CI [.10, .26] & $\beta = .27$, %95 CI [.18, .37], respectively), were found to have stronger mediator roles between real-ideal self-discrepancy and depression relationship. Thus, when people were unable to achieve their internalized ideal self-standards, they tend to lack pride and be ashamed of being away from meeting their ideals, which in turn led depression symptoms to elevate. Findings were discussed in the light of the current literature.

TS37.3

Aberrant salience and alexithymia in subthreshold psychotic experiences among adolescent migrants in Italy: a comparison with native Italians

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Objectives: Consistent data indicated higher risk of psychotic experiences among migrants in Italy. Aberrant salience, the biased assignment of significance to otherwise innocuous stimuli, and alexithymia, are associated with onset and maintenance of psychotic symptoms. No study evaluated whether they could moderate the relation between migrant status and psychotic experiences.

The current study examined whether salience and alexithymia predicted more intense subthreshold psychotic experiences and moderated the effect of migrant status among migrant and native Italian adolescents.

Methods: Seventy-three adolescents born in other countries than Italy and 75 native Italian adolescents (mean age= 17.57, SD= 2.08) completed the Aberrant Salience Inventory, Toronto Alexithymia Scale-20 and Screening for Psychotic Experiences.

Results: Migrants had higher subthreshold psychotic experiences ($F= 10.65$, $p<0.01$), alexithymia ($F= 8.93$, $p<0.01$) and salience ($F= 4.38$, $p<0.05$) than native Italians. A main effect of aberrant salience and alexithymia on subthreshold psychotic experiences emerged. An interaction effect between migrant status and alexithymia was found: migrants with stronger alexithymia had more intense subthreshold psychotic experiences.

Conclusions: Public health policies should consider migrant adolescents as a group at risk for stronger subthreshold psychotic experiences. Prevention programs could take into account alexithymia as a target of intervention for this population.

TS37.4

The Predictor Role Of Depressive Symptoms And Childhood Traumas Over Impulsive, Self-Injuring And Suicidal Behaviors In Borderline Personality Disorder

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The main objective of this research is to investigate the predictor role of depressive symptoms and childhood traumas over impulsive, self-injuring and suicidal behaviors, in control groups with and without borderline personality disorder (BPD) diagnosis. The sampling of this research is made up of two groups, first of which consists of individuals with BPD diagnosis who are receiving treatment in Istanbul University, Istanbul Faculty of Medicine and Erenköy Psychiatric and Neurological Diseases Training and Research Hospital ($n_1=72$), and a second group of healthy volunteers ($n_2=71$). During data acquisition, Demographic Questionnaire, Borderline Personality Inventory (BPI), Beck Depression Inventory (BDI), The Hamilton Rating Scale (HAMD), Barratt Impulsivity Scale (BIS), Childhood Trauma Questionnaire (CTQ)- 28, Inventory of Statements About Self Injury (ISAS), Suicide Behavior Questionnaire (SBQ) were used. For independent samples t-test was used in order to evaluate the differences between groups. Pearson's correlation coefficient and hierarchical regression analysis were utilized to determine intervariable relations. In the conclusion, it was determined that the impulsive behavior was observed more frequently among the individuals of the group with BPD diagnosis if they were subjected to emotional abuse during childhood or if they are exhibiting higher levels of depression symptoms (Beck depression inventory). It was found out that the frequency of self-harm increases as individuals were subjected to emotional abuse during childhood. It was also determined that the frequency of suicidal behavior is higher if the individual was subjected to sexual abuse during childhood or have higher levels of depression symptoms. The findings were discussed within the framework of the literature, and suggestions were made to researchers and clinicians accordingly.

Keywords: Borderline personality disorder, depressive symptom, childhood trauma, impulsivity, Non-suicidal self-injury, suicidal behavior

TS37.5

Work and Family Domains and Depression: Protective Value of Role Salience

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Job and family domains are fundamental parts in the lives of employed individuals (Noor, 2004). On the other hand, people have certain roles in the society, these roles are hierarcically organized (Thoits, 1991), and the role salience of individuals in work and family domains vary (Cinamon & Rich, 2002). When the relations between work and family domains were investigated with role salience, their relations with psychological distress was discovered (Shimada, Shimazu, Bakker, Demerouti, & Kawakami, 2010). In the light of these findings, the aim of the current study is examining the effect of role salience in the relationship between depression and both job and family satisfaction. One hundred employed individuals participated in the study. Several moderation analyses were conducted in order to test moderation effect of role salience on the association between job and marital satisfaction and depression by using Modprobe macro (Hayes & Matthes, 2009). Results indicated that family salience had a significant moderation effect on the marital satisfaction and depression relationship, and marginally significant moderation effect on the job satisfaction and depression relationship. When family salience was lower than .6589, relationship between marital satisfaction and depression was significant. However, when it was higher than .6589, this relationship became insignificant. Similar pattern was observed at the .2124 value of family salience for the relationship between job satisfaction and depression. The results of the study underlines the protective role of higher levels of family salience in the negative relationship of depression with lower levels of job and marital satisfaction.

EFPA19 Facing the challenges of ageing populations Contributions from Geropsychology Part 1. Cognitive decline, aging, and mental health

Human ageing represents one of the major challenges of Europe in the upcoming decades given that nine of the 10 oldest world populations are from Europe. This has and will have evident consequences at all levels of the socio-ecological context. It is thus a challenge for Psychology and especially Geropsychology to provide sound research-based knowledge about processes of human ageing as well as expertise about training, education and interventions that will help to promote quality of living and subjective well-being both at the individual and the social level. The symposium follows this notion and scholars from eight European countries will report on new developments in theory and research across the various geropsychology domains that will help to tackle the challenge of ageing. In a first part on "Cognitive decline, aging, and mental health", the symposium will address clinical aspects of ageing. Di Nuovo (Italy) presents findings on interventions enhancing quality of life of elderly persons with mental deterioration or Mild Cognitive Impairment. R. Drăghici will report on the diagnostic use of drawings by elderly persons with neurocognitive disorders. Stepankova, Kopecek, and Schmand (Czech Republic) focus on positive aspects of ageing presenting findings on cognitive superageing. Gatterer, and Blokesch, (Austria) present the theoretical rationale underlying schematherapy use in older adults. The second part of this symposium is dedicated to "Quality of life, aging, and health behaviour".

EFPA19.1

Cognitive SuperAging

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In the many scientific disciplines dealing with topics of aging, including psychology, we witness a broadening interest in its positive aspects, in successful or active aging. The age-related physical decline, psycho-social inconveniences, and erosion of mental capabilities are still important issues that need to be researched in depth and well understood. Such as the inter-individual differences in resilience to such decline do. In cross-sectional and longitudinal studies of cognitive aging, persons with excellent cognitive performance are found. Especially the longitudinal studies bring evidence of persons with very slow age-related memory decline, with memory resilient to the passage of time, and bring an insight into the phenomena of "memory superaging." The research of memory superagers and their brain substrate is ongoing, and we anticipate that the extension to other cognitive domains could be a fruitful road to study cognitive resilience. A consensual definition of cognitive superaging has not been reached so far. This contribution will present some approaches in emerging studies.

EFPA19.2

Interventions on quality of life of elderly persons with mental deterioration or Mild Cognitive Impairment

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Objectives. Alzheimer syndrome, whose incidence in the population is increasing with a consequent impact on the social health systems, is sometimes preceded by Mild Cognitive Impairment (MCI). Biological, cognitive, emotional and behavioral aspects are involved in the conversion from MCI to dementia, as demonstrated by a wide literature; the variables related to the quality of life of both patients and caregivers are less known.

Our study aimed to evaluate the possibility of treating MCI and Alzheimer dementia ensuring psychosocial conditions like as community facilities and support for caregivers.

Method. The sample was composed of subjects aged >60 yrs, with Alzheimer's diagnosis of varying severity, or MCI without overt dementia, and their caregivers.

The psychometric instruments used were: MMSE and MoCA, HDRS and BDI for the evaluation of the patients' cognitive deterioration and depression; IADL, Cornell-Brown Scale, and Caregiver Burden Inventory to evaluate the quality of life of both patients and caregivers.

Results and conclusion. In the analysis of data, family and psychosocial variables have been correlated with the severity of the impairment and depressive symptoms.

As regards the modalities of treatment, examples of community intervention models with MCI and Alzheimer patients and their caregivers are presented, reporting the data of efficacy in enhancing the quality of life.

EFPA19.3

Distortion In Drawing Of Elderly - A Discriminant Neurocognitive Index

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The analysis of the neuropsychopathological disorder's drawings represents a specific method of psychodiagnosis with neuropsychological and clinical value.

This study aimed to identify correlations of cognitive dysfunction with the incidence of the factor of distortion in the drawings of elderly persons with neurocognitive disorders.

The study group included 742 subjects, aged 65 to 84 years. Particularities of the neurocognitive functioning were investigated in elderly with neurocognitive disorders without/with depression. Their cognitive abilities were evaluated using the MMSE (Mini-Mental State Examination - Standard Form) and SPMSQ (Short Portable Mental Status Questionnaire), depression was tested using the GDS (Geriatric Depression Scale - Short Form), the HDRS (Hamilton Depression Rating Scale). For drawing, we used a test that presupposed a copying phase of BGT (Visual Motor Bender-Gestalt Test), a test with an objective scoring system.

The incidence of the factor of distortion in the drawings correlated with the age, the education, the cognitive deficit, but no correlated with the geriatric depression.

Our work analyzed the possibility to have a derived discriminant neurocognitive index that would allow for a rapid and better psychodiagnosis, namely consisting in the association of cognitive dysfunction with the factor of distortion in the drawings of elderly persons.

Key words: distortion in drawings, neurocognitive index, elderly persons

EFPA19.4

Need oriented schemata and schema-therapy in old aged people

Gerald Gatterer, Richard Blokesch

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Schema Therapy is an innovative psychotherapy, developed by Dr. Jeffrey Young that integrates cognitive therapy, behaviour therapy, object relations and psychoanalysis. According to Gatterer (2016), needs and cognitive and emotional schemas are very important in psychotherapy and psychological treatment of older persons. Activation of schemas can be found for young and for older persons, even with dementia. Even if a person with dementia cannot tell us about their needs verbally, certain schemes and modi are still activated.

Schema-therapy is used successfully for the young and adults for personality disorders which is proven by clinical trial (Roediger, 2008). The present study explores how to use schema-therapy for elderly persons in a geriatric setting. A simplified schema questionnaire with 18 self-report items is used for interviewing 30 clients. In a second step, the items are rated by the caretakers and therapists of these persons. Data analysis and interpretation will provide insights into which needs are taken care of and what schemas are present in older persons. After interpretation of this data, recommendations will be given for possible further steps of caretaking and therapy. This presentation will be oriented on the main aspects using schemas and schema-therapy in older people presenting the first results of a new study done with older persons.

EFPA16 Competence as a Common Language for Professional Identity and International Recognition.

Background: The globalization of psychology has resulted in many positive benefits. However, it has also made the regulation of psychological practice across borders difficult and problematic for many countries and individuals. Most countries, and in some cases subunits within countries, such as individual states, provinces or regions, have developed separate and unique regulatory mechanisms to recognize and control professions. How these regulatory systems evolved typically depends on the nature of the legal and legislative structure of the country (e.g., federation of largely autonomous states, or strong centralized national government) and the development of the profession in each society. Currently, there are many different models for psychology education and training, and multiple models for regulation. This situation presents numerous challenges, given the diversity of regulatory approaches and structures around the world. While the literature of the discipline of psychology follows universal formats and can be readily accessed by most in today's technological environment, the way the discipline is taught and practiced varies.

Mobility of professional psychologists between states, nations and regions are closely connected with how the competence of psychologists is rated. Differences in competence regulations, or the lack of quality control, are a hindrance both to mobility and to recognizing psychologist as relevant health service providers. The symposium prior to this session will take a closer look at how the situation is in different corners of the world when it comes to mobility and competence, from North America, South America, Europe, South-Africa and Asia. The International Declaration on Core Competences in Professional Psychology, developed by The International Project on Competence in Psychology, was adopted by both IAAP and IUPsyS in July 2016.

In this panel discussion, the challenges and eventual need of common benchmarks for competence will be highlighted. Is an international global standard the next step?

After short presentations from the panel an open discussion with the audience will follow.

EFPA16.1

The International Declaration on Core Competences in Professional Psychology - from general and specific

Dragos Iliescu

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The International Declaration on Core Competences in Professional Psychology has been prepared by the task force of the International Project on Competences in Psychology (IPCP) during the past 3 years and has gone through several rounds of work and public consultation, and has been endorsed by the IAAP and IUPsyS. Having at the center of its mission the need to address all practicing psychologists, internationally, the document is by default general in its wording. The document is enlightening even in this form, and will benefit significantly from adaptation to the cultural specifics of psychologists practicing in a certain context, such as national environment, branch of psychology or category of clients. We will discuss some of the ways in which this important document could be adapted for applied usage and some of the benefits which would be thus provided to professionals and professional communities practicing psychology.

EFPA16.2

Mobility and Mutual Recognition of Credentialed Psychologists Across the United States and Canada for both Physical Practice and Telepractice

Stephen DeMers

ASPPB, Peachtree City, Georgia, USA

Objectives: This paper describes the current mechanisms to facilitate mobility between the various states and territories of the USA and the provinces of Canada. Mobility credentials that expedite acceptance of qualifications in a new state or province as well as credentials banking services are discussed. Also, state legislation has been drafted and passed that authorizes licensed psychologist in the USA to practice electronically or temporarily in another state without obtaining additional license.

EFPA16.3

Using Competence Rather Than Academic Degrees to Facilitate Mobility Between US/Canada and Other Countries.

Stephen DeMers

ASPPB, Peachtree City, Georgia, USA

This panel presentation will explore the potential use of the International Declaration of Core Competences in Psychology to facilitate the recognition of academic training and experience in other countries by US and Canadian psychology regulatory boards.

EFPA16.4

Ethic code of Chinese Psychological Society revised - An introduction

Buxin Han

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This presentation will introduce the Ethic code of Chinese Psychological Society, and the abstract was submitted for the invited ECP2017 Panel discussion (Symposium no. 5585). Ethic is one of the key components in professional competence of a clinical psychologist, as indicated in the 'International Declaration on Core Competences in Professional Psychology' adopted by the IAAP, IACCP, ITC and IUPsyS in 2016. The Chinese Psychological Society (CPS) developed and published its ethic code in 2007, as the basis of professional conducts guideline and conflicts solution for registered clinical psychologists in China, and is now revising it after ten years of application. The necessity, logic, and legal basis of revision will be presented with respect to the societal development and officially approved educational system of clinical psychology. The revised version of CPS ethic code define the professional relation, right of privacy and confidentiality, competence, professional training and supervision, research and publication, conflict of interests, with principles of benevolence, responsibility, honesty, justice, and respect. Professional conduct with competence, as defined by the CPS ethic code, will be introduced and discussed in detail in relation to the legislation procedure and outcomes in China.

PS10 IQ is overrated

A child's development takes place not only in the classroom but also at schoolyard and at home. In all these areas, children are expected to develop as self-reliant and independent individuals.

At school, the educational progress is well monitored through regular tests. And when a child scores low in, for example, reading, action is taken immediately. However, what about the skills children develop at home and in social interactions? Those skills aren't monitored regularly yet, but are they less important in the development? Children need them probably as much as their intelligence. Besides, an interactions exists between those areas.

So maybe it should be the procedure, as already happens for educational progress, to identify timely children's skills in those other areas as well. This means for testing, we should focus on the whole spectrum of skills: intelligence, social-emotional skills, motor skills and executive functioning. Mapping all these areas, will result in a complete and realistic picture of a child's level of development.

In this symposium, we'll discuss the importance of several different areas of development, which all contribute to the level of a child's development.

PS10.1

IDS and IDS-2: The bigger picture of the child

Alexander Grob

University of Basel, Basel, Switzerland

Introduction: The Intelligence and Development Scales (IDS) have their roots in a complete reconception of the Kramer Intelligence Test. The IDS bridge intelligence and developmental testing: They include a measure of general intelligence and additionally provide a developmental profile for the functional areas of Cognition, Psycho-Motor Skills, Social-Emotional Competences, Mathematics, Language, and Achievement Motivation.

Objectives: The aim of the presentation is to show the general structure of the IDS, newest developments of the IDS-2 and the importance of this test to measure the level of development.

Design and Conclusion: The IDS allow detecting early developmental abnormalities and serve as an instrument for health care. The IDS can be applied for the complete range of developmental and achievement assessments, for school enrolment as well as for the clinical domain. The standardization sample includes 1.330 children in Austria, Germany, and Switzerland. Construct validity for age trends, subscale intercorrelations, and factor structure were tested. Moreover, checks for criterion validity were done through comparisons with HAWIK-IV (German WISC-IV version), scholastic achievement tests, and parent's and teacher's reports. Differential validity is shown for gifted children, learning-disabled children, children of foreign-language, children with hyperkinetic disorder, children with Asperger's syndrome and children with aggressive behavior in differences in mean values as expected. The new IDS-2 are globally the first test procedure providing a measure of general intelligence and developmental domains for children and adolescents aged 5 to 20 years. Highlights of the newest development are: more than 22.000 subjects, specific cultural adaptations, and ten different language versions.

PS10.2

Dutch validation studies of the ids-2

Marieke E. Timmerman¹, Selma A.J. Ruiter²

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Introduction: The Dutch version of the IDS-2 is a new test in many ways. In the first place, it is an instrument that enables psychologists to test a person on all important developmental domains including intelligence, executive functioning, general development (e.g. social emotional and motor) and academic skills. Psychologists can choose within one instrument their relevant battery of subtests. In this presentation, we show the outcomes of validation studies with the Dutch version of the IDS-2.

Objectives: To establish the validity of the Dutch version of IDS-2 for various domains - not just intelligence.

Method: Data have been collected alongside the IDS-2: for cognition the SON-R tests, WISC-III and V and WAIS-III. Also for the domains Psycho-Motor skills (MABC-2), for executive functioning (BRIEF), for Social-Emotional Competences (FEEL-KJ) and for the Mathematics and Language assessment the school/CITO results. Results of these (as far as available at the time of presenting) will be used to assess convergent validity

Results and conclusion: A presentation of the convergent validity and construct validity will answer the following questions: How well does the IDS-2-NL fit in the underlying theoretical model of the test, the CHC-model, and how valid are the results on the various domains of the test?

PS10.3

The social-emotional skills of children

Steven Pont

Pont CIC, Hilversum, The Netherlands

Objectives: The aim of the presentation is to emphasize the importance of social skills in the level of development.

The socio-emotional development of children is a prerequisite for cognitive development. Because only when children feel well and feel safe, they have the possibility to learn new things. It's for a reason, children visit pre-school childcare: they develop socio-emotional skills there that they can build on at school. The social and emotional development is prerequisite for the development in all other areas.

Schoolteachers become more aware of the importance of a healthy social and emotional development for their pupils. It is the foundation on which the rest can grow and that's where the focus should be. However, there is still a lot to be gained.

Discussion: Several ways to measure socio-emotional skills will be proposed: questionnaires, standardized observations, role playing. What are the advantages and disadvantages of those methods? What should work and is doable?

PS10.4

Executive functioning

Diana Smidts

Kinderpsy, Hilversum, The Netherlands

Objectives: The aim of the presentation is to show the influence and importance of good executive functioning skills in the development of children and young adults.

To succeed at school, children need to control their attention, behavior and emotions. To succeed outside school, children also need the ability to plan, to be careful (for example in traffic) and they need social skills. All these aspects deal with self-control and executive functioning. Executive functions are brain processes enabling someone to show goal-directed behavior, by flexibly adjusting to the changing circumstances in the environment. In doing so, we are, for example, able to show up on time, suppress outbursts for little reason, plan homework, or come up with alternative solutions.

Discussion: In this talk is discussed how to cope with the role of executive functioning in development. Should executive functioning be trained at school in the regular program? When should measuring of executive functioning start? What can be done to stimulate executive functioning in case of problems? What can parents/school do?

PS12 The role of psychology in integrated mental health care: an international perspective

This symposium will provide an overview of current progress in integrated psychological service delivery in the primary care setting in a number of western countries: USA, Australia, Canada, Norway and the United Kingdom. These integrated services attempt to redress the ongoing “medicalisation of unhappiness” across the western world for which medication is frequently seen as the first and only treatment of choice, leaving the crucial psychosocial dimensions of mental and general health undertreated.

Primary Care Psychology is a growing area of practice and service delivery, at the core of which lies a collaborative model of mental and general health care involving appropriately trained psychologists working with family physicians in the general practice setting. Research evidence indicates that this integrated mental health care approach for complex, often comorbid physiological and psychological conditions, results in best outcomes for patients. The key objective of the model of care is to provide evidence-based interventions for common mental health disorders previously under- and inappropriately-treated (eg. depression, anxiety and stress disorders), chronic disease and its behavioural and mental health sequelae, and frequent comorbid conditions (such as alcohol and other drug disorders) presenting in the primary care setting. It enables the “right treatment, at the right time, in the right place” and prevents the stigma and fragmentation of care still frequently associated with referral to secondary and tertiary treatment facilities.

Current research, service delivery and funding models, and optimal training frameworks to facilitate an integrated model of care (eg. those recently introduced at the APA) will be explored, as well as barriers to the optimal roll-out of these psychological services. The symposium will focus on evidence-based primary care interventions and training models, and will provide an up-date on current progress in facilitating this multidisciplinary model of care and workforce development internationally.

PS12.1

Primary Care Psychology in the United States: Addressing Behavioral Health and Substance Use Problems in Primary Care

James Bray

Baylor College of Medicine, Houston, Texas, USA

Primary care psychology is an exciting new area for the profession. In the U.S., primary care medical providers treat over 70 percent of mental health and substance use problems, without assistance from psychologists or any other mental health providers. The opportunities in primary care psychology necessitate additional knowledge of primary care and different skills in caring for primary care patients. This presentation will discuss (1) the present status of psychologists working in primary care in the United States and its relationship to the health care reforms that are occurring; (2) practice opportunities in primary care in private and public settings; (3) the use of technology and electronic health records in primary care practice; (4) the most common mental health and substance use problems seen in primary care; and (5) future challenges in developing integrated health care systems and training models for the future of psychology practice.

PS12.2

Access to Behavioral Healthcare for Rural Populations

Diana L. Prescott

Hampden Psychological Consultation, PLLC, Hampden, Maine, USA

Access to behavioral healthcare for rural populations is a major concern shared by psychologists in Europe and the United States. Integrated care provides an exciting new way for the profession to provide access to behavioral healthcare for the underserved, including those in rural, less populated areas. In the U.S., primary care medical providers treat over 70 percent of mental health and substance use problems, without assistance from psychologists or any other mental health providers. Integrated care provides a vehicle to provide timely psychological intervention for major health problems, such as depression/substance abuse, and obesity. This presentation will highlight (1) rural psychology practice; (2) integrated care practice; (3) the use of technology and electronic health records in integrated care; (4) depression, suicide, and other mental health problems in rural areas; (5) the crisis of substance abuse and addiction; and (6) how rates of pediatric obesity can be effectively reduced through integrated care psychology practice.

PS12.3

Making change happen. Getting from general ignorance, to a future with integrated teams in primary care

Tor Levin Hofgaard

Norwegian Psychological Association, Oslo, Norway

High priority on health promotion, prevention and early intervention has been agreed upon by the World Health Organization as the only sustainable way to meet the challenge of the growing number of people struggling with mental health problems in the world. Still, most countries put their resources almost exclusively into hospitals, and treatment of severe health problems. In this talk I will present how it can be different. I will present examples from Norway - and what we have seen as major developments in the policy on mental health in the last 10 years. From general ignorance of the whole idea of primary care, through policy change, piloting of services, evaluation, to the near future with integrated primary care teams with psychologists as key collaborators with all other services in the municipalities.

PS12.4

Psychological wellbeing in primary care : the UK perspective

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Since 1946, the UK's National Health Service has aspired to an integrated healthcare system, including both psychological and physical health, with an emphasis on health promotion, prevention and early intervention, and led or coordinated through our General Practitioner (Family Doctor) primary care service. Clinical psychology has, over the past 20 years, played a key role in this, with a rapid growth in the number of clinical psychologists employed in the UK. Investment has targeted CBT, for mild-to-moderate depression and anxiety, in adults of working age, and in primary care, although the programme is now broadening to children and young people, older adults, psychotic problems and problems associated with medical conditions. In addition, political developments, including putting commissioning power in the hands of primary care physicians and an emphasis on wellbeing at central government level, are significant for primary care psychology. This presentation will focus on likely future developments, and the consequences for clinical psychology, including our relationship with other professions, especially CBT and other psychological therapists,

and will argue that, especially in primary care, we must retain a focus on helping people maintain their functioning and wellbeing rather than focus too much on treating mental illnesses.

PS12.5

Challenges in Collaboration in Primary Care, the importance of being earnest

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Background; With the arrival in office of a new administration, the Canadian federal government is focusing on transferring health funds to the provinces for mental health. This transfer of funds to provinces with insistence on improving mental health services may (or may not...) open up new avenues to increasing Canadians' access to evidence-based psychological treatments.

Objectives To discuss some of these new political developments and their potential impacts on primary care psychology will be discussed.

Method: Overview of the different models across Canada: We will present and discuss concrete forms of collaborative practices for psychologists that already exist at the primary care level and how this may vary from province to province.

Results ; Synthesis of the barriers and success stories in collaborative practice of Psychology in Primary Care

Conclusion On going challenges, including the various degrees of collaboration that can truly exist at the primary care level on a day-to-day basis, opportunities for training future primary care psychologists, as well as opportunities for improvements in all of these areas, will also be presented and discussed.

PS13 Personality Subjective Well-Being in Changing Society

Having the highest attainable level of health is one of the fundamental human rights of every person without distinction according to race, religion, political belief and economic or social status. Understanding health as a state of complete physical, mental and social well-being but not merely as an absence of disease or physical defects is the foundation of people's happiness, harmonious relations among peoples, providing international security (World Health Organization Manual, 1948). Achieving and maintaining human welfare requires a comprehensive study, as it involves a complex integration of cultural, social, psychological, physical, economic and mental factors and features of individual human development. The process of human development from the perspective of its values and capabilities, subjectivity and awareness is considered on the basis of systematic and evolutionary approach. According to such a vision a driving center is not in the individual unconscious motives or external influences, but in the integrativity of a human being and its ability to do a free choice and design their own individual and social future based on the criteria of subjectively successful existence and development. The symposium includes a discussion of the empirical research results related to achieving and maintaining subjective well-being by a modern individual in changing society, multiculturalism of social environment, political transparency, labor and academic mobility. It also focuses on such an innovative mechanism of personality well-being development as playfulness which is a stable personality trait, due to imagination, provides an opportunity to see the world in general, and the situation given to us, in particularly, as a whole – inside of Yourself through Other's eyes (sensitively) and tackle it with the sense of humor, easily, with an immediacy of a child, or with sophistication and elegance of a mature human (flirting), often in different forms and ways of self-challenge, and sometimes bravely and undoubtedly, stepping into the "edges" of identity and socialization (in fugue). Appropriate attention is given to the analysis of those psychological limitations that make the barriers in achieving individual subjective well-being.

PS13.1

Subjective Well-being of an Individual in Multicultural Ukrainian Society

Olena Vlasova

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The aim of the research is to identify and describe the types of personal integrity in modern Ukrainian society. We explore the issue of personal integrity as a psychological phenomenon through a comprehensive integrated model that includes following criteria: psychological well-being (as the internal psychological coherence identity), existential fulfillment (as the willingness to productive dialogue with the world and itself), self-realization (achievement of concrete results), and temporal orientation (past, present and future).

The definite research instrument is a modified questionnaire for determining integrity of the individual characteristics (Ryff's Psychological Well-Being Scales, the Existence Scale of Längle & ect.), and author's questionnaire that defines the socio-cultural values of certain social orders (traditional, modern, postmodern).

Using cluster analyses on a sample of 778 people from different regions of Ukraine we have differentiated 6 types of integrity.

Type 1 – high rates of subjective well-being and integration of existing values – takes a holistically and creatively integrates norms and values of multilayered Ukrainian society and has a positive attitude towards others and life goals (33%). Type 2 – average rate of subjective well-being and values of all modes – demonstrates low rates of self-realization and life goals that is in conflict with their attitudes toward the future. It proves personal immaturity of the research subjects (27%).

Type 3 – average rate of subjective well-being, the advantage of modern and postmodern values – feels to be self-realized and oriented to the results achievements, has high rates of existential completeness, accept others, but doesn't perceive past as positive, so is happy and integrated, but only here and now (19%). Type 4 – successful actor with traditional values not interested much in the own inside world (8%). Type 5 – low subjective well-being – professes traditional values, life-competent, but does not take own past, not focused on achievement and friendly attitude to others (8%). Type 6 – the lowest subjective well-being, discarding values – generally feel boredom and lack of interest in life (5%).

The research perspective foresees creation of a practice for supporting the development of these types of personal integrity.

PS13.2

Playful Competence: the Access Code to the Inner Resources

Iya Gordienko-Mytrofanova, Iuliia Kobzieva

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The concept of ludic competence (playful competence), developed within the paradigm of culture-historic approach is presented.

Ludic competence is formed alongside with the development of playfulness, which is a stable personality trait in the modern world of gamification. Playfulness reveals itself in the way how a person creatively adapts to the reality of their own "Self" (individual identity) and to the reality of the World (socialization), accepting this task as an exciting challenge.

The components of playfulness as an integral personality trait are also the components of ludic competence. These are defined as "motivated abilities" that help individuals to achieve personally meaningful goals. In this case, the goal is to develop individual identity to the extent which ensures successful socialization, i.e. successful psychological functioning.

The components of playfulness were revealed in the course of a psycholinguistic experiment, whose major stage is a free association experiment with "playfulness" as a stimulus word. The sample comprised 4,795 respondents.

The following components were identified: "sensitivity", "imagination", "sense of humor", "lightness", "flirting" (as an intention to attract the attention of the opposite or one's own sex), "mischievousness" (as a particular example of self-challenge), "fugue" (as provocative and/or eccentric behavior).

Playfulness, thanks to *imagination*, enables us to see the world as a whole and the current situation in particular in the most comprehensive way, i.e. from within one's Self as seen by the Other (*sensitively*), and solve it with a *sense of humor*, *lightness* and child-like spontaneity or, on the contrary, in a sophisticated and exquisite manner of an adult person (*flirting*), frequently in various forms of *self-challenging*, and sometimes in a bold and decisive fashion, walking "on the edge" of identity and socialization (*fugue*).

The proposed concept of ludic competence is based, among other things, on the works containing empiric evidence about the connection between playfulness and positive psychological functioning (Csikszentmihalyi, 1975; Starbuck & Webster, 1991; Glynn & Webster, 1993; Tsuji Hit. et al, 1996; Schaefer & Greenberg, 1997; Guitard et al., 2005; Yu P. et al, 2007; Proyer & Ruch, 2011; Chick et al., 2012; Gordienko-Mytrofanova & Sauta, 2016 etc.).

PS13.3

Playful Positions of the Socio-Effective Interaction or in Search of Identity

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Ludic positions (playful positions) of effective social interaction are presented within the framework of the ongoing research into the concept of ludic competence on the basis of culture-historic approach.

Ludic positions are based on the established components of playfulness as a stable personality trait. The components of playfulness were revealed in the course of the psycholinguistic experiment, whose aim was to describe the psycholinguistic meaning of the stimulus word "playfulness". The psycholinguistic meanings were established on the basis of the sample that comprised 1,600 respondents: 800 people in each age group ("youth" – 22-30, "maturity" – 31-59), males and females being equally represented.

The semantic interpretation of the results of the free association experiment made it possible to single out 12 psycholinguistic meanings. They refer to "cheerful and joyful state"; "intention to attract the attention of the opposite or one's own sex"; "child-like spontaneity"; "agility, physical activity of an animal"; "daring and provocative behavior"; "lightness"; "changeability"; "behavior during sexual intercourse"; "lightheartedness"; "mental activity"; "deliberate deceit" [Gordienko-

Mytrofanova & Sauta, 2016; Gordienko-Mytrofanova & Bondar, 2017].

The analysis of various scales of playfulness that are given in a number of available questionnaires for diagnosing playfulness as a personality trait (Adult Playfulness Scale (APS): Glynn M.A., Webster J., 1992; Five-factor personality questionnaire (FFPQ): Tsuji Hei. 1996; Playfulness Scale for Adults: Schaefer C., Greenberg R., 1997; Older Adult Playfulness Scale: Yarnal, C., Qian X., 2011; Short Measure of Adult Playfulness (SMAP): Proyer R.T., 2011 etc.) yielded 18 components-scales of playfulness.

The analysis of the outlined components-scales of playfulness and the established psycholinguistic meanings made it possible to single out the following components of playfulness: sensitivity, imagination, sense of humor, lightness, flirting, mischievousness, fugue.

These components lie at the basis of ludic positions of effective social interaction: sensitiveness (sensitive) – "esthete"; imagination – "sculptor"; lightness (light) – "balance-master"; flirting (flirtatious) – "diplomat"; mischievousness (mischievous) – "naughty child"; sense of humor (funny) – "joker"; fugue – "wacky".

Ludic positions are manifestations of ludic competence in various standard and nonstandard situations, i.e. the behavioral aspect.

PS13.4

From Concept " Psychological Well-Being of Personality" to Concept "Psychological Well-Being of Individuality"

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This paper aims to explore the applicability of the concept of individuality in contexts of both development of post-industrial society and processes of globalization (Touraine, 2002; Elliott & Lemert, 2009). We will show how human individuality has been changing over the last several decades following societal changes. We will also put forward a new taxonomy of dimensions of individuality: temporality, multiplicity, integrity, and social efficiency. On the basis of empirical research, the author has made some conclusions. The individuality, on the one hand, is genetically determined and on the other, is changeable in time. The individuality has multiplicity of expressions. Each individuality requires the integration of all the fundamental properties and characteristics. Social efficiency of the individuality more than the simple sum effects of its individual actions and deeds. (Podshyvalkina, 2012). Author will show that the external factors are only the context of individuality disclosure and individuality maintains the psychological well-being, if in different life contexts, it is possible to protect their own uniqueness, autonomy, relations with other people, own variability in time. Also, based on conducted empirical study, we will demonstrate two major forms of personal development: active, when person may act as a dynamic subject of personal growth; and passive, when (s) he is merely an object for external influences. We will also show new trends in modern society: growth of requirements to the integrity of the human qualities and characteristics; and dependence of social and personal success on individuality and their creativity. We will show, that the concept "individuality" changes priorities of the psychological well-being. The psychological well-being includes the individuality contribution to human and society development. Finally, this paper also shows that transition from concept of "personality" to "individuality" changes the way the psychological well-being is maintained: from the human compliance to demands of society to the individuality contribution to its development.

TS38 Female Health and Depression

TS38.1

Vaginismus in pregnancy women: perceptions and concerns through virtual ethnography

Dolores Marín-Morales¹, Marta Losa-Iglesias¹, Inmaculada Corral-Liria¹, Raquel Jiménez-Fernández¹, Eva Pérez-Martínez², Cecilia Peñacoba-Puente¹

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Research studies have shown that women with sexual pain disorders have increased risk of cesarean section related to patient's request or denying pelvic exams.

Objectives: The aim of this study was to analyse perceptions and concerns about labor and childbirth in women with vaginismus found within online discussion forums.

Methods: A qualitative design was performed.

Virtual ethnography method was used with non-participant observation technique.

Participants were recruited through online pregnancy and childbirth discussion forums, selecting web pages in English and Spanish language. The inclusion criteria were pregnant women or with at least one childbirth, and ability to communicate their experiences. Total sample was composed by 19 participants in forums.

Once the data were collected an inductive creation of categories was achieved and subsequently organized through codification.

Results:

The following categories were determined:

1. Perceptions:
 - Irrelevance of the problem.
 - No one listens to me.
 - Shame for experiencing vaginismus.
 - The myth that childbirth is a cure.
2. Concerns:
 - Fear of cesarean.
 - Fear of pain.
 - Possibility of vaginal pain relief.

Conclusion: Women with vaginismus can see affected their well-being during labor and childbirth.

The efforts of midwives and obstetricians should be directed to elaborate specific protocols for caring women with vaginismus, respecting the decision not to perform vaginal examinations as well as pain relief from initial labor phase.

TS38.2

Modification of State-Trait Anxiety Inventory (STAI) scores during puerperium. Influence of depression, satisfaction with childbirth and breastfeeding

Dolores Marín-Morales^{1,2}, Raquel Jiménez-Fernández², Marta Losa-Iglesias², Cecilia Peñacoba-Puente², Inmaculada Corral-Liria², Francisca Pacheco-Ardila¹

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Multiparity, previous psychological disorders or perceived stress might increase postpartum anxiety. There's an unclear role of breastfeeding as protective factor.

Objectives:

- To analyze the difference in anxiety symptoms in immediate postpartum and at four months.
- To analyze the influence of depressive symptoms, childbirth satisfaction and breastfeeding on anxiety.

Methods: A longitudinal correlational and prospective design was performed with two measures: one day after childbirth and four months after childbirth. BDI-II was used for depression, STAI was used for anxiety and WOMBLSQ was used for satisfaction with childbirth. Obstetric and sociodemographic variables were registered from self-reports and medical records.

The final sample was composed by 110 mothers recruited from University Fuenlabrada Hospital.

Results: The mean (SD) of anxiety state scores was higher at fourth month postpartum [16,127 (10.461)] (paired Student's t-test $t=-2.238$, $df=109$, $p=0.027$) as well as BDI-II scores [9.636 (7.634)] (paired Student's t-test $t = -2.207$, $df=109$, $p=0.029$).

A regression analysis was performed, indicating that satisfaction with childbirth and depressive symptoms predicted state anxiety at fourth month postpartum (corrected $R^2=0.597$, $F=19.90$, $p<0.001$).

Conclusion:

- Women with a negative experience and depression symptoms seem to be at risk of suffering postpartum anxiety.
- Anxiety trait shows its stability along puerperium.
- A follow-up is needed to improve emotional well-being.

TS38.3

Relationships between Ambivalent Sexism and the Five Moral Foundations in Domestic Violence

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Ambivalent sexism has served to justify and maintain patriarchy and traditional gender roles characterized by inequality and male domination in the Intimate Partner Violence literature; and according to the Moral Foundation Theory there are two specific moral foundations related to inequality and domination: fairness and authority. Connecting these separate fields, we argue that sexist attitudes can be related to specific patterns of endorsement of the five moral foundations; and hypothesized: 1) that ambivalent sexism in men convicted of violence against the partner may be rooted in at least these two moral foundations, and 2) that at least these two moral foundations may also serve to predict intention to change the violent behavior against the partner. Controlling for political orientation, the results show that benevolent sexism correlates positively with the authority foundation, and hostile sexism correlates negatively with the fairness foundation. Both foundations contribute to explaining the two dimensions of ambivalent sexism (benevolent and hostile) and only the fairness foundation predict intention to change the violent behavior against the partner. New treatment approaches could be designed to increase moral concerns about fairness and to reduce moral concerns about authority in people who at least once have used violence against their partners.

TS38.4

Depression after female genital mutilation/ cutting

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Background: Female circumcision is a terrible issue of human rights of women and girls throughout the world. This procedure makes serious short-term and long-term of physical and psychological problems in women. As the limited studies investigated the depression consequences associated with female genital mutilation/ cutting in women. The current study aimed to measure the depression of circumcised women and compare them with non-circumcised women in the same area.

Objectives: The major aim of this current study was to compare the depression between two groups of circumcised and non-circumcised women in the Kurdistan province of Iran.

Methods: The psychological effect of women circumcision was measured in 30 circumcised married women in Kurdistan and 30 non-circumcised married women were recruited as the comparison subjects. Persian-translated version of Beck Depression Inventory-II (BDI-II) was administered among participants for gathering the data.

Results: A total number of 60 women (30 FGM/C and 30 non-FGM/C) participated in the study.

The mean age of circumcised women was 29.6 ± 6.94 , and the mean age of non-circumcised women was 26.9 ± 7.05 .

The BDI-II scores showed that the mild depressive symptoms were presented in more than 85 % of circumcised women. In addition, the study indicated that the mild, moderate and severe symptoms in circumcised women was greater than non-circumcised women.

Conclusion: Analysis of gathered data indicated that the procedure of FGM/C had lifelong impacts on mental and psychosocial status of the majority of participated women in the study; therefore, the human rights administrators, women health-care organizations and the country policy-makers should take the psychological consequences of FGM/C women under consideration.

Keywords: Female genital mutilation/cutting, Female circumcision, Depression, Iran.

TS38.5

Predictors of the post traumatic growth among breast cancer patients

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Breast cancer is the most common cancer type among women in the world and may cause psychological problems such as depression, anxiety. However, patients can also experience positive changes. These changes are called as post traumatic growth. Areas of post traumatic growth can be grouped as change in self perception, relationship with others and philosophy of life. The aim of the present study is to investigate the predictors of post traumatic growth among breast cancer patients. 66 post-operative cancer patients participated the study. Correlation and regression analyses were conducted. According to results, the stage of cancer significantly predicted post traumatic growth. Those who have lower cancer stage at diagnosis, showed more post traumatic growth. After controlling stage of cancer, social support and coping significantly predicted post traumatic growth. Higher social support and increase in applying self confidence approach as a coping strategy was found to be related to increase in growth. Paying attention to positive changes and the predictors such as social support and coping strategies in psychological interventions may be important for adaptation of the breast cancer survivors.

EFPA17 Human Rights and Applied Psychology: Inclusion and Development

The concept of Non-Discrimination is one of the core principles of Human Rights for psychologists. Inclusive psychology will complement this principle and attempt to implement the central theme of many of the international Human Rights conventions, such as the International Convention on the Elimination of All Forms of Racial Discrimination (ICERD, 1965, 1969). The principle applies to everyone in relation to all human rights and freedoms and it prohibits discrimination on the basis of a list of non-exhaustive categories such as LGBTI, religion, physical (non-)abilities, age and ethnic group.

In this symposium, the psychological consequences of exclusion will be discussed, as well as the expertise psychologists and their associations can contribute to an open and inclusive psychology. In Europe, psychologists should be aware of the exclusion of minority groups, like refugee children, LGBTI people, and ethnic minority groups, and be informed about the research done by the EU Agency for Fundamental Rights (FRA). <http://fra.europa.eu/en/publications-and-resources>

Next to the concept of Inclusion, the principles of Dignity and Freedom are meant to prevent dehumanizing methods and circumstances and promote the development of people. Psychologists and their associations have –according to their professional codes of conduct– a societal responsibility. An action oriented approach is needed. To advance inclusion in society, psychologists need to participate in the public debate. The first paper refers to the environmental protection and human rights and more specifically to the consequences of climate change, which is going to cause severe changes in the living conditions of people, and is responsible for a dramatic increase of forced migrations. The paper focuses on the role of psychology in this field in order to understand the potential threats to mental health as well as the ways in which resilience and adaptation could be enhanced. Also other issues are clarified adopting a social-psychological point of view. The second paper concerns the enrolment of psychologists in the protection of human rights in Croatian society, based on examples of sexual and gender minorities. The paper reveals the urgent need in adopting affirmative psychological guidelines and professional ethical standards concerning human rights as well in working with LGBT clients and other minorities on the behalf of Croatian psychological professional society and educational system. The third paper is based on the the story behind the decision of PSI to comment on a matter concerning changes to the constitution of the republic of Ireland. This paper discusses the reasons why Psychological Society of Ireland (PSI) entered the debate that was described as the civil rights issue of the generation. It is described how PSI supports legislation and social policies advancing equality for, and social inclusion of, all people and more specifically, the proposed constitutional change to provide for full marriage equality for same-sex couples. The last paper describes the path from ignorance to awareness and encourages discussion of the ethical, moral, and professional obligations with difficult social issues.

EFPA17.1

Enrolment of psychologists in the protection of human rights in Croatian society, based on examples of sexual and gender minorities

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When talking about human rights within traditional cultures such is Croatian society, enormous professional, legal and policy challenges that have impeded the struggle for human rights for gender and sexual minorities over the past few decades are evident. In 2013 the homophobic constitutional referendum that defines marriage as union exclusively between men and women was held. But despite that, in 2014 the „Same sex partnership law“ was adopted. As a contrast to these grim realities, the past decade has witnessed as promising in gender and sexual rights. Additionally the right to health, there have also been efforts to challenge employment discrimination against gender and sexual minorities. Gender and sexual minorities are often victims of hate crimes, homophobic, transphobic, heteronormative oppression, domestic violence, bullying, sexual violence, discriminatory employment practices, denial of family benefits for same-sex partners, and access to family medical leave, prejudicial and biased approach from the

side of health and mental health services. The latest is most visible in the field of mental health professions as well in the field of psychology. There are only few educated psychologists in the field of sexual health and in affirmative practices concerning psychological assessment, counselling and psychotherapy with LGBT minority clients within Croatian psychological society. From the side of psychological professional organisations, the lack of clear acceptance of affirmative psychological practice guidelines in working with sexual and gender minority clients and corresponding ethical principles is evident. This allows for some psychologists to practice governed by their personal belief systems and prejudices when working with LGBT clients, leaving them with harmful consequences of such practices and with no strict professional and ethical sanctions for that. There is urgent need in adopting affirmative psychological guidelines and professional ethical standards concerning human rights as well in working with LGBT clients and other minorities on the behalf of Croatian psychological professional society and educational system. Promising new strategies toward the realization of gender and sexual rights are also being paved through activist, legislative means, but most of all based on continuous education that lies on scientifically facts, high ethical principles and evidence based affirmative professional practices.

EFPA17.2

Human rights, ecological crisis and communities; social-psychological aspects of human-environment relationships

Bruno Maria Mazzara

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The link between environmental protection and human rights has been widely explored, in terms of the reshaping of traditional human rights in the light of increasing ecological problems, but also towards the definition of a new set of human rights, more specifically related to the environment. In particular, a lot of attention has been dedicated to the consequences of climate change, which is going to cause severe changes in the living conditions of people, and is responsible for a dramatic increase of forced migrations. The role of psychology in this field has been usually devoted to understand the potential threats to mental health as well as the ways in which resilience and adaptation could be enhanced. In addition to these, other issues may be clarified adopting a social-psychological point of view. One of them is how environmental related problems and environmental rights, as well as traditional human rights endangered by environmental problems, could enter in the life space of individuals as ethical matters, mainly characterised in terms of intergenerational perspective. More in general, attention should be paid to the social-psychological processes involved in the shaping of ecological citizenship and public engagement, which are often firstly activated at the level of local communities and of interpersonal relationships, and sometimes related to some form of inclusive democracy project. These experiences show the crucial role that the relationship with the environment plays in psychological life: as stated by eco-psychological movement, a sense of ecological embeddedness and an optimal reciprocal connection with the nature are essential to ensure personal well-being and to foster environmental action and sustainable lifestyles.

EFPA17.3

What has psychology got to do with same sex marriage? Why the Psychological Society of Ireland got involved in the world's first referendum on same sex marriage.

Paul D'Alton

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For hundreds of years Ireland was synonymous with Catholicism; being Irish meant being Catholic. Ireland was once considered the most Catholic country in the world. The Catholic Church remains vehemently opposed to same sex marriage. However, in May 2015, Ireland became the first country in the world to make same sex marriage legal through popular vote. The debate that engulfed the country in the months leading up to the referendum was heated. The Psychological Society of Ireland (PSI) became one of the first professional associations to enter the debate. It was the first time in the history of PSI that it entered a debate on a matter concerning an amendment to the constitution. This paper tells the story behind the decision of PSI to comment

on a matter concerning changes to the constitution of the republic of Ireland. This paper will discuss the reasons why PSI entered the debate that was described as the civil rights issue of the generation. The most significant reason for PSI entering the public debate was a policy on Equality and Inclusive Practice (EQuIP) adopted in 2008. This policy is an addendum to PSI's Code of Ethics. The EQuIP policy essentially served as the mandate for PSI to issue a statement on the proposed marriage equality referendum concluded: *The PSI supports legislation and social policies advancing equality for, and social inclusion of, all people. In this context, and on the basis of existing evidence, the PSI is supportive of the proposed constitutional change to provide for full marriage equality for same-sex couples.* This paper will conclude with a reflection on these events in the context of the principles and practices of Human Rights and action oriented psychology. This paper will close with a reflexive account of the author's role as president of PSI during the time of the same sex marriage referendum in Ireland.

EFPA17.4

The Accidental Activist: The path from ignorance to awareness, and holding our profession accountable

Jeanne LeBlanc

Independent Practice,, Vancouver, Canada

In 2004, a report from the International Committee of the Red Cross, found that US health professionals were overseeing an "enhanced interrogation program" in Guantanamo Bay, Cuba – a US military site, holding "detainees". It is now known that psychologists were involved with the design of this program, as well as the supervision and/or implementation of these interrogations at times. Within the American Psychological Association, efforts by a number of "dissenting" psychologists were made towards passing policy to prohibit psychologists from participating in these abuses and/or working directly with those detained. At the same time, a small group of psychologists, continued to fight against changes in APA policy, with alleged efforts to dilute APA's response and manipulate the process. Ultimately APA commissioned an Independent Review ("The Hoffman Report") to evaluate these allegations. The review concluded that APA officials colluded with the Department of Defense, and continued to collude with a small group of operational psychologists to defeat efforts from the APA's Council of Representatives for reform. In August 2015, in response to these findings, APA enacted a number of actions to confirm the organizations stance against participating in such activities, reviewing and strengthening a number of policies and procedures.

This presentation will focus upon a first-person account of a mid-career professional entering into this controversy as an APA Council Representative, lessons learned, and the professional and personal costs and benefits of speaking out against aspects of one's own profession. Suggestions will be made regarding the need to increase training and awareness regarding activism beginning at the graduate level -- including methods to increase coping with personal attacks, professional isolation, encouraging continued motivation, and maintaining an ethical stance. Furthermore, this presentation will encourage discussion of our ethical, moral, and professional obligations with difficult social issues, and how this impacts our decision regarding whether or not we will act.

EFPA18 Psychology and prevention science in a changing world.

The EFPA Board of Prevention and Intervention was established in 2010 to raise the profile of applied psychology in prevention. The presentation will the approach the Board has been taking including the development of guidelines on applied psychology in prevention in work with children and young people.

We live in a constant changing world, where new challenges to health and wellbeing arise. As a consequence we need to keep evaluating which areas need increased attention, in order to provide adequate and sustainable prevention practices. The spiraling costs of healthcare systems across the world is leading to an increasing focus on prevention – at least in rhetorical terms. Investment in this area remains low compared with treatment systems. While history shows there has been some remarkable progress globally in the scale of violence for example, (Pinker, 2011) there is increasing concern that the world is at a turning point (climate change, political upheaval, conflicts on the rise again) and that prevention science is one possible way in which we might address some of these challenges.

Psychologists have a key role to play in this field and this symposium will provide an overview of the work of the EFPA Board of Prevention and Intervention (<http://preventionintervention.efpa.eu/introduction/>). The Board has particularly focussed on the quality of prevention practice and science as prevention programmes' success depend greatly on the persons involved and their qualifications - a special focus is needed to guarantee appropriate training is available. In this area we will presenting a conceptual framework on understanding the role of psychotherapy in prevention programmes.

EFPA18.1

Evidence-based treatments, clinical experience and patient uniqueness: towards a framework for psychotherapy in the field of prevention.

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Psychologist interventions vary on a continuum that goes from psychotherapy to psycho-education. What are the contributions of Evidence-Based Treatments, clinical experience and patient uniqueness to prevention? This question helped us construct a framework for psychotherapy in the field of prevention.

EFPA18.2

Benchmarking psychology and prevention in EFPA member association countries.

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¹Bergen, Bergen, Norway

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³University of Exeter, Exeter, Devon, UK

This presentation is divided into three sections and aims to give an overview of results from the second wave survey 2016-2017 carried out by the EFPA Board of Prevention and Intervention

1. Applied Psychology and Prevention in Europe – according to National Associations, research boards, universities and professionals.

This presentation provides information about the position of promotion and prevention in psychology in academic and professional institutions in Europe. It describes prevention programmes at policy level, prevention practices and research groups. It gives an overview of types of engagement, topics and knowledge available as well as reflects on possible improvements.

2. Applied Psychology and Prevention in Europe – according to psychology students.

This presentation provides information about the position of promotion and prevention in European academic context perceived by students. It describes knowledge, training and courses offered to

students during their studies. Additionally, it gives the students' proposals for improvement.

3. Applied Psychology and Prevention in Europe – according to EFPA boards.

This presentation provides information about the presence of promotion and prevention theory and practice in other EFPA Boards - like workplans, guidelines etc. This gives a picture of the status and importance of promotion and prevention across working boards in EFPA. The survey also gives information about possible collaboration issues.

EFPA18.3

Social predictors of young adults wellbeing

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Background. The social environment plays a crucial role in child development. Previous literature has shown parenting and peer experiences during childhood and adolescence can have lasting effects well into adulthood. In this study we examined which social experiences during adolescence contribute to later functioning in young adulthood.

Methods. Participants were included from the longitudinal population-based Dutch Tracking Adolescents' Individual Lives Survey (TRAILS) study (n = 2230). Functioning during young adulthood (age 22) was assessed through measures of mental health, socio-academic functioning, and general health ratings. Using structural equation modelling we analysed the individual and joint influences of home and peer experiences assessed during pre- and mid adolescence (age 11 and 16) on later functioning.

Results. The results showed that especially home experiences during early (i.e. parental warmth, problem solving reactions) and mid-adolescence (i.e. family functioning, parental overprotection, negative reactions) predicted later functioning. While peer experiences did not independently predict later functioning, moderating effects between home and peer environments were found. The association between peer status in early adolescence and later functioning was stronger when parental rejection was low or families functioned better, but not present when parental rejection was high or family functioning was low. A similar pattern was found for the association between peer fighting and when parental monitoring was low in mid-adolescence.

Conclusions. Our findings support the notion that peer and home environments are interdependent and highlight the relevance of targeting both home and peer relationships to promotive well-being and prevent negative functioning.

EFPA18.4

Why the Dream Teens?

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A key aspect of a Positive Youth Development (PYD) framework is that everybody, and not just those at risk, are involved in maintaining or developing healthy behaviours, helping others to engage in positive development actions as well.

The Dream Teens is a Portuguese nationwide young people network. Its mission was to ensure a opportunity for Portuguese youth to be empowered as agents of change, to have their voices heard, and at the same time to participate and engage as partners in decision making about issues that affect their lives and communities. The Dream Teens included a number of themes that will be presented. Young people interacted via Facebook with guidance from the team. The topics included six specific areas related to research questions : 1) Personal Resources and Well-Being; 2) Social Capital and Social relationships; 3) Love and Sexuality; 4) Addictions and Injuries; 5) Life-Styles; and 6) Citizenship and Social Participation. A book was written with the involvement of all Dream Teens participants, and was translated in French and English for international dissemination. Dissemination was also made available through media, social media, a web page and three web-blogs.

Results will be presented. In sum, parents, school, peer groups, neighbours and the whole local community must all be jointly involved in the process of promoting health and wellbeing. Young

people definitely have a specific place in human development, and the political and professional understanding of this fact will allow professionals to provide better health and educational services.

EFPA18.5

Comprehensive Training in Prevention Science and Interventions: Implementing the International Universal Prevention Curriculum (UPC) in the Czech Republic

Roman Gabrhelik

Charles University, Prague, Czech Republic

The **Universal Prevention Curriculum** (UPC) was developed through the US-based organization APSI (Applied Prevention Science International) with renowned prevention researchers in the U.S. It is based on UNODC's International Standards on Drug Use Prevention and the EDPQS (European Drug Prevention Quality Standards). The UPC includes: physiology and pharmacology; monitoring and evaluation; as well as prevention in the areas of the family, school, workplace, media; environment and community-based implementation systems) and will be pilot-implemented in 9 EU member states in 2017 and 2018. We will introduce the UPC and discuss possibilities and advantages related to wider implementation on the European level.

EFPA18.6

Promoting effective and preventing adverse behavioral effects in ethics policy-making

Lieven Brebels

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When thinking about the promotion of ethical and the prevention of unethical behavior, we often quickly revert to discussing "what people should do and what they should not do". Behavioral ethics adopts a less normative approach by describing actual behavior of people in moral contexts and their judgment of the decisions of others, how situational and social forces can cause good people to do bad things, and by studying ways in which decisions can be nudged in a more ethical direction through simple intervention programmes. The present contribution aims to add insight into when and why ethics policies effectively or adversely influence behaviors and decisions.

TS40 School - Social Tension

TS40.1

Educational institution staff's tolerance in conditions of social tension

Kira Tereshchenko

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Staff's tolerance in Ukrainian educational institutions requires deep research, especially in conditions of intense internal migration and social tension. Different aspects of tolerance were studied by G. Allport, G. Bardier, F. Gross et al.

Objective. To analyze teaching staff's types of tolerance and their associations with organizational factors (organizational maturity, organizational development and organizational culture types).

Method. The investigation was done on a sample of 637 secondary school teachers in Ukraine using G. Bardier 'Types and Components of Tolerance-Intolerance', Ch. Handy 'Types of Organizational Culture', and L. Karamushka 'Organizational development'.

Results. It was found that from 59.7% to 87.2% of the respondents had high levels of professional, managerial, age, gender, interpersonal and cultural tolerance. Teaching staff's professional tolerance was shown to positively correlate with organizational maturity ($r=0.127$, $p<0.05$), organizational development ($r=0.135$, $p<0.05$) and task culture ($r=0.182$, $p<0.01$) and negatively correlate with power culture ($r=-0.120$, $p<0.05$). Teachers' managerial, age and gender tolerance positively correlated with organizational development ($p<0.05$) and task culture ($p<0.01$).

Conclusion. Certain types of teaching staff's tolerance were found to be highly manifested and influenced by organizational factors.

The obtained data can be helpful in humanizing educational organizations in conditions of social tension.

TS40.2

Social frustration of teaching staff: relationship with organizational culture of educational organizations

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Objectives: to analyze the relationship between teaching staff's social frustration and organizational culture of educational organizations

Theoretical bases. Approaches to studying organizational culture (R.Cameron, R.Harrison, I.Ladanov et al.), frustration (L.Vasserman, D. Myers et al.).

Method. The study was carried out using the following methods: L. Wasserman "The social frustration" (adaptation by L.Karamushka and I.Zaika), "Organizational culture assessment" I.Ladanov and descriptive statistics and correlation analysis. The sample included 516 teaching staff of educational institutions from different regions of Ukraine.

Results.

1. There were negative relationships between the levels of the majority of the components of social frustration related to the teaching staff's work and the levels of organizational culture of educational organizations. The most significant relationships were found between such social frustration components as the relations with the administration ($r_s = -0.431$; $p < 0.01$), work conditions ($r_s = 0.322$; $p < 0.01$) and relationships with colleagues ($r_s = -0.252$; $p < 0.01$) and the overall index of organizational culture. Besides, these components of social frustration had negative relationships with all components of organizational culture (work, communication, control, motivation and morality).

2. The components of teaching staff's social frustration relating to the socio-economic aspects of staff's life and interpersonal relations had relationships with only some components of organizational culture.

Conclusion. Development of organizational culture of educational organizations can reduce teaching staff's frustration in their professional activities.

TS40.3

Relationships between teaching staff's characteristics and types of organizational culture of extracurricular educational institutions

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Objectives. To analyze the relationships between the levels of teaching staff's characteristics and types of organizational culture of extracurricular educational institutions.

Theoretical bases. Approaches to studying organizational culture (D.Bollinger, R.Cameron, R.Harrison et al.), psychology of educational collectives (O.Bondarcuk, N.Kolominsky, V. Urusky et al.).

Method: 'Teaching Staff's Performance Assessment' (V. Urusky) and 'Organizational Culture Types' (R. Harrison), descriptive statistics and correlation analysis. The sample included 522 teaching staff from extracurricular educational institutions (sports, art, natural, technical, etc.) from different regions of Ukraine.

Results:

1. Teaching staff's characteristics had positive relationships with the following types of organizational culture: tasks culture (at the 'real' and 'ideal' levels), person culture (at the 'real' level) and role culture (at the 'real' level). Thus, for example, 'real' person culture associated with teaching staff's characteristics: values maturity ($r_s = 0.389$; $p < 0.01$), organization ($r_s = 0.375$; $p < 0.01$), cohesion ($r_s = 0.362$; $p < 0.01$).

2 All teaching staff's characteristics had negative relationship with power culture at the real level: values maturity ($r_s = -0.424$; $p < 0.01$), organization ($r_s = -0.468$, $p < 0.01$), cohesion ($r_s = -0.509$; $p < 0.01$).

Conclusion: The research findings can contribute to the development of teaching staffs and organizational culture of extracurricular educational institutions.

TS40.4

Bullying in school environment through the study of teacher-student interaction styles

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Background: Several recent research suggested the connection between bullying in schools and school environment. Such environment is in part formed by teachers and their interaction with students and each other. Current study is focused on the following objectives: (1) comparing the distribution of bullying participants; (2) measuring children's attitudes to these schools; (3) comparing styles of teacher-student interaction; and (4) comparing particularities of personal agency characteristics of teachers in two schools. The project is financially supported by Russian Foundation for Humanities (project № 15-06-10575 "Research of environmental and personal determinants of teenage bullying")

Method: Data were collected in 2 general secondary schools of Nizhny Novgorod region. The sample numbers 624 children of 6 to 11 grades (age 11-16), 320 boys and 304 girls. Bullying participants, attitudes to school were revealed with a translated questionnaire developed by D. Olweus. Teachers sample includes 80 educators who are working with the children from the children's sample. Personal agency of the teachers is measured with teacher's version of the questionnaire "Structure of personal agency" by E. Volkova, I. Seregina. Teacher's interaction styles were identified with "Styles of pedagogical interaction" tool by I. Sokolov. The study was verified by Ethical committee of Saint Petersburg State University.

Results: School A was found to have higher percentage of victims and bully victims than school B. In school B children were also more likely to have positive attitudes to visiting school than in school A. Teachers of the school B were more likely to have authoritative or democratic style of interaction, teachers of the school A were more likely to show indulgent or negativistic style. Teachers of school A were more likely to have imbalanced structure of personal agency,

characterized by higher rates on one scale but lower or medium in others.

Conclusion: As school B has a lower level of bullying victimization, it is possible to assume that interaction styles of teachers in school B can be a preventive factor for victimization. Indulgent style of teachers in school A seems somewhat similar with inconsistent-permissive style of parenting, which in some cases have negative outcomes in children.

TS40.5

Mental health problems of Russian teenagers involved in bullying

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Background: Current study was focused on mental health problems of bullying participants in Russian schools. The main objective was to identify if bullying participants struggle with different types of mental health problems. The project is financially supported by Russian Foundation for Humanities (project № 15-06-10575 "Research of environmental and personal determinants of teenage bullying").

Method: The survey was conducted in secondary schools of Nizhny Novgorod region. The sample numbers 414 children of 7 to 9 grades (age 12-15), 222 boys and 192 girls. Bullying participants were revealed with a translated questionnaire developed by D. Olweus, and subdivided into non-participants, victims, bullies, bully-victims and witnesses. Mental health was measured with R. Goodman's "Strengths and Difficulties Questionnaire" (SDQ) one-sided self-report version. The study was verified by Ethical committee of Saint Petersburg State University, and approved by schools.

Results: All three actively involved categories of bullying participants were revealed to have problems in mental health. Victims and bully victims face most of problems measured by the tool. Victims are significantly different from non-participants in emotional, behavioral and peer-related domain. They also struggle more emotional and peer related problems than witnesses. Bully-victims have higher rates on behavioral, hyperactivity and peer-related problems scales than non-participants. Bullies are found to have higher hyperactivity rates. Witnesses and victims showed higher rates in prosocial behavior scale than non-participants.

Conclusion: The findings allow to suggest that victimized children are more likely to have emotional, behavioral and peer-connected problems, than not only non-participants but also bullies and witnesses. Bullies and bully victims has similar hyperactivity problems. Witnesses and non-participants are the most alike, but witnesses tend to be more prosocial.

TS41 Addiction and Risk Taking

TS41.1

Food addiction and binge eating in clinical settings: Are they more of the same?

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Objectives: In an effort to better understand the complex aetiology of obesity, the concept of food addiction (FA) was operationalized using the DSM-IV-TR substance dependence diagnostic criteria, with food as the object of dependence. FA shares many substrates with binge eating (BE), characterized by episodes during which individuals experience a loss of control while eating. However, the question of whether FA and BE are distinct enough to be considered as separate entities remains unanswered. The present study aimed to explore if and how FA and BE differ in a sample of bariatric surgery candidates. **Method:** Participants were asked to complete questionnaires during their preoperative visit at the Quebec Heart and Lung Institute. Analyses of variance as well as chi-square tests were conducted in order to compare four groups (FA, BE, FA+BE, controls). **Results:** The FA and BE groups proved to be different on four FA criteria (withdrawal, tolerance, time spent around food, and activities given up because of food), but most differences in terms of eating and psychological variables were found between the BE+FA and the control groups (food cravings, impulsivity, and difficulties in emotion regulation). **Conclusion:** These findings highlight the idea that FA and BE may hardly be distinguishable when it comes to eating and psychological profiles. It is essential to assess individuals using advanced psychometric instruments in clinical settings, to insure properly-targeted interventions are carried out.

TS41.2

Contribution of the revised Reinforcement Sensitivity Theory to psychopathology (Gray & McNaughton): A correlation study.

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Gray and McNaughton, developed The Reinforcement Sensitivity Theory, a biopsychological model of individual differences in reward and punishment sensitivity. This model consists of three systems, the behavioral Activation System (BAS) which mediates approach behaviors of appetitive stimuli and two defense systems, the Fight-Flight-Freeze System (FFFS) involved in avoidance of aversive stimuli and the Behavioral Inhibition System (BIS) which mediates conflicts between BAS and FFFS (or BAS-BAS or FFFS-FFFS).

Because dimensions of this model could underlie a variety of psychopathologies - as anxiety disorders, psychopathy, phobia, addictions - this model has an obvious interest for clinicians. Moreover, impulsivity related to BAS and inhibition related to BIS are good candidates for investigating relationship between personality traits and psychopathology.

Our purpose is to present the RST model and its relations with psychopathology and personality through a correlational study between the RST-PQ and the MMPI-2-RF, a psychopathological inventory widely used in clinical examination. This study has been conducted on three samples: non-clinical population, chronic pain patients and sexual offenders.

Several apparent relations between RST dimensions and internalizing or externalizing disorders have been found. In particular, BIS and negative emotions, BAS and low positive emotions, impulsivity - a (questionable) component of BAS - and psychoticism or the relation between the sensitivity to reward and activation.

These results suggest that sensitivity to reward and punishment investigation during the clinical examination may provide valuable information to the psychologist and contribute to a therapy.

TS41.3

Emotion dysregulation mediates between negative affect and eating behavior in adolescents: A transdiagnostic approach.

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Objectives: The aim of this study was to investigate if emotion dysregulation (ED) mediates between negative affect (NA) and dysfunctional eating behavior (DEB; according to transdiagnostic theory of Fairburn et al., 2003) in adolescents.

Method: The non-probabilistic sample consisted of 1593 adolescents (12-18 years; 834 women and 759 men) from 22 middle and high schools located in Mexico City. We used a battery of psychometric instruments adapted for Mexican adolescents:

Negative Affect subscale of the Positive and Negative Affect Schedule (PANAS; $\alpha = .88$).

Emotion Dysregulation Scale, short form (EDS-short; $\alpha = .91$).

The sub-scales of Concern about Body Shape and Weight ($\alpha = .81$), Restrictive Diet ($\alpha = .80$) and Binge Eating ($\alpha = .88$), from the Risk Factors Associated to Eating Disorders Scale (EFRATA).

Participants voluntarily and anonymously completed the instruments in their classrooms (following the Ethical Principles of Mexican Psychologists). Mediation was tested using structural equation modeling, with the R program.

Results: Both structural models, for women and men, showed a good fit:

$\chi^2/df = 1.44, 1.34$; RMSEA = .038 [CI 90%, .036-.041], .045 [CI 90%, .043-.048]; SRMR = .06, .06; CFI = .91, .90, respectively.

Conclusion: ED mediates the relationship between NA and DEB in women and men during adolescence. Findings add information to the role of NA and ED in eating disorders and contribute to validity of the transdiagnostic theory of DEB.

TS41.4

Risk perception and travel behaviour among Norwegian cyclist

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The aim of this study was to examine risk perception and travel behaviour related to cycling among Norwegians. Risk perception focuses on how risk is perceived by the individual. In Norway, to increase the number of cyclists and travellers using pro-environmental travel modes is given high priority by the authorities. The study is based social cognition theory and more specifically, the psychometric paradigm in risk perception research. Data was collected through a questionnaire survey ($n = 250$) distributed in collaboration with The Norwegian Cyclist Association. The respondents were asked to evaluate the probability of an adverse event when cycling and the magnitude of its consequences and cycling behaviour. Behaviour included use of safety equipment and route choices. The respondents were also asked about worry related to cycling and novelty of the risk. The results showed that there were significant associations between risk perception and worry on the one hand and use of bicycle, safety equipment, and route choice on the other hand. Even though the cyclists viewed the risk as low, risk is something they considered when cycling. The applicability of the psychometric paradigm as well as the importance of risk judgements for effective traffic safety interventions to reduce risk among cyclists will be discussed.

TS41.5

Anger Expression on the Road in Relation to Impulsive Driving

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Driving anger expression is one of the factors that might result in unsafe traffic behaviors and related outcomes. Moreover, impulsivity is a critical factor related to drivers' level of anger and anger expression. In the previous studies, impulsivity-anger expression relationship has been studied by focusing impulsivity as a general construct, not as a driving specific one. The aim of the present study is to investigate this relationship by using a driver specific impulsivity scale. The study was conducted with 474 licensed participants between the ages of 18 and 66 ($M = 26.05$, $SD = 8.7$). According to the hierarchical regression analyses, only driver urgency dimension of driver impulsivity was related to all dimensions of driver anger expressions. That is, higher levels of driver urgency were related to more frequent aggressive expression of anger and less frequent adaptive anger expression. Driver functional impulsivity and lack of perseverance showed positive relationships with all types of anger expression except for the verbal aggressive expression. Driver urgency was found to be the only strong indicator of aggressive expression in drivers. Since the behavioral differences are seen clearly, it is important to use driving specific impulsivity in future studies investigating this concept and the results are also important for road safety training, education, and counter measurements.

TS42 Immigration

TS42.1

The role of cultural differences between home and host country for the creativity and innovative behavior of self-initiated expatriates

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Objectives: Because of the lack of prior research on the topic and its importance for the integration of foreign nationals in today's innovation-oriented workplaces, the purpose of this study was to investigate implications of cultural differences between self-initiated expatriates' home and host countries for their creativity and innovative behavior. We considered relevant models such as the componential theory of creativity and the GLOBE taxonomy of cultural practices.

Method: Semistructured qualitative interviews were conducted with 72 self-initiated expatriates in Germany who came from 25 countries within seven cultural clusters, including the Anglo, Latin American, Latin European, Eastern European, Sub-Saharan African, Southern Asian and Confucian Asian clusters. We used systematic coding and categorization techniques from grounded theory and template analysis.

Results: Several concrete culture-based challenges and synergies were identified. For example, interviewees from the Anglo and Latin European countries experienced challenges in the idea communication stage because of the low humane orientation in Germany. On a positive note, expatriates from several countries lower in uncertainty avoidance than Germany contributed to idea generation and implementation by taking on an uncertainty-embracing role.

Conclusion: Our findings suggest that training, leadership, mentoring and coaching for self-initiated expatriates in innovative contexts should consider specific cultural differences between home and host country.

TS42.2

Psychological acculturation process and career course of Japanese background women in Britain

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Objectives: Japanese settlers occupy more individual and invisible positions in British society, compared with more established communities of other ethnic minority groups such as South Asians and Afro-Caribbeans (Izuhara & Shibata, 2001). When Japanese background women restart their career in Britain, they have to simultaneously face and overcome stressful life events associated with their immigration and career barrier for minorities with insufficient English ability and job career prospects in Britain. The purpose of this study is to examine their psychological acculturation processes and their career courses in Britain.

Method: Life history interviews with three women were conducted twice with an interval of about five years in 2007 and 2012. We adopted Trajectory equifinality model (TEM) to analyze the interview data. TEM is the method to describe persons' life courses within irreversible time after researchers' focusing important events as Equifinality Points.

Results: The analysis of the interview data by using TEM showed that the period of their acculturation processes are classified into some periods. For example, the analysis of the interviewee X showed that the period of her acculturation process are classified into four periods. During the first period, she suffered from stressful events, such as less job opportunities. During the second period after being employed, she stabilized her life and mental status with social support by her colleagues in the work place. During the third period after unemployment she was motivated to develop her career by realizing her return to Japan with her family in the near future. During the fourth period after re-employment she stabilized her life and mental status, but her intent to return to Japan will influence her and her family.

Conclusion: By using TEM as an analytical method, we were able to clarify the common point and the difference between the psychological acculturation processes migrant women and the process

of their career pursuit. Hermans and Kempen (1998) suggest that we should think of acculturation and identity issues as contested and mixing and moving. In combination with TEM, the dialogical model can describe the persons' acculturation as an ongoing process with multilinearity.

TS42.3

The Comparison of the Forced Migrant Families and Non-migrant Families in the Context of Schema Therapy Model

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Young Schema Therapy Model focuses on early life experience and forced migration is a common phenomenon, which is experienced through history. There is a limited number of study to explore the impact of forced migration in terms of psychological aspects. Therefore, the primary purpose of this study is to examine whether Early Maladaptive Schemas (EMS) do differ between forced-migrant and non-migrant families. For this purpose, 109 families experienced 1989 Bulgaria forced migration consisting of migrant mother-father and their non-migrant child were compared with 104 non-migrant families. 2x3 Repeated Measure ANOVA analysis showed that migrant families have higher scores in Abandonment schema. However, non-migrant families have higher scores in Failure to Achieve schema. Besides, children from migrant families have higher score in vulnerability to harm or illness schema. When all the results are considered, it can be inferred that the people who migrated might have higher resilience. However, their non-migrant child might be called more vulnerable and it may be due to their migrant parents' parenting style. There were no differences found between migrant and non-migrant individuals in terms of psychological well being. This may support the idea of migrant individuals could be more resilient people. Therefore, impact and function of this possible resistance could be taken into account while working with migrant individuals in clinical settings.

TS42.4

Language Brokering Experiences: Budding Brokers or Brokers in the Bud

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Objectives: Language brokers are predominantly children or adolescents of immigrants involved in language mediation in 'adult-like' situations. They translate and interpret for others, most often their non-fluent parents and extended family. While previous studies have considered immediate and long-term outcomes of language brokering (LB) related to psychological and developmental problems like role-reversal, few studies have examined self-reported positive and negative experiences of brokering, particularly in an Australian context. This represents a considerable gap in the research, given the high number of migrants, and second generation migrants, in Australia. **Method:** This qualitative study aimed to provide an overview of salient positive and negative experiences of 73 self-identified language brokers (55 females and 18 males, 18-45 years; Mean age= 24.1 years) recruited through snowballing within a university setting. Participants from 26 diverse countries of origin completed a survey by recalling negative and positive experiences of LB. **Results:** Thematic analysis revealed both positive and negative outcomes for language brokers. Whilst 6 themes were identified in relation to participants' positive LB experiences, 8 themes were identified as negative experiences.

Conclusion: Though positive outcomes may assist development, negative outcomes may tend to outweigh positive ones. LB places greater responsibility on language brokers with implications for their health and wellbeing. Nevertheless it also hinders the parents' process of acculturation. Results have relevance for migrant settlement and implications for a better understanding of the influence that LB has on young brokers, and availability of supports and services for them.

TS42.5

Investigation of Implicit and Explicit Attitudes Toward Kurds in a Turkish University Sample

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Objective: The aim of the present research is to investigate implicit and explicit attitude towards Kurds in Turkey.

Method: A Turkish version of Implicit Attitude Test (IAT) was applied to measure implicit attitudes. For the measurement of explicit attitudes participants rated 9 positive and 9 negative adjectives, in terms of how much they define Kurds and Turks. In addition to these, 6 questions (i.e. how much do you want to have a Kurdish friend?) were asked to measure the level of contact with Kurds.

Results: IAT results (lower scores mean higher negative attitudes) revealed a slight negative implicit attitude toward Kurds ($M = -.23$, $SD = .219$). Participants assigned positive adjectives to Turks ($M = 52.88$, $SD = 18.83$) more than Kurds ($M = 46.18$, $SD = 19.53$), $t(42) = -2.67$, $p = .016$. However, there was no significant difference in terms of negative adjectives ($p = .127$).

Correlational analyses showed that IAT score was negatively correlated with the question "How often do you encounter with a Kurd" ($r = -.341$, $p = .025$). This result suggests that interacting alone may increase negative implicit attitudes. On the other hand, positive adjective assignment to Kurds was found positively correlated with willingness to have contact ($r = .615$, $p = .000$), quality of contact ($r = .446$, $p = .000$), willingness to have a Kurd friend ($r = .461$, $p = .000$) and willingness to spend time with a Kurd ($r = .536$, $p = .000$).

Conclusion: The results will be discussed in terms of Contact Hypothesis and Integrated Threat Theory.

TS43 Emotion

TS43.1

Cultural Adaptation of an Open Access Social Emotional Learning Program for Young Children

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Objectives: Social emotional learning (SEL) curricula means of resolving peer-related problems. Since social behaviors are best taught in a group environment, the classroom offers a logical setting for application of SEL. Not all schools possess similar resources. For this reason, SEL should address specific skill deficits for particular populations with notable attention to language and culture.

The objective of the present study was to evaluate the "fit" of translation and adaptation of an evidence-based SEL program for children from in schools in Macedonia where such materials were not in the budget of school systems. Research has shown that children from low socioeconomic (SES) backgrounds tend to present particular need for SEL.

Method: The current study consisted of an evidence-based translation and adaptation process and a pilot of an SEL program for 1st grade Macedonian children. Subsequently, a pilot program of the culturally adapted SEL lessons was conducted and children's knowledge and behavior evaluated and compared at pre-test and post-test.

Results: Results indicate that culturally relevant programs can have significant impact on children's SEL and that teachers are eager to utilize open resource material that is meaningful to their students. Results indicated increased knowledge and improved behavior in the 1st grade students from low resource homes and positive perception of the process by teachers.

Conclusion: Findings indicated that a culturally relevant social-emotional learning program for Macedonian children was effective in increasing pro-social behaviors in children. Critical to the success was the process of developing meaningful materials.

TS43.2

Changes in Emotion Recognition and Comprehension Skills of Children in Care: Turkish Care Types Study

Duygu Tasfiliz, Sibel Kazak Berument, Sevinç Akkaya, Gizem Koc

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Objectives: Present study aimed to investigate contextual effects on emotion understanding abilities of children in care longitudinally by comparing different care types -Institutions, Care Villages, Group Homes, and Foster Care- provided by social services. It was shown that environmental effects on child outcomes moderated by child's own characteristics like genetic make-up or temperament. Therefore, second aim of the current study was to test moderator role of temperamental characteristics of frustration and perceptual sensitivity, based on differential susceptibility theory.

Method: There were 181 children, aged 36-61 months, tested 3 times with 8 month intervals on their ability to recognize emotions (happy, sad, afraid, surprise, pride, shame) from photos, and ability to match emotions with stories (situation, desire, belief-based).

Results: Results showed children's recognition score was moderated by perceptual sensitivity while comprehension score was moderated by frustration. Children in institution and group homes with high perceptual sensitivity showed more growth in emotion recognition compared to with low sensitivity. Besides, children with high frustration in institution showed more increase in emotion comprehension compared to care village and foster care over time. Moreover, growth rate of emotion comprehension for children with high frustration showed more increase across all care types.

Conclusion: It is the first study to show the link between emotion understanding and care types longitudinally including temperamental characteristics. All findings will be discussed in the light of theoretical standpoints and child care policies.

TS43.3

Guilt, shame and facial emotion processing and their relationship with psychopathy in a community sample.

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Objective: Blair's neurobiological theory of psychopathy suggests that psychopathic traits develop as a consequence of dysfunction in the neurological systems that guide self-conscious moral emotions such as shame, guilt and empathy.

Method: This series of three studies set out to investigate the links between psychopathic traits, facial emotion recognition, guilt and shame in a large non-clinical sample (N = 747). The specific questions addressed were: Is there support for Blair's IES model i.e., is there a relationship between psychopathic traits and poor emotion recognition? What is the relationship between psychopathic traits (primary and secondary), shame and guilt; and what is the relationship between emotion recognition, guilt and psychopathic traits?

Results: Psychopathic traits were found to be associated with poorer accuracy in identifying facial emotion, and were inversely related to guilt-proneness. Primary psychopathic traits were unrelated to shame-proneness, while secondary psychopathic traits were positively related to shame-proneness. Psychopathic traits partially mediated the relationship between facial emotion recognition accuracy and guilt-proneness.

Conclusion: Our findings suggest that even in sub-clinical populations, the emergence of psychopathic traits may be predicted by a difficulty in perceiving and interpreting emotions, which subsequently inhibits the development of prosocial emotions such as guilt and empathy.

Implications for possible clinical application, assessment and intervention with psychopathy are discussed.

TS43.4

Recognition Differences of Young and Healthy Elders in Basic Emotions and The Effect of Emotional Context on Implicit Memory

Dilara Tasci, Zeynel Baran

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The main objective of this research is to compare six basic facial emotional expressions (anger, sadness, fear, disgust, surprise, and happiness) in terms of recognition performances of young (18-25) and healthy elder participants (65-80), and to investigate the effect of the emotional context created by these basic emotions on their implicit memory performances.

This study consisted of two phases: encoding and testing. In the encoding phase, participants were conducted two-stage emotion matching task consisting of picture matching and category matching. Also, neutral words were presented with the target face during encoding phase. In the testing phase, participants were conducted Word-Stem Completion Task and Dot-Clearing Task in order to measure their implicit memory performances.

Results indicated that the elder participants showed poorer performance than the young participants in terms of both accuracy and reaction time in the emotion matching task. The elders matched happiness, surprise and disgust more accurately with respect to fear, anger and sadness. However, they gave the fastest reaction times to fear and slowest reaction times to neutral condition. The young participants showed better performance for happiness compared to anger and fear in terms of both the accuracy and the reaction time. Priming was observed both in the young and in the elders' tasks performances. However, there was no significant effect of the emotional context on the implicit memory.

TS43.5

Aging Effect of Perceptual Processing on Face Encoding and Recognition: A Behavioral Study

Sam C. C. Chan, Tommy L. H. Lam, Irene S. F. E. Hui

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Introduction: Perceptual processing of different facial features has been found to decline differentially among elderly. How such a decline affects face encoding and subsequent recognition is yet to be examined. This study investigated the effect of aging on the perceptual processing of different facial features for both encoding and recognition.

Methods: A total of 35 healthy elderly (mean age=56.4) and 34 younger adults (mean age=21.7) were allocated to either eye-level or mouth-nose processing group. The subjects were guided to view each of 120 Chinese faces (2s) for 4 times using either a freestyle strategy or a perceptual strategy at eye-level or mouth-nose region depending on the group allocation. Each subject was then presented with 240 faces (2s) in which half had already been presented and was asked to indicate if each face had been seen with a rating of confidence level. Repeated measures ANOVA was used to examine the interaction effects of encoding strategies and sites of perceptual processing between two groups in terms of recognition accuracy.

Results: A significant strategy x ratio interaction effect was obtained in elderly ($p < 0.05$). Post-hoc comparisons found that the elderly had significantly lower accuracy in recognizing faces which were encoded through the perceptual strategy at mouth-nose region processing ($p = .001$) compared with the freestyle processing. No significant difference in such an accuracy rate was found when they viewed faces using eye-level processing ($p > 0.05$).

Conclusion: Perceptual processing of face configuration at the eye level would be beneficial for aged individuals to maintain face encoding and recognition function. This sheds light on the therapeutic value of perceptual strategies to ameliorate face-related memory functions of those with cognitive declines.

KEY07 Understanding and Enhancing Treatment and Prevention of Depression

KEY07

Understanding and Enhancing Treatment and Prevention of Depression

Edward Watkins

University of Exeter, Exeter, UK

Depression is a major global health challenge and amongst the leading causes of disability. Moreover, there is a major treatment gap: our best treatments achieve remission rates less than 1/3 and limited sustained recovery, and traditional models of psychotherapy treatment cannot reach sufficient numbers to tackle the global burden. We thus need more scalable and efficacious interventions, including prevention of depression. I will review three interleaved approaches to enhance the treatment and prevention of depression. First, understanding and targeting key psychopathological mechanisms implicated in the onset and maintenance of depression a potential way to improve the effectiveness and efficacy of treatment and prevention, using the example of rumination. Rumination contributes to the maintenance and onset of depression and anxiety, acts as a final common pathway for multiple vulnerabilities, and is identified as a transdiagnostic mechanism (Nolen-Hoeksema & Watkins, 2011). Basic research suggests that rumination can be usefully conceived as a mental habit (Watkins & Nolen-Hoeksema; 2014; Hertel, 2004) with an abstract decontextualized thinking style implicated in its negative consequences (Watkins, 2008). Adaptations of CBT targeting rumination are efficacious for difficult-to-treat residual depression (Watkins et al., 2010), outperforms standard CBT in treating major depression (Hvenegard et al., submitted) and prevents anxiety and depression in high risk young adults (Topper et al., 2017). Second, underpinning the efficacy gap is limited understanding of how complex psychological interventions for depression work (Holmes et al., 2014). To address this, a second approach is to conduct experimental research to better understand the active ingredients of therapy, which I illustrate through a large-scale factorial trial of internet CBT. A third approach is to utilise non-traditional approaches to tackle depression including through information technology and lifestyle change, including change in the nutrition (the MoodFOOD project).

KEY08 The neuropsychology of vision: clinical relevance and basic research

KEY08

The neuropsychology of vision: clinical relevance and basic research

Edward de Haan

University of Amsterdam, Amsterdam, The Netherlands

"Compared to cognitive domains such as memory, attention and language, perception has traditionally played a lesser role in neuropsychological practice.

Recent studies by our group and others indicate that this might be an oversight, given the prevalence and predictive power of perceptual impairments after, for instance, a stroke. If a clinical reappraisal of perceptual abilities is in order, questions arise concerning our conceptual framework of, and our diagnostic arsenal for, visual perceptual abilities.

Our knowledge of the visual system is largely based on animal studies and functional imaging.

Using the "What & How-model" of vision by Goodale and Milner as an example, I will argue that we need a more fine-grained concept of perceptual processing and better means of assessing deficits in this domain."

KEY09 Occupational Health In The 21st Century; About Work Engagement

KEY09

Occupational Health In The 21st Century; About Work Engagement

Wilmar Schaufeli

Utrecht University, Utrecht, The Netherlands

"Despite its name, occupational health is traditionally concerned with ill-health and unwell-being. That is, it focuses almost exclusively on the negative aspects of employee behavior in organizations and is concerned with damage, disease, disorder and disability. Since the emergence of positive psychology this traditional negative approach is supplemented by an emphasis on human strength and optimal functioning in organizations.

This key-note focuses on work engagement, one of the key-concepts of positive occupational health psychology that is defined as a positive state of fulfillment that is characterized by vigor, dedication, and absorption. In this address the concept of work engagement is discussed, and a state-of-the art overview is presented of research findings on the topic.

Special attention is given to interventions to promote work engagement, both at the individual as well as the organizational level. By doing so the practical relevance of work engagement is illustrated for a 21st century positive occupational health psychology."

KEY10 Emergence and emergent phenomena in groups

KEY10

Emergence And Emergent Phenomena In Groups

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Emergent phenomena in small groups are the result of the co-evolution of individual cognitions, emotions and competencies during interpersonal interactions and they are important antecedents of group effectiveness. In this keynote I will present an overview of the research on emergence in groups and use a complex adaptive systems perspective to distinguish between emergent states (trust, cohesion, psychological safety and conflict), structures (group cognition and social networks) and competencies (collective intelligence, group rationality and group emotional intelligence). In line with this systemic framework, I will discuss how these emergent phenomena relate to socio-cognitive differentiation and integration and how they influence group effectiveness.

KEY11 Work stress and health in a globalized economy: The contribution of situational and personal factors

KEY11

"Work stress and health in a globalized economy: The contribution of situational and personal factors"

Johannes Siegrist

University of Duesseldorf, Dusseldorf, Germany

"With the advent of new technologies and economic globalization significant changes occurred in the nature of work and employment. While some of these changes exert positive effects on working people's health, there are also threats that adversely affect their health and wellbeing.

To identify these threats more accurately theoretical models derived from sociology and psychology are needed. Well-known theoretical concepts such as 'demand-control' or 'organization injustice' focus on extrinsic, situational aspects, thus neglecting people's coping with their job. Other models, in particular 'demand-resources' and 'effort-reward imbalance', consider both situational and personal factors.

In this lecture, evidence on health-adverse effects resulting from effort-reward imbalance at work is presented and discussed for three reasons:

First, this model includes a personal pattern of coping with work demands termed 'over-commitment'. This pattern is assumed to have a direct effect on health and, in addition, to moderate the association of effort and reward with health.

Second, the effort-reward imbalance model has been examined extensively in epidemiological cohort studies as well as in experimental and quasi-experimental investigations, thus presenting a solid body of knowledge.

Third, while major research was carried out in Western societies, findings are now available from studies conducted in rapidly developing countries in different parts of the world. This offers a unique opportunity to test the model's cross-cultural validity, a test that is particularly relevant in times of economic globalization where stressful working conditions tend to expand over the globe. The final part addresses policy implications that can be derived from this new knowledge. Whereas a major focus is put on interventions at the level of organizational change and personnel development additional investments are required at the level of national and international labour and social policies in order to reduce the burden of work-related diseases and to strengthen working people's health and wellbeing."

TS44 Psychotherapy

TS44.1

A Social Constructionist Model of Therapeutic Factors

Nicolas Van Zyl

University of South Africa, Pretoria, Gauteng, South Africa

Evidentiary support for the efficacy of therapeutic models has been a contentious issue since the professionalisation of psychology. Despite advances in Evidence Based Practices (EBP) and Common Factors research, discontent still exists among post-modern psychotherapists in that evidence is mainly defined in modernist/positivistic terms, thereby excluding therapeutic models based on alternative non-positivistic epistemologies. The author proposes a model, which is based on social constructionist theories, for investigating the therapeutic efficacy of various approaches. This article evaluates and differentiates between two models for viewing the efficacy of psychotherapy, namely outcome versus process efficacy. A Social Constructionist Model of Therapeutic Factors (SCMoTF) is proposed as a means to incorporate therapeutic factors in psychotherapy processes that are coherent with a social constructionist theory of change. Three main therapeutic elements, which are identified as central to an effective psychotherapy process, are outlined in the model. The SCMoTF may be useful as a model for efficacious psychotherapy and as a means for investigating the efficacy of social constructionist therapies.

TS44.2

Is cognitive therapy effective in the treatment of PTSD among rape survivors living in low-income countries?

Anita Padmanabhanunni

University of the Western Cape, Cape Town, South Africa

Trauma-focused cognitive-treatment (CT) models are among the most efficacious in treating PTSD related to rape. However, these treatment approaches are under-utilised in developing countries like South Africa owing to concerns about whether treatments developed in Western clinical contexts are transportable and applicable in low-income countries. This study aimed to identify and appraise the evidence from local South African treatment outcome studies of CT. This systematic review provides evidence to suggest that the basic components of CT in the treatment of rape survivors are transportable to local South African clinical settings but that a range of contextual factors can complicate treatment engagement and lead to dropout. This includes the presence of multiple traumatic events, issues regarding HIV/AIDS, absence of safety and support in the external environment and issues related to race and language. This review suggests that augmentations may need to be made to existing protocols to promote their transportability to low-income communities and provides practical guidelines for practitioners.

TS44.3

Decentering: a common mechanism of psychotherapeutic change

Filipa Ferreira, Daniel Castro, Ana Mendes, Tiago Ferreira

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Decentering is a meta-cognitive process that allows individuals to observe their own thoughts as temporary, through distancing and deidentification with conscious thoughts. It has been studied in mindfulness based psychotherapies and has been found to mediate their benefits and account for diverse secondary outcomes. However, some studies revealed contradictory findings and highlighted the possibility that decentering may not always be an adaptive regulatory mechanism. Simultaneously, some studies support the hypothesis that decentering it's not exclusive to mindfulness based psychotherapies. There's, however, a lack of investigation in decentering's implication in other models of psychotherapy like the experiential models which promote immersion

through emotional activation. This study examined decentering's role as a possible common mechanism of psychotherapeutic change. Sixty-four patients (mean age=36,78; 15,6% men) were randomized into emotion-focused or cognitive-behavioral treatment conditions. Major depression symptoms and decentering were measured throughout treatment. Differential treatment effects and interaction effects between decentering and depression symptoms were explored through multivariate multilevel models. Results suggested both treatments promote an increase in decentering but differential effects were also observed. Given the transversality of decentering mechanism, this study reinforces its relevance as a common psychotherapeutic mechanism.

TS44.4

Intervention for Enhancing Motivation for Safe Driving

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Tel-Aviv University, Tel-Aviv, Israel

Purpose: To examine the impact of an intervention designed to increase drivers' motivation for safe driving.

Background: The intervention was based on findings of a previous study based on the cognitive orientation (CO) approach which assumes that behavior depends on a motivational disposition, defined by specific cognitive contents, implemented by a behavioral program. The findings showed that safe and unsafe drivers differed in cognitive contents, referring to beliefs about oneself, reality, goals and norms concerning themes identified in pretests.

Method. The participants were 54 prisoners imprisoned for serious driving violations and 54 regular drivers. The prisoners responded to a CO questionnaire before and after the intervention which included 10 group sessions of 90 minutes. Four sets of 10 sessions with 15 participants were conducted. The intervention consisted of discussions and presentation of films concerning 13 themes characterizing unsafe driving, e.g., low emotional control, sensation seeking, rejection of limits. Part of the intervention dealt with discussing unsafe driving behaviors. Control subjects got no intervention and responded to the CO questionnaire twice, in an interval of 3-6 weeks as in the experimental groups.

Results. The findings showed significant changes in beliefs and themes in the direction indicating enhanced motivation for safe driving in the subjects who underwent the intervention while there were no changes in the control subjects.

Implications. The study showed the feasibility of enhancing drivers' motivation for safe driving. The results provide further validation to the CO approach and may be applied on a population basis, including young drivers.

TS44.5

Empathy approach in the practice of psychological assistance.i.kropaleva, v.simonov

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Objectives: Empathy approach in the practice of psychological assistance involves therapist's ability to identify the key emotional events in the subjective reality of a client.

In accordance with this approach, psychological counseling is a conversation structured by levels of emotional reactions, and group therapy session is a process of sharing the emotional states with the therapist. The role of a therapist in the first case consists of accepting emotions openly, and in the second case - in rounding out the emotional reactions of the group members to manage group dynamics towards the realization of psychotherapeutic tasks.

The objective of our work is to define the association between a consultant's empathy communication skills and the quality of psychotherapeutic assistance. By empathy we mean the skill of perception of client's emotions for the purpose of intervention in their psychic reality. It develops as a functional skill, i.e. impossible to develop without a real emotional contact with the client.

Method: We used bibliographical method and clients' self-report to assess the quality of counseling services; and physiological methods of simultaneous measurement of emotional state of the client and the consultant to assess the quality of empathy exchange between a therapist and a client.

Result: We developed a system of training empathy skills for therapists and counselors that we have been testing for over 10 years.

Conclusion: The use of natural science methods in training and evaluating the quality of therapists' interventions will put psychotherapy and counseling psychology into the category of occupations that satisfy natural human needs of development.

IS07 Psychosocial help for Syrian Refugees

Since 2011, the conflict in Syria has forced many people to flee their home country to find a safer place. According to the UNHCR reports, as of February 26 2017, there were 4,957,907 displaced Syrian people worldwide. Most of the Syrian refugees migrated to the neighbouring countries such as Turkey, Lebanon and Jordan while some fled to Europe. Studies indicate that refugees constitute a risk group for common mental health problems such as depression, anxiety disorders and posttraumatic stress disorder.

This symposium will present the findings of recent studies with Syrian refugee children and adults. An epidemiological study examining common mental health disorders among Syrian refugees, an RCT examining the effects of EMDR on PTSD symptoms and a school based programme to reduce anxiety and depression symptoms among Syrian children will be presented. Moreover, the recently EU-funded project 'STRENGTHS' which focus on implementation and evaluation of a transdiagnostic low-intensity mental health intervention for Syrian refugees across European countries and neighbouring countries will be presented.

IS07.1

Implementing low-intensity interventions to treat common mental disorders in low- and middle settings and in response to the Syrian refugee crisis.

Marit Sijbrandij

VU University Amsterdam, Amsterdam, The Netherlands

In low and middle income countries, common mental disorders such as depression, anxiety disorders and posttraumatic stress disorders, are prevalent, but mental health professionals are scarce. The World Health Organization has developed Problem Management Plus (PM+), a low-intensity treatment of only five sessions, to reduce symptoms of common mental disorders. PM+ can be delivered by trained non-professional helpers. The results a recent randomized controlled trial on the effectiveness of PM+ in a conflict-affected area of Pakistan will be presented. A total number of 346 adult primary care attendees with high levels of psychological distress and functional impairment were randomized to either PM+ or enhanced care as usual (Rahman et al., JAMA, 2016). PM+ was delivered by trained local lay health workers were trained in PM+. Those who received five sessions of PM+ had greater reductions in anxiety, depression, functional disability, and posttraumatic stress than those who received an enhanced treatment as usual.

IS07.2

Mental disorders among Syrian refugees in turkey: an epidemiological study

Esra Isik

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Background: As a consequence of the Syrian Civil War Turkish Republic has become the largest refugee-hosting country worldwide. By January 2017, Turkey hosts almost three million Syrian refugees. It is evident that refugees often suffer from complex trauma-related disorders and are at high risk of developing mental health problems. The aim of this study was to identify the prevalence of mental disorders in Syrian refugees in Turkey. Method: 1558 Syrian refugees living in Turkey has participated in the study. MINI International Neuropsychiatric Interview Form (MINI) and a sociodemographic questionnaire were assessed to collect data. Results: Depression was the most common mental disorder with prevalence of 38%, and followed by PTSD and panic disorder. Mental disorders were more prevalent in females. Additionally, mental disorders were more prevalent in participants living in metropolitan cities than in border cities except from social anxiety disorder. Despite the high prevalence of mental disorders, the rate of mental health service use is only 1%. Discussion: High rates of mental disorders in refugees indicate thousands of refugees experience psychosocial problems and there is an eminent need for community based interventions.

IS07.3

Trauma Informed School Project for Syrian Children: An example from Turkey

Leyla Akça

Maya Foundation, -, Turkey

Background. In Turkey, there are almost 3 million registered Syrian refugees as of January 2017. Previous research demonstrates that refugee children deal with lack of many children's rights and have trauma symptoms, as a result they experience problems in adaptation. Providing psychological support and decent education to refugee children is crucial for their adaptation process. Project Lift, the umbrella name for Maya Foundation's mental health and psycho-social support (MHPSS) programs, was formed to directly respond to the need for rehabilitation of traumatized children utilizing creative art therapies and resiliency building holistic approaches. With the official approval of Istanbul Department of National Education (MONE), Maya Foundation's Project Lift Trauma Informed School Pilot Project is supporting educational, developmental, and trauma related needs of Syrian refugee students who are under the temporary protection and enrolled in the Temporary Education Centers (TEC) or/and public schools. The main goal of the Trauma Informed School Pilot Project is to provide comprehensive support and create lasting change in not only the students but in the schools at large. To achieve this goal the project includes Resiliency Building Creative Arts Therapy Program for students, capacity building trainings and supports for teachers and school management while providing support systems and trainings for Syrian families. Method. The pilot project took place in three different TECs in Fatih district of Istanbul, implementation began in December 2016. The schools were selected and assigned by MONE. Total of 516 students and 72 teachers were assessed. Students (n=98) and teachers (n=12) of one school were allocated to control group, while one school received partial intervention and one school received the full program. Sutter-Eyberg Student Behavior Inventory (SESBI) was used in the assessment of children. Moreover, teachers were assessed with a teacher interview form that includes demographic information and a short checklist for trauma symptoms. Results. The official report of results will come out in July 2017, and will be presented at the time of the conference.

IS07.4

Scaling-up of mental health and psychosocial support interventions for refugees.

Bayard Roberts

Health Systems and Policy, Faculty of Public Health and Policy, London School of Hygiene and Tropical Medicine, London, UK

A better understanding is required on how mental health and psychosocial support (MHPSS) interventions for refugees and other conflict-affected populations can be scaled-up through health systems in order to achieve necessary coverage and impact. This presentation will firstly provide new analysis of literature on this topic. It will then discuss research methods for evaluating scaling-up of MHPSS interventions for refugees, focusing particularly on a health systems perspective. This will then be applied to the new STRENGTHS project which focuses on implementation and evaluation of the PM+ programmes (a low-intensity treatment to reduce symptoms of common mental disorders) for Syrian refugees in the Netherlands, Turkey, Switzerland, Germany and Sweden, Jordan, Lebanon, and Egypt. It will conclude with a number of research recommendations.

IS07.5

EMDR for PTSD and Depression Symptoms among Syrian Refugees

Ceren Acarturk

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Background: Refugees have been exposed to many traumatic events such as threat of death, torture, rape, serious injury or lack of food or water. Studies indicate a high risk of mental health problems such as Posttraumatic Stress Disorder and depression. Eye movement desensitization and reprocessing (EMDR) is an effective treatment for victims of various traumatic events.

Method: Seventy adult refugees living in a refugee camp were randomly allocated to either EMDR group (N=37) or to wait list group (N=33). Participants were assessed with the Mini-International Neuropsychiatric Interview Plus at pre-intervention, at post- intervention and at 1 month follow up. The main outcome measures were the Harvard Trauma Questionnaire (HTQ) and the Impact of Event Scale-Revised. Results: The EMDR therapy group showed a significantly larger reduction of PTSD symptoms as assessed with the HTQ. Similar findings were found on the other outcome measures. The reduction in PTSD and depression were maintained at the follow-up. Conclusions: EMDR is found to be reducing PTSD and depression symptoms among Syrian refugees with PTSD located in a refugee camp.

EFPA15 Us and Them: Psychosocial Reactions to Migrants and Refugees

The human disposition to strive, to improve our lot, to achieve greater heights, to explore new horizons constitute civilization's greatest achievements.

The world as we have come to know and understand it has experienced migration since the birth of humanity, resulting in a necessary and wealthy diversity. However, our fast-changing geopolitical order, technological revolution and the rise of narrow nationalism especially in developed contexts, along with worsening socioeconomic conditions, have contributed to a significant increase in voluntary and involuntary migration; propelling people across the globe to migrate in the quest for a better future. Political factors, including persecution and war, have also led countless people to seek refuge in new, daunting, even hostile environments in the desire that they and their families may escape perceived and real threats to their psychological and physical wellbeing. The increased movement of migrants and refugees the world over, their apparent perilous journeys, and their fervent hope to succeed despite often treacherous and dangerous conditions has created one of the greatest global humanitarian crises of our time. To date psychology has mainly focused on individual factors associated with being a migrant/refugee or on possible psychological processes that might underpin communities' negative responses to the location of refugees/migrants in their midst. The scale of the crisis requires a more considered, perhaps compassionate, response by psychology in collaboration with other disciplines.

This roundtable convened by the International Union of Psychological Science brings together an interdisciplinary panel that includes leaders of the International Council for Science (ICSU), the International Social Science Council (ISSC), the International Union of Psychological Science (IUPsyS), and other distinguished scholars. The panel will explore some of the underlying issues that may be ignored when specific communities confront immigrants/refugees who are perceived to threaten their social security, resulting in economic uncertainty, fear, and other more primal responses which impact that society specifically and humanity generally.

The panel will consider research, practice and policy from their different perspectives in order to enable our science and practice to provide humane responses to "address one of society's greatest challenges" and to ensure that the way that we treat the less fortunate amongst us continues to underpin our own claim to being human.

EFPA15.1

Fostering Innovative Research on Migrations

Mathieu Denis

International Social Science Council (ISSC), Montreal, Canada

The International Social Science Council (ISSC) constantly strives to strengthen the social sciences to help solve global problems. As such, the ISSC is involved in scientific activities and exchanges aiming at understanding the current migrations and developing adequate responses. This presentation will share some of the conclusions emerging from these activities, and suggest possible approaches and priorities for further research on migrations at the global level.

EFPA15.2

The psychological impact of a new world order on migrant families: what do we know and how can psychological science advance wellbeing?

Abigail Gerwitz^{1,2}

¹University of Minnesota, Minneapolis, USA

²International Journal of Psychology, Minneapolis, USA

Migration has increased at a greater rate than population growth. In 2015, 244 million individuals lived in countries other than those in which they were born, a 41% increase since 2000. Almost 20 million of those individuals were refugees, fleeing violence and other threats for safer places. Recent elections in several countries around the world have resulted in the rise to power of nationalist, isolationist, and conservative leaders in an apparent backlash against liberal values and internationalism. Recent and related increases have occurred in hate crimes, hostile dialogue, and moves to deny or suppress scientific findings. Not surprisingly, these new political climates have resulted in high levels of discord, anxiety, and fear among large swathes of the population but particularly immigrants and refugees, as well as ethnic, religious, and sexual minorities. This presentation overviews psychological research on the effects of migration on family wellbeing, and what psychological science has contributed to programs to strengthen the resilience of immigrant and refugee families. Using Europe and the USA as case examples, the presentation provides data on practices and policies to benefit immigrant and refugee families, and discusses how the current political environments might threaten the advancement of knowledge and empirically supported practices and policies.

EFPA15.3

Freedom of Identity

Polli Hagenaars

EFPA Board Human Rights & Psychology, Amsterdam, The Netherlands

"The Nazi and Soviet regimes turned people into numbers, some of which we can only estimate, some of which we can reconstruct with fair precision. It is for us as scholars to seek those numbers and to put them into perspective. It is for us as humanists to turn the numbers back into people. If we cannot do that, then Hitler and Stalin have shaped not only our world, but our humanity"
Timothy Snyder (2015).

One of the most dehumanizing experiences is to be deprived of your name, not being allowed to speak your own language, and to become a number instead of a person: in short, to lose your identity. Especially since the rise of the nation-state and still today, people of influence, like some politicians or religious leaders, have misused their influence to scapegoat people, to exclude groups, to put forward an 'alternative' reality, and to divide and rule.

Although differentiating between the own and the other group is a common psychological phenomenon, this does not automatically have to mean exclusion of others. People have the capacity to recognise exclusion and injustice, to be curious about other persons and groups, and to reach out to them.

After WWII, the UN Declaration on Human Rights (UNDHR) and other global and national conventions, set standards for dignity, inclusion, and freedom of development. The UNDHR forms an inspiration to psychologists. As Nobel Prize Laureate Amartya Sen (2005) wrote: 'Human rights are societal ethics'; however, they need an action-oriented approach.

Psychologists are 'duty-bearers' for human rights. By virtue of their knowledge and skills psychologists, as individuals and through their associations, have a special responsibility for human rights and an ethical obligation to promote and defend them, not only for the identity of their clients, but also for the benefit of humanity. They need to stand up and bring the Human Factor back in the public debate.

EFPA15.4

Responses to mass influx and questioning obligations and services

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²UN Subcommittee for the Prevention of Torture, Oslo, Norway

The tragic war in Syria and ongoing tensions in many other places have resulted in a mass influx of refugees to neighbouring countries and Europe. In 2015 there were 65.3 million refugees in the world. Of these, 40.8 million were in their own countries as internally displaced. Some political and social responses to this will be explored.

Angela Merkel declared quite early "the open-door refugee policy" and argued it was a "humanitarian duty" to let in migrants. This policy has been under attack. One of the responses in Germany has been the *Alternative für Deutschland*, AfD, a right wing, populist, nationalist, anti-Islam movement. The refugee "crisis" creates high political tension and temperature, and the question is whether the tragic and global refugee situation has created a space for a discussion and public discourse which until now has been unacceptable, fostering a space for hate, fear, exclusion and redefining obligations or even finding ways around them. There is an unequal burden sharing between countries and a lack of joint, good and constructive action. We are seeing a discourse of degradation and humiliation, a policy of deterrence, a questioning of human rights – in particular, the right to asylum and a relativisation of obligations. The degrading speech often heard today creates a climate of fear, suspicion, and accusations. 'Humiliating' & 'racist' signs pop up, and the "tolerance" for politicians to express anti-migration sentiments seems to grow. An erosion of the right to seek asylum is observed. Some of the political measures taken are a policy of deterrence, conditions in reception countries have worsened, temporary stays and no working permission, active use of early rejection, violence at borders by border police, closing of borders, closing of open shelters and detention of asylum seekers, even holding people in places without exit, e.g., islands. We have seen negligence of rescue missions at sea and plans for creating walls represent important political issues. What this may imply and ways of confronting this will be discussed and in particular, the role of psychologists in the context of migration rights will be explored.

EFPA20 The EFPA Test Review Model: pro and cons, for all stakeholders?

Abstract of the panel discussion: The chair will provide a briefing outlining the development of the EFPA review test model, its recent revision and some areas of application. The panel will be invited to comment on the potential value and impact of this common model for Europe and to suggest ways in which it might be utilised for the benefit of raising standards in testing. The panel will also be asked to comment on the pro and cons for all stakeholders (testee, test user and publisher). The audience will be invited to take part in the discussion.

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TS45 Resilience

TS45.1

Reviewing community resilience approaches for youth in disadvantaged contexts

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In both high and low income contexts, youth from disadvantaged neighbourhoods remain at risk for a range of negative outcomes. While there is growing scholarship on resilience, incorporating community resilience into violence prevention initiatives is a relatively unexplored area. Moreover resilience discourse like risk discourse has to engage with the contexts of power that shape both youth outcomes and the approaches to helping youth.

The main aim of this paper is to explore how an expanded conceptualization of community resilience could be helpful in developing interventions for youth at risk. Current conceptualizations of community resilience identify relatively similar dimensions such as community structures and leadership, neighbourhood cohesion and community hope. Recent work locating these dimension within an eco-systemic framework and incorporating 'cultural' dimensions have considerably expanded the framework for community resilience. It is suggested that in addition to these dimensions, an exploration of the sociopolitical dimension, collective identity and spirituality could considerably facilitate work with youth. The marginalisation and exclusion associated with these spaces remains a gap in current approaches. In particular, a reinsertion of political activism and altruism, rediscovering indigenous worldviews, and complementing secular foci with spiritual elements provide rich avenues for both developing scholarship and work with youth. Alongside the social inequality that is present in disadvantaged contexts, it is the absence of some of these protective factors that may explain negative outcomes, Building on these protective factors may help reinforce current prevention initiatives that are currently primarily aligned towards addressing risk

The shift in community resilience discourse to incorporate indigenous knowledge and consider the context of power is not only good science but also a social justice ethical imperative.

TS45.2

Effect evaluation of 'Fit in je Hoofd': an innovative e-tool to promote resilience

Fanya Verhenne

VIGeZ, Brussels, Belgium

Objectives: Fit in je Hoofd, which means as much as to be 'Mentally Fit', is an online self-help tool that consists of a website, an interactive coaching platform and a mobile app. Its primary goal is to strengthen resilience and to promote a positive mental health. This study sought to test whether the online tool 'Fit in je Hoofd' effectively increases resilience in the general population.

Method: Participants were assigned to the intervention group (use ranging from monthly, a few times per month to daily use; $n = 161$) or the control group (no use of the tool after subscribing; $n = 134$), based on the frequency of their use during data collection (5-month period). Validated tests were used to measure resilience (Veerkrachtschaal Plus; VK+) and (mal-)adaptive coping (Portzy's Palliatieve Palletschaal; P3) before and after the intervention. Pre-post difference scores on resilience and coping between the two conditions were compared.

Results: Both groups showed significant increase in resilience ($p = 0.000$) and coping ($p = 0.006$) over time. This means that merely participating in the study and completing the tests contribute to positive measurable effects. However, the intervention group shows a significant higher resilience score compared to the control group ($p = 0.030$).

Conclusion: The increase in resilience can be accounted for by the tool. You can strengthen resilience and wellbeing with the online intervention Fit in je Hoofd.

TS45.3

Can psychological resilience mediate the relationship between early schemas and positive perception and depression and psychological wellbeing?

Bilgen Sag², F. Isil Bilican¹

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²*Maltepe University, Istanbul, Turkey*

Objectives: This study examined the mediator role of psychological resilience between maladaptive schemas/positive perception and depressive symptoms/psychological well-being.

Method: The participants were 231 college students aged between 18 and 30 in Istanbul, Turkey. The Young Schema Scale, Positive Perception Scale, Resilience Scale for Adults, Beck Depression Scale, and Warwick and Edinburg Mental Wellbeing Scale were administered.

Results: The findings showed that all early maladaptive schemas were negatively and significantly correlated with depression. Psychological resilience had a partial mediation effect on the relationship between Disconnection/ Rejection, Impaired Autonomy, Impaired Limits and Other Directedness schema domains and depression. Psychological resilience had a partial mediator effect between Disconnection/ Rejection, Impaired Autonomy schema domains and psychological well-being. Psychological resilience had a partial mediation effect on the relationship between positive perception and psychological wellbeing and depression.

Conclusion: The findings showed that early maladaptive schemas were a cognitive risk factor and positive perception was a cognitive protective factor playing an essential role on the relationship between psychological resilience and mental health. Psychological resilience stood out as a "buffer zone" between psychopathology and cognitive risk factors.

TS45.4

Empowerment Vs Resilience In Early Intervention ´s Families

Rosa Fernandez Valero

Minho University, Braga, Portugal

This paper aims to define the similarities and differences that we can find between the concept of resilience and empowerment in families with children with disabilities, who are receiving early intervention services and how family-centered intervention models impact on them. We can find different definitions of both, resilience and empowerment. If we understand resilience as the attitudes, behaviors and skills that make the family from its strengths, able to cope different situations of stress (Hawley & DeHaan, 1996), and, we understand family empowerment as the capacity that has by itself to have under control different issues of its life (Duns, Trivette and Deal, 1989), we might find doubts about the difference of both concepts. Focus on studies about resilience in families with children with disabilities, family coping strategies, competences and wellbeing are identified as focal points for interventions based on the family ´s strengths. In the intervention models, we can find the nexus of both concepts; even we can define their subordination. Our focus will be specifically on family-centered practices in early intervention. Several studies about that intervention show us that it has an impact on family ´s empowerment, which in turn will have an influence over emotional state of family members, over their intrapersonal, cognition and interactional dimension as well as over their behavior components (Peterson, 2000; Christens, 2012), and thus over their resilience.

TS45.5

Explaining the link between career adaptability and subjective well-being in Lithuanian undergraduates

Birute Pociute, Antanas Kairys, Ieva Urbanaviciute

Vilnius University, Vilnius, Lithuania

Objectives. The present study aims to analyze the relationship between career adaptability and subjective well-being as mediated by proactive career behaviours and perceived choice autonomy. The study builds upon the Theory of Career Construction which suggests career adaptability to be one of the meta-competencies leading to positive career and life outcomes. Specifically, we focus on intermediate explanatory mechanisms for the link between undergraduates' career adaptability and well-being.

Method. In total, 237 undergraduate students participated in the study, completing a paper-and-pencil questionnaire. The data were analyzed with the PROCESS macro, using a multiple mediation test.

Results. Career adaptability was found to indirectly relate to subjective well-being through proactive career behaviours and perceived choice autonomy. Both indirect effects were positive in sign. The effect through proactive behaviours was more salient. The model explained 29 percent of variance in the outcome variable.

Conclusion. The findings suggest the existence of intermediate variables in the relationship between undergraduates' career adaptability and well-being. From a theoretical point of view, the present study provides additional empirical support for the implication that adaptability should relate to adaptive behaviours, in turn, leading to more general adaptive outcomes. From a methodological perspective, the interpretation of these findings is, however, limited by the cross-sectional design.

PS14 Morality and integrity: theory and application

Morality is the common theme of this proposed symposium. Its relevance is showed and plays a role in everybody daily life when we judge ethical integrity of others and they judge ours. More specifically, this proposed symposium will show:

- How men convicted of violence against their partners judge their own morality in terms of the five Moral Foundations (harm, fairness, ingroup, authority and purity) and how they form different and consistent moral profiles with paradoxical effects.
- How young adults evaluate other's morality according to the concepts of ethical dissonance (Barkan, Ayal, Gino, & Ariely, 2012), moral hypocrisy (Batson, Thompson, Whitney, & Strongman, 1999), moral integrity and moral schizophrenia among behaviors, views and emotions.
- How to evaluate integrity focusing on honest/dishonest behavior in everyday life and work (selection processes, job interviews, invalidity pension's assessment in the clinical practice).

Connecting different moral theories to different fields where morality plays a role may help us to strengthening society's moral standards and to design new preventive and early interventions to avoid moral disengagement, moral schizophrenia and paradoxical moral effects.

PS14.1

Judgements about moral integrity and moral schizophrenia

Mariola Paruzel-Czachura

University of Silesia, Katowice, Poland

Objectives: Exploring new relevant factors for the evaluation of other people's morality. Do the moral judgments depend on the point of view adopted (observer, recipient and agent), the type of information available (behaviours, views and emotions) or the type of person (well known person, anonymous celebrity and anonymous person)?

Method: Experimental studies in a sample of 1741 young adult Poles.

Results: Results show that the most important factors are information about other people views and emotions. If we obtain information concerning other's emotions and views, in addition to their behaviours, the judgments of their morality change significantly: e.g. morality is higher evaluated by the participants when agent behaves immorally, but accepting the moral standards and feeling guilty, than when agent obeys the standards without accepting them and being tempted to infringe them. In the vast majority of situations connected with cheating on a partner, it did not matter to the study subjects who the story's protagonist was or from which perspective participants were evaluating.

Conclusion: Moral judgments are flexible. Judging other people's morality is more about their behaviours, emotions and views.

PS14.2

The morality of men convicted of violence against the partner: An application of the Moral Foundation Theory

Maria L Vecina, Jose C Chacón

Complutense University, Madrid, Spain

Objectives: Examining whether there are characteristic moral profiles based on the Moral Foundation Theory in men who have used violence against their partners.

Method: Crosssectional study using Latent Transition Class Analysis in a sample of 376 men convicted of violence against the partner.

Results: Four moral profiles with common extreme peculiarities were found: "sacralizers", "all for one", "moral outsiders" and "purists". Comparing with standard samples their scores on the five moral foundations were clearly different by excess or default.

Conclusion: Most of the participants in the study ("sacralizers" and "purists"), who had been

convicted of violence against their partners, presented an extraordinary and paradoxical high regard for not harming people or animals, treating them fairly and valuing an elevated way of leading life. The remaining participants ("all for one" and "moral outsiders") presented low interest in not harming other people and treating them fairly or high interest in defending the group itself, maintaining hierarchical relationships of authority and respecting considerations related to the purity of body and spirit.

PS14.3

Integrity and related constructs - overview of the constructs

Jindra Marková², Marek Preiss^{2,1}, Tereza Mejzlíková^{2,1}, J Maliňáková², Veronika Juričková¹

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Objectives: The concept of integrity as a personal asset belongs among one of the concepts discussed across psychological disciplines. These disciplines include moral psychology, clinical psychology as well as work psychology. The aim of the presentation is to introduce the concept of moral disengagement as a tendency to justify problematic behavior and its role in personal integrity. Further also to assess the hypothetical relationship of integrity and moral identity and moral values. Finally, it also looks at the influence of social desirability and integrity level.

Method: The original integrity test, composed of 8 factors and presented here focuses on the assessment of personal integrity at a workplace. The instrument serves as a screening tool when assessing integrity among non-clinical job applicants, on the job evaluations or clinical applicants for invalidity pensions. In addition authors suggested a general integrity model evaluating the relationships between integrity and other related constructs, specifically moral disengagement, social desirability, moral identity and moral values.

Results: The above mentioned integrity test is a practical tool which can be easily applicable to many different settings. This tool is helpful to quickly assess the potential risk of applicant's trustworthiness while in a situation which is based on social desirability. In such situation people usually tend to overestimate their abilities and this phenomenon needs to be detected in time.

Conclusion: The findings of this theoretical overview are translated into a hypothetical general model of integrity tested in following research. The discussion of the model presents practical considerations for the field of clinical and occupational psychology.

PS14.4

Integrity and related constructs - study of psychiatric patients

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Objectives: The concept of integrity is usually discussed in terms of personal characteristics important for work behavior, such as counterproductive work behavior. Issue of integrity in clinical area is relatively overlooked especially in psychiatric patients. The aim is to examine the relationship between integrity and other related constructs like moral disengagement, social desirability, moral identity and moral values.

Method: We developed integrity test focuses on honest/dishonest behavior in everyday life and at work. This instrument serves as a general integrity scale for psychological screening purposes under various conditions including selection process of job interview or invalidity pension's assessment etc. The sample (N=80) consists of hospitalized and clinically depressed patients and patients with anxiety disorders from the National Institute of Mental Health (Czech Republic).

Results: Clinical variables like level of invalidity, health status, wellbeing, level of depression and anxiety were considered. The level of integrity is linked to different measures of cheating and unethical work behavior. The results of in-depth assessment are presented.

Conclusion: The findings are discussed in terms of general model of integrity and relations of integrity and health characteristics. The discussion suggests possible links between patient's integrity and tendencies for disability. Practical considerations are discussed.

PS14.5

Integrity and related constructs - study of blue-collar professions

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Objectives: The aim of the presentation is to evaluate the relationship between integrity and moral disengagement, social desirability, moral identity and moral values in a group of blue-collar participants.

Method: In the study there were 63 participants assessed using number of questionnaire methods as well as an interview and computerized task allowing actual cheating. The questionnaire methods included among the standardized instruments also a newly developed integrity test focusing on honest/dishonest behavior at a workplace environment and in everyday life.

Results: The results of in-depth assessment and relationships of all mentioned constructs are discussed. Findings are interpreted in a light of a proposed integrity model and suggest that we can use a general integrity scale for psychological screening purposes.

Conclusion: The concept of personal integrity became an important factor in the assessment of workplace behavior. The majority of studies generally focus on white-collar professionals, while blue-collar population is often omitted. Based on the practical consideration of the presented results the integrity tests seem to be reliable and valid instruments for potential employers. Additionally, there seem to be factors that may have an influence on personal integrity and those are discussed further in the proposed model.

PS15 Scripts, schemas and mnemonic strategies: How prior knowledge enhances learning

In an increasingly complex information society, demands for learning new skills and information are growing steadily, both in educational settings and across the lifespan. A better understanding of the cognitive and neurobiological mechanisms of memory processes and new insights into how learning can be enhanced are thus important societal challenges. Although the rapid development of modern technologies requires constant adaptation to novel situations, such learning does not happen in isolation, but builds on rich existing knowledge that has been acquired previously. More systematic prior knowledge structures are discussed as scripts, schemas or mnemonic strategies already since decades or centuries, however recent research in psychology, education and cognitive neuroscience has shed new light on these concepts. This symposium will give an overview on current developments in the research of how prior knowledge enhances learning and memory.

First, Els Boshuizen (Heerlen & Turku) will give an overview on how the work of professionals has a structure that is repeated in many of their activities. The underlying scripts are developed, enriched, and further differentiated on the way from novice to expert. Taking illness scripts of physicians as an example case, the talk will analyze component classes of such scripts and describe their development through training and experience. Second, Garvin Brod (Frankfurt & Berlin) will shed light on the impact of prior knowledge and schemas on memory processes from a lifetime perspective. Behaviorally, children and young adults show similar memory schema effects, whereas older adults display stronger effects. The ventromedial prefrontal cortex is discussed as a key player in mediating the effects of prior knowledge on memory across the entire lifespan. Third, Boris Konrad (Nijmegen) will report on successful participants of the annual memory championships and the acquired knowledge structures they utilize for their remarkable memory performance. Mnemonic strategies turn out to be crucial for the superior memory skills of memory athletes, and can be rapidly acquired and trained also by novice users. Fourth, Isabella Wagner (Vienna) will investigate the neural mechanisms underlying mnemonic strategies. Both in expert users and trained novices, the method of loci leads to a more efficient encoding and retrieval as indicated by reduced neural activation in prefrontal brain regions, emphasizing again the impact of prior knowledge structures for new learning. Finally, Guillén Fernández (Nijmegen) will discuss the four different symposium talks, exploring commonalities of how prior knowledge structures such as scripts, schemas and mnemonic strategies enhance learning.

PS15.1

Do the effects of prior knowledge on memory differ across the lifespan?

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As we grow older, we accumulate knowledge about the world. This knowledge helps us to deal with new situations, but also shapes our memory for them. Therefore, it is plausible that memory functioning differs between children and adults partly due to age-related differences in the availability of prior knowledge. However, do different age groups still diverge in the way that prior knowledge is being used when they have comparable levels of knowledge? We explored this question in a series of experiments in various age groups (age 6–75) using behavioral and neuroimaging measures. Congruency effect (i.e., better memory for knowledge-congruent than knowledge-incongruent information) was used to quantify the impact of prior knowledge on memory. In addition, we introduced the so-called schema bias score, which quantifies a participant's tendency to erroneously endorse knowledge-congruent associations. The ventromedial prefrontal cortex (vmPFC) has been shown to leverage the influence of prior knowledge on memory in young adults. We tested whether it serves a similar role in children and older adults as well. Behaviorally, we found that children's congruency effect and schema bias can be as large as younger adults' if they possess comparable prior knowledge. Older adults, however, displayed the strongest congruency effect and bias. The vmPFC played a key role in mediating the effects of prior knowledge on memory across the entire lifespan. To conclude, our results suggest that prior knowledge exerts a strong influence on memory formation across the entire lifespan, with implications for both true and false memories.

PS15.2

Mnemonic strategies enable efficient neural encoding and retrieval

Isabella Wagner

Department of Psychology, University of Vienna, Vienna, Austria

Mnemonic strategies such as the method of loci utilize previously acquired knowledge structures to enhance learning of new information: during mental navigation, to-be-learned items are integrated into well-known spatial representations. We investigated 17 expert users of the method of loci and 17 well-matched mnemonics-naïve controls during encoding and retrieval of verbal material with 3T fMRI. We found reduced activation in prefrontal brain regions during encoding and retrieval in expert users of the method of loci compared to naïve controls, which we interpret as more efficient memory processing. We further investigated 51 naïve volunteers before and after mnemonic training in the method of loci, and compared this experimental group with an active (non-mnemonic control training of working memory) and passive (without any cognitive training) control group. We replicated our findings of the expert study, i.e. found reduced neural activation during encoding and retrieval in prefrontal brain regions when comparing novice users before and after training of the method of loci, but not in participants of the active or passive control conditions. Our data suggest that pre-existing knowledge structures as used in the method of loci allow for more efficient neural encoding and retrieval processes.

PS15.3

Professional expertise development and the role of scripts

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Much of the work of professionals has a structure that is repeated in many of their activities. Teachers teach their classes following a specific format; similarly, bakers bake their bread, and physicians diagnose their patients following certain steps that have to be taken in the right order. The underlying scripts are developed, enriched, and further differentiated on the way from novice to expert. In this presentation, I'll focus on the illness scripts that are crucial knowledge elements of physician. They integrate biomedical and clinical knowledge, and include action components related to diagnosis and treatment. Illness scripts have three component classes: Enabling conditions (factors that trigger or prevent the onset of a certain disease), the Fault (the biomedical and clinical knowledge that describes and explains the disease and predicts its further course), and the Consequences of the fault (the signs and symptoms of the disease). Unlike many other professional fields, rudimentary scripts are already taught at very young age through the health related warnings children grow up with: Take care, don't do/eat/touch X (the enabling condition), or else you'll get Y (the fault and/or consequences). The further development through training and experience is characterized by: first, the integration of formal knowledge that must be reorganized into macro-concepts (encapsulations) that allow very fast reasoning; and second, the elaboration, enrichment and fine-tuning of the consequences, and of the enabling conditions. These processes take place at different moments of training and workplace experience and have different effects on script-activation and problem-solving. Especially the development of the enabling conditions component has powerful effect at advanced stages of expertise development. A review of studies on illness scripts furthermore shows that they have similar cognitive effects as found in general script literature, such as case memory and false recognition.

PS15.4

Superior memory abilities rely on acquired mnemonic strategies

Boris N. Konrad

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Participants of the annual memory championships regularly demonstrate outstanding memory abilities such as a digit span of over 400 digits or memorizing a list of 300 random words in 15 minutes. Remarkably, such memory athletes usually claim not to possess an innate talent, but to make use of acquired mnemonic strategies. For example, the method of loci is an ancient visual-spatial mnemonic that utilizes prior knowledge in form of pre-memorized sets of locations. Similarly, to memorize digits or cards, memory athletes apply pre-learned visual associations. We investigated 30 of the World`s leading memory athletes and found that indeed using mnemonic strategies is crucial for their memory performance: in tasks that do not allow the application of mnemonic strategies, memory athletes do not outperform matched controls. Moreover, we show that memory enhancing effects of mnemonic strategies can be achieved by naïve subjects undergoing mnemonic training to acquire the necessary knowledge structures. Our data supports the hypothesis that the use of prior knowledge structures enables storing information on longer term and enhances the amount of information encoded in a limited amount of time.

PS16

The last decades psychodynamic therapies have demonstrated its efficacy for patients with depressed outpatients (with or without personality disorders). This opens the question whether differential characteristics could be identified that are helpful to determine what works best for whom. Chair:

PS16.1

What have I learned about the efficacy of dynamic therapy and how it leads me toward personalized psychotherapy

Jacques P. Barber

The Gordon F Derner School of Psychology, Adelphi University, Garden City, USA

There are conflicting views about whether dynamic psychotherapy (DP) is effective for specific disorders. The goals of this presentation is to review the actual data.

Review of meta-analyses examining the efficacy of DP using randomized clinical trials for specific disorders conducted. Then selective review of studies that have examined for whom DP is especially effective.

Most data indicate that DP is more effective than controls for many disorders including depression, anxiety disorders and personality disorders (including Borderline Personality Disorders). In addition, there is very little evidence that DP is less effective than other active treatments for those disorders. There is interesting data showing that treatments are better for subgroups of patients with the same diagnosis

Now that we know that DP is not less effective, are there subgroups of patients who would benefit from different treatments. The wave of the future is to demonstrate and replicate what works for whom, which has always been an important goal of psychotherapy research.

PS16.2

Deciding between cognitive behavioral and psychodynamic therapy for depression

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Despite equivalent outcomes for cognitive behavioral and psychodynamic therapies for depression, overall response rates remain inadequate. We demonstrate how individual differences in treatment response can be used to predict which treatment should be recommended to a client.

We build Personalized Advantage Index (PAI) treatment recommendations using data from a Dutch randomized clinical trial of cognitive behavioral and short-term psychodynamic supportive therapy for depression (N=341). The set of moderators are identified through a suite of variable selection approaches. We then evaluate the utility of the PAIs using 1000 10-fold cross-validations.

Individuals who receive their PAI-indicated treatment have superior outcomes, compared to those who receive the contra-indicated treatment (advantage of 2.8 points on HAM-D). This advantage grows to 4 points when we restrict the sample to the 60% of clients with the stronger recommendations.

We replicate previous similar treatment selection efforts (e.g., DeRubeis et al., 2014, Huibers et al., 2015), and present findings of a similar magnitude in a new treatment context. Several of the moderators included in our model were indicated in previous treatment selection contexts (i.e., marital status, employment status, paranoid thoughts, and somatic symptoms). We also highlight the importance of robust, flexible variable selection techniques.

PS16.3

Do we need to go beyond the common factor approach in psychodynamic and other psychotherapies for personality disorder?

Rien Van

Opleider Psychiatrie, directeur behandelzaken NPI, Amsterdam, The Netherlands

Various forms of psychotherapies have demonstrated its efficacy for personality disorders. This opens the question whether differential characteristics could be identified that are helpful to determine what works best for whom.

Literature review.

Most evidence comes from trials treating borderline personality disorders. Available therapies share common characteristics, but also differ considerably in its approaches.

As about half of the patients do not remit after treatment there is room for improvement. Of note, despite the overall similarity in efficacy, equivalence of therapies has never been demonstrated. Predictors could be identified that suggest differential effects in subgroups. Some studies suggests specific effects for different therapies, for instance on improvement on comorbidity, on reflective functioning or attachment style. Small sample sizes and scarcity of studies however precludes clear conclusions.

In clinical practice similarity in efficacy of therapies for personality disorders is commonly assumed. However, for an individual patient this equivalence is probably not be the case. Psychodynamic approaches could be helpful to identify prescriptive factors in order to select the most optimal therapy for an individual patient and improve overall outcome.

TS46 Health Care Providers

TS46.1

Witnessing, the Simplicity of Being There: A Narrative Exploration of the Experience of Médecins Sans Frontières (MSF) Field Staff

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Valuable research has been undertaken to understand the psychosocial impacts on health workers of exposure to clients' trauma. The extension to humanitarian aid workers is relatively recent (early 2000s). Qualitative research on the witnessing experience of this group is an unexplored domain, and is where this research seeks to contribute.

The research explores the experience of MSF field staff as they witness injustice and the suffering of patients and communities. It is informed by psychological, sociological and philosophical perspectives on witnessing and meaning making. This paper draws on these literatures, but focuses specifically on lived experience. It proposes an explanatory model for witnessing, as it is enacted by MSF field workers.

The research design predominantly employed narrative inquiry. Twelve experienced MSF staff were interviewed to elicit personal stories about their role as witnesses. Interviews were analyzed, using holistic and content strategies. Interpretation sought to understand situational and organizational factors, as well as other influences, such as MSF's principle of *témoignage*, and the metanarratives in which medical humanitarian work is embedded.

The research findings suggest that for those that daily witness suffering, it is an immediate, direct and intimate experience. The action that then flows from this human encounter is shaped by an array of contextual factors. These factors and questions related to duty of care, ethical dilemmas and the most helpful support interventions are discussed.

TS46.3

A Measured Optimism: The Narrative Journey of Médecins Sans Frontières (MSF) Field Staff

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This paper presents the narrative journey of MSF field workers and specifically, the emergence of identity and meaning making through their stories.

Valuable research has been undertaken to understand the psychosocial impacts on health workers of exposure to clients' trauma. The extension to humanitarian aid workers is relatively recent (early 2000s). Existing research tends to focus more on pathogenic, than positive developmental processes. Qualitative research is limited.

Twelve experienced MSF staff were interviewed, drawing on narrative inquiry methods to elicit personal stories about their experience as witnesses to suffering and injustice. Interviews were interpreted using holistic and content strategies.

A strong sense of agency and purpose was consistent across the group. These features were found to be of vital significance to participants' accommodation to field circumstances, as well as the process of meaning making over time. Transition, from field to home country, and from physically or psychologically threatening encounters to a sense of safety, constituted developmental turning points. Of great interest was the dominant framing of experiences as redemptive and positive, rather than as desperate or destructive.

This paper will outline these findings, and proposes that an important protective factor is MSF's capacity to provide a "holding environment" for field workers. The limits of this "holding", both

individual and organizational, will be presented, along with ideas for supportive psychosocial interventions.

TS46.2

Living kidney donation a major life event - What do the donors say?

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Living kidney donors (LKDs) undergo kidney nephrectomy to save the life of an end-stage renal disease patient. We examined whether LKDs experience the donation as a major life event and we measured its impact on their lives.

LKDs were interviewed 3 (n=111) and 12 months (n=127), or ≥ 36 months (n=614) post-donation (PD). The last group was asked whether they experienced the donation as a major life event (yes/no). All LKDs completed 2 Visual Analogue Scales per life event (including donation): 1) whether they experienced the event as negative (0)/positive(10) and 2) its impact on their lives (0=no impact;10=great impact). Using multiple logistic regression we examined whether donor/recipient medical complications were associated with the donation experience/impact score. We found that 45% experienced the donation as a major life event. Median experience score of donation was 9, which was comparable with marriage/cohabitation. Median impact scores of donation were 5 (3 and 12 months PD) and 6 (≥ 36 months PD), which was comparable with marriage/cohabitation and retirement. Donors who experienced more (recipient) medical complications evaluated the donation more often as negative and impactful. Potential LKDs should be informed that living kidney donation is generally experienced as a positive event with moderate impact on donors' lives. Nevertheless, an elevated impact is observed in case of (recipient) medical complications - additional support should be offered in these cases.

TS46.4

Impact of economic crisis in the social representation of mental health: Analysis of a decade of newspaper coverage

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Instituto Piaget, Lisboa, Portugal

Background: Mass media plays a fundamental role in how communities perceive mental health and its treatment. However, the effect of major events like economic crises in the depiction of mental health is still unclear.

Objectives: This study aimed at analyzing representations of mental health and its treatment and the impact of the 2008 economic crisis.

Method: 1000 articles were randomly selected from two newspapers from a period before and after the economic crisis. These articles were analyzed with a closed coding system that classified the news as good or bad news according to the presence of themes associated with positive or stigmatizing representations.

Results: The results show a positive representation of mental health and a negative representation of treatment. Furthermore, the economic crisis had a negative impact in the representation of mental health, but not for treatment.

Conclusion: These findings suggest that the representation of mental health is multifaceted and may be affected differently in its dimensions. There is a need for stigma reducing interventions that both account this complexity and are sensitive to context and period.

TS46.5

The ELPAT Psychosocial Assessment Tool (EPAT) for living organ donor candidates: from 'what' to 'how' of psychosocial screening

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Living kidney donors are healthy individuals who undergo surgery in the benefit of a patient with end-stage renal failure. A minority of donors experience suboptimal psychosocial outcomes, e.g. depressive feelings. Previous studies indicated a need for better psychosocial screening. We aimed to develop an evidence-based tool to standardize the psychosocial screening process.

The key concepts of psychosocial screening as defined by Ismail et al. (2015) were used to structure our tool: motivation and decision-making, personal resources, social resources, psychopathology, information and risk processing, and ethical and legal factors. We discussed a) how each item per concept could be measured, b) reviewed and rated available validated tools, c) where necessary developed new items, d) assessed content validity and e) pilot tested the new items.

The resulting ELPAT living organ donor Psychosocial Assessment Tool (EPAT) consists of a selection of validated questionnaires (28 items in total), a semi-structured interview (43 questions) and a Red Flag Checklist. We outline the optimal procedure and conditions for implementing this tool. Use of the EPAT will standardize the psychosocial screening procedure and ensure that no psychosocial issues are overlooked, that comparable selection criteria are used and will facilitate generation of comparable follow-up data on psychosocial outcomes of living donors. Consequently, use of this tool will promote donor safety.

EFPA21 Psychologists value added for society

Introduction and objectives: One of EFPA's foremost missions is to increase awareness of how psychology may be part of the solution to many of society's challenges. The image of a European psychologist is both stereotypic, but at the same highly diverse, depending on national professional standing, traditional work roles and services, and cultural idiosyncrasies. But increased demand of psychological expertise and services will only follow from clear demonstrations of their value added effect - for society.

EFPA organizes more than 20 committees (Boards, Standing Committees, Task Forces and Working groups) with more than 200 volunteer experts from most of EFPA's 36 member associations. Much of the work of these committees clearly has the potential of benefiting society. However, even if many committee mandates respond to explicit societal challenges, a "customer" is rarely identified. The committee services or products are rarely commissioned by an external body (a national government or agency, or the EU).

The purpose of this symposium is to raise awareness, primarily among EFPA committee members, but also all other congress participants. The method follows two lines: One is to present success stories where EFPA (or related bodies) has been commissioned to produce a specific service, product or report. Another line is to challenge committee convenors to present examples of potential deliveries to society, based on psychological expertise. The latter is still under development. It is also an option to combine the two by adding future perspectives to past experience

EFPA21.1

Funding of EuroPsy – The Leonardo Project

Ingrid Lunt

European Awarding Committee (EFPA), Oxford, UK

The 1999-2005 Leonardo Project, which was not strictly an EFPA project, but definitely had an EFPA goal. The project made the foundation for EFPA's most tangible product today, the **EuroPsy**, which is a certificate issued by national member association, guaranteeing the professional competency of a European psychologist.

EFPA21.2

EU project management between nightmare and hope

Marianne Kant-Schaps

Standing Committee on Psychology in Education (EFPA), Brussels, Belgium

espil - eu project management between nightmare and hope. ESPIL- European Psychologists improving Lifelong Learning - was an accepted EFPA EU Proposal in 2009 with a volume of 100.000€ under the EU Comenius Program. The experience of this project highlights barriers and possibilities for the promotion of psychology across Europe.

EFPA21.3

Training for trainers for East European countries

Eva Münker-Kramer

Standing Committee on Crisis and Disaster Psychology (EFPA), Vienna, Austria

In 2010 EFPA obtained a grant from the Council of Europe CoE Major Hazards of 12.000€/year for three years to organise workshops: 'Training for trainers for East European countries'. This project will be presented.

EFPA22 Improving Psychological Science in Europe

The aim of this symposium is to have a positive, upbeat and collegiate session where we debate and discuss how psychological science can be improved in Europe (and beyond). The context for the symposium is prompted by Nosek et al's (2015) Science paper that showed that less than 40% of psychology studies were replicated in a large scale multi-lab collaboration. Other areas of science have encountered problems with replication in the past, for example, clinical medicine and genetics, therefore, psychology is not alone. Nevertheless, the findings of the Nosek et al paper have substantial implications for how we do psychological research and how we publish our research as well for how scientific methods are taught to the future generations. This symposium will consist of a range of presentations that will consider these implications for the future of psychology and science more generally. Perspectives from France, Germany, Switzerland, Italy, Spain and the UK will be provided. Our speakers will discuss potential solutions, as well as discussing the implications for teaching and training across Europe. For example, issues arising from the 'replication crisis' in relation to study programs have been widely discussed in Europe. In order to address the issues raised psychology in Europe needs to consider: (1) the relationship between research and teaching, (2) the development of competences as a core concern of higher education, (3) the relationship between education and training ethics especially in research processes, and (4) the necessary expertise and didactics to link research and teaching. There are also immediate and direct implications for PhD students. For example, what are the implications for PhD students in terms of pursuing exploratory research rather than trying to replicate previous studies? Will the changing nature of conducting psychological science have implications for academic careers and progression? Should we be exploring establishing pan-European collaborations to facilitate multi-lab experiments and studies? The symposium will also consider why some areas of psychology appear to be less impacted by the "replication crisis". For example, it has been suggested that personality psychology does not have a problem with replicability. Possible reasons for this will also be considered. The symposium will finish by drawing some general conclusions about each of the presentations and then will be followed by a question and answer session.

EFPA22.1

The future of Psychology: Challenges and options for Germany and Switzerland

Christoph Steinebach

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In Germany and Switzerland, Psychology is a very popular subject. Many students want to become later on psychotherapists. In Germany, the discussion about alternative study programs on psychotherapy questions Psychology as only way to achieve this goal. In the new study programs larger parts of psychotherapy training would be transferred to a new Bachelor and Master program. Clinical content would be dominant. Traditionally, Psychology is understood to have its roots in humanities, social sciences, and natural sciences. Depending on the perspective, an orientation of Psychology at Medicine is viewed critically. From this in Germany, serious changes are expected in the field of Psychology as well as in the relationship of Psychology to other disciplines. In addition issues arising from the 'replication crisis' in relation to study programs and didactics have been widely discussed in Germany as well as in Switzerland. In order to address these issues five topics are reflected: (1) the relationship between research and teaching, (2) the development of competences as a core concern of higher education, (3) the relationship between education and training Ethics especially in research processes, (4) the necessary expertise and didactics to link research and teaching, and (5) the strategic perspectives to improve Psychology as science.

TS48 Parent-Child

TS48.1

How can time spent with infant and parents sensitivity affect mother-infant and father-infant attachment?

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Introduction: Parents-infant attachment is associated with children social-affective development and resilience. Literature indicates differences in infant attachment with fathers and mothers. We wonder if time spent and parental tasks can explain such differences.

Aims: To investigate attachment quality in mother-infant and in father-infant dyads, and whether such quality is related with parent's sensitivity and with parents sharing responsibilities in infant welfare and care (e.g., feeding, bathing, providing health care).

Sample: 82 healthy full-term infants (30 girls, 53 boys, 48 first-born), their mothers and fathers from Portuguese middle-class households

Methods: At 9 and 15 months, mothers and fathers were independently observed playing with their infants and the videos were scored with Crittenden Care-Index. Parents described their family routines with McBride & Mills Parent Responsibility Scale. At 12 and 18 months, attachment was observed in Ainsworth Strange-Situation.

Results: Mothers were more sensitive than fathers in free play. Moreover, secure attachment was more likely in mother-infant dyads than in father-infant dyads. The amount of time that parents spent with their infants was not associated with attachment. However, how parents spent time with infants predicted attachment security: secure attachment was more likely when mothers spend more time playing or promenade their infant rather than spend time uniquely in caregiving activities while fathers' involvement in child-care was associated with secure attachment. Furthermore, father-infant attachment was predicted by infant health whereas in mother-infant attachment was predicted by dyadic interactive quality.

Conclusion: This study adds new elements to the attachment field and the results can be used in preventing insecure attachment as well as to support mothers and fathers in their parenting.

TS48.2

Effects of Parenting and Discipline on Antisocial Behavior Mediated by Adaptive and Maladaptive Social-Information Processing

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Little research has examined the mechanisms that parents' parenting and children's perceptions of parenting behavior predict antisocial behaviors through both adaptive and maladaptive social information processing. We tested the hypothesis that parents' parenting attitudes were manifested in actual parenting behaviors, and children represented the images of their parents' parenting attitudes by perceptions of these behaviors. These images of parenting attitudes would then affect children's antisocial behaviors through adaptive and maladaptive social information processing.

Pair-wise sampling was used to collect data from 327 junior-high school students and 471 undergraduates with their parents. Children and their parents reported the perception of parenting and discipline during their early childhood. Children's social rule and antisocial cognitive biases, such as cognitive distortion and general beliefs about aggression, were also assessed.

Undergraduates provided self-report of the experience of antisocial behaviors during their high school years. Structural equation analyses consistently supported our hypothesis for both junior-

high school and undergraduate samples. These findings advocate that parents need to confirm that their parenting behaviors are properly perceived by their children just as they intended.

TS48.3

Mother-Child Relationship and Children's Prosocial and Conduct Problem Behaviours: A Multilevel Analysis in Two Countries

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Objectives: According to the convergence perspective, *parents were transmitters of patterns of thoughts and behaviors; and siblings should resemble both their parents and one another* (Feinberg, McHale, Crouter and Cumsille, 2003, p. 1261). However, behavioral geneticists brought an unexpected finding to attention; Plomin and Daniels (1992) highlighted that siblings often turn out differently to one another. Research aiming to predict sibling adjustment has focussed on nonshared, child-specific aspects of the environment, with parental differential treatment of siblings receiving the most research attention (Turkheimer & Waldman, 2000). The current study examined the effects of nonshared environment (i.e., differential parental treatment) that each child in a family receives alongside shared family environment (i.e., average levels of parenting quality in families) on prosocial problem behaviours. Extending previous research of this kind, we compared parenting in England (an individualistic culture) and Turkey (a collectivistic culture).

Method: We examined the influences of culture, maternal malaise, household chaos, and both family-wide and child-specific aspects of parenting on children's adjustment in a socioeconomically diverse sample of 118 English and 100 Turkish families. Each family included two children aged 4-8 years, enabling the separation of within- and between-family factors by modelling the multilevel structure of the data. Mothers reported about the parent – child relationship, contextual factors, child behaviours (conduct problems and prosocial behaviours). Maternal differential treatment, age, and gender were tested as sources of within-family variance, and culture, household chaos, maternal malaise, and family-wide parenting were tested as sources of between-family variance.

Results: The current study adds to the literature by showing the effects of maternal treatment were different for Turkish and English children. Conversely, similar effects across cultures were revealed for age, gender, household chaos and maternal malaise.

Conclusion: The findings highlight the relevance of using multilevel modelling to explore cultural distinctions in the operation of family systems. Limitations and future directions will also be considered.

TS48.4

The Intersubjective Function of Maternal and Paternal Infant-Directed Speech in Early Infancy

Theano Kokkinaki

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Objective: The aim of this naturalistic and longitudinal study was to compare systematically maternal and paternal infant - directed speech, according to infant and parental emotional expressions, the focus and the content of it. **Method:** Towards this direction, eleven Greek-speaking mothers, fathers and their infants were video-recorded in the course of spontaneous dyadic interactions at home from the 2nd to the 6th month of the infants' lives. Within well-defined units and sub-units of analysis: a) microanalysis of maternal and paternal infant-directed speech was carried out according to the classification of it into content and focus categories; b) microanalysis of spontaneous infant and paternal facial expressions of emotions was carried out according to the type, the frequency, the valence and the intensity of facial expressions. According to this information, emotional coordination was evaluated with four measures: a) matching (one partner expressed the type of facial expression of emotion of the other partner), b) synchrony (matching in the frequency of facial expressions of emotion of the two partners); c) complement [one partner expressed the positive valence of facial expression of emotion (pleasure, interest) of the other partner]; and d) attunement (one partner expressed the shifts in the direction of

emotional intensity of the other partner). Results: Results provided evidence of structural variations, hierarchical similarities and quantitative differences in the emotional coordination, the focus and the content of maternal and paternal infant-directed speech in the course of early infancy. Conclusion: These results will be interpreted in the frame of the theory of innate intersubjectivity. The implications of this study will be discussed in relation to theory and practice.

TS49 Aggressive Behaviour

TS49.1

Threatened Suicide and Baiting Crowd Formation

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Objective: The term “Baiting Crowd” was coined by Mann (1981) to describe people who assemble beneath an individual who is threatening suicide. Instead of attempting to prevent the suicide, baiting crowds encourage the victim to jump. Mann utilized Deindividuation Theory to identify variables associated with the formation of baiting crowds. The small and homogeneous sample (N=21) upon which Mann’s findings were based make this particular study an excellent candidate for replication.

Method: We used ProQuest to search newspaper accounts of threatened suicide during the years ranging from 1852-2016. We identified 141 instances where crowds formed in response to an individual threatening to commit suicide by jumping. News articles were coded in terms of the date and location of the instance, whether baiting from the crowd occurred, and whether or not the victim ultimately jumped. Additionally, when available, time of day (before or after 6:00 p.m.), size of crowd (fewer or more than 300 people), and distance between the victim and the crowd (more or less than 120 feet) were coded.

Results and Conclusion: With this larger and more international sample, we replicated one of Mann’s major findings in that we found that baiting crowds were more likely to form during the evening hours when crowd members’ identities were protected by the cover of darkness. Additional results will be discussed, including our failure to find a significant association between the presence of a baiting crowd and the victim ultimately jumping.

TS49.2

Roles of Cognitive and Emotional Variables in the Decision Processes of Proactive Aggression among Male Japanese College Students.

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Objectives: De Castro et al (2005) revised the Social Information Processing model of aggression by including emotional variables. We validated the revised model in studies with male Japanese samples (Kawabata et al., 2013, 2014, 2015). Further modifying de Castro et al.(2005)’s model to predict proactive aggression, in this study, we postulated the psychological processes through which a person decides to take aggression to coerce the other to do something, especially focusing the roles of emotions and justification in this type of aggression. We attempted to test the hypotheses: anger and anxiety will increase proactive aggression but emotion regulation will decrease it; and, justification will enhance proactive aggression.

Methods: Two hundreds and two male Japanese college students ($M_{age}19.72$, $SD1.42$) were given three scenarios depicting stories in which an actor verbally coerce the other actor to do a right behavior after the other person made a transgression., and then, they rated the actor's anger, anxiety, moral evaluation of aggressive behavior, belief in rightness of coercion, and perception of the transgressor's pleasure and they estimated how they will use the emotion regulation strategies if you were the actor.

Results & Conclusion: We conducted SEM to test the hypotheses. The results partly supported them: the actor's anger directly increased aggression and anxiety indirectly increased it by way of response evaluation and anger.; emotion regulation also indirectly increased aggression by way of anxiety; and the effects of the belief were not straightforward in that it increased anxiety, anger, and response evaluation, but decreased aggressive behavior and the perception of transgressor's pleasure..

TS49.3

The Role of Work-Related Bullying and Personal-Related Bullying on Employees' Work Engagement.

Vivi Gusri Rahmadani, Chindy Ho

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Objectives: Bullying in workplace is a negative treatment perceived by an employee repeatedly in a certain period of time, which causes the employee to feel humiliated, intimidated, repressed, isolated and brings undesirable effects (such as lower performance and risk to the employee's health and safety). This study aims to examine the role of workplace bullying and its dimensions, namely work-related bullying and personal-related bullying on employees' work engagement.

Methods: 166 employees working in Indonesian banking services participated in this cross-sectional study. Data were collected by using Utrecht Work Engagement Scale (UWES) adapted from Schaufeli (2012) and Negative Acts Questionnaire-Revised (NAQ-R) adapted from Einarsen and Raknes (1997). Furthermore, All data analysis was conducted using SPSS 17.0 for Windows and Microsoft Office Excel 2007. The technique of data analysis techniques suitable for the purpose of this study is regression

Results: The results show the workplace bullying affect the level of employees' work engagement ($r = -0.682$) and bullying's effect on work engagement is equal to 46,2%. The work-related bullying has a significant negative effect on work engagement ($r = -0.619$). Moreover, personal-related bullying also has a significant negative effect on work engagement ($r = -0.601$). It shows that the higher the intensity of bullying experienced by an employee, the lower the level of his engagement. Conversely, the lower the intensity of bullying experienced by an employee, the higher the level of his engagement. Bullying in the workplace may reduce employee engagement.

Conclusions: Bullying is proven to be correlated with employee engagement and bullying has a negative effect on engagement. It shows that bullying may reduce engagement. Each dimension of bullying (work-related and personal bullying) also has a negative effect on work engagement. This implication of this study is giving awareness for the employees and the management of organizations to enhance their employees' work engagement by reducing bullying at workplace both the work-related bullying and personal-related bullying. One effort that an organization may take is to monitor whether there are indications of bullying behavior and, if necessary, the organization can intervene to reduce bullying behavior so that engagement can be improved.

TS49.4

Attitudinal tolerance of and actual involvement in counterproductive behavior and their psychosocial and personality associations among Hong Kong employees.

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Attitudinal tolerance of and actual involvement in counterproductive behavior in work setting (e.g., deliberate deception, unlawful conduct, disregard of company policy.), were examined among 647 Hong Kong employees. (388 females; means age = 35.43 years, SD = 3.52). Employees' tolerance of (mean = 2.17, SD = .63; 1 = totally unacceptable to 5 = totally acceptable) and involvement in counterproductive behavior (mean = 1.65, SD = .72; 1 = never to 5 frequently) were averagely low. Structural equation modeling was used to examine the association between dark triad personality (narcissism, Machiavellianism and psychopathy), life aspiration, occupational well-being (job satisfaction and general anxiety) and attitudinal tolerance of and actual involvement in counterproductive behavior. SEM analyses reveal that greater tolerance of and involvement in unethical working behavior were associated with aspirations of financial success, social recognition, popularity and hedonism and lower occupational well-being. Extrinsic aspiration style and low occupational well-being were associated with higher tolerance of and actual involvement in counterproductive behavior and the association is moderated by narcissism and Machiavellianism personality (chi-square = 193.55, $p = .001$). Implications for preventing counterproductive behavior among employees will be discussed.

TS49.5

Assessing Institutional Violence in Violent Offenders: An Accuracy Comparison of Four Assessment Tools

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Background and Objectives: Institutional violence is a detrimental event that is increasing notably in prison. It's therefore important to assess its occurrence at best. Some actuarial and structured professional judgment (SPJ) risk- and lately protective- assessment tools have already demonstrated their predictive accuracy in violent recidivism. In contrast, little is known about the effectiveness of such instruments identifying risk of institutional violence. The present study was designed to evaluate four well-known clinical, risk and protective factors assessment tools predictive accuracy of institutional violence in prisoners convicted for violent offenses.

Method: 54 males offenders were assessed in a Swiss criminal prison with the Violent Risk Appraisal Guide (VRAG), Psychopathy checklist - revised (PCL-R), the Historical Clinical Risk Management-20 (HCR-20) and the Structured Assessment of Protective Factors for violence risk (SAPROF). The role of psychiatric diagnosis was also under control. Institutional violence occurrence was recorded within a 12 month follow-up. Analysis used were univariate one-factor ANOVAs for descriptive and receiver operating characteristic (ROC) curves analyses for accuracy prediction.

Results: About 25% of offenders presented an episode of verbal violence; about 15% of physical violence. Offenders with at least 1 psychiatric diagnosis showed more violence. PCL-R and SAPROF showed the highest values in violence prediction whereas VRAG and HCR-20 were less accurate.

Conclusion: Results at one Swiss criminal prison showed that clinical and protective factors assessment tools predicted institutional violence in violent offenders better than classical actuarial and SPJ risk assessment tools. This should be considered for more effective risk management studies and strategies.

TS50 Socio-Cultural Pressure

TS50.1

Examining Honor Culture in Turkey: The Adaptation of Three Main Scales, Its Inferences, and the Possible Preventions and Early Interventions

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Honor culture studies in psychology suggest that manhood is a dimension of honor, and men's violent response to insult is a general characteristic of the honor cultures. In this regard, since Turkey possesses the honor culture, in order to examine honor, manhood, and man-to-man response to insult in Turkey, the three main honor culture scales in the literature were adapted into Turkish. For this purpose, Honour Value Scale (HVS) regarding the honor endorsement, Honor Ideology for Manhood Scale (HIM) regarding the manhood endorsement, and Honor Measure (HM) regarding the man-to-man response to insult were adapted into Turkish. One hundred sixty five undergraduate students with the mean age of 21.26 (SD = 1.95) participated in the study. On the basis of the factor analyses, convergent validities, and the internal reliabilities, the findings revealed that the translated scales are valid and reliable in Turkish, and the revealed subscale of HIM which is Manhood Qualities (MANHQ) is a good fit for measuring the manhood endorsement in Turkey. The analyses showed that the endorsements of all honor, manhood, and man-to-man response to insult are high for the participants. Taking into account of the authors' other related studies, the scales and its inferences are discussed within the framework of the honor culture literature. Finally, the related possible preventions and early interventions to be conducted in the honor cultures and especially in Turkey are discussed.

TS50.2

Negative Relationship Between Shyness and Life Satisfaction: Moderating Role by Generation

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Objectives. Life satisfaction has long been investigated in psychological research, particularly with regard to what factors predict high/low levels of it. A negative relationship has been found between shyness and life satisfaction in previous studies across a wide range of samples such as Chinese college students (Wang, Zhao, & Wang, 2014), young Japanese adults (Fukuda & Terasaki, 2012), and Portuguese adolescents (Neto, 1993). Although the mediators of the relationship between shyness and life satisfaction have been revealed, no attention has been directed to the moderators of the association. Thus, we aimed to identify the factor that moderates the relationship between shyness and life satisfaction. We explored if the relationship would be moderated by demographic variables (e.g., gender, generation, marital status, and having children or not).

Method. A total of 1448 Japanese respondents across a wide range of demographics completed an online nationwide survey. The survey included the 16-item Trait Shyness Scale, the 5-item Satisfaction With Life Scale, and some items about respondents' demographic information.

Results and Conclusion. Statistical analyses primarily revealed that generation played a moderating role in the relationship between shyness and life satisfaction in that, a high level of shyness was associated with a low level of life satisfaction for all generations except individuals in their teens. Specifically, teenagers' life satisfaction was not significantly influenced by their shyness.

TS50.3

The Association between the Perception of Human Rights Violation and the Trust in Public Institutions

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The aim of this study is to investigate the association between the perception of human rights violation and the trust in public institutions. The study also aims to examine the mediating roles of system justification and the belief in a just world in this association. Participants of this study were 217 (136 female, 81 males) undergraduate students. They completed the scales for perception of human rights violation, for belief in a just world, for system justification and for trust in public institutions. A mediation analysis was conducted via Process macro to test the hypotheses of this study. Results showed that perception of human rights violation negatively predicted the trust in public institutions. Results also showed that the belief in a just world and system justification mediated the association between the perception of human rights violation and the trust in public institutions. That is, perception of human rights violation tended to decrease the trust in public institutions through low levels of belief in a just world and system justification.

TS50.4

On the Evolutionary vs. Sociocultural Nature of Ageism: An Investigation into Turkish Folklore

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Ageism refers to prejudice, stereotyping, and discrimination on the basis of age. Although it is now clearly established that ageism is more pervasive against older adults, debate exists on the nature of the phenomenon itself. Some scholars argue that like other forms of prejudice such as sexism or racism, ageism is a purely sociocultural phenomenon, rooted in the devaluation of the role of the village elder in Industrial societies. Others argue that ageism against older adults also occurs in the animal kingdom, and is rooted in our evolutionarily-derived fear of death. Hence, to investigate the notion as to whether or not ageism against older adults is a sociocultural function of the Industrial Revolution, we reconcile these competing streams of thought via investigation of the folklore of one pre-Industrial society, the society of Anatolian Turkey. Using Grounded Theory, we analyzed 1,555 Turkish fairy tales of Nasreddin Hoca, and 22,000+ Turkish sayings and proverbs, for stereotype themes of older adults. Our analysis yielded 36 fairy tales and 82 proverbs/sayings that explicitly referenced age. In support of an evolutionary explanation for ageism, examination of this latter subset revealed that stereotypes of older adults in pre-Industrial Anatolian Turkey mirror stereotypes of older adults in the contemporary psychological literature, with older adults stereotyped as wise, experienced, and warm yet also incompetent, inadaptatable, and frail. Implications are discussed.

TS50.5

Relational Mobility and Socio-Economic Status Influence Attitudes toward Family Obligations in Ghana

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Objectives: We investigated the influence of relational mobility, the opportunity to voluntarily form and end relationships, and socio-economic status on attitudes towards family obligations among a sample of Ghanaians. Research shows that social dynamics of relationships are changing in contemporary Ghana, a developing country in West Africa. These changes have important implications for everyday life. The study draws upon current understandings on the dynamic nature of self, agency, and relationality as influenced by ecological affordances (e.g., Markus & Kitayama, 1991; Adams & Plaut, 2003).

Method: Participants from diverse educational and economic backgrounds who self-identified as Christians were selected across rural and urban settings in Ghana.

Results: Results showed that relational mobility as well as socio-economic status predicts attitudes towards meeting family obligations after controlling for the effects of age and gender.

Conclusion: The findings illuminate our understanding on how changes in relational patterns and economic conditions in Ghana might influence relationality and care.

TS51 Occupational Psychology

TS51.1

Mentoring Pathways Toward Employment in the Millennium: good practices and innovative trends

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In Europe, there are four main active labour market programs: training, job search assistance, wage subsidies and subsidised public sector employment. Literature indicates that among all four, job search assistance, which includes mentoring, is the active employment policy with the most positive results. There has been though some confusion between mentoring, counselling, coaching and be friendly approaches. Mentoring differs from the other methodologies because it is based on a volunteering service, which differs from coaching and counselling, but can be based, at the same time, on a formal and informal flow, always with a coping purpose, what differs from a be friendly approach, which is based only in informal and without purpose. Mentoring methodology consists on two different types of roles: mentor and mentee. Mentor is someone that has some specific skills and increased and consolidated experience on one or more areas and that is available to share his personal/social/professional experience with someone that is not so high skilled and experienced. Mentee is someone with lower skills and experience, which can improve these by understanding how the mentor has coped with different issues, domains, opportunities and problems in one or more areas. There can be two distinct categories of mentors: peer and non-peer. Peer mentor is someone that has similar personal/social/professional pathways regarding the mentee. Non-peer mentor is someone that has not those common pathways regarding the mentee. This paper, an output of a work package of an European funded project, aimed to answer the question "What is there that says that mentoring is effective in job place retention?". In order to answer this question, we conducted a literature review. In terms of content, our literature review's results could be categorised in fourteen main topics: Retention, Employee, Supervisor, Leadership, Education, Medical Care, Management & Marketing, ICT & IT, Finance, Program, Benefits, Mentee, Mentor, Less positive about mentoring. In addition to the academic literature review, we conducted a review in four different EU countries in their specific language: Cyprus, Romania, Hungary and Portugal.

TS51.2

Building a Work-Based Management: Learnings from a Participatory Action Research with French Managers

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To reduce stress and burnout, renewing management models and practices appears to be a main issue (Lachmann, Larose & Penicaud, 2010). This is also an economic challenge, as companies, exposed to increased competition, are involved in rapid changes (Lochmann & Steger, 2002). Because of increasing reporting and short-term pressure, managers have less and less time to pay attention to employees' work activity (Detchessahar, Minguet & Pinel, 2009). In addition and in part because of the former, mutual negative representations and a lack of true discussion and work controversy between managers and employees tend to persist in a large number of companies (Conjard & Journoud, 2013). These concerns call for the development of a Work-Based Management (WBM) which place work activity's facilitation at the center of management role and develop the discussion on work means and ends among employees, and between employees and managers. A Participatory Action Research (PAR) was conducted in France with 10 voluntary

managers from different organizations (private and public companies and associations) in order to co-elaborate empirical ways for building and developing a WBM approach. It highlights that discussion on work means and ends produce joined economic and psychosocial benefits but implies quite radical changes regarding managers' role and the way decisions are made and guided. Research partly funded by the *Agence Nationale pour l'Amélioration des Conditions de Travail* (ANACT, France).

TS51.3

Job Design: Its influence on meaning at work and work engagement

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Objectives: Researchers have suggested that in the process of designing jobs, employees perceive an optimum balance between themselves and their job, and are more likely to call their job as meaningful. This thought can be extended with a view that meaningful work also has spillover effect on the positive behavioural pattern of employees in terms of work engagement. With this, the authors propose that job design influences meaningfulness at work and fosters work engagement.

Method: A total sample of 300 employees has been selected working in manufacturing industries. The data has been collected using the Job Diagnostic Survey, developed by Hackman and Oldham (1980). The scale comprise of five dimensions as: Task Variety, Task Significance, Task Identity, Autonomy and Feedback. Meaningful work has been measured by the Work and Meaning Inventory (WAMI), developed by Steger, Dik, and Duffy (2012). The scale uses three subscales as: Positive Meaning, Meaning-Making through Work, and Greater Good Motivations to create a composite Meaningful Work score. And work engagement has been measured with the Utrecht Work Engagement Scale (UWES-9) developed by Schaufeli et al. (2006). The scale measures three sub-dimensions of work engagement as: vigour, dedication, and absorption.

Results: The statistical analysis is majorly pertinent to Principal Component Analysis, Confirmatory Factor Analysis, stepwise regression and mediation analysis. Based on PCA, the factor structure of the job design scale evolved with a new dimension, named as Task Characteristics and the other two dimensions retain their factor structure and hence have been named as: Autonomy and Feedback. Work and Meaning Inventory (WAMI) and Utrecht Work Engagement Scale (UWES), retain their factor structure respectively. Further, CFA also demonstrated acceptable fit indices for further analysis. The results indicated that job design is a significant predictor of meaningful work and work engagement. Also meaningful work mediated the relationship between job design and work engagement.

Conclusion: We conclude that job design can be considered as a kaizen approach to foster pro-attitudinal behaviors at workplace, termed as meaning at work and engagement. Thus, job design can be a resounding aspect of any organization, while resonating meaningfulness at work and work engagement.

TS51.4

Importance of worker's positive attitude to work and rest for their well-being and recovery efficiency

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Objectives. We reveal predictors of the recreation efficiency of individuals who have high degree of autonomy at work. The investigation is performed in the context of research into workers' recovery [Sonnentag, Perrewe, Ganster (eds.), 2009], flexible working arrangements [Demerouti, Derks, ten Brummelhuis, Bakker, 2013], workaholism and work engagement [Schaufeli, Taris, van Rhenen, 2008].

Method. The empirical research (N=123) is conducted using a package of the following instruments: 1) semantic differential scale to assess subjective meanings of rest and work [Artemyeva, 1999]; 2) a specially developed checklist to investigate qualities of rest organization; 3) Chronic fatigue questionnaire [Leonova, 1984]; 4) Life satisfaction questionnaire [Leontiev,

1999].

Results. Clustering of the sample by the semantic differential results allows us to identify four groups which are different in their subjective attitude to rest and work. Two of them are especially interesting: one demonstrates negative attitude to both work and rest, and another ('positive') demonstrates positive attitude to both. Though these two groups spend nearly the same time for their rest (and it is less than in the two other groups) the 'positive' group has the lowest level of chronic fatigue and the highest level of life satisfaction.

Conclusion. We conclude that the main factor of rest efficiency is subjective positive attitude to both rest and work. Therefore, to ensure efficient rest one's occupation should be bringing satisfaction. This highlights the societal importance of career counseling.

TS51.5

How self-efficacy moderates the relationship between over-qualification, job dissatisfaction, and innovation

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Objectives: Over-qualification is omnipresent across job markets, notably in young employees. Previous but disconnected research depicts its negative effects on well-being and negative and positive effects on performance. More expansive research includes boundary conditions like self-efficacy. The main purpose of this study was to analyze the moderating effect of self-efficacy in the relationship between over-qualification, job-dissatisfaction, and innovation. Based on the relative deprivation and social cognition theory, we proposed that over-qualification increases job-dissatisfaction and innovation. We also argued that self-efficacy is a moderator, reducing job-dissatisfaction and increasing innovation from over-qualification. Additionally, based on the mood-as-input model, job-dissatisfaction might mediate the over-qualification-innovation link. This presentation aims to provide novel information and to receive meaningful feedback.

Methods: Hypotheses were tested in a sample of 873 young Spanish employees applying structural equation modeling and regression analyses.

Results: Our results confirmed all the hypotheses, but we did not find support for the moderating effect of self-efficacy in the over-qualification-job dissatisfaction link.

Conclusion: This study advances our understanding about the effects of over-qualification and the promotion of health and innovation in underemployed youth. We conclude that self-efficacy is crucial when studying the effects of over-qualification in young employees.

TS52 Psychotherapy

TS52.1

Relative Effectiveness Of Two Counselling Therapies(Cognitive Restructuring And Assertiveness Training) In Reducing Test Phobia Among South Eastern Nigerian Students.

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Objective: Test phobia is gradually but persistently gaining grounds in both secondary schools and tertiary institutions around the country. The trend has a lot of negative consequences both to student's academic achievement and the nation's development. The aim of the present study is to explore the relative effectiveness of two counselling therapies (cognitive restructuring and assertiveness training) among south eastern Nigerian students. **Methods:** The study used a randomized pre-test post-test control group design involving three experimental groups and one control group. Four research questions guided the study, and 80 will be used in carrying out the study. 30 undergraduate degree students selected with simple random sampling and 50 secondary school students composed by purposive sampling. The instruments to be used in this study will be Onwuka(2008) Test Phobia Ascertaining Inventory(TPAI), used for identification and the Test Phobia Inventory(TPI). The data will be analyzed using mean for the research questions and t-test and ANOVA for the hypothesis.

RESULTS: The expected results of the study will indicate that test test phobia which is the persistent and irrational fear of taking tests can be reduced with the two counselling therapies to be used in the study. Also that the combination of cognitive restructuring and assertiveness training treatments will be more effective in reducing test phobia among students. **Conclusions:** Expected Conclusion from the study is that cognitive restructuring and assertiveness training is effective in reducing test phobia among students in Nigeria. School counsellors should therefore intensify the use of the two therapies in reducing test phobia among students.

TS52.2

Effect of problem attribution on help-seeking intention: Difference between self or partner suffering from mental problem

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Psychotherapy is an effective strategy to cure psychological symptoms, but majority of those who suffer from mental problems do not utilize mental health services (MHS). One possible reason for this is the difficulty faced by individuals in identifying their problems and seeking professional help on their own. This study aimed to investigate the decision making in help-seeking, and whether it differed between cases when they themselves suffered or when their partners suffered from mental problems. A questionnaire was distributed to 600 adults (300 males; 300 females) in Japan. The participants were asked about mental health literacy, attribution of the symptom (attributing to Stress (AS), Western Physiology (AWP), Non-western Physiology (ANP), and Supernatural (ASN)), and help-seeking intention (to utilize MHS, other services, non-western services, informal help, and not seeking help), after they read vignettes of each case. The covariance structure analysis showed that in both cases, high literacy promoted help-seeking from MHS and informal help, mediating AS, while ASN inhibited help-seeking from MHS. On the other hand, AWP promoted help-seeking from MHS only in partner case. T-test showed that all scores of help-seeking intentions were significantly higher in partner case, and not seeking help was higher in self-case. The results indicate that various attributions lead to help-seeking in partner case, showing that it may be easier for people to seek help for others.

TS52.3

The Effectiveness of a One-Week Loving Kindness Meditation Practice in Reducing Negativity

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Loving kindness meditation (LKM) is a meditation practice that aims at directing kindness, compassion, sympathetic joy, and equanimity towards oneself and others. The present study aimed at investigating the effects of LKM on individuals' optimism and pessimism. Participants were randomly assigned to the LKM or the control condition. Participants were asked to listen to an audio that instructed them to either: (1) direct love towards oneself and others (LKM condition), or (2) imagine anything that comes to their mind (control condition). Results indicated that after one-week practice, baseline loving kindness moderated the relationship between conditions and optimism and pessimism. Specifically, participants with higher baseline loving kindness showed higher optimism and lowered pessimism in the LKM condition than the control condition; no significant difference was found between the two conditions among participants with lower baseline loving kindness. Findings provided support to the effectiveness of LKM in increasing optimism and reducing pessimism.

TS52.4

Beat the Fear of Public Speaking: 360° Video Virtual Reality Exposure Training in Home Environment Reduces Public Speech Anxiety

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With this paper, we aim to increase our understanding of how virtual reality exposure therapies (VRET) can help to reduce anxiety states. Using the results of a longitudinal study, we examined challenges and possibilities of a new VRET strategy that incorporates 360° recorded Virtual Reality (VR) environments. Specifically, we explored the effect of a 360° video VRET (Public Speech Trainer, PST) on the reduction of public speech anxiety. The PST was developed as a smartphone VR head-mounted device that participants could use at home. Realistic anxiety experiences were created by means of live 360° video recordings of a lecture hall containing three training sessions based on graded exposure framework; empty classroom (1) and with a small (2) and large audience (3). Thirty-five students participated in all sessions using PST. Anxiety levels were measured before and after each session over a period of four weeks. As expected, speech anxiety significantly decreased after the completion of all PST sessions and that decrement was the strongest in participants with initially high speech anxiety baseline level. Results also revealed that the participants with moderate and high speech anxiety baseline level differ in the anxiety state pattern over time. Conclusively and in line with habituation theories, the results supported the notion that VRET is more effective when aimed at reducing high state anxiety levels. Further implications for future research and improvement of current VRET strategies are discussed.

TS52.5

Examination of the relational mindfulness in management education: development and validation of Relational Mindfulness Training (RMT)

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OBJECTIVES Mindfulness-based interventions (MBIs) are recognized for beneficial effects on stress reduction, cognitive enhancement, self-regulation, resilience and engagement. However, the application of MBIs in management practice and education also faces criticism for possible oversimplification of its methods for solely business purposes and neglecting the caring and ethical

aspect of mindfulness practice. MBIs that focus solely on individual practice also recognize certain scepticism about sustainability of its effects in dynamic social conditions. Because of this, we developed an 8-week MBI called Relational Mindfulness Training (RMT) in order to examine the effect of mindfulness training, which is primarily focused on development of mindfulness in interactive and caring way.

METHOD We examined the effects of RMT on the sample of management students of the business university located in Central Europe. We conducted two studies (N1 = 66; N2 = 110) and used analysis of variance and paired samples t-tests to access the effects of intervention. In the case of second study, we also collected data in three times (T1 = pre intervention, T2 = one week post intervention, T3 = 7 months post intervention) in order to examine more longitudinal effects of participation in intervention.

RESULTS Our results showed highly significant effects of the RMT participation on mindfulness, stress reduction and self-compassion, and significant effects on compassion, authentic leadership and subjective happiness.

CONCLUSION Our findings suggest that relational mindfulness may enhance management curriculum in terms of more practical development of moral and leadership skills. Our study is also the first one that validates the effects of relationally-based MBIs in management education.

IS08 New approaches to personalized treatment

There is a growing recognition of a need to better identify which treatments work better for which patients. To date, means to match treatment to patient for common mental health problems has been very poor. The current symposium reports ground-breaking work that seeks to determine pragmatic and empirical means to better personalise treatment to individuals. Talks by Zachary Cohen and Marcus Huijbers will report one approach – the Personalised Advantage Index, which builds off trial data and using statistical modelling to predict which of two treatments an individual may most benefit from. Wolfgang Lutz will present on an alternative approach also focused on making real world decisions on treatment selection. Edward Watkins will present on an alternative experimental paradigm to unpack the active ingredients of internet CBT for depression, which may provide a first step in matching treatment to individuals by laying the groundwork for building a treatment package made up of those elements most relevant to each individual. The objectives of the symposium are to provide a state-of-the-art update with respect to methods and evidence for treatment personalisation – mainly for patients with depression, and to give an insight into how treatment selection methods may soon be utilised in the clinic.

IS08.1

Treatment Selection with the Personalized Advantage Index (PAI): Review of Precision and Stratified Medicine in Mental Health

Zachary D Cohen, Robert J DeRubeis

University of Pennsylvania, Pennsylvania, USA

The past, present, and future of precision and stratified medicine in mental health will be reviewed. Recent interest in personalized medicine has led to increased efforts to identify moderators of treatment response. Unfortunately, there has been little real-world application of these findings, in part due to the lack of systems suited to translating the information in actionable recommendations. The Personalized Advantage Index (PAI) is an approach that uses statistical modeling to capture individual differences in treatment response with the goal of generating individualized treatment recommendations. Despite agreement on the importance of helping individuals receive optimal care, resistance to actuarial approaches that could help inform treatment decisions exists, in part due to unsubstantiated beliefs that clinicians are already using these factors to guide treatment. Applications of the PAI in depression, anxiety disorders, and PTSD will be presented. Differences between treatment selection in the context of two equivalently effective interventions and stratified medicine applications in which goal is to optimize the allocation of stronger and weaker interventions will be discussed. Methodological challenges in building (e.g., variable selection) and evaluating (e.g., cross-validation) treatment selection systems will be explored. Approaches to precision medicine being used by different groups will be compared. Finally, recommendations for future directions will be made.

IS08.2

How do cognitive therapy and interpersonal therapy work, and for whom exactly? Results from the Maastricht Study on CT and IPT for depression

Marcus J.H. Huijbers¹, Lotte H.J.M Lemmens¹, Zachary D. Cohen², Suzanne C. van Bronswijk¹, Arnoud Arntz¹, Frenk P.M.L. Peeters¹, Pim Cuijpers¹, Robert J. DeRubeis¹

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Cognitive therapy (CT) and interpersonal therapy (IPT) are different therapies from distinct theoretical backgrounds, which implies they exert their effectiveness through different pathways, and possibly with differential effects in subgroups of patients. In the presentation, we focus on the analysis of mediators and moderators in the context of an RCT comparing CT and IPT (n=181). Despite the assessment of multiple process measures at different time points, we were unable to identify (statistical) mediators that were temporally related to outcome (depression severity), and that qualified as a potential mechanism of change. We did find several moderators that predicted

differential response to the two treatments, and used the Personalized Advantage Index (PAI), recently developed by DeRubeis and colleagues, to combine these variables into an algorithm that generates actionable treatment recommendations for individual patients. For a majority of the trial participants, a clinical meaningful advantage was predicted in either CT or IPT, compared to the other treatment. Moreover, those who were randomized to their predicted optimal treatment had far better outcomes than those randomized to their predicted non-optimal treatment.

IS08.3

what is individually tailored mental health care? the application of personalized predictions and empirical based clinical support tools

Wolfgang Lutz, Dirk Zimmermann, Julian Rubel, Viola Viola

University of Trier, Trier, Germany

This presentation covers an internet based clinical assessment, decision and information tool and its empirical support. The implementation of this tool within a clinical training program and outpatient center will be presented. The focus will be on the effects of continuous psychometric assessments, feedback, and a decision support and information tool that is designed to facilitate treatment selection and adaptation. The development and validation sample of the tool consisted of approximately 1000 patients treated for at least 10 sessions with cognitive-behavioral therapy in the outpatient center at the University of Trier. The decision support tool is based on research on tracking and predicting individual change using early response, therapist differences, and continuous and discontinuous patterns of change within treatments as well as between treatments. Results of the research program and the developed personalized prediction and support tool will be discussed in relation to implications for practice and future research.

IS08.4

Investigating the active ingredients of internet-CBT for depression using a factorial design

Edward Watkins

University of Exeter, Exeter, UK

Although there are effective psychological interventions for depression, our best treatments achieve remission rates less than 1/3 and limited sustained recovery. Underpinning this efficacy gap is limited understanding of how complex psychological interventions for depression work (Holmes et al., 2014). Recent reviews have argued that the active ingredients of therapy need to be identified so that therapy can be made briefer, more potent, and to improve scalability (Institute of Medicine, 2015). This in turn requires the use of rigorous study designs that test the presence or absence of individual therapeutic elements, rather than standard comparative randomised controlled trials. One such approach is the Multiphase Optimization Strategy, which uses efficient experimentation such as factorial designs to identify active factors in complex interventions. I describe the application of this approach to CBT for depression. A Phase III randomised, single-blind balanced fractional factorial trial, based in England and conducted on the internet, is currently testing the active ingredients of internet cognitive-behavioural therapy (CBT) for depression. Adults with depression (operationalized as PHQ-9 score ≥ 10), recruited directly from the internet and from an UK National Health Service Improving Access to Psychological Therapies service, are randomized across seven experimental factors, each reflecting the presence versus absence of specific treatment components (activity scheduling, functional analysis, thought challenging, relaxation, concreteness training, absorption, self-compassion training) using a 32-condition balanced fractional factorial design. The primary outcome is symptoms of depression (PHQ-9) at 12 weeks. Better understanding of the active ingredients of efficacious therapies, such as CBT, is necessary in order to improve and further disseminate these interventions. This study is the first application of a component selection experiment to psychological interventions in depression and will enable us to determine the main effect of each treatment component and its relative efficacy, and cast light on underlying mechanisms, and which ingredients work for whom so that we can systematically enhance internet CBT.

EFPA23 (EuroPsy European Awarding Committee) Developing the EuroPsy across Europe: Supervised Practice

Supervision is recognised as an essential component of professional training in psychology. The EuroPsy, developed by EFPA as a qualification standard for practicing psychologists in Europe, has provided psychology in Europe with an opportunity to review training standards, curricula, and mechanisms for ensuring good quality supervised practice for psychologists' training across Europe. A core component of the EuroPsy is the requirement for supervised practice as part of training in psychology. Different countries across Europe have, over time, developed different standards and different processes for how psychology trainees engage in supervised practice, how supervision is provided, who is eligible to provide supervision, what training is available for supervisors. The experience of the European Awarding Committee for the EuroPsy has been that many member associations are at very different stages of development, with respect to incorporating supervised practice within psychology training programmes. In an attempt to facilitate EFPA member associations in reflecting on what framework best fits their own national context, this symposium aims to provide an overview of supervised practice in several countries in Europe within the context of implementing the EuroPsy project. The symposium will draw on member associations' experience of implementing the EuroPsy – the Basic EuroPsy Certificate (Portugal), the Specialist Certificate in Psychotherapy (Finland), and the Specialist Certificate in Work and Organisational Psychology (Spain). In addition, learnings from a dedicated project on developing best practice guidelines for supervised practice in psychology will be shared (Slovenia). Congress participants will have the opportunity to share in a discussion of developing best practice in supervised practice, in particular, how the presenters' experiences can help other countries that are in the process of implementing the EuroPsy project. It is hoped that we can learn from each other in our shared goal of developing best practice.

EFPA23.1

Overview of EuroPsy

Rosaleen McElvaney

Dublin City University, Dublin, Ireland

An overview of the EuroPsy standards will be presented, alongside an update of the implementation of the EuroPsy project across Europe and the potential contribution of the EuroPsy to the development of psychology in Europe. The importance of supervised practice in training and beyond will be highlighted and serve as an introduction to the subsequent speakers who will address this topic more directly with reference to the Basic EuroPsy, and the Specialist Certificates in Psychotherapy and Work and Organisational Psychology. A speaker from Portugal will provide an outline of the establishment of the National Awarding Committee for the EuroPsy in Portugal and the process of developing standards in supervised practice for psychologists in training. A speaker from Finland will describe the supervised practice element for psychologists specialising in psychotherapy. A speaker from Spain will describe developments in Spain in establishing the specialist certificate in work and organisation psychology and how supervised practice is developed in Spain. Finally, a speaker from Slovenia will outline learnings from a project specifically addressing the development of guidelines for supervised practice.

EFPA23.2

Supervised practice and the EuroPsy

Teresa Espassandim

Polytechnic of Porto and Member of the Board of Ordem dos Psicólogos, Porto, Portugal

An overview of the EuroPsy standards will be presented, alongside an update of the implementation of the EuroPsy project across Europe and the potential contribution of the EuroPsy to the development of psychology in Europe. The importance of supervised practice in training and beyond will be highlighted and serve as an introduction to the subsequent speakers who will address this topic more directly with reference to the Basic EuroPsy, and the Specialist Certificates in Psychotherapy and Work and Organisational Psychology. A speaker from Portugal will provide an outline of the establishment of the National Awarding Committee for the EuroPsy in Portugal and the process of developing standards in supervised practice for psychologists in training. A speaker from Finland will describe the supervised practice element for psychologists specialising in psychotherapy. A speaker from Spain will describe developments in Spain in establishing the specialist certificate in work and organisation psychology and how supervised practice is developed in Spain. Finally, a speaker from Slovenia will outline learnings from a project specifically addressing the development of guidelines for supervised practice.

EFPA23.3

Supervised practice and the Specialist Certificate in Psychotherapy

Juha Holma

University of Jyväskylä, Jyväskylä, Finland

Finland has a long tradition of psychotherapy training and has been one of the first countries to establish the EuroPsy Specialist Certificate in Psychotherapy, the certification process offered by EFPA for psychologists who specialise in psychotherapy. This certification process builds on the Basic EuroPsy certificate and provides a recognition for psychologists who choose to pursue additional training in this specialty. This paper will outline standards and mechanisms to facilitate supervised practice both during psychotherapy training and as continuing professional development for psychologists specialising in psychotherapy. Drawing on experiences of training in Finland and the regulation of the profession, this paper will inform the development of supervised practice as an integral part of training and ongoing professional development.

EFPA23.4

Supervised practice and the Specialist Certificate in Work and Organizational Psychology

Jose Maria Peirò

University of Valencia, Valencia, Spain

Spain has been at the forefront of developing supervised practice as a core component of training in psychology. This paper will outline developments in Spain in establishing the certification for psychologists specializing in work and organization psychology with specific reference to developing supervised practice as a core component of training programmes. The emphasis will be placed on developing a supervision process based on the competence framework of EuroPsy. A description of performance indicators for each competence and a tool to record the progress made by the supervisee during the supervised practice will be presented. Lessons learned from the experience in Spain will be shared with a view to informing psychologists in other countries as to how best to develop supervised practice within this specialism.

EFPA23.5

Best practice in Supervised Practice

Vlasta Zabukovec

University of Primorska and University of Ljubljana, Ljubljana, Slovenia

The development of competences are an innovative and integral component of the Europsy project. Specific competences have been identified for the Basic and Specialist Certificates. The challenges involved in assessing, measuring and giving evidence of competences will be discussed, both as they are developing through university education and through the period of supervised practice. Through a joint project, the system of supervised practice in Slovenia was tested. The outcome of this project was the establishment of guidelines for supervised practice of psychologists which will be presented in detail, with specific reference to the mentoring relationship, supervision on mentoring, training, financing and promotion of supervised practice.

EFPA24 State of the art on psychosocial support in crisis and disasters, lessons learned from the different European countries

Members of the Standing Committee on Crisis and Disaster present lessons learned from the European countries

EFPA24.1

Psychological first aid, early intervention and long term response, the continuum of crisis intervention, a theoretical framework

Salli Saari

University of Helsinki, Espoo, Finland

Crisis interventions should follow the psychological crisis process and its stages. The stages differ a lot from each other and that means that you should use different intervention in different stages. That means that you must know the crisis process and also the different crisis interventions. The crisis interventions form a continuum where the next intervention is based on the previous intervention.

EFPA24.2

How can Psychological first Aid and mid-or long term psychosocial support reinforce each other

Eva Muenker Kramer

EMDR Institute Austria, Krems/Donau, Austria

Following Salli Saari's presentation this presentation aims to highlight the concrete areas where – based on the general theoretical framework – the interventions support each other: orientation response, body memories, attitude, narrative, communication style, bringing together the different levels of "trauma representation".. – "Why do things help how they help and why in this order...?"

EFPA24.3

State of the art in PTSD diagnosis

Anders Korsgaard Christensen

Copenhagen University Hospital, Copenhagen, Denmark

Can we make any use of the Acute Stress Disorder Diagnosis (ASD) and the Post Traumatic Stress Disorder Diagnosis (PTSD) in acute psychological intervention immediately after a disaster. And in the long term post disaster psychological intervention? If yes. What are the clinical or theoretical implications. Aspects of assessment and clinical intervention are discussed in this presentation.

EFPA24.4

General guidelines in the immediate aftermath of an earthquake: the use of EMDR as an implemented therapy in the humanitarian intervention

Lucia Formenti

EMDR Italy, Milan, Italy

In the presentation general guidelines about the interventions in the immediate aftermath of an earthquake will be discussed and the use of EMDR as a brief treatment in the acute phase of trauma will be shown. In these mass disasters, people are more at risk of developing post traumatic symptoms. It is thus important to consider the role of intervening and fostering recovery as a public mental health initiative, using EMDR as an implemented therapy in the humanitarian intervention offered to the entire population.

EFPA24.5

Floodings

Stepan Vymetal

Ministry of the Interior of the Czech Republic, Prague, Czech Republic

Floods are the most frequent, natural disasters in the Czech Republic. The advantage of the Czech system is the Integrated Rescue Service which consists of close cooperation of its three basic bodies - the police, the fire and rescue service, and the EMS. The presentation brings experience, lessons learned and the best practice in psychosocial assistance and management during and after both - gradual flooding and flash floods.

TS53 Developmental Psychology

TS53.1

Heroes: An Educational Therapeutic Board Game As An Intervention For Children Who Are Bullied` `

Helen Macdonald, Helen Dunbar-Krige, Elzette Fritz

University of Johannesburg, Gauteng, South Africa

Objectives: This presentation aims to explain how HEROES, a therapeutic board game is a valuable intervention for children who continue to be bullied, both at the individual level, and in social interaction with others.

Methods: The development of the board game is based on social constructionism, Bronfenbrenner's bioecological model and the results of Macdonald's (2015) study, which focused on the life experiences of middle childhood children who continue to be bullied. Data were investigated through a qualitative phenomenological research paradigm and analysed through Interpretive Phenomenological Analysis.

Findings: Macdonald's (2015) findings revealed how maternal stress is internalized into the participants' lives. Next, Macdonald (2015) found how each of the participants experienced multiple traumas from in utero through to middle childhood. Then Macdonald (2015) disclosed the various experiences of being bullied. Finally Macdonald (2015) unearthed the various experiences of supportive relationships.

Conclusion: Macdonald devised cards to assist children in not internalizing their mother's stress; to change the trauma pattern which exists in the nervous system; to empower children to deal with their experiences of being bullied; and to enhance the supportive roles the children have in their lives as resources. As this board game has been developed as a result of the findings of the study, it now needs to be researched to find out about the effectiveness of this game.

TS53.2

IN THE SPIRIT OF ROBERT ROE: Saving high risk children. - A global scale, IT based intervention, connecting psychologist child-at-risk researchers, local policy makers, educating frontline caregivers and their leaders.

Niels Peter Rygaard

www.fairstartfoundation.com, Aarhus, Denmark

Objectives: Inspire colleagues to develop large scale e-learning based programs, produced in cross-professional networks, implemented in partnerships with professional, government, and NGO organisations, across borders and cultures.

Method: Presenter describes the steps since 2005 in creating an organisation to disseminate psychology's theory and practical skills when caring for children and youth without parental care. Inviting a network of researchers, designing online four month training programmes for staffs and foster families, designing program instructor educations online, allowing instructors to connect worldwide while training caregivers. Today, providing government agencies, professionals and NGOs with low cost, research based care system packages.

Programmes: one version for group care - 13 three hour sessions for staff and leader in orphanages, small group homes, fugitive camps, only requiring online access and a projector. The foster care version consists of 15 sessions, with texts, discussions, video demonstrations of daily care recommendations. Instructor's education built on the Harvard/ MIT produced education platform EdX has eight modules. Between these each instructor trains a group. Participants learn basic attachment, group dynamic, learning and organisational development theory.

Results: www.fairstartfoundation.com has now educated the caregivers of 25.000 children worldwide in attachment based care, by providing free online training programmes in 15 languages, train locals to build independent monitoring systems, and develop international online instructor educations. Cost-benefit ratio is favorable - the total budget since 2005 amounts to half a million Euro.

Conclusion: E-learning combined with organisational partnerships is a low-cost instrument for large scale interventions, creating global psychologist and research networks.

TS53.4

Questioning as a component of innate intersubjectivity in early infancy

Theano Kokkinaki

University of Crete, Rethymnon, Greece

Objective: A restricted number of studies has investigated the communication function of questions in infancy by focusing mainly on the prosodic features, the structure and the content of them. The aim of this naturalistic and longitudinal study was to extend previous studies on the communicative function of questions in infancy by investigating systematically infant and paternal emotional facial expressions accompanying paternal questions to infants in the course of their spontaneous dyadic interaction. **Method:** Eleven infant-father dyads from Crete, Greece, were observed during their natural interactions at home from the second to the sixth month of life. Within well-defined units and sub-units of analysis, microanalysis of spontaneous infant and paternal facial expressions of emotions in the course of paternal questions was carried out according to the type, the frequency, the valence and the intensity of facial expressions. According to this information, emotional coordination was evaluated with four measures: a) matching (one partner expressed the type of facial expression of emotion of the other partner), b) synchrony (matching in the frequency of facial expressions of emotion of the two partners); c) complement [one partner expressed the positive valence of facial expression of emotion (pleasure, interest) of the other partner]; and d) *attunement* (one partner expressed the shifts in the direction of emotional intensity of the other partner). **Results:** This study provided evidence of emotional coordination (matching, synchrony, complement and attunement) accompanying paternal questions to preverbal infants. **Conclusion:** These results will be interpreted in the frame of the theory of innate intersubjectivity. The implications of this study will be discussed in relation to theory and practice.

TS63.1

Authoritarian Father and Conduct-Disordered Child's Perception of the Father as Demanding

Chayanika Singh

Marwari Relief Society, Kolkata, West Bengal, India

This study finds out the relationship between the fathers' self-perception as authoritarian and children's perception of their father as demanding. The study was carried out on male children with conduct disorder (CDC, N=30, Experimental group), Dysthymic disorder (DDC, N=30, Control group), and normal (NC, N=30, Control group), and their fathers, by applying the Self-Perception Inventory and the Parent-Child Relationship Scale. The children were matched on age, sex, socio-economic status and other relevant variables. The CDC and DDC were selected on the DSM IV criteria for conduct disorder and dysthymic disorder. Persons scoring extremely high on authoritarian subscale of SPI would seem to be undesirable in leadership and power roles. The child's perception of parents as demanding on the PCRS subscale denotes the parents' high expectations from the child, including strict conformity to rules. Findings suggest that the fathers of CDC perceived themselves as authoritarians and are less efficient in supervising and monitoring their children compared to the fathers of NC. Thus, the CDC's perception is found to be in accordance with the CDC's authoritarianism, which might be instrumental in the development of conduct-disorder. This behaviour of the CD group is manifested by aggression and a desire to exercise power against authority figures and others, in order to get pleasure through externalized behaviour.

TS63.5

Discrepancy in Parenting Behaviours Predicts Children's Academic Self-Efficacy and Anxiety

Demet Kara^{1,2}, Nebi Sümer²

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²*Middle East Technical University, Ankara, Turkey*

This study aims to investigate the effect of discrepancies between parenting behaviours on children's anxiety and academic self-efficacy. We specifically focused on the universal (emotional warmth and rejection) and culture-specific (comparison, overprotection, guilt induction, and intrusion) parenting behaviours and examined the effects of discrepancies between perceived maternal and paternal parenting behaviours. Overall, 1931 primary school students completed the measures of perceived universal and culture-specific parenting behaviours, academic self-efficacy for Math and Literature courses, State Trait Anxiety Inventory for Children. Results of regression analyses revealed that the discrepancy between paternal and maternal parenting behaviours, specifically rejection, intrusion, and overprotection, negatively predicted children's academic self-efficacy and positively predicted anxiety over and above the main effects of these variables, suggesting that discrepancy in parenting behaviours have adverse developmental outcomes. Discrepancy in rejection however, positively predicted boys' Literature self-efficacy which might suggest that even one of the parents being less rejecting has a potential buffering effect. These results revealed that the inconsistency between two parents' child rearing behaviours makes children confused, may increase their general anxiety and decrease their academic self-efficacy at least on two critical academic domains. Current study has contributed to understanding the effects of discrepancies between maternal and paternal parenting behaviours from the perspective of self-determination theory, double-bind theory, cultural differences, and gender roles. Findings were discussed considering the implications of the inconsistencies between parents on child rearing practices and potential cultural differences.

TS54 Innovative Methodology

TS54.1

Differentiating Analytically Equivalent Models in Moderation Analysis

Chi Kit, Jacky Ng, Wai Chan

The Chinese University of Hong Kong, Hong Kong, Hong Kong

Objective: In different statistical analyses, the problem of analytically equivalent models exists when there is more than one structural representation of the variables that can fit the data equally well. Moderation analysis, which answers the question of when an effect happens, has been a widespread research practice across different fields of psychology. Particularly, moderation happens when the effect of an independent variable (X) on a dependent variable (Y) varies as a function of a moderator variable (W); this structural representation of the variables can be depicted in $W \rightarrow [X \rightarrow Y]$. Nonetheless, given an equally plausible competing conceptual model (e.g., $X \rightarrow [W \rightarrow Y]$), current statistical model under moderated multiple regression analysis framework has no way to differentiate the two conceptual models analytically. **Method and Results:** Hence, in this research, we propose new methods for differentiating two analytically equivalent moderation models: $W \rightarrow [X \rightarrow Y]$ and $X \rightarrow [W \rightarrow Y]$. Monte Carlo simulation studies have been conducted to evaluate the empirical performances of these methods under different model conditions. **Conclusion:** In summary, this research not only helps applied researchers determine which moderation process fits the observed data better, but it also provides insights on differentiating mediated moderation and moderated mediation, the two statistical models which have long been argued to be analytically equivalent.

TS54.2

Repositories for psychological research data: Overview and quality criteria

Armin Günther, Martin Kerwer, Erich Weichselgartner

Leibniz Institute for Psychology Information, Trier, Germany

Objectives: A growing number of researchers in psychology are making their data available to the research community by uploading it to repositories like Figshare, the Open Science Framework (OSF), or PsychData. However, as this form of data publication and other “open research practices” are quite new in psychology, related infrastructures, standards and best practices are in an early stage of development and still evolving. Hence, considerable heterogeneity exists with respect to where and how psychological research data is published. Against this background, we present a critical overview of the landscape of data repositories currently used by psychologists.

Method

We first define important aspects (evaluation criteria) that have to be taken into account in order to share data in a sensible and useful way. Second, by adopting a systematic search strategy, we identify repositories currently used to publish psychological data. Third, we discuss differences between these repositories, drawing upon the previously defined evaluation criteria.

Results

Results show that psychological datasets are currently difficult to localize and psychological research data is scattered over various repositories. Moreover, substantial differences exist on how these repositories ensure adherence to defined quality standards.

Conclusion

We conclude by offering some general recommendations for researchers, who want to use data repositories to share their data with the research community.

TS54.3

The Psychometric Properties of the Czech Version of the Personality Inventory for DSM-5

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Objectives: In the Alternative DSM-5 Model for Personality Disorders, the diagnosis of specific personality disorders is obtained through Personality Inventory for DSM-5 (PID-5). The examination of the replicability of the trait structure across methods and populations is of primary importance. The aim of the study was to test psychometric properties of the Czech version of the measure.

Method: PID-5 was administered to a sample of community adults (N=351) and a clinical sample of psychiatric patients (N=143). Small part of respondents (N=33) completed the inventory twice to check test-retest reliability.

Results: The study results confirmed excellent internal consistency and satisfactory reliability of all PID-5 domains in time. Unidimensional structure of the measure was confirmed for 22 of 25 facets. Significant correlations of all trait facets of the tested domains ($r = .53 - .65$ for the community sample, and $r = .43 - .66$ for the clinical sample) confirmed convergent validity. Significant differences between the two samples in the test scores of four of the five tested domains (absolute value of effect size $d = .74 - 1.34$ within 95% CI) show good discrimination capacity of the measure.

Conclusion: The study suggests applicability of the DSM-5 personality trait model across the populations, nevertheless some limitations should be mentioned, e.g. two different forms of administration; prevalence of students in the community sample; different test-retest time periods.

TS54.4

Modularity of the Personality Structure

Daniel Castro, Ana Mendes, Filipa Ferreira, Tiago Ferreira

ISMAI, Maia, Portugal

The Five Factor Model became the most influential model of personality. However, numerous studies failed to support its underlying psychometric structure and confirm its predictions. Also, due to the lack of clarification of the relationships between the personality components, the need arises for a new type of analysis that clarifies their interactive structure. An alternative perspective, that emerges from the complex networks paradigm, was recently articulated that focuses on the dynamics of the direct relationships between the personality components, in order to understand the underlying mechanisms of personality. Although the network perspective offers new ways to conceptualize the emergence, organization, and dynamics of personality, the properties of the personality network remain largely unexplored. This study aimed to characterize the roles played by the diverse components of the personality network and characterize its global structure. A large community-based sample answered the 44-item version of the Big Five Inventory. Network analysis techniques were used to identify the components that regulate the flux of information within the personality network and contribute to its cohesiveness. The communities formed by those components and the type of complex network that emerges from their interactions were identified. The implications for an integrative model of personality based on its underlying interactive complexity and the pathways for future research are debated.

TS54.5

Blue Ocean Strategy: Current Trends in the Online Psychological Assessment Industry

Yang Song

University of Valencia, Valencia, Spain

Objectives: Current trend of online psychological assessment is changing radically with a booming IT development of new start-ups in this field. Gathering talents like occupational psychologists, neuropsychologists, cognition psychologists and practitioners in work, personnel and organizational psychology field, online psychological assessment is widely used for companies and organizations in pre-screening, personnel selection and performance appraisals based on variables like personality, knowledge, abilities and skills (KAS) and outcomes like work performance and wellbeing. This presentation aims to report the current trend of online psychological assessment and stimulate further discussion on potential practical field in psychologists' career and practice in the radical change of IT industry.

Methods: Review & Case Study on current two outstanding start-ups: Codility and Pymetrics.

Results: On candidates' side, the change includes four main parts: gamification, interaction, reciprocal between employees and employers, and personalization. On HR's side, the change includes four parts: employer branding, integration with HRIS, full package with scientific-proof results and visualized contents and combination of evaluation methods. On technical side, the change includes cloud-based data storage, cross-browser testing and cross-boarder challenge.

Conclusion: The trend of online psychological assessment is embracing new challenges in the IT field trend, cognition with user-experience and globalization. However, it still indicates a blue-ocean strategy which represents in the current market a pursuit of differentiation and low cost to open up a new market space and create new demand without a monopoly. New practical fields for online psychological assessment includes in recruitment, pre-application assessment, distance assessment, recorded interview; training & instant feedback; talents & high potential development; education like university admission, MOOC, Online Master, teachers' evaluation use.

PS17 In the age of internet - Who am I and how I change?

Vygotsky said, "Culture creates specific forms of behavior, modifies the activity of psychic functions, and builds new layers within the developing system of human conduct". Evidently, that new technology is transforming our life and is beginning to have a profound effect on individual psyche and the wider social milieu. It is considered to be an instrument of cultural change creating new styles of communication and interaction, new competencies, new ways of forming identity, and hence new forms of personhood.

The main goal of our Symposium is to describe the new trends in "personal development" in interaction with technologies: such as values, sensitivity, professional identity, consciousness, attitude and behavior.

PS17.1

Are Russian Highly Sensitive?

Regina Ershova, Tatiana Koryagina, Ekaterina Yarmots

State University of Humanities and Social Studies, Koloma, Moscow region, Russia

Aron and Aron (1997) developed the Highly Sensitive Person Scale (HSPS) to measure individual differences in sensory-processing sensitivity. The purpose of the study was to examine the psychometric properties of the Russian version of HSPS, its association with the characteristics of pupillomotoric system, to measure individual differences in sensory-processing sensitivity in Internet addicted (IA) and Not addicted to the Internet (NA) College students. The pupillography was performed with the usage of SSaS pupilometer. The SSaS method is based on the analysis of three basic phases of pupillary reaction: latent period- the time between the moment of the light stimulation and the start of the pupil constriction, the phase of pupil constriction, which reflects the condition of the parasympathetic nervous system, the restoration phase, which reflects the condition of the sympathetic nervous system. The pupillometry method allows the physiological and psychological characteristics of the subject to be determined by the reaction of the pupil to light flash. Internet addiction was studied by the Russian adaptation of Chen's Addiction Scale (CIAS) 350 Russian undergraduate students of the State University of Humanities and Social Studies (233 (66,5%) females and 117 (33,5%) males, mean age 18.3 years ($\pm 1,04$) participated in the study for extra credit. Results demonstrated that the HSPS is a valid and reliable measure of the construct of SPS. The current results support a fourcomponent structure of HSPS consisting of Aesthetic Sensitivity, Low Sensory Threshold, Ease of Excitation and Sensitivity to the failure. Only 10, 6% of examinee were estimated as sensitive that is less than Aron & Aron predict (they argue that 15 - 20% of population are highly sensitive people). Data analysis has shown the significant differences in sensory-processing sensitivity between "Internet-addicted" and "Not addicted" to the Internet students in the following components: Ease of Excitation ($p < 0,01$) and Low Sensory Threshold ($p < 0,01$). The IA students are more sensitive to the external and internal stimulation, are easily overwhelmed by strong sensory input. The detected characteristics can't be seen as a cause or a consequence of Internet addiction. Further investigation is required to establish the causal relationship between IA and HSPS.

PS17.2

The Cognitive Complexity Of Personal Consciousness And «The Russian Soul»: Are There Any Intersection Points?

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The psychology of Personality should not be limited to the study of the behavior and personality traits of the person. We must combine the study of the person as the object with the study him as the subject. The researchers should be interested in the study of the goals and intentions of the personality, her meanings and experiences, her ability to be the author of himself. The studying the person "from the inside" is necessary if we truly want to understand the person and help him.

The psychosemantic method of the attribution the motives to the life's principles of personality (N. Nizovskikh, V. Petrenko) allows to determine the cognitive complexity of the consciousness of the personality, her depth meanings, the possible vectors of selfdevelopment. The main point of the method: the construction of the semantic space on the basis of the procedure attributions by the respondents the motives to the own life's principles. The objective: the reconstruction of the depth meanings underlying personality. The respondents rated each of their principles of life in terms of their possible motives by using the six-point scale. The formation of the scale of measurement is as follows: the participant formulates the own life's principles (in the quantity of 35). The objects of attribution are some motives (all 50): "a material interest", "love to another person", "self-development", "the fear of condemnation by others", "because of religious beliefs", etc. The matrix of individual data (35x50) is processed by using the factor analysis. Number of received factors shows cognitive complexity in the field of "philosophy of life" personality. The interpretation of the extracted factors, the construction and analysis of the semantic spaces, the advisory interviews with respondents are the important parts of the study. The method allows to find the hidden hierarchy of the meanings and motives of personality. The study of individual cases ($n > 40$) shows that experimental data largely coincide with "the experience soul" of respondents.

PS17.3

Globalization Capacity And Professional Identity Of University Teaching Staff In Ukraine And Lithuania

Svitlana Paschenko

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The aim of the research is to investigate and compare the globalization capacity of university lecturers in Ukraine and Lithuania on different stages of their professional development. The model of lecturers' professional activity is defined by correlation between three sub-systems "Human – Profession – Society". The personal globalization capacity depends on the globalization capacity of a profession, stage of professionalization, age of a lecturer, his/her personality features, valuable and moral attitude toward profession. It is measured with such personality indexes as openness, tolerance, mobility, individuality, creativity, autonomy, ability to develop professionally and personally. The level of globalization capacity development defines professional identity, behavior and coping strategies of higher school professionals in their pedagogical activity and communication (Bhandari, Palmer&Zajonc). Globalization has contributed to the emergence of a broad group of professionals who don't meet the requirements of social standards of the profession (Yermolayeva). Breaking old professional stereotypes often diminishes the professional identity of a lecturer, creates psychological barriers, and ultimately requires professional re-socialization (Unterhalter). The constructive adaptation to the globalization processes in higher education requires high level of environmental openness from a subject and a reserve of individual tolerance for adoption of different socio-environmental values (Kehm, Moule). The sample included 302 Ukrainian and 60 Lithuanian lecturers ($N = 362$). We have singled out lecturers' experience in academic mobility as a factor which is considered to be one of the basic signs of educational field globalization by many scientists (Bexley, Byram, Danyliuk, Kim). The research represents a new psycho-diagnostic instrument – a standardized questionnaire GLOBIDMAR – for measuring globalization capacity of academicians from different European countries. The level of globalization capacity appeared higher one in Lithuanian pedagogues in comparison with Ukrainian ones that affirms a higher level of their readiness to development of their own professional identity in the context of globalization processes in scientific-education area. Lithuanian university lecturers have stably high level of globalization capacity during the whole process of their professional development. While dynamics of this parameter in Ukrainian university teaching staff is characterized by its relative reduction on the stages of professional adaptation and professional mastership and tutorship.

PS17.4

Changing Behaviour And Attitude With Persuasive Technologies: The Pro-Social Effects Of Digital Serious Games

Didier Courbet, Severine Halimi-Falkowicz, Marie-Pierre Fourquet-Coubet, Lionel Souchet, Fabien Girandola, Nicolas Buttafoghi

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Broadly defined, persuasive serious games are computer games specifically designed to change attitudes, beliefs, and behaviour in the areas of business, health, safety, and the environment. However, there is little research on the influence of persuasive SGs on immediate and delayed behaviour. What are the deferred consequences on behaviour, attitudes, gains of knowledge and judgments regarding the theme of the game?

Objective: The objective of this research is to fill the current gap by focusing, in particular, on the immediate and delayed effects of persuasive SGs interactivity (Liu and Shrum, 2009) on behaviours, cognitions, and judgments related to the subject of the game. Another objective of the study is to take an additional step in understanding the influence of interactivity by testing the effects of another feature that we have seen develop recently in persuasive SGs, that is, digitally signing one's name on a commitment form to perform the behaviours promoted in the SGs.

Method: This experiment falls within an energy-saving context and uses persuasive SGs designed to promote the use of energy-saving light bulbs (ESLBs). The present field experiment ($n=388$, varied socio-professional groups) used a between-subjects, 2 (with *versus* without interactive conditions of the game) X 2 (with *versus* without digital signing of a commitment form) design. The study also included two control conditions.

Results and discussion: Results (all $ps < .05$) show that interactivity linked to SGs provokes positive effects on immediate behaviour (purchases of energy-saving light bulbs –ESLBs–) in a “real setting”. It further affected the behaviour (installation of ESLBs at home), the memorization of the SG's arguments, gains in knowledge, attitude, and other judgments regarding ESLBs, when measured two weeks later. The digital signature of a commitment to perform an expected behaviour also provokes positive behavioural effects. This can accumulate through the effects of interactivity.

This research is the first in the literature to demonstrate that these SGs induce positive effects on immediate behaviours (purchases of ESLBs) as well as behaviour within a two-week period. We close with a discussion of the possible psychological processes involved, theoretical implications and limitations.

PS17.5

Changing Behaviour And Social Representations: Digital Technologies And New Mobilities

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Changing mobility practices is an important issue to reduce our impact on the environment. However, a change of mentality is necessary. In this sense, the economics of functionality (Stahel & Girani, 1989) offers an alternative to the classical mode of consumption: it is no longer a question of possessing an object but of benefiting from the service it offers. In the context of mobility, this amounts to moving by a vehicle without being owner. Car-pooling refers to the use of a car by several people who make all or part of a journey together. Car-sharing involves putting a vehicle at the disposal of several users, who can use one after the other.

Objective: The aim of this study is to identify the conditions in which these new mobilities emerge, as well as the brakes that slow down their diffusion. Based on several social science research, we created an interview grid to highlight how different motorists report their choice of mobility. On the one hand, we were interested in the work aimed at identifying the psychosocial factors that influence automobile practices: autosolism, car-pooling and car-sharing. On the other hand, we relied on the notion of identity of displacement (Ramadier et al., 2006, 2007), which provides an appropriate framework of analysis to account for the relationship an individual maintains with his mobility.

Method: Semi-structured interviews were conducted with 31 individuals with various automobile practices (autosolism, car-sharing, car-pooling). Each interview was based on a grid of questions allowing to address the different factors that influence the identity of an individual's displacement as well as the links with the new information and communication technologies. To analyze and objectify the information collected, we used two complementary methods: qualitative content analysis and quantitative content analysis (factorial correspondence analysis, IRaMuTeQ software).

Results and discussion: The results will be discussed concerning the links between social representations, new mobility behaviors and new information and communication technologies. We will see that these new mobilities have implications for the three stakes of sustainable development: economic, environmental and social.

PS18 Neurophysiological indices of cognitive activity in norm and neurodevelopmental disorders

The symposium aims to present different studies combining complex approach for investigation of cognitive abilities in norm children/young adults and children with mental disorders (autism, mental disability) or with lowered cognitive abilities, for example - in comprehension written texts. Neurodevelopmental disorders are disabilities associated primarily with the functioning of the neurological system and brain. Examples of neurodevelopmental disorders in children include attention-deficit/hyperactivity disorder (ADHD), autism, learning disabilities, intellectual disability (also known as mental retardation) etc. Children with neurodevelopmental disorders can experience difficulties with language and speech, motor skills, behavior, memory, learning, or other mental functions and exhibit alteration in underlying neurophysiological processes. Comparative investigations of cognitive functioning in norm and pathology will help to understand neural mechanisms of the high mental processes and might be useful to the questions of preventive detection and treatment of developmental disorders. In typically/normally developing persons, cognitive neuroscience data may lead to elaboration of effective education and training technics for language, mathematics, and other skills improvement. The symposium will combine data from the polymethodological researches with application of modern neuroscience technics such as EEG/ERP; NfB and fMRI and will allow to consider structural and functional underpinnings of cognitive processes – attention, language, nonstereotypic thinking. Symposium will provide participants an opportunity to learn and exchange information about neurophysiological data in mental disorders and low cognitive abilities and how education can benefit from the neurophysiological findings. Symposium will help to promote integration of the psychology and neuroscience experts for multidisciplinary consideration of cognitive development of adolescents and young adults in norm and pathology or bordering states.

PS18.1

EEG markers of cognitive and communicative dysfunctions severity in children with ASD

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Objectives. The study aimed to reveal electrophysiological (EEG) markers of communicative and cognitive dysfunctions of different severity in children with autistic spectrum disorder (ASD).

Methods. 42 ASD children (36 boys, 4-9 years, 5.9 ± 1.7 [SD]) were divided into two groups on base of severity of their communicative and cognitive dysfunctions. The Control group included 70 children (44 boys, 4-9 years, 6.4 ± 1.4 [SD]) without developmental lags or autistic behaviors. EEGs were registered in resting state with opened eyes from 19 AgCl electrodes (10-20). Spectral power of group independent components (gIC) was calculated in theta (4-8 Hz), alpha (8-13 Hz), beta (13-30 Hz) frequency bands.

Results. Predominance of theta and beta EEG activity in both groups of children with ASD in comparison with Control group was found for global gIC together with predominance of beta EEG activity in the right occipital region. Spectral power of gICs in group with severe dysfunctions was increased versus Control group in more number of zones than in group with less dysfunctions. Reverse correlations of attention abilities in ASD children with spectra power in theta, theta/alpha and theta/beta power ratios in parietal associative cortex were obtained.

Conclusions. Thus, the quantity of local gICs with enhanced slow and high frequency EEG activity (in frontal, temporal, parietal cortex zones) in ASD children might be considered as the markers of cognitive and communicative dysfunctions severity.

PS18.2

Event-related potentials in passive and active auditory oddball paradigm in children with mild mental retardation

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Objectives. The present event-related potentials (EEG/ERP) study aims the investigation of the neurophysiological indices of cognitive dysfunctions in children with developmental disorders. **Methods.** Two groups of schoolchildren northerners – with mild mental retardation (MR) and typical development (TD) – took part in the study. EEG/ERPs were registered (from 19AgCl electrodes, 10-20 system, 1.6-30Hz range) in the tasks of passive perception (25 adolescents, 11-15 years) and active audio stimuli discrimination (23 adolescents, 12-18 years) in oddball paradigm. Latencies and amplitudes of ERP components (P2, N2, P3) and average amplitudes in the time-window of mismatch negativity and P3 components were estimated. Statistical analysis was performed by means of repeated measures ANOVA.

Results. Our results show the ERP components distinctions in MR and TD groups of children for both: passive and active attention tasks. Differences in passive perception of deviant and standard stimuli were observed in the TD group along the central line of electrode positions. In the MR group there was no significant difference in the fronto-central and central derivations between deviant and standard stimuli. This might be sign of insufficient of preattentive cognitive operations in mentally retarded children. In active oddball paradigm the slower latencies of P3 ERP component in the central (Cz) and parietal (Pz) areas in MR in comparison with TD children were found (370 ± 36 and 339 ± 28 ms; 375 ± 39 and 340 ± 35 ms respectively) with absent of latency and amplitude differences in the earlier ERP components. It might be related to functional deficient of cognitive mechanism of attention and decision-making in MR children.

Conclusion. Based on the results of the studies, auditory ERP components in the passive oddball paradigm and active sound discrimination task might be assumed as potential markers of neurodevelopmental disorders. Preliminary figured out violations in characteristics of ERP components might be a sign for the following careful monitoring of the child's cognitive development. Supported by I.32P.

PS18.3

Rearrangements of EEG frequency patterns during verbal creative processes and EEG-neurofeedback training.

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Objectives: The study aimed to reveal EEG correlates of overcoming self-induced stereotypes and to promote development of creative states via self-regulation by means of EEG-neurofeedback. **Methods:** 36 healthy young adults (19.3 ± 1.1 [SD], seven men) with normal IQ (110 ± 8 [SD]) took part in two neurophysiological studies. 18 subjects created stories on base of presented situational pictures from Guilford, Sullivan social IQ test during EEG registration (19AgCl, 10-20%; 0.3-30Hz, 500Hz sample rate, notch filter - 50Hz, Mitsar Co.Ltd., Russia). Subjects had to press the button when they were ready to tell the story, but further they were asked mentally to create new events and changes of the plot during more 2-3 minutes. In neurofeedback study 18 subjects were trained via EEG-based neurofeedback to enhance spectral power in individually defined frequency range within alpha band. EEG frequency structure changes were explored during creative task performance and EEG-neurofeedback training sessions: the interval durations (ms) between points on the isoline intersections by EEG curves were transformed to frequencies (Hz) and analyzed with one hertz step (Soroko et al., 2014). RM ANOVA was used for statistical analysis of each frequency percentage changes in individual EEGs.

Results: Creative tasks fulfillment was characterized by decrease of 9-10, 10-11 and 11-12Hz waves percentage in comparison with REST(eyes opened) condition. Creation of the story in conditions of overcoming self-induced stereotypes in comparison with free story creation was

accompanied by increase of 9-10, 10-11 and 11-12Hz frequencies percentage in temporal and occipital areas. Group of participants with higher originality scores (alternative uses task) in comparison with low was characterized by more pronounced differences between tasks in 9-10Hz frequency range and increased percentage of high-frequency 11-12 range in all conditions. In EEG-neurofeedback study on base of individual alpha peak frequency power increase were demonstrated effects of training session parts: increase of percentage of 8-12 and 13-14Hz was observed in last parts of each training session.

Conclusion: Observed effects in self-regulation via EEG-neurofeedback with individually chosen EEG parameters correspond to those characterizing group with more originality scores and in overcoming self-induced stereotypes task. That could be a promising finding for creativity activity enhancement and need future exploration.

PS18.4

Typology of text processing strategies in good and poor comprehenders: An eye-tracking study in young adults

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Mechanisms of printed text comprehension are still not well studied; and only a few publications have dealt with on-line strategies of text processing in poor readers. The study **aimed** at comparing the oculomotor behavior of good and poor comprehenders in an expository text reading.

Methodology: a level of text comprehension was assessed by means of standard expository text in 140 undergraduate students. Subjects rated below 15 percentiles (N=12) were considered as poor comprehenders (PC); subjects rated above 85 percentiles (N=12) were considered as good comprehenders (GC). A nonverbal intelligence was controlled.

Experimental design: two texts were presented on a screen of an eye-tracker. Experiment included different modes of text presentation: a) comprehension questions (CQ) à a text for silent reading à the CQ again; b) a text for silent reading à the CQ. The modes were randomized. Fixation and saccade measures were registered and statistically analyzed.

Results and conclusions: The PCs had significantly more regressive saccades ($M_{gc}=382$, $M_{pc}=588$, $p<0.015$) with larger amplitudes ($M_{gc}=4.3$; $M_{pc}=6.1$; $P=0.019$). Also, the PCs demonstrated significantly lower flexibility of text processing strategies to the different modes reading task presentation. The latter should be considered as the main distinction between the groups.

PS18.5

Multilevel written texts processing: erp/fmri study within "good" and "poor" texts comprehenders

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Objectives: The study aimed to explore silent reading ERP and fMRI brain activations in Russian speaking young adults divided into 2 groups "good" and "poor" comprehenders by their ability to understand written texts.

Methods: In the ERP study, subjects had to make a decision on figurative meaning of literal or metaphoric 3-4 word sentences. Sentences were presented in two steps: 1 - the initial 2-3 words (1st stimulus, or context); 2 - the last key word (2nd stimulus (literal or metaphoric)).

Results: ERP amplitude differences relevant to judgment on sentence meaning were revealed for both the 1st (240-340ms in Fp1, F7, Fz sites) and the 2d stimulus (290-340 ms in Pz site) in "good" readers, and only for the 2nd stimulus (220-380ms in F3 site) in "poor" readers. For the 1st stimulus significantly more negativity on 370-530ms was revealed in the "good" group as compared to the "poor". It seems correct to presume that "good" comprehenders made an inference about the sentence figurative meaning right after the first stimulus presentation contrary

to “poor” who might have made it only after the second stimulus. In fMRI study, 4 tasks were used: word reading (WR), nonword reading (NWR), sentence reading (SR) and text reading (TR). ROI GLM statistical analysis revealed higher activation in “good” versus “poor” comprehenders in left Lingual gyrus in SR task and higher activation in “poor” versus “good” comprehenders in simpler NWR task in left Lingual gyrus, Left supramarginal gyrus, Left superior temporal gyrus – the areas related to grapho-phonological conversation in reading.

Conclusions: It might be supposed that “poor” comprehenders were characterized by lower automaticity of primary linguistic processes in comparison with “good” comprehenders, who had earlier begun to compose an inference about the sentence meaning. Supported by RFBR grant No15-06-08349.

TS55 Social Cognition

TS55.1

Personality homophily in online social networks

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Objectives: Homophily is the tendency of people to be connected, based on shared characteristics. Most homophily research has focused on socio-demographic variables, such as age, gender, and education. Psychological factors, such as personality, have received significantly less attention, despite being the fundamental characteristic that defines who we are. We therefore considered whether people with similar personality traits are more likely to associate in different social networking contexts.

Method: We used the Big 5 model of personality (Openness to Experience, Conscientiousness, Extraversion, Agreeableness, and Neuroticism) to assess the personality profile of online social network users. Firstly, we explored whether personality had an effect on spatial homophily (i.e., the tendency of individuals with similar traits to visit the same locations), using the personality scores and location check-ins of 174 Foursquare users. Foursquare is a location-based social networking sites that allows people to check in to location they have visited. The connections, based on the common locations of users, of the actual network graph were compared to a randomly generated graph with similar properties. We also investigated this homophily effect at a much larger scale in a friendship-based network, using the MyPersonality dataset of 300,669 Facebook users.

Results: Foursquare users with similar levels of openness to experience, conscientiousness or agreeableness tended to visit the same locations. Among Facebook users, results showed that people who are more closely connected, tended to be more similar in terms of personality, across all facets. We also found that personality was more accurately predicted among connected users, compared to unconnected ones. However, analyses also revealed that other factors, such as number of shared friends and geographic distance, might play a more important role in predicting connectedness.

Conclusion: In conclusion, our results show consistent homophily effects for personality across different social networks (Foursquare and Facebook) and sample sizes (174 and 300,669 people). We hypothesize that emotional and geographical closeness could play a moderating role in the strength of the homophily effect, which offers interesting avenues for future research.

TS55.2

The lens of intergenerational intelligence as a responsibility in the 21st century

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By 2030, 1 out of 5 adults will be aged 65 or older. There are pressures on pension plans and public health system. Reduction of early exits and increase of statutory retirement age has been the solution. Today's work force has at least three different generations. There is an intergenerational quotient. But is it really measuring an integrated intergenerational dialogue, intergenerational equity, intergenerativity and a new paradigm of intergenerational learning? This presentation aims to discuss the lens of intergenerational intelligence as a responsibility in the 21st century, working for quick and low cost interventions on online communities, social identity, group processes, group interaction, decision making, group influence and group identity, through an adaptive leadership approach. Spaces for intergroup contact, for finding joint solutions to current problems, for challenging ageism, for social equity, cohesion and solidarity, for development, participation and quality of life, for cost reductions in health, education and social services, and for over time sustainability, by training, reuse, creation and mapping. To develop an ability to create, generate or produce new content together.

TS55.3

The role of apathy on conflict monitoring: a behavioral study on severe acquired brain injury patients using Flanker tasks.

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Objectives: The diagnosis of apathy, one of the most common behavioural changes of acquired brain injury (ABI), is important to improve clinical understanding and treatment of persons with ABI, and to decrease the degree of disability.

Aim of the study was to determine the impact of apathy on conflict monitoring, by using choice reaction time tasks. One of the well-known response interference task is the Eriksen Flanker Task (Eriksen and Eriksen, 1974), representing a recognized example of response conflict, since subjects have to respond to a central target flanked by distractors.

Method: Five severe ABI outpatients with diagnosis of apathy (mean age \pm SD = 56,60 \pm 12,05 yrs), 5 severe ABI outpatients without diagnosis of apathy (mean age \pm SD = 58,60 \pm 11,60 yrs) and 15 healthy participants (mean age \pm SD = 54,46 \pm 9,57 yrs) were enrolled. The experiment consisted of three different tasks, all of them inspired to the Flanker paradigm (Eriksen and Eriksen, 1974), but each defined by a specific set of stimuli (letters, human faces, and human hands).

Results: Analysis on the accuracy, reaction times (RTs), and ratio between RTs (in ms) and ACC (in %) (called global index of performance) were performed, indicating that healthy subjects had a higher accuracy with respect to both patients with ($p < 0.001$) and without ($p < 0.05$) apathy. Patients without apathy showed slower RTs with respect to healthy subjects ($p < 0.05$) and to patients with apathy ($p < 0.05$). The slower RTs in patients without apathy vs. those with apathy could be related to the fact that RTs were calculated without including missing trials, whose number is significantly higher in patients with apathy.

Conclusion: Results showed as patients with apathy had more difficulties in identifying the target stimuli, preferring a strategy of not reacting when they found more difficulties instead of taking more time to respond, as done by patients without apathy. These results may suggest a possible relationship between apathy and deficits in cognitive control, particularly those involved in conflict monitoring, even though further studies with larger sample size are needed.

TS55.4

Variation in social cognition abilities during normal and neurodegenerative aging

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Objective of the study: To see whether and how differences in levels of cognitive abilities could affect the social cognition (SC) capacities of the elderly during normal and neurodegenerative aging. SC, which consists of a set of processes specifically involved in social relations, is considered as a multidimensional capacity composed of dimensions, which are themselves multidetermined and can influence each other. The present study is based on a model of SC which assumes the existence of at least 3 dimensions necessary for good social adaptation namely empathy, theory of mind (ToM) and emotional awareness (EA).

Methodology: A composite battery of SC tests was administered to a sample (41) of the residents of Sheltered homes for Elderly dependent persons. Participants were classified, a posteriori, into 3 groups (preserved, disturbed and deficient) according to their cognitive abilities, measured by a standardized battery. A cross-sectional analysis was then carried out.

Results: the emotional dimensions of empathy and ToM resist to variations in cognitive abilities, while tasks requiring more the cognitive dimensions of ToM as well as EA are impaired.

Conclusion: Cognitive aging does not affect the ability of SC in a homogeneous way. The upholding of a certain degree of the emotional dimension of social skills during aging, highlighted by the current study, suggests that an adapted social life may persist during old age, even when aging is accelerated by neurodegeneration.

TS55.5

The Relationship between Affective Personality Traits and Cognitive Performance within the Alzheimer's Disease Continuum

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Objectives: Evidence suggests that certain personality traits can interfere with cognitive performance among cognitively normal persons as well as those with dementia. Recent studies suggest that certain personality factors might even pose a risk factor for neurodegenerative processes, including Alzheimer's disease (AD). This study therefore aimed to investigate the relationship between affective personality traits and cognitive performance.

Method: The results that will be presented here are initial findings of a larger, still ongoing study. Our sample consists of 75 participants divided into 3 groups: those with early-stage AD, those with mild cognitive impairment, and cognitively normal controls. All participants went through detailed neuropsychological examination. Personality was evaluated with Affective Neuroscience Personality Scale (ANPS), which is a neurobiology-oriented measure that views personality based on six affective traits: SEEK, PLAY, CARE, ANGER, FEAR, and SADNESS.

Results: Initial results suggest that for all three groups, different affective personality components are significantly related to cognitive performance in tests measuring attention, executive functions, memory, and language. In general, higher scores on positive affective components were related to better cognitive performance whereas higher scores on negative affective components were related to worse cognitive performance.

Conclusion: We believe our findings have implications for both personality and dementia research. Personality assessment might be a useful tool for both risk assessment and understanding the mechanisms underlying cognitive difficulties in dementia.

EFPA25 Human rights and Psychology, hand in hand, addressing the challenges of childhood risk and adversity

This symposium addresses the mutual relevance of human rights and psychology in child protection and promotion of health and well-being. Safe environments and nurturing relationships in early childhood are crucial for the individual's physical and mental health, as well as future education and employment. It also strengthens communities and nations' economic development and ability to cope with challenges such as conflict, climate change and poverty reduction. Poverty and violence are major threats to children's development globally, for example linked to armed conflict, domestic and sexual abuse, or inadequate nutrition. But even economic growth and rapid social changes might affect family life and children's mental health negatively (Weiss et.al., 2014). Be it dissolving traditions and family coherence, inadequate protection and care-arrangements, or pollution and threats from climate change.

Gender-based violence and sexual exploitation are widespread and abusive forms of human rights violations that target individuals, relationships, and the capacity to care for self and others. When parents are victims, children suffer. When children are victims, the developmental path is at risk. Violations occur in many forms, in intimate relations, as punishment and forced submission, as victims of pedophilia and organized internet-crime, as ill-treatment and torture in police stations and prisons, in war and ethnic cleansing, and as trafficking and modern forms of slavery. 71% of all trafficking victims are women and girls, and one third are children (Global Report on Trafficking in Persons).

All nations but one have signed the Convention on the Child's rights, and all have agreed to a common agenda through the Sustainable Development Goals (SDGs) for the well-being of people and the planet. This symposium rests on the assumption that the SDGs, human rights, and early childhood development (ECD) are closely linked, and that psychological knowledge is important for all. The objective of the symposium is to link human rights and psychology through discussions on a) how psychological knowledge and methods can be put into play to reach the SDGs, b) children's needs and mental health in rapid urbanization and societal change, c) national and international action to fight gender based and sexual abuse, and psychological care for victims of such violence, and d) didactic material for children to improve children's knowledge about potential sexual abuse situations by training a set of competences: body safety, appropriate and non-appropriate touches and secrets, how to recognize and express emotions, internet safety and the importance of asking for help (Agulhas, Figueiredo, & Alexandre, 2016).

Examples are drawn from several countries, notably from Vietnam and Portugal.

EFPA25.1

Psychology and children's rights as complementary frameworks to protect and support childhood

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The objective of this presentation is to explore the mutual relevance of Psychology and Human Rights, with particular focus on early childhood development and adverse childhood experiences. The Convention on the Rights of the Child (CRC) provides a cross-culturally acceptable and, in many nations, a judicial framework to ensure the best interest of the child. The science of early childhood development provides valuable content to the CRC, and the CRC is a potent force for putting psychological knowledge into use. However, the fruitfulness of this alliance depends on awareness, knowledge, and acknowledgement of each other's fields and conceptual frameworks. The presentation links on to EFPA's policy paper "Psychology matters in Human rights. Human rights matter in Psychology", and the EFPA recommendation that all member associations establish boards of human rights and psychology. Method: Literature on psychology and Human rights were assessed in search for models that combine the two frameworks. In addition, the Norwegian Psychologist's Association is used as a case example of how Human Rights can be embedded in policy paper and professional agenda. Conclusion: For psychology and psychologists to fulfill our

social responsibility to promote Human Rights and prevent and alleviate the effects of Human Rights violations, human rights must be part of the basic education for psychologists, and be clearly inscribed in the ethical codes of psychologists. Psychologists should be highly aware of how human rights violations affect development and mental health, and how own professional conduct can protect but also jeopardize human rights. At the organizational and individual level psychologists should know their own countries human rights obligations and the routes to report and influence policy and practice.

EFPA25.2

Reaching global goals through the fulfilment of young children's rights

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This presentation shows how the globally agreed Sustainable Development Goals (SDGs), human rights, and early childhood development (ECD) are closely linked, and that psychological knowledge is crucial for all. All nations have agreed to a common agenda through the SDGs. ECD is central in a number of the 17 goals. Development in children's early years is crucial for the individual's physical and mental health, as well as for education and employment. It is also crucial for communities and nations' economic development and ability to cope with challenges such as conflict, climate change and poverty reduction.

Poor development in the early years has serious negative effects on individuals, communities and nations. Poverty and violence constitute major threats to the young children's development globally, for example linked to armed conflict, domestic abuse, or inadequate nutrition. Nearly 40 % of children in developing countries do not reach their potential due to stunting, often caused by poor nutrition and psychosocial care. There is strong evidence on the importance of ECD. There is sufficient knowledge on what to do, to act now. In spite of this, too little is happening too slowly. In order to achieve the goals we should employ a human rights based approach and put the strongest evidence-based interventions to use. Psychologists have important roles to play.

EFPA25.3

The impact of rapid urbanization on children's mental health in low and middle income countries: Vietnam as a case example

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Over the past 20 years, Vietnam, like other low and middle income countries, has undergone the transition of developing from a primarily rural, agricultural economy to a more modern, mixed industrial economy. As a result, Vietnam's GDP growth has been stabilizing at 6.19% per year from 2000-2016 (World Bank, 2016). However, these gains have come at some social costs, with industrialization and urbanization increasing in a rapid, uncontrolled manner, with people moving to the cities to seek economic opportunities. This urbanization involves changes in social support and life events which have been shown to increase risk for development of mental health problems, particularly among children and adolescents. Our study aims to assess (a) the prevalence or other characteristics of psychosocial risk factors related to urbanization in Vietnam (family status, parenting, life events, social environment, etc.); and (b) the relations among these risk factors to Vietnamese children's mental health outcomes. The study used a 3 wave longitudinal design, with 6 months between assessments. 240 participant families from two sites, Hanoi and a rural area within 200 kilometers of Hanoi were assessed.

EFPA25.4

Combating Sexual and Gender based violence – International action and local support and treatment to victimized parents and children

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Sexual and Gender based violence is encountered in many different contexts and in different appearances. It attacks the individual, close relationships, and communities, and children are affected both directly and indirectly. The need to coordinate national and international responses to these forms of violence is paramount, including protection and rehabilitation for those who have been exposed to such violence. Today sexual and gender based violence is fought against in homes and as part of intimate relations, as ways of forcing women and children to obedience and submission, as abuse of power in police stations and prisons, as torture and ill-treatment, as part of strategy in war and ethnic cleansing, and as international crime in trafficking and modern forms of slavery, in which one third of the victims are children. In all these extremely harmful situations, the state and state agents hold an important responsibility to protect, prevent, investigate, punish the responsible, and compensate the survivors, among others by rehabilitation and reparation. There is a need to understand more about the consequences of such violence, on individual, family and community level. Developing ways of dealing with these consequences is an issue of priority for policy makers as well as health personnel. This must include awareness raising and training to those who will provide services to those who have been exposed to sexual and gender based violence, be it part of international conflict, international crimes or as part of local or domestic violence. In this presentation, the special challenges for psychologists engaged in the protection and care provision for persons exposed to or at risk for such violence, is being discussed and examples from practice as well as models for training will be presented.

EFPA25.5

Didactic sexual abuse prevention materials. 'Vamos Prevenir: As Aventuras do Búzio e da Coral' - a game for children between 6 to 10

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A collection of didactic sexual abuse prevention materials is being developed for children aged between 3 and 15 years old. The first material available since 2016 is a didactic game for children between 6 to 10 and can be considered as an important tool for caregivers, organizations and communities, as its goal is to improve children's knowledge about potential sexual abuse situations by training a set of competences: children are taught about body safety, appropriate and non-appropriate touches and secrets, how to recognize and express emotions, internet safety and the importance of asking for help (secure adult). The adult who plays with the child/children has a facilitator role and as such a booklet of key information was developed and added to the game. This didactic game has started to be tested with children (playing alone with an adult or in a group of maximum of 4 children with an adult facilitator as well) and with caregivers and professionals. Promising results from this preliminary efficacy assessment have been found as they show an increase in children's knowledge and skills after playing the game. Further data is now being collected. Two other materials are now being developed - a program for pre-school children and a mobile app for teenagers and will be presented until the end of 2017.

EFPA26 Human rights education for psychologists

EFPA recognised the need that psychologists become more aware of the importance of human rights in their profession and work. In 2016 EFPA's Board on Human Rights and Psychology (BoHR&Psy) together with the European Inter-University Centre for Human Rights and Democratisation (EIUC) and European Union Agency for Fundamental Rights (FRA) initiated creation of human rights education for psychologists. An expert meeting was held in Venice that brought together psychology and human rights experts to explore common basis for developing a curriculum on human rights education and fundamental rights awareness for psychologists. Psychologists can employ their knowledge and skills in promotion of human rights, prevention of their violation, as well as in alleviating the harmful consequences of human rights violation. There is much evidence that many psychologists simply are not aware of the human rights approach in their work. Therefore the task is to raise awareness among psychologists about their role of human rights promoters within their discipline, as well as within society, thereby strengthening the community capacity, resilience and human rights culture.

In the Venice meeting's report it stressed that "... human rights are not a standard reference point within the discipline of psychology. One of the challenges is to make the standards meaningful and relevant for them as professional groups. Through a structured human rights education curriculum, psychologists would gain better access to knowledge and skills on how human rights relate to their professional, ethical code of conduct and practice. While a variety of methodologies on human rights education are available, more insight into suitable approaches and practicalities needs to be achieved."

The symposium has the following objectives: (1) to report about the progress of the human rights education for psychologists initiative; (2) to explore additional ways in linking human rights education and psychology; and (3) to provide examples of human rights education programmes.

EFPA26.1

Psychologists as Human Rights advocates

Helen Bakker

Utrecht University, Utrecht, The Netherlands

Psychologists can play a key role in promoting and safeguarding human rights, e.g. by enhancing and sustaining mental health and facilitating participation and inclusion. This presentation will discuss examples of how psychologists can fulfil this advocacy role, and what this means for the training of psychologists.

EFPA26.2

Social psychological issues in the human rights education: a social justice perspective

Vera Cubela Adoric

University of Zadar, Zadar, Croatia

Human rights education can hardly neglect the insights from the social psychological analyses of the human rights representations and endorsement as well as of the factors that contribute or impede the respect for human rights in general as well as in specific contexts. This review will focus on the social psychology of justice contributions to the understanding and indeed promoting the endorsement of human rights, particularly the basic human rights principles such as universality and equality. The research and theorizing on the issues such as scope of justice and moral exclusion or deservingness perception and beliefs provide valuable insights into the processes that play an important role in tolerating human rights violations and may, therefore, have implications for reducing toleration of these violations as well as of the frequently observed gap between the abstract support and a discriminatory application of the basic human rights principles. The importance of justice concerns in the human rights endorsement and violations is in fact a major issue in the forthcoming 25th Annual Conference of the Croatian Psychologists Association (25.

GKHP) „Psychology in the promotion and protection of human rights and social justice“, which will take place November 8-11, 2017 in Zadar, Croatia. This contribution to the symposium by a social justice researcher and the president of the 25. GKHP Programme Committee is aimed to provide a new and fruitful perspective on the relevant issues for the development of the curriculum on human rights education and fundamental rights awareness for psychologists.

EFPA26.3

Integrating human rights into the preparation of psychologists: What can we learn from social work education?

Felisa L. Tibbitts

Chair in Human Rights Education, Utrecht University, Utrecht, The Netherlands

This presentation will overview the movement to integrate international human rights standards and values into the preparation, research and practices of social workers in the United States, with potential lessons for the field of psychology. The research is based on a review of statistical data collected by the Council on Social Work Education, combined with a curriculum content-analysis of a purposive sample of schools of social work and a literature review of social work research. The research demonstrates that human rights/social justice values are gaining an increased presence in schools of social work and literature, though still modest in scale. The human rights framework is a distinct alternative to “ethics” courses; whereas an ethics framework is focused on the doctor-patient relationship, a human rights framework encourages critical reflection on policies influencing the roles and practices of social workers and on structural injustices that influence the rights of vulnerable populations. The presentation will conclude with reflections on potential implications for the preparation of psychologists.

EFPA26.4

Human rights education for psychologist: How far have we arrived?

Marlena Plavšić

Juraj Dobrila University of Pula, Pula, Croatia

The meeting *Human Rights Education and Fundamental Rights Awareness for Psychologist*, held in Venice in October 2016, gathered a group of twentyish dedicated and optimistic psychologists and experts in human rights mostly from Europe and few from other continents who shared the idea of necessity of human rights education for psychologists. After reminding why psychology matters in human rights and why human rights matter in psychology, the meeting proceeded to defining the role of psychologists and their motivation in promotion of human rights and prevention of human rights violation. The next important step was to raise awareness of what psychologists, as experts, have to offer to human rights promotion and to relate it with the ethical codes that psychological association worldwide have. Further, expected competences for psychologists in the sphere of human rights were listed. The relevant theoretical aspects for the human rights education for psychologists were discussed. Core content and optional content of the curriculum for such education were suggested, and the relevant educational sources were numbered. Examples of the best and poor psychological research and practices, malpractice as well as passivity were analysed for the educational purposes. The meeting ended with the conclusion that development of a training on human rights for both psychologists and students of psychology was necessary, at various levels: in higher education, post-doc and in continuous professional development. All three organisers of the meeting in Venice: EFPA, FRA (European Union Agency for Fundamental Rights) and EIUC (European Inter-University Centre for Human Rights and Democratisation), as well as many participants at the meeting expressed their interest in continuation of conceiving and developing of the human rights education for psychologists. A set of actions and the timeline was proposed. For the year 2017 forming of few working groups was foreseen, as well as fundraising activities and preparation of the pilot curriculum. The presentation will inform about the progress of the human rights education for psychologists.

EFPA26.5

Human Rights Education (HRE). A life changing path of education about, for and through human rights.

Alejandro Fuentes

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Human Rights Education (HRE) is a phenomenal tool for the promotion of societal change. Its aim, as recognized by the UN Declaration on Human Rights Education and Training (2011), is to develop a universal culture of human rights, in which everyone is aware of their own rights and responsibilities in respect of the rights of others, and promote the development of the individual as a responsible member of a free, peaceful, pluralist and inclusive society. HRE contributes not only to the formation of members of the society at large but also to training professionals dealing with societal problems. Psychologists are not an exception. As professionals in close contact with human realities at individual and social levels, psychologists need to be aware of the rights of the individual, not only as a patient but – most importantly – as a human being. Knowledge about human rights could help them to establish a relationship with their patients based on rights, to deliver their services through a human rights based approach, and to reinforce the contribution of the profession for the development of a human rights culture in society. This paper elaborates upon and critically analyses the potential contribution of the UN Declaration on Human Rights Education and Training as a tool for the education and training of psychologists about human rights, through human rights and for human rights. It aims to highlight the contribution of human rights education within university or post-graduate classrooms, as a key factor for building professional skills, attitudes and behaviors necessary for positively contribute to the general societal wellbeing.

TS57 Young Adults

TS57.1

Tolerance of uncertainty and achievement motivation and their influences in researched-based learning with media

Bastian Hodapp

Goethe-University, Frankfurt, Germany

Research-based learning is known as an especially appropriate approach to enable students to obtain research competence. In the context of a scholarship of teaching project ($n = 104$ Master students of educational science), a new format of research-based learning with media ("Video projects") was tested. It was examined if achievement motivation (Questionnaire on Current Motivation, QCM; Rheinberg, Vollmeyer & Burns, 2001) and the tolerance of uncertainty (The Uncertainty Tolerance Scale; Dalbert, 1999) have impacts on the students' decisions between graded and non-graded performances. The reliabilities of each scale lie in a good to acceptable area ($\alpha = .69$ to $.82$). Students with a high tolerance rate of uncertainty rather classify the new test format as interesting than those students with a lesser tolerance of uncertainty ($r = .49$, $p < .01$). There are no significant group differences with regard to the achievement motivation (graded- versus non-graded performance). Concerning the tolerance of uncertainty, there was a significantly higher mean value for the group with graded performance: $M_{\text{graded performance}} = 28.18$ ($SD = 4.91$); $M_{\text{non-graded performance}} = 25.14$ ($SD = 6.54$); $t(56) = 2.01$ ($p = .049$). Hence, the tolerance of uncertainty seems to play a more crucial role in research-based learning than previously assumed. Therefore, the tolerance of uncertainty should be given more attention in future pedagogical interventions.

TS57.2

Academic Stress and Emotion Regulation in the Iranian Female Students with High and Low Academic Performance

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¹Alzahra University, Tehran, Iran, ²Tabriz University, Tabriz, Iran

This paper examines the similarities and differences between academic stress and emotion regulation and investigates that the association between emotion regulation and academic stress may be explained the level of academic success among female students. Identifying the academic stress and quality of emotion regulation strategies will lead to practical implications for promoting student's with low or high academic success. A total of 162 high school students (mean age = 15.26) were selected by cluster random sampling method. They were categorized as students with high (87 students) and low (75 students) academic performance by average of their academic performance. Emotion regulation questionnaire, educational stress scale for adolescents and academic performance were administered. One-way MANOVA was conducted on academic stress and emotion regulation. The results of analysis were significant only for emotion regulation, $F(5, 156) = 5.34$, $p = .001$. Mean score of students with low academic performance in the emotion regulation was significantly lower than students with high academic performance. The extent to which variation in emotion regulation and coping with stress can be considered as a key factor of academic failure/success in educational settings.

TS57.3

Comparison theory of mind, cognitive emotion regulation and aggression in students with and without behavioral problems

Soheila Hashemi Koochaksaraei, Hamid Reza Dehqan

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Objective: The aim of this study was to compare theory of mind, cognitive emotion regulation and aggression in students with and without behavioral problems.

Method: Causal-comparative design was used and all the juveniles between 15 and 18 years of age composed the statistical population. Using a Simple Random Sampling, and behavioral problems checklist as a screening tool, 74 juveniles (37 with and 37 without behavioral problems) selected as sample members. In addition to Quay and Peterson Revised Behavior Problem Checklist, Baron-Cohen Reading the mind in the eyes test, cognitive emotion regulation test and Buss & Perry aggression test were utilized for data collection.

Results: The results of multivariate analysis of variance (MANOVA) showed that there were significant differences between the two groups of juveniles in the theory of mind, positive cognitive emotion regulation, and physical aggression variables. Whereas, the theory of mind and positive cognitive emotion regulation variables negatively, and negative cognitive emotion regulation variable positively predicted the aggression in the juveniles.

Conclusion: It appears that inability to perceiving the others' mental states and emotions might bring about many problems in regulating a person's emotions and deterring aggressive behaviors. The factors which could hinder good interactions of a person with the others and cause behavioral problems in the long run subsequently.

TS57.4

Latent Profiles of Temperament and Their Relation to Adolescent Development

Chin-Han (Tom) Wu, Yih-Lan Liu

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Objectives: Studies indicated that temperament is related with adolescent developmental outcomes. This study aims to identify at-risk adolescents by examining one's temperamental constellation and their relations with autonomy, obedience, and deviant behaviors.

Method: Participants were 599 Taiwanese high school students. The Early Adolescent Temperament Questionnaire was used to measure temperamental dimensions such as activation and inhibitory control, attention, aggression, and surgency. Cluster analysis was performed to generate clusters of subjects, which were validated by determining the mean differences in dual autonomy, deviant behavior, and obedience.

Results: Cluster analysis identified 4 subgroups- a Regulated subgroup (26%) with high effortful control (EC) and low impulsivity, an Impulsive subgroup (18%) with low EC and high impulsivity, a Quarrelsome subtype (27%) with moderate EC and high aggression, and a Low-reactivity subgroup (29%) with low EC and low impulsivity. The results of MANOVA showed differences among clusters in relating autonomy ($p < .01$), individuating autonomy ($p < .01$), deviant behaviours ($p < .01$), and obedience ($p < .01$). Post-hoc analysis also demonstrated meaningful differences among subgroups.

Conclusion: To conclude, the present findings offer insight into significant differences among adolescents in terms of crucial developmental and adjustment outcomes, allowing practitioners to identify at-risk individuals by identifying one's group membership.

TS57.5

Subjective loneliness as a function of crucial aspects of emotional functioning.

Vanda Lucia Zammuner

Università di Padova, Padova, Italy

Objectives Why does a person experience loneliness? The loneliness literature shows that both psychological and socio-demographic variables contribute to define whether a person has difficulties in establishing and keeping meaningful personal relationships, thus experiencing loneliness. The study tested if loneliness is a function of several aspects of emotional functioning, in addition to socio-demographic variables, and the impact of loneliness on well-being.

Method A large sample of young Italians (N 2.368, 29% males; M age 24,55, sd 2,80) answered self-report scales.

Results Statistical analyses of obtained ratings - including correlation, multiple hierarchical regression, GLM and *t* tests - showed sex to be a highly significant variable, with men reporting greater emotional loneliness, alexithymia (especially external thought orientation and difficulty in communicating feelings), expressive suppression and avoidance as regulation and coping strategies. Women reported instead greater support perception (i.e., lesser social loneliness), awareness of emotions, expressive transparency, emotion-regulation by reappraisal, coping by recurring to social support and by a transcending orientation. Women experienced higher positive and negative affect, and life satisfaction than men. Age did not overall significantly affect ratings - but life satisfaction decreased from 25 years of age onwards. Emotional loneliness was predicted ($R^2 .26$) most by difficulty in identifying feelings, avoidant coping, and expressive suppression, and, as negative predictors, by number of at-work years, age, awareness, transparency, and regulation by reappraisal. Social support, i.e., low social loneliness, was predicted ($R^2 .26$) most by awareness, transparency, and social support coping, in addition to age, avoidance, and difficulty in communicating feelings, as negative and less powerful predictors.

Conclusion In sum, emotional functioning - that clearly affects well-being and relationship-building - is crucially associated with loneliness feelings, more so than socio-demographic variables. The results indicate that young adults, men especially, might profit from developing their emotional skills so that they become more functional to their intra-and inter-personal needs.

TS58 Anxiety

TS58.1

the Restraint Effect of Awe on Unethical Behavior

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Awe is an emotional response to perceptually vast stimuli that transcend current frames of reference, and it can trigger the feeling of a small self. The primordial awe centers upon the emotional reaction of a subordinate to a powerful leader, which may prompt people to obey the social rules and reduce the unethical behavior. It is widely believed that there is a tight correlation between awe and morality in China. We empirically tested the restraint effect of awe on unethical behavior across 3 experiments (N=262). Experiment 1 documented there was negative relation between dispositional awe and unethical decision-making, dispositional tendencies to experience awe predicted smaller possibility to engage in unethical behavior. In experiment 2, we experimentally induced awe with different peripheral features in situ by exposing participants to awe-inspiring pictures. The results showed awe induced by religious pictures significantly reduced the willingness of engaging in unethical behavior when paid attractive money. In experiment 3, we induced awe by having participants recall a prototypical experience of awe, and explored the relation between awe and cheat in a real situation. These findings indicate that there is significant restraint effect of awe with "supernatural causality" on unethical behavior, but the effect of awe with "beauty" and "exceptional ability" is not significant.

TS58.2

Social distress and coping in Croatian students

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Objectives: We investigated sources of worry and coping strategies among a sample of students in Croatia. The impetus for these studies was the lack of information about how emerging adults in Croatia feel about their futures and how they cope with stress. Croatia is a young democracy in which emerging adults are a vulnerable population due to high unemployment rates. Also, Croatian students face a scarcity of available psychological assistance in the form of student counseling centers and stigma attached to seeking psychological help.

Method: For a pilot study of the challenges facing young adults in Croatia around career and life planning we devised a 16-item 5-point questionnaire and included statements about social support, career outlook, and a sense of well-being. In a follow-up study we used a version of the Brief COPE Inventory (Carver, 1997) adapted for use with Croatian emerging adults (Hudek-Knezevic & Kardum, 2006).

Results: Participants' responses included a high sense of social connectedness and security that a good social network brings. Simultaneously, they expressed ambivalence about remaining in Croatia after university and a strong intent to emigrate in search of better opportunities. Students articulated feeling insecure about their economic prospects including their ability to find financially adequate employment. Regarding strategies for coping with stress, female students scored higher on both emotion-focused coping and avoidance than male students. The fact that female students endorsed drinking alcohol as a coping strategy at the same rate as male students, may indicate some shifts in gender norms. No differences in coping strategies between younger and older students were detected. Finally, academically weaker students endorsed avoidance as a preferred coping strategy unlike their more successful peers.

Conclusion: Our results show high economic insecurity in a Croatian student sample and a tendency to use emotional strategies and avoidance in coping with stress. These findings underscore the necessity for prevention and early intervention to shore up academic, career, and life skills and resilience. Much of this work could be done within university counseling centers as is the model throughout the EU and North America, but is in very early stages in Croatia.

TS58.3

Frenetic, underchallenged, and worn-out: Three burnout subtypes in university students?

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Objectives: In past research, burnout subtypes have been discussed. Farber (1990) suggested a frenetic, an underchallenged, and a worn-out subtype. Moreover, there is growing evidence that burnout is also prevalent in university students. The aim of this study is therefore A) to investigate if the subtypes proposed by Farber exist in university students, and B) if each subtype displays a distinct burnout symptom profile.

Method: Overall, 509 university students, recruited through an online-survey, filled in a series of questionnaires including the Maslach Burnout Inventory-Student Survey (MBI-SS) and an adapted version of the Burnout Clinical Subtypes Questionnaire (BCSQ-24-SS) for students.

Results: Confirmatory factor analysis showed excellent model fit for the 8-factor BCSQ-24-SS. Subsequent cluster analysis identified five distinct clusters: Two clusters including engaged and disengaged students, respectively and three clusters representing the proposed burnout subtypes (frenetic, underchallenged, and worn-out). An additional MANOVA, with the MBI-SS subscales as dependent variables, showed that the five clusters displayed also distinct burnout symptom profiles.

Conclusion: As proposed by Farber (1990), the study revealed three burnout subtypes in university students. The subtypes might be interpreted as different pathways into burnout: a frenetic-exhausted pathway and a disengaged-cynical pathway. Different burnout symptom profiles might be early warning signs for each pathway.

TS58.4

Shame and Guilt arise from non-verification of identity

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Objectives: In the past decade, much research has investigated the role of social emotion in regulation of moral behavior. Haidt has shown that self-conscious emotions such as shame and guilt can be observed in various scenarios of moral transgressions. We propose that these emotions may come from reexamination of respondents' self identities. According to identity theory (Stets and Burke, 2000), people experience self-conscious emotions as the results of identity verification. We adopt this theoretical framework to develop research hypotheses that non-verification of person-based identity impairs self-authenticity, and thus causes more guilt than shame, whereas non-verification of group-based identity decreases self-worth, and results in more shame than guilt.

Method: We used Instruments of Moral Foundations Sacredness Scale, Personal Feelings Questionnaire-2, and Rosenberg Self-esteem Scale in data collection from 170 Chinese and 185 Indonesian.

Results and conclusion: The results of the research show that in almost all moral foundation scenarios, correlations between self-worth and shame is higher than the correlations between self-worth and guilt, whereas scores of self authenticity is correlated with guilt higher than with shame. Cross cultural comparative analysis is also conducted between Chinese and Indonesian. It is found that for Chinese, self-worth predicts better than self-authenticity to the scores of unwillingness to transcend moral foundations, while for Indonesian, self-authenticity becomes a more powerful predictor than self-worth. We use Guanxi and Mianzi as important components of Chinese culture to explain these culture differences.

TS58.5

The Relation Between Social Achievement Goals and Over-adaptation in High School Students.

Yuka Shinohara

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Objectives: The present study aimed to explore the relation between social achievement goals (SAG) which represent achievement goal orientation in the social setting and over-adaptation. Over-adaptation is similar to over-achievement but includes a social point of view; over-adaptive individuals strive to adjust to the social group by repressing one's needs and making a great effort to answer external demands and expectations.

Method: One hundred and thirty-nine high school students participated in the study and completed a survey including SAG (Ryan & Shim, 2006) Scale and Over-adaptation Scale (Ishizu, 2006). Factor analyses indicated a 3-factor model for SAG (social development, social demonstration-approach, and social demonstration-avoid goals) and a 5-factor model for over-adaptation (consideration for others, making effort to meet expectations, desire to be liked, incompetence, and self-repression).

Results: Results from correlation analyses show that all 3 goals of SAG related positively with consideration for others, making effort to meet expectations, and desire to be liked. Additionally, demonstration-approach goal related positively with incompetence, and demonstration-avoid goal related positively with incompetence and self-repression.

Conclusion: These results indicated that the relation between SAG and over-adaptation differed depending on goal orientation. All 3 goals of SAG had positive relations with external over-adaptive behaviors. However, the 2 demonstration goals were also positively associated with self-inhibitive personality traits, which are the internal aspect of over-adaptation.

TS59 Hope and Trust

TS59.1

Voices of hope: Narrative landscapes fostering hopeful pathways to a preferred identity with vulnerable youth in South Africa

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University of Johannesburg, Johannesburg, Gauteng, South Africa

Objectives: This presentation is aimed at describing effective psychological interventions using a model of hope from research exploring landscapes that support vulnerable youth to transcend traumatic life circumstances.

Method: Narrative practices based on post-structural understandings of identity development were used in a study of hope to support youth from the child-headed household. Empowering youth to find a voice of hope by painting masks, photographing hopeful landscapes and dramatizing a preferred identity provided narrative data for grounded theory analysis.

Results: Four mechanisms characterised the nurturing of hope in the context of vulnerability: predatory, protective, promotion and possibility processes. Findings suggest that pathways of hope are supported by intrapersonal *protecting* and interpersonal *promoting* processes enabling youth challenged by *predatory* forces to visualise new *possibilities* in their lives. Themes in each of the processes provide useful guidelines in the psychological care of vulnerable youth on multiple levels. Ecological considerations advocate the need for *opportunities* to nurture a preferred identity and build resiliency.

Conclusion: The proposed model sees hope grounded in *relationships* and *possibilities* beyond prevalent individualistic conceptualisations of hope. Ethical implications suggest a reconceptualisation of hope that is grounded in social context and the imperatives of social justice to support youth in integrating their preferred way of being.

TS59.2

Safety and Trust in Hospital : How Safety-Climate Influence Interpersonal trust through Trustworthiness

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Safety-Climate is important for the safety management of hospitals, which will influence the employees' trust to the leader and the colleagues. Based on the trust theory, we argued that trustworthiness would mediate the relationship between safety-climate and workplace interpersonal trust. Longitudinal survey data were collected from 240 medical staff who were working in different functions at a hospital in Southwest China. Data collection was enrolled three waves, the staff reported the workplace's safety-climate at the beginning of the study; trustworthiness of supervisor and trustworthiness of colleagues were reported one month later; the staff's trust toward supervisor and colleagues were collect another one month later.

The results show that: 1) safety-climate positively correlated with trustworthiness of colleague and trust toward supervisor; 2) safety-climate positively correlated with trustworthiness of colleagues and trust toward colleagues; 3) trustworthiness of supervisor mediated the relationship between safety-climate and trust toward supervisor; 4) trustworthiness of colleagues mediated the relationship between safety-climate and trust toward colleagues. The research highlight the importance of safety management in hospital from interpersonal trust perspective.

TS59.3

Influence of goal-oriented thinking on State Hope

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Objectives: State hope was subject to 3 experiments. Studies 1 (N=128) and 2 (N=100) replicated results of experiments by Snyder et al (1996). Study 3 (N=308) focused on importance of state hope as a mediator of influence of success vs failure memories on the level of motivation for altruistic behaviour. Hope is a motivational state based on two interrelated components: agency and pathway thinking. State hope expresses current, goal-oriented thinking of an individual (Snyder et al, 1996).

Method: Mixed methods were used to verify the hypotheses. In Study 1 difficulty of a task (an anagram) was subject to manipulation. In Study 2 manipulation was based on recollection of successes and failures. In study 3 participants recalled and described a successful vs unsuccessful attempt of goal achievement and filled in a Polish version of the State Hope Scale. They were asked to present solutions to a problem of an insufficient number of social welfare volunteers. The quality of their ideas was assessed by 4 competent judges.

Results: Studies 1 and 2 demonstrated that induction of success vs failure memories influences state hope. Sex difference carried an important meaning: feeling or recalling of a failure decreased mostly women's state hope level, while feeling or recalling of a success increased men's. In Study 3 a positive relation was found between the level of state hope and the quality of the solutions, but in men's results only.

Conclusion: As expected, in 3 studies showed the influence of goal-oriented thinking on level of state hope.

TS59.4

I accept myself just as I am: The role of unconditional self-acceptance in goal orientation and feedback seeking behavior

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The concept of unconditional self-acceptance is based on cognitive-behavioral psychotherapy approach which is especially used in rational-emotive behavior therapy and acceptance and commitment therapy. This concept is defined as accepting self without the need for confirmation of character, achievement and purpose. Recently, positive psychological concepts gained importance in the domain of work and organizational psychology and in this sense the current study relates unconditional self-acceptance to goal orientation strategies which are called learning, performance-prove and performance-avoid goal orientations. These strategies focus on how people perceive and reach their primary goals. Moreover, we expect that unconditional self-acceptance will be related to feedback seeking behavior both directly and through the mediated effect of goal orientations and to the job satisfaction. The self-efficacy and locus of control will be used as control variables due to their probable conceptual similarities to study variables. The study sample is expected to consist of 250 white collar employees and structural equation modeling will be utilized as analytical strategy. We expect that unconditional self-acceptance is positively related to learning goal orientation which in turn affect feedback seeking behavior positively. Moreover we hypothesize that unconditional self-acceptance is negatively related to performance-avoid goal orientation. The results and theoretical and practical contributions will be discussed.

TS60 Leadership

TS60.1

Leadership and collaboration in dynamics of de-fusion

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This paper proposes and at the same time reflects upon the concept of *de-fusion* as a process increasingly to be observed in larger companies and holdings that make decision to structurally *disintegrate* the organization. Based on a broad set of motives – ranging from tax and legal considerations to the aim to develop a structural environment setting free more agile forces – they do so by dividing the organization in formal and/or legal different units. While scholars in organizational psychology have provided quite some knowledge on challenges when it comes to M&A, in this paper we reflect on psychological dynamics – and the connected challenges for leadership – when organizations take the stance for structural disintegration which we would like to coin a *process of de-fusion*. Based on our conceptual reflections, a case study that was conducted in collaboration with a large Swiss production company that is part of an international holding will be presented. In this case a reflective process on collaborative behavior within and across organizational units was established on behalf of the board of directors. A series of workshops throughout the whole organization was conducted to identify both crucial content matters as well as critical expectations towards behavioral and values for a successful collaboration within and across organizational borders when facing structural consequences of de-fusion. In so-called triad-workshops requirements to address structural conflict and dilemmata were formulated which were then translated into a concrete action plan.

TS60.2

Systemic Leadership: how to lead in complex times and leverage the transformative power of the systems we lead

Jennifer Campbell

Jennifer Campbell, Houten, Utrecht, The Netherlands

Objectives: The main objective of this study was to discover which competencies, skills, attitudes, behaviors and ways of thinking are required to shape leadership in an increasingly complex world. Traditional leadership, in which one “hero” knows the answers and holds all power, is no longer feasible nor effective. Starting point is to approach leadership from a systemic perspective: rather than defining it as something a leader does, leadership is seen as a role or process that belongs to a whole team, organization or community, in other words: a living human system.

Method: Twenty experts in systems thinking and systemic approaches from across the world were interviewed and asked to share their theoretical frameworks, their viewpoints on the current complexity in the world, the challenges they see for leadership in human systems and how systemic leadership or related competencies, skills, attitudes, behaviors and ways of thinking could help shape leadership that supports change and transformation in the systems leaders live in and lead. All interview results were brought together in an online summit, The Systemic Leadership Summit, where over 1000 participants took in the shared content and made their own reflexions from their own work contexts.

Results: The summit context generated an intense exchange of knowledge and deep learning processes within and between speakers and participants alike. The application of systems thinking to leadership resulted in a strong understanding of why complex situations can’t be solved in a linear, A to B manner, and of which competencies, skills, attitudes, behaviors and ways of thinking can help shape systemic leadership and the growth and transformation of an entire organization or community.

Conclusion: Systemic leadership holds the resourcefulness, wisdom and agility that are needed to deal with the volatility, uncertainty, complexity and ambiguity we face in the world today. Systemic leadership focuses on what happens within the system as a whole, and is therefore about what happens in the space between people that they influence but that influences them strongly as well.

It requires seeing the system and systems thinking, fostering generative communication and interaction, and co-creating sustainable solutions, change and transformation.

TS60.3

Gender gap in union leaders: Explaining "To whom it may refer?" as an attribution study of the leadership characteristics

Hande Ozer, Ozge Kantas

Ankara University, Ankara, Turkey

This study aims to address what attributes are done to a union leader. Participants were 105 workers (53F- 52M) from diverse work settings in Turkey, and half (N= 56) of them were having a union membership. An ipsative survey was developed based on previous studies regarding the desired characteristics of an effective and successful union leader. The participants rated whether those characteristics as more "characteristics" of women or men attribution difference in terms of union leadership among gender. The chi-square results revealed that some characteristics were not significantly attributed to either gender, rather stated as belonging to both gender; specifically those were sufficient knowledge, honesty, self-esteem, and liberal education. However, ambitiousness, and emotional and thoughtful awareness for others were attributed to women union leaders more than men. When membership status was consider, the only difference was that those who were a union member thought that the leadership motivation of men were higher than women in unions; whereas non-members thought there was no difference in terms of leadership motivation between men and women union leaders. This study is important for elaborating the gender gap in representativeness of female leaders in unions, in terms of attitude and attribution perspective with further implications for attitude-behavior gap, despite characteristics are either attributed both or more to women.

TS60.4

Psychological effects of leadership in multiple-team membership setting

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Objectives: Organizations are confronted nowadays with a trend of switching from single to multiple team memberships as a form of organizing (O'Leary, Mortensen & Woolley, 2011). Despite this trend, little is known about how individual members decide to allocate their time among various teams they are part of. In this paper, we test the effect of leadership behavior (transactional vs. transformational) on the time structuring process of individuals when switching from single (focal team) to multiple-team memberships (focal team + additional team). We also explore the consequences of time-structuring process on individual's subjective well-being (stress) and performance.

Methods: In an experimental study involving 186 participants, we manipulate leadership (transactional vs. transformational) and allocate individuals to a single-team membership condition followed by a multiple-team condition (where individuals are simultaneously part of two teams).

Results: Our SEM results indicate that leadership behavior generates asymmetric time distribution: in the transformational leader condition individuals spend more time in the original team they are part of while in the transactional leader condition individuals spend more time in the additional team. Transformational leader also intensifies the number of switches between the two teams. The way in which individuals allocate their time among the teams and the number of switches are positively associated with stress and negatively related to individual performance.

Conclusions: With this paper, we show that leadership has an active role in shaping time-structuring decisions of individuals in a multiple-team membership context. Our results also raise an awareness point for practitioners as they show that such time-structuring decisions are not always rational, and they might lead to stress and harm individual performance.

TS60.5

Development and validation of the Full Range Leader Communication Scale

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Even though research about leadership acknowledges the importance of leaders' communicative skills in general, there exists however still a lack of instruments and studies investigating managers' communication styles and strategies in detail. There is a need for a scale that fully covers leadership communication styles, including strategic as well as potentially counter-productive communication to better understand what makes managers' communication successful. Therefore, the aim of this study is to validate a newly developed leader communication scale based on lexical analyses. The data collection for the scale's validation is on-going and will be simultaneously conducted both in German (n=120) and in Swedish (n= 400). Besides assessing the validity including cross-cultural observations, the scale will even be tested in an experimental setting (n = 120). For each of the communication styles an audio-vignette is produced with a manager informing his/her team about an upcoming change. The subjects rate the speaker's way of communicating with the new scale. Furthermore, the communication styles' impact on the listeners' evaluation of the speaker, as well as their effect on the listeners' readiness to support the manager is tested. The Full Range Leader Communication Scale helps to gain an accurate picture of leaders' communication and to develop guidelines for leadership trainings with a focus on communication during change processes.

KEY12 Neuropsychology

Erik Scherder

VU Amsterdam, Amsterdam, The Netherlands

KEY13 Monitoring The Dynamics Of Real Life Psychopathology Using Ambulatory Assessment

KEY13

Monitoring The Dynamics Of Real Life Psychopathology Using Ambulatory Assessment

Ulrich W. Ebner-Priemer

Karlsruhe Institute of Technology (KIT), Karlsruhe, Germany

"Psychopathology is not simply experiencing weird symptoms or more negative than positive affect. Such a static view would ignore the moment-to-moment ebb and flow of symptoms, which characterizes the disorders. Fortunately, the unparalleled progress in mobile technology enables to capture the dynamics of psychopathology in everyday life.

In my talk, I will focus on four different examples of Ambulatory Assessment to illustrate opportunities in psychopathology research: a) utilizing high frequency data assessment to model affective dynamics in borderline personality disorder, b) using location-triggered e-diaries to investigate the relation between stress-reactivity and environmental components, which are presumed to be relevant for the development of schizophrenia, c) monitoring physical activity and telecommunication behaviour to predict upcoming episodes in bipolar patients and d) implementing experimental manipulation in everyday life to deepen our understanding of rumination processes in depression.

In conclusion, Ambulatory Assessment does offer a wealth of methodological approaches to enhance the understanding of psychopathological symptoms in the most important context: the daily life 's of our patients."

KEY14 Off the hook: relapse prevention using psychological interventions for depression and its implications for other common mental health disorders

KEY14

Off the hook: relapse prevention using psychological interventions for depression and its implications for other common mental health disorders

Claudi Bockting¹

¹*University of Utrecht, Utrecht, The Netherlands*

²*University of Groningen, Groningen, The Netherlands*

Depression is a highly prevalent recurrent disorder, although this might hold for most psychopathological conditions. Therefore, it is crucial to understand what mechanisms contribute to relapse. Questions that might have direct clinical implications like, Does each depressive episode leave a cognitive and/or affective scar, that makes people more vulnerable for the next ?, will be discussed. Attention will be paid to the merit of psychological treatment versus antidepressant medication as treatment for depression in terms of endurance of effects after stopping this treatment. In addition, several effective sequential brief psychological relapse prevention strategies will be discussed. Outcomes of recent randomized controlled trials will be presented including self help interventions, internet based intervention and face to face psychological interventions. Moreover, recent results will be presented that will shed light on the question whether psychological interventions are an alternative for long term use of antidepressants. Further, indications will be given on what type of preventive treatment can be best given to whom. Finally, the transfer of these findings to treatment of other common mental health disorders will be discussed and future innovative developments.

KEY15 Time for a healthy balance? Linking work/life interference and total workload to health-related outcomes in women and men.

KEY15

Time for a healthy balance? Linking work/life interference and total workload to health-related outcomes in women and men.

Petra Lindfors

Stockholm University, Stockholm, Sweden

"Combining work and family life can involve both challenges and demands for those who have to juggle competing demands of these different life spheres.

Despite such challenges and demands having been associated with negative effects, possibilities for women and men to combine work and family life have also been linked to positive effects on various health-related outcomes. But with much of the research having focused on negative consequences, fewer studies have investigated how balancing work and family life along with time spent on doing different paid and unpaid tasks link to positive aspects of functioning such as psychological well-being.

Specifically, this keynote summarizes research on work/life interference among women and men, detailing how the total workload of women and men and time spent on paid work, unpaid household tasks and child-care link to positive and negative health-related outcomes. Gender-specific findings are discussed to highlight potential variations between women and men in different contexts."

Presidential Address Psychology's contribution to a better world: from knowledge to practice and policy

"Psychology's contribution to a better world: from knowledge to practice and policy."

Telmo Mourinho Baptista

President of EFPA, Brussels, Belgium

The world faces serious challenges and governments of the world, together at the United Nations, committed to the Sustainable Development Goals in September 2015, as a way to deal with the future. These goals represent an ambitious plan for humanity until 2030 and cover 17 objectives to which psychology has a close relationship. It is extraordinary to note that, for the first time, mental health and well-being are recognised as relevant to the objectives, and are mentioned in objective 3.

To these challenges, psychology can contribute in a very decisive way. Psychology as a science and profession has attained a maturity that gives us very powerful knowledge about the behaviour of people, and the role that psychological factors have in many problems. It is time to use this knowledge to benefit more the citizens of the world.

We have reliable data, arising from within the different fields of psychology, that needs to be taken into account in our practices at various levels of intervention, from the individual to groups, communities and politics.

The situation of mental health in the world presents an example of the need for a global response that will have many positive consequences for all citizens.

Other areas, such as those of chronic diseases, where lifestyle plays a substantial role, are also amenable to psychological interventions that help people attain a better quality of life.

We need to exert more influence at the national, regional and global policies concerning health, education, organisations and other fields related to the Sustainable Development Goals. We need to develop strategies to expedite the transformation of knowledge into practice, and also the adoption of policies informed by psychological knowledge. I will demonstrate how organisations like EFPA, together with other stakeholders, can contribute to this transformation, and to a better world.

TS61 Psychopathology

TS61.1

An Investigation of Psychopathological Symptoms Within the Framework of Self Determination Theory-2: The Mediating Role of Perceived Social Support in the Relationships Between General Causality Orientations and Locus of Control with Psychopathological Symptoms

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The main aim of this study is to investigate the mediator role of perceived social support in the relationship between general causality orientations and locus of control with psychological symptoms. Total 751 participants were consisted of 558 women (mean age= 19.03, $s=0.09$) (74.3%), 192 men (mean age= 20.71, $s=0.17$) (25.6%) and a participant who did not provide any gender information. To evaluate the general causality orientations and locus of control, which were the predictive variable in this study, we used the General Causality Orientations Scale and Locus of Control Scale to evaluate the possible mediator variable roles we used the Perceived Social Support Scale; and finally to evaluate the psychological symptoms, which were the predicted variables in this study, we used the BDI for depression, Maudsley Obsessive Compulsive Inventory for OCD and BSI for overall psychological distress. According to the result, when perceived social support from family has a partial mediator role in the relationship between autonomous orientation, impersonal orientation, internal locus of control and psychological symptoms; has not significant role control orientations, external locus of control any of and any psychological symptoms. According to the result, when perceived social support from friends has partial mediator role in the relationship between autonomous orientation, impersonal orientation and psychological symptoms; has partial mediator role control orientations and depression, general psychological symptoms, but has not significant role with depression. This study uncovered that perceived social support have important mediator roles in relationship between general causality orientations and locus of control with psychopathology symptoms.

TS61.2

Clustering of psychopathological symptoms based on common developmental trajectories

David Gosar¹, Rok Holnhaner²

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²Medical Health Center, Child and Adolescent Psychiatry, Maribor, Slovenia

Objectives: Since Emil Kraepelin psychopathological syndromes have been defined as sets of symptoms that "run together". Their empirical structure has mostly been investigated using factor analysis to examine the co-occurrence of symptoms across individuals. However, symptoms of a syndrome must also share a common trajectory across development. Using data from the Personality Assessment Inventory (Morey et al., 1991, 2007) for adults (PAI) and adolescents (PAI-A) we therefore examined how psychopathological symptoms align with each other based on their developmental time-course.

Method: Using cross-sectional data from 1741 individuals (12 to 70 years) we used General Additive Models to model the developmental time-course of symptoms measured by 176 items in common to the PAI and PAI-A. We then calculated first-order derivatives of their developmental time-courses and used that data to cluster items into syndrome clusters. We examined the validity of syndrome clusters by comparing them with results of exploratory structural equation modeling on the same dataset. We also looked at their expression in a clinical sample of 190 individuals with depression, addiction and other disorders.

Results: We found 3 syndrome clusters with distinct developmental trajectories. The first was associated with emotional dysregulation and displayed an increased expression in adolescence, with females being especially affected. The second cluster was associated with positive emotionality and was relatively stable across age. The third seemed to be associated with interpersonal insecurity, which decreased from adolescence until beginning to increase in late adulthood.

Conclusions: Developmental-based psychopathological syndromes may widen our insight into more established syndromes of psychopathology.

TS61.3

Prevalence And Risk Factors Of Psychotic Like Experiences Among Left Behind Adolescents Of Indonesian Migrant Workers

Sherly Saragih Turnip

University of Indonesia, Depok, Indonesia

Objectives: The presence of psychotic like experiences among children and adolescents should be treated as an alarming mental health situation as this can develop into various more serious psychological disorders in adulthood. Previous studies indicated that some risk factors of psychopathology of adolescents were identified such as parent-child relationship, attributional style and behavioural problems. In the midst of the increased number of migrant workers who left behind their children in Indonesia, there has been no study on the mental health consequences of parentless condition that those adolescents endure. Families and officials had focused solely on the financial benefit that had been enjoyed and rejoiced. This study aimed to investigate the prevalence and risk factors of psychological problem namely psychotic like experiences in the vulnerable population of left behind adolescents.

Methods: This is a cross sectional school based study with 359 participants aged 12-16 years from five junior high schools located in Lombok and Karawang area, Indonesia. These two locations were among the areas that had the highest migrant workers number in Indonesia. Convenience sampling was conducted to determine participating schools, and we invited all students whose parent/parents worked as migrant worker during the data collection period to participate. Informed consents from parents/guardians and the students were obtained prior to the data collection.

Results: The prevalence of psychotic like experiences among the left behind adolescents was 91%. Externalizing problems (mean=8.03; sd=3.4) and internalizing symptoms (mean=9.45; sd=3.5) were both high, and both were significantly correlated with low self esteem. Boys were significantly had higher externalizing problems compared to girls. Furthermore, externalizing problems was worse among boys who were left by their fathers than mothers. Significant risk factor of psychotic like experiences was externalizing problems. For every five points increase of externalizing problems, the risk of having psychotic like experiences doubled (OR=1,2; $p<.026$).

Conclusion: The prevalence of psychotic like experiences among the left behind adolescents was very high, the highest ever reported so far. This finding indicated the urgency of further investigation and intervention plan to address the mental health needs of the adolescents in this community.

TS61.4

Bridges between Borderline Personality Disorder and Bipolar Disorder: Clarifying comorbidity through network analysis.

Ana Mendes, Maria Alves Sousa, Filipa Ferreira, Daniel Castro, Tiago Bento Ferreira, Ana Fonseca, Ana Araújo

Instituto Universitário da Maia - ISMAI, Maia, Portugal

Comorbidity rates between bipolar (BD) and borderline personality (BPD) disorders have been highly controversial and widely debated. Several studies showed that both conditions share nuclear diagnostic criteria, such as mood instability, impulsiveness and inappropriate anger. However, current studies support the perspective that BD and BPD are clinically distinguishable disorders. The aim of this study was to explore the boundaries between both conditions. A representative community-based sample from a previous epidemiological study was reanalyzed. Network analysis techniques were used to identify the symptom-based comorbidity structure and pinpoint both distinctive (symptoms that are exclusive of each disorder) and bridge symptoms (symptoms shared by both disorders that are responsible for the comorbidity structure between them). The paths through which each disorder can develop into the other are discussed. This study contribution for an alternative perspective on mental health disorders that can promote evidence-based case-

formulation, decrease diagnostic error and improve clinical practices through the selection of appropriate treatments to each disorder is debated.

TS61.5

Common and Discriminant Features of Vulnerable and Grandiose Narcissism from the Perspective of Self-conscious Emotions and Anger

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Despite its rich theoretical and empirical background, narcissism has remained as a complex construct to define. In the literature, it was mainly depicted in two forms, namely grandiose and vulnerable narcissism (Wink, 1991). Studies mostly indicated that these two constructs diverged in many aspects (Miller et al., 2011). However, factors resulting in these two images of narcissism has not been not well defined. Thus, this study aimed to understand vulnerable and grandiose narcissism from the perspective of self-conscious emotions and anger. The results of the regression analyses, conducted with 559 adult participants revealed that after controlling for the variance accounted for by age and gender; both vulnerable and grandiose narcissism were positively associated with trait anger and externalized anger; and though pride was the third common feature while grandiose narcissism revealed a positive association with pride, vulnerable narcissism had a negative association with this self-conscious emotion. Other than these features, vulnerable narcissism was positively associated with shame and internalized anger, whereas grandiose narcissism revealed insignificant associations with these emotions. The findings revealed some distinguishing patterns as well as common grounds between two subtypes of narcissistic character styles. Clinical implications, suggestions for future studies, and limitations were discussed in the light of the current literature.

TS62

TS62.1

The prevalence of mental illness in refugees and asylum-seekers: A systematic review

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Objectives: Globally, the total number of refugees and asylum-seekers has significantly increased over the past few years. At the core of the refugee experience is exposure to multiple potentially traumatic events. Post-resettlement issues can further contribute to mental health vulnerability. It is important to establish the prevalence of mental illness which reflects the current global situation.

Methods: This systematic review aimed to establish the prevalence of mental illness in refugees and asylum-seekers living outside their country of origin and how this compared to the general population of the countries of residence. Additional subgroup analyses were undertaken for gender, age, country of origin and length of displacement.

Results: A systematic search was conducted using Medline (3416), EMBASE (125), EBM Reviews (125), Arts and Humanities and Social Sciences Citation Index (3117), CINAHL (1083), PILOTS (983), PsycINFO (2853), Google (57) and Open Grey (115) from 2003 - 2016. Following removal of duplicates (3652), the final number of articles screened was 8472. Two independent reviewers conducted screening according to the selection criteria. Included studies have been classified and risk of bias assessed. Data for outcomes will be extracted, statistical homogeneity will be assessed and meta-analysis conducted.

Conclusion: The results from the meta-analysis will be presented and will provide crucial information on the magnitude of this public health issue. Data will assist resettlement countries in delivering and appropriately allocating resources for timely mental health care to refugees and asylum-seekers with the aim of improving outcomes for these at risk populations.

TS62.2

Political Identities And Acculturation Strategies Toward Syrian Refugees In Turkey

Serap Akfırat, Esen Yangın

Dokuz Eylül University, İzmir, Turkey

Turkey hosts the world's largest community of Syrians migrated by the ongoing conflict in Syria. According to UN estimates, Turkey's Syrian refugee population is more than 1.7 million, and the unregistered refugee population is even larger. It also seems that the displacement would be permanent. Attitudes towards Syrians in Turkey cannot be considered as uniform that the different segments adopt different acculturation strategies depending on their political stands. The aim of this study was to examine the relationship between political identities, threat perceptions, entitativity, and acculturation strategies towards Syrian immigrants in Turkey. Host Community Acculturation Scale, Entitativity Scale, Threat Perception Scale, and Political Identity Scale were applied to a sample of 299 undergraduate students (aged between 17-29 years, $M = 21.53$, $SD = 2.05$). The data was analyzed through SEM that showed Secular, Islamist, Nationalist, and LeftOpponent identities predicts four different acculturation strategies via threat perceptions and group entitativity ($\chi^2 = 24.44$, $df = 19$, $\chi^2 / df = 1.3$, $GFI = .98$; $AGFI = .95$; $CFI = .99$; $RMSEA = .03$). Bootstrapping analyses showed that threat perception ($\beta = .11$, $SE = .026$, 95% $CI = .07-.17$) and entitativity ($\beta = .042$, $SE = .018$, 95% $CI = .01-.08$) significantly mediate the relationship between Secular identity and assimilation strategy; entitativity significantly mediates the relationship between Nationalist identity and assimilation strategy ($\beta = .06$, $SE = .03$, 95% $CI = .02-.11$); while Islamist identity predicts integration strategy directly ($\beta = .17$, $SE = .06$, $p < .01$), LeftOpponent identity predicts transformation strategy directly ($\beta = .20$, $SE = .04$, $p < .01$), and Secular identity predicts exclusion strategy directly ($\beta = .26$, $SE = .06$, $p < .01$).

TS62.3

Listening and treatment of trauma in women's refugees

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The aim of the project is to explore the clinical psychological approach used within care work with female victims of violence through the experience of the CADM team (Casa di Accoglienza per Donne Maltrattate-Refuge for Abused Women) in Caserta (Italy). Considering as a premise that domestic violence (physical, psychological, sexual) against women is widespread and constitutes trauma for the victims, the aim of psychological support is the retrieval of personal and family resources and the "repair" of the damage resulted from the experience suffered. The psychological care of female victims of violence is characterized by specific elements, already present in the formulation of the help request, that differentiate from other areas of intervention.

The first objective of the therapeutic work is the awareness of being a victim of violence and having to activate emergency measures of protection for themselves and their children. Reality testing helps to define the starting point of clinical work and subsequent goals. Only after this step, it is possible to activate a psychological support based on the empowerment through the strengthening of self-esteem, regaining of self-confidence, strengthening of personal and interpersonal skills already acquired and not recognized, as well as new ways to experience the role of a woman and mother. The therapeutic relationship is the turning point of a complex evolutionary process in which it is possible to try out new relational models "to be with" the Other, without cancelling themselves out.

TS62.4

The psychological evaluation of asylum seekers: the Lüscher Color Test as a tool for analysis of integration and autonomy difficulties.

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Objective: This study describes the results of a research whose aim is to verify the efficacy of the Lüscher Color Test for the psychological evaluation of asylum seekers, with particular focus on difficulties of integration and autonomy. In particular, the study attempts to define if the positioning of the card number six (corresponding to the brown color) in the first half of the color series may be predictive of the aforementioned psychological discomforts. This work is intended to support fellow psychologists working in reception centers with refugees and asylum seekers.

Methods and results: The research was conducted on a sample of 200 asylum seekers (150 males and 50 females), aged 18 to 38 years, included in SPRAR projects (Sistema di Protezione per Richiedenti asilo e Rifugiati) of Cosenza e Reggio Calabria areas. An abridged version of the Lüscher's Color Test was administered to the study cohort, together with a progress report specifically conceived on the criteria of Sistema di Protezione per Richiedenti Asilo e Rifugiati, to evaluate integration and autonomy. Results indicated that locating card number six in the first half of the color series corresponds to integration and autonomy difficulties.

Conclusion: The results show the efficacy of the Lüscher's Color Test abridged version for the evaluation of asylum seekers psychological discomforts. In particular, the location of the card number six is predictive of integration and autonomy distress.

TS62.5

The dynamics of geopolitical orientations of the population as a basis for overcoming regional prejudice during the integration of internally displaced persons in Ukraine

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Backgrounds. Internally displaced persons' (IDPs) integration needs overcome prejudices of the host community (Cervan-Gil D., 2016). One of the dimensions of social tension for the integration of IDPs from the zone of military conflict in eastern Ukraine and annexed Crimea are pro-European or pro-Russian geopolitical orientations. Geopolitical orientations are connected with regional prejudices and biases in Ukraine.

Methods and results. Research of geopolitical orientations of Ukrainians and their dynamics was conducted as a meta-analysis of representative national opinion polls conducted by Ukrainian research centers (Institute of Social and Political Psychology, Democratic Initiatives Foundation named Ilko Kucheriv, Kyiv International Institute of Sociology, etc.) in 2007-2016's., partially presented earlier (Naydonov M. & all, 2011, 2014, 2016). Some questions are: How do you feel about Ukraine's accession the European Union? ...the Eurasian Union? ...NATO? Number of respondents of each survey was about 2,000. Also additional qualitative meaning indicators indirectly related to issues of geopolitical integration were used, that enabled the conceptualization of new reflexive ways of overcoming bias.

The results of the study gave a possibility to offer a new approach to overcome prejudice on the basis of the procedures of representative reflection (PRR). PRR means that the participant answers the questions of mass surveys and has the opportunity to compare self-views with relevant representative (evidential) opinion of large group subjects then they rethink and build common future. The model of representative reflection can be used for psychological support to improve IDPs and migrants' integration.

EFPA27 Supervised practice: an integral role in developing psychologists' competence

The EuroPsy standard, accepted across the whole of Europe, requires psychologists to have a minimum of one year of supervised practice, in addition to 5 years of university education. Supervised practice is considered to be the most important learning activity for transforming academic knowledge into applied competences and thus enabling psychologists to provide psychological services of high quality. However, hitherto in most countries in Europe supervised practice has been predominantly a tradition limited to psychotherapy education, and extending this tradition into other practice areas of psychology has been challenging.

This symposium starts by introducing one of the main objectives of the EuroPsy project: quality of psychologists' education and the protection of the public by implementing a common European standard. The role of the supervisor as a gatekeeper to the profession is discussed. Second, we present the results of a survey on supervisors' competence and the status of supervised practice in psychologist education throughout Europe. In the third paper, based on survey results from Norwegian supervisors (N=1432), we make some reflections about the responsibility supervisors have to assess competence development and the information this assessment is based upon. Finally, with the experiences of a project of planning and implementing a supervisor education and supervised practice in Slovenia as a starting point, we discuss the central role universities may take in fulfilling the EuroPsy standard.

EFPA27.1

The role of the supervisor as gatekeeper to the profession (Netherlands, Ype Poortinga)

Ype Poortinga

Tilburg University, Tilburg, The Netherlands

"[T]he acquisition of competence requires practice, and feedback on practice" (Lunt et al., 2015, p. 99). This principle and the central role of the supervisor in the process of training on-the-job will be endorsed. At the same time, it has to be recognized that any fund of knowledge and skills is time and location bound. Characteristics of supervised practice and the role of the supervisor in the *EuroPsy* Regulations will be reviewed to identify strengths and weaknesses. Three points will be raised:

- Alternatives and/or complementary methods of transmission* (e.g., role playing with actors, simulations). These will be presented as having at best limited significance, confirming the centrality of supervised practice.

- The curriculum* (know-how, practices) currently mainly defined in terms of competences. The advantages of a structured system over *ad hoc* approaches will be emphasized, but the question will be raised whether there is sufficient scrutiny to protect young psychologists from unsubstantiated beliefs and practices. In fact, this will be argued to be the Achilles heel of supervised training.

- Assessment*, not only of the supervisee but also of the supervisor and the supervision process. It will be examined whether the supervisee as an academically educated young professional should not have more input than currently is required.

EFPA27.2

The role of supervised practice in the education of European psychologists - survey results

Ingrid Lunt

University of Oxford, Oxford, UK

There are now 21 countries which have approved National Awarding Committees (NACs) and are therefore entitled to award the EuroPsy certificate. At the launch of the EuroPsy scheme in 2010 there was a diversity of practice in educational requirements across European countries, reflecting different histories, traditions and professional contexts. The EuroPsy standard has succeeded in bringing greater convergence in aspirations and expectations of professional education for psychologists. This presentation will set out these expectations, focussing in particular on the requirements for supervised practice, and will report the results of a survey of the state of the art. The 21 member Associations of EFPA (the European Federation of Psychologists Associations) with approved NACs were asked to complete a survey which aimed to see how far the EuroPsy standard had influenced their own educational standards. The results of the survey will be presented along with discussion of the challenges, good practice, and the ways in which Member Associations and EFPA itself may collaborate to enhance the very important area of supervised practice and education and training of supervisors.

EFPA27.3

What to develop and what to assess in supervision?

Per Straumsheim

Norwegian Psychological Association, Oslo, Norway

Supervised practice was early implemented in all specialist training programs for psychologists in Norway, regardless the area of practice. Inherited from psychotherapeutic training, supervision have traditionally focused on personal development and relational aspects of the psychologist work. In later years there has been put more emphasis the role of the supervisor as an assessor of professional development, according to the learning objectives of the educational program. The Norwegian Psychological Association (NPA) has the responsibility for psychologists' specialist education in Norway.

To find how supervisors have taken on the new role of assessing professional development, we performed a survey targeting all those recognized as supervisors. A representative sample (N = 1432) completed the survey. We found that the supervisors had limited knowledge regarding the learning objectives of the specialisation in which they supervised. This means that their ability to assess the supervisee's professional development is limited. We also found that direct observation or observation by video, sound-recording, was used only to a small degree. This give reason to question the foundation on which supervision and assessment of professional development is based. We discuss the plans NPA have for enable supervisors to make reasonable assessment of the supervisee's professional development, and, how they together can plan on how to reach the learning objectives of the training

EFPA27.4

Capacity building beyond National Associations and Individuals - Roles of the universities

Anja Podlesek

University of Ljubljana, Ljubljana, Slovenia

In 2015-2016, the SUPER PSYCHOLOGIST project was carried out within the Norway Grants Programme. The aim was to develop a system of supervised practice in Slovenia. A comprehensive training programme for supervisors was developed. Twenty-four supervisors were trained to develop and assess professional competences in psychologist beginners, and developed knowledge and skills of supervision. Six supervisors of supervisors were trained in parallel. An entire system for implementing supervision was set up: a web platform for documenting supervision meetings, the supervision contract form, instruments supporting supervisory relationship development and monitoring, assessment forms, detailed instructions for supervisory pairs, and guidelines for implementing supervised practice.

Project partners (professional associations, individual experts in supervision, non-governmental organisations, and public universities) brought diverse knowledge and experiences into the project. Our finding was that universities represent an indispensable part of the supervised practice system, not only because of available financial and human resources for supervisor education, but also because elements of supervised practice, preparation for it and its promotion need to be interwoven in the academic curriculum. In this presentation we focus on the role universities may take as a central partner in training supervisors and implementing supervised practice.

EFPA28 Finding more effective approaches to respond to terrorism and its consequences in the era of globalization

Terrorist attacks resulting in human casualties have become a common occurrence. Nowadays, a day hardly goes by when we do not hear of another violent terrorist attack somewhere in the world. Some are widely covered by media, but many go unnoticed. According to the data of the National Consortium for the Study of Terrorism and Responses to Terrorism (2015) of the United States, during 2014, 13,463 terrorist attacks occurred worldwide, which provoked 32,727 deaths, 34,791 injured victims, and 9,428 kidnappings, and of these attacks, 561 caused 10 or more mortalities. These data alone clearly indicate that, in recent years, terrorism has become one of the most severe and concerning problems worldwide. In July 2016, the International Association of Applied Psychology (IAAP) created a task force to engage members of the psychology community in the issue of terrorism. The purpose of this invited symposium is to provide the IAAP Task Force an opportunity to report on the contributions of psychological research to the understanding of terrorism, and reflect on the strategies used to thwart violence and terror in the world. Four speakers from four different countries (Canada, Spain, Uganda and the U.S.A.) will each address one of the following topics: (1) the long-term consequences of terrorist attacks on the mental health of victims of terrorism; (2) the need for human resources, expertise, training, funds, equipment, mortuaries, hospital beds, and national policies to provide a better psychosocial response to terrorism; (3) the planning tools and other resources available online that can be used and modified for the needs of different nations and communities to prepare for the psychological aftermath of a terrorist attack; and (4) the research on the psychosocial determinants of violence and terrorism in today's world and the approaches to preventing violence and promoting peace around the world. Each presenter will provide example of actions that psychology can take to move the agenda forward and help build a better world for all.

EFPA28.1

After many years: The long-term prevalence of psychological disorders in victims of terrorist attacks

Maria Paz Garcia-Vera, Sara Gutierrez, Clara Gesteira, Noelia Moran, Jesus Sanz

Complutense University of Madrid, Madrid, Spain

Nearly all previous research on the psychopathological repercussions of terrorist attacks has focused on the consequences at short term or at medium term, but their true magnitude in the long term, after 5, 15, 25 years, or more, is unknown. This study aimed to examine the long-term prevalence of posttraumatic stress disorder (PTSD), anxiety disorders, and depressive disorders in victims of terrorism. The Association of Victims of Terrorism of Spain assisted in obtaining a sample of 507 adults who had suffered a terrorist attack or who were direct relatives of someone who had died or had been injured in a terrorist attack. Terrorist attacks had occurred between 6 and 39 years ago. All participants completed the Structured Clinical Interview for DSM-IV Axis I Disorders (SCID-CV). After an average of 21.5 years since the terrorist attacks, 50.3% of victims showed a mental disorder. The most prevalent mental disorder was PTSD (26.8%), followed by major depressive disorder (17.9%), specific phobia (15%), panic disorder (13.4%), and generalized anxiety disorder (11.8%). Binary logistic regression analyses revealed that the time elapsed since the attack had no significant effect on the prevalence of mental disorders, but they had the following factors: type of victim, gender, age, and type of terrorist attack. Results are discussed in terms of the need of providing psychological attention at the short, medium, and long term to direct and indirect victims.

EFPA28.2

Global terrorism: The twin bombings in Uganda's capital city, Kampala

James Kagaari

Kyambogo University, Kampala, Uganda

During the 2010 FIFA World Cup finals, there were two suicide bombings at two locations in Kampala, Uganda. These attacks left 64 dead and 70 injured. Multidisciplinary teams were created to respond to the situation. They included counseling and clinical psychologists. Most of them were volunteers with limited training or experience, if any. They were deployed through hospitals in Kampala. Interventions targeted survivors, families of victims, medical workers, security personnel, reporters, and community members who were overwhelmed by the incident. They lasted about three weeks. Challenges met during this time included: holding a critical incident meeting at night before responding to the crisis; organizing intervention teams; and making responsible on-the-spot decisions. Debriefing sessions were offered 14 days after the bombings and on the anniversary of the incident. Still, the crisis resulted into broken families, incapacitated survivors, traumatized society and lost opportunities. The lack of a national rapid response team for such incidents was mirrored through the lack of human resources, expertise, funds, equipment, overloaded mortuaries, hospital beds, and so on. National policies addressing psychosocial issues are yet to be developed. So are mechanisms to follow-up survivors. This event was a wakeup call. There is a dire need for training in crisis and trauma interventions and media sensitization about terrorism in general, and for government in particular.

EFPA28.3

Tools for a Mental Health Response to Terrorism: Uses in the United States and in Other Nations

Daniel Dodgen

U.S. Department of Health and Human Services, Washington DC, USA

In most mass casualty events, the mental health consequences are significant and pervasive. However, planning often focuses primarily on acute medical care and law enforcement concerns. In the United States, more attention has been given in recent years to planning for the mental health consequences of terrorism and other mass casualty events. This presentation will focus on planning tools and other resources that are available online and can be used to prepare for psychological needs in such events. Participants will learn about tools developed in the United States and discuss how they have been used in recent events, such as the Orlando Pulse nightclub shooting. The panel will also talk about how these tools might be adapted for use in other nations to address psychological needs following a terrorist attack. The focus will be on four tools: The Disaster Behavioral Health Concept of Operations, The Disaster Mental Health Coalition Guidance, The Community Self-Assessment for Disaster Behavioral Health Capacity, and the Rad Resilient City project (a tool for local planning for a nuclear detonation). The purpose and development of each tool will be discussed, along with how the resources can be used or modified for the needs of different nations and communities.

EFPA28.4

Globalization and terrorism: Finding more effective approaches to preventing violence and promoting peace around the world

Janel Gauthier

Laval University, Quebec, Canada

The purpose of this presentation is to provide a brief critical overview of the psychological literature on terrorism and reflect on approaches to defeating and preventing terrorism around the world. Violence and terrorism are profoundly changing the world we live in, affecting our effectiveness, security and well-being. Complex political, economic, social, and psychological factors have combined in the context of globalization to create circumstances in which many communities around the world feel threatened in their culture, beliefs, values, identities, and ways of life. Some of these communities also feel that they live in a world that sees them negatively and does not have sufficient respect for them. Research shows that serious threats to basic psychological needs for identity and respect can result in defensive reactions, including violent and destructive ones intended to harm others. Yet, governments continue to respond to terrorism as if it was possible to defeat terrorism with war. In this presentation, reflections based on psychological research will be offered regarding what spurs violence and terrorism in today's world and how to more effectively address what has now become a global threat. It will be argued that hopes for a better world for all require not only a better psychological understanding of human nature, but also a renewed emphasis on the promotion of respect and social justice for persons and peoples as a foundation for peace and harmony.

TS64 Innovative Methodology

TS64.1

Combining survey sampling and raw usage data to investigate mood states, smartphone usage and smartphone addiction

Beryl Noë, Stuart M. Allen, David Linden, Liam D. Turner, Roger M. Whitaker

Cardiff University, Cardiff, UK

Studies interested in smartphone usage experience and addiction often lack objective, longitudinal and fine grained raw usage data, while those capturing smartphone usage data mostly have small sample sizes and do not collect subjective experiences. Our study combines both approaches. A total of 76 paid participants used the smartphone application 'Tymer' during 8 weeks. The function of this application is two-fold: it unobtrusively captures a wide range of smartphone usage data and prompts participants to answer micro-surveys 3 to 5 times a day. Two types of usage data are collected: smartphone-user interactions and device states. The micro-surveys request the participant to report their current mood and daily life experiences such as the quality of their sleep or their alcohol consumption. Participants also completed a set of psychometric tests in a lab setting at the beginning and end of their participation.

Scores for the PANAS-X mood scale, the Smartphone Addiction Scale, the BFI personality scale, and the MCQ impulsivity scale were collected. The smartphone usage data amounted to 23.800 micro-surveys, 827.900 screen on/off events, 2.5 million tap events, 11.8 million writing events, 2.5 million notifications, and more.

Having obtained this dataset, we are interested in the feasibility of this type of hybrid survey-data capture study, addressing both technical issues and participant response rate. Additionally, we aim to investigate patterns of daily and weekly smartphone usage, classifying users into suitable categories based on user behaviour and linking these to personality characteristics, as well as predicting smartphone addiction scores based on smartphone usage.

TS64.2

Development of a computerized measure of experiential immersion and distancing

Maria Sousa, Tiago Ferreira, Eunice Barbosa, Sara Madureira, Lucia Lemos, Diana Oliveira

University Institute of Maia - ISMAI, Maia, Porto, Portugal

Previous studies suggest immersed and distanced perspectives over personal experiences constitute a mechanism implicated in the development of diverse mental health disorders and in the psychotherapeutic process. To date, these studies have been based on qualitative rating systems used by judges to identify immersed and distanced speech in individuals narratives or psychotherapy sessions transcriptions. It was recognized that these are resource intensive methods, rely on subjective decisions and present reliability problems. Computational psycholinguistics has been informing alternative methods that can be implemented objectively and consistently in large-scale samples without significant resource requirements. This study developed a computerized measure of immersion and distancing applicable to psychotherapy sessions transcriptions. A corpus of verbatim transcriptions of psychotherapy sessions from a randomized controlled trial comparing cognitive-behavioral and emotion-focused therapies for depression was analyzed. The computerized measure is consistent with the expected linguistic characteristics of immersed and distanced speech. Validity analysis also revealed a strong congruence between the ratings attributed by the computational measure and the ratings attributed by judges. The implications of this study for future research on the process of change in psychotherapy are debated.

TS64.3

Investigating social influence on electricity consumption through a smartphone app.

Anders Imenes¹, Karen Hauge²

¹University of Oslo, Oslo, Norway

²Ringerikskraft, Hønefoss, Norway

Background: In 2019 Norway will introduce demand charge tariffs. This implies consumers will be charged for electricity consumption during peak hours. The new price regimen aims to reduce consumption during peak demand, thus reduce investment in grid infrastructure. But how does utility companies best inform consumers on the current price, incentivizing them to adjust consumption?

This paper explores the potential of a smartphone app for feedback on electricity consumption.

Methods: Using data from a self-selected Quasi-experiment with 12000 participants; 700 of which have downloaded an app containing a social feedback mechanism. The app gives feedback on electricity consumption relative to average consumption in the area. With diff-in-diff we investigate the effect of the app on electricity consumption.

Results: We find an effect of the app ($P=0,001$) on electricity consumption during December when consumption is at it's highest.

Conclusion: A smartphone app is a cost-effective way to help consumers become better informed consumers, and potentially save energy.

TS64.4

Facilitating professional identity transformation through on-line collaborative learning

Alan Brown, Jenny Bimrose, Rachel Mulvey

University of Warwick, Coventry, UK

Objectives: A European Seventh Framework Programme project (EmployID) has been designed to support the identity transformation of careers and employment counsellors working in European Public Employment Services.

Method: In order to support identity transformation in PES the project team co-constructed two on-line collaborative learning programmes. The programmes were designed to support identity development for employer advisers and work coaches. Additionally, an on-line tool was developed which allowed both groups to access open and linked data on the labour market, which has the potential to transform how PES staff interact with and are perceived by clients and employers.

Results: Evaluation results showed that the two collaborative learning programmes had a range of positive outcomes in relation to learning, application of skills, knowledge and understanding to practice (including the use of coaching, peer coaching and e-coaching skills) and identity development. The on-line labour market application was successfully trialled and will be rolled out to thousands of work coaches in the next few months, so evaluation results should be available at the time of the conference.

Conclusion: The project demonstrated it was possible to support the professional identity transformation of careers and employment counsellors through the use of on-line collaborative learning in ways which enabled these counsellors to meet the challenges of their evolving roles.

TS64.5

Measuring the utility for money in a riskless context: evidence on separable representations

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The utility of money, assigning measures of subjective value to physical amounts of money, is a fundamental concept in decision theories. Most of modern empirical literature (experimental and from the field) focuses on preferences over money gambles, eliciting jointly the utility for money and the decision rules used to combine probabilities of money-utilities. Very few recent experiments have investigated the possibility to measure the utility of money directly. In this paper we investigate the possibility to measure the utility of money in a riskless context. We conduct an experiment in which participants are asked to suppose they receive a monetary gift d_1 and to indicate a monetary response d_2 which they would want in order to feel in some proportion p as happy as the amount d_1 would make them to feel. The experimental framework, based on what Stevens called ratio magnitude production, is similar to the one used in a classical investigation by Galanter. In behavioral sciences Stevens' approach is often criticized because of lack of mathematical and psychological foundations. However, recently, an important stream of research has clarified the conditions and given the precise axioms that can justify ratio estimations and productions. In particular, it has been shown that two axioms are essential to obtain meaningful representation measures from subjects' ratio scaling: multiplicativity and commutativity. The evidence in the various domains is in general in favor of commutativity, but against multiplicativity. This is consistent with models of so-called separable representations incorporating the notion that various and independent distortions occur both in the assessment of subjective intensities and in the determination of subjective ratios. Both axioms are tested in our experiments. We find substantial evidence in favour of commutativity, but against multiplicativity. We provide estimates of the psychophysical functions of interest, including the utility function for money.

PS19 Personal Goal Setting--Old ideas and New Frontiers: Factors in Academic Achievement, Well-Being, and Leadership

The basic premise of Goal-Setting Theory is simple: Explicitly setting goals can markedly improve performance at any given task, and conscious goals affect action. A renewed interest in goal setting raises questions on how it affects achievement, how it relates to personal development, and how it can be induced (e.g., Locke & Latham, 2006; 2013; Morisano, 2013; Morisano & Locke, 2012; Schippers et al., 2015). Our previous research has demonstrated goal setting's impact on a number of domains including task-specific outcomes (e.g., work performance, productivity), mood (e.g., negative affect, overall well-being), academic performance (e.g., grades, # credits, retention rates), and personal growth (e.g., self-efficacy). We have also gathered evidence that the impact of goals on outcomes is not always task-specific. For instance, while we have confirmed that setting academic goals can yield academic outcomes (e.g., Locke & Bryan, 1968), we have also discovered that the process of detailing a series of non-academic (but personally relevant important) life goals can also impact academic achievement (e.g., Morisano et al., 2010; Schippers et al., in prep; Travers et al., 2015). We suspect that the benefits of taking the time to lay out one's ideal future in the form of narrative goals extend beyond basic well-being and academic performance--to have generalized (and potentially long-term) impacts on multiple aspects of human behavior, mood, and personality. However, despite considerable progress in our understanding and development of goal theory, we still have much to discover about goal setting, including a) its underlying mechanisms, b) how goals are turned into effective behaviors, c) the best ways for people to benchmark goal progress, d) how successful goal setting in one domain can have a generalizable impact (i.e., "spread effect") on other domains, and e) a myriad of other elements. As an international team of colleagues, in our proposed symposium we will include a series of intertwined talks that relate to ECP's 2017 theme of "Organising Effective Psychological Interventions." We will address the academic and psychological merits and challenges of both short-term (Morisano, Schippers) and long-term (Travers) reflective goal-setting interventions, the long-term impacts of goal-related interventions (Scheepers), and the philosophical and historical foundations of goal-setting action (Locke). The discussed goal-setting interventions were aimed at guided goal reflection and the teaching of goal setting via the processes of 1) reflecting on goal choice and desires; 2) goal formulation; 3) articulation of implementation intentions; 4) goal monitoring; and 5) goal commitment. This symposium examines the effects of these goal-setting interventions with a combination of qualitative and quantitative research, longitudinal field studies, and philosophical insight. Our studies consider the roles of the extent of intervention participation, gender, age, personality, and effort-regulation factors, as well as the long-term effects of the interventions on academic performance and personal and psychological development. The studies also show that beyond the obvious benefits, goal setting itself can be enhanced by the process of intentional intervention. Furthermore, it appears that once learned, personal goal setting is a transferable skill that can enhance well-being, in addition to employability, performance, and self-efficacy.

PS19.1

Personal Goal Setting: Factors in Substance Use and Academic Achievement

Dominique Morisano^{2,1}, Michaéla Schippers¹

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Objectives: Approximately 1 in 3 undergraduates meet criteria for alcohol abuse. Prevalence of other substance-related disorders is also concerning. While face-to-face interventions have decreased substance use clinically, applicability in students is limited. Most undergraduates who drink or use drugs excessively avoid treatment. Even online interventions require participants to acknowledge that substances are a problem. Alternative "indirect" interventions that do not require this are worth exploring, especially among students for whom substance misuse may be normative. Such interventions could be widely distributed and designed to reduce problematic behaviors without obviously targeting them, focusing instead on cognitive processes such as self-regulation. We collected pilot data from students who participated in an online, narrative, personal goal-setting intervention. Our aim was to identify the influence of substance use and its interactions on academic performance.

Method: A full cohort of undergraduates at a Dutch university participated in personal goal-setting. We collected demographics plus pre- and post-intervention substance use and personality measures, and analyzed academic outcomes and goal content.

Results: Novel predictive links were discovered between substance use and academic achievement, as well as between personality traits and substance use. Most students mentioned substances in their goals, indicating that general personal goal-setting is a potential means to address risky use among non-help-seeking students.

Conclusion: Personal goal-setting as an intervention appears to give students a medium to contemplate concerns regarding substance use. It remains to be seen whether it has a measurable impact on substances that is comparable to its demonstrated positive impacts on academics and mood.

PS19.2

The Effect of Three Goal-Setting Interventions on Closing the Gender and Ethnic Minority Achievement Gap

Michaéla Schippers, Ad Scheepers, Niek Hoogervorst

Rotterdam School of Management, Erasmus University, Rotterdam, The Netherlands

Objectives: The gender and ethnicity gap in academic achievement constitutes one of today's key social problems. Our prior research has shown that a brief, evidence-based online goal-setting intervention can boost academic performance of students, particularly males and ethnic minority students, decreasing the performance gap (Schippers et al., 2015). The current study built on these findings and assessed the effects of four cohorts that participated in the same online goal-setting intervention. Additionally, we assessed the effects of (1) a *stretch goal* that requires students to obtain all credits for the first year in one year, and (2) *goal diaries* asking students the extent to which they managed to work on their goals.

Method: The study was performed among four consecutive cohorts of first-year undergraduates at a large European business school. The academic performance of these students was contrasted with that of three pre-intervention control cohorts, with particular attention paid to the role of gender and ethnicity.

Results: The initial overall improvement in academic performance was 20% for the online intervention cohort. The stretch goal seemed to be helpful for the academic performance of females, increasing the performance gap. The addition of goal diaries seemed to work best depending on the level of participation in those diaries.

Conclusion: Overall, the results indicate that a comprehensive online goal-setting intervention combined with goal diaries implemented early in students' academic careers can (a) boost academic performance and (b) significantly and substantially reduce gender and ethnic minority inequalities in achievement.

PS19.3

Utilising a Reflective Goal-Setting (RGS) Framework for the Development of Essential Leadership Skills

Cheryl Travers

School of Business and Economics, Loughborough University, Leicestershire, UK

Objectives: This talk will present the Reflective Goal-Setting (RGS) Framework and discuss its ability to support learners in both setting and implementing personal-development goals. I will demonstrate how the framework works in practice, by discussing two academic applications in European contexts, and providing evidence that RGS participants become critical users of psychological theory, reflective practitioners, and independent self-coaches--transferring learning beyond the classroom. The RGS Framework draws upon established theoretical models and frameworks, including Gibbs' Reflective Cycle, Pennebaker's Trauma Narration, and Locke and Latham's Goal-Setting Theory. Via the mechanism of written, reflective goal diaries, the active ingredients of goal-setting can be observed and the barriers to goal setting highlighted. This talk will showcase the power of good theory in practice across a range of learning, training, and development contexts.

Method: Data will be presented from applications of the RGS framework to two groups attending a UK business school: a) 28 finance-sector managers attending an MSc Leadership and Management programme and b) 34 National Health Service (NHS) hospital managers attending a management and leadership diploma programme.

Results: Findings address the types of goals chosen by participants, barriers to their use of the framework, and the impact that goal-setting and this use of theory has on individual learners' personal development and skills enhancement.

Conclusion: Written reflection, when coupled with goal setting, is a powerful intervention tool facilitating the acquisition of 'soft' interpersonal and leadership skills. Symposium attendees will gain a theory-to-practice takeaway that they can apply personally or with students/clients.

PS19.4

Long-term effects of three interventions on student performance

Ad Scheepers, Michaëla Schippers

Rotterdam School of Management, Erasmus University, Rotterdam, The Netherlands

Objectives: Numerous studies have focused on determining factors of academic performance. Different categories of determining factors can be distinguished (e.g., personality traits, motivational factors, contextual factors). Psychosocial contextual factors appear to be the strongest correlates with academic performance (e.g., see Richardson, Abrahams, & Bond, 2012). However, most academic psychosocial contextual interventions are administered just before or at the start of an undergraduate programme and usually effects are measured in or after the first academic year. Although several of these studies show significant effects on the short-term, it is unclear if the interventions have lasting effects. We will present the long-term academic-performance effects of three major psychosocial contextual interventions, administered just before or in the first months of a 3-year bachelor programme.

Method: We investigated three early interventions (study-choice meetings, online personal goal-setting, and an academic stretch goal) administered to six different first-year undergraduate cohorts ($N = 4576$) at a large European business school over six years. Long-term academic effects were considered.

Results: Results show that after three and four years participants still benefited academically to a significant degree from the interventions at the start of their degree programme. Interestingly, different personality characteristics appeared to moderate performance at different stages of the study programme.

Conclusion: Early interventions with undergraduate students can lead to stable and robust academic effects over the long term. Moderator effects on short term academic performance can be different than moderator effects on long term academic performance.

PS19.5

Three kinds of goal-directed action

Edwin A. Locke

Robert H. Smith School of Business, University of Maryland, College Park, MD, USA

This talk will introduce the topic of goal-directed action. This concept is biological; it only applies to living organisms. Goal-directed action is set by evolution; organisms that do not engage in goal-directed action (or take the wrong action) do not survive. Aristotle identified three levels of life. The most primitive was the vegetative (unconscious) level, which characterized plants. Plants send roots into the ground to get water and minerals and turn their leaves to the sun to get energy. Vegetative action also characterizes the internal organs of animals and humans (e.g., the heart, lungs, etc). This level operates unconsciously. Next is the sensory-perceptual level, which characterizes the lower animals. They guide action through consciousness; they have desires, and can learn, remember, and experience (simple) emotions. The highest level is the intellectual (conceptual, rational) level, applicable only to humans. All levels of action are essential to life, but only the latter two levels involve motivation. Humans possess volition; they have the power to regulate their consciousness and choose their own goals.

Please note: An alternative format was pre-approved for this abstract, as it is a conceptual vs research addition to our symposium"

PS20 On the need to understand depression as an adaptive response to the problems of life: Testing the role of depressive rumination in problem-solving and spontaneous remission

Major depressive disorder (MDD) is typically understood as a malfunction arising directly from defects of the brain. However, several epidemiological facts (i.e. young age of onset, the high prevalence of depression) argue against the current concept of MDD as sheer biological malfunction, but rather suggest that depressive symptoms may be caused by “normal” functioning of adaptations. The evolutionary explanations of depression share the idea that these functions may or may not be adaptive in modern environments, but in ancient history they were crucial in fitness promoting.

In the proposed symposium, we report the results of several studies testing one of the evolutionary theories of depression - the analytical rumination hypothesis (ARH). The ARH proposes that the symptoms of depression exist to help an individual solve complex problems. Specifically, depression promotes an adaptive two-stage rumination process in which one first attempts to understand problems, and then attempts to solve them.

In the second part of the symposium, we present clinical implications (in terms of diagnosis and treatment) of ARH. Firstly, we reason that analytical rumination is primarily focused on solving the triggering problem and any transference of improved analytical abilities to laboratory tasks is secondary. Thus it is not surprising that some studies report cognitive deficits among depressed individuals. Secondly, we suggest that according to problem-solving model of rumination, the interventions that attempt to disrupt or inhibit rumination could be counter-productive. The potential benefits of an “exposure-based” ruminative processing for treating depression are presented.

Finally, by providing the evidence that depression is useful in analyzing complex problems, we suggest that the reason why depression is so prevalent and recurrent is because modern human is facing life changing events, such as income inequality, migration, globalization, etc. Such events are complex, do not resolve easily, and require prolonged analysis, or the help of other people life poses many complex problems.

PS20.1

On the need to understand depression as an adaptive response to the problems of life: Testing the role of depressive rumination in problem-solving and spontaneous remission

Paul Andrews¹, Marcela Sevcikova^{3,2}, Magda Bartoskova^{3,2}, [Marta Maslej¹](#)

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The elimination of the bereavement exclusion in the DSM-5 sparked significant controversy because many clinicians and researchers were concerned that the diagnostic criteria for depression pathologized normal emotional responses. Indeed, most episodes that meet current diagnostic criteria tend to spontaneously remit without treatment, a phenomenon that disorder hypotheses have difficulty explaining. There is a related concern that antidepressant medications (which are the front-line treatment for depression) are not very effective and may have harmful effects throughout the body. Given the high frequency of serious episodes of depression, often related to problems that are exacerbated in modern life (fluid, superficial social relationships; economic inequality; loss of face-to-face communication), a better understanding of spontaneous remission may lead to better diagnostics and treatments. In this symposium, we report the results of several studies testing the analytical rumination hypothesis (ARH). The ARH is based on a large body of evidence that sadness (the emotional component of depression) promotes an analytical processing style in which a complex problem is broken into smaller, more manageable components and then studied in turn. The ARH predicts that rumination is normally useful in solving the complex problems that trigger the depressive episode. The ARH stands in contrast to the conventional wisdom, which views rumination as counterproductive and pathological. However, the evidence that rumination does not do anything useful is undermined by the fact that the most commonly used instrument for measuring rumination-the Ruminative Response Scale (RRS)-has poor

psychometric properties. We developed a new instrument (the Analytical Rumination Questionnaire; ARQ) for measuring rumination with better psychometric properties than the RRS. We administered the ARQ and the RRS to both clinical and subclinical samples in the Czech Republic and Canada to test hypotheses about the utility of depressive rumination in solving problems. We also conducted several studies using expressive writing (an intervention known to have long-term therapeutic effects) to test whether it works by facilitating or antagonizing normal depressive thoughts, feelings, and physiology. The results of these studies may help explain spontaneous remission and lead to greater understanding of the etiology of depression.

PS20.2

Examining the effects of expressive writing on depression and rumination from the perspective of the Analytical Rumination hypothesis

Marta Maslej, Paul Andrews

McMaster University, Hamilton, Canada

Exposure-based therapies are useful for treating a variety of mental health conditions, but the mechanisms underlying the benefits of exposure for depression are not well understood. Exposing individuals to their depressive symptoms is thought to be beneficial because it involves challenging and modifying their ruminative thoughts. However, studies show that this component of therapy for depression is unnecessary and that it may even be unhelpful. Alternatively, the analytical rumination (AR) hypothesis proposes that depressive episodes are caused by complex, interpersonal problems and that symptoms of depression promote AR. AR helps the individual understand the causes of these problems and find appropriate solutions, eventually leading to a resolution of the depressive episode (Andrews & Thomson, 2009). Exposure-based therapies might therefore benefit depression by promoting, without modifying, depressive feelings and thoughts. Expressive writing is a useful paradigm for exploring the mechanisms of exposure because it asks individuals to write their deepest thoughts and feelings about a negative problem or experience, without any other intervention. The therapeutic benefits of expressive writing have been well documented among people with high levels of depression and anxiety. In a series of studies, we examined the emotional and cognitive changes that occur during expressive writing. Our results suggest that writing about a difficult, personal problem increases sadness and AR. When we model relationships between sadness and AR during writing, we find that changes in sadness promote a causal analysis of the problem, leading to an analysis of its solutions, which in turn, reduces sadness during writing. These findings suggest that although expressive writing increases depressive emotions and thoughts, these changes may be necessary for deriving its therapeutic effects. We discuss our studies in the context of other research, and suggest that depression can be conceptualized as a natural, adaptive response to environmental stressors. Thus, the goals of therapy should perhaps be to engage with these symptoms, rather than to avoid or suppress them.

PS20.3

Does depression lead to cognitive deficit or to improved analytical abilities? The Analytical Rumination Hypothesis testing

Marcela Sevcikova^{1,2}, Magda Bartoskova^{1,2}, Gabriela Vechetova^{1,2}, Marek Preiss^{1,2}

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Empirical research differs with respect to whether depression improves or impairs problem-solving. One body of research shows that depression is associated with reduced accuracy on tasks that tap memory, intelligence, and executive functioning. However, another large literature shows that depressed affect promotes an analytical processing style that enhances accuracy on complex tasks. The possible explanations of such puzzling findings may be provided by the Analytical Rumination (AR) hypothesis.

In the starting project, we will explore long-term relation of depression and performance in various types of cognitive tests, which differ in respect of the degree of engagement of the individual: (1) neuropsychological tests, (2) near-real life tasks, (3) methods focused on extent and quality of personal problems solving. Data will be collected longitudinally, using two groups of participants

(1) diagnosed with depression; (2) with no psychiatric diagnosis.

Our project would be the first study explicitly designed to test the ARH analyzing intraindividual variability. It would also be the first study to test the ARH over time in a clinical sample. Our design is important for evaluating whether analytical rumination helps people solve their problems and reduce their depressive symptoms. In sum, results of this study would contribute to our understanding of the origin, etiology, and possible adaptive function of depressive disorders, which will in turn improve the precision of diagnosis and treatment.

PS20.4

Adaptive Function of Depressive Rumination

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During depression, an individual often engages in rumination, a process of thinking about one's feelings and problems. The current view is that rumination is maladaptive, and treatment should focus on suppressing or changing this symptom. However, a large body of evidence shows that depressive symptoms promote an analytical processing style, which is highly useful in solving complex problems. In this study, we tested a new tool for measuring rumination based on the hypothesis that rumination is focused on analyzing and solving complex problems. The Analytical Rumination Questionnaire (ARQ) was administered to five different samples (Total N=1,414) from two different cultures (Canada, the Czech Republic) and with different clinical statuses (subclinical, hospitalized). The ARQ composes of two factors: (1) a factor devoted to analyzing the nature and cause of one's problems (causal analysis); and (2) a factor devoted to analyzing how to solve one's problems (problem-solving analysis). Statistical analyses revealed a model which might help to clarify the function of depressive rumination for individuals suffering from depression. In all five samples, depression seems to promote an adaptive two-stage rumination process in which an individual first tries to understand the causes of their problems, and then tries to solve those problems. And the acquired ability to solve one's problems, in turn, leads to a reduction of depressive symptoms. The model of rumination that we present may help explain why most episodes of depression spontaneously remit without treatment.

TS65 Quality of Life

TS65.1

The effects of a rehabilitation programme on motor functioning and well-being among patients with Parkinson's disease and Multiple Sclerosis

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The main of the current study was to examine the effects of the Kastvollen specialised rehabilitation programme on the programme recipients' motor functioning and well-being. The Kastvollen inpatient rehabilitation programme is multidisciplinary and offers the programme recipients physiotherapeutic and occupational therapy, exercise hours involving indoor workouts as well as outdoor activities. It was hypothesised that the patients' motor functioning and well-being should increase as a result of the programme. An additional aim has been to examine factors associated with the success of the programme. The sample consisted of 265 patients and this included the entire population of patients with Parkinson's disease ($n = 154$) and Multiple Sclerosis ($n = 111$) at Kastvollen. The data collection was carried out twice a year during the period 2009-2013. The results showed that the programme successfully improved the motor functioning of the two groups of recipients. Specialised rehabilitation has an effect on such functioning in both groups of patients. However, patients with Parkinson's disease benefited to a larger extent compared to Multiple Sclerosis patients. It was also an association between motor functioning and well-being. Challenges related to cognitive functioning among MS patients may partly explain why this group did not benefit quite as much as the Parkinson's disease patients.

TS65.2

Influences on health-related quality of life in patients with arterial hypertension

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Objectives: Health-related quality of life (HrQoL) is known to be diminished in hypertensive patients as compared to normotensive persons. It plays a crucial role in the clinical management and adherence of this group. We aimed to investigate HrQoL in a cohort of hypertensive patients and to explore influences of other health-related variables such as sociodemographic factors, lifestyle factors and comorbidities on HrQoL.

Method: A subgroup of participants of the Styrian Hypertension Study ($n=126$) provided data sets for three questionnaires measuring HrQoL, depression, and physical activity. Other health-related variables included sociodemographic data, smoking behavior, alcohol consumption, body-mass-index, blood pressure level as well as additional diagnoses (diabetes mellitus, cardiovascular disease, previous cancer diagnosis, and depression) and were determined via patient interview. Multivariate analyses of covariance (MANCOVA) were used to test for influences of health-related variables on HrQoL.

Results: Older age, female sex, alcohol consumption pattern, higher body-mass-index, additional cardiovascular disease, previous cancer and current depressive symptoms were associated with worse HrQoL. In particular, depression was related to a reduction of all aspects of HrQoL.

Conclusion: Our results point to the importance of adequately detecting and treating depression in hypertensive patients, which could both improve HrQoL in this population and contribute to a reduction of blood pressure levels.

TS65.3

Quality Of Life Of Indonesian General Population: Reliability And Population Norms of The Euroqol EQ-5D-5L and WHOQOL-BREF

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OBJECTIVES: Two generic health-related quality of life (HRQOL) instruments mostly used in Indonesia were EQ-5D-5L and WHOQOL-BREF. Only language adaptation of these instruments ever conducted in Indonesia. The objective of this study is to obtain psychometric properties, namely test-retest reliability, and population norms of EQ-5D-5L and WHOQOL-BREF from Indonesian population.

METHODS: A representative sample aged over 17 years old was recruited from Indonesian general population. We used multistage stratified quota method with respect to place of living, gender, age, level of education, religion and ethnicity. We used EQ-5D-5L electronic version and WHOQOL-BREF paper version, completed by the respondent with help from an interviewer in respondent or interviewer's home. **RESULTS:** 1046 respondents who completed both questionnaires were used for the analysis, including 206 respondents who completed the second time. Their characteristics were very similar to those of the Indonesian population. The weighted kappas and ICCs of the EQ-5D-5L were lower than the WHOQOL-BREF. ICCs show both questionnaires have at least moderate reproducibility. Most self-reported health problems were observed in the pain/discomfort dimension (39.66%) and least in the self-care dimension (1.9%). Age and income gradient were observed in EQ-Visual Analog Scale (EQ-VAS) scores, but not any clear pattern for EQ-5D-5L index scores. For WHOQOL-BREF, male gender presented higher values in almost all domains when compared with female one. Age-gradient was present in almost all domains. The mean scores of the EQ-5D-5L and WHOQOL-BREF are reported as normative data for the Indonesian general population.

CONCLUSIONS: Our results can be useful to researchers using the EQ-5D-5L and WHOQOL-BREF, which proven to be reliable, to compare their results with normative data from Indonesian general population.

TS65.4

Benefits of a membership in the German Psoriasis Patient Association: A comparative quasi-experimental longitudinal study

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Objectives: Until now, only few studies investigated the benefits of self-help organizations in dermatology. In this study, benefits of joining the German Psoriasis Association (DPB) were surveyed.

Methods: The quasi-experimental longitudinal design encompassed 4 groups of participants suffering from psoriasis: 1) with a DPB membership of 5 years, 2) with a voluntary new membership, 3) with a randomly awarded membership and 4) without a membership. They were interviewed 3 times within 12 months on depressive symptoms, patient education, health and therapy benefits.

Results: N=295 participants were included. At the outset of the study, individuals with a freely chosen membership rated their health situation worse, showed higher depression scores and lower treatment benefits than those with an awarded membership. The proportion of those who joined patient education lessons increased within the long-term members. The health situation of the non-members worsened and increased in the groups of those with awarded and voluntary new memberships. The treatment benefit only increased in the group of voluntary new members.

Conclusion: Psoriasis is often connected with a large number of strains. The DPB membership

seems to correlate with some relief. The strongest positive effects were found within the voluntary admission group. This could be due to the fact that persons who become members by self-motivation are more likely to strive after information and conclusively benefit from their active engagement.

TS65.5

A Brief Body Scan Meditation Fosters Heart Rate Variability Among Ruminators

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Objectives: Rumination is one of the most definitive predictors of later psychopathology. Low heart rate variability (HRV), which plays a role in a sympatho-vagal responses, is a physiological correlate of many of the same negative outcomes. It appears that the negative impact of rumination and low HRV are buffered by meditation-based interventions. The present study therefore investigated whether a brief meditation exercise improved sympatho-vagal functioning in ruminators as opposed to non-ruminators.

Method: HRV in 147 undergraduate students was measured while they answered questionnaires on rumination and were placed in one of three exercise conditions, including a body scan meditation, a cognitive load exercise and a control exercise. In the cognitive load exercise, participants listened to the same tape as in the meditation exercise, but were instructed to count the verbs spoken.

Results: The results revealed that ruminators only saw an increase in HRV in the meditation exercise, whereas non-ruminators saw an increase in HRV in both the meditation and the cognitive load exercise.

Conclusion: This confirms that sympatho-vagal functioning in both groups is ameliorated by meditation. However, non-ruminators may show more flexibility when reacting to cognitive demand. The findings highlight differences in cardiological response between rumination- and non-rumination prone individuals, and provide nuanced insight into how meditation may counteract psychopathology differentially in these populations.

EFPA29 Psychologists for Human Rights: A Historical and Global Perspective

Psychologists all over the world deal with the consequences of human rights violations. Poverty, and lack of access to quality education and health care services are prominent factors influencing the capabilities (Sen, 2005) of people. Historical and contemporary inequality and exclusion, including the long-term consequences of colonialism, deny the human rights of the 'other' and continue to impact the lives of individuals and communities in the global community.

Further, the political agendas in many countries reflect a lack of inclusion for the diversity that represents the human reality of the 21st century and lack of attention to the critical issues that face the majority of the world's people. In a sharp criticism, Achille Mbembe (2013) exposed the injustices of present global relations and argued that exclusion has been learnt and noted the continuity in violations of human rights. Migrant workers are replacing the enslaved individuals of recent times while armed conflict, various forms of exploitation, and oppression are further diminishing the humanity of the most vulnerable citizens around the globe and contributing to unprecedented migration and refugee seekers in many regions of the world. Psychology has traditionally had a peripheral role in addressing these challenges and contemporary scholars argue that the discipline has to play a more central role to advance the global developmental agenda. One of the core tasks of psychology in this effort is to help people and societies to 'unlearn' exclusion as a means to improve the health and well-being of all of humanity. In this symposium, psychologists situate psychology in various historical, political and cultural contexts, and propose that by virtue of their knowledge and expertise, psychologists -individually and through their associations- have both the opportunity and responsibility to promote inclusion and freedom of development. The presenters in this symposium reflect on the relationship between human rights and psychology in the contexts where they live and work and stress the importance for fulfilling psychology's promise to society.

EFPA29.1

The Responsibility of the Psychologist does not Stop at the Door of the Practice Room

Polli Hagenaaars

EFPA Board Human Rights and Psychology, Amsterdam, The Netherlands

This presentation addresses the questions:

How can we, psychologists in Europe and worldwide, envisage a global and at the same time indigenous psychology, despite a divided past?
and

How can we, psychologists, work together towards a more connected future in order to improve our shared world?

History and international -unequal- economic relations so far are not part of the education of psychologists. Still they have influenced psychology and continue to do so. The long history of colonization and of slave-trade has divided people, influenced their minds, brought forward theories of social Darwinism, and definitely left its traces in psychology. With large-scale discrimination and exclusion of minorities and refugees, this history is continuing in the present.

A human rights based-and-oriented approach of psychology is promoted to get to know these influences, to integrate local variations in ideas and theories into a 'glocal' psychology and to connect psychologists in different parts of the world. A human rights based-and-oriented approach of psychology includes the history and the context people are living in. Authors like Frantz Fanon and Ramacharan Tripathi form an inspiration for a human rights approach; they describe the influence of history and international relations on society and the people who live there. According to their ethical codes, professional psychologists and their associations have a societal responsibility. To fully understand where this responsibility is coming from and what it contains, the societal conditions in which the science and practice of psychology has been developed, need to be explored. As a psychologist is part of society, decolonizing the mind may be desirable. A plea will be made for a human rights education for psychologists and an action-oriented professional practice.

EFPA29.2

Psychologists and Human Rights Violations

Saths Cooper

International Union of Psychological Science, Houghton 2041, South Africa

This presentation will rely on evidence from the International Union of Psychological Science (IUPsyS), the Truth and Reconciliation Commission in South Africa (SA) and personal encounters during the Apartheid era in SA, to construct the case that psychologists should always strive for a higher ethical and moral order to guide their conduct.

EFPA29.3

Indigenous psychology in New Zealand: When mainstream psychology confuses the saviour role with oppression

Waikaremoana Waitoki, Simon Bennett

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In Aotearoa New Zealand, Indigenous psychologists regularly face the daunting task of combating the mainstream narrative of Māori psychology as lacking the necessary scientific credentials to be considered a real psychology. Mainstream psychology, as an entrenched institution, is significantly influenced by societal values and attitudes of the dominant group. The mass importation of psychology into the lives of Indigenous peoples is difficult to control as mainstream psychology is aligned to epistemologies that marginalise, rather than liberate, Indigenous communities. Indigenous psychologists are concerned that our cultural knowledge is not seen as viable alternatives to mainstream psychology when so many of our people are subject to relentless structural violence and human rights violations. We are intensely concerned about racism, poverty, homelessness, violence, drug and alcohol problems, suicide and crime statistics, and we wish to retain the richness of our cultural contributions. We argue that ignoring Indigenous psychological knowledge in teaching, research and practice in favour of mainstream psychological knowledge is cultural genocide, and impacts on our ability to provide meaningful and lasting solutions for those most in need. This presentation describes the resurgence of Indigenous psychological knowledge within Māori communities as it seeks to disrupt the presumption of the universality of mainstream psychology. By providing alternative psychologies grounded in Indigenous language and customs, spirituality, family structures, and Indigenous arts, we undo the effects of human rights violations that occur for Māori.

EFPA29.4

The ethical commitment of a Cape Verdean psychology to human rights, in a global context of social inequality

Zaida Morais de Freitas

President of the National Commission for Human Rights and Citizenship, Cape Verde, Cape Verde

In this presentation, the experiences of a psychologist, working as a Human Rights Commissioner in a global context of social inequality, will be shared. Although every psychologist has an ethical societal responsibility to use the knowledge of psychology for the benefit of humanity, not all, however, are in such a position to fully fulfil this responsibility.

EFPA29.5

Human Rights in A Globally Responsive Psychology: The Role of Psychology Education & Training

Ava Thompson

University of The Bahamas, Nassau, Bahamas

Psychologists in the global community have increasingly called for a more socially responsive psychology and have shifted focus to research and application that have demonstrated impact in addressing the pressing historical and contemporary issues facing the majority of the world's population. However, there is recognition that a change in psychology education and training (PET), the foundation of the discipline, is necessary to enhance our capacity to sustainably engage with other disciplines and national, regional and international organizations committed to human development. In this presentation, I highlight core components of a Bahamian (and Caribbean) curriculum, grounded in a human rights framework, to advance the disciplinary transformation required to meet the needs of our cultural contexts. Particular emphasis is placed on teaching a critical history of psychology that includes psychology's history as a discipline of exclusion, the region's colonial history and the range of associated intra- and extra-disciplinary factors that affect the development of psychology. The presentation concludes with a call for the global collaboration in the culturally-relevant PET necessary to transform psychology into an inclusive discipline that is better able to serve all of humanity.

EFPA30 Facing the challenges of ageing populations Contributions from Geropsychology Part 2. Quality of life, aging, and health behaviour

The second part of the symposium addresses “Quality of life, aging, and health behaviour” and presents findings on personal and contextual factors that have an impact on these criteria. Fernández-Ballesteros, Angeles Molina and Sánchez Izquierdo (Spain) report findings on contextual influences in social images about ageing, testing predictions of the Stereotype Content Model. Lang and Damm (Germany) present theory and research findings on perceiving future time and its impact on preparing for old age. Despot Lucanin, Lucanin, Bjelajac and Delale (Croatia) present findings on the predictive contributions of psychosocial factors to life satisfaction in old adults. Finally, Ferring and Boll (Luxembourg) give insights into perceived gains and losses when caring for an older relative and their implications for psychosocial intervention.

EFPA30.1

Gains and losses of caring for an older relative and the indication for geropsychological intervention

Dieter Ferring, Thomas Boll

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Caring for a close person involves and impacts several aspects and domains of personal life. A scenario that is often sketched here indicates that caring is physically exhausting, demanding time, leaving no time for leisure, and excluding the carer from further social activities. In this view, caring is strain as it is clearly described by the concept of caregiver burden, and a risk for the psychological and/or physical health of family carers. But caring may also have another side of positive gratification and of fulfilment. To care for another person may represent a meaningful work for both the cared for and the caring person that may also go along with recognition and positive feedback from others. This is the starting point of the present study that addressed a sample of 151 informal carers ($n = 111$ female) with a mean age of 58 years ($SD=14$ years) with self-report questionnaire. The measure offered in a first part positive ($n=35$) and negative aspects ($n=23$) of caring for a close person and subjects had to rate how much they agree that these aspects are present in their own care giving relationship. Moreover, life satisfaction as well as positive and negative affect were assessed in a second part. Multivariate analyses by factor as well as cluster analyses showed different profiles of gains and losses that were systematically linked to indicators of subjective well-being. Findings will be discussed with respect to their implications for psychosocial intervention in the field of informal care.

EFPA30.2

Perceived Future Time and Late-Life Preparation Across Adulthood

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OBJECTIVES: Perceptions of future time (PFT) are known to be robustly associated with age-related changes in emotion, motivation, and cognition. It is not well understood, though, in what ways specific facets of PFT such as extension, pace, and valence of future time are differentially associated with planning, perceived control, and engagement within and across different domains of late-life preparation.

METHOD: We conducted a longitudinal online-study with three measurement occasions across 4 years from 2012 to 2016 including 200 participants aged 20 to 90 years. Participants completed a questionnaire on perceived future time, subjective experience of time, personal time-tables, controllability and activities of late-life preparation.

RESULTS: Preliminary findings suggest that personal time tables and perceived controllability of late-life preparation are relatively stable. Perceiving the future as limited, and more negative is associated with stronger engagement in specific domains of late-life-preparation. Such associations were more pronounced in early adulthood as compared to later adulthood.

CONCLUSION: Findings are discussed with regard to the assumptions of the metatheoretical model of selection, optimization, and compensation. According to this model, individuals adapt the

valence, pace, and extension of perceived future time in response to aging-specific challenges. It is suggested that perceptions of future time involve adaptive cognitive strategies that protect against aging-related loss.

EFPA30.3

Life satisfaction and psychosocial factors in old persons

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Life satisfaction seems to be one of the indicators of psychological adaptation in ageing, in connection to its two components: cognitive and affective. Psychosocial predictors of life satisfaction in old age have been determined predominantly by cross-sectional research, and are: social engagement, self-perceived health, and depression, adversely. There are no conclusive research results on longitudinal predictors of life satisfaction including social, physical and cognitive functioning in old persons.

The aim of this research was to examine longitudinal predictive contribution of psychosocial factors to the life satisfaction in old persons.

Participants were 167 older adults followed-up for eight years, and assessed at three measurement times, in years: 2008, 2010 and 2016. They were residents at eleven retirement homes in Zagreb, Croatia, 80% were women, aged 69-100 years, average 85 (at baseline 62-93 years, average 77), ambulatory and not diagnosed with dementia. Variables were: sociodemographic, depression, self-perceived health, functional ability, cognitive function, social participation. Life satisfaction variable was measured only in 2016. Data were collected individually, in the form of structured interview, by trained interviewers.

Different regression analyses models indicated that the observed set of predictor variables explained 21% - 26% of the life satisfaction variance. The strongest cross-sectional predictor was self-perceived health, indicating the links of subjective health and life satisfaction. The significant longitudinal predictors were depression and cognitive function, adversely. The most interesting finding was the negative long-term predictive association of cognitive function variable with life satisfaction. Different interpretations have been considered. The possibility of living environment effects on old persons' life satisfaction and its associations with other factors has been discussed. The findings of this research support the adaptive processes view of life satisfaction and its determinants, cross-sectional and longitudinal.

Recognizing the factors that affect life satisfaction in old age suggests also how to intervene in order to improve well-being in older adults.

TS67 Teachers and Students

TS67.1

Integrating scientific evidence promotes epistemic change: Testing a "resolvable controversies" intervention

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Beliefs about the nature of knowledge and knowing (epistemic beliefs) are of particular relevance for academic learning. We present an intervention concept which aims at promoting "advanced" epistemic beliefs, i.e., to foster evaluativism (scientific knowledge as certain or uncertain to a certain extent) while reducing absolute (knowledge as certain) as well as multiplistic epistemic beliefs (knowledge as subjective and tentative). Participants are presented with multiple short texts containing controversial evidence from 18 fictional studies on gender stereotyping. In contrast to "traditional" multiple texts approaches (which do not explicitly allow an integration of controversies), all contradictions can be resolved by identifying contextual factors that promote a certain type of stereotyping ("resolvable controversies"). The concept was tested in a randomized field-experiment (86 psychology students) using a pre-post design. Three intervention groups read the same texts but received different instructions pertaining to how they should approach the integration of the controversial evidence. In all groups, topic-specific absolutism decreased whereas both topic-specific and domain-specific evaluativism increased throughout the study (significant main effect, no significant group*time interaction). Resolvable controversies thus seem well-suited to foster evaluativism without strengthening multiplism, a risk that has been observed in more traditional multiple texts approaches.

TS67.2

Perceived parental pressure on academics: Implications for Chinese adolescents' psychosocial adjustment

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Both cultural analyses and anecdotes have highlighted parental pressure demanding children's academic efforts and achievements as a hallmark of Chinese parenting, which surprisingly has not been much researched directly. In a study spanning 6 months (Time 1=Fall, Grade 7; Time 2=Spring, Grade 8), we examined perceived parental pressure on academics in relation to early adolescents' psychological adjustment in urban (141 girls, 138 boys; mean age=12.87 years, SD=.45) vs. rural (110 girls, 175 boys; mean age=12.84, SD=.47) China. At both times, there was no difference in urban vs. rural adolescents' perceived parental pressure (e.g., "My parents have high expectations and strict standards for my schoolwork"). Among both urban and rural adolescents, adjusting for initial functioning at Time 1, perceived parental pressure at Time 1 was predictive of poorer emotional adjustment (i.e., lower life satisfaction but greater depressive symptoms and anxiety) and poorer relationships with parents (i.e., lower trust but greater alienation), though greater investment in schoolwork (e.g., "It is very important for me to obtain good test scores") and greater endorsement of utility of education (e.g., "Doing well academically is the best way for me to succeed in life") at Time 2. The findings suggest that the apparently limited "benefit" of parental pressure in cultivating rather "extrinsic" value of academics may well be at the cost of Chinese adolescents' emotional and relational wellbeing.

TS67.3

The role of self-regulatory strategies and achievement motivation in female students' academic burnout

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Objectives: This survey-correlational study aims to investigate the role of self-regulatory strategies and motivation in female students' academic burnout.

Method: The population included all the senior high school students during the 2012-2013 academic year in Meshkinshahr, Ardabil, Iran. The participants were selected through cluster sampling. To collect the data, Pintrich and De Groot Motivational Strategies Questionnaire, Hermans Achievement Motivation Questionnaire, Salanova, Bresó, and Schaufeli Academic Burnout Questionnaire were employed. The data were analyzed by the use of descriptive statistics and multiple regression.

Results: The results indicated that motivational beliefs positively accounted for 0.21, and self-regulatory learning strategies for 0.65 of the variance of academic burnout, respectively. On the other hand, achievement motivation negatively predicted 0.66 of the variance of academic burnout. Moreover, the results showed that achievement motivation predicted 0.25 of the variance of academic fatigue.

Conclusion: Stated differently, the results indicated that self-regulatory strategies have a significantly positive correlation with academic burnout and positively predict this psychological state, however, achievement motivation has a significantly negative correlation with academic burnout and negatively predicts it.

Keywords: Academic burnout, achievement motivation, motivational beliefs, self-regulatory strategies

TS67.4

Features of mental ontogenesis of school-age children with a mild perinatal pathology of the nervous system in the anamnesis

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Objectives. The deterioration of children's health, including the perinatal pathology of the nervous system (PPNS) is one of the society's greatest challenges. Previously we investigated the influence of mild PPNS on the mental ontogenesis. But our research was dedicated to preschool children, and now the significant question is: what will happen to these children in the future? To answer this question we investigated 42 children aged 10 to 13 with PPNS in the anamnesis and 18 healthy children without PPNS. **Method.** Neuropsychological Luria's tests and a survey of parents and teachers were used. **Results.** According to the research every child with PPNS has similar features such as neurodynamic disorders and a lack of voluntary control. We called this symptom complex "subcortical-frontal" neuropsychological syndrome. Depending on the main defect, we divided the main group into 2 subgroups (1-38%, 2-62%). Neurodynamic disorders in the form of inertia, working capacity reduction, distortion of the activity tempo, and a long "warming up period" are the main defects in the children of subgroup 1. These children's performance at school and social adaptation are quite good, but their quality of life is reduced. An insufficiency of the executive functions and weak self-regulation are the basic defects in children of subgroup 2. These children have impaired cognitive functions, and a tendency to deviant behavior. **Conclusion.** Thus, we can speak about long-term consequences of mild perinatal pathology of the nervous system.

TS67.5

The perceived impact of Informal Competence Measures (IKM) on teachers' diagnostic skills

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Over the past few years, disappointing results in international achievement tests have often been associated with deficiencies in teachers' diagnostic skills. As a result, European-wide school reforms introduced diagnostic tools in order to improve, respectively, teachers' diagnostic skills, their teaching style (competence orientation) and their ability to use differentiated instruction. The present study aims to investigate the extent to which the newly introduced diagnostic tool in German-speaking countries (IKM - Informelle Kompetenzmessung) contributes to these goals. Therefore, N = 318 teachers in Austrian secondary schools filled in online-questionnaires regarding their diagnostic skills, diagnostic self-concept, the time they invested in diagnostics, their motivation and attitude in relation to it and their perceived changes in their own instruction. Initial results indicate, contrary to the intentions of the reform, that teachers perceive only slight improvements in their diagnostic skills, competence orientation and differentiated instruction capabilities. These changes were indirectly related to the introduction of this new diagnostic tool in that teachers' diagnostic self-concept and their perception of the changes in their instruction mediated in turn their perception of their own diagnostic skills. The results will be discussed in terms of their relationship to governmental educational reforms, and the possibilities and limits of improving diagnostic skills in teachers.

TS68 OCD

TS68.1

"Better absolutely sure than occasionally sorry"... uncertainty intolerance predicts the outcomes of inpatient CBT for resistant OCD

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Objectives: Intolerance for uncertainty consists of a group of beliefs, which have been shown to be associated with onset and maintenance of Obsessive-Compulsive Disorder (OCD) symptoms. Few research investigated whether this cognitive factor could have a prognostic role in the treatment of severe cases with OCD. The aim of the current study was to examine whether intolerance for uncertainty beliefs could predict a worse response after intensive CBT in a group of inpatients with medication-resistant OCD.

Method: Forty inpatients [mean baseline Y-BOCS= 26.70, *SD*= 7.01] with medication-resistant OCD underwent 5-week intensive CBT including daily and prolonged exposure and response prevention (2,5 hours in the morning, 2,5 hours in the afternoon). All individuals have had inadequate symptom response after prior serotonin-reuptake inhibitor trials. The Y-BOCS, BAI, OBQ-87 Intolerance for uncertainty scale, and BDI-II were administered at baseline and post-treatment.

Results: Inpatients who endorsed stronger intolerance for uncertainty, measured by higher scores on the OBQ-87 Intolerance for uncertainty scale, showed worse response after CBT, measured by having still higher Y-BOCS scores at post-treatment ($\beta = 0.37$, $t = 2.48$, $R^2 = 0.14$, $p < 0.05$).

Conclusion: Current data demonstrated the role of intolerance for uncertainty as predictor of negative response after intensive CBT for resistant OCD in inpatient setting. Augmentation strategies should be introduced to improve outcomes of inpatients with intolerance for uncertainty.

TS68.2

An Investigation of the Mediating Role of Jealousy and Ruminative Thought Style in the Relationship between Romantic Relationship Obsessions and Compulsions and Relationship Satisfaction

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The current study sought to determine whether the relationship between romantic relationship obsessions and compulsions and relationship satisfaction was mediated by jealousy and ruminative thought style. The study group consisted of 270 university students (161 female and 109 male), aged 17 to 39 ($M = 21.6$), in 2015-2016 academic years. As data collection tools, the Relationship Obsessive Compulsive Inventory (ROCI), Multidimensional Jealousy Scale (MDJS), Ruminative Thought Style Questionnaire (RTS), Relationship Satisfaction Scale (RSC) and demographic information form created by researchers were employed. In the analysis of the data, Structural Equation Modeling and Maximum Likelihood Estimation method were used. Findings revealed that the relationship between obsessions and compulsions and relationship satisfaction was partially mediated by jealousy while the mediating role of ruminative thought style was not observed in this relationship. During the analysis of alternative model tests, the mediating role of ruminative thought style was partially observed in the relationship between romantic relationship obsessions and compulsions and jealousy. Additionally, it was determined that the relationship between ruminative thought style and relationship satisfaction was based on jealousy. Results and implications were discussed in the light of relevant literature and research findings.

TS68.3

The link between childhood traumas and obsessive-compulsive symptom severity: the mediating role of worldview assumptions

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Objective: Studies on traumatic experiences show that people behave in accordance with worldview assumptions (Janoff-Bulman, 1989; 1991), which might be related to severity of obsessive-compulsive symptoms (Doron, Kyrios, Moulding, Nedeljkovic, & Bhar, 2007). The aim of the current study is to investigate the mediating role of worldview assumptions (benevolence of the world, justice, randomness, control, luck, and self-worth) in the relationship between childhood traumas and severity of obsessive-compulsive symptoms. **Method:** Sample of the study consisted of 432 (% 78.4) female and 119 (% 21.6) male students (total 551) attending various colleges in Turkey. The participants filled the Childhood Trauma Questionnaire (Bernstein et al., 1994), Worldview Assumptions Scale (Janoff-Bulman, 1989), and Vancouver Obsessive Compulsive Inventory (Thordarson et al, 2004) followed by demographical information form in an electronic environment. **Results:** Parallel Multiple Mediation Analysis demonstrated that self-worth and control assumptions mediated the link between childhood traumas and severity of obsessive-compulsive symptoms. **Conclusion:** The findings showed that self- and world-related assumptions might explain the link between childhood traumas and obsessive-compulsive symptom severity. The findings were discussed in the light of relevant literature.

TS68.4

The Mediating Role of Attachment Insecurities Between Recalled Parental Care and Relationship Obsessive Compulsive Phenomena

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Objectives: Obsessive Compulsive Disorder (OCD) is a clinically heterogeneous condition characterized with a wide range of obsessional concerns and compulsive behaviors; hence, it is important to gain further insight into the etiology of its various symptom presentations. Obsessions and compulsions focusing on relationship and partner are two of these symptom presentations which researchers recently started to investigate. The purpose of this study was to examine the role of insecure attachment styles as mediators in the relationship between recalled parental care and both relationship-centered and partner-focused obsessive-compulsive symptoms.

Method: 538 adults who were in an intimate relationship at the time completed a battery of self-report measures including Parental Bonding Instrument, Experiences in Close Relationships-Revised, Relationship Obsessive-Compulsive Inventory and Partner Related Obsessive-Compulsive Symptom Inventory.

Results: The results of the structural equation modeling analysis showed that anxious and avoidant attachment styles mediated the relationship between low parental care and both relationship-centered and partner-focused obsessive-compulsive symptoms.

Conclusion: To our knowledge, this was the first study to evaluate the mediating role of attachment orientations between parental care and obsessive-compulsive symptoms related to relationship and partner. Findings supported the link between childhood interpersonal problems and relational dysfunction in adulthood.

TS69 Interpersonal Relationships

TS69.1

Gay Marriages: How Do They Compare?

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Most research on gay marriage has focused on attitudes about gay marriage, but little is known about gay marriages themselves. As part of a larger cross-cultural study of Intimate Relationships that is online in multiple languages at cf.whittier.edu/chill/ir, marriage licenses in the US were used to send letters inviting newlyweds to participate. The licenses were obtained from two states where gay marriage was legal before the US Supreme Court made gay marriage legal in all states, and where marriage license records were still public instead of confidential. Same-sex license applicants were older than opposite-sex applicants since this was their first opportunity to marry long-term partners. Respondents included 206 men and 111 women in same-sex marriages and 38 men and 137 women in opposite-sex marriages. All four groups were similar in feelings of love, expressions of affection, amount of conflict, negative behaviors, negotiation styles, as well as relationship involvement, satisfaction, and commitment. Same-sex spouses disclosed more than opposite-sex spouses. Same-sex women reported less frequent sexual activities and slightly less sexual satisfaction with the spouse, and fewer sex partners before and during the current relationship, while same-sex men reported more sexual partners before and during the current relationship and were more approving of sex outside the marriage. All four groups were similar on happiness and life satisfaction.

TS69.2

The Life Cycle of Cult Involvement, A Resource for Mental Health Professionals

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Objectives: Being a member of a cult is a life changing event. The problem of harmful cults in our midst is one of society's greatest challenges, but is insufficiently in the psychology community's awareness. The damage done to people who get recruited into cults has been well documented in research, but is not a major concern in psychological literature. The methods of undue influence and mind control have been written about eloquently, but are not well enough disseminated in the mental health profession. The purpose of this presentation is to remedy these deficiencies.

Method: The Life Cycle of Cult Involvement describes in summary form how manipulators use influence techniques to gain compliance and use thought reform control tactics that entrap a person into a cultic group and make it difficult to leave. The cycle shows the states and processes people encounter as they go from OK through harm and recovery to OK again.

Results: All this information is organized on a one page chart of The Life Cycle of Cult Involvement showing psychological resources that would protect the person or mitigate the harm being endured at each stage of involvement as well as referenced links to literature describing the phenomena.

Conclusion: Participants will come away with an overview of the field of cultic studies and a paper tool to direct them to immediate resources for understanding and helping someone being recruited by a cultic group, in a cult, or who has been in a cult - as well as their families and loved ones.

TS69.3

Attitudes towards Homosexuals: A Research in terms of Authoritarianism, System Justification and Intolerance of Ambiguity

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The main objective of this study is to analyse the extent to which the authoritarianism, system justification and intolerance of ambiguity predict the attitudes toward homosexuals, on the basis of right wing authoritarianism theory and system justification theory. Attitudes towards Homosexuals Scale, Right-wing Authoritarianism Scale, System Justification Scale and Intolerance of Ambiguity Scale were administered to a total of 293 individuals (160 female, 133 male) from Turkey. The correlation analysis showed a statistically significant positive correlation among authoritarianism, system justification, intolerance of ambiguity and negative attitudes towards homosexuals. A hierarchical multiple regression analysis by controlling sex and homosexual acquaintance variables revealed that negative attitudes towards homosexuals can predict being male, non-acquaintance and authoritarianism. These variables explained 57 % of the variance observed in the dependent variable. The findings will be discussed in the light of the relevant literature.

TS69.4

Do group processes matter? Predictors and associated effects of group processes - a longitudinal design

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Good group processes can be seen as an important resource in today's fast changing working context. Until now research has investigated the positive and supportive effects of group processes on organizational outcomes such as work engagement, job satisfaction and team performance. Even though there has been done a considerable amount of research, most of it is cross-sectional. Hence the temporal development of group processes, their predictors and the associated effects are still largely uninvestigated. However, this information is essential for organizations to understand which conditions will lead to group processes which are beneficial for the organization, the individual leader and employees.

Besides the analysis of the predictors of group processes such as transformational leadership, this study aims at investigating its associated effects on organizational outcomes such as stress, job satisfaction, work engagement and productivity. This study uses a longitudinal sample of Swedish health care professionals over a period of a year with three points of measurement.

Structural equation model is used to determine the anticipated relationship between leadership behavior and group processes as well as the relation between group processes and organizational outcomes.

TS69.5

The Relationship between Leader-Member Exchange and Incremental Innovation: a mediated moderation model

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Drawing from social exchange theory, the current study proposed that leader-member exchange improved employee's incremental innovation performance in a linear fashion, as well as employee-organization fit mediated and perceived organizational support moderated the relation above. This research used a sample of 492 staffs from five technology enterprises of Beijing and Shenzhen. The results showed that: 1) LMX positively correlated with the employee incremental innovation; 2) PO-fit mediating and perceived organizational support moderating the relationship between LMX and incremental innovation. Results of this research clarified the relationship of LMX with incremental innovation, revealed the mediating role of PO-fit and the moderating effect of perceived organizational support. These results benefit the incremental innovation performance improvement, as well as the effectiveness of leadership' work.

TS70 Occupational Psychology

TS70.1

The effect of work-family balance on job satisfaction : A Moderated Mediation Model

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Previous studies have revealed the association between work-family balance and job satisfaction. The present research further explored the underlying mechanism of this association and aimed to provide a moderated mediation model to explain if personality traits moderate the relationship between work-family balance and job satisfaction through work engagement. A cross-sectional study was conducted; 263 employees from a petrochemical enterprise in China completed self-report questionnaires including the Work-Family Balance Scale, the Utrecht Work Engagement Scale, the Big Five Inventory-10, and the Job Satisfaction Scale. Hierarchical regression analysis and structural equation modeling showed that work engagement partially mediated the relationship between work-family balance and job satisfaction, and the indirect effect was further moderated only by extraversion. Therefore, an integrative moderated mediation model was proposed wherein work-family balance boosts job satisfaction by first enhancing employees' work engagement, while the indirect effect was in turn moderated by extraversion. The results suggest that interventions for improving job satisfaction may be enhanced by targeting work engagement, especially for employees with higher extraversion.

TS70.2

Engagement at work: a health indicator?

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This study aimed to verify the impact of subjective well-being and psychological capital in work engagement. 107 employees, mean age of 30, mostly male, married and predominantly higher education. Valid and reliable scales of work engagement, psychological capital and subjective well-being were used. Results of standard regression analysis supported decision to perform hierarchical regressions. Hierarchical regression analysis for three dimensions of engagement - vigor, dedication and absorption - with two predictors are performed. In the first analyses well-being and optimism explained 39% of vigor, being 28,4% revealed by well-being and 10,7% by optimism. For dedication, the model explained 36,2% with two significant predictors, 28,3% by well-being and 7,9% by optimism. For absorption, the results showed well-being responsible for 7,5% and resilience, 3,7% of explained variances. It is concluded that well-being is the best work engagement predictor. Workers that reported more subjective well-being are engaged with higher vigor, dedication and absorption at work. Optimism predicts vigor and dedication. However, absorption is influenced by resilience. This way, individual's characteristic can interfere in this process. Results implications are discussed for the promotion of well-being and engagement at work.

Key words: engagement at work, subjective well-being, psychological capital.

TS70.3

Perceived Autonomy Support and Employee Performance: The Mediation Effect of Affective Organizational Commitment

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Objectives: This research aims to investigate the relationships between affective organizational commitment, perceived autonomy support, creative performance and extra-role performance.

Method: Three hundred and nineteen staffs and their project supervisors from R&D departments attended this research. The team members reported their perceived autonomy support. After one month, team members reported their affective organizational commitment and their project supervisors evaluated team members' radical creative performance, incremental creative performance as well as extra-role performance.

Results: 1) perceived autonomy support positively correlate with employees' incremental creative performance; 2) affective commitment mediates the relationship between perceived autonomy support and employees' incremental creative performance; 3) perceived autonomy support positively correlate with employees' extra-role performance; 4) affective commitment mediates the relationship between autonomy support and extra-role performance.

Conclusion: The results verified the influence of affective commitment on the relationship between perceived autonomy support and employees' performance.

TS70.4

A meta-analysis on the relationship between domain specific social support and work-family enrichment

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For several decades, work-family balance has received enormous amount of research attention from organizational researchers. In the last decade, instead of solely focusing on the negative side of work-family dynamics (e.g. work-family conflict), researchers have begun to place more emphasis on the work-family enrichment. The construct of work-family enrichment refers to the experience of enhancement through a positive spillover from one domain (e.g. work) to another domain (e.g. family). This spillover is bi-directional, meaning that the enhancement can be transferred from the work domain to the family domain (i.e. work-family enrichment) or from the family domain to the work domain (i.e. family-work enrichment). In regard to the relationship between domain resources and the direction of enrichment experience, it remains unclear whether resources from one domain are beneficial only to its matching domain (e.g. coworker support is beneficial only to the work domain), or whether the positive impact can be transferred to another domain as well (e.g. coworker support can also be beneficial to family domain). The current study aims to systematically address these inconclusive findings by adopting the meta-analytic method in examining the magnitude of the relationship between domain support and its effect on the work and family enrichment. The effect size was estimated using Person product-moment correlation coefficient (r). The moderating variable of gender was also included. 78 individual studies were included in the meta-analysis. The results showed support to the notion that domain resources tended to be more beneficial to its matching domain. In addition, this relationship was mildly moderated by gender. The results help to provide insights on how to relocate resources effectively in the workplace to fulfill specific needs among employees.

TS70.5

From the perspective of motives: helping behavior and adapts in workplace

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p.p1 Changes are unpredictable and inevitable. For employees, changing and adapting in the workplace is a perpetual cycle. This paper aims at exploring the impacts of helping behavior on employees adaptation to changes in the workplace and the initial motives of helping. A total of two studies were conducted. In study 1, with a matched sample of 92 employees, we used a 2-wave research design to extend the positive impacts of helping behavior on helpers into a broader scenario. In study 2, with a matched sample of 117 employees, we used a 3-wave research design to further test the influence of motives on adaptations and the mediation mechanism. These two studies were conducted and determined that helping behavior can positively predict employees' adaptive behavior and adaptive performance. Additionally, the prosocial motive was directly related to adaptive behavior and adaptive performance, whereas the relationship between impression management and adaptation in the workplace was mediated by helping behavior. The findings in this dissertation extends the theoretical contributions to OCB by highlighting the importance of helping behavior on helpers in the workplace. Meanwhile, the results provide an outlook to better understand the prosocial and impression management motives, offering a new yet important perspective for future research.