49th APS Annual Conference
30 September – 3 October 2014
Psychology meeting society's challenges

Abstracts

The abstracts below appear in program order. All abstracts appear as submitted by the authors.

To view and search the presenting author index click here.

Keynote Presentation (Paper #383)
The future of psychology: Practice, public interest, education and science
KASLOW, N. (Emory University School of Medicine and the American Psychological Association)
nkaslow@emory.edu

This presentation focuses on current trends in psychology, with attention paid to science, education, practice, and public interest. The implications of these trends for the future are examined. Attention is then paid to the value and importance of uniting the science, education, practice, and public interest components of psychology and ways to accomplish such unification. For psychology to be effective and thrive in the future, we must capitalize on our strengths as a discipline and profession and proactively create new opportunities for current and future generations of psychologists.

Professional Practice Forum (Paper #357)
Difficult clients but effective ethical guidelines
THOMSON, D. (Deakin University), LOVE, A., & SYMONS, M.
donald.thomson@deakin.edu.au

Psychologists frequently face ethical dilemmas when working with dangerous, suicidal, and forensic clients. Over the past 18 months the APS Board has approved three Ethical Guidelines developed by the Ethical Guidelines Committee that provide significant assistance to members working with such clients. They are *Ethical Guidelines for psychological practice in forensic contexts*; *Ethical Guidelines for working with clients when there is a risk of serious harm to others*; and *Ethical Guidelines relating to clients at risk of suicide*. Through worked examples this forum will refer to pertinent aspects of each guideline that can assist psychologists who are negotiating the difficult ethical terrain associated with these client groups. Participants are encouraged to apply the Guidelines to their own situations.

'How To' Session (Paper #187)
Managing complexity: practical application of psychological interventions for young people with psychosis
EGAN, S. (Monash Health, Therapy FiveHT), **MILLER, V**. (Monash Health, Therapy FiveHT), & **TONKIN, C**. (Monash Health)
sarah.egan@monashhealth.org

Psychosis is a common experience for young people with estimates indicating approximately 2% of young people will experience a psychotic episode during adolescence and early adulthood. Most will make a full recovery from this experience. However, psychosis can have a profound impact on the individual, their family and the broader community and as such assertive treatment and prevention is paramount. Working with young people with psychosis brings a unique set of challenges which can complicate the development of formulation and treatment approaches. This presentation aims to emphasise the utility of psychological interventions for young people with psychosis in the community. Emphasis will be given to evidence based approaches, Cognitive Behavioural Therapy for psychosis and Family-Based Interventions, and how to integrate these techniques into a therapists' ongoing practice. By the end of the workshop, participants will know about the fundamentals of assessment

and diagnosis of psychosis in young people in addition to the stages of illness and recovery models of psychosis. Participants will understand the fundamentals of developing complex client-centred treatment plans and psychological interventions such as: behavioural activation strategies for negative symptoms, behavioural experiments for positive symptoms and core beliefs, and thought management strategies for challenging hallucinations and delusional belief systems. Further, participants will have a greater understanding of the relevance and importance of family interventions when working with this population, focusing on building competency of families in identifying early warning signs, dealing with crises, processing grief and loss issues, managing relapse, and improved coping. This session will involve a blend of didactic and interactive learning opportunities including group discussion, a case example and reflective practice which aims to not only enhance participants' skills but to demonstrate how exciting, rewarding and approachable this work is. Participants will also be provided with avenues to obtain further training and reference material for their ongoing professional development.

Concurrent Session 1C, Ballroom 2, 30 September 2014, 2:45pm – 4:15pm

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Symposium (Paper #340)
Predicting the outcome of traumatic brain injury (TBI)
SKILBECK, C. (University of Tasmania)
Clive.skilbeck@utas.edu.au
Summary/Rationale: Although TBI is a common cause of brain dysfunction, traditional measures of outcome have been poor, and measurement of outcome has tended to be piecemeal. In addition, attempts to predict TBI outcomes have been poorly investigated. The proposed symposium describes the validation of a number of more sophisticated measures of psychological outcome following TBI and their employment in predicting outcome. The potential clinical utility of such measures is discussed

Presentation 1:
Introduction to the Tasmanian Neurotrauma Register & outcome following TBI
SKILBECK, C. (University of Tasmania), THOMAS, M. (Charles Sturt University), HOLM, K. (University of Tasmania), TA'EED, G. (University of Tasmania), & SLATYER, M. (Neurotrauma Register of Tasmania)
Clive.skilbeck@utas.edu.au

Background: TBI is a common cause of acquired brain dysfunction. Whilst much is known of its neuropathology, investigation of its outcome has often relied upon crude, global measures, such as the Glasgow Outcome Scale. However, recent conceptual developments in measurement, including the introduction of the ICF-2 and assessment of domains of functioning, should assist in the task of better understanding outcomes and their prediction.
Aims/Objectives: The primary aim of the presentation is to provide an introduction to the design, establishment, and functioning of the Tasmanian Neurotrauma Register. The session also summarises some of the principal findings from the available literature in relation to psychological outcome following TBI. This presentation 'sets the scene' for the subsequent papers.
Method: An overview of findings from previous research relating to psychological outcome is offered. Previous research has often been focussed only on outcome following severe TBI, and outcomes for mild TBI have been neglected until recently. The Tasmanian Neurotrauma Register was designed to provide a population study of TBI for adults aged 16 years and older in southern Tasmania. All patients sustaining a TBI, of whatever severity, were invited to participate in the research. The Register has gathered data on a very wide range of variables, including demographic, TBI event related, and early post-injury psychological measures. In developing robust measures offering clinical utility in predicting outcome, it is important to include the stages of checking out the scales' properties, examining outcomes, looking for predictors, and developing predictive models. Our ultimate goal is the provision of a comprehensive clinical resource based on the predictive equations we have developed. This resource would have important applications in clinical practice, for example, identifying those who currently have poorer outcomes after TBI.
Conclusion: The Register consists of a very large database of variables, collected from 1200+ participants who joined the study. It provides a rare opportunity to study a range of psychological outcomes following TBI.

Presentation 2:
Quality of life following traumatic brain injury (TBI)
THOMAS, M. (Charles Sturt University), SKILBECK, C. (University of Tasmania), & SLATYER, M, (Neurotrauma Register of Tasmania)
mathomas@csu.edu.au

Aim: To summarise findings from studies investigating a generic quality of life measure in a large representative sample of Australian adults with TBI.
Design: Prospective longitudinal design, utilized by the Neurotrauma Register of Tasmania. Also, a cross-sectional convenience sample completed a web-based survey, some of whom provided data on a second occasion.
Method: 1240+ adult TBI patients provided information about their functioning across a range of domains as part of the Register. Also, 259 healthy adults were recruited for a check-norming study on the Quality of Life Inventory in Australia. Analyses included confirmatory factor analyses of QOLI scales, investigation of a range of psychometric properties, analyses of longitudinal outcomes, and regression-based predictive modelling of TBI QOLI outcomes.
Results: The QOLI retained very good psychometric properties in the Australian context. TBI outcome showed an initial decline in scores with a return to premorbid levels within 12 months. Predictive models showed Depression and a range of other variables were important predictors of quality of life outcomes following TBI.
Conclusion: The QOLI can be used in Australia to measure TBI outcomes. Important clinical utility of the predictive models of QOLI outcomes helps identify those at risk of poor outcome for additional rehabilitation interventions.

Presentation 3:
Prediction of mood outcomes after TBI & rehabilitation implications using the Tasmanian Neurotrauma Register
HOLM, K. (University of Tasmania), SKILBECK, C. (University of Tasmania), THOMAS, M. (Charles Sturt University), & SLATYER. M. (Neurotrauma Register of Tasmania)
Kieran.holm@utas.edu.au

Aims: There is little published research predicting emotional outcome following TBI. The present research investigated which variables (demographic, clinical, and psychological/physiological) best predicts TBI mood outcome over 2 years following TBI.
Design: Multiple Regression was employed to determine whether demographic, clinical, and psychological/physiological variables at the initial and 1-month follow-up assessments could predict mood outcome at 3-, 6-, 12-, and 24-month post-injury.
Method: 1044 TBI patients (65% males, mean age = 36 yrs) identified from the Neurotrauma Register database, completed the HADS and other measures within 15 days post-injury, at 1 month, 3 months, 6 months, 12 months and 24 months post-injury.
Results: As hypothesised, a number of variables accounted for a significant proportion of variance in participants' HADS scores (10–64%). Useful prediction was established both for early post-TBI assessments (3 and 6 months), and at 12 and 24 months (up to 52%). The most reliable predictors were post-concussion symptoms, pain, pre-injury and initial SQOL, estimated pre-morbid IQ, and initial HADS scores.
Conclusions: HADS scores can be predicted using easily-available measures, highlighting the importance of early screening to identify patients at risk of developing mood disturbances across two years post-TBI. Service implications are discussed.

Predicting referral for rehabilitation following Traumatic Brain Injury (TBI) using the Tasmanian Neurotrauma Register

TA'EED, G. (University of Tasmania), SKILBECK, C. (University of Tasmania), & SLATYER, M. (Neurotrauma Register of Tasmania)
gtaeed@gmail.com

Aim: Summarise studies investigating Neurotrauma Register of Tasmania investigating prediction of referral for TBI rehabilitation, using demographic, injury-related and clinical variables.

Design: ANOVAs and Chi^2 analyses were employed.

Method: 1226 adults were investigated according to rehabilitation. For the Community Rehabilitation Unit (CRU, n = 175) analyses identified referral factors for each clinical discipline, number of disciplines, and amount of therapy received.

Results: 34% of the sample was referred for rehabilitation. 54 CRU patients were referred by hospital/local health services, with 121 referred by Register staff due to a perceived gap in service provision. Longer PTA was associated with referral to more CRU disciplines (p =.006). Nursing and Psychology received most referrals. Referral to traditional rehabilitation disciplines (Physiotherapy, Occupational Therapy) was associated with longer PTA, older age, hospitalisation and functional dependence. Referral to less-traditional disciplines (Nursing, Psychology) was associated with more PCS, younger age, assault-related TBI, and anxiety.

Conclusions: No recognised Tasmanian pathway existed for non-hospitalised TBI patients to access public rehabilitation, even if they reported high levels of PCS and psychological distress. Non-traditional disciplines may be useful in addressing psychological symptoms, violence-related a etiology and previous TBI, associated with poorer outcomes. These findings strengthen the case for Psychology as a core rehabilitation discipline.

Presentation 5:
Summary of findings to date, future analyses, implications for service provision
THOMAS, M. (Charles Sturt University), TA'EED, G. (University of Tasmania), SKILBECK, C. (University of Tasmania), & **SLATYER, M.** (Neurotrauma Register of Tasmania)
mathomas@csu.edu.au

Aims: This final presentation has a number of aims:
- To summarise and integrate the three 'prediction' papers.
- To highlight applications of the predictive models for clinicians.
- To discuss possible future directions for the Tasmanian Neurotrauma Register, and the development of a comprehensive clinical resource that predicts patient outcomes
- To engage the attendees in an open discussion of these points

Concurrent Session 1D, Ballroom 3, 30 September 2014, 2:45pm – 4:15pm

Symposium (Paper #144)
Relationship vulnerabilities: Mindfulness, attachment and emotional and social process in relationships
HAZELWOOD, Z.J. (Queensland University of Technology)
z.hazelwood@qut.edu.au

Summary/Rationale: Relationship research often explores factors that impact on the wellbeing of the individuals within the relationship and the relationship itself. This symposium presents four diverse papers investigating relationship-centred vulnerability factors that impact on individual or relationship wellbeing. The first paper by Hart and Findlay uses both a clinical sample and a healthy control group to identify emotional processes that drive reactivity in relationships. The authors identified empathy-driven emotional contagion as important for predicting emotional reactivity, to a greater extent than emotionality. Furthermore, mature emotional functioning, defined as emotion regulation and a clear sense of self, were less prevalent in clinical participants compared to healthy controls. The second paper by Wilkinson and Song applies a different lens to relationship to the study of relationship vulnerability by examining the extent to which mindfulness-based meditation predicts preconscious attachment activation. The authors found no differences in attachment activation between those

participants who undertook the mindfulness-based meditation and those in the non-mindful meditation group. Attachment theory was also utilised in the third paper by Karantzas, Karantzas, McCabe and Cole, who explored social network characteristics and attachment orientation in a sample of older adults with arthritis. Attachment orientation and arthritis severity were related to perceptions of social network support, and social network characteristics such as efficiency, tie strength and multiplexity mediated the association between attachment orientation and perceptions of network social support. This study highlights the importance of these variables to the mental health of people with arthritis. Individual vulnerability was also the focus of the final paper by O'Brien, Hazelwood and Sullivan who present a series of studies investigating individual and relationship changes over time in couples where one partner has been diagnosed with dementia. Couple and individual wellbeing appears intact in the early post-diagnosis phase, but follow-up interviews suggest couple functioning declines over time and with disease progression. Taken together, these papers provide a significant contribution to both clinical and research domains as they focus on factors relevant to the science of relationships, that is, emotional reactivity, mindfulness, and attachment, caregiving and disease progression.

Presentation 1:
Automatic emotional processes: Clues to what is driving reactivity in relationships
HART, J., & Findlay, B. (Swinburne University)
jhart17@gmail.com

Mature emotional functioning in close relationships enables people to both connect with others, and stand on their own two feet emotionally. Differentiation of Self theorists have asserted that psychologically and emotionally fusing with another leads to a loss of personal boundaries, a higher transference of anxiety and tension in the relationship, and an increase of reactivity though arguing, avoiding or accommodating behaviour. Identifying what kind of implicit emotional processes drive reactivity, and what kind of processes remediate it, is important for therapists in diagnosing and treating clients with relational problems. The present study compared an online community sample of clinical participants ($n= 83$), and healthy controls ($n= 178$) on automatic emotional processes and found that the primitive form of emotional empathy, Emotional Contagion, impacted far more on a person's tendency to engage in argumentative, avoidant or accommodating behaviour than the personality variable of Emotionality in the clinical group. Furthermore, behaviours that contributed to mature emotional functioning, such as emotion regulation and developing a clear sense of self, were found to be endorsed far less for the clinical group. The implications for practitioners working with clients whose close relationships are impacted by this emotional over-activation (empathic or personality driven) is discussed.

Presentation 2:
Does short-term mindful meditation influence the reactivity of the attachment system to subliminally presented, threat-related primes?
WILKINSON, R.B (University of Newcastle), & SONG, Y. (Australian National University)
Ross.Wilkinson@newcastle.edu.au

Trait mindfulness and attachment security are argued to be related and there is some evidence in the available empirical research for their correlation. The literature examining the causal link between attachment and mindfulness, however, is in its infancy and results of extant studies have been inconclusive. It has been argued that even short-term mindfulness-based meditation can influence the reactivity of the attachment system. The current study investigates whether a brief mindfulness-based meditation influences preconscious attachment activation. Participants (N = 67) were randomly allocated to either a mindful-breath meditation or a non-mindful meditation condition. A lexical decision task with subliminal priming (threat versus non-threat) was then used to assess the salience of proximity seeking cognition by measuring reaction time towards recognizing attachment-related and neutral words. The results indicated that mindfulness-meditation did not differentially affect preconscious attachment activation. However, there was a correlation between trait mindfulness and attachment insecurity. The implications for further research into the causal links between attachment and mindfulness are discussed and relevant clinical issues noted.

Presentation 3:
Attachment, social networks, and arthritis: Links to social support and mental health
KARANTZAS, G.C., KARANTZAS K.M., McCABE, M.P., & COLE, S.F. (Deakin University)
gery.karantzas@deakin.edu.au

Using an attachment theory framework, the aim of this study was to investigate how attachment orientation (conceptualised as the dimensions of attachment anxiety and avoidance) and social network characteristics (network efficiency, density, tie strength, reciprocity and multiplexity) predicted perceptions of network social support and depression and anxiety in older adults experiencing arthritis. A total of 373 adults (320 women, 53 men; M age = 55.50 years) experiencing arthritis participated in an online questionnaire. Results revealed that social network characteristics contributed to the prediction of perceptions of network social support and depression above and beyond the effects of arthritis severity and attachment orientation. Furthermore, the social network characteristics of efficiency and tie strength were found to partially mediate the association between attachment orientation and perceptions of network social support and attachment orientation and depression; multiplexity was also found to partially mediate the association between attachment orientation and network social support. The findings highlight that attachment orientation and social network characteristics influence perceptions of network support and the mental health of people with arthritis.

Presentation 4:
In sickness and in health: Couple relationships following a dementia diagnosis
HAZELWOOD, Z.J., SULLIVAN, K. & O'BRIEN J., (Queensland University of Technology)
z.hazelwood@qut.edu.au

Strong couple relationships can be a great resource in times of stress. The diagnosis of dementia can herald significant changes in relationships, potentially increasing relationship distress. The current program of research explored the extent to which a series of both relationship and individual variables (e.g., relationship quality, life satisfaction, attachment, and self-disclosure) changed following a dementia diagnosis in a series of three studies: (1) a questionnaire survey of couples (n = 9) in which one partner had been recently diagnosed with dementia, (2) detailed case studies of three of these couples based on follow up questionnaires and interviews, and (3) comparisons of questionnaire data for spouses of recently diagnosed people with dementia (n = 9) and spouses of longer-term diagnosed people with dementia (n = 11). For couples with newly diagnosed spouses, both couple and individual wellbeing was similar to non-clinical populations; case study data suggested couples continue to fare well in the short-term. However, spouses of longer-term diagnosed people with dementia indicated they were experiencing greater declines in their relationship quality and individual wellbeing. This mixed methods research provided an exploratory investigation into the state of couple relationships at various periods of dementia progression.

Concurrent Session 1E, Harbour View 1, 30 September 2014, 2:45pm - 4:15 pm

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'How To' Session (Paper #252)
The psychological care of refugees and asylum seekers in the community
TURNER, G. (World Wellness Group)
Greg.Turner@worldwellnessgroup.org.au

The plight of refugees and asylum seekers is a contentious issue within Australian society. Both groups suffer psychological problems and while there are similarities with the aetiology and presentations of distress there are some major differences which must be considered by the treating psychologist. Both groups can be inflicted by pre-migration trauma, and possibly torture, and both can be experiencing high degrees of acculturative stress. However, whilst refugees are often psychologically damaged by many years in refugee camps, asylum seekers are damaged by refugee determination processes which include mandatory detention and uncertainty. Despite the political and public debates, and the violation of strongly held values of human rights, it is imperative that psychologists remain professional and objective in order to provide the optimum mental health care to people presenting from both these groups. The aim of this presentation is to provide psychology practitioners with knowledge, awareness and confidence to work with both of these groups and to maximise therapeutic outcomes. Objectives include providing participants with an awareness of the

contextual similarities and differences between and within these groups and the provision of an overview of contemporary practices in preserving the mental health of these groups. Learning outcomes that participants can be expected to acquire include; understanding the contextual differences across asylum seekers and refugees presenting for psychological care; awareness of the knowledge, skills and awareness required to work with clients from these groups; basic awareness on cultural competence including working through interpreters; awareness of treatment issues including developing therapeutic trust and rapport; an awareness of the need for self-care and other support. This presentation will utilise an interactive approach which encourages participatory learning through interaction with the facilitator and guided discussions and case studies. PowerPoint slides will be utilised and will be available to participants. Participants will be guided to appropriate literature and resources. The learning outcomes of this presentation will contribute to the continuing professional development of participants by providing knowledge, awareness and confidence to provide psychological interventions to an increasing section of the Australian community who are in need of contextually competent mental health care.

Concurrent Session 1F, Harbour View 2, 30 September 2014, 2:45pm – 3:00pm

Individual Research Paper (Paper #347)
Developing an Curriculum for an Indigenous Psychology: Using the Critical Incident Technique
WAITOKI, W. (University of Waikato), **NIKORA, L**. (University of Waikato), & **DUDGEON, P**. (School of Indigenous Studies, University of Western Australia)
moana@waikato.ac.nz

Psychology training programmes nationally and internationally are often criticised for excluding content in the curriculum relevant to indigenous peoples. The lack of relevance has contributed to a dearth of indigenous psychologists in the profession and there is a concern that the curriculum does not prepare psychologists to work with indigenous peoples and their communities. This study was part of three studies that sought to develop and evaluate training material for a cultural competency programme for psychologists working with Māori. A *training needs analysis* and *critical incident technique* was used with 30 experienced clinical psychologists. The task analysis sought to identify the typical activities psychologists engaged in with Maori clients; while the critical incident technique sought to identify effective and ineffective examples of working with Maori to uncover the awareness, knowledge and skills (AKS) that could be used as training material. The critical incident technique allowed greater understanding of the layers that underpin indigenous realities from the seemingly simple – language pronunciation, to more complex and abstract processes such as spirituality and grief. The findings showed that when psychologists worked with Maori, they often incorporated distinctly indigenous protocols and knowledge that they did not learn during their training. This presentation will describe examples of how the critical incident technique can be used to develop an indigenous training curriculum and to inform psychological practice with indigenous peoples.

Concurrent Session 1F, Harbour View 2, 30 September 2014, 3:00pm – 4:15pm

Professional Practice Forum (Papers #343)
Increasing cultural competence and Indigenous representation in psychology
DUDGEON, P. (University of Western Australia), **CRANNEY, J**. (University of NSW), DARLASTON-JONES, D. (University of Notre Dame), HAMMOND, S. (Australian Psychological Society), HARRIS, J. (Charles Sturt University), HERBERT, J. (Charles Sturt University), & **HOMEWOOD, J.** (Macquarie University)
aipep@psychology.org.au

The serious social, health and mental health challenges experienced by many Indigenous communities are well documented. Psychology, as a discipline and profession, is well positioned to play a significant role in overcoming Indigenous disadvantage but needs to contribute more actively to building relationships and understanding with Indigenous communities.
There continues to be a struggle in Australian society to find culturally appropriate and sustainable ways towards Indigenous health and well-being. In addition, the number of Indigenous psychologists continues to be well below population parity and the education of practising psychologists, either during or after their university training, often falls short in developing cultural competence.

Moreover, despite the recognised value of cultural awareness in our multicultural society, undergraduate psychology education, which leads to a variety of career paths (not only in professional psychology), generally does not promote it as a key competency.

The aim of this professional practice forum is to highlight key steps that need to be taken before the discipline and profession of psychology, and individual psychologists, can take on their role in ways that are accountable to Indigenous people and communities themselves. Principally, respectful relationships must be established to ensure that Indigenous priorities drive the process. The number of Indigenous psychologists must also be increased. Finally, all psychology students need to have access to Indigenous studies within their courses.

The Australian Indigenous Psychology Education Project (AIPEP) addresses these key steps and aims (a) to identify and integrate Indigenous curriculum content into undergraduate and postgraduate curricula that develops core competencies for psychologists, and (b) to identify recruitment and retention strategies for Indigenous psychology students.

The Project involves a multi-pronged approach that will gather information, insights and experiences from a range of key stakeholders and data sources to inform the development of a curriculum framework, best practice examples and professional development. AIPEP is informed by a multi-disciplinary national reference committee and guided by Indigenous governance, values and partnership.

This forum will present preliminary findings and discuss three key aspects:
· decolonising the curriculum
· psychology student perspectives on the curriculum
· workforce and employer perspectives on competencies and cultural safety.

Concurrent Session 1G, Chancellor Room 6, 30 September 2014, 2:45pm – 3:00pm

Individual Research Paper (Paper #136)
Role of social cognition for young adults with recurrent depression
QUINN, Z. (James Cook University), MITCHELL, D. (James Cook University), ANSCOMB, H. (James Cook University), & BAUNE, B (University of Adelaide)
zane.quinn@my.jcu.edu.au

Aim: To investigate the results of social cognition tests on young adults with either recurrent or non-recurrent depression. This study tested three hypotheses: (1) young adults with recurrent depressive episodes (>2 episodes) would perform significantly poorer on social cognition tasks than non-recurrent depression (1 or 2 episodes only); (2) deficits in negatively balanced prosody would be associated with deficits in other cognitive tasks due to the requirement of extra cognitive resources; and (3) anxiety severity not depression severity would be a predictor of recurrent depression.
Design: Cross-sectional design with purposive sampling. Purposive sampling was used to target young adults who had experienced a depressive episode. Method: Eighty-four young adults (M=21.69 years, SD=4.14; 61 females, 23 males) with recurrent depression (>2 major depressive episodes) and 36 young adults (M=20.03 years, SD=3.23; 29 females, 7 males) with non-recurrent depression (1 or 2 major depressive episodes only) completed a cognitive battery and semi structured interviews including a clinical interview.
Results: The recurrent depression group performed significantly poorer than the non-recurrent group in prosody matching (p=.015), but not in facial affect (p=.365). By grouping individual prosody-matching items into happy, surprise, afraid, sad, angry, neutral, and sarcasm items it was found that the recurrent group performed significantly poorer than the non-recurrent group in sarcasm items (p=.004) only. As prosody matching did not correlate with depression severity (p=.292) or anxiety severity (p=.345), prosody may be a trait deficit. Using linear regression with bootstrapping negatively balanced prosody (sad, angry, surprised) was significantly predicted by the Nback (1) task (p=.005). A logistic regression model with bootstrapping was run to determine if sarcasm items would still be independently associated with recurrent depression when co-varied with age, depression severity, and anxiety severity. Age (p=.009) and sarcasm items (p=.035) were both independently associated while depression severity (p=.824) and anxiety severity (p=.100) were not. Therefore both anxiety and depression severity were not predictors of the recurrent depression group. Omitting "Age" from the logistic regression the significance of sarcasm items increased to p=.004.
Conclusion: Prosody matching (sarcasm items) a possible trait deficit may play a role in differentiating recurrent and non-recurrent depression.

Individual Research Paper (Paper #303)
Exploring the role of personality and resilience in the stress response: A comparison of military and civilian samples

HARDY, E. (Australian College of Applied Psychology), MAIN, L.C., (Deakin University), & CHAMBERS, T., (Australian College of Applied Psychology)
tim.chambers@acap.edu.au

In the context of emergency services and first responders (i.e. military), the ability to select personnel who have the innate ability to work well in highly charged environments would be advantageous. While there have been some efforts to explore the relationship between personality traits and physiological reactivity in the context of the emergency services, differences in stress responses between civilians and military personnel have not yet been investigated. Therefore the aim of the current study was to examine the relationship between personality, resilience and physiological stress responses. Fifteen civilians and 16 military personnel completed online personality (IPIP) and resilience (CD-RISC) inventories prior to commencing the experimental component of the study. The Mannheim Multi-component Stress Test (MMST) which utilises cognitive, audio, visual and motivational components was employed to elicit an acute stress response. Measures of correct responses and reaction time were sampled during the MMST. Prior to and following exposure to the MMST, positive and negative affect were measured (PANAS), and heart rate was sampled continuously across the study period. Results indicated that Military participants rated significantly lower than civilians on neuroticism; however there were no differences between groups for resilience or any of the other personality traits. Military participants displayed less emotional reactivity and less negative affect following the MMST testing period, and appeared to perform better on the MMST when compared to the civilian sample. However, there was no significant difference in heart rate measures between groups. Collectively, these results provide support for the broaden and build hypothesis and the transactional stress theory. The results also build on previous empirical stress literature and support the effectiveness of the MMST in laboratory induced stress. Suggestions for future research in the area of resiliency and stress will be discussed. From an applied context, further research in this area may assist in military recruitment processes to place individuals in roles to which they are most suited within the Defence Force.

Individual Research Paper (Paper #123)
Examining psychological wellbeing and compassion fatigue within Australia's financial services industry

KIRKWOOD, M. (University of Tasmania), NORRIS, K. (University of Tasmania), & MARTIN, A. (University of Tasmania)
murraykirkwood@icloud.com

Abstract: Over the past decade, the relationship between personal finance concern and psychological wellbeing has come under increased scrutiny (Fitch, 2006; Fuller & Broadbent, 2006). Supporting this notion, the Australian Psychological Society's (APS) Stress and Wellbeing Survey 2013, cited personal finance concern as the leading cause of stress for adult Australians, with 52% of respondents reporting financial concern as a source of psychological stress (Casey, 2013). Given that finance concern has been identified as Australia's foremost stressor by this survey since 2011, it is unsurprising that Australia's financial services industry places enormous emphasis on equipping industry practitioners to optimally deliver the financial goals of their clients. Beyond traditional financial tools of trade, interpersonal and emotional skills that facilitate relationship development between financial practitioner and client, enjoy equal attention. What is less well understood is the impact that repeated exposure to client distress has on the performance and wellbeing of financial services personnel. Research into other helping populations such as health professionals has identified a high risk of compassion fatigue as a result of exposure to client distress (Aycock & Boyle, 2008; Strom-Gotfried & Mowbray, 2006; Heathcote, 2009). Accordingly, the aim of the present study is to examine levels of wellbeing and compassion fatigue within Australian financial practitioners. An additional objective is to identify predictors of compassion fatigue in this population. It is predicted that those high in emotional intelligence (EI) will report significantly higher wellbeing than those low in EI. It is further hypothesized that compassion fatigue will be predicted by EI, personality and wellbeing. In

developing an understanding of the levels and predictors of wellbeing, further research into strategies and industry specific interventions that mitigate compassion fatigue and enhance psychological wellbeing, are possible.

Design: This study will incorporate a cross sectional, multiple regression design. Examining between group differences for other demographics, the predictor variables will be demographic factors of age, sex and length of employment; personality; emotional intelligence and wellbeing. The outcome variable will be compassion fatigue.

Method: Approximately 300 finance industry practitioners from across Australia, dealing directly with clients and their financial affairs, will be recruited to participate in the study. Participants will be requested to complete the following questionnaires via the online LimeSurvey interface: Professional Quality of Life, The International Personality Item Pool, The Schutte Self Report Emotional Intelligence Test, The Depression Anxiety Stress Scale, and a demographics questionnaire. Administration time is anticipated to be 60 to 90 minutes, with submission of questionnaires implying consent.

Concurrent Session 1G, Chancellor Room 6, 30 September 2014, 3:30pm – 3:45pm

Individual Research Paper (Paper #216)
Sex, sexual orientation and necessities of long-term and short-term mate characteristics
MARCH, E. (Federation University), GRIEVE, R. (University of Tasmania), & MARX, E. (Australian Catholic University)
e.march@federation.edu.au

In comparison to biological sex differences and mate preferences, differences in sexual orientation and mate preferences have received limited attention in the literature. This in itself is perplexing as it should not just be assumed the mate preferences of individuals with a sexual orientation other than heterosexual simply mirror heterosexual mate preferences. The aim of the current experiment was to explore the relationship between biological sex and sexual orientation on the necessity of a long-term and short-term mate's physical attractiveness and social level. Based on previous research, it was predicted that heterosexual and homosexual men would consider the physical attractiveness of a long-term mate significantly more of a necessity than heterosexual and homosexual women, and heterosexual and homosexual women will consider the social level of a long-term mate significantly more of a necessity than heterosexual and homosexual men. Additionally, the current study sought to assess the effect of sexual orientation of the necessity of a short-term mate's physical attractiveness and social level. Three hundred and seven participants recruited from an Australian University and the wider community completed an online questionnaire assessing necessities of mate characteristics. Results of independent-measures ANOVAS showed that heterosexual men considered a long-term mate's physical attractiveness significantly more of a necessity than heterosexual women. Additionally, individuals of a homosexual sexual orientation considered the social level of a long-term mate significantly more of a necessity than individuals with a heterosexual sexual orientation, but not individuals of a bisexual sexual orientation. Finally, results showed that individuals of a heterosexual sexual orientation considered the physical attractiveness of a short-term mate significantly more of a necessity than did individuals of a homosexual sexual orientation, and individuals of a bisexual sexual orientation. Results of the current study suggest research should not just assume equivalence of mate preferences between individuals of differing sexual orientations, and results are discussed in relation to evolutionary and social-economic origin theories.

Concurrent Session 1G, Chancellor Room 6, 30 September 2014, 3:45pm – 4:00pm

Individual Research Paper (Paper #73)
Cognitive science and innovation in wreck-hunting
KIRSNER, K. (UWA)
pkirsmer@bigpond.net.au

The search for the deep-water wrecks of the raider *HSK Kormoran* and the light cruiser *HMAS Sydney* provided a rich and challenging environment for innovation. Two cognitive scientists with no formal connections with the maritime world produced precise and accurate solutions to all of the search definition questions. The example of translational science – we deployed psychological procedures for wreck-hunting – was initially treated with contempt, by the West Australian Museum

(WAM), the 1998-2001 Parliamentary Inquiry, the Finding Sydney Foundation (FSF) and even the University of Western Australia. Face validity dominated the agenda, and a sou-wester, navigation skills, and a track record in wreck-hunting identified the only credible source for search definition. The scientific approach unfolded in four stages:

1. Coordination of an oceanography seminar in 1991 that identified the right general area but demonstrated that the discipline could not be used to define a tight search box;
2. Archival research on three continents enabled construction of a database comprising 70 relevant reports from the Kormoran survivors;
3. A best-fit model enabled us to disambiguate reports where multiple interpretations were available; and
4. Application of a decision model developed by Dawes to define the precise position of the wreck, with an error of just 2.7 nm.

The history of the search underlines an argument advanced by Paul Thagard; that innovation in science often occurs on the boundaries of established disciplines. However, on a more parochial note, the search highlights our vulnerability as individual scientists when it comes to innovation. Fortunately the worm is gradually turning; Following the search, our research has been published in *Applied Cognitive Psychology*, discussed on US-based National Public Radio, acknowledged in a paper by a former director of the FSF, revisited and reviewed favourably by the Museum and described in detail in a forthcoming book by four ex-Directors of the FSF (1). Prior to the arrival of the celebrity, by 'parachute', the *FSF* used our material widely in public presentations to representatives of the Commonwealth, the States, the RAN, David Mearns and private and corporate donors.

1. Graham, E., Trotter, B., King, B. & Kirsner, K. (in press). The Search for HMAS Sydney - An Australian Story. UNSW Press.

Concurrent Session 2A, Concert Hall, 30 September 2014, 4:45pm – 6:15pm

Professional Practice Forum (Paper #332)
Working together to improve veteran mental health and psychological wellbeing
HODSON, S. (Department of Veteran Affairs), **SADLER, N**. (Department of Defence), & **FORBES, D**. (Australian Centre for Posttraumatic Mental Health)
Stephanie.Hodson@dva.gov.au

With the drawdown of troops from Afghanistan and a decade of high operational tempo, the Departments of Veterans' Affairs (DVA) and the Department of Defence (Defence) and service providers are positioning have to meet the challenge of responding to the psychological health needs of contemporary veterans. Currently, there are about 46,000 veterans who have an accepted mental health condition, and nearly 29,000 of those have a stress disorder, including PTSD. This number does not include current serving members who have not yet commenced the claim process. This session will discuss the unique aspects and challenges of dealing with military mental health and the role psychology plays in the continuum of support. This continuum ranges from self-help resources, mental health literacy training, as well as primary through to tertiary treatment programs. Specifically: a panel will discussion how DVA and Defence work with partners like the Australian Centre for Posttraumatic Mental Health to provide the "cycle of psychological support and mental health treatment" including recruitment, across the service career and to post discharge. It will discuss joint initiatives between DVA and Defence to improve veteran mental health and discuss the key role of psychology. It will highlight some of the practical tools and resources that DVA and Defence have already developed to support both current and former serving personnel and their families, designed to reduce the stigma in accessing mental health care as well as the tools specifically developed for clinician's when dealing with service personnel and the veteran community. Finally it will explore further areas for collaboration and service system enhancement.

Individual Research Paper (Paper #50)
Missing meditation or mindfulness effects on emotion and cognition: Laboratory, home-based and accredited course settings
DONNELLY, J. (Southern Cross University), GOULD-ANTHONY, L. (Southern Cross University), TEDESCHI, M. (Southern Cross University), OATEN, M. (Southern Cross University), McLeish, J. (Southern Cross University), & BROWNE, M. (Southern Cross University)
jim.donnelly@scu.edu.au

Mindfulness and meditation training have been linked to a wide range of positive mental and physical health effects. However, the causal mechanisms by which these methods appear to have effects remains unclear and experimental control over confounding variables have at times been variable across studies. The current report is a summary of several studies aimed at assessing potential mechanisms by which mindfulness or meditation might affect reports of emotional state and thinking that theoretically should shift in response to improved mindfulness. It was hypothesized that training would increase reported positive affect, decrease negative affect, improve attention and improve cognitive processes associated with the maintenance of positive mood (e.g., access to positive memories, probability ratings of positive future events). One study looked at the effect on reported parenting confidence and another tested the mediating effects of social desirability. In addition, the series of studies explored modes of delivery including one-time laboratory exposure through repeated measures designs assessing facilitated home-based or online practice, and standard accredited community courses. Given various reports on the effectiveness of mindfulness training in different formats it was unclear whether more structured training by an accredited practitioner would have a differential effect relative to self-administered programs. Participants were male and female adults in non-clinical samples: community volunteers who could attend lab sessions, online volunteers who could complete questionnaires and access an online training program or use a provided CD, or those already enrolled in courses to enhance mindfulness or meditation practice. Results indicated a lack of positive effects of mindfulness or meditation training across formats and participant types. The findings suggest that more scientifically rigorous approaches may be required in assessing mindfulness or meditation effects in non-clinical samples, including assessment of social desirability effects on self-reports. The links among theories about what might shift in the mindset of participants, the specific prescribed intervention, and how long these effects might last require further investigation. Strategies for minimizing attrition were also explored.

Individual Research Paper (Paper #295)
The role of rumination in the relationship between mindfulness and forgiveness: A trait and state-level investigation
BADCOCK-CASSAR A., (La Trobe University), **CHAMBERS, K.,** (La Trobe University), & **WERTHEIM, E. H**., (La Trobe University)
e.wertheim@latrobe.edu.au

Aim: This study aimed to investigate the relationship between mindfulness and forgiveness and the role of rumination in that relationship.
Design and hypotheses: The study included a preliminary trait survey examining correlational relationships among variables and an experimental state study examining effects of a mindfulness intervention compared to a comparison condition on forgiveness of a specific transgression, and contributions of rumination to those changes. It was hypothesised that trait rumination would partially mediate the relationship between trait mindfulness and trait forgiveness, and that a brief mindfulness intervention would decrease rumination, and increase state forgiveness for an interpersonal transgression compared to a guided-imagery comparison group. Further, it was anticipated that increases in state forgiveness would be explained by decreases in rumination. Moderation effects of trait rumination were also explored.
Methods: Initially, participants completed the Five Facet Mindfulness Inventory and trait rumination and forgivingness measures. Participants then described an actual difficult-to-forgive interpersonal transgression, and rated forgiveness towards the transgressor before and after being randomised to one of two audio-recordings—a brief breath-focused meditation or guided active-imagery control. After the recording, participants retrospectively rated state rumination.

Results: At the trait level, structural equation modelling indicated that the best model was one in which trait rumination completely mediated the relationship between mindfulness and forgiveness, RMSEA = .00, SRMR = .03. At the state level, repeated measures ANOVAs resulted in a significant group x time interaction indicating that the benevolence aspect of forgiveness increased more for the intervention group than control group, however emotional and decisional aspects of forgiveness increased equally (and significantly) in both groups. State rumination decreased equally in both groups, and its decrease did not explain the increase of benevolence for the intervention group. Trait rumination did not moderate responses to meditation.

Conclusions: Mindfulness and rumination were associated with forgiveness at the trait level. A brief breath-focussed meditation intervention has potential to increase reported benevolent responses towards an offender, however, this was not explained by reported changes in rumination responses. Discussion covers how the comparison condition may have functioned and future research suggestions.

Individual Research Paper (Paper #325)
'Mindfully parenting your baby' group program: Incorporating mindfulness, mentalisation and attachment principles
LEIGH, B. (Perinatal Psychology and the Centre for Mindful and Reflective Parenting)
bron@perinatalpsychology.com.au

Background: Mindfulness applied to parent-infant relationships offers many benefits. When parents focus on the present moment and adopt an open, curious, accepting attitude towards experience, they become more attuned and reflective. They have increased awareness about what is going on in their own mind and body, as well as their infant's. This helps them to more accurately read their baby's cues and respond in a sensitive and appropriate manner. Mentalisation, or reflective function, is the capacity to attend to states of mind in oneself and others. It allows the capacity to interpret behaviour based on underlying mental states. It is a crucial aspect of psychological health as it assists the development of affect regulation, attachment, the development of the self and healthy interpersonal relationships. Parental reflective function has been found to be predictive of security of attachment (Meins et al., 2002, 2003). Mindfulness and mentalisation complement each other and provide clear points of intervention with parents and infants in strengthening affect regulation and fostering a secure and loving relationship.

Aim: The aim of this pilot study was to investigate whether a four-session parent-infant group program could strengthen mindful awareness, parental reflective function, parenting satisfaction and parental self-efficacy, with a view to facilitating a secure attachment relationship.

Method: Four community-based groups were conducted for parents and their infants. Pre- and post-self-report questionnaires were collected. Families were recruited through their maternal child health nurses and community notices. A total of 38 parents and 20 infants comprised the four groups. Pre-group questionnaires were posted to parents for completion prior to the beginning of the group. Post-questionnaires were completed at the conclusion of the final session.

Conclusion: All parent participants evaluated key components of the program as both relevant and helpful to parenting an infant. Additionally, they reported increases in mindful awareness, parental reflective function and parenting satisfaction and self-efficacy. As a small pilot study, this was a preliminary investigation of a group intervention with parents and infants, and more rigorous study is required. Nonetheless, this pilot supported a community-based group program approach for facilitating a secure and joyous relationship between parents and infants.

Individual Research Paper (Paper #167)
Resilience, social support, institutional support and flourishing among Australian 'traditional' and 'non-traditional' students

CHUNG, E. (University of Adelaide), CHUR-HANSEN, A. (University of Adelaide), & TURNBULL, D. (University of Adelaide)
ethel.chung@adelaide.edu.au

Aim: This study explored the relationship between resilience, social support, institutional support and flourishing among Australian 'traditional' and 'non-traditional' students.
Design: Students from 'non-traditional' backgrounds (NTS) are increasingly the norm within higher education. Compared to students with demographic characteristics which traditionally facilitate university participation (e.g. Anglo-Saxon, high socioeconomic status), NTS face different challenges and possess different strengths. With the mental health of university students increasingly of concern, it is important for campus mental health services to explore ways to promote well-being in students from all backgrounds. This cross-sectional study took a "complete mental health" perspective, taking into account the presence of positive functioning and emotion, and a lack of distress. "Flourishing" is associated with engagement in community services, positive academic functioning and lower suicidal behaviours among American college students.
Method: First year psychology students (N = 442, response rate = 76.4%) at the University of Adelaide participated in a web-based survey pertaining aspects as follows: flourishing, resilience, social support, institutional support and demographics. Participants were also asked if they consider themselves a NTS and to nominate reasons for their decisions. Data were analysed using logistic regression and linear regression.
Result: Over one third (35.6%) of participants identified themselves as NTS. They endorsed 8 different reasons for their judgement, which included age (58.4%) and cultural background (43.3%). Only 30.5% of all respondents were flourishing. Multivariable logistic regression showed that resilience (OR=1.23, 95% CI: 1.17, 1.29, p<.0001) and social support (OR=1.17, 95% CI: 1.08, 1.25, p<.0001) significantly predicted flourishing. Linear regression showed that NTS have significantly higher level of resilience (OR=1.76, 95% CI: .35, 3.17, p=.014); however, there was no significant difference between the odds of flourishing between those who identified themselves as NTS and those who did not.
Conclusion: It is possible for universities to work on building students' resilience and social support in order to boost flourishing. The findings have implications for developing strategies in enhancing well-being among increasingly diverse university students. Given the present sample being drawn from a single institution, future multi-institutional research is needed.

Individual Research Paper (Paper #51)
Pathogen threats predict cultural differences in the desirability of happiness

KOH, S. (Singapore Management University), SCOLLON, C. S. (Singapore Management University)
sharon.koh.2010@phdps.smu.edu.sg

We examined the impact of uneven distributions of disease-causing pathogens globally on the desirability of happiness across cultures. Our hypothesis was that the value of happiness would come from a match between the behaviours that happiness promotes and the environmental opportunities and threats that a person is faced with. In punishing environments where there are high costs to exploration and experimentation, broaden and build behaviours triggered by happiness would likely bring more harm than benefits. We used data on the historical incidence of infectious diseases around the world and compared this with measures of the value that people from different cultures place on happiness today. In Study 1, individuals from 41 countries were asked how much happiness an ideal person would experience and these ratings were negatively correlated with historical pathogen prevalence in those countries ($r(41) = -.50$, $p = .001$). In Study 2, we examined support for a United Nations' resolution on happiness and found that countries that supported the resolution on happiness had lower levels of historical pathogen history than non-sponsors, $t(187) = 5.64$, $p<.001$. $d = .82$. In summary, we found that consistent with a functional evolutionary framework, the preference for happiness is lower in pathogen-rich environments, while in pathogen-free environments, happiness is valued more. These findings contribute to research on the function of positive emotions by examining

why happiness is valued in some environments and not others and our findings provide insight into the boundary conditions under which the social benefits of happiness are reaped.

Concurrent Session 2B, Ballroom 1, 30 September 2014, 6:00pm – 6:15pm

Individual Research Paper (Paper #323)

The relationship between life meaning and psychological wellbeing in Australian adolescents

ROSE, L. (Melbourne School of Psychological Sciences, Melbourne University, Victoria, Australia; Murdoch Children's Research Institute, Melbourne, Victoria, Australia; School of Psychology, Counselling & Community, University of Southern Queensland, QLD, Australia), BURTON, L (School of Psychology, Counselling & Community, University of Southern Queensland, QLD, Australia), & ZASK. A (University Centre for Rural Health North Coast, School of Public Health, University of Sydney, NSW Australia; Health Promotion Unit, Northern New South Wales Local Health District, Lismore, NSW. Australia; School of Health and Human Sciences, Southern Cross University, Lismore, NSW, Australia)
lauren.rose@unimelb.edu.au

Aim: This study investigated relationships between Life Meaning and indicators of psychological wellbeing, including Life Satisfaction, Positive Affect, Broadened Mindset, and Self-Efficacy in a convenience sample of Australian adolescents (n =93).

Design: The current study utilised a subset of data from a broader research project investigating relationships between positive emotion and life satisfaction. The broader study included two groups of participants (control and experimental) across three testing times between May and October in 2006. This study focused on correlational data collected from control group participants at Time 1.

Method: Sixty-seven females and 26 males between 12 and 18 years of age (M= 14.74, SD = 1.55) were recruited from two private high schools in Brisbane, QLD. The majority (69.9%) identified as living in a Boarding House. Following ethics approval, school approval, and parent/guardian consent, participants completed a questionnaire battery. It included the Meaning in Life Questionnaire (MLQ, Steger et al., 2006); the Positive and Negative Affect Schedule (PANAS, Watson, Clark, & Tellegen, 1988); the Satisfaction with Life Scale (SWLS, Diener, Emmons, Larson, & Griffin, 1985); the Generalised Self-Efficacy Scale (GSES, Schwarzer & Jerusalem, 1995); the Curiosity and Exploration Inventory (CEI, Kashdan, Rose, & Fincham, 2004); and the Inspiration Scale (IS, Thrash & Elliot, 2003). Key variables were created. A Life Meaning score was derived from MLQ, a Life Satisfaction score from the SWLS, a Positive Affect score from the Positive Affect subscale of the PANAS, and a Self-Efficacy score from the GSES. A combination of CEI and IS items were used to calculate a Broadened Mindset score. Bivariate correlations were then used to analyse the data.

Results: Life Meaning was significantly correlated with Positive Affect (r = .31, < .001, two-tailed) and Broadened Mindset (r = .37, p < .001, two-tailed). Life Meaning was not significantly correlated with Life Satisfaction (r = .16, ns) or Self-Efficacy (r = .19, ns).

Conclusion: These results are contrary to previous research demonstrating a relationship between life meaning and life satisfaction. Further research with larger samples is warranted to examine the nature of the relationships between life meaning and psychological well-being in Australian adolescents.

Concurrent Session 2C, Ballroom 2, 30 September 2014, 4:45pm – 5:30pm

Professional Practice Forum (Paper #255)

Update on development of new accreditation standards for psychology qualifications in Australia

VOUDOURIS, N.J. (Australian Psychology Accreditation Council)
n.voudouris@psychologycouncil.org.au

A major review of accreditation standards for the education and training of psychologists in Australia (the Review) is currently under way. The standards are being developed by the psychology profession's independent accreditation body, the Australian Psychology Accreditation Council (APAC). As part of the Review, APAC is currently completing an extensive period of consultation with stakeholders about the content of the standards.

The standards are being developed in two parts. The first is a standard intended to apply to all programs of study eligible for approval by the Psychology Board of Australia (PsyBA) for the purpose

of registration as a psychologist (the core standard). The second is a standard to be applied to professional postgraduate programs approved for entry to a PsyBA Area of Practice Endorsement Registrar program (AoPE standard).

The session has three aims. The first is to provide a summary of the key features of the new draft standards, including how the proposed standards differ from the accreditation standards currently in place. The second is to provide some insights into the nature of feedback received from stakeholders during the consultations so far. The third is to explain some of the regulatory influences on the standards, notably the Health Practitioner Regulation National Law Act 2009 and the Australian Qualifications Framework, which impact on their content and also shape the processes for developing and approving them.

A presentation will be made followed by an opportunity for a question and answer session.

Concurrent Session 2C, Ballroom 2, 30 September 2014, 5:30pm – 5:45pm

Professional Practice Forum (Paper #377)
Writing journal articles: Tips and tricks from an editor
TYSON, G.A. (CHARLES STURT UNIVERSITY)
gtyson@csu.edu.au

There is increasing pressure on academics and research students to get their research published. In this 'how to' session, some tips on how to write articles in a way that may increase the probability of acceptance for publication, will be given. The suggestions will be based largely on my experience as a reviewer of manuscripts and as Editor-in-Chief of the *Australian Journal of Psychology*

Concurrent Session 2C, Ballroom 2, 30 September 2014, 5:45pm - 6::00pm

Professional Practice Forum (Paper #378)
Heading north: The march to improve the impact factor of the Australian Psychologist
CROWE, S.F. (Periodicals Advisory Group, APS)
s.crowe@latrobe.edu.au

Increasingly in the context of the strongly bibliometrically focussed research evaluation environment in Australia, the focus on impact factor and citation rate for Journals has become almost a raison d'être. This focus will only be brought more sharply into relief in the context of the upcoming Excellence in Research in Australia (ERA) data collection to be undertaken in 2015. This presentation considers the mechanism of determination of impact factor and attempts to take a more granular view of what makes up impact factor, why they are as they are and how they can be improved in the context of ethical and responsible Journal management. The case study of the Australian Psychologist will be used as the focus for the discussion and changes in patterns of citation for the Journal, how responsive these are to editorial governance, how the Journal compares with other similar non-Australian Society Journals, and how we might use this information to structure an approach to Journal management with each of the Society's Journals over the coming years will be surveyed.

Concurrent Session 2D, Ballroom 3, 30 September 2014, 4:45pm – 5:00pm

Individual Research Paper (Paper #225)
There were spooks in the park! The influence of family scaffolding styles on children's recall of a novel staged event
VAN BERGEN, P. (Macquarie University), & BARNIER, A.J. (Macquarie University), & MCILWAIN, D. (Macquarie University), & REESE, E. (University of Otago), & NILE, E. (Macquarie University)
Penny.vanbergen@mq.edu.au

The aim of this study was to determine the ways in which different families work together as a group to remember the past. Sociocultural research shows that "high elaborative" parents, who scaffold children's memories by asking open questions, adding detail, and following in on the child's contributions, have children who remember both discussed and undiscussed events particularly well (e.g. Fivush, Haden & Reese, 2006; Reese & Fivush, 1993). Because the vast majority of reminiscing

research has been conducted with mother-child pairs, however, it is not yet clear the extent to which specific scaffolding techniques are also used with other members of the family. Do overarching "family styles" of reminiscing emerge? To what degree are these styles modified for different partners from the same family (e.g. spouse, older child, younger child)? And do children use these same styles when reminiscing with a sibling? To answer these questions, we recruited sixty participants from fifteen families (two parents, two children). In session one, participants were provided tickets to attend "Spooks in the Park": an annual Halloween orienteering event for children aged three to nine and their families. Participants moved as a family through nine stations including a giant spider web, a fortune-teller, pumpkin bowling, and a witches' tent. In session two, after a three-week delay, participants were asked to recall the event in various family combinations: two stations with each member of the family and one station as a family group. Findings were threefold. First, analyses revealed unique family styles of reminiscing. Some families demonstrated complex patterns of mutual cuing across family, parent-child, and child-child discussions, and some reminisced in short monologues. Second, analyses revealed the presence of dominant narrators in each family who guided and directed the recall. Third, analyses revealed a significant role for family position. Irrespective of child age, parents were more likely to provide high elaborative cues to older children than younger children during family discussions. This effect was not observed during parent-child discussions. Together, these findings have significant implications for our understanding of children's memory development within a whole family (versus mother-child) context.

Concurrent Session 2D, Ballroom 3, 30 September 2014, 5:00pm – 5:15pm

Individual Research Paper (Paper #172)
Evaluation of an Australian primary mental health service for children
BASSILIOS, B. (The University of Melbourne), NICHOLAS, A. (The University of Melbourne), FLETCHER, J. (The University of Melbourne), KING, K. (The University of Melbourne), REIFELS, L. (The University of Melbourne), FTANOU, M. (The University of Melbourne), MACHLIN, A. (The University of Melbourne), SPITTAL, M. (The University of Melbourne), & PIRKIS, J. (The University of Melbourne)
b.bassilios@unimelb.edu.au

Aim: The Child Mental Health Service (CMHS) was introduced in July 2010 as an initiative of the Access to Allied Psychological Services (ATAPS) program, which is a major Australian Government funded primary mental health program in operation since 2001. This paper presents selected findings from an evaluation of the CMHS which focused on uptake, consumer and treatment characteristics and service implementation issues.
Method: Data sources included routinely-collected consumer and treatment data from a purpose-designed web-based minimum dataset, and telephone interviews conducted with 20 Medicare Local staff, six referrers and eight service providers.
Results: Between 1 July 2010 and 30 June 2013, a substantial number of services were delivered to children (and/or their families) through the CMHS. Of all consumers of the CMHS, approximately half were male and approximately half were from major cities. Anxiety disorders were the most common diagnoses assigned to consumers of the CMHS. A very small minority of consumers accessing the CMHS were charged a co-payment for their sessions, suggesting that the CMHS is providing a free service to consumers. Behavioural and cognitive interventions were the most commonly used interventions in the CMHS. The limited client outcome data in the minimum dataset and impacts reported by interviewed referrers and mental health professionals suggest that the CMHS is having a positive impact on children and their families. The Department of Health has funded valuable resources to support the delivery of the CMHS, such as the Coordination and Liaison role and training provided by the Australian Psychological Society for mental health professionals. Medicare Locals and their providers have been successfully establishing linkages and support networks with various health and non-health stakeholders. Interviewed stakeholders made some suggestions for improvements to accessing the CMHS.
Conclusion: Overall, the CMHS appears to be tapping an unmet need for services for children, who have, or are at risk of developing, a mental, childhood behavioural or emotional disorder. Preliminary outcome data and service impact reported by stakeholders suggest that the CMHS is also providing positive outcomes for these consumers.

Individual Research Paper (Paper #155)
When is shared care indicated and contraindicated following separation?
TURNER, C. (University of Tasmania), MATTHEWSON, M. (University of Tasmania), & HAINES, J (Salamanca Psychology)
cmturner@postoffice.utas.edu.au

Following separation parents need to decide what the best living arrangement for their children is. When parents are in conflict about this the Family Law court can help families make this decision. There is a range of living arrangement options available and one is shared care where the child or children spend approximately equal amount of time living with each parent. There is literature suggesting that shared care is the best option in terms of psychosocial developmental outcomes for children. However, there is also literature suggesting that when there is a degree of parental conflict shared care may not be the best option. Therefore it would seem decisions around the best care arrangements for children following parental separation is complex. Given the complexity of the issue and the apparent inconsistent evidence in the literature, this study aimed to systematically review the literature pertaining to shared care in order to determine when shared care is indicted and contraindicated following separation. The methodology involved a systematic literature search adopting the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method. Because literature was reviewed from a variety of sources a narrative approach was used to synthesis the data extracted. From the systematic review of the literature guidelines about the suitability of shared care following separation have been developed for practitioners working in psychology, family therapy and family law.

Individual Research Paper (Paper #152)
Guidelines for best evidence based practice responses for parental alienation: a psychological and legal perspective
TEMPLER, K. (University of Tasmania), MATTHEWSON, M. (University of Tasmania), HAINES, J (Salamanca Psychology), & COX, G. (University of Melbourne)
ktempler@postoffice.utas.edu.au

Parental alienation occurs when a child is disproportionally influenced by a parent's unwarranted views of the other parent, leading to unnecessary refusal or resistance of a relationship with the targeted parent (Garber, 2011). The child will align themselves with the preferred parent without justification, with their behaviour often driven by false beliefs (Bernet & Baker, 2013). The issue is both one of concern and relevance as it generally results in a loss of a once positive relationship or attachment, usually occurring in the context of divorce or conflict (Bernet & Baker, 2013). There is a current lack of literature regarding effective practice to aid psychologists and courts in terms of supporting the alienating parent, targeted parent and the involved child. Given this gap in the literature, this study aimed to develop a set of best practice guidelines with both a psychological and a legal perspective working with families affected by parental alienation. The study examined therapeutic skills and interventions required and helpful actions the court could take in addressing parental alienation. The methodology involved a systematic literature search adopting the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) method. From the systematic review of the literature practice guidelines have been proposed for psychologists, family therapists and lawyers working with families affected by parental alienation.

Individual Research Paper (Paper #348)
Parent-child relationship: Differences in United Arab Emirates
STOCKER, J. (Zayed University)
Joana.Stocker@zu.ac.ae

Parent-child relationship is proved to embody a great and long lasting effect on the child's

development as well as future accomplishments. Research shows that when a close, supportive, and accepting parent-child relationship doesn't exist, the child may face difficulties in developing adequate interpersonal skills, behaviours, and relationships, adjusting school or professional contexts. Although research considering parent-child relationship abounds in Western countries, there is a clear lack in the Middle East. In this research, parent–child relationships were analysed in a context that has been under lots of recent economic, social, and cultural changes: United Arab Emirates. Concretely, we explored Emirati parents' perceptions on seven dimensions of parent–child relationships (parental support, satisfaction, involvement, communication, limiting setting, and autonomy and role orientation) and analysed their differences depending on parents' gender, education and age range, and their child's gender and age range. The participants were 122 Emirati parents, mostly mothers (73.8%), with ages between 21 and 63 years (M=35.98, SD=9.172), and with different levels of education (50% of the parents have a bachelor degree). The instrument used was the Parent-Child Relationship Inventory (PCRI - Western Psychological Services) with 78 items and a 4-point agreement Likert scale. All the questionnaires were individually administered, and differential analyses were performed using T-test and Anoa in SPSS. Overall, mothers feel less supported, have a better communication channel with their child and present less traditional gender role orientation than fathers. Regarding education, parents with high-school seem to have less support comparing with more educated parents, and the higher parents' education is, the more able they are to promote their child's autonomy and, simultaneously, discipline. As for age, middle-aged adults seem to be more satisfied with parenthood and to be able to better promote autonomy and discipline. Finally, parents of female children show more parental satisfaction and parents of adolescents show both more satisfaction and ability to establish limits. As so, we may conclude that variables as parents' and child's gender and age, and parents' education tend to differentiate Emirati parents in terms of parental satisfaction, communication, gender roles, and ability to promote their child's autonomy and discipline.

Concurrent Session 2D, Ballroom 3, 30 September 2014, 6:00pm – 6:15pm

APS Institute course information
APS practice certificate in disaster support
DAVIDSON, G. (APS Institute)
g.davidson@psychology.org.au

Concurrent Session 2E, Harbour View 1, 30 September 2014, 4:45pm – 6:15pm

Professional Practice Forum (Paper #111)
Releasing our professional power: Australian psychologists embracing society's challenges to refugee/asylum seeker trauma
NOBBS,K. (University of Nijmegen, Netherlands), **BAKER, L**. (President ANZPOP)
kate@katenobbs.com

The denouncement by the United Nations of Australia's treatment of asylum seekers poses ethical and moral dilemmas for not only the Australian government but for us as individuals. The trauma being suffered by asylum seekers and refugees is clearly one of society's challenges, and in theory, one that psychologists could be meeting. There is adequate research into the effects of detention and family dislocation on an individual's mental health and ability to function productively as a member of Australian society. Perhaps there are blocks to psychologists embracing our knowledge and power and sharing that with the rest of the community? The aim of this session is to open a conversation about our role as informed psychologists with regard to this situation. The format will be interactive. The current narratives around asylum seekers will be explored, particularly in the context of migration and our cultural history. From the conversation there is potential for a more active, ethically appropriate response to the challenges that society is experiencing. This response could take the form of methodological conclusions, or applied policy implications. It is a call to consciousness and compassion as well as embracing our personal narratives around refugees and asylum seekers.

Professional Practice Forum (Paper #368)
The APS Reconciliation Action Plan final report
DUDGEON, P. (Australian Indigenous Psychologists Association), **HANNAN, T.** (Australian Psychological Society)
pat_dudgeon@optusnet.com.au

The Australian Psychological Society (APS) is the premier professional association for psychologists in Australia, representing more than 21,000 members. *The Universal declaration of ethical principles for psychologists* (2008) explicitly recognises that Psychology as a science and a profession functions within the context of human society, and as such has responsibilities to society that include *using psychological knowledge to improve the condition of individuals, families, groups, communities, and society*. The APS has undertaken a Reconciliation Action Plan (RAP) to make explicit the steps the organisation is taking to address the inequalities experienced by Aboriginal and Torres Strait Islander people, and to celebrate what can happen when there are genuine partnerships between Indigenous and non-Indigenous people and organisations.

In September 2012, the inaugural APS RAP was launched at the 47th APS Annual Conference in Perth, with four broad areas of priority:

1. Respectful relationships
2. Governance
3. Cultural Competence
4. Indigenous education and employment

The launch was attended by over 100 conference delegates and there was a shared sense of excitement and commitment. But what has been happening since then? What have been the outcomes of this process in each of the priority areas, and for the APS and Psychology overall? This forum will be chaired by the RAP Working Group Co-Chairs, Pat Dudgeon and Tim Hannan, who will present the final report to Reconciliation Australia on the achievements of the APS RAP, some of the stumbling blocks encountered along the way, and plans for an ongoing commitment to Reconciliation on the part of the APS and its members. Representatives from stakeholder groups such as Reconciliation Australia, the Australian Indigenous Psychologists Association, and the APS Aboriginal and Torres Strait Islander Peoples and Psychology Interest Group, as well as of the APS Board, management and member groups, will offer comment on the implementation of the RAP and consider how an ongoing Reconciliation Program can support paradigm shifts towards an inclusive psychology in the years to come.

Individual Research Paper (Paper #124)
Does temporal separation moderate the relationship between intention and physical activity behavior?
SHARMA, R (University of Wollongong), **CAPUTI, P** (University of Wollongong), AKTER, S (University of Wollongong), ANDREWS, M (University of Wollongong), IVERSON, D (Swinburne University of Technology), & COLTMAN, T (University of Wollongong)
tapasaya.24@gmail.com

There is strong empirical support in the literature for the relationship between individuals' intention to engage in physical activity and their physical activity behaviour. Extending that literature, scholars have hypothesised that temporal separation negatively moderates the relationship between intention and physical activity behaviour. The practical implication of the temporal separation hypothesis is that periodic interventions may be required to maintain individuals' levels of physical activity over time. However, there are key difficulties in testing the temporal separation hypothesis, notably, that intention data is collected at a point in time and follow up studies be conducted to collect physical activity data at multiple levels of temporal separation. Such data collection protocols are generally too onerous to be employed in any individual study. We tested the temporal separation hypothesis by conducting a meta-analysis of the cumulative empirical evidence linking intention and physical activity behaviour. A systematic search of the 2000-12 literature identified 131 studies reporting an effect size

between intention and physical activity behaviour. The temporal separation interval ranged from zero to several weeks in a majority of the studies, while a few studies reported a longer temporal separation of several months. The hypothesis that the magnitude of the correlation between intention and physical activity behaviour falls as the duration of temporal separation between intention and behaviour increases was tested in a meta-analysis by regressing the correlation between intention and behaviour against the duration of temporal separation. A random effects meta-analysis finds support for the temporal separation hypothesis. The point estimate of the slope of temporal separation (measured in weeks) was -0.008 ($p < 0.05$), while that for the intercept is 0.401 ($p < 0.05$). The implication of this finding is that at zero temporal separation, the best estimate of the correlation between intention and physical activity behaviour is 0.401 and that it falls at the rate of 0.008 for every week. An important implication of this finding is that intention to engage in physical activity may need to be periodically reinforced in order to maintain a certain level of physical activity behaviour.

Concurrent Session 2G, Chancellor Room 6, 30 September 2014, 5:00pm – 5:15pm

Individual Research Paper (Paper #205)
Experiential acceptance and cognitive defusion: Impact on decision making appraisals and conflict

LUCAS, J. J. (Charles Darwin University), MOORE, K. A. (Charles Darwin University)
james.lucas@students.cdu.edu.au

Experiential acceptance and cognitive defusion, two key metacognitive indicators of psychological flexibility, are yet to be explored as elements in dealing with the conflict which often accompanies the decision making process. While experiential acceptance and cognitive defusion have been associated with increased psychological and physical wellbeing, whether this positive impact extends to decision making remains unclear, particularly within an appraisal-conflict model of decision making. It is the aim in this paper to report the findings of a study exploring the impact of experiential acceptance and cognitive defusion within an appraisal-conflict model of decision making. A cross-sectional sample of 170 adults (25 males, $M = 36.76$ years, $SD = 9.96$; 138 females, $M = 40.75$ years, $SD = 12.32$; and seven participants, $M = 37.71$ years, $SD = 12.16$, who did not indicate their gender) completed an online questionnaire assessing experiential acceptance and cognitive defusion, decision appraisals, decisional and affect conflict, and satisfaction with the decision made. Results indicated experiential acceptance directly, positively effects decision appraisals and affect-based conflict, while cognitive defusion directly, positively effects decisional and affect-based conflict. The results suggest experiential acceptance and cognitive defusion foster a more positive and satisfying process of decision making. Theoretical and practical implications for clinicians and service users (e.g., developing experiential acceptance and cognitive defusion to enhance one's clinical decision making) will be discussed.

Poster Viewing Cocktail Session 1, Federation Ballroom, 30 September 2014, 6:30pm – 7:30pm

Poster Presentation (Paper #251)
Relocation to an area of high amenity: Tree-change euphoria vs homesickness, alienation and loneliness

BATES, T. K. (University of Southern Queensland)
tkbates@bigpond.com

In recent decades, many people throughout the industrialised world have relocated to areas of high amenity. These are generally non-urban areas, coastal or rural, with high quality natural landscapes and/or sociocultural environments. Often, such relocation is motivated by lifestyle choices, sometimes referred to as the sea-change or tree-change phenomenon. Receiving communities can experience fluctuating populations, exacerbated by migrants leaving the area after a relatively short time – perhaps due to unfulfilled hopes. Little is known about individuals' experiences after relocating to areas of high amenity and there is insufficient evidence to hypothesize about psychological outcomes. This study was therefore a preliminary examination of the experience of relocation to an area of high amenity in Australia, from a psychological perspective. Interpretative phenomenological analysis was used to analyse data from semi-structured interviews with individuals who had recently moved to Cara (pseudonym), an Australian semi-rural tourist destination known for its scenic, cultural, and social amenity. The analysis produced 4 themes: a) The fit between the individual and the new location; b)

Friendship and being a part of something vs. alienation and self-doubt; c) Making sense of social difficulties; and d) Relocation to an area of high amenity as an intense experience. Issues of identity and sense of self arose within almost every theme. Such relocation can be intensely positive, or intensely distressing, and therefore warrants further investigation. Avenues for future study are identified, including research into possible intervention strategies.

Poster Presentation (Paper #145)
The buffering effect of trait emotional self-efficacy on the association between perceived control of internal states and trait anxiety
CASSAR, G. (University of Ballarat)
gill_cassar@hotmail.com

Anxiety is a significant mental health problem for females in the Australian community. Low perceived control of internal states is a psychological risk factor for the experience of trait anxiety symptoms, and trait emotional self-efficacy has been identified as a protective factor. This research examined the applicability of resiliency models (compensatory, risk-protective, and protective-protective) for the prediction of trait anxiety symptoms from low perceived control of internal states, and the four components of trait emotional self-efficacy (well-being, self-control, emotionality and sociability). A sample of 314 Australian females aged between 18 and 64 years were recruited through snowball sampling. All participants completed the online survey package which consisted of the Trait Scale of the State-Trait Inventory of Cognitive and Somatic Anxiety, the Perceived Control of Internal States Scale, and the Trait Emotional Intelligence Questionnaire – Short Form. Results revealed support for the compensatory model when well-being, self-control, emotionality and sociability were the protective factors. The risk-protective and protective-protective models were not supported. Based on the results it is suggested that interventions aimed at increasing perceived control of internal states may be beneficial in prevention and treatment of trait anxiety symptomology. Further, increasing trait emotional self-efficacy and its components may aid the therapeutic process and promote resilience against mental adversity.

Poster Presentation (Paper #175)
Predicting help-seeking attitudes in Chinese society: influences of face, stigma and distress
DAVIS, J.M. (Charles Darwin University), CHEANG, S. (University of Macau)
mark.davis@cdu.edu.au

This study examined the relationships between concerns about loss of face, stigma, psychological symptoms, and attitudes toward seeking mental health services in a Chinese society. Participants included 391 students attending the largest public university in Macao: 277 were from Macao, a Special Administrative Region of China, and 114 were from Mainland China. Participants completed questionnaires measuring attitudes toward seeking professional psychological help (using the Attitudes Toward Seeking Professional Psychological Help Scale – Short form), concerns about loss of face (using the Loss of Face scale), self-stigma (using a short form of Self-Stigma of Seeking Help scale), public-stigma (using Perceptions of Stigmatization by Others for Seeking Help scale), and psychological distress (using the General Health Questionnaire-12). Multiple regression analysis was used to predict help-seeking from face loss, self-stigma, public-stigma and psychological distress after controlling for gender, year of study, and group (Macao versus Mainland Chinese). The overall model explained 19% of the variance in help-seeking ($R^2 = .19$, $p < .001$) and among the four predictors, self-stigma ($\beta = -.42$, $p < .001$) was found to be the strongest. Bivariate correlations showed that positive attitudes toward help-seeking were significantly negatively correlated with self-stigma, public-stigma, and concerns about loss of face but there was no significant correlation with psychological distress. Psychological distress was positively correlated with face concerns, self-stigma and public-stigma. Stigma (self- and public-) was found to be significantly positively associated with face concerns, but the correlations were weak. Our results were consistent with past research that has shown that Chinese students with higher stigma tolerance have more positive attitudes toward professional help-seeking; enhancing tolerance of stigma is an important factor to address in order to increase help-seeking in this population. Limitations of the study include use of a university sample that may not generalize to the public at large, lower internal consistency of the scale used to measure attitudes toward help-seeking than has been found in other studies, limited coverage of the "face" construct with the scale used, and exclusion of some variables that have been found to have a significant impact on help-seeking (e.g., personality, peer support and family support).

Cognitive restructuring and detached mindfulness: Comparative impact on a compulsive checking task

LUDVIK, D. (Griffith University), BOSCHEN, M. J. (Griffith University)
dominika.ludvik@griffithuni.edu.au

Aim: Obsessive-compulsive disorder (OCD) is a debilitating mental disorder manifested commonly through compulsive checking. Previous research has found that repeated checking leads to a shift from perceptual to semantic level of information processing, increasing an individual's doubt in their memory. Cognitive restructuring (CR) targeting content of OCD cognitions has demonstrated efficacy in the treatment of OCD. Detached mindfulness (DM) is a novel metacognitive intervention that aims to suspend conceptual processing, thereby providing individuals with more objective meta-awareness, helping them to disengage from biased thinking. The present study compared the effects of DM and CR in reducing the doubt-inducing effect of compulsive checking on memory and checking behaviours.

Design and Method: Participants were 65 undergraduate students who were randomly assigned into CR, DM and control groups. Participants completed a repeated checking task found previously to produce OCD-like effects of memory distrust and an increased urge to check. Participants were provided with an opportunity to check their final responses.

Results: Results supported previous findings that repeated checking leads to reduced memory confidence. Compared to the control group, DM and CR interventions were comparable and significantly more effective in reducing participants' decision to recheck their response, while DM had additional benefits in ameliorating effects of reduced memory distrust.

Conclusions: Our results were based on non-clinical participants, and utilised only rudimentary versions of CR and DM interventions. Results provide initial experimental support for the use of CR and DM in reducing effect of repeated checking, and the mechanisms by which each operates.

Persistent pain and opioid dependence. The evidence for psychological treatment approaches

BAKER, C. (University of Tasmania), MATTHEWSON, M. (University of Tasmania), FRANCIS, H. (Royal Hobart Hospital), TA'EED, G. (Royal Hobart Hospital), PRYER, H. (Royal Hobart Hospital), & BEARDMORE, S (Royal Hobart Hospital)
Cmm1@utas.edu.au

Research has demonstrated cognitive and behavioural therapies are effective psychological treatments for patients diagnosed with chronic or persistent pain. Diagnosing persistent pain can be a lengthy process of investigation and often during this process analgesics are prescribed to reduce the level of pain and discomfort experienced by patients. The growth in the number of prescribed opioids for persistent pain has increased rapidly in Australia and Tasmania, with much of this growth attributed to treating persistent pain. Despite this there is limited evidence supporting the long term use of opioid analgesics in persistent pain. Research however, shows that psychological therapy contributes more to improving a person's functioning and self-management of their persistent pain. Using a biopsychosocial framework psychologists work with clients to actively manage their pain so that they may reduce their reliance on medications. It is not clear from the literature whether this approach remains effective when the patient already presents with a dependence on their opioid medications. The aim of this study was to systematically review the literature to identify the most effective interventions in treating patients presenting with opioid dependence and persistent pain. The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines were adopted to conduct the systematic review. A number of databases were searched including Pubmed, Cochrane, Web of Science and PsychArticle databases with search terms consisting of "persistent or chronic pain", in combination with "opioid treatment and dependence", and "psychological treatment, or therapy, or intervention." Best practice guidelines for psychologists to follow when presented with a patient diagnosed with persistent pain concurrently being managed by opioid medications are presented and discussed.

Lurking and posting in the Moodswings online discussion boards for bipolar disorder
GLIDDON, E. (Deakin University), LAUDER, S. (University of Melbourne, Federation University), BERK, L. (Deakin University, University of Melbourne), & BERK, M. (Deakin University, University of Melbourne)
eglid@deakin.edu.au

The aim of this study is to evaluate the differences among users of online discussion boards included within the MoodSwings online intervention for bipolar disorder. Few studies have specifically evaluated the use of online discussion boards in online interventions for bipolar disorder. This is despite some evidence that these boards may be an active component in improving outcomes. Internet support groups have been found to help reduce depressive symptoms in a range of medical conditions, offer increased social support and have the potential to reduce stigma. Low social support has been identified as an influencing factor in the recurrence of bipolar depression, the risk of relapse and, along with stigma, has been linked to poorer psychosocial functioning. This project assesses the recently updated version of the MoodSwings program (known as MoodSwings 2.0). The MoodSwings 2.0 program consists of five fortnightly educational modules, a number of interactive tools and three group based discussion boards. The current project will evaluate the impact of usage patterns on outcomes, with particular focus on self-reported social support and stigma. This project involves a three-arm randomised controlled trial (n = 300), comparing discussion board only, discussion board plus psychoeducation material, or discussion board, psychoeducation material, and interactive tools. Participants will be recruited online via the MoodSwings website (www.moodswings.net.au). All participants will have access to one of three moderated discussion boards, with a maximum of 100 participants allocated to each. All posts submitted to each discussion board must be approved by a moderator. Moderators will post monthly discussion topics across all discussion boards. Active and passive use of the discussion boards will be evaluated via submitted posts and user views of the board. Active users will be labelled as "posters" and passive users will be labelled as "lurkers". Lurkers and posters will be evaluated to compare outcomes, as well as demographic variables such as age, gender and employment status. This project will help to inform the development of future online interventions and the use of online discussion boards within these programs. It will further clarify the contribution and possible benefits of discussion boards to mental health outcomes.

MoodSwings 2.0: Evaluating an online self-help intervention for bipolar disorder
LAUDER, S. (University of Melbourne, Federation University), COSGROVE, V. (Stanford University, Department of Veterans Affairs), GLIDDON, E. (Deakin University), RAJU, K. (Department of Veterans Affairs), FISCHER, E. G. (Department of Veterans Affairs), GWIZDOWSKI, I. S. (Department of Veterans Affairs), GRIMM, D. (Department of Veterans Affairs), BERK, L. (Deakin University, University of Melbourne), DODD, S. (University of Melbourne, Deakin University, Barwon Health), SUPPES, T. (Department of Veterans Affairs, Stanford University), & BERK, M. (Deakin University, University of Melbourne)
SUELA@BarwonHealth.org.au

The primary aim of this study is to assess the three components of the MoodSwings 2.0 online self-help program for bipolar disorder, to determine if they have an additive benefit on improvement in depression and mania scores across 12 months. Exploratory aims include health services utilization, evidence of relapse (time to intervention), functionality, quality of life and medication adherence. The application of psychosocial interventions as adjunctive treatments in bipolar disorder is often limited due to financial and geographic barriers. A previous trial of the MoodSwings program compared a psychoeducation based group with a cognitive-behavioural therapy (CBT) based group. The CBT based group yielded significant improvements in mania symptoms at 12 months (p=0.02), while both groups showed improvements across a range of psychosocial outcomes at various follow up time points. The MoodSwings 2.0 program was developed in response to these promising findings. Participants diagnosed with bipolar I, II or NOS will be recruited internationally, with the collaborative sites (Melbourne, Australia and Palo Alto, USA) aiming to enrol 300 participants collectively. MoodSwings 2.0 is a 2-site, 3-arm randomized parallel group stepped design. Participants will be randomized to discussion board only, discussion board plus psychoeducation, or discussion board, psychoeducation and interactive tools. One discussion board is allocated per arm. Research staff will post monthly topics across all discussion boards. Psychoeducation material includes five core learning modules, plus four quarterly booster modules, all focusing on key aspects of bipolar disorder

and illness management. Interactive tools include mood and medication monitoring, problem solving and goal setting, and developing illness profiles to better understand triggers and warning signs. Psychoeducation and interactive material will be released fortnightly across a 10 week period, followed by quarterly booster psychoeducation material released at 3, 6, 9 and 12 months. Participants will have access to the program for 12 months. Outcomes will be assessed quarterly via blind rated phone interview, as well as online self-report. Online enhancements in MoodSwings 2.0, as well as a larger sample size including an attention control (discussion board only arm), may lead to a greater understanding of these interventions as an adjunctive treatment tool.

Poster Presentation (Paper #353)
Veteran Mental Health Evidence Compass: A knowledge translation approach to the dissemination of research literature
HODSON, S. (Department of Veteran Affairs), **DELL, L.** (Australian Centre for Posttraumatic Mental Health), & **O'DONNELL, M.** (Australian Centre for Posttraumatic Mental Health)
Stephanie.Hodson@dva.gov.au

Emerging technologies that provide access to large volumes of research literature can often make it difficult to maintain an awareness of treatment advances. A strong understanding of emerging research literature however, is key for professionals, organisational policy makers and researchers. It is especially vital for those working with specialist populations like veterans. The 'Evidence Compass' project adopted a knowledge translation approach to reviewing, organising, synthesising and disseminating research information in the area of mental health and wellbeing for military and veteran populations. Monitoring emerging trends in this population is a high priority for the Department of Veteran Affairs who contracted the Australian Centre for Posttraumatic Mental Health to develop an interactive tool that would assist professionals, policy makers and researchers to access research. Evidence mapping underpinned the development of the "Evidence Compass" website, a tool summarising not only current literature but representing where research needs to go in the future. This poster will demonstrate the Evidence Compass website and will discuss the underpinning approach to its development and population.

Poster Presentation (Paper #161)
Evaluating intervention outcomes for children who have been abused or neglected
CHALLIS, K. (University of Tasmania), MATTHEWSON, M. (University of Tasmania), DEAN, T. (University of Tasmania), & BROWN, C. (Australian Childhood Foundation)
katherine.challis@utas.edu.au

This study investigated the emotional and behavioural presentation of abused and neglected children presenting for assessment and therapy at the Child Trauma Service of the Australian Childhood Foundation (ACF) in Tasmania. An aim of the study was to conduct exploratory analyses to investigate the impact of intervention by the Child Trauma Service on the symptoms and behaviour of children who have been abused or neglected. Further the study investigated the relationship between the number of foster care placements and the behaviour and psychopathology of children. Also the study aimed to investigate whether the quality of the carer-child relationship is related to the symptoms and behaviours of children as they present at the time of referral. The study employed a data-mining procedure whereby data was obtained from the client files of closed cases from the ACF's Tasmanian Child Trauma Service. Sources of data included qualitative information obtained from Therapeutic Assessment Reports and case reviews. Psychometric data was also gathered from the client files. Psychometric tests used by the service and examined in this study include: the Parenting Relationship Questionnaire for Children and Adolescents (PRQ–CA) and for pre-school children (PRQ–P), the Trauma Symptom Checklist for Young Children (TSCYC), the Trauma Symptom Checklist for Children (TSCC), the Behaviour Assessment System for Children (BASC–2), and the Child Sexual Behaviour Inventory (CSBI–3). The results of this study will be discussed in terms of the efficacy of services provided to abused and neglected children in Tasmania with recommendations given tin relation to best practice when working with these children.

Poster Presentation (Paper #306)
Emotional schema therapy improves emotion regulation for victims of abuse and neglect
MCADIE, T. (Australian Institute of Psychology), **WILSON, L.** (Australian Institute of Psychology (AIP), IZADIKHAH, Z. (Australian Institute of Psychology (AIP)
leeann@aipc.net.au

This research aimed to investigate the effect of Emotional Schema Therapy (EST) on difficulties in emotion regulation in the victims of abuse and neglect among women of the city of Najafabad in Isfahan, Iran. The statistical population consisted of all female residents of Najafabad, aged between 20 and 40 years. Five hundred, randomly selected, women answered the Abuse and Neglect Questionnaire (Mohamadkhani, Mohamadi, Nazari & Salavati, 1381) and 30 of these, who had scored highly on the initial questionnaire and met entry criteria, were invited to participate in the research project. Participants were assigned into experimental and control groups randomly (15 persons in each group). Applied questionnaires were Difficulties in Emotion Regulation Scale (DERS) (Gratz & Roemer, 2004) and Depression Anxiety Stress Scales (DASS-21) (Anthony, Bieling, Cox, Enns & Swinson, 1998). Data were analysed via Analysis of Covariance (ANCOVA). Initial results showed that EST decreases the non-acceptance of emotional responses, difficulties engaging in goal-directed behaviour, limited access to emotion regulation strategies and lack of emotional clarity in women with abuse and neglect history. There was no change in lack of emotional awareness amongst participants; however, at follow-up a reduction in impulse control difficulties was observed.

Poster Presentation (Paper #221)
Personality and gender differences in moral judgements
MCADIE, T. (Australian Institute of Psychology), SCOTT, G. (University of Huddersfield, UK)
tina@aipc.net.au

Aim: To investigate personality traits and gender differences in measures of moral judgement. Design: A survey design was carried out to allow quantitative data to be collected from a specific sample.
Method: 75 Business School University students (37 females and 38 males) were recruited through opportunity sampling. They completed the Big Five Personality questionnaire (Costa & McCrae, 1978) and the Moral Judgement Test (Lind, 2012). Results: A Mann-Whitney U identified that there were no differences between men and women on the Moral Judgement test, or on all but one personality trait: agreeableness, where men scored significantly higher than women ($p = 0.001$). There was no relationship found between personality traits and scores on the Moral Judgement test.
Conclusion: Theories suggesting different types of moral judgement between men and women are not supported by this study. On addition, personality factors do not seem to have impact on quality of moral judgements. Non-psychology students were specifically targeted so as to reduce any knowledge effects, however this meant a smaller than ideal sample. Future research could aim to recruit larger samples and an alternative personality test (such as the EPQ) could be utilized to identify any effects on personality on moral judgements.

Poster Presentation (Paper #318)
Do Easterners act better in recognising collective emotions than do Westerners?
YANG, Y. (Australian Institute of Psychology), HONG, Y. (Nanyang Technological University), & SANCHEZ-BURKS, J. (University of Michigan)
ying@aipc.net.au

Collective emotions refer to the composition of various shared emotions of the group's members (Barsade & Gibson, 1998). The ability of recognizing others' emotions is an important component of social emotional intelligence (Salovey and Grewal 2005). Researchers have done a number of studies on figuring out which factors contribute to the ability of recognizing individual emotions, but have yet examined how people perceive collective emotions. The present study aims to understand how individuals perceive collective emotions and why the Easterners and Westerners perceive it in different terms. We conducted a computer based study on 110 Singaporean Chinese and 107 American Caucasian undergraduates. After signing the consent form, participants were shown 84 photos of four-person-groups who were showing different types of emotions. They were instructed to identify the percentage of positive emotions and negative emotions in those groups. Following that, a global vs. local task (Navon, 1977; Kuhnen & Oyserman, 2002) was conducted to assess participants'

holistic vs. analytic perception. We found that Singaporean Chinese are more accurate in identifying collective emotions compared to Americans did. Moreover, this cross-cultural difference can be explained by Chinese participants' better performance in the holistic task (recognize large letters) compared to Americans did.

Poster Presentation (Paper #182)
Evaluating a self-determination safety motivation scale within an aviation maintenance workforce
FORSTERLEE, R. (Fleet Air Arm, Royal Australian Navy)
robert.forsterlee@defence.gov.au

Aim: Safety motivation is the application of safety knowledge, skills, attitudes and beliefs within the workplace. The Fleet Air Arm (FAA) promotes adoption of safety attitudes toward workplace behaviour through cultural change. A six factor safety attitude scale evaluating organisational safety, personal safety, other's safety, workplace pressure, and reporting behaviours has been demonstrated to be an effective means of assessing the targeted cultural shift toward safety within FAA personnel. Recently, Fleming (2012) developed a five factor safety motivation scale (SDSM) based on self-determination theory to assess employee safety. Accordingly, if the FAA climate survey is assessing factors associated with positive and negative safety attitudes these should hold relationships with the corresponding SDSM factors. Additionally, an evaluation of the factor structure and validity of the SDSM with an Australian population was possible.
Design: Given the proposed factor structure, the SDSM was subjected to SEM, with the reliabilities of each subscale was also assessed. Finally, the relationships between the FAA safety attitudes were demonstrated through simple correlations.
Methods: Voluntary participation during two FAA safety functions in 2013 yielded N = 250 for SDSM, and N = 325 FAA Climate survey with 53 individuals completing in both surveys. The paper and pencil method asked for a unique participant code to ensure anonymity and allow combining surveys. PASW Statistics 18 and AMOS were used to conduct the SEM of the SDSM, reliability and correlation analyses.
Results: The factor structure of the SDSM was supported (χ^2(152, N = 230) = 354.15, p < .000, TLI = .89, CFI = .92 RMSEA = .074). The reliability of the SDSM was acceptable with Cronbach's the SDSM = .79, and the individual scale alphas: Intrinsic = .86, Identified = .84, Introjected = .66, Extrinsic = .78, and Amotivated = .72. Correlations with the FAA factors were in the expected directions.
Conclusion: The factor structure of the SDSM was confirmed and the individual subscales displayed adequate levels of consistency. Importantly, the relationships between the six FAA safety attitudes and SDSM factors supported the continued use of the climate survey and the utility of the SDSM within Australian populations.

Poster Presentation (Paper #227)
Fishing for attitudes: Developing tools to assess human dimensions in sustainable recreational fishing
WILLIS, R. (Southern Cross University), PROVOST, S. (Southern Cross University)
r.willis.31@student.scu.edu.au

Recreational fishing can cumulatively devastate critical habitats, fishery stocks, and other aspects of ecosystems. Despite this, the human dimensions influencing unsustainable recreational fishing are largely unknown. In an effort to understand some of these influences, and to develop tools for further assessment, two studies were conducted. *Study 1*: Fishers (*n* = 220) completed a 176-item survey encompassing recreational fishing attitudes, knowledge, and behaviour, and environmental concern. Factor analysis identified five components, which we coined the *Sustainable Recreational Fishing* survey (SRF). Convergent and predictive validity of SRF was indicated by correlations with existing environmental scales as well as a number of sustainable fishing behaviour and knowledge item responses. *Study 2*: Long lead startle eye-blink modulation (SEM) was investigated as a potential implicit measure of environmental concern. This was intended for future adaptation to sustainable recreational fishing. Three sets of images were created: pro-environmental images (e.g. renewable energy); anti-environmental (e.g. polluting industry); and neutral (taken from the International Affective Picture System). Pro-environmental images were expected to inhibit startles (suggesting a positive evaluation), and anti-environmental images were expected to facilitate startles (suggesting a negative

evaluation) relative to neutral (n = 19). These effects were also expected to be amplified by environmental concern. A one-way repeated measures ANOVA revealed a significant difference in startles between image categories, F (2,36) = 5.56, p = .008, partial $\eta2$ = .236. Pro-environmental images inhibited startles (M = -0.12, SD = 0.21) relative to neutral images (M = 0.17, SD = 0.29), as expected. Unexpectedly, anti-environmental images did not facilitate startles (M = -0.08, SD = 0.22). Pro-environmental image startles (r(17) = .487, p = .034) and anti-environmental image startles (r(17) = .591, p = .008) were, however, significantly correlated with environmental concern, supporting SEM as a potential implicit measure of environmental concern. Further research is needed, however, to identify the mechanism that generates this correlation and the variations in startle magnitudes. With further development, SRF and SEM will be used to further identify and assess human dimensions influencing sustainable recreational fishing.

Poster Presentation (Paper #171)
Predictors of Father Involvement: Testing the Lamb-Pleck Model
DENEHEY, H. (University of Tasmania), FICK, S. (University of Canberra), GREEN, R. (University of Tasmania), MATTHEWSON, M. (University of Tasmania), & THOMAS, M. (Charles Sturt University)
deneheyh@postoffice.utas.edu.au

Fathers' involvement in parenting is critical to child outcomes, yet little is known about what predicts involvement. The purpose of this correlational study was to test a model of father involvement proposed by Lamb, Pleck, Charnov, & Levine (1987) and later extended by Pleck (2010). The study aimed to test the reconceptualised model in an Australian sample and extend the model by examining the additional influence of psychological distress. Participants were fathers over 18 years of age of children aged 0 to 6 years old, recruited by convenience sampling. Participants completed online or hard copy surveys consisting of measures assessing father involvement and psychological distress. This study demonstrated the utility of the Lamb-Pleck model in Australian research, indicating that the inclusion and further investigation of psychological characteristics is warranted in explaining the variables that influence father involvement. Finally a model of father involvement with the inclusion of psychological distress is presented.

Poster Presentation (Paper #326)
Actual-Ideal Discrepancies in Autism Spectrum-Neurotypical Dyads
ABEL, L. (Bond University), STARK, A. (Bond University), & DOLEY, R. (Bond University)
astark@bond.edu.au

Individuals diagnosed with or believed to have autism spectrum disorder (ASD) still have a reported desire to be involved with others socially, including being intimately involved with a romantic partner. As with all partnerships, it is anticipated that intimate relationships in which one partner has, or is believed to meet criteria for ASD, will face challenges and difficulties. To elucidate further understanding of such partnerships, the level of discrepancy between partners' relationship ideals and the perceived reality of their relationship needs to be assessed. Given the paucity of research into couples in which one partner meets the criteria for ASD, this study aimed to address how these actual versus ideal discrepancies affect both neurotypical (NT-NT) and ASD-NT intimate relationships. It was hypothesized that a significant difference between the ideal and actual expectations would be observed in those in ASD-NT relationships. To assess this, participants of this study completed online questionnaires, including the Partner and Relationship Ideal Scales (Fletcher et al., 1999), and the Relationship Assessment Scale (Hendrick, 1988). A total of 179 individuals participated in this study, with 117 in an ASD-NT dyad and the remaining 62 in an NT-NT dyad. Participants were primarily recruited through ASD support groups located across Australia and overseas. Related samples t-tests demonstrated that significant differences between ideal and actual partner characteristics were found for NT partners in ASD-NT dyads, but not for NT-NT dyads. ASD individuals, however, did not demonstrate significant differences between ideal and actual partner characteristics. Additionally, significant differences between ideal and actual partner characteristics were found for ASD and NT individuals in ASD-NT dyads, as well as NT-NT dyads. Although it is apparent that more research is needed in the area of ASD-NT relationships, and of actual-ideal discrepancies in individuals with ASD, this study provided a basis for understanding and addressing how intimate relationships in which one partner meets criteria for ASD are developed and maintained, with a focus on actual and ideal characteristics of the partners and relationships of individuals in an ASD-NT dyad.

Reaching for the stars: Investigating educational aspirations and expectations within a resilience framework
ZILESKI, D. (Victoria University)
daniella.zileski@live.vu.edu.au

Early school-leaving, lack of educational attainment and inequalities in higher education are issues of concern for society. Inquiries into students' educational aspirations and educational expectations may be the key to addressing these issues. Investigating aspirations and expectations within a resilience framework provides a conceptualisation of the role of influential factors. In this study, socio-economic status is categorised as a risk, family support resources as protective factors, and high educational aspirations/expectations as positive outcomes. This quantitative survey research investigated the aspirations and expectations of 183 Australian secondary students in years 8-12. A local community youth service in the chosen region assisted in identifying suitable schools. The Child and Youth Resilience Measure 28 (CYRM-28) was applied as a culturally sensitive measure of parental support. It was found that the students in this sample generally had high educational aspirations and expectations. It was expected that there would be differences between these two constructs because aspirations are desires and expectations are perceived realistic evaluations. University expectations were comparably lower than university aspirations for students categorised as being of a lower socio-economic status. This finding highlights an aspiration-expectation gap amongst these students. Groups were analysed separately to reveal any differences in their aspirations and expectations. The lower socio-economic status students had greater aspirations and expectations for TAFE and other studies than the higher socio-economic status students. Conversely, the higher socio-economic status students had comparably greater aspirations and expectations for university. As was anticipated, all the family support resources had a positive relationship with university aspirations and expectations. Accounting for the influence of parents' education, university aspirations were predicted by: parental aspirations, parental expectations, and parental support. Significant predictors for university expectations were: parental expectations and parental support. Including these resilience resources in a model significantly increases the ability to predict when a student has high university aspirations/expectations. The main limitations of this study were the use of only one measure of socio-economic status (parent educational level) and the student reporting of parental aspirations and expectations. The implications of these findings for interventions and directions for further investigations are discussed.

Application of QUEST model of questioning in the classroom: Action Research Methodology in Secondary Education
PARDO, N. (California Southern University), BAKES, P. (Circular Head Christian School)
nadira.pardo@my.calsouthern.edu

It is well known that humans learn through a process of assimilation incorporating new concepts into existing cognitive structures and forming revised representations in their mental lexicon. This study examines the application of the theories underlying Graesser's QUEST model to the high school classroom, to determine if the framing of new concepts into question-asking protocols and cognitive rehearsal regimes allows for increased and enhanced learning in high school students. Mandler's seminal work in Cognitive Psychology, Learning, and Memory are well known, as is the work of one of his former graduate students, now Professor Emeritus, Dr Arthur C Graesser from the University of Memphis (USA), who developed the QUEST model with his own graduate students, including Dr Pardo, in the Cognitive Science Laboratories at the University of Memphis. A pre-test/post-test quasi-experimental design was applied to 2 different levels of math and science classes, and overall performance was measured by how many questions they could answer before and after the classroom instruction. Data suggests that increased learning and retention results from this methodology compared to more traditional teaching methods. Preliminary results will be presented from a longitudinal study, which could be used to assist Educational Psychologists with their development of Individual Educational Plans for students with Specific Learning Difficulties.

Internal consistency and factor structure of the Japanese Kaufman Assessment Battery for Children

HATTORI, T. (Hosei University), FUJITA, K. (Kyushu University of Health and Welfare), ISHIKUMA, T. (University of Tsukuba), AOYAMA, S. (Hokkaido University of Education), KUMAGAI, K. (University of Tsukuba), & ONO, J. (Hosei University)
hattori@hosei.ac.jp

The purpose of this study was to measure the internal consistency and confirm the factor structure of the Japanese version of the Kaufman Assessment Battery for Children, Second Edition (Japanese KABC-II). The Japanese KABC-II is an individually administered test for assessing mental processing and cognitive abilities of children and adolescents, and includes 20 subtests which are theoretically grounded in the Luria's neuropsychological theory and the Cattell-Horn-Carroll (CHC) psychometric model of broad cognitive abilities. The 20 subtests are as follows: Atlantis, Face Recognition, Story Completion, Number Recall, Gestalt Closure, Atlantis Delayed, Rover, Triangles, Word Order, Pattern Reasoning, Hand Movements, Expressive Vocabulary, Mathematical Concept & Application, Riddles, Mathematical Computation, Letter & Word Recognition, Spelling, Reading Comprehension, Written Expression, Verbal Knowledge. In the standardization study (Kaufman, Kaufman & Developer team for the Japanese KABC-II, 2013), a stratified random sampling plan utilized age, sex and geographical region based on the 2005 Japanese Population Census of the Statistics Bureau. The Japanese KABC-II was administered in 2008 and 2009 to 2587 children and adolescents aged 2-6 to 18-11 (1265 males, 1322 females) around the country. The standardisation sample were divided by age into 17 groups consisting of about 150 children. The average split-half reliability coefficients of the 20 subtest scales across ages range from .76 (Story Completion) to .92 (Pattern Reasoning and Mathematical Computation). Confirmatory factor analytic (CFA) methods based on the structural equation modelling using covariance matrix of the subtests were used to confirm the content of factor structure of the Japanese KABC-II. The CFA models were evaluated separately for five different age groups, and the result of confirmatory factor analyses supported the existence of distinct and well-measured factors of Knowledge/Gc, Simultaneous Processing/Gv, Learning/Glr, Sequential Processing/Gsm, Planning/Gf, Mathematical ability/Gq and Reading & Writing/Grw based on the CHC model. The average stratified Alpha coefficients (Cronbach, Shoneman & McKie, 1965) across ages for the eight composite scales range from .88 (Simultaneous Processing/Gv) to .93 (Mathematical ability/Gq and Reading & Writing/Grw). These reliability estimates indicate that the eight composite scales possess good internal consistency reliability.

Investigating the associations between insecure attachment, gender, and the perceptions of sexual coercion perpetration

PIZZIRANI, B. (Deakin University)
b.pizzirani@deakin.edu.au

Sexual coercion (SC) is surprisingly common in romantic relationships. Despite this, few studies have examined SC from the perpetrator's perspective and within a comprehensive relationships framework. Couched in attachment theory, the aim of the present study was to examine the extent that attachment insecurity (conceptualised as the dimensions of attachment anxiety and avoidance) and gender moderate an individual's perceptions of SC perpetration. A total of 268 adults (M age = 23.50 years, 183 women, 85 men) that had both previously engaged in sexual intercourse and had been in a romantic relationship, took part in an online experimental study. Participants completed a self-report measure of attachment and were randomly assigned to one of several experimental conditions in which they were instructed to read a hypothetical relationship scenario that presented them as the perpetrator of SC. Each vignette described the same relationship scenario that resulted in sexual intercourse, however the scenarios differed in regards to the type of sexually coercive tactic used (e.g., physical sexual arousal, threatening to spread rumours, telling lies and guilt tripping). Participants then rated their perceptions of SC in relation to the scenario. As predicted, hierarchical multiple regression revealed a significant main effect for condition, in that sexually coercive tactics more explicit in nature were perceived as more sexually coercive. This main effect was qualified as part of a 3-way interaction between attachment avoidance, gender and condition. Specifically, simple slopes analysis revealed that in the explicit condition (physical sexual arousal/rumours) men high on attachment avoidance were found to perceive greater SC perpetration than men low on attachment avoidance. The findings of this study suggest that perceptions of SC perpetration are influenced by a

complex interplay between people's attachment style, gender, and type of sexually coercive tactic used. The implications of these findings provide important insights into sexual attitudes and behaviours that have substantial application prospects in both therapeutic and sexual education contexts.

Concurrent Session 3A, Concert Hall, 1 October 2014, 8:30am – 10:00am

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'How To' Session (Paper #333)
Realising and developing strengths: Emerging research and practice
LANGLEY, S. (Emotional Intelligence Worldwide)
sue@langleygroup.com.au

The science of strengths and optimal functioning is increasingly attractive to psychologists and organisational practitioners, spurred by the growing body of scholarly and popular books, empirical research, interventions and assessment methodology. Strengths theory and techniques are also informing mental illness recovery and policy (Oades & Anderson 2012). Studies show people who use their strengths have greater psychological and subjective wellbeing, vitality and self-efficacy, less stress and more goal attainment. Interventions designed to encourage people to use their strengths in new ways daily result in higher levels of happiness and lower levels of depression, and this lasts over time. In the workplace, strengths use is associated with performance, engagement, occupational fit and satisfaction.
To date, practitioners have largely focused on helping people use signature strengths and use them more. As the next wave of research emerges, scholars (Biswas-Diener et al 2011; Quinlan et al 2012; Linley et al 2010) are prompting practitioners to adopt more nuanced, dynamic and contextual approaches to identifying and developing strengths.
This thought-provoking and interactive session is designed to give practitioners working with individuals, groups, organisations and communities a best-practice understanding of emerging strengths research and approaches. Participants will learn a new model for assessing and developing strengths that will enable them to differentiate strengths based on frequency, energy and use; to distinguish strengths from de-energising behaviours, and to encourage clients to adopt a growth mindset around their strengths. They will also apply techniques to access the energy behind strengths and engage people in sharing strengths stories.
Sue Langley draws on theory and research underpinning leading strengths tools, VIA (Peterson & Seligman 2004) and Realise2 (Linley 2008). She also shares strategies based on extensive experience building strengths-based organisations and accrediting Realise2 practitioners as master trainer for UK's Centre of Applied Positive Psychology. Theory will be translated into fun, practical and energising learning that brings strengths to life. Participants will take away immediate insights and easily applied techniques to help their clients develop natural resources, make best use of their strengths and apply strengths wisely and mindfully to increase wellbeing, performance and fulfilment in all areas of life.

Concurrent Session 3B, Ballroom 1, 1 October 2014, 8:30am – 10:00am

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Professional Practice Forum (Paper #193)
Ensuring community wellbeing is always prominent in APS policy and decision making
GRIDLEY, H. (Australian Psychological Society), **RICKWOOD, D**. (University of Canberra), &
SANSON, A. (University of Melbourne)
h.gridley@psychology.org.au

The term 'social determinants of health' refers to the many social, economic, cultural and environmental conditions in which people are born, grow, live, work and age, that impact on inequalities within and across societies in health outcomes. Unlike some other health professions, notably in the UK, the psychology profession has yet to articulate ways that psychologists can enact social determinants of health approach in their work, or how it can be done better. The APS has a potential leadership role in raising awareness of and promoting social determinants of health agenda within our field as a way of meeting the challenges of today's society. In August 2013, the APS joined the Social Determinants of Health Alliance, which builds on the World Health Organisation's recognition of the important contribution of social determinants to unequal health outcomes. Membership of the Alliance provides a way for the APS to operationalise its key goal *to advance the*

discipline and profession of psychology for the benefit of our members and the communities they serve. As part of this initiative, a Community Wellbeing Checklist has been developed as a tool to assist the APS and its member groups to identify how their particular initiatives reflect the APS Strategic Plan's *Key Strategy 4.1 Ensuring community wellbeing is always prominent in APS policy and decision making.* The checklist draws on a combination of social, economic, environmental, cultural and political conditions identified as important for individual and community wellbeing. Another tool currently being developed will identify how a social determinants of health approach can be applied within psychological practice contexts, whether in direct service roles or in organisational, community, research or management positions. In this professional practice forum, an overview will be provided of the evidence base for the application of a Social Determinants of Health approach to psychological research and practice. The Community Wellbeing Checklist and Social Determinants of Health tools will then be presented, followed by an interactive discussion to gain feedback and to consider how the profession and discipline of psychology can best meet society's most pressing challenges.

Concurrent Session 3C, Ballroom 2, 1 October 2014, 8:30am – 10:00am

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Symposium (Paper #339)
General Registration and the Recognition of Capability and Expertise in Psychology
STURNEY, R I (Division of General Psychological Practice), **REYNOLDS, N**. (Bainbaci Pty Ltd, APS Board Member), & **ROUFEIL, L**. (Senior Manager, Professional Practice, APS)
risturmey@iprimus.com.au

Most Australian psychologists pursue their professional vocation/career on the basis of the formal recognition given by general registration alone. Meanwhile there has been a push to make the pathway to general registration at least 5 years university training. The pathway to the recognition of a speciality field of practice is only through postgraduate training. The traditional apprenticeship model, where much of the learning of professional skills can take place under supervision in the workplace and through extended training in therapeutic methods outside the academic environment, has lost favour. The implication is that the current university education in Psychology is a better way of producing more competent, knowledgeable and skilled psychologists than through these other means.

This symposium will present and discuss concerns that reach to the heart of the way competence and expertise in psychological practice is developed and recognised in Australia. There will be three short presentations on:

1. The context, i.e. the current situation in education, the mental health workforce and the provision and funding of services;
2. The challenges that psychologists who only have general registration (and none of the current areas of specialised practice) are facing in their work and in the profession and that the APS is facing in representing them; and
3. The implications of research into the effectiveness of psychological interventions and the development of clinical/therapeutic expertise.

Comments will be provided by an organisational psychologist on how good processes of change within Psychology might be successfully pursued in the current context. This will be followed by small group discussion on the question "In what direction would you take the Psychology profession in the light of the issues presented and legitimate concerns for standards of practice?" The symposium will end with feedback and a summary of major concerns and ideas for addressing them.

Individual Research Paper (Paper #106)
Young people's perceptions of family peer and school connectedness, and their impact on adjustment
LAW, P. (The University of Queensland), CUSKELLY, M. (The University of Queensland), & CARROLL, A. (The University of Queensland)
peter.law@dete.qld.gov.au

Families, peer groups, and schools are important environments for children's positive growth and development. Using a cross-sectional design, this study tests a theoretical model that linked children's perceptions of parenting, sense of connectedness to family, peers and school, along with peer group type, to adjustment. The model was based on elements of adjustment theory and the ecological framework. Data were collected from 563 students (360 females and 203 males) aged 9 to 16.6 years attending 8 state schools in South-east Queensland, Australia. Parents (178 females, 88 males) also provided data on the adjustment of 266 students. Using children's reports of connectedness, peer group type and adjustment, multiple regression and mediation testing were employed to investigate the relationships. It was found that as children's perceptions of family connectedness increase they are more likely to identify with a pro-social peer group, report higher levels of peer and school connectedness and higher levels of adjustment. As well, Family Connectedness, Peer Connectedness, and School Connectedness were found to uniquely contribute to predicting Adjustment. Additional mediation testing revealed that Peer Connectedness, School Connectedness and Peer Group Type partially mediated the impact of Family Connectedness on children's adjustment. That is, the predictor variables had a combined, additive, and positive influence on adjustment. Based on children's reports, the findings provided empirical support for the model explaining 56% of the variance in children's adjustment. However, when parents reported on children's adjustment, using the same predictor variables, the model explained only 5% of the variability. This was a possible limitation of the study, in relation to shared variance, as when 56% of the model's variablity was explained children provided all the information concerning the predictors and the outcome measure. Another limitation is the the cross-sectional design which limited the ability of the model to predict the relationships. Overall though the findings illustrate, based on children's views, the importance of family connectedness and its positive association with non-familial social environments and their positive, compensatory impact on children's emotional functioning – a most important finding for school personnel interested in student well being. The findings also highlight the importance of understanding children's views of their social environments as the study makes clear that parents and children see things differently.

Individual Research Paper (Paper #98)
Cognitive training as a resolution for early attention difficulties in children with developmental disabilities
KIRK, H. (Monash University), & GRAY, K. (Monash University), & RIBY, D. (Durham University), HOCKING, D.R. (LaTrobe University), ELLIS, K. (Monash University), HALIM, A. (Monash University), & CORNISH, K. (Monash University)
hannah.kirk@monash.edu

The ability to concentrate on a task, to switch attention between tasks, or to inhibit impulsive responses are critical gateways to the development of cognitive control. Collectively, these skills are dependent on the efficiency of attention systems, such as selective attention, sustained attention and executive attention/attentional control. Attention has been shown to be more strongly associated with school readiness than IQ, serve as a predictor of literacy and numeracy scores in preschool through to high school, facilitate social inclusion and peer relationships, and play an important role in maintaining mental health across the lifespan. In the case of children who are vulnerable to learning impairments due to developmental disability, attention difficulties will likely exacerbate an already compromised cognitive system by significantly impacting on a developing child's ability to interact with the world around them. This in turn reduces their capacity to engage in educational programs and increases their already heightened risk of long-term behavioral and emotional problems.

Cognitive training is based on the concept that repeated practice within a specific domain will result in gains in both cognitive and behavioral efficiency within the cognitive domain being targeted. Currently there is a significant lack of suitable cognitive training programs for individuals with developmental disabilities. We therefore present an alternative cognitive training program that has been specifically designed for children with developmental disabilities. This program not only combines expertise from neuroscience and psychology, but also information technology with experts in game development and network engineering. The program is delivered on a portable android touch tablet and includes high quality graphics and audio. The training program has been piloted on a sample of 34 children and adolescents ranging from 3 to 13 years of age (mean age 5.81 years, SD=2.42). This pilot sample consists of both typically developing children (n=25) and children with developmental disabilities, such as autism spectrum disorder and global developmental delay (n= 9 years). All of the children were able to successfully use and complete the program, offering evidence for its feasibility and potential use in children with developmental disabilities. Potential applications of the training program will be discussed.

Concurrent Session 3D, Ballroom 3, 1 October 2014, 9:00am 9:15am

Individual Research Paper (Paper #148)
An investigation of activity in male and female toddlers by the edge of the water
YEO, R. (Deakin University)
rachyeo90@gmail.com

Drowning, one of the leading causes of child deaths in Australia poses as a significant threat to children aged 0-4 years with males at highest risk. To date, there have been few studies examining factors associated with immersion injury and deaths in toddlers. The aim of this study is to examine dispositional factors in immersion injury across gender. More specifically, the way male and female toddlers engage with water through an exploration of sex differences in gross motor activity and postural instability. The 20 participants recruited in this study were toddlers aged between 15 to 25 months of age (M= 20.86 months; SD= 3.74); 15 males and 5 females. Their water play behaviour by the edge of the Deakin Visual Cliff was observed and recorded during two 4-minute trails with two different surface conditions: *below* and *at the level of the adjacent surface of support.* The experiment was a mixed design with one between-group variable of sex (two levels: males and females) and one within group factor of edge of the visual cliff (two levels: *dropped* and *flat*). Results indicated no significant sex differences in toddlers in the Time Engaged in Gross Motor Activity and the Number of Postural Stabilizations while playing with water across the two surface types but demonstrate that both male and female toddlers exhibited more Gross than Fine Motor Activity when engaging with water, especially by the more easily accessible *flat* edge of the visual cliff. No sex differences were found; however, due to failure in replicating sex differences in Activity Level well established in previous literature, the generalizability of findings from the current experiment is limited. Furthermore, due to the small sample of female participants, this study was limited due to an unrepresentative sample. Future research could use a larger sample of participants to permit stronger testing of hypotheses also in addition to examining water activity in children across different developmental stages to determine if their gross motor or fine motor activity changes with age.

Concurrent Session 3D, Ballroom 3, 1 October 2014, 9:15am – 9:30am

Individual Research Paper (Paper #48)
The associations between anxiety disorders during childhood and adolescence and psychosocial outcomes in adulthood
ESSAU, C.A. (University of Roehampton, UK), OLAYA, B. (Parc Sanitari Sant Joan de Déu-CIBERSAM, Spain), LEWINSOHN, P.M. (Oregon Research Institute, USA), & SEELEY, J.R. (Oregon Research Institute, USA)
c.essau@roehampton.ac.uk

Aim: The present study examined the associations between anxiety disorders during childhood and adolescence and psychosocial outcomes at age 30, and sought to address the extent to which psychopathology after age19 mediated these relations.

Design: The present study used data from the Oregon Adolescent Depression Project (OADP) which is a longitudinal study of a large cohort of high school students who were randomly selected from nine high schools in western Oregon.

Method: Eight hundred and sixteen participants from a large community sample were interviewed twice during adolescence, at age 24, and at age 30. Approximately 58.8% were female, with a mean age at T4 of 30.4 years (SD=0.70). The majority of the participants were White (85.9%), others were African American, Hispanic, American Indian, Asian, and "other". They also completed self-report measures of psychosocial functioning (i.e., academic and occupation; annual household income; unemployment; quality of the relationship with family members and friends; social adjustment over the past 2 weeks; health functioning; number of suicide attempts; life satisfaction; coping skills and stressful life events) during adolescence and young adulthood.

Results: Adolescent anxiety predicted poor physical health, poor total adjustment, poor adjustment at work, poor family relationships, problems with the family unit, less life satisfaction, poor coping skills, and more chronic stress. Adolescent anxiety predicted substance (SUD), alcohol abuse/dependence (AUD), and anxiety in adulthood. No adult psychopathology mediated the relationship between childhood anxiety disorders and psychosocial outcomes at age 30. Adult SUD, AUD and anxiety mediated the association between adolescent anxiety and most domains of psychosocial functioning (i.e., total adjustment, adjustment at the family unit, coping skills, chronic stress, life satisfaction) at age 30.

Conclusion: Adolescent anxiety is associated with more adverse psychosocial outcomes at age 30 compared to childhood anxiety. Anxiety that had an onset at adolescence affects negative outcomes at age 30 directly and through adult anxiety, SUD and AUD.

Concurrent Session 3D, Ballroom 3, 1 October 2014, 9:30am – 9:45am

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Individual Research Paper (Paper #119)
What denotes self-concept for pre-adolescent children with cerebral palsy? A Delphi survey
LANG, C.P. (Australian Catholic University, Queensland), CHEONG, S.K. (Australian Catholic University, Queensland), JOHNSTON, L.M. (Cerebral Palsy League & The University of Queensland, Queensland), & HEMPHILL, S. A. (Australian Catholic University, Victoria)
sscheo006@myacu.edu.au

Aim: To define self-concept for children with cerebral palsy (CP) and to identify factors/items to be tested in a CP-specific self-concept measure.
Design: Delphi survey.
Method: Three groups of participants were recruited for a three-round Delphi survey from a state-wide community rehabilitation service, including: children with CP (n=13, 7 male, mean age 10 years 4 months, SD 1 year 2 months), their parents (n=18, 16 mothers) and allied health clinicians (n=21). In Round I, participants answered open-ended questions defining self-concept as it relates to children with CP aged 8-12 years, and to identify factors/items that should feature in a CP-specific self-concept measure. In Round II, participants used a five-point Likert scale to rate the importance of factors/items collated from (a) existing self-concept measures reported for children with CP identified in a systematic review and (b) additional factors/items raised in Round I. To increase understanding for children, the rating process was incorporated into the "myTREEHOUSE" game where ramps leading up to the tree house represented progressively higher ratings. Each item was presented by the researcher verbally (short standard phrase) and visually (Pictorial Communication Symbols card). Factors/items reaching 75% consensus within each group were banked and those not reaching consensus were repeated in Round III. Factors/items reaching consensus after Rounds II and III were banked and consensus examined across groups.
Results: Parents reached consensus on 47 items (25 in Round II, 22 items in Round III). Children reached consensus on 47 items (27 in Round II and 20 in Round III). Clinicians reached consensus on 77 items (47 in Round II, 30 in Round III). In combination, 52 items out of 141 items have achieved consensus from at least two participant groups.
Conclusion: Self-concept was described by children with CP, parents and clinicians using factors/items similar to those in measures for typically developing children, however with different emphasis. Most important items were: 'being able to participate', 'have a say', 'having a purpose', 'having positive attributes' and 'being well behaved'. Common items on typical measures, including physical appearance, motor abilities and athletic competence, were less important in the perception of children with CP.

Individual Research Paper (Paper #233)
Academic and psychosocial challenges for children and young people living with chronic illness
DONNAN, B. (Ronald McDonald House Charities)
barbd@rmhnnsw.org.au

Advances in medical treatments and technologies over the past few decades have resulted in many more children and young people surviving chronic illnesses and accidents. However, their survival and/or ongoing management of a serious medical condition can have far reaching and complex impacts on development across the cognitive, social and emotional world of the child. The Australian Institute of Health and Welfare (2011) recognise that chronic illness 'threatens the normal trajectory of a child's development' and international research continues to identify the biological and psychological complexity of chronic illness.

This presentation will provide an introduction to national statistics related to chronic illness, absence rates relevant to specific childhood illnesses and an examination of the challenges this group of students may experience, particularly within the education system. These challenges include a higher incidence rate of mental health problems, neurocognitive problems, behavioural difficulties, underachievement and issues of peer connectedness (Jackson, 2013; Blackman, et.al. 2011; Wakefield et.al. 2010, and Madan-Swain et.al. 2004).

The Ronald McDonald House Charities' Learning Program provides educational support to approximately 900 students with chronic illness or medical conditions, per week, Australia wide. Continuing to meet the needs of this increasing number of students living with chronic illness requires advocacy, partnerships, research, collaboration and open communication between the families, medical specialists, school psychologists, allied health professionals, education providers and legislative bodies. The presentation will conclude with a summary of national initiatives being undertaken in this field.

Symposium (Paper #236)
Recent advances in curriculum design in the Australian context
MARTIN, F. (University of Newcastle)
Frances.Martin@newcastle.edu.au

As further advances in technology appear from day to day, the potential for the implementation of various aspects of technology in the classroom is enhanced. Flipped classrooms are one such advancement which relies on technological superiority. Curriculum advances in graduate skill enhancement in areas such as teamwork and leadership, indigenous understanding, and student writing and understanding of writing are enabled by such technology. In this symposium, four presentations that address various aspects of curriculum design in psychology education will be offered. Jacky Cranney will discuss the success of a flipped classroom designed to increase resilience building approaches to learning. Gery Karantzas will provide data on a program designed to enhance teamwork and leadership graduate skills in undergraduate psychology students across three universities. Dawn Darlaston Jones will then discuss issues associated with an indigenised curriculum. Finally I will discuss the outcomes of a program designed to enhance student understanding of feedback via teaching them to discriminate good from poor writing.

Presentation 1
Flipped classroom delivery of a unit on the science of student success
CRANNEY, J. (The University of New South Wales), MORRIS, S. (The University of New South Wales)
j.cranney@unsw.edu.au; s.morris@unsw.edu.au

Background and Aims: As part of an OLT project on increasing student success, a blended learning unit was developed to introduce students to the psychological science of university student success.

Method: A flipped classroom delivery was trialled, in that there were no face-to-face lectures, but students were required to undertake significant online pre-practical work prior to each face-to-face practical. Structured pre-practical activities were set using Moodle as the basis for individual and collaborative task engagement and submission. These pre-practical tasks consisted of readings and specific activities related to those readings (eg application of principles to personal and professional lives), as well as surveys and website reviews, and self-management tasks. The tasks were extended in the practicals through highly interactive activities such as group–based design of studies to address knowledge gaps in the readings. There a focus on five resilience-building approaches: self-knowledge, positivity and realistic optimism, connectedness and interpersonal skills, academic competencies, and psychological flexibility. Assessments for the course included a goal-based self-development assignment, and the collaborative development of a help-promotion strategy for university students. Results and conclusions: Evaluative data will be presented, and the specific challenges of both the content and delivery of this unit will be discussed.

Presentation 2
Enhancing teamwork and leadership skills in undergraduate psychology students: A collaborative learning and problem-based learning approach
KARANTZAS, G.C. (Deakin University), AVERY M.A. (Deakin University), MACFARLANE, S. (Deakin University), HAZELWOOD, Z. (Queensland University of Technology), FITNESS, J. (Macquarie University), TOOLEY, G. (Deakin University), MUSSAP, A. (Deakin University)
gery.karantzas@deakin.edu.au

Teamwork and leadership are two graduate skills that are important in ensuring that graduates are well equipped in working within the discipline of psychology and within interdisciplinary contexts. Despite the importance of these skills, few psychology undergraduate programs have undertaken any systematic development, implementation and evaluation of curriculum activities to foster these graduate skills. In an attempt to address this gap, the current study reports on an Office of Learning and Teaching project aimed at the development and implementation of a tutorial program designed to enhance the teamwork and leadership skills of undergraduate psychology students. Underpinned by collaborative learning and problem-based learning, the "Choose Your Own Adventure" tutorial program was administered to 323 third year undergraduate students in psychology from Deakin University, Queensland University of Technology and Macquarie University. Repeated measures analysis revealed that even when controlling for academic intrinsic motivation and learning style, students demonstrated a significant increase in teamwork and leadership skills across the tutorial program. The findings suggest that the development of inquiry-based curriculum offer important opportunities for psychology undergraduates to develop teamwork and leadership skills.

Presentation 3
Are we asking the right questions? Why we should have a Decolonising rather than Indigenising Curriculum Discourse in the Academy
DARLASTON-JONES, D. (University of Notre Dame), DUDGEON, P. (University of Western Australia), HERBERT, J. (Charles Sturt University)
dawn.darlaston-jones@nd.edu.au

In this paper we pose the question of terminology and definitions associated with the concept of an Indigenised curriculum. Specifically we ask if the essential question is right in that calls to Indigenise the academy/curriculum are implicitly asking for an overlay or inclusion of Indigenous content, preferably by Indigenous peoples, as a mechanism to incorporate histories, traditions and knowledge that are divergent to the dominant perspective(s). Models such as that pioneered by the University of South Australia provide a compulsory first year unit followed by an elective upper level unit related to cross cultural issues. However, is this sufficient? Does this actually change the norms and deconstruct dominance especially in the context of colonised space? And has it resulted in greater retention and graduation of Aboriginal students? As part of our argument we offer an alternate approach of decolonisation – this requires an awareness, acknowledgement, and shift on the part of the dominant group that a monocultural approach to education – irrespective of disciplinary orientation – is harmful to both the Indigenous and non-Indigenous community.

Presentation 4

An interactive digital workbook approach to improving students' writing in psychological science

MARTIN, F. (The University of Newcastle), PROVOST, S. (Southern Cross University), MARLIN, S. (The University of Newcastle) YOXALL, J. (Southern Cross University), ATKINSON, C. (The University of Newcastle), PROVOST, S. (The University of Newcastle)

Frances.Martin@newcastle.edu.au

If a student does not have the skills necessary to write well, it seems unlikely that they will be able to respond to feedback of the kind that one frequently sees (or often, provides). Exhortations to "structure one's argument", "commence paragraphs with a topic sentence", or even "include a verb in all sentences" are unlikely to be successful if the student does not know what a well-structured argument looks like, and has no idea what a topic sentence, or even a verb, is. The traditional approach to feedback does not seem feasible for the number of students that we would like to assist. The purpose of the "Improving Students' Writing" project was to develop an interactive digital workbook which in some ways mimics the traditional approach, by providing students with sets of exemplars of good and poor writing, and training the discrimination between these exemplars. The efficacy of this workbook was assessed by comparing the academic performance of the students before and after its completion. Initial results show meaningful change in writing for those students who completed the training. There is strong evidence that the ability to discriminate good from poor writing correlates positively with academic performance. Students who improved their discrimination scores following completion of the workbook scored higher in the final exam than students whose scores did not improve and students who scored highly on the discrimination task also achieved higher scores in the final exam. The discrimination training program has the potential to be adapted to areas of scientific writing beyond psychology.

Concurrent Session 3F, Harbour View 2, 1 October 2014, 8:30am – 10:00am

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Symposium (Paper #151)

Lesbian, gay, bisexual and trans psychology: Recent Australian findings

RIGGS, D.W. (Flinders University)

damien.riggs@flinders.edu.au

Over the past decade there has been a rapid proliferation of research on the lives and experiences of lesbians, gay men, and bisexual and transgender people in Australia. Focusing often on the negative effects of marginalisation and social norms, this research has continued to highlight the deleterious effects of discrimination both at the individual and institutional level. In terms of the papers in this symposium, two (Davidson et al., and Jansen and Watt) focus primarily on the individual, exploring how homophobia shapes the lives of lesbians, gay men and bisexual people and the implications of this in terms of mental health. Davidson et al suggest that the negative effects of homophobia are mediated by sense of belonging to gay communities, whilst Jansen and Watt explore the complex intersections between homophobia, substance use, and depression. In terms of institutional discrimination, both Riggs and Due and Jansen and Watt explore the impact of mental health service provision upon the lives of lesbians and bisexual and transgender people. Both studies are important for the fact they move beyond the primary focus on lesbians and gay men that has been formative of the field of lesbian, gay, bisexual and trans psychology, and instead engage substantively with the issues faced by bisexual and transgender people. As a whole, this symposium summarises and reinforces the constancy of findings in regards to the negative effects of discrimination, whilst also mapping out new directions for research in the field.

Presentation 1:

Internalized homophobia, sense of belonging and depression among gay men

MCLAREN, S. (Federation University), DAVIDSON, K. (Federation University), JENKINS, M. (Federation University), GIBBS, P.M. (Federation University), MOLLOY, M. (Federation University), & CORBOY, D. (Federation University)

s.mclaren@federation.edu.au

Internalized homophobia has been directly linked to depression among gay men. The aim of the study was to test whether a sense of belonging to the broad gay community, gay groups, gay friends and

the general community mediated the internalized homophobia-depression relation. A sample of 246 self-identified Australian gay men, aged 18 to 82 years, completed the Internalized Homophobia Scale, the Psychological subscale of the Sense of Belonging Instrument, The Sense of Belonging Within Gay Communities Scale, and the Centre for Epidemiological Studies Depression Scale. Results indicated that the hypothesized mediation model, with one modification, was an excellent fit to the data. Internalized homophobia was indirectly related with depressive symptoms via the sense of belonging with gay friends and sense of belonging to the general community. Reducing internalized homophobia among gay men should be related to fewer depressive symptoms indirectly, via enhanced sense of belonging.

Presentation 2:
Applying the sexual minority model to an Australian context
JANSEN, H. & WATT, B. (Bond University)
oceanpsychology@bigpond.com

The purpose of this study was to examine the mental health in lesbian and bisexual women in Australia. The aim was to explore age cohort effects as well as predictors of depression, anxiety and stress, particularly drugs and alcohol and internalised homophobia. A total of 327 lesbian and bisexual women participated in the research, which utilised the Internalised Homophobia Scale, Depression Anxiety Stress Scale 42, Alcohol Use Disorder Identification Test, and the Drug Abuse Screening Test. A MANOVA was conducted with age as an independent variable, and depression, anxiety, and stress as dependent variables. The results revealed a significant negative difference in younger and older lesbians/bisexual women's mental health with younger lesbians and bisexual women having greater levels of depression, anxiety and stress. Multiple Hierarchical Regressions for depression, anxiety, and stress were conducted to predict the influence of education, employment status, relationship status, alcohol and drug use, and internalised homophobia. Higher rates of drug use were predictive of higher rates of depression, anxiety and stress, and results indicated that the addition of internalised homophobia was statistically significant in improving the prediction of levels of depression, anxiety and stress. Caution is required when interpreting these findings as the study relied on a convenience Internet based sample. However, the findings contribute to understanding the predictors influencing mental health in lesbian and bisexual women, and demonstrate the utility of the minority stress model within an Australian context.

Presentation 3:
Australian transgender people's experiences with mental health professionals
RIGGS, D.W. (Flinders University), & DUE, C. (The University of Adelaide)
damien.riggs@flinders.edu.au

The aim of this study was to examine transgender Australian's experience with mental health professionals. An exploratory survey was designed to measure perceptions of discrimination, respect, comfort and skill as engendered by psychologists, psychiatrists and counselors. The survey was completed by 189 participants, with approximately equal numbers of transgender men and transgender women. Results indicate that transgender women were more likely to report positive experiences than were transgender men. Participants were on average positive about their experiences with mental health professionals, though a significant minority of participants indicated that their experience was negative. In terms of self-reported mental health, experiencing discrimination from mental health professionals was negatively correlated with mental health, whilst experiencing respect was positively correlated with positive mental health. Also in regards to self-reported mental health, participants who had undertaken sex-affirming surgery reported higher levels of positive mental health than did participants who had not undertaken surgery. No relationship was found between a diagnosis of 'gender identity disorder' and self-reported mental health. Overall the findings of this study suggest that whilst many transgender Australians experience positive outcomes in their interactions with mental health professionals, there is still considerable room for improvement in terms of service provision to this population.

Presentation 4:
Exploring self-identified bisexual women's experiences of the mental health system in Australia
JANSEN, H. (Bond University), & WATT, B. (Bond University)
oceanpsychology@bigpond.com

This study examined mental health and wellbeing in self-identified lesbian and bisexual women in Australia. A key purpose of the research was to contribute to the growing body of literature and empirical understanding of risk and protective factors for mental health in lesbian/bisexual women. In particular, bisexual women are largely invisible in health care in Australia and access to mental health services is a significant issue, particularly because bisexual women report lower access and lower satisfaction with health services. This paper aimed to contribute to addressing the dearth of research on bisexual women. In this study 42 self-identified bisexual women provided information about their experiences of depression, anxiety and stress, drug and alcohol use and internalised homophobia which utilised the Internalised Homophobia Scale, Depression Anxiety Stress Scale 42, Alcohol Use Disorder Identification Test, and the Drug Abuse Screening Test. Information was also gathered regarding connectedness to community, experiences of discrimination and levels of outness. Caution is required when interpreting these findings as the study relied on a convenience Internet based sample. The findings contribute to understanding bisexual women's experience of the mental health system within the context of the minority stress model.

Concurrent Session 3G, Chancellor Room 6, 1 October 2014, 8:30am – 10:00am

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'How To' Session (Paper #142)
Exposure and response prevention for OCD: A "how-to" on the intricacies of treatment.
GELGEC, C. (Therapy FiveHT)
celin@therapyfiveht.com.au

Background: This workshop outlines a practical model for understanding and treating Obsessive Compulsive and Related Disorders. It is based on a framework that is in line with Exposure and Response Prevention (ERP) as well as Acceptance and Commitment Therapy. The session specifies how to construct practical hierarchies, devise exposure tasks, and incorporate families into treatment.
Aim/s Objectives: The aim of this session is to provide attendees with a clear and concise model that will help guide treatment for Obsessive Compulsive and Related Disorders. The following learning outcomes are expected to be covered:

1. Understand OCD within a practical client-friendly framework
2. Develop skills in working with clients to create specific hierarchies
3. Develop skills in constructing effective exposure tasks
4. Develop skills in dealing with reassurance and other hurdles to effective exposure
5. Incorporating families into treatment and its effectiveness

Approach: This session will be presented in an interactive manner whereby case examples will be discussed including video presentations of ERP in action. Experiential exercises will also be conducted to demonstrate concepts of defusion and urge surfing that are helpful in managing Obsessive Compulsive and Related Disorders that is in line with ERP.
Conclusion: The learning outcomes of this workshop will contribute to participants continuing professional development by increasing awareness that is needed to deal with the intricacies of Obsessive Compulsive and Related Disorders.

Professional Practice Forum (Paper #379)
How are mental health services being reformed?
LITTLEFIELD, L. (Australian Psychological Society)
l.littlefield@psychology.org.au

Very significant changes to the Australian health system, currently occurring or being planned, will have a major impact on psychology services. The demise of the Medicare Locals system and the establishment of Primary Health networks will alter the way in which mental health services such as ATAPS will be delivered. Changes to the scope of practice of the health workforce and the modalities of service delivery need to be considered. The New Access initiative is gaining strength and the chaplaincy program in schools, as well as headspace, are expanding. Most importantly, the outcome of the Mental Health Services Review will be delivered at the end of this year which could have major implications for the role of psychologists in government funded services including Better Access. The full spectrum of mental health services is being analysed and potentially reshaped. Funding models underpinning delivery of services in primary care are under consideration alongside recognition of the benefits of team-based care. This Forum will provide the latest information on these important impending changes and the opportunity for attendees to share their views.

Individual Research Paper (Paper #304)
Mapping the songlines of contemporary Australian psychology: A qualitative exploration into psychological practitioners' experience
GOLDNEY, J, (Charles Sturt University), BRADLEY, B. (Charles Sturt University), & SELBY, J. (Cambridge University)
jgoldn01@gmail.com

Contemporary Australian psychology is the locus for an accumulation of important theoretical and pragmatic contradictions arising out of: recent changes to registration; financial differentiation between practitioners under the Better Access initiative; and diverse aetiologies of mental illness, positioning causation as within the individual, versus within socio/political structures. Indeed professional development opportunities for registered clinicians are manifold, reflective of multiple philosophical and theoretical approaches. Within this convoluted framework, a consensus on exactly what is psychology, and how it is to be practiced, becomes difficult to define. This research provides a qualitative ethnography into the contemporary experience of registered Australian psychological practitioners, explicating how they both view, and work within the previously outlined space. Our methodology is informed by social constructionism (Gergen 1973, 1985; Willig, 2008), Hollway and Jefferson's, theory of the defended subject (2007), and the topography of psychosocial space (Bradley, 2005; Clarke, 2006). Eleven registered clinicians were interviewed, representative of diverse theoretical and practical frameworks, and working with client groups across Australia. Data were analysed using Hollway and Jeffersons' method, with a focus on emerging themes, and areas of ambiguity and contradiction. Specifically, transcripts were read multiple times to identify key themes, slippages, ambiguities, contradictions, what was not said, and use of normative terms. Our results suggest clinicians can experience the practice and profile of contemporary psychology as defining a restrictive space, and may construct, or demonize this as 'other' to their own understandings and ideals. Clinicians speak of an experience of external expectation to practice in specific ways, and then seek to justify their preferred use of techniques and approaches, perceived as contrary to this, at times using derisive humour. Additionally, some practitioners present 'mainstream' understandings of how they are meant to work as obfuscating both their supposed role, and effective treatment outcomes for their clients. We discuss how this juxtaposition can be seen as arising from the clinician's dual need to: manage the contorted psychosocial space constituting psychology; and develop professional efficacy, as delineated by them. This research has direct implications for both the practice and conceptualisation of psychology.

Individual Research Paper (Paper #186)
Building the therapeutic relationship in private practice
WRIGHT, J. (Psychology Melbourne Partners)
jill@psychologymelbourne.com.au

This study is intended to provide a foundation in a series which will ultimately assess the effect of matching clients with their therapists on therapeutic outcomes. The first step in the research was to investigate whether the average numbers of sessions completed could be improved using a matching process for clients attending a private practice clinic in Melbourne employing 25 psychologists. This paper reports the effect of matching clients and therapists on the average numbers of sessions completed. A matching process was designed and attendances of matched clients were compared with those of non-matched or direct clients - those allocated directly to the next available therapist. Matched clients were given a 30-minute interview by a trained intake psychologist. In addition to being matched, a brief history was taken, outcome goals defined and future appointments set up. Several factors were taken into account during the matching session, including personality, demographic and cultural and transference factors as well as history of previous counselling. Personality factors were based on the MBTI dimensions of extroversion/ introversion and thinking/feeling. Demographic factors recorded were age, gender, occupation. Cultural factors included nationality, socioeconomic and religious background, generational history and language preferences. Transference factors included birth order and clinical observation of interpersonal reactions of client. A structured interview was conducted with each client and the match with the most suitable therapist was made at the end of the session. A second match was recorded as a back-up. In a sample of 175 clients, results indicated that matched clients had significantly more sessions and less drop outs than clients allocated directly. Weaknesses in the current study are discussed. Future research will extend the investigation to assess the effect of matching on experience and outcomes of therapy as measured by the *ORS & SRS* Rating Scales *(Miller & Duncan, 2000)* and a brief online questionnaire. The implications for practical ways to improve therapeutic alliance in private practice are discussed.

Individual Research Paper (Paper #108)
Practicing psychotherapy from an attachment perspective: guidelines for the clinician-in-training
KANE, S. (University of Guam, College Station, Mangilao, Guam)
kane.stephen91@yahoo.com

John Bowlby (1977) has arguably made the most significant impact on understanding the role of attachment behaviour on mental health generally, and the development of psychological disorders specifically. The aim of this paper is to provide the clinician-in-training an attachment perspective for practicing psychotherapy while demonstrating the compatibility of attachment, object relations and cognitive schema theories and their distinction from traditional psychoanalytic thinking. Bowlby's conceptual framework of anxious attachment is presented focusing on loss and threatened loss within the context of the family and how his portrayal of four anxious family patterns generate confusion, anxiety and depression in some family members. Clinicians-in-training are presented with key components for practicing from an attachment perspective to include: eye contact, the holding pattern, the secure base and limited re-parenting all of which set the stage for the practice of an attachment-sensitive model of therapy. The Family CHORES Model of therapy (Kane, 1989, 2011) is a suggested attachment-sensitive approach for clinicians-in-training because it specifically addresses Bowlby's anxious patterns, the depression and anxiety they generate and the dredging for anger and disappointment by the clinician as a method for releasing and dissolving systemic dysfunctional arrangements.   A case study of an anxiously attached patient is included to demonstrate the psychotherapeutic intervention. Finally the connection between attachment and cognitive schema theory (Young, 1999) is demonstrated and a case is made for providing the clinician-in-training a comprehensive template (theory-technique-practice) for including attachment concepts into their practice with patients struggling with confusion, anxiety and depression.

Individual Research Paper (Paper #94)
Psychologist vs Machine: Which is better at predicting CBT treatment outcomes?
CONNOR, J.P. (Princess Alexandra Hospital & The University of Queensland), SYMONS, M.J. (Princess Alexandra Hospital & The University of Queensland), YOUNG, R.McD., (Princess Alexandra Hospital & Queensland University of Technology), & FEENEY, G.F., (Princess Alexandra Hospital & The University of Queensland).
Jason.Connor@uq.edu.au

Aim: Treatment outcomes for alcohol use disorders have plateaued. Even with our most advanced psychological interventions, relapse is common and longer term outcomes are modest. Personalised treatments that more precisely target individual patient requirements are likely to improve treatment outcomes. Central to targeting treatment is our capacity to accurately predict which patients will require additional assistance in therapy. The aim of these two studies is to compare the predictive accuracy of "intuitive" (psychologist) versus "mechanical" (non-linear, machine learning [ML]) approaches to alcohol treatment outcomes.
Design: Prospective, two arm (Intuitive or Machine Learning) clinical study
Method: Study 1: Clinical psychologists (n=10) predicted treatment outcome (abstinence) for 220 consecutive patients meeting DSM-IV criteria for alcohol dependence. Machine learning models trained on 1016 previously treated patients predicted outcomes for the same 220 patients. All patients were enrolled in a manualised 12-week, abstinence-based CBT alcohol dependence program. Assessment occurred within the initial one hour treatment session. Study 2: A Decision Support System (DSS) which displayed assessment data using an intuitive, user-friendly graphical interface was introduced into routine clinical practice. It provided an additional option for psychologists to push one button to obtain a machine learning (naïve Bayesian) prediction for their patient. The study investigated the ecological validity of introducing the DSS with a further 106 consecutively treated patients.
Results: The mean accuracy of psychologists' predictions (56.36%) was not significantly different to chance alone. Mean accuracy of the ML models (63.95%) was significantly more accurate than psychologists ($p<.05$). The best ML model achieved a prediction accuracy of 70.91%. After introduction of the DSS, machine learning predictions were requested for 57 of the 106 patients treated.
Conclusions: These studies demonstrate proof of concept and early efficacy data for improving prediction of treatment outcome for alcohol dependence, using novel machine learning approaches combined with a Decision Support System.

Individual Research Paper (Paper #163)
Collecting, counting and costing: Activity-based funding and health performance data
STOKES, D. (APS)
d.stokes@psychology.org.au

Part of the initiatives in the Rudd Health Reform program was the creation of two national authorities to oversee the funding and evaluation of health services. The first was the Independent Hospital Pricing Authority (IHPA), the second the National Health Performance Authority (NHPA). IHPA is currently focused on establishing activity-based funding (ABF) models in areas not previously funded that way and so has established the Clinical Advisory Group (new), and working groups for Sub-acute Care, Mental Health and Teacher, Training and Research. Their major work has involved conducting reviews, environmental scans here and overseas, establishing definitions, analysing cost drivers and proposing draft models and classifications including data sets. The paper will provide a brief summary of such work in each area from an allied health and psychology perspective. The work of NHPA has been much broader and encompasses primary and tertiary care. Its major objectives and tasks is to monitor and report on the performance of bodies that provide healthcare services. Two major committees have requested allied health involvement: Primary Healthcare Advisory Committee and the Healthy Communities project. Major themes and tasks will be identified and reported on in this paper highlighting allied health aspects. The implications for both employed and independent practitioners are identified and discussed.

Professional Practice Forum (Paper 351)
What about the children? : Ethical Issues for Psychologist Working in Schools
STOPS, D. (Australian Psychological Society), BOYLE C. (School of Education, University of New England), & **BERTIOA, P.** (CEDP National Chair)
d.stops@psychology.org.au

Young people are affected by a huge range of societal, familial, and internal struggles, let alone any problems they may have with learning. Any of these may affect their participation and success at school. With multiple demands and extremely sensitive information to deal with, working in schools can be minefield of issues for staff, especially School Psychologists. This panel-based forum will look at the competing interests and stakeholders involved and how they intersect with Psychologists' requirements to conduct their practice as both effective and ethical. The panel will explore hypothetical scenarios that will challenge, surprise and possibly amuse, in the course of covering both "how to" and "how not to" meet everyone's needs.

Individual Research Paper (Paper #83)
Toward an integrated conceptualisation of psychological health at work
MADORE, I. (Macquarie University), THORNWAITE, L. (Macquarie University), & BROOKS, G. (Macquarie University)
isabelle.madore@students.mq.edu.au

According to the World Health Organization (2013), mental health is viewed as more than the absence of mental disorders, it is a state of wellbeing enabling an individual, among other things, to work productively and effectively. In this regard, wellbeing constitutes one dimension of a higher construct called psychological health. The other component of psychological health is often called psychological distress, and represents the opposite of wellbeing. Despite numerous academic studies on this topic, a dominant model to conceptualise wellbeing, particularly within work contexts, has not emerged. Consequently, confusion exists in the literature concerning the way to define psychological wellbeing and distress at work. The primary objective of this paper is to integrate two complementary views present in the literature, and thereby propose a conceptualisation adapted to the work context, one that includes both the positive (wellbeing) and negative (distress) components of psychological health. This study anchors the definition of those constructs within Deci and Ryan's (1985) self-determination theory (SDT) framework, as applied to the workplace (Gagné & Deci, 1995). More precisely, based on SDT, this study conceptualises indicators of psychological wellbeing and distress at work in relation to the satisfaction of employees' basic needs at work. This paper first summarizes the scientific literature in this area to guide development of an integrative theoretical framework for the study of psychological health in the workplace. From this framework, we then describe the process leading to our development of a multidimensional questionnaire designed to capture this conceptualisation and of a research design aimed at validation of this instrument. Future research might utilise the proposed comprehensive framework and instrument to evaluate empirically the antecedents and outcomes of psychological health at work, overall or considering its positive and negative components, i.e. wellbeing and distress. Practitioners might use such results to drive organisational interventions that aim not only at preventing employee distress in the work context but also at promoting employee wellbeing.

Individual Research Paper (Paper #277)
Stakeholder perceptions of selection in high-stakes contexts
BROWN, J (Macquarie University), & **GRIFFIN, B** (Macquarie University)
jeffbrown23@hotmail.com

There has been a notable growth in interest and empirical research into applicant reactions to selection procedures among Industrial/Organisational psychologists over recent years (Anderson,

Salgado, & Hülsheger, 2010). Recent trends have seen a shift in focus to the applicants and stakeholders' experience of selection. Concurrently, many medical schools have developed multifaceted selection processes, incorporating both cognitive and non-cognitive selection components in an attempt to make selection process fairer for applicants and reflective of community expectations (Medical Schools Council, 2010; Medical Workforce Standing Advisory Committee, 1997). Despite these efforts however, minimal attempts have been made to examine how medical applicants' and other key stakeholders perceive and react to these selection practices. This study extends the existing literature on applicant reactions by comparing the perceptions of applicant ($N = $ 195) and non-applicant stakeholders (medical practitioners, $N = 63$ and patients, $N = 107$) regarding their perceptions of the tests and methods used in the high-stakes context of medical student selection. Drawing upon Gilliland's (1993) organizational justice framework, this study aims to synthesise the theoretical underpinnings of the applicant reactions literature with the analysis of stakeholder perceptions and reactions to the selection of medical students. Each stakeholder group ranked interviews as being the most valid selection method, with cognitive ability tests and references rated as the least valid by each group. Perceived validity of cognitive ability and measures of academic performance were significant predictors of applicants' confidence that the best people are being selected as doctors, while non-applicant confidence was affected by perceived validity of the test of cognitive ability and of interviews. Moderation analyses provided support for the hypothesis of a differential effect for applicants and non-applicants regarding how a test's perceived susceptibility to artificially enhance performance would influence the relationship between its perceived validity and confidence. Implications for theory and practice are discussed.

Individual Research Paper (Paper #180)
Psychosocial predictors of health professionals' adherence to standard precautions: A qualitative investigation.
BOUCHOUCHA, S. L. (Charles Darwin University; La Trobe University), & MOORE, K. A. (Charles Darwin University)
s.bouchoucha@latrobe.edu.au

The importance of strategies for health care workers to minimise the transmission of infections via bodily fluids is now established within the Standard Precautions (SPs) for the prevention of transmission of infectious agents in healthcare settings. It is an expectation of health care employers (e.g., hospitals) that health professionals will adhere to these SPs and yet adherence remains variable. A comprehensive understanding of the psychosocial factors which predict adherence to SPs is unclear due to the scant research available. It is the aim in this paper to report the findings of a qualitative investigation into healthcare workers' adherence to SPs, with a particular focus on psychosocial predictors. A sample of 31 healthcare worker; six males (M age = 36.83 years; SD = 8.93) and 25 females (M age = 41.36 years; SD = 10.25) participated in semi-structured interviews related to their knowledge of and adherence to SPs. Results from the interviews highlighted a wide variety psychosocial variables (e.g.: invincibility, organisational climate perception) that influence adherence to SPs. Implications for clinical practice and service development (e.g. targeted educational interventions) and implications for future research are discussed.

Individual Research Paper (Paper #350)
Exploring the experience of 'Brain Waste' amongst professionally-skilled migrants
VAN TONDER, C. (Curtin University; University of Johannesburg), & GROENEWALD, J. (Edith Cowan University)
chrisvt51@bigpond.com

Several countries target highly skilled migrants in support of economic development objectives, yet, paradoxically, skilled migrants do not perform to expectation (Büchel & Frick, 2003). Government policies, labour market dynamics and 'acculturation' (cf. Bernardi et al., 2010; Schwartz & Unger 2010) count among the primary reasons often cited. An under researched area in this regard is migrant underutilisation or 'brain waste' (Mattoo et al., 2008) – a dynamic that is consistent with the

many migration stresses other than acculturation (Lazarus, 1997) and an area of considerable importance to organisational psychology and human resource management. The current study aimed to explore the prevalence of underemployment in the migration experiences of professionally-skilled migrants. The study forms part of a more embracive project that deals with the constraints on migrants' workplace adjustment and functioning. Using purposive and snowballing sampling, 17 professionally qualified South African migrants to Australia were engaged in semi-structured phenomenological interviews in which they recounted their migration experiences. These were transcribed verbatim, subjected to content analysis and key themes extracted. Findings revealed that few experiences in the host country are as intrusive, confounding and debilitating as the 'brain waste' phenomenon. Under-acknowledgment (perceived invalidation) of the professionally-trained migrant's competence and professional status evidenced in prolonged employment search; under-employment and/or under-utilisation, revealed a severe impact on the migrant's wellbeing. High levels of dissonance, negative affect, ongoing stress and depression were reported and associated with diminished self-confidence, self-efficacy and self-esteem. Despite an array of cognitive-behavioural strategies employed as self-protection mechanisms (e.g. negation, rationalisation and work immersion) a protracted acculturation and adjustment period appears inevitable when 'brain waste' is encountered. As work and working are central to a meaningful existence and consequently a particularly important component of the newly arrived migrant professional's wellbeing, the costly and counter-productive 'brain waste' dynamic is worthy of further research - beyond the limitations of the current exploratory study. Focused attention, effective workplace socialisation programmes, appropriate training and workplace policies beyond 'diversity' are likely to reduce the incapacitating effects of brain waste, with commensurate gains in economic performance.

Concurrent Session 4F, Harbour View 2, 1 October 2014, 10:30am – 12:00pm

'How To' Session (Paper #118)
Using visual imagery in group work and counselling
O'GRADY, L.
lynjogrady@gmail.com

Visual images, including photographs, have been recognised for some time as a useful tool for engaging clients creatively and safely in group work and counselling related to a range of issues facing clients. There are various ways this can be undertaken with adults and children. Reflecting on other's images can tap into one's own experiences and interpretation can take place drawing on one's own understandings while at the same time considering the other's viewpoint. Alternatively, creating one's own images can be useful in making sense of one's own experiences and providing opportunities for developing verbal language to describe and share this with others, if desired. Methods such as Photovoice utilise this in a way which can lead to empowerment and potential societal change if undertaken in a participatory way. This session, from a Community Psychology perspective, will aim to highlight the factors involved in both reflecting on others' images as well as explore Photovoice as a methodology for individual and group work with a view to considering how this could be incorporated into their work. Ethics associated with taking and sharing photographs will be considered throughout the session. Participants will be provided with an information pack, including theory relating to this work, considerations when using images as well as some examples of images which could be used. A participatory, experiential approach will be taken with participants having the opportunity to explore this approach through personal reflection of images provided during the session. Participants will also be given the opportunity to share their own experiences of using visual images in their own work. There is no presumed knowledge for this session. Following the session, it is expected that participants will have some new ideas and knowledge about the use of visual imagery in their practice.

'How To' Session (Paper #382)
Division of Psychological Research, Education and Training: Early Career Researcher session
KYRIOS. M. (Swinburne University of Technology)
m.kyrios@swinburne.edu.au

This How To session has been designed for early career researchers and for students interested in a research career in psychology and research supervisors. In the session, we aim to address major questions for psychologists at this career stage such as: Why should I pursue an academic career in psychology? How to plan for an academic career? How do I build a research profile? How do I get my research published? How can I successfully get grants? A panel of senior academics and researchers, including current and past APS Award winners will discuss strategies to building and advancing a research career. Participants will have opportunity to interact with the panel both during the session and to network with the panel and fellow aspiring and current early career researchers during a morning tea in the Atrium preceding the session.

Fellows Address (Paper #372)
Sport Psychology and Coaching Psychology interface
GORDON, S. (The University of Western Australia)
sandy.gordon@uwa.edu.au

Introduction: Positive Psychology is informing the work of Sport and Coaching Psychologists who engage in both performance enhancement and personal growth with clients.
Aim: The purpose of this presentation is to provide an update on the current practice of both sport and coaching psychologists, and the interface between the two, from the perspective of a sport psychologist who has embraced a strengths-based approach to consulting in professional sport.
Method: A brief update on sport and coaching psychology practice in Australia will precede an overview of research in both applied sport psychology and organisational psychology, which has focused on the common demands in sport and business settings. Details of performance enhancement interventions that appear appropriate for teams and individuals in both sport and business contexts will be presented. Finally, reflecting on his experience in professional sport as a sport and coaching psychologist, the presenter will introduce positive psychology approaches to developing individuals, teams and organisations. Applications of strengths-based processes, such as Appreciative Inquiry and Open Space technology that enhance individual and team performance and also develop organisational cultures will be described.

2013 Distinguished Contribution to Psychological Science Award (Paper #370)
Using the internet to prevent suicide
CHRISTENSEN, H. (Black Dog Institute and Professor of Mental Health, University of New South Wales, Sydney, Australia)
h.christensen@unsw.edu.au

Introduction: Information is transforming the way we receive healthcare. New technologies such as web and mobile applications may be of value to those at risk of suicide, who may avoid contact with health services, and prefer distal, anonymous services. AIM: This lecture will examine the scientific evidence for the benefits of web programs and mobile applications in reducing suicide risk. The use of social media to detect suicide risk and its potential to influence population change will be explored.
Method: For web applications, systematic review, research synthesis, and analysis of research data from a series of random controlled trials. For social media, review of social media literature and known programs.
Results: We examined both web sites aiming to reduce depression and websites specifically aiming to reduce suicide ideation. Data are limited. However, preliminary evidence suggests that suicide specific websites may reduce suicide risk. Social media interventions are yet untested.

Conclusions: New technologies will be harnessed successfully for suicide prevention, although challenges will need to be overcome.

Individual Research Paper (Paper #82)
Google me happy! Managing young people's mental health support using Google Plus

CAMPBELL, A.J. (The University of Sydney)
andrew.campbell@sydney.edu.au

Online self-help and counselling has proven to be a preference of young people to seek information and help for mental health issues in Australia. Given this, it is logical to also provide secure, evidence based, professionally facilitated peer support for young people online, past the point of initial treatment for their mental health concerns. The current study investigates the viability of Google Plus Circles for secure, ongoing mental health support, of Australian males and females aged 13-25 (N=40). In collaboration with Kids Helpline the study used a 3 month, wait-list design, comparing the difference between online counselling of Kids Helpline clients, with online counselling and participation in a Google Plus Circle of peers. Volunteer participant clients of Kids Helpline elected to become part of an online Google Plus Circle that contained no more than 10 peer members of similar age, who reported via psychometric survey having the same mild to moderate mental health issues (i.e. anxiety and/or depression). All participants were able to assume pseudonyms for participation in the circles, with their true identity only being known to the facilitator for their safety and duty of care requirements upon entering Kids Helpline as an online client. The circles were facilitated by Kids Helpline counsellors who stimulated interaction in the circle between peers in order for them to discuss their experiences with one another in a supportive and friendly environment, where the participant could come and go as they pleased. All participants could leave the circle permanently at any time. Using entrance, mid, and post psychometric measures and qualitative feedback over a 3 month period, preliminary results indicate that in comparison to obtaining online counselling only, young Australian's seeking mental health help online prefer the condition of accessing an online counsellor as well as accessing a secure social network of peers experiencing the same mental health issues. The study will conclude in December 2014 and will seek funding for a large scale trial utilising a larger sample group and inclusive of more mental health peer support groups other than depression and anxiety.

Individual Research Paper (Paper #321)
How Psychologists can utilise crisis support services: The social return on investment from Lifeline's Crisis Support Chat

EVANS, A. (Lifeline Australia)
ann.evans@lifeline.org.au

Lifeline has run its Crisis Support Chat service since 2011. Utilising the same evidence-based Practice Model as the 13 11 14 telephone service, Lifeline has adapted this to a new medium. The Crisis Support Chat service provides one-on-one, confidential crisis support to anyone living in Australia. The Chat service runs from 8pm-4am AEST. Chats are answered by Crisis Supporters trained in 4 units of competency from the Certificate IV in Telephone Counselling Skills as well as online-specific training and supervision. Lifeline's Crisis Support Chat seeks to prevent suicide and provide crisis intervention, as well as enhancing resourcefulness and connecting help-seekers to further care and support.

In 2013, funded by the MLC Community Foundation, Netbalance worked with Lifeline to conduct a Social Return on Investment study. The researchers interviewed staff, supervisors and help-seekers, and conducted analysis on pre and post Chat surveys. Taking into account the costs of suicide and self-harm to medical and emergency services, the study found that Lifeline's Crisis Support Chat service produced an $8.40 return on investment for every $1 spent.

This paper discusses the Social Return on Investment study, the place of crisis support in mental health service delivery, and how psychologists can utilise Lifeline's Crisis Support Chat service as a support for clients or families in episodic crisis or at risk of suicide. The limitations of this service are

also discussed. Particularly appealing to young people and those concerned about confidentiality, this service provides a gateway to care as well as a back-up for longer term treatment.

Concurrent Session 5B, Ballroom 1, 1 October 2014, 2:00pm – 3:30pm

Symposium (Paper #212)
Understanding the broader clinical picture of neurodevelopmental disorders: An overview of neurological symptoms and recent treatment approaches

RINEHART, N. (Deakin Child Study Centre, School of Psychology, Deakin University), & MCGILLVRAY, J. (Deakin Child Study Centre, School of Psychology, Deakin University)
Nicole.Rinehart@deakin.edu.au

Neurodevelopmental disorders such as Autism Spectrum Disorder and Attention Deficit Hyperactivity Disorder (ASD and ADHD) are highly prevalent and cause significant disadvantage in regard to social relationships, mental health, and quality of life (Howlin & Moss, 2012). These disorders are associated with significant cost to families and society, for example, an estimated $3 million spent by families of individuals with ASD beyond the ordinary costs of raising a child (Knapp, Romeo, & Beecham, 2009). Intervention can reduce the level of impairment faced by children with neurodevelopmental disorders. Early diagnosis and identification of risk factors for these children is critical for effective treatment planning.

ASD and ADHD are disorders that 'straddle the neurology and psychiatry boundary'. While, psychiatric comorbidities such as increased anxiety and depression are well known, it is not well known that children with neurodevelopmental disorders also experience high rates of neurological comorbidities, in particular, motor and sleep disorders. Given that sleep and motor problems are common, persistent and exacerbate impairments for these children, there is a strong need for effective intervention to target these risk factors. The overarching aims of this symposium are to:(a) present recent evidence demonstrating that brief behavioural interventions are effective for treating sleep difficulties in children with ASD (Papadopoulos et al, 2013), and ADHD (Sciberras et al, 2013); and (b) to overview our recent investigation of the inter-relationship between key neurological symptoms (e.g., 'motor' and 'sleep' disorder; McGinley et al) to effectively direct treatment planning.

Presentation 1:
Sleeping Sound with ADHD: Can a brief behavioural intervention improve child wellbeing?
SCIBERRAS, E. (Centre for Community Child Health, The Royal Children's Hospital, Victoria, Australia; Murdoch Childrens Research Institute, The Royal Children's Hospital, Victoria, Australia & Department of Paediatrics, University of Melbourne, Victoria, Australia), OBERKLAID, F (Centre for Community Child Health, The Royal Children's Hospital, Victoria, Australia; Murdoch Childrens Research Institute, The Royal Children's Hospital, Victoria, Australia &Department of Paediatrics, University of Melbourne, Victoria, Australia), MENSAH, F. (Department of Paediatrics, University of Melbourne, Victoria, Australia; Clinical Epidemiology and Biostatistics Unit, Murdoch Childrens Research Institute, The Royal Children's Hospital, Victoria, Australia). EFRON, D. (Centre for Community Child Health, The Royal Children's Hospital, Victoria, Australia; Murdoch Childrens Research Institute, The Royal Children's Hospital, Victoria, Australia; Department of Paediatrics, University of Melbourne, Victoria, Australia), GERNER, B. (Centre for Community Child Health, The Royal Children's Hospital, Victoria, Australia; Murdoch Childrens Research Institute, The Royal Children's Hospital, Victoria, Australia) & HISCOCK, H.(Centre for Community Child Health, The Royal Children's Hospital, Victoria, Australia; Murdoch Childrens Research Institute, The Royal Children's Hospital, Victoria, Australia; Department of Paediatrics, University of Melbourne, Victoria, Australia).

Aim: To determine whether a behavioural sleep intervention can improve functioning for children (5-13 years) with Attention-Deficit/Hyperactivity Disorder (ADHD).
Design: Randomised controlled trial of a behavioural sleep intervention (n=122) versus usual care (n=122).
Method: Eligible children met DSM-IV criteria for ADHD, had a moderate/severe sleep problem, and met American Academy of Sleep Medicine criteria for a behavioural sleep disorder. The intervention consisted of two consultations and a follow-up phone call delivered by trained clinicians. Parent- and teacher-reported outcomes at 3, 6 and 12 months post-randomisation included ADHD severity, sleep,

behaviour, quality of life (QoL), and daily functioning. Linear regression analyses controlled for medication use, comorbidities and socio-demographic factors.

Results: Compared to controls, intervention children had a greater decrease in parent-reported ADHD symptom severity at 3, 6 and 12 months (adjusted mean difference 12 months: -3.0; 95% CI -5.7, -.3, p=0.03; effect size: -0.3). Intervention children also had significantly improved parent-reported sleep, behaviour, QoL, and daily functioning, which persisted until 12 months post-randomization. Improvements in teacher-reported behaviour persisted until 12 months post-randomization.

Conclusions: A behavioural sleep intervention is associated with improved functioning for children with ADHD. Future research should examine the effectiveness of this intervention when translated into real-life clinical practice.

Presentation 2:

The effectiveness of a brief behavioural sleep intervention in school aged children with Autism: A pilot randomised control trial

PAPADOPOULOS, N. (Deakin Child Study Centre, School of Psychology, Deakin University, Burwood, Australia), **SCIBERRAS, E** (Murdoch Childrens Research Institute, Flemington Road, Parkville, Melbourne, Australia; Centre for Community Child Health, The Royal Children's Hospital, Melbourne, Australia), HISCOCK, H (Murdoch Childrens Research Institute, Flemington Road, Parkville, Melbourne, Australia; Centre for Community Child Health, The Royal Children's Hospital, Melbourne, Australia; Department of Paediatrics, University of Melbourne, Parkville, Melbourne, Australia), MULRANEY, M (Deakin Child Study Centre, School of Psychology, Deakin University, Burwood, Australia; Centre for Community Child Health, The Royal Children's Hospital, Melbourne, Australia; Department of Paediatrics, University of Melbourne, Parkville, Melbourne, Australia), MCGILLVRAY, J. (Deakin Child Study Centre, School of Psychology, Deakin University, Burwood, Australia; Centre for Mental Health and Wellbeing Research, Deakin University, Burwood, Australia) & **RINEHART,** N (Deakin Child Study Centre, School of Psychology, Burwood, Australia).

Aim: To evaluate the effectiveness of a brief behavioural sleep intervention program (Sleeping Sound) previously demonstrated to be effective in treating sleep problems in children with ADHD, in children with comorbid ADHD and ASD.

Design: Randomised controlled trial of a behavioural sleep intervention (n=28) versus usual care (n=33).

Method: Participants were eligible if they met DSM-IV criteria for ADHD and ASD, had a moderate/severe sleep problem and met American Academy of Sleep Medicine criteria for a behavioural sleep disorder. The intervention involved sleep hygiene practices and standardised behavioural strategies delivered by trained clinicians over two consultations and a follow-up telephone call. Outcomes at 3 and 6 months post-randomisation included sleep problems, child behaviour and parent mental health. **Results:** Children who received the intervention had large improvements in sleep problems (mean difference [95%CI]: 3 months -4.3 [-8.1,-0.6] p=.02, effect size = -0.7; 6 months -2.8 [-5.9, 0.4] p=.08, effect size = -0.5), and moderate improvements in child behavioural functioning three and six months post intervention.

Conclusions: These findings suggest that a brief behavioural sleep intervention can improve sleep in children with ASD as well as have positive effects on children's social, emotional and behavioural functioning and parental mental health.

Presentation 3:

The association between motor proficiency and sleep disturbance in a sample of children with Attention Deficit Hyperactivity Disorder

MCGINLEY, M (Department of Physiotherapy, University of Melbourne, Parkville, Melbourne, Australia), CONNOLLY, A .(School of Psychological Sciences, Monash University), PAPADOPOULOS, N. (Deakin Child Study Centre, School of Psychology, Deakin University, Burwood, Australia), MURPHY, A (Clinical Research Centre for Movement Disorders & Gait and Clinical Gait Analysis Service, Kingston Centre Monash Health), & RINEHART, N (Deakin Children Study Centre, School of Psychology, Deakin University, Burwood, Australia).

Aim: To determine the association between motor impairments and parent reported sleep difficulties in a sample of children with Attention-Deficit/Hyperactivity Disorder- Combined Type (ADHD-CT).

Design: A cross-sectional study of 25 boys aged 7 to 12 who met DSM-IV criteria for ADHD-CT with IQ > 70 was conducted to explore motor function and sleep behaviour.

Method: Motor proficiency was assessed with the Movement Assessment Battery for Children (MABC-2) and sleep behaviour was assessed with the Children's Sleep Habits Questionnaire (CSHQ). Higher scores on these scales reflect better movement and greater difficulty with sleep.
Results: Sleep in boys with ADHD-CT was found to be inversely associated with overall motor skills, with children with higher movement proficiency reporting lesser problems with sleep (r_s = -.49, p = .013). Further significant associations were found between overall motor skills (total MABC score) and bedtime resistance (r_s = -60), sleep anxiety (r_s =-.43), night waking (r_s =-.43) and parasomnias (r_s = -.54).
Conclusions: Children with ADHD-CT who experience motor difficulties were also shown to have greater parent reported sleep problems. This has important implications in understanding the neurological feature that define ADHD as well as the clinical implications of treating motor and sleep symptoms.

Concurrent Session 5C, Ballroom 2, 1 October 2014, 2:00pm – 2:15pm

Individual Research Paper (Paper #288)
Brief motivational interviewing training for allied health professionals: Targeting eating behaviour change
SCOTT, E. J. (Bond University), STAPLETON, P. (Bond University), & WILLIAMS, K. (Gold Coast Medicare Local)
escott@bond.edu.au

Health problems related to obesity impact individuals, families, communities and the broader health care system. Despite its importance, few allied health professionals receive formal training in obesity prevention interventions. Brief motivational interviewing (BMI; Rollnick, Mason & Butler, 1999) is a patient-centred approach designed to promote changes in patient behaviour within the time constraints imposed by busy healthcare practices. We trained 125 allied health professionals (that provide support to at-risk groups) in BMI, specifically in relation to supporting healthy eating choices within a 5-15 minute consultation. We used quasi-experimentation; the trained group pretest-posttest design was improved with the inclusion of matched controls. Training consisted of two hours of theory focused on the spirit of BMI, followed by two x two-hour blocks of practical training using simulated patients. Training included information regarding local resources and systems to support practical implementation by trainees, and an electronic support system was provided for 6-months post-training to enable group discussion and shared learning. BMI knowledge and confidence was assessed at pre and post-training, and at 3 and 6-month follow-up and BMI skills were assessed during both the practical training blocks. Data were analysed using repeated measures ANOVA. We found participants' knowledge of BMI significantly improved from pre-to post (p<0.05) and remained significantly improved at 3 and 6-month follow-up (p<0.05), compared to the control group of allied health professionals (who were not trained in BMI) whose knowledge remained unchanged. Further, the trained participants' confidence significantly improved pre- to post- (p<0.05), and continued to significantly improve at 3 and 6-month follow-up (p<0.05). The BMI facilitators who assessed participants' skill during the simulated patient interactions indicated a significant improvement across the two practical training blocks (p<0.05). Our findings suggest that allied health professionals can learn BMI skills and knowledge within a relatively short period of time. The training sessions demonstrated where staff could identify opportunities for conversations about healthy eating and BMI knowledge and confidence improved and lasted over time. Future directions for teaching BMI are discussed.

Concurrent Session 5C, Ballroom 2, 1 October 2014, 2:15pm – 2:30pm

Individual Research Paper (Paper #229)
Obesity and mental health impairment: Mediating roles of body dissatisfaction, health status, and binge eating in male and female adults and adolescents
MOND, J. (Department of Psychology, Macquarie University)
Jonathan.Mond@mq.edu.au

Aim: Weak or inconsistent associations between obesity and mental health have led researchers to examine mediators of this association, namely, variables that indicate subgroups of obese individuals who experience mental health impairment. We examined the relative importance of body

dissatisfaction, physical health status, and binge eating as mediators of the association between obesity and mental health impairment in population-based samples of male and female adults and adolescents.

Design: The adult sample comprised 972 men and 1762 women aged 18-65 years who participated in the 2006 Australian Food, Drink, Lifestyle and Well-Being Study. The adolescent sample comprised 531 boys and 1135 girls aged 12-18 years who participated in the 2012 ACT Adolescent Mental Health Literacy Survey.

Method: In both studies, self-report measures of eating disorder features (including body dissatisfaction), health status and mental health were completed by all participants. Also in both studies, body mass index (BMI, kg/m^2) was derived from self-reported height and weight and participants were classified as obese or non-obese according to established thresholds for the respective populations. Moderated mediation analysis was used to assess the relative importance of each of the putative mediators in accounting for observed associations between obesity and mental health impairment and possible moderation of these effects by sex.

Results: In both samples, body dissatisfaction and physical health were equally strong mediators of the association between obesity and mental health impairment and this was the case for both males and females, whereas the effects of binge eating were modest.

Conclusion: Greater attention may need to be given to body acceptance in obesity prevention and treatment programs and that this may be the case in both adults and adolescents and in both males and females. Limitations of this research include the cross-sectional study design and the self-report assessment of all study variables. Strengths of this research include the recruitment of participants from the general population and the inclusion of measures of 3 potentially important mediating variables.

Concurrent Session 5C, Ballroom 2, 1 October 2014, 2:30pm – 2:45pm

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Individual Research Paper (Paper #153)
Predictors of excessive gestational weight gain: Evaluation of a conceptual model of psychosocial, cognitive, demographic and behavioural factors

HILL, B. (School of Psychology, Deakin University), SKOUTERIS, H. (School of Psychology, Deakin University), FULLER-TYSZKIEWICZ, M. (School of Psychology, Deakin University), & McPHIE, S. (School of Psychology, Deakin University)
briony.hill@deakin.edu.au

Excessive gestational weight gain (GWG) is a strong predictor of both maternal and childhood obesity; understanding the risk factors of excessive GWG will inform prevention strategies. Previous research exploring predictors of excessive GWG has been limited to psychosocial or demographic factors. In accordance with a proposed model of excessive GWG, we examined demographic, psychosocial, cognitive, and behavioural predictors of excessive GWG. A longitudinal cohort study following pregnant women from early-to-mid pregnancy to the birth of their child was conducted. Women were recruited via advertising on online pregnancy forums, parenting magazines, and through the maternity clinic at a large tertiary hospital in the Western region of Melbourne, Australia. Women were mailed the questionnaires to be completed and returned in reply paid envelopes. Two hundred and eighty-eight women completed questionnaires at 16.9 (SD = 1.47) and 32.6 (SD = 0.87) weeks gestation. Pre-pregnancy body mass index and total GWG were calculated. The following measures were assessed at both time points: demographic factors; psychosocial factors (maternal depressive, anxiety, and stress symptoms; self esteem; knowledge of GWG; social support; relationship quality; coping; body image); cognitive factors (self-efficacy; motivation to maintain healthy diet/physical activity/GWG behaviours); behavioural factors (physical activity; diet). Adjusted logistic regressions investigated the predictors of exceeding/not exceeding the 2009 Institute of Medicine GWG recommendations by testing predictors in each conceptual grouping (maternal psychological factors, knowledge of GWG, familial/socio-contextual factors, coping, body image, self-efficacy, motivation, physical activity and dietary behaviours) whilst accounting for all remaining predictors. Stress, planning, dissatisfaction with buttock size, and feeling strong and fit predicted excessive GWG, and elevated depressive symptoms, high family income, dissatisfaction with bust size, motivation to maintain a healthy diet or GWG, and vegetable intake predicted not exceeding GWG recommendations. Whilst previous research has focused on a limited number of correlates and predictors of excessive GWG, our findings reveal that any complete model of the development of excessive weight gain during pregnancy needs to be multi-factorial, covering demographic, psychosocial, cognitive, and behavioural factors. This study provides important empirical evidence

towards achieving a model that can be used by health-care providers to improve weight gain outcomes in pregnancy.

Concurrent Session 5C, Ballroom 2, 1 October 2014, 2:45pm – 3:00pm

Individual Research Paper (Paper #220)
"Just Pull Yourself Together": The Prevalence and Adverse Associations of Stigmatization in People with Eating Disorders
GRIFFITHS, S. (University of Sydney), MOND, J. (Macquarie University), MURRAY, S. (The Redleaf Practice), & TOUYZ, S (University of Sydney)
scottgriffiths@gmail.com

Aim: To date, studies of stigma relating to eating disorders have been confined to surveys of the public. We sought to examine the prevalence and correlates of stigma as this is experienced by individuals with eating disorders.
Design: A cross-sectional study design was employed an people with eating disorders were recruited into the study via advertisements circulated by various eating disorder organisations, including major eating disorder charities, located in Australia and overseas.
Method: An online survey designed to assess frequency of exposure to potentially stigmatising attitudes and beliefs as well as the perceived impact of this on health and well-being was completed by a cross-national sample of 231 service users (female: 94.4%; mean age = 24.4 years, SD = 7.1) with anorexia nervosa (n=165) or bulimia nervosa (n=66).
Results: Three beliefs were both particularly common and particularly damaging, namely: "I should be able to just pull myself together", "I am personally responsible for my condition", and "I don't have a real condition". Frequency of exposure to these and other forms of stigma was associated with higher levels of eating disorder and depressive symptoms, lower self-esteem, and more negative attitudes towards mental health care.
Conclusions: The perceptions that eating disorders are trivial and/or self-inflicted should be a focus of efforts to reduce stigma towards individuals with eating disorders.

Concurrent Session 5C, Ballroom 2, 1 October 2014, 3:00pm – 3:15pm

APS Institute course information
APS practice certificate in sleep psychology
DAVIDSON, G. (APS Institute)
g.davidson@psychology.org.au

Concurrent Session 5D, Ballroom 3, 1 October 2014, 2:00pm – 3:30pm

Professional Practice Forum (Paper #102)
Training and retaining rural and remote psychologists: Challenges, strengths, and opportunities
GULLIFER, J. (Charles Sturt University, The Rural and Remote Interest Group)
jgullifer@csu.edu.au

Background: Rural Australia faces a critical shortage of health care providers, including psychologists. This shortage jeopardizes Australia's ability to meet the health care needs of the rural and remote population. Rural and remote residents are consistently found to have a higher incidence of risky health behaviours including smoking and obesity, chronic illness and some mental health disorders than urban residents. Reversing the shortage of psychologists in non-metropolitan regions is a complex problem with no short-term solution. According to Health Workforce Australia (HWA, 2014), there is an increasing demand for psychological services in rural and remote areas. Access to these services in rural regions is further exacerbated by the shifting of many services to the private psychology sector with the concomitant increase in waiting times. The HWA report raises some questions about psychology training models, with the duration of the longer training model (comparative to other professions) increasing the time taken to replace a workforce. Training capacity was also flagged as a constraint due to the supervision requirements of the internship pathway to

registration and the limited places available in Masters Programs to obtain a professional psychology qualification

Aims: This panel will highlight the importance of psychologists in rural health care; discuss how health care reform presents opportunities for psychologists to improve access to, and quality of, general and mental health care; present examples of challenges; and propose options to address the shortage.

Method: Panel of stakeholders facilitated by a panel chair to address session aims.

Conclusion: Potential for applied/policy implications.

Concurrent Session 5E, Harbour View 1, 1 October 2014, 1400-1530

Professional Practice Forum (Paper #359)
Postgraduate placements in the private sector: a new training field for psychology
BROWN, J. (PsychSessions), **MATHEWS, R.** (Australian Psychological Society), ROUFEIL, L. (Australian Psychological Society)
r.mathews@psychology.org.au

A recent Health Workforce Australia profile of the psychology profession found that a higher proportion of psychologists are working in private practice than any other sector with reduced numbers in traditional public sector positions such as health and community settings. This shift has led to changes in the training of psychologists with many universities looking to the private sector as a training ground for postgraduate placement opportunities. This forum brings together trainers and trainees to provide an overview of the experience of being involved in a private practice placement including the benefits and the challenges for placement coordinators, practice owners and students.

Concurrent Session 5G, Chancellor Room 6, 1 October 2014, 2:45pm – 3:30pm

Movie: Mary Meets Mohammed

Concurrent Session 6A, Concert Hall, 1 October 2014, 4:00pm – 4:45pm

2013 President's Award for Distinguished Contribution to Psychology in Australia (Paper #371)
A Psychologist on the Borders
JOYCE, M. (Australian Catholic University)
marie.joyce@acu.edu.au

This presentation describes experiences relevant to a number of borders, both literal and metaphoric. It will present some reflections on the challenging ethical concept of social responsibility in the context of responding to unjust and oppressive systems facing particular groups of refugees who were enduring long term and insecure lives in refugee camps. I will describe my work in the realm of international social advocacy and action and, in the process, share the little known story which reflects how a small group can together bring about significant change. The story begins with a handful of people in Melbourne in 2000 who decided to try to respond to the higher education needs of camp-based refugees on the Thai-Burma border. For years the military regime in Burma (now Myanmar) had waged war against many of the ethnic groups such as the Karen, Karenni, Chin, and more than 150,000 refugees fled across the border to Thailand to live in "temporary" camps. These peoples in exile, many in this situation for 20 years or more, worked hard to provide education for their young people but this was never accredited and there was no tertiary education. This presentation tells two stories: firstly, of our goal of developing a model for delivering higher education to refugees wherever they had basic needs of food, shelter and security met, and secondly, of the concrete trialling of two models of bringing higher education to Burmese refugees through a combination of distance and online methods. It is also a story about how this transformed the lives of the initiating group, the university teachers and administrators who became involved, and as well as the refugees themselves and their communities. The giving away of the model is the beginning of yet another story in Africa and beyond. The presentation will review some early research findings which explore program evaluation, outcomes for the students, their pathways and contributions following their courses and will comment on ethical issues in conducting research with refugees.

Individual Research Paper (Paper #84)
Hosting asylum seekers and attitudes toward cultural diversity
KHAWAJA, N.G. (Queensland University of Technology), & WOTHERSPOON, J. (Queensland University of Technology)
n.khawaja@qut.edu.au

Australia is one of the countries where asylum seekers are placed in detention centres, while their asylum applications are processed. In 2012 the Australian government introduced a novel scheme of placing asylum seekers in the community as guests of common Australians. While negativity toward asylum seekers exists, a number of Australians volunteered to host this minority group. This study aimed to compare those who volunteered to assist asylum seekers with the general members of the community to explore the impact attitudes towards cultural diversity and demographic factors had upon willingness to support asylum seekers. Further, the two groups were combined to examine the factors that supported cultural diversity in the society in general. The participants (N = 141) recruited for the study, aged from 24 to 79 years, were either volunteers to an asylum seeker host program or members of the general community. All participants completed an online battery of questionnaires assessing demographic variables, attitudes towards cultural diversity and acculturation. A range of analysis of variance procedures, Chi-squared tests and correlations were conducted. Comparison of the two groups indicated that attitudes toward cultural diversity were not impacting the volunteers' willingness to support asylum seekers. However, group differences emerged on some demographic variables. More volunteers, compared with the community members, appeared to be professionals, ethnically diverse and well-travelled individuals. Overall, analyses on the combined groups indicated that age, education and not having a strong religious affiliation enhanced the Australians views and positive attitudes about cultural diversity. The findings have implications for the general community and those who volunteer to host asylum seekers. Potential opportunities for professionals and policy-makers to promote support for cultural diversity in the community are discussed.

Individual Research Paper (Paper #120)
Connecting, motivating, culture creative transformation: Life narrative of Taiwan's Hakka cultural practitioner
WEN-MEI, L. (Lunghwa University of Science and Technology), & MIN-CHEN, L. (University of Leeds)
winniel@mail.lhu.edu.tw

The cultural creative transformation is not only a global but also a local concern. Less than 12% of population in Taiwan is Hakka origin. How could a minority people undergo the culture creative transformation through passionate devotees and grass roots organizations? The study adopted the perspective of sociocultural psychology theory to explore the dynamic interdependent relationships between self-systems and social systems. There are 30 Hakka cultural practitioners and 3-5 grass roots Hakka culture organizations in this research. The data collection is based upon in-depth interview, life narrative interview, participant observation and document materials. The data was analysed by "narrative analysis". There are three important findings in this research: firstly, pleasure, meaning and tasks .Excerpts from informants such as " it's my personal goal to create Hakka writing language", " I don't know much about Hakka culture until further investigations" are thought provoking. Through re-interpretation and reconstruct Hakka culture elements, cultural practitioners found their own value of ethnic identity simultaneously. Secondly, connecting, identifying and practicing: grass roots Hakka culture organizations offer a shared participating approach for folks and render a practicing field of action connection, culture recognition and possible innovation. Also, they create the relationships of feeling among participants and the outer world. Thirdly, heritage, communicating and creative transformation: through senior residents' oral narration and documentary mining, people could connect past, present and future chronically and dimensionally. Moreover, culture contents could be communicated as well as finding the way out to inherit and innovate—local creative transformation.

'How To' Session (Paper #376)
Using the Kidsmatter resources in psychological practice
CAVANAGH, S., (Australian Psychological Society Ltd), and **COLE, J**., (Australian Psychological Society Ltd)
s.cavanagh@psychology.org.au

Background: KidsMatter is the national mental health promotion, prevention and early intervention initiative based in schools and early childhood education and care (ECEC) services. The KidsMatter Initiatives have been developed in collaboration with beyondblue, the Australian Psychological Society, the Principals Australia Institute, Early Childhood Australia and, with funding from, the Australian Government Department of Health and beyondblue. The initiative is now being implemented by over 2000 schools and nearly 300 ECEC services.
Aims / objectives: The APS has had a lead role in the development of a large number of online, multimedia and print resources related to children's mental health and working with families, schools and ECEC services, which are available on line. This session aims to explore these resources and help participants to understand what they are, how to access them, and innovative ways of using them in their practice.
Approach: The KidsMatter resources will be showcased and participants will learn how to find them online, and hear real life examples of innovative ways of using them and share suggestions for their use in a range of settings. They will then work together in smaller groups to identify other potential and creative ways to make best use of the extensive information within clinical, education and community settings with children, families and other professionals. Groups will also have the chance to identify other resources that they may find helpful when working with children and families.
Conclusion: Through participating in this session, participants will gain a deeper knowledge of the KidsMatter initiative and be able to access the extensive resources and use them in effective and innovative ways in their professional practice with children, families and education and health organisations.

Professional Practice Forum (Paper #244)
Health records: Best practice in making and keeping health records
ROUFEIL, L. (Australian Psychological Society), MATHEWS, R. (Australian Psychological Society), **ALLAN, A**. (Edith Cowan University), & **MCHUGH,** A. (Austin Hospital)
l.roufeil@psychology.org.au

Background: In Australia, clinical health records have significant legal, ethical and clinical importance. There are legislative, organisational, professional and ethical guidelines for such records but understanding how these should be translated into the busy day to day practice of psychologists can be challenging.
Aims/objectives: This forum will describe what constitutes good clinical records and record keeping strategies for psychologists. To assist participants to develop good record keeping practices, the forum will include discussion of the objectives and learnings from auditing and investigation processes commonly experienced by psychologists.
Method: The forum will include presentations on note taking and record keeping. There will also be an overview provided of various clinical audit processes and learnings from the investigation of complaints against psychologists. There will be time for questions from the audience to the panel of presenters.
Conclusion: At the conclusion of the forum, participants will have a better understanding of the legal and ethical requirements for record and note keeping and have practical strategies to ensure quality systems in their own practice.

Individual Research Paper (Paper #74)
Being picked on at school: Quality of children's attachments
LODGE, J. (Australian Institute of Family Studies) & BAXTER, J. (Australian Institute of Family Studies)
Jodie.Lodge@aifs.gov.au

The quality of children's attachments to teachers and parents is likely to be an important factor in a child's willingness to disclose peer victimisation to these adults. This paper provides information about 10-11 year olds' experiences of being picked on through unfriendly behaviours (pushing, showing, hitting; name-calling or insulting; social exclusion; and note-writing) and aspects of their relationships with peers, teachers and parents and their feelings about school. Data were drawn from the Longitudinal Study of Australian Children, a nationally representative sample following the development of 10,000 children and families from all parts of Australia. We explored various aspects of boys' and girls' relationships with peers, teachers and parents, and how the quality of these relationships varied by the number of types of unfriendly behaviours the children had experienced. Some factors emerged in describing differences in the prevalence of being picked on, with victimisation more apparent among children from families with lower access to social and economic resources; children living in lone-mother rather than two-parent families; Indigenous children; children with a disability; and overweight or obese children. This research showed how the quality of children's relationships with peers, teachers and parents was related to the number of types of unfriendly behaviours the children had experienced. Children who had been picked on reported lower levels of parental and teacher attachment than those who had not. This was true for boys and for girls. The importance of providing both teacher training and parent information to help children deal with these situations is fundamental to efforts to reduce school bullying.

Individual Research Paper (Paper #190)
The Respect Ambassador Program: Delivering training in respectful relationships and bystander response in the school setting
KAHHAN, N. (Nirodah), ZAPPA, P. (Nirodah), KATIFORIS, R (Nirodah), COCKER, D. (Nirodah), & CROOKS, M. (Victorian Women's Trust)
NKahhan.Nirodah@gmail.com

The Respect Ambassador Program (RAP) was funded by the Victorian DEECD as part of the Bully Stoppers Grants Program to assist educators in teaching respectful relationships and bystander response. The goals of the study were to develop/evaluate program materials, and, assess program effectiveness, fidelity and acceptability. This research has implications for school systems at the national/international level where targeting bullying has become a governmental imperative. Participants included 2+ staff from 5 schools and their Year 5 students. Staff were paired with community facilitators for delivery. Program components emphasized art, drama, physical education, technology and mindfulness across didactics. Following training, facilitator teams led a 5-week intervention in their schools, followed by a community engagement Family Night. Facilitators were assessed pre/post-program, and following each session. Students were evaluated pre/post-program, and with weekly one-question surveys. Parents/caregivers were evaluated at Family Night. Key outcomes included: program satisfaction, reliability of delivery, facilitator efficacy/satisfaction, and rates of victimisation and prosocial support from the Social Experiences Questionnaire (SEQ; Crick & Grotpeter, 1996). 261 students (50% male; M=10.69 years old; 71% Australian, 3% ATSI) participated. Pre-program, 33% and 20% of students reported experiencing bullying in the last year or month, respectively, compared to 31% and 19% post-program (29% and 17% from parent report). Pre-program, the majority of students (29%) felt "teachers" were most important in stopping bullying, compared to "students" (39%) post-program. Overt and covert victimisation slightly decreased (1.87-1.68 and 2.19-2.08, respectively) while prosocial support increased (3.77-3.89) on the SEQ pre to post-program. Student exit surveys indicated high understanding of key program components (87-99% agreement). Student satisfaction was high (4.09-4.24/5). Facilitator feedback was neutral-positive (3-5/5) across measures. 64% of schools indicated that they intended to teach RAP to future cohorts. Parent knowledge of RAP components was moderate-high (55-97%), however, parental use of relevant DEECD materials was low (8.5-27.6%) Parental satisfaction was high (98.5-99.2%). After

incorporating changes based on program experiences/feedback, RAP will be disseminated to additional schools in Australia/USA in 2014. Enhanced support/training of school facilitators and less direct intervention from outside contractors, especially in successive cohorts after initial delivery, will hopefully improve program sustainability.

Concurrent Session 6D, Ballroom 3, 1 October 2014, 4:30pm – 4:45pm

Individual Research Paper (Paper #256)
Indonesian primary school teachers' perceptions on students' academic help-seeking behaviour
SURYARATRI, R. (Charles Darwin University), & SHAW, G., (Charles Darwin University)
ratnadyah.suryaratri@cdu.edu.au

Many students encounter academic difficulty when they are trying to understand new materials and undertaking in-school tasks. When students face these issues, it is useful for their learning if they are first aware of the need for assistance. Seeking academic help when students facing difficulties is considered to be an adaptive behaviour. Students that engaged in such academic help-seeking will be more able to solve similar problems where they need academic help in the future. However, many studies have found that some students are reluctant to seek academic help. Today, Indonesian education system is undertaking a paradigm shift from teacher centred approaches to student centred learning approaches. Under this new paradigm, student has a much more central role in the processes of learning. Therefore, teachers need to be able to encourage students' activity in learning processes including asking for academic help when they need it. The general purpose of this research is to gain a better understanding about the nature of academic help-seeking in academic settings in Indonesia. This study aims to investigate the Indonesian primary schools teachers' perceptions on students' academic help-seeking behaviour. Twenty one teachers from five primary schools in Jakarta participated in individual interviews or focus group interviews in this study. Data analysis using QSR NVIVO 10 software involves coding of data sets into different main themes and examining them for linkages, relationships and exemplars were used in this study. Results indicated that teachers hold the beliefs that students' academic help-seeking is an important behaviour and that it is their obligation to promote this behaviour in the classroom. However, teachers also identified factors that may support and inhibits students' academic help-seeking. By understanding teachers' attitudes, beliefs and behaviours towards their students' academic help-seeking behaviour, this study hopefully can increase teachers' awareness of the important of academic help seeking behaviour. Also, help teachers to provide conducive learning environment to promote students' academic help-seeking in the future.

Concurrent Session 6D, Ballroom 3, 1 October 2014, 4:45pm – 5:00pm

Individual Research Paper (Paper #209)
Planning and Problem Solving in Young Children with Specific Language Impairment
ABDUL AZIZ, S. (The University of Western Australia), FLETCHER, J. (The University of Western Australia), & BAYLISS, D. (The University of Western Australia)
abduls11@student.uwa.edu.au

Children with Specific Language Impairment (SLI) have been shown to have impairments in executive functioning including planning and problem solving which is linked to the ability to use language to mediate planning. This cross sectional study examined the planning and problem solving ability during the Tower of London (TOL) in young children with SLI compared to their Typically Developing (TD) Peers. Children were further divided into subgroups of children with and without hyperactive behaviours, as hyperactivity has been linked to poorer planning ability. SLI children were recruited from Language Development Centres and TD children were selected from primary schools within the same area. Ninety one SLI and eighty one TD children across three grade levels (Kindergarten, Preprimary and Year 1) aged 4-7 years participated; 31 SLI and 11 TD children had hyperactive behaviours. The mechanical version of the TOL was administered individually. Children's scores, number of moves and rule breaks on the TOL were analysed in an ANCOVA with nonverbal IQ as a covariate. There were significant differences in planning and problem solving ability between SLI and TD children $F(1,165)= 25.18$, $p<.001$, $\eta p2=0.132$ with SLI children showing poorer planning and problem solving ability. There was also a significant difference across the grade levels

$F(2,164)=19.98$, $p<.001$, $\eta p2=0.195$ with Kindergarten children performing lower than Preprimary children and Preprimary children performing lower that Year 1 children on the TOL. There was a significant main effect for behaviour group (hyperactive, not hyperactive), $F(1,167)= 5.34$, $p=.022$, $\eta p2=0.03$, with non-hyperactive children performing better than hyperactive children however this main effect was moderated by a significant language group (SLI:TD) x behaviour group (hyperactive: not hyperactive) interaction, $F(1, 167)=4.77$, $p=.03$, $\eta p2=0.03$, indicating a differential effect of behaviour group within the SLI and TD group. This shows that having SLI and hyperactive behaviours have a greater negative impact on the TOL than having SLI only. This study points toward the need for behaviour and executive functioning assessment in the early years of schooling for children with SLI.

Concurrent Session 6D, Ballroom 3, 1 October 2014, 5:00pm – 5:15pm

Individual Research Paper (Paper #69)
Non-suicidal self-injury: An evaluation of a training program developed for secondary school education professionals

BRESLAND, L. (ACAP) & HEARD, R. (USyd)
leebresland@hotmail.com

Research studies exploring non-suicidal self-injury (NSSI) prevalence rates in secondary schools estimate that between 13% - 21% of adolescents report having engaged in NSSI behaviours on at least one occasion. Despite non-suicidal self-injury (NSSI) being prevalent among adolescents in secondary schools, little training has been developed to equip education professionals with knowledge and skills to respond to students engaging in NSSI. This study aimed to develop, deliver and evaluate a training workshop specifically designed for secondary school education professionals in Sydney. Questionnaires were administered before and after the training to assess changes in participants' perceived knowledge of and attitudes about NSSI and, at post only ratings of usefulness of the training program for practice. Paired t-test analysis suggested average knowledge of NSSI scores were significantly higher post training workshop ($M = 4.29$, $SD = 0.45$) than before ($M = 3.47$, $SD = 0.78$, $t(69) = 10.64$, $p = <0.001$). On average attitude scores were highly significantly higher (i.e. more accepting attitudes) post training workshop ($M = 3.95$, $SD = 0.45$) than before ($M = 3.78$, $SD = 0.48$, $t(69) = 2.96$, $p = 0.004$). Additionally the majority (88.6%) of participants rated the workshop experience highly (scale of 1-10, 10 = highest). Study results demonstrated that participants reported feeling more knowledgeable and better equipped to support and respond to students engaging in NSSI. The study provides important preliminary results and future research is required to further test the training workshop using a larger study sample and including a control group.

Concurrent Session 6D, Ballroom 3, 1 October 2014, 5:15pm – 5:30pm

Individual Research Paper (Paper #107)
Emotion in pre-service teachers: Relations among self- and observer-reports on classroom videos and voice parameter analyses.

DONNELLY, J., (Psychology, School of Health and Human Sciences, Southern Cross University), PFIEFFER, L. (Psychology, School of Health and Human Sciences, Southern Cross University), WOOLCOTT, G. (School of Education, Central Queensland University), YEIGH, T. (School of Education, Southern Cross University) & SNOW, M. (School of Education, Southern Cross University)
jim.donnelly@scu.edu.au

Video-based reflective practices have long been part of teacher education. Frequently the feedback or focus is about content or organisation of the material, but enhancing one's level of emotional mindfulness has also been suggested as a means to improve performance in teaching and a speaker understands of how they may be perceived by the audience. The affective component of teaching has been argued to be a key predictor of pupil engagement. The effects of emotion on vocal expression is apparent in everyday speech but can also be characterised by using voice analysis software (PRAAT). The aim of the current research was to inform reflective practice and test links among various indices of emotional state in pre-service teachers (PSTs) giving lessons to school children. Participants were 54 PSTs in teacher training at 3 regional universities. Participants worked in small

groups and alternated between being the Teaching PST and Observing PST. Several emotion measures were used in repeated measures designs. Teaching PSTs completed the Positive and Negative Affect Schedule (PANAS) before and after each lesson. Emotion checklists completed by Teaching and Observer PSTs for segments of recorded lessons were evaluated to determine the level of individual emotions and profiles of blended emotions. Observer PSTs also rated the affect of Teaching PSTs during the lessons. The points of concordance and disparity between the Teaching and Observer PST ratings were used to inform the reflective exercises overseen by mentor teachers. The affect/emotion ratings were also used to help characterise various voice parameters (e.g., fundamental frequency, intensity variability) as calculated by PRAAT software. Preliminary results indicate that the method for recording emotion during teaching was feasible and did not intrude significantly on the classroom. Concordance between Teaching and Observing PST reports was not always high but the discussions about differences were considered fruitful in terms of assisting reflection. The similarity between PANAS scores and ratings of emotion for teaching segments was also variable. Our voice analyses to decode emotion effects indicated that laboratory reports about emotion-parameter links may not apply well to recordings in naturalistic settings that evoke blended and fluid emotional reactions.

Concurrent Session 6E, Harbour View 1, 1 October 2014, 4:00pm – 4:15pm

Individual Research Paper (Paper #226)
Presumed causes of depression and their association with attitudes towards depression in a community sample

ISAAC, F. (Cairnmillar Institute), & Di BENEDETTO, M. (RMIT University)
fadia.isaac@hotmail.com

Understanding personal beliefs about causes of depression may influence beliefs about the efficacy of various treatments for depression. The study investigated whether causes of depression related to attitudes towards depression and previous depression. Participants completed a demographic questionnaire, the Depression, Anxiety and Stress Scales, and questionnaires that measured beliefs about causes and attitudes towards depression. There were 52 females and 14 males with a previous diagnosis of depression, (M = 35.22, SD = 13.33) and 86 females and 49 males with no depression (M = 30.69, SD = 12.48). Standard multiple regressions determined predictors of attitudes to depression and its treatment. For both groups, biological causes of depression predicted self-stigma and psychosocial causes of depression predicted negative attitudes towards antidepressants. In those with no previous depression, combination of causes of depression predicted seeking help, trusting mental health professionals and self-stigma, and biological causes of depression predicted negative attitudes towards antidepressants. In the depressed group, biological causes of depression predicted seeking help and trusting mental health professionals. The findings have implications for both public education about the causes of depression and more importantly treatment preferences for people with depression. Further research is needed to determine if attitudes change following first-time depression.

Concurrent Session 6E, Harbour View 1, 1 October 2014, 4:15pm – 4:30pm

Individual Research Paper (Paper #342)
Checking in Obsessive-Compulsive Disorder: An examination of the interrelation of prospective memory, dysfunctional beliefs and confidence in memory

KONG, P. (Australian College of Applied Psychology), & HARRIS, L.M. (Australian College of Applied Psychology)
Peiling.kong@my.acap.edu.au

Previous research has reported that Obsessive Compulsive Disorder (OCD) checking is associated with poorer performance on an event-based, but not a time-based, naturalistic prospective memory task in subclinical (Cuttler & Graf, 2007) and clinical (Harris, Vaccaro, Jones, & Boots, 2010) samples. This pattern of performance is somewhat surprising, as factors that impact differentially on time-based and event-based prospective memory tasks usually result in poorer performance on time-based tasks, and it has been suggested that the opportunity to check the time on the time-based tasks used in these studies may have eliminated this effect (Harris et al., 2010). The present study aimed to extend this research by considering the extent to which these findings are specific to the naturalistic tasks

used in the earlier studies, and by examining the contribution of opportunity to check, confidence in memory, importance of tasks and dysfunctional beliefs to task performance. Individuals selected for high and low scores on the Vancouver Obsessive Compulsive Inventory (VOCI) checking sub-scale were randomly assigned to conditions where checking of the time was possible or not on a naturalistic time-based prospective memory task. All participants also completed matched event-based prospective and retrospective memory tasks, and questionnaires measuring confidence in memory, dysfunctional beliefs, importance of tasks, and memory failures. The results indicated that event-based and time-based prospective memory failures were associated with greater dysfunctional beliefs, lower confidence in memory, and increased frequency of checking, but not perceived importance of tasks. The findings have implications for understanding factors that contribute to the development and maintenance of OCD checking.

Concurrent Session 6E, Harbour View 1, 1 October 2014, 4:30pm – 4:45pm

Individual Research Paper (Paper #89)
Fear of evaluation and social anxiety
SLUIS, R. (Griffith University), & BOSCHEN, M. (Griffith University)
rachel.sluis@griffithuni.edu.au

Aim: Social anxiety disorder (SAD) is a debilitating psychological disorder characterised by excessive fears of one or more social or performance situations, where there is potential for evaluation by others. A recently expanded cognitive-behavioural model of SAD emphasizes that both the fear of negative evaluation (FNE) and the fear of positive evaluation (FPE) contribute to enduring symptoms of SAD, which represent distinct valences of social evaluation that may serve separate and adaptive goals. Research also suggests that socially anxious individuals may show biases toward threat relevant stimuli, such as angry faces. However, contrary to early findings, when socially anxious individuals are tested under conditions of social-evaluative threat, researchers have provided evidence that the anxiety-related attention bias found is avoidance of threat and happy faces when compared to neutral faces. Therefore, we examined whether FPE mediates the relationship between social anxiety and an attentional avoidance of positive facial stimuli, and whether FNE mediates the relationship between social anxiety and an attentional avoidance of threatening facial stimuli.
Design: We used a cross-sectional design. By employing a more sensitive and commonly applied technique for studying attentional biases, the current study utilised a pictorial version of the dot-probe task in order to examine the hypotheses.
Method: 38 undergraduates with moderate to high levels of social anxiety were tested in groups and advised that they would be required to deliver an impromptu speech that would be video recorded and rated for it's quality in order to induce social performance anxiety. All participants completed measures relating to social anxiety experiences, and then completed an assessment of attentional bias using the dot-probe task. Each pair of photographs presented during the computer task comprised threat-neutral, happy-neutral, and threat-happy face pairs.
Results: Social anxiety was associated with attention threat bias. Conditions were satisfied for only one mediation model, indicating that the relationship between social anxiety and attentional avoidance of threat was mediated by FPE but not FNE.
Conclusion: These findings highlight the importance of FPE as well as FNE in social anxiety. They have clinical implications for treatment of SAD, as well as models of social anxiety.

Concurrent Session 6E, Harbour View 1, 1 October 2014, 4:45pm – 5:00pm

Individual Research Paper (Paper #77)
Disgust, needle fears, and mutilation fears in the prediction of fainting symptoms in blood-injection-injury phobia
BOSCHEN, M.J. (Griffith University), & MACALPINE, R. (Griffith University)
m.boschen@griffith.edu.au

Aim: Fainting in response to phobic stimuli is rarely seen outside blood-injection-injury (BII) phobia. Additionally, the phobia-relevant stimuli categories appear to have different relationships with fainting. Importance of disgust in relation to BII has been theorised, with disgust interacting with fear, however results have been inconsistent. Differences in the fear/faintness relationship also appear to exist. Previous research has suggested that disgust may affect faintness indirectly via BII fear, however

different types of faintness or stimuli have not been differentiated. The current study examined whether blood or needle stimuli have differential importance in the prediction of different fear/faintness subgroups, and whether disgust affects fainting directly or indirectly.

Design & Method: A total of 132 individuals participated, ranging in age from 16 years to 73 years. Participants were recruited from individuals presenting for blood collection at local pathology clinics

Results: Logistic regression analyses indicated that disgust was not predictive of any of the fear/faintness groups. Needle fears differentiated fearful from non-fearful groups, and mutilation fears differentiated fainting from non-fainting groups. Individuals experiencing both fear and faintness were higher in both mutilation fears and needle fears, and lower in anxiety, than non-fearful non-fainters. Disgust had an indirect-only path to fainting via mutilation fears but not via injection fears.

Conclusion: These results appear to suggest that mutilation stimuli are more likely to result in a fainting response than needle stimuli, regardless of whether the person is fearful or non-fearful.

Concurrent Session 6E, Harbour View 1, 1 October 2014, 5:00pm – 5:15pm

Individual Research Paper (Paper #27)
Forget the DSM: Clinical psychology's own problem taxonomy
BAKKER, G. (School of Medicine, University of Tasmania)
gary.bakker@bigpond.com

The publication of DSM-5 has prompted the Division of Clinical Psychology of the BPS to criticize its negligible clinical utility and theoretical contribution even to psychiatry, but much more so to psychology, and to call for a 'paradigm shift' in clinical psychology away from psychiatry's focus on the diagnosis of mental disorders. But if 'clinical psychological problems' are no longer to be equated with diagnosed psychiatric 'mental disorders', then what are they, and can we develop an alternative systematic taxonomy of them? When the universal, essential, measurable differences between transitory, ubiquitous, negative emotional states, behaviours, and cognitive phenomena (which do not warrant clinical intervention) and persisting, negative, psychological-level states of affairs ('clinical psychological problems' warranting intervention) are observed, most of the disorders listed in DSM become defined by the presence or operation of one or more 'problem-maintaining circles'(PMCs) of psychological-level causal elements. Almost all evidence-based models of psychopathology centre on such PMCs. Identification and definition of 'clinical psychological problems' via the assessed presence and operation of psychological-level PMCs will: (a) Provide the called-for 'paradigm shift'; (b) Enable the development of psychology's own taxonomy of clinical psychological problems; (c) Which will offer vastly greater clinical utility and theoretical relevance to what psychologists actually do in clinical practice, which is not to diagnose-and-prescribe, but to case formulate and intervene at a psychological causal level; And (d) restore the alignment of research away from "Which manualised therapy cures which diagnosed mental disorder?" to "Which therapy will help this person with this (PMC-based) clinical psychological problem?"

Concurrent Session 6G, Chancellor Room 6, 1 October 2014, 4:00pm – 5:30pm

Symposium (Paper #189)
Foundations of evidence-based practice in undergraduate psychology education
REECE, J. (Australian College of Applied Psychology)
john.reece@acap.edu.au

As scientist-practitioners, there is an imperative for psychology academics to embrace evidence-based practice when implementing and evaluating educational innovations for undergraduate psychology students. In this area, evidence-based practice consists of more than the evaluation of educational interventions—the theoretical underpinnings of these interventions require just as much research attention. In this symposium, four presentations that address essential theoretical aspects of undergraduate psychology education will be offered. Academic resilience is an important predictor of retention, timely completion and academic achievement. Kimberly Norris explores the construct of academic resilience by examining a range of predictors of resilience, along with the moderating effect of age. Her findings have implications for the structure and content of academic resilience programs. Shirley Morrisey's presentation provides data on an important study that integrates students' perceptions of the notion of "senses of success" with psychological literacy in an attempt to inform more work-ready curriculum outcomes. This study has a strong theoretical grounding from two

sources: Alf Lizzio's model of evolving success, and the Psychology Graduate Attributes that are now so central to student learning. Zoe Hazelwood's presentation focuses on an ongoing problem: How to engage students and provide quality learning opportunities in a tertiary environment in which class sizes continue to grow, and undergraduate psychology courses—particularly at first year—are becoming more diverse. Zoe's quasi-action research methodology employs a wide range of data sources to inform her outcomes. Finally, I will be presenting a model that outlines an instructional framework for the teaching of research methods to undergraduate psychology students. Undergraduate research methods presents a range of teaching and learning challenges, and this model is presented as a tool to guide both curriculum content and assessment.

Presentation 1:
Integrating psychological literacy and senses of success in psychology students
MORRISEY, S. (Griffith University), O'DONOVAN, A. (Griffith University), EATON, R. (Griffith University), HAWKES, A. (Griffith University), MURPHY, K. (Griffith University), HOOD, M. (Griffith University), HAMILTON, K. (Griffith University), FARRELL, L. (Griffith University), WEINBRECHT, T. (Griffith University), ELLUL, M. (Griffith University), LIZZIO, A. (Griffith University)
s.morrisey@griffith.edu.au

There are serious questions for psychology educators regarding what students really understand about the value of their undergraduate psychology degree, and the extent to which these degrees prepare students for the workplace. Recent media reports have suggested that a psychology degree is one of the most over-rated degrees available with less than 70% of graduates working in the field of psychology. At Griffith University Alf Lizzio developed the 'Five senses of evolving success model" which is designed to help academics develop School/Department based strategies to enhance the experience of undergraduate students across the whole student lifecycle. We contend that this model is consistent with the philosophy outlined in recent publication relating to 'psychological literacy' and fits well as a framework for ensuring that Psychology Graduate Attributes are attained. This paper presents work in progress that the School of Applied Psychology at Griffith University, Australia is currently undertaking to integrate the senses of success, with the notion of psychological literacy in an attempt to provide a more developmentally appropriate and coherent undergraduate program, and one that prepares graduates more adequately for the workforce. Data on 208 students' perceptions of the senses of success and understanding of psychological literacy will be presented.

Presentation 2:
Motivational predictors of academic resilience.
NORRIS, K. (University of Tasmania)
Kimberley.Norris@utas.edu.au

University students face ongoing challenges and pressure throughout the course of their study. Academic resilience is defined as students' capacity to cope with those chronic stressors that pose a major threat to long-term academic success. The present study examined the effect of five motivational predictors of academic resilience as proposed by Martin and Marsh – self-efficacy, persistence, planning, low uncertain control and low anxiety – in a sample of university students. It looked at the moderating role of age in this relationship, comparing differences between school leavers and mature-aged students. Participants comprised 466 undergraduate psychology students (337 females, M_{age} = 25.11) who completed a brief version of the Motivation and Engagement Scale University-College (MES-UC) and Academic Resilience Scale (ARS). Results show that adaptive components of the MES-UC scale were positively related to academic resilience. The moderating effect of age in these was significant for self-efficacy, planning and persistence, whereby this effect was more pronounced for mature-aged students. These results suggest that interventions to increase academic resilience in university students should focus on enhancing adaptive aspects of motivation and behavioural engagement, and this is particularly important for older university students.

Improving student engagement with learning opportunities in large, multidisciplinary first-year units
HAZELWOOD, Z. (Queensland University of Technology)
z.hazelwood@qut.edu.au

In an environment where class sizes in foundation psychology courses are growing larger and the cohort is more diverse, identifying ways to improve student engagement is becoming more immediate. Adopting a quasi-action research approach, we aimed to explore the actions needed to improve student engagement with learning opportunities in a large, multidisciplinary first-year interpersonal skills unit. After observing and reflecting upon student feedback and unit evaluations, the teaching team hypothesised that a lack of engagement was driving student satisfaction down. The first planning phase involved undertaking semi-structured interviews with award-winning academics (*n* = 6) from large Australian universities who have improved student engagement in a context relevant to ours. Using this data, we identified the importance of *relevance* as a key factor for student engagement and it became the focus of the implemented changes, including changes to unit content, lecture style, and unit assessment. Being action research, the project is ongoing but further observation and reflection will be undertaken throughout semester 1.. Student evaluations, tutor feedback and additional student feedback will be accessed at the conclusion of the semester to determine the extent to which these changes in relevance improved student engagement and satisfaction. Results will be discussed in terms of what the changes were, whether they were seen to improve student engagement, and what future action cycles will need to address.

Presentation 4:
An instructional model for the teaching of research methods to undergraduate psychology students.
REECE, J. (Australian College of Applied Psychology)
john.reece@acap.edu.au

There is a substantial body of research demonstrating that research methods is the component of a psychology undergraduate degree that many students (a) fear the most, and (b) enjoy the least. One strategy for helping to reduce this so-called "stats anxiety" is to provide effective, sound pedagogical models and frameworks for guiding curriculum development, course content, and assessment. Much university teaching takes place within a theoretical and conceptual vacuum, and there is often no macro-level educational framework employed by academics to guide instruction and learning. Contextualising the learning experience within such frameworks has multiple benefits that will be discussed in this presentation. With this background, a hierarchical model for teaching research methods to undergraduate psychology students will be presented. This model varies from other models in this area in terms of both depth of detail, and in its emphasis in the importance of the skills of "research thinking" and "researching consuming", which are often given scant attention—at least in terms of direct instruction—in undergraduate research methods courses. In addition to describing the model, examples of both curriculum materials and assessments derived from the model will be described.

Poster Viewing Cocktail Session 2, Federation Ballroom, 1 October 2014, 5:30pm – 6:30pm

Poster Presentation (Paper #336)
Be the Hero! Violence prevention programming and its delivery in schools with Aboriginal and Torres Strait Islander students
KAHHAN, N. (Nirodah), **ZAPPA, P.** (Nirodah), Cocker, D (Nirodah), CROOKS, M (Victorian Women's Trust)
NKahhan.Nirodah@gmail.com

Be the Hero! (BTH) is a free web based violence prevention program that addresses men's violence against women. Developed by the Victorian Women's Trust in 2008 to educate young men about domestic violence, BTH has been delivered by NIRODAH staff to numerous groups throughout Australia. Recent funding in 2013 from the Department of Education, Employment and Workplace Relations allowed for delivery of BTH into 12 schools with a recognised ATSI presence. Be the Hero! is a cutting edge bystander education program that incorporates multimedia as a key teaching

pedagogy in violence prevention, using interactive activities and role plays. Be the Hero! provides youth with information about: types of violence; violence against women and gendered violence; myths and statistics; being an active/safe bystander; and, local resources available. Participants included students from 12 qualifying schools across Victoria. Students were evaluated pre/post-program. Key outcomes included: program satisfaction; knowledge and attitudes regarding violence and resources; and, rates of violence, victimisation and prosocial support from the Revised Peer Experiences Questionnaire (PEQ: De Los Reyes & Prinstein, 2004; Prinstein, Boegers, & Vernberg, 2001). 729 students (70.5% male; M= 14.94 years old; 22.6% Australian, 30.6% unreported, 5.6% ATSI) participated. Receipt of Covert, Overt, or both Covert and Overt Victimisation in the last 12 months was reported by 20.4%, 7.6%, and 22.9% of students respectively. Receipt of Overt Victimisation and Prosocial Support was reportedly lower than Overt Aggression and Prosocial Support towards others, whereas receipt of Relational and Reputational Victimisation was reportedly higher than Relational and Reputational Aggression towards others. Pre to Post knowledge of program components increased 16.2-24.7%. Awareness of local resources increased by 20.1% pre to post program. Student satisfaction was high, ranging from 4.38-4.42/5. Be the Hero has been refunded for the 2014 school year for an additional 12 schools with a recognised ATSI presence, with an emphasis on delivery to schools in rural areas. Future program development will need to emphasize updating multimedia components and enhancing training materials to increase sustainability via a train the trainer model of program translation.

Poster Presentation (Paper #92)
Anxiety among older Australians: Coping strategies and the mediating effect of resilience

LI, W. W. (James Cook University), & MILLER, D. J. (James Cook University)
wendy.li@jcu.edu.au

Aim: The primary objective of this study is to assess the relationship between coping strategies, resilience and anxiety among older Australians. In particular the study aims to assess whether resilience mediates the relationship between coping and anxiety.
Design: A survey was used to measure the variables of interest. Multiple forms of coping (proactive coping, reflective coping, strategic coping, preventive coping, instrumental support seeking, emotional support seeking and avoidance coping) were measured with the Proactive Coping Inventory (Greenglass, Schwarzer, Jakubiece, Fiksenbaum & Taubert, 1999). Resilience was measured with the Resilience Scale (Wagnild & Young, 1993). The anxiety scale of the Clinical Assessment Scales for the Elderly Form S (Reynolds & Bigler, 2001) was used to measure anxiety.
Method: Participants were recruited through clubs and community groups in Brisbane, Sydney, Melbourne and Townsville. A total of 302 participants responded to the survey (175 females and 127 males). Participants ages ranged from 50 to 93 (M = 64.7, SD = 10.05). Peason's correlations and bootstrapped multiple regression analyses was used to analyse the data. Baron and Kenny's (1986) method of assessing mediation effects was employed to evaluate the mediating effect of resilience.
Results: Resilience was found to positively correlate with all forms of coping, apart from instrumental support seeking. Resilience was also found to negatively correlate with anxiety. Significant negative correlations were found between proactive coping and anxiety and strategic planning and anxiety. Mediation analysis revealed resilience to be a very strong mediator of the relationship between proactive coping and anxiety among older Australians.
Conclusion: The study highlights the complicated and multifaceted nature of the relationships between forms of coping, resilience and anxiety among older Australians. It also highlights the importance of understanding and promoting resilience among older people.

Poster Presentation (Paper #330)
Investigating the mechanisms of mindfulness: Nonattachment and repetitive negative thinking

PICKERING, D.A. (University of Wollongong), LOVEGROVE, W. (University of Wollongong), & ROODENRYS, S.J. (University of Wollongong)
dap810@uow.edu.au

The efficacy of mindfulness meditation-based interventions for reducing psychological distress and symptoms is well documented. Less in known, however, about the mechanisms of action through which mindfulness achieves its salutary outcomes. The primary aim of this thesis was to investigate an insight-based model of mindfulness involving a mechanistic pathway of nonattachment and repetitive negative thinking (RNT). A secondary aim was to observe the effects of Mindfulness-Based

Stress Reduction (MBSR) on several psychological health outcomes. The investigation consisted of two studies. The first was a cross-sectional analysis of 153 undergraduate psychology students in which participants completed online self-report measures of trait mindfulness, nonattachment, RNT (rumination and worry), and psychological distress. Mediation analyses revealed that mindfulness influenced RNT via nonattachment, and nonattachment influenced psychological distress through RNT. Furthermore, a path analysis demonstrated good overall fit of the model to the sample data. These findings support the theory that decreased habitual reactions of attachment or aversion to cognitions, emotions, or sensations, mitigates elaborative RNT, which in turn reduces psychological symptoms. A key limitation of this study was the cross-sectional design, which precluded any conclusions regarding the causal nature of the relationships observed. Consequently, the second study conducted was a controlled quasi-experimental trial of an 8-week MBSR program. The intervention participants (N = 34) were sourced from Openground MBSR courses, and control participants (N = 33) from the University of Wollongong Recreation and Aquatic Centre (URAC). Both groups completed the same measures as in study 1 at pre and post time points. Results showed that participants completing MBSR training demonstrated significant improvements in all outcome measures relative to the control group. Mediation analyses of change scores supported the mechanistic role of RNT but not nonattachment in the therapeutic effects of mindfulness. Accordingly, it is suggested that the change mechanisms associated with mindfulness therapies may be different from the psychological processes underlying the positive outcomes of trait mindfulness (i.e. study 1). This research has theoretical implications in the integration of Buddhist and Western understandings of mindfulness, and clinical implications in terms of improving treatment specificity.

Poster Presentation (Paper #301)
Aligning the old with the new: Incorporating hedonic and eudemonic factors to understand well-being
SLACK-SMITH, J. (USQ), & **MACHIN, T**. (USQ)
wellnessclinicalpsychology@gmail.com

Although useful, the sole focus on personality dispositions and affect in explaining the variance in depressive and anxiety related symptoms has been considered of limited scope with the current study drawing upon Self-Determination Theory (SDT) to investigate the contribution of self-regulatory behaviour and motivation, over and above personality and affectivity, to the prediction of depression and anxiety symptomatology. Secondly, this study aimed to evaluate psychological health beyond symptom-oriented outcomes and incorporated Satisfaction with Life (SwL) and Psychological Well-Being (PWB) as outcome variables to enhance our conceptual understanding of psychological health beyond the alleviation or absence of suffering. The data were collected from a student sample (N = 605) using a web-based survey, which was predominantly female (76.9%) and aged between 18 and 29 years (50.5%). Firstly, a structural model of extraversion, neuroticism, controlled motivation, autonomous motivation, positive affect, negative affect, anxiety, and depression was evaluated using Amos with the model explaining 35% and 64% of the variance in anxiety and depression, respectively. While substantiating personality as an integral component of the model describing the development of these symptoms, we should not limit our understanding to these alone, with the inclusion of autonomous and controlled motivation similarly yielding noteworthy results suggesting their incremental worth and involvement. Secondly, the anxiety and depression variables were exchanged for the positive psychology variables with this structural model accounting for 34% and 67% of the variance explained in SwL and PWB, respectively. Moderation effects were identified across gender and age with differences in the strength of specified associations noted as a function of these variables. When seeking to understand, explain, and facilitate eudemonic well-being, flourishing, and enrichment, personality and affect are important, while efforts to enhance autonomous motivation are strongly encouraged. When interpreting the results of the current study it must be noted that the modified models represent only an approximation of the causal processed involved in the prediction of the outcome variables, whereby achieving model fit does not assure the inclusion of all pertinent variables. Inherent in cross-sectional research is the inability to assert causality, and thus a clear direction for future research is to replicate these patterns of association over time.

Psychometric properties of the causes of depression scale in a community sample

ISAAC, F. (Cairnmillar Institute) DI BENEDETTO, M. (RMIT University)
fadia.isaac@hotmail.com

The aim of the paper was to evaluate the psychometric properties of a new scale for exploring beliefs about causes of depression (CD) in a community sample. Beliefs about causes of depression may influence the type of treatment individuals prefer: pharmacological, psychotherapy or other. However, this area of research has been neglected and scales are limited to measure such beliefs. A 15-item questionnaire was developed to explore different beliefs about causes of depression; including biological, social, psychological, and environmental and a combination of causes. 203 participants took part in this study. Their ages ranged from 18 to 77 years (M = 32.2, SD = 12.9). 63 were males, and 140 were females. Participants completed a demographic questionnaire, the CD, and the *Depression,* Anxiety and Stress Scales (DASS). Cronbach's alpha and principal components analysis (PCA) were conducted to assess the dimensionality of the CD items. Cronbach's alpha for biological causes was .53, for psychosocial causes was .69, and for combination causes was .76. The PCA revealed the presence of three components that explained 18.74%, 14.63 %, and 10.33 % of the variance, respectively. A weak positive correlation was observed among the three factors, with factor 1 and 2 showing the strongest correlation (r = .08). The three component solution explained 43.30% of the variance. The first factor included items that emphasize recognition that depression can be ascribed to a blend of biochemical, social and psychological causes. Factor 1 was labelled "Combination Causes of Depression". The second factor included items that ascribe depression to social, family, and environmental dynamics. Factor 2 was labelled "Psychosocial Causes of Depression". The final factor included items that ascribe depression to biological, genetic, medical, and chemical sources. Factor 3 was labelled "Biological Causes of Depression." Although limitations are mainly associated with the limited number of items on each factor and the low Cronbach's Alpha for some of the subscales, this is a promising start in this field. More research is needed in testing the scale with individuals with depression.

Family Violence Offender Intervention Program (FVOIP): an evaluation

NORRIS, K. (University of Tasmania), & **SALE, N**. (University of Tasmania)
Kimberley.Norris@utas.edu.au

The study aims to investigate the effectiveness of the Tasmanian Family Violence Offender Intervention Program (FVOIP); a court mandated program on shifting attitudes and reducing abusive behaviours of family violence offenders referred to the program. It will further investigate the attitudes of Probation Officers who work in a case management capacity with the offenders referred; examining their understanding of FVOIP and their experience of the program coinciding with behavioural and attitudinal shifts with their clients. The research design will be a repeated measures design; looking at pre and post attitudes of offenders referred. These comparisons will demonstrate whether FVOIP has had a positive effect on behaviour, attitudes towards women, their offence and spousal assault. Participants who have been referred to FVOIP are required to complete an Abusive Behaviour Inventory (ABI), Revised Attitudes Towards Offences Scale (RATOS) and The Inventory of Beliefs about Wife Beating (IBWB) both pre and post referral FVOIP. The scores of approximately 20 male offenders referred to FVOIP will be used comparatively to determine whether there are changes in self-reported attitude and behaviour towards their partners. The Probation Officers who work with this group and ensure compliance with FVOIP will complete a custom developed measure regarding their attitude towards FVOIP and their experience/belief in relation to the program assisting shift attitudes relating to minimisation, denial and responsibility. The data will be analysed with ANOVAs to examine differences in the inventory scores both pre and post program participation. Additionally, multiple regression analyses will be used to identify predictors of change in attitudes of offenders. Data collection is ongoing. Conclusions will be determined upon completion of data collection and analyses.

Poster Presentation (Paper #81)

Biopsychosocial factors associated with resilience in multiple sclerosis

BLACK, R. (The University of Adelaide), & DORSTYN, D. (The University of Adelaide)
rebecca.black@student.adelaide.edu.au

Background: Multiple Sclerosis (MS) is a chronic, neurodegenerative condition that can have devastating physical, cognitive, and psychosocial effects. Despite these adverse consequences, the majority of diagnosed individuals adapt positively to the disease, displaying stable psychological and social functioning. However, this process of successfully adjusting to significant adversity, or resilience, remains under researched in the MS literature. Aim: To develop and test a holistic model of resilience. Methods: A cross-sectional sample of 196 adults with MS completed an online survey distributed predominantly through non-government service providers. Structural equation modelling was used to examine the unique and joint contribution of disability-specific and psychosocial variables to the resilience process. Results: Three direct contributors to resilience were noted: positive affect (β = .40) and self-efficacy (β = .29) enhanced resilience, whereas negative affect (β = -.14) impeded resilient coping. The remaining variables - fatigue, physical independence, and social support - had indirect associations. The model, overall, accounted for 44% of the variance in resilience scores. Conclusions: It follows that rehabilitation interventions for individuals with MS would benefit from incorporating cognitive behavioural therapies to enhance the psychological resources and abilities that can build resilience, and, in turn, assist individuals in adjusting positively to the consequences of MS. Replication of the study's findings with a larger sample is required to confirm the generalizability of these results. Future longitudinal research would also allow an examination of resilience trajectories, and potentially other contributors to the resilience process, over time.

Poster Presentation (Paper #234)

Focusing on the personality: A first attempt at reducing female sexual objectification

SCHREVER, C. (University of Melbourne)
Carly.schrever@gmail.com

The sexual objectification of women is a pervasive social phenomenon, which involves viewing or treating women both as objects (objectification) and as less than fully human (dehumanisation). There is now considerable evidence that is it damaging to women's physical, mental, and emotional wellbeing and negatively influences how they are seen and treated by others. Previous social psychological research has focused on the psychological mechanisms underpinning sexual objectification, but no study has directly investigated how people's tendencies to sexual objectify may be reduced. The present study provided a first attempt, by exploring whether priming people to focus on women's personalities, as opposed to their physical appearance, decreases their tendency to objectify a subsequent sexualised target. Eighty-two participants (67 female) completed a mindset-priming task in which they viewed images of 10 well-known women and wrote about each woman's personality, appearance, or were given no specific instructions (control). Their subsequent levels of implicit objectification (associations of female words with human, object and animal words) and explicit objectification (denial of mind, moral status, and humanity) were then tested. Contrary to prediction, there was no effect of mindset on either implicit or explicit objectification. These findings suggest that sexual objectification may be relatively robust to mindset manipulations – and more closely linked to target features, or to stable individual difference factors of the perceiver. Implications for future research aimed at reducing sexual objectification are discussed.

Poster Presentation (Paper #55)

Young women's construction and subjective experiences of their post-cancer fertility

DRYDEN, A. (Centre for Health Research, School of Medicine, University of Western Sydney), USSHER, J. (Centre for Health Research, School of Medicine, University of Western Sydney), PERZ, J. (Centre for Health Research, School of Medicine, University of Western Sydney)
a.dryden@uws.edu.au

Young women diagnosed with cancer often face compromised fertility as a result of their treatment. However, little is known about young women's constructions and experiences of their fertility post-cancer, or their interactions with healthcare professionals in discussing fertility concerns. Previous research has adopted a biomedical model of fertility and utilised hypothetico-deductive research methods, which has not allowed for full exploration of women's subjective experiences. This study

aimed to address this gap in the research literature by exploring young women's subjective experience and construction of their fertility post-cancer, and their discussions of fertility with healthcare professionals, from a social constructionist epistemology. Semi-structured one-to-one interviews were conducted with 8 women aged 18-26 across a variety of cancer types including breast and brain tumours, leukaemia, lymphoma and sarcoma. Foucaultian Discourse Analysis identified three subject positions associated with fertility concerns: 'Inadequate woman: Accepting the motherhood mandate'; 'Adequate woman: Resisting the motherhood mandate'; and 'Survival of the fittest: Woman as genetically defective'. Implications for subjectivity included feelings of inadequacy, fear and devastation; feeling undesirable to romantic partners due to compromised fertility; and feelings of guilt and worry about passing on cancer-positive genes. For the majority of participants, motherhood was constructed as an essential component of what they wanted to accomplish in their lives. Alterative pathways to motherhood (i.e adoption, egg donation) were constructed favourably by the majority of participants, although some constructed these options as inferior to biological motherhood. In describing healthcare professional interactions, women adopted the positions of 'Satisfied patient'; 'Passive patient'; or 'Resisting the passive patient position'. Accounts of inadequate information provision were associated with feelings of anger and frustration, whereas feeling adequately informed was associated with satisfaction at being able to make informed decisions about fertility preservation. These results suggest that issues surrounding fertility were important to this group of cancer survivors, and that compromised fertility can negatively impact on the subjectivity of young women with cancer. As such, the results reinforce the importance of the provision of information about fertility by healthcare professionals amongst a demographic who remain underserved in the area of reproductive health.

Poster Presentation (Paper #129)
Exploring pathways to well-being in Asian oncology patients: The roles of mindfulness and resilience
LEUNG, V. (National University of Singapore)
u0900823@nus.edu.sg

Previous efficacy studies of mindfulness-based treatments (MBTs) in integrative cancer care have documented their potential for improving well-being (Baer, 2003). Yet, the specific mechanisms through which being mindful influences these positive health outcomes are not well understood. Mindfulness has been conceptualized as contributing to resilience— a capacity to withstand adversity that was present in domains of psychosocial adaptation among oncology patients (Costanzo et al., 2009). Thus, we hypothesized that resilience would mediate the relationships between mindfulness and aspects of well-being. The present sample consisted 138 patients (70% females, M age = 50.74, SD = 9.21) within three months of being diagnosed with cancer, who were undergoing active medical treatment in outpatient oncology clinics of a general hospital in Singapore. Participants completed validated measures of trait mindfulness (FFMQ-SF; Bohjmeijir et al., 2011), trait resilience (RS-14; Wagnild 2009), psychological well-being (HADS; Zigmond and Snaith, 1983), and physical well-being (ESAS; Bruera et al., 1991). We employed a bootstrapping approach to test for indirect effects in the mediation models. The results of our study showed that, as expected, resilience partially mediated the relationship between mindfulness and psychological well-being (95% CI [-.37, -.11]); but not for physical well-being (95% CI [-.85, .17]). Further, several of the facets contributed independently to aspects of well-being: Describing ($r = .34$, $p < .001$) and non-reactivity ($r = .28$, $p < .01$) were associated with anxiety and depression, while non-judging ($r = .32$, $p < .001$) was associated with symptom severity. In line with past efficacy studies, the present findings suggest that mindfulness approaches can benefit patients with psychological distress and different mechanisms underline the therapeutic actions of mindfulness on health outcomes for oncology patients. Specifically, mindfulness's influences on psychological health are partly accounted for by increases in resilience. In contrast, resilience does not seem to account for mindfulness's influences on physical health. Prospective data is necessary to ascertain the directionality of these relationships as alternate models (e.g. resilience influencing the likelihood of being mindful) cannot be ruled out. Future research should continue to explore the clinical perspective of mindfulness and its implications on psychotherapeutic interventions for oncology patients.

The experience of the anxious patient in a student dental clinic
CALTABIANO, M (James Cook University), & CROCKER, F. (James Cook University), & PAGE, L. (James Cook University), & SPITERI, J. (James Cook University), & HANRAHAN, L. (James Cook University), & CHOI, R. (James Cook University), & SKLAVOS, A. (James Cook University)
marie.caltabiano@jcu.edu.au

Dental anxiety and fear have been found to play a central role in the avoidance of dental treatment. The prevalence of high dental fear in Australian adults is approximately 16%, which has implications for appointment cancellations, impaired health outcomes and heightened perceptions of oral pain. The current study examined the self-reported responses of new patients seeking treatment at a student dental clinic. The Modified Dental Anxiety Scale (MDAS) was used to measure anxiety levels prior to and post appointment. Data was also collected on the type of procedure undergone, and on clinical factors which influence the levels of apprehension experienced by patients. Clinical factors included time length of appointment, clinical environment, interpersonal skill and clinical ability of the student, supervisor presence, client participation in the procedure (holding suction). Participants totalled 102, 56 male, 43 female. The majority of patients visited the clinic for non-invasive procedures such as first check-up and intra-oral x-rays, scale and clean, and diagnostic pulp testing. Complex treatments were primarily defined as those that required a local anaesthesia injection. The mean MDAS score from the pre-treatment questionnaire was 1.92 (SD=1.15), in comparison to the post-treatment mean score of 1.23 (SD=0.64). Using repeated measures ANOVA, there was a significant effect for time (pre/post treatment), calculated using Wilks' Lambda=.25, $F_{(1,100)}$ = 39.28.17, $p <$ .0005, multivariate partial eta squared = .282. Post survey results showed that the "Interpersonal Skills of the Student" and "Clinical ability of the student" were most often cited as making patients less anxious (50% and 40.2% respectively); with the time length of the appointment being cited by 11.8% of patients as making them more anxious. Females had a higher mean score for MDAS than males and reported significantly higher levels of anxiety for the specific treatment of "Scale and Polish". Bivariate regressions indicated that type of treatment received did not predict post MDAS anxiety. The complexity of treatments received by the participants is a limitation to this study, as third year undergraduate students, who are unable to practise the full scope of dental procedures, primarily treated the participants.

Effect of maternal smoking in pregnancy and childhood on child and adolescent sleep outcomes to 21 years: A birth cohort study
O'CALLAGHAN, F. (Griffith University), MAMUN, A. (The University of Queensland), O'CALLAGHAN, M. (The University of Queensland), SCOTT, J. ((The University of Queensland & Queensland Health), NAJMAN, J. (The University of Queensland)
f.ocallaghan@griffith.edu.au

Introduction: Sleep is related to various aspects of mental, cognitive and physical wellbeing in children and adults (World Health Organization, 2004). There is abundant evidence of the adverse consequences of sleep problems on individuals including attention problems (O'Callaghan et al., 2010), neuropsychological problems (Gregory, 2009), emotional and behavioural problems (Wong et al., 2009), daytime functioning and quality of life (Stepanski, 2002). The effects of maternal smoking during pregnancy have also been studied extensively, with exposed children being at greater risk of a range of adverse outcomes (Ernst et al., 2007), some evident even in adulthood, for example nicotine dependence (O'Callaghan et al., 2009). More recently studies have suggested an association between maternal smoking in pregnancy and sleep problems in children (Beebe et al., 2012). If confirmed and the relationship persisted, this could potentially be an important mechanism contributing to adolescent and young adult sleep problems and their associated morbidity. We examined the effects of maternal smoking in and after pregnancy from birth to 14 years, on later child sleep from 5 to 21 years.
Methods: This was a prospective, community-based birth cohort study involving 7223 women who delivered a live, singleton child in Brisbane, Australia between 1981 and 1983. Women were recruited at the first antenatal visit. There were 2765 participants with complete data seen at 5, 14 and 21 years of age. Offspring sleep problems were reported by mothers at 6 months, 5 and 14 years and by youth at 14 and 21 years. Youth snoring was reported by mothers at 14 years and by youth at 21 years.
Results: After adjustment for confounding, three sleep measures were independently associated with maternal smoking. Maternal smoking was associated with walking/talking in sleep and nightmares at

14 years. With the addition of 14-year mental health, walking and talking in sleep remained significant. Youth-reported trouble sleeping at 14 years was associated with maternal smoking at other times, although not in pregnancy.

Conclusion: Maternal smoking during and after pregnancy was associated with an increased prevalence of walking and talking in sleep at 14 years. Given the associations between walking in sleep and aggression or serious injury and additional consequences of reduced sleep quality on daytime functioning, this finding has potentially serious clinical implications and warrants further investigation.

Poster Presentation (Paper #362)

Treating neuroborreliosis symptoms with behavioural habit reversal methodology followed by Eriksonian hypnosis

RAYNOR-BROSNAN D. (The Stress Clinic of Hobart)
draybros@internode.on.neT

In this case study neuroorreliosis symptoms were treated using the combination of behavioural habit reversal methodology followed by Eriksonian hypnosis.

A professional woman reported a past history of multiple symptoms following tick bite: severe sweats, flushes, heart palpitations, spasm (treated with epilum) and bladder urgency. Ultrasound procedure showed the bladder with increased fill rate of 100ml in 10 minutes. Lyme disease, previously discounted due to demographics was considered after several years of illness. A long-term course of antibiotic (bicillin) was undertaken but calf muscle fasciculation, self-doubt from uncertainty of diagnosis, and interference of activities from bladder irritation remained. Diazepam for the anxiety and fasciculation's over 12 months led to diminished mental alertness. Clonazepam was provided and she was referred to a health psychologist for strategies for depression and suicidal ideation. She described the bladder irritation and vigilance as her main disempowering symptom requiring voiding at intervals ranging from 2 minutes to 20 minutes which for 2 years had severely impinged on efficacy in all areas of life created financial stress. Her suspicion of spirochaete activity upon bladder filling led to regular unpleasant thoughts and images. Intervention involved Habit Reversal Training strengthened by integrating Eriksonian hypnosis to deal with the high level of mental images of spirochaete activity within the bladder. The problem (thought/mood/physical) had abated by 90% after several sessions. At 12 month follow up she was comfortable with 4 hours between toilet stops tested by European bus trip. Mood remained positive and quality of life was high at 18 month follow up. This case study is one example of beneficial combination of logical deductive and imagery methods.

Poster Presentation (Paper #96)

A review of organisational design research: Implications for psychological research

XIAO, T. (Australian Institute of Psychology), & NEAL, A. (The University of Queensland)
tania.x@aipc.net.au

Organisational design, the arrangement of dimensions in a work system, has seen a resurgence of research interest (Van de Ven, Ganco, & Hinings, 2013). However, since the late 1960s, organisational theorists have shifted focus from social science to business considerations (Barley & Kunda, 2001). Given the increasingly competitive and demanding nature of the global economy, it is critical that psychologists advocate for organisational designs that consider the needs of workers. We reviewed recent literature on organisational design in order to identify key areas that could be enhanced by psychological research. The terms *organization* design OR organisation* design* were entered into the Web of Science database for a title search which resulted in 1897 papers. Refinement by Timespan (2000-2014), Categories (Management, Business, Psychology, Psychology Applied, Psychology Multidisciplinary, Ergonomics, Public Administration), and Document Type (Articles, Proceedings, Reviews) resulted in a reduced number of 241 papers. Further refinement by excluding papers not directly about organisational design and papers for which we did not have full version access resulted in a further reduction down to 115 papers. Additional articles from three special issues and articles from six issues of the new *Journal of Organisational Design* were included, resulting in a total of 172 papers for evaluation and analysis. In conclusion, the organisational design literature was found to be complex and heterogeneous, involving numerous theoretical perspectives, which made it difficult to synthesise. Overall, there are interesting shifts away from overly reductionist and theoretical approaches to more holistic, creative and design-oriented approaches. Nevertheless,

three major tensions remain: (a) quantitative versus qualitative research, (b) noun versus verb interpretations of *organizational design*, and (c) macro versus micro organisational processes. Related to these tensions, three key areas needing psychological attention were identified: (a) elucidating the relationships between human organizing behaviours and organisational designs, (b) developing methods for collecting quantitative and qualitative data grounded in organizing work practice, and (c) conducting cross-level research to study the links between organizing work practice and macro-organisational outcomes. By contributing to these areas, psychological research can help develop both worker-friendly *and* productive organisational designs.

Poster Presentation (Paper #203)
Inclusion versus elimination: The effect of decision strategies on free-report performance

MOREY, S. (Flinders University)
more0075@flinders.edu.au

Academic multiple-choice tests such as the Scholastic Aptitude Test (SAT) are based on a system of responding known as free report, which allows students to omit answers that may be incorrect to avoid penalties for errors. For students sitting such tests, the ability to discriminate correct from incorrect answers (metacognitive monitoring) is critical for successful free-report performance. Recent research has found that the decision strategy used to select answers on a multiple-choice task can influence monitoring ability. Therefore, the aim of this study was to investigate the relationship between decision strategy and free-report performance. Specifically, I examined whether a strategy based on inclusion (selecting the most plausible answer) could produce superior performance on a free-report task to one based on elimination (eliminating the least plausible answers) through enhancing metacognitive monitoring. Ninety-nine undergraduate students were randomly assigned to use either an inclusion or an elimination strategy to complete a multiple-choice general knowledge task under free-report conditions. The dependent measures were the changes in memory quantity (the proportion of original information correctly reported) and memory accuracy (the proportion of correct reported answers) from forced to free report, along with metacognitive monitoring. Decision strategy had a small, albeit non-significant, effect on the forced-to-free-report increase in accuracy and this effect was mediated by monitoring ability. However, decision strategy did not influence the drop in quantity from forced to free report. These findings suggest that the decision strategy employed to complete a free-report multiple-choice test has little effect on task performance, despite influencing monitoring ability.

Poster Presentation (Paper #219)
Effect of social defeat stress on cognitive flexibility and ERK signalling in PFC of rats

WANG Q. (Peking University) & **WANG W.** (Chinese Academy of Sciences), & **SHAO, F.** (Peking University)
wangq0221@pku.edu.cn

The impairments of cognitive flexibility associated with the prefrontal lobe dysfunction are increasingly recognized as one of the major components in the etiology, pathophysiology of depression and antidepressive treatment. With recent strategies of behavioural modelling of depression supporting expansion beyond "pure" depression domains, experimental models based on targeting these plus cognitive domains represent further important directions of research. Although social defeat stress has been widely used as a model of depression, the effects of social defeat on cognitive flexibility are still unclear. It has been shown that the interactions between monoaminergic system and prefrontal cortex are involved in the modulation of cognitive flexibility. However, it remains uncertain which downstream molecular events affected by neurotransmitters are critical to their effects on cognitive function. The present study aims to investigate the effects of social defeat stress and ERK signal pathway in prefrontal cortex on cognitive flexibility of rats. We established a social defeat stress model and examined the effect of social defeat on different cognitive components in Attentional Set-shifting Task (AST), a model adapted from human-based cognitive task, called Wisconsin Card Sorting Test (WCST). Then the expressions of extracellular signal-regulated kinase (ERK), cAMP response components combined with protein (CREB) and brain derived neurotrophic factor (BDNF) in prefrontal cortex were determined using Western Blotting assay. The results showed that social defeat stress induced deficits of cognitive flexibility, characterized by the impairment of reversal learning (REL) and extra-dimension shifting (EDS) in AST. Social defeat exerted differential effects on ERK1/2 proteins and their phosphorylation levels in the different sub-regions of prefrontal cortex. These results

indicated that social defeat stress induced cognitive disturbances both in REL and EDS. The effects of Stress on cognitive functions and signal molecules suggested that ERK exerted complex effects on different cognitive components depending on the places of action. CREB and BDNF had a consistent response to stress but different from ERK. Further studies are needed to identify the effects of above proteins on stress-induced cognitive impairment and upstream signalling molecules. All these findings promote the understanding on potential signalling pathway underlying stress-induced deficits of cognitive function.

Poster Presentation (Paper #157)
Living with face-blindness: an Interpretative Phenomenological Analysis case study
BARHAM, A. (University of Otago), TREHARNE, G.J. (University of Otago), & SNELL, D. (University of Otago)
anna.barham@postgrad.otago.ac.nz

There is a lack of qualitative research into the lived experience of prosopagnosia ('face-blindness'). The aim of this case study was to explore the lived experience of a person with prosopagnosia. The research question was: What is it like to have prosopagnosia within the context of daily functioning and family life? Interpretative Phenomenological Analysis (IPA) was chosen as the methodology because it allows a rich, in-depth analysis of an individual's experiences and the meanings they ascribe to those experiences. The case study participant is a woman ('Gudrun') with difficulties in face- and location-recognition consistent with a diagnosis of prosopagnosia and topographagnosia, which developed in adulthood. 'Gudrun', who was known to the first author through social networks, was interviewed using a semi-structured format and an audio-recording was made. Ethical approval was given for the study and written informed consent was obtained before the interview. IPA was performed on the verbatim transcript of the interview. 'Gudrun's' interpretations of her experiences fell into two broad themes of growing understanding and developing self-efficacy: moving (1) from having a frightening disorder to having a fascinating eccentricity; and (2) from being an embarrassed failure to being an empowered educator. Firstly, 'Gudrun' found the experience of getting "hopelessly lost … really quite scary" and disempowering, but she soon took a scientific perspective of "picking up on this and trying to find instances of it", examining her own cognitions, and reading relevant literature. A "brain scan" showed "absolutely nothing wrong". Secondly, she initially felt "like it was a fault, that I wasn't making enough effort" to recognise people or find her way around. Her family still sometimes tease, or forget her condition until she asks for help. After receiving a diagnosis her self-efficacy increased. She has learned techniques to manage her difficulties and has a "patter" she "trots out" to teach others about her condition. This study raises questions about the development of prosopagnosia/topographagnosia in adulthood without evident traumatic injury. 'Gudrun' provides a case study example of living with and managing prosopagnosia/topographagnosia that is now being built upon in a larger qualitative study of individuals with similar experiences.

Poster Presentation (Paper #75)
BOSS (Basic Orthographic Syllable Structure) and letter-position coding.
BROWNING, C. A. (Macquarie University).
catherine.browning@mq.edu.au

Visual word recognition studies have shown that transposed-letter nonwords, generated by transposing two letters within the word (e.g., JUGDE), are perceptually similar to the basewords from which they were derived (JUDGE). Whilst various models successfully account for this "transposed-letter similarity effect" in terms of ambiguity of letter-position coding, they make the simplifying assumption that words are simply a series of letters, giving little regard to their internal structure. Taft and Krebs-Lazendic (2013) established that the internal structure of a polysyllabic word, specifically its Basic Orthographic Syllable Structure (BOSS) (Taft, 1979), moderates letter-position coding. They suggested this effect was due to the knowledge of the syllable structure of stored lexical representations. The present study aimed to test the possibility this effect instead reflected a segmentation process that applied to any polysyllabic string, whether lexical or not. A same-different task, which does not require lexical access, was employed to adjudicate between these ideas. In Experiment 1, a lexical decision task and a same-different task were compared using Taft and Krebs-Lazendic's (2013) word stimuli. This experiment replicated the pattern observed by Taft and Krebs-Lazendic (2013) in both the lexical decision task and same-different task, suggesting that lexical access is not required to demonstrate the effect observed by Taft & Krebs-Lazendic. In Experiment 2,

a same-different task tested whether the effect would be observed using nonword stimuli (not represented in the lexicon) generated from the words used in Experiment 1. Here, the type of internal structure did not moderate the transposed-letter similarity effect in nonwords. Thus, the moderation of transposed-letter similarity effect was found using a same-different task with word stimuli, but not with nonword stimuli. A tentative explanation is suggested in which the segmentation processes are guided not just by the orthographic syllable structure, but also by an additional cue, namely morphological structure.

Poster Presentation (Paper #79)
Procedural accounts for cross-species differences in decision making: Practice, and reward timing

MARCHANT, A. (The University of Newcastle), & BROWN, S. (The University of Newcastle)
mathew.marchant@uon.edu.au

This study investigated human-monkey differences in decision behaviour. In cognitive science, quantitative models are used to examine the processes that underpin elementary judgement. For decades, these models have accurately described human decision making under the assumption that people exercise a constant level of caution as they evaluate available choices. However, recent research has shown that this assumption does not hold in non-human primates. Unlike humans, monkeys exhibit less caution as time passes during a decision. It is proposed here that this discrepancy might not be species-related, but might instead arise due to differences in the length and design of human and non-human studies. Monkeys receive extensive practice in decision tasks where, on each trial, the reward for a correct response is not delivered until at least one second has elapsed from stimulus onset. To investigate how these conditions affect human behaviour, 15 participants were provided with 10 hours of practice in a motion discrimination task. The sample was also divided into three groups where a minimum trial length of zero, one, or two seconds applied. As hypothesised, individuals displayed decision behaviour that gradually resembled that of monkeys as they became more practised. Also as predicted, this development was most evident in the one and two second conditions. It is concluded that procedural factors may underpin cross-species differences in decision making, and that non-human research methods might compromise the generalisability of findings to humans.

Poster Presentation (Paper #105)
Unconscious plagiarism in music: Source monitoring and domain-relevant expertise

RAINSFORD, M. (University of Tasmania), & **PALMER, M. A.** (University of Tasmania),
& PAINE, G. (Arizona State University).
Miriam.Rainsford@utas.edu.au

Unconscious plagiarism occurs when another person's idea is retrieved from memory, but is remembered as being one's own. This study investigated whether a three-stage paradigm used to test plagiarism in verbal tasks could be replicated in music, and whether improving or imagining others' ideas increased plagiarism. In addition, the effect of domain-relevant expertise on plagiarism was investigated. Participants were 18 Expert, and 18 Amateur musicians. Participants used a computer program to generate six melodies, and listen to 18 computer-generated melodies. Eight of the melodies were then improved, and 8 imagined by rating the melody. Following a 24 hour retention interval, participants returned to recall their own melodies, generate new melodies, and complete a recognition test. Substantial amounts of plagiarism were found, but the hypothesis that improvement would increase plagiarism was not supported on recalling melodies. When generating new melodies, however, improvement significantly increased plagiarism in comparison to control. In the recognition test, improved and imagined melodies were plagiarised to a significantly greater degree than control. Contrary to expectations, expertise did not reduce plagiarism in any task. The results suggest that, as for verbal tasks, improvement increases plagiarism, but imagery appears equally likely to result in unconscious plagiarism in music.

Poster Presentation (Paper #78)
Effect of familiarity and hemisphere on metaphor comprehension
TEOW, T. (Murdoch University)
t.teow@murdoch.edu.au

Aim: Current psycholinguistic literature has used stimuli with uncontrolled confounds and definitional inconsistencies (Kasparian, 2013). The current study examined the effect of familiarity and hemisphere on metaphor comprehension, controlling factors such as literal plausibility, sentential context, difficulty and decomposability.
Design: The experiment utilised a divided visual field, lexical decision task in a repeated-measures design; a single cohort of 41 individuals underwent a number of independent variables including stimuli (literal, familiar metaphorical, unfamiliar metaphorical) and both hemispheres. The dependent variables were reaction times (RTs) and error rates.
Method: Using a divided visual field paradigm, 41 right-handed undergraduate participants performed a computer-based lexical decision task where reaction times and error rates were recorded. Participants were primed by literal, familiar metaphorical and unfamiliar metaphorical sentences, as well as a baseline neutral condition. Priming effects were then calculated.
Results: Significant effects were found for familiarity and hemisphere for RTs, errors and priming. Literal conditions were significantly faster to process and more accurately responded to than familiar metaphorical conditions, which were then faster and more accurate than unfamiliar metaphorical conditions.
Conclusion: There was an overall processing advantage of the LH over the RH in reaction times, errors and priming effects, supporting both Federmeier's (2007) predictive/integrative and Giora's (2003) graded salience hypotheses. An integrated model combining both hypotheses is discussed, which holds promise as a framework for future research.

Poster Presentation (Paper #300)
Using warnings to reduce categorical false memories in younger and older adults
CARMICHAEL, A., (Brandeis University), & GUTCHESS, A., (Brandeis University)
amc@brandeis.edu

Past literature has extensively explored the pervasiveness of false memories using paradigms of semantically related words, such as the DRM paradigm. These paradigms prime participants to remember a novel item that is semantically related to items presented in a list, despite never being presented. Many strategies to reduce semantic false memory production in younger and older adults have been explored, with warnings about the prevalence of these false memories before encoding among the most success. Categorical memory errors are a type of semantic false memory that have been shown to occur with high incidence in younger adults. The current study explored whether warnings could reduce the incidence of categorical false memories in both younger and older adults. Participants were informed that they would be studying a series of word pairs, and in addition half of the younger and older adults were warned about the pervasiveness of categorical errors. All participants then studied a series of word pairs, half of which were categorically related and half unrelated. After encoding the word pairs, participants were presented with the first word of each pair and attempted to recall the corresponding word from the pair. Responses were coded as correct, blank or by the type of error made. Participants in all conditions accurately recalled more categorically related items than unrelated items but also produced more categorical false memories than any other type of memory error. In addition, both younger and older adults given a warning before encoding made significantly less categorical errors than those without a warning. These findings suggest that although categorical memory errors appear to be a pervasive type of memory error in both younger and older adults, warnings are effective at preventing this type of memory error in adults.

Poster Presentation (Paper #138)
High school subject selection in depression related cognitive tests
QUINN, Z. (James Cook University), MITCHELL, D. (James Cook University), ANSCOMB, H. (James Cook University), & BAUNE, B (University of Adelaide)
zane.quinn@my.jcu.edu.au

Aim: To investigate the effect of high school subject selection on cognitive tests relevant to young adults with depression. It was hypothesised that young adults (17-35) who studied advanced

mathematics rather than ordinary mathematics would perform significantly better on cognitive tests associated with problem solving such as Card Sort (perseverative errors) and Tower of London.

Design: Cross-sectional design with purposive sampling. Purposive sampling was used to target young adults who had experienced depressive symptoms.

Method: Thirty seven young adults (M=20.05 years, SD=2.97; 28 female, 9 male) studied advanced mathematics and 78 young adults (M=20.19 years, SD=3.61; 57 female, 21 male) studied ordinary mathematics. Participants were classified as either the "advanced mathematics" group: scored at least one high achievement (B grade) with no fails in advanced mathematics A, advanced mathematics B, physics, or chemistry; or the "ordinary mathematics" group who studied ordinary mathematics in their senior year at high school. Participants completed a battery of cognitive tests and semi structured interviews to determine depression severity and disorder classification.

Results: Advanced mathematics group had significantly less: perseverative errors (p=.009), participants with depression (p=.004), depression severity (p=.002), anxiety severity (p=.015), number of depressive episodes (p=.035), and intelligence measure (p=.027) than the ordinary mathematics group. Other cognitive tests where the advanced group performed significantly better than the ordinary mathematics group included word recall trial 1 (p=.001), trial 2 (p=.036), and trial 3 (p=.023). A logistic regression with bootstrapping was run and demonstrated that perseverative errors (p=.016) as well as word recall trial 1 (p=.001) were still significant predictors of mathematics group when co-varied with an intelligence measure, depression and anxiety variables.

Conclusion: Young adults who studied advanced mathematics had significantly fewer perseverative errors than young adults who studied ordinary mathematics even when controlling for differences in depression. School subject selection should be included in depression studies to better evaluate whether it is a mediating factor for perseverative errors which are considered a possible trait cognitive deficit for depression.

Poster Presentation (Paper #90)
The "home" advantage in the FA Cup final

ALLEN, M. S. (University of Wollongong)
mark_allen@uow.edu.au

There is now considerable evidence that game location (home or away) contributes to performance outcomes in sport (Allen & Jones, 2014, *CDPS, 23,* 48-53). The psychological study of the home advantage demonstrates that travel fatigue contributes to negative mood states and poor performances of away teams (Goumas, 2014, *JSMS, 17,* 119-123) and that home advantage effects are moderated by team ability (Allen & Jones, 2014, *IJSEP, 12,* 10-18). This archival study explored the contribution of travel and team ability to success in the FA Cup final. The FA Cup final is an ideal competition to explore travel effects (over relatively short distances) as the competition final attracts a full (or near full) capacity stadium with seat allocation divided equally between the two sets of supporters (audience effects eliminated), the competition is played on a neutral ground (familiarity and territoriality effects eliminated) and there are no competition rules to favour any one team (competition rules eliminated). Data were collected on league position and absolute road distance (from home ground to game location) for winners and runners-up in 131 Cup finals (plus 14 replays) contested between 1872 and 2012. Binary logistic regressions were used to explore whether success in the FA Cup final (win vs. loss) could be predicted by road distance, team ability (league position), year of competition, and the interactions between these variables. A significant interaction of league position and competition year demonstrated that team ability has become an important contributing factor to team success but only in recent years (*b* = -.439, *SE* = .227). Also, the outcome of the competition final was related to the interaction of road distance and competition year (*b* = -.555, *SE* = .211), such that teams travelling greater distances have been less successful in recent years (an effect that was unconditioned by team ability). In short, this study provides evidence that road distance between teams' home stadium and competition stadium is related to victory/defeat in the FA Cup final.

Poster Presentation (Paper #91)
Personality and swing velocity in golf

ALLEN, M. S. (University of Wollongong), McCARTHY, P. J. (Glasgow Caledonian University), & GREENHALGH, A. (Middlesex University)
mark_allen@uow.edu.au

People differ substantially in their gross and fine motor abilities. There is emerging evidence that between-person differences in movement responses relate to components of personality (Tolea et al., 2012, *IJBM, 19,* 382-390) and that personality has an important role in both short-term behaviours and long-term success in individual and team sport activities (Allen et al., 2013, *IRSEP, 6,* 184-208). However, the contribution of personality traits to critical movements in sport remains unknown. In this study, we explored how personality traits relate to club-head velocity during the golf swing. Competitive golfers ($n = 72$, mean handicap = 12.12 ± 6.59) were asked to complete a measure of personality (Gosling et al., 2013, *JRP, 37,* 504-528) and perform a series of golf swings using a 5-(medium) iron and driver (1-wood). Participants used their own clubs and were informed to swing naturally and not to focus on the velocity sensor or the presence of the researcher. The data collection phase involved participants taking five swings with their number 5-iron and five swings with their driver. The order of which was counterbalanced across participants. Club head velocity was measured using a microwave Doppler radar velocity sensor (SSRTT364), and weather variables (temperature and wind-velocity) were measured using an LCD digital gauge anemometer (GM8908). After controlling for temperature and wind-velocity, we found that the personality dimensions of extraversion and agreeableness related to mean anterior velocity of the driver but not the 5-iron. These effects were however explained by relative age differences, such that older golfers (that show a slower swing velocity) tended to be more agreeable and less extraverted. We were therefore unable to reject our null hypothesis that critical movements in sport are unrelated to the personality of the individual sportsperson.

Poster Presentation (Paper #158)
Can the theory of academic resilience and academic buoyancy be empirically validated?

CHAN, A. (University of Tasmania), & NORRIS, K. (University of Tasmania)
chingc@postoffice.utas.edu.au

Martin and Marsh (2008a) argue that there is a difference between academic resilience and academic buoyancy. They state that academic resilience is correlated with chronic underachievement, acute and intense adversity whilst academic buoyancy is correlated with "daily" or acute hassles or stress, such as poor performance on an academic task. However, to date there is a lack of empirical evidence to support this theory, particularly in tertiary settings. The current study aims to test Martin and Marsh's (2008a) claim that academic resilience and academic buoyancy are separate constructs that can be differentiated based on student demographics, behaviours, and cognitions. Approximately 300 university students will complete the Motivation and Engagement Scale (MES), Academic Resilience Scale, Academic Buoyancy Scale and a purpose-designed questionnaire assessing the demographic factors that Martin and Marsh claim differentiate between academically resilient and buoyant individuals. Consistent with Martin and Marsh's theory, it is hypothesized that students with chronic stressors will report higher academic resilience whilst those with acute stressors will report higher academic buoyancy. It is further hypothesized that students identified as academically resilient will demonstrate high correlations with adaptive cognitions as measured by the MES whilst those identified as academically buoyant will have high correlations with adaptive behaviours as measured by the MES. Data collection is ongoing. Results and implications will be discussed.

Poster Presentation (Paper #273)
Staggered service learning placement effects on inter-professional health sciences learning outcomes

MPOFU. E. (University of Sydney), HOSSAIN, Z., (University of Sydney), MACKEY, M., (University of Sydney), MILLINGTON, M, (University of Sydney), WILKES-GILLAN, S. (University of Sydney), & CORDIER, R. (James Cook University)
elias.mpofu@sydney.edu.au

Aim: This study trialled a staggered service learning approach for effects on inter-professional learning of undergraduate students taking an inter-disciplinary rehabilitation counselling unit. The pedagogical innovation tested the feasibility and dependability of using only two community partners

for service learning placement in which the placement sites can take a limited number of students at a time. The implementation and learning outcomes evidence would inform service learning options in settings with fewer or low placement capacity partners for any reason.

Method: We used a quasi-experimental design was used to assign 32 students to community partner agencies that provide direct experiences with people with disabilities in their community leisure or home living activities. Half of the students took a delayed or staggered placement option. With the staggered learning approach, half of the students take their service learning the first half of the semester, with the remaining students taking their service learning the last half of the semester. This study design enabled an evaluation of growth in applied learning with early service learning placement experience (Group 1) as compared to delayed placement (Group 2)

Students completed a minimum of 34 hours of service learning with community agency partners in addition to weekly 2-hour classes and tutorials. For measures of inter-professional learning the student took a reflective case study examination. Small sample statistical approaches were used for the contrastive analysis of inter-professional learning outcomes by placement option.

Results: Comparative performance data on their reflective learning showed inter-professional learning outcomes to be similar with staggered placement; -suggesting service learning effects to be robust to community placement. Inter-professional learning outcomes of activity and participation preferences with disability, social inclusiveness, and civic or social responsibility were similar regardless of placement option.

Conclusion. A staggered placement approach is feasible for inter-professional learning with few a community partners strongly invested to support the service learning experience of the students.

Poster Presentation (Paper #259)

Challenges and changes in psychologist development experience: Links to extant literature

JOHNSON, T. (University of Tasmania), PATON, D. (University of Tasmania), & NORRIS, K. (University of Tasmania)
teganj@utas.edu.au

Aim: To examine the development of student psychologists into practitioners. Previous researchers have identified stages of change within this process; however this work is predominantly descriptive and does not link with the broader organisational and career development literatures required to establish a sound theoretical footing.

Design: Given the limited prior work, a qualitative grounded theory approach was adopted to understand the experiences of psychologists in training and develop this into a model "from the ground up" for comparison with extant literature.

Method: Interviews focused on participants' experiences and observations of the challenges, changes, helps and hindrances experienced within clinical training. Study 1 consisted of interviews with a sample of participants (10 participants) who were either in clinical psychology training, or were within five years of achieving full registration. Study 2 consisted of re-interviewing three participants from study 1 after gaining further experience thereby assessing change over time. Study 3 consisted of interviews with a second sample of students (four participants) in order to confirm or refute Study 1 findings and address potential cohort effects. Study 4 consisted of interviews with supervisors (two participants) in order to triangulate data. Study 5 consisted of a comparison between participant experience levels. A synthesis of results from studies 1 through 5 was then analysed and discussed.

Results: Results demonstrated an overarching theme of change, consistent with career development literature and were linked to broader literatures. Six stages were identified: pre-training, training, readiness to practice, entering the workforce, professional and experienced. Within these stages students engaged in tasks of: selecting a career; developing confidence, competence and a professional identity; changing beliefs about the self, the profession and others; changes in professional and personal behaviours; and development of autonomous practice. These tasks were influenced by previous experiences, beliefs/values, coursework, placement experiences and support. A model of psychologist development is presented.

Conclusion: Results supported a variety of theoretical models from multiple research domains including general career choice, career and cognitive development, self-efficacy and socialisation literatures, enabling links to be drawn between disparate fields, and locating the developing psychologists' experience within broader psychological theory.

Professional Practice Forum (Paper #192)
Psychology Board of Australia update on professional practice issues
GRENYER, B. (Psychology Board of Australia)
psychologychair@ahpra.gov.au

Background: The Psychology Board of Australia was established in 2010, and regulates the profession of psychology in the public interest.
Aims/Objectives: This professional practice forum provides an opportunity to hear from members of the Psychology Board of Australia on developments in 2014.
Method: Four papers present aspects of the Board's work. (1) Brin Grenyer: National issues in the regulation of psychology: workforce, statistics and developments in an international competency and examinations framework. (2) Mary Brennan: The Board has recently refreshed its philosophy and approach to managing complaints by the public, and the approach to managing advertising and social media issues. These developments and some recent cases are overviewed. (3) Jenn Scott: the Board has undertaken an extensive review of both intern programs including the recent release of the 5+1 guidelines and revisions to the 4+2 guidelines currently underway. The overall approach to this review is discussed, including the role of case studies and the examination. (4) Gina Geffen: a national approach to supervisor training has now been implemented and the overall approach and details of the implementation are provided.
Conclusion: The Board's work plan in 2013-14 aims to be responsive to its responsibility of guiding the profession and protecting the public.

Symposium (Paper #331)
Climate change and environmental threats symposium
RESER, J. (Griffith University)
j.reser@griffith.edu.au

Summary and rationale of the symposium
Five years ago Alan Kazdin, the President of APA, addressed a crucially important societal challenge for our profession in his Presidential address, 'Psychological Science's Contributions to a Sustainable Environment'. Global climate change was identified as a profound and urgent challenge that must be squarely met, and considerable investment was made by APA and its newly formed Taskforce on Psychology and Climate Change, resulting in a much-cited Taskforce Report and a special 2011 issue of the *American Psychologist*. The APS had also identified climate change as a daunting issue and challenge for Australia and the world in 2007, underscoring this concern with a formal Reference Group, position papers, government submissions, and conference symposia, among many other initiatives. Much has happened over the past decade, which clarifies and crystallises the crucial contributions which psychologists can and are making in the context of this societal challenge. The symposium speakers have each been very involved in applied psychological research addressing global climate change. Three of these speakers are Australian academics, each with long histories of undertaking applied work with strong environmental currency and relevance. Professor Elke Weber, from Columbia University in New York, has made many seminal contributions to decision making under risk, and to the past three decades of international work on the Human Dimensions of Global Environmental Change.
This symposium comes in the wake of the Fifth IPCC Working Group II Report on Climate Change Impacts, Adaptation and Vulnerability, and it seems entirely appropriate if not mandatory that we share our thoughts, and the nature and relevance of our own work, with other psychologists at this national conference. This is truly 'the Critical Decade' for Australia, indeed the world, in terms of a fleeting window for genuinely addressing those human impact considerations implicated in anthropogenic climate change. In addition to the behavioural and lifestyle changes required, and in any case imminent, there are myriad human impacts *of* this changing global environment on individuals, communities, and societies. Psychology has much to offer here. In particular coming to terms with climate change requires a clearer understanding of public risk perceptions, understandings, and other psychological (including behavioural) responses to climate change, and the powerful roles of *psychological adaptation* in coping with the ongoing threat and human impacts of climate change.

Presentation 1:
Psychology's contributions to climate change research and policy
WEBER, E. (University of Columbia, New York)
euw2@columbia.edu
Professor Elke Weber will address the symposium via a live link segment and a brief presentation, briefly outlining her own engagements with climate change research and policy, and what she sees as the most salient and consequential contributions of psychology to date, to both climate change science and climate change policy, and what are current critical needs which psychologists could prioritise. She will also comment on the relative successes and disappointments of the 2009 APA Task Force Report. Professor Weber was also in Australia in 2012, and will offer her observations on how public perceptions and responses to climate change in North America appear to differ to some extent from research findings in Australia.

Presentation 2:
The significance and influence of direct experience with climate change as contrasted with direct experience with extreme weather events: Implications and caveats
RESER, J. (Griffith University)
j.reser@griffith.edu.au
Current research has examined what significance and influence direct experience of extreme weather events might have for acceptance and adaptation to climate change. An argument increasingly made is that the nexus between extreme weather events and climate change is strong, there is a powerful climate change signal in these events in the public mind, and that powerful teachable moments are not being strategically utilised. However important matters and overlooked issues require serious consideration when emphasising commonalities between extreme weather events and the nature and implications of climate change. These include the nature and scope of acute extreme weather events, the ongoing and hybrid nature of the global changes and impacts of climate change, the respective and symbolic nature of these respective 'risk domains', the danger of trivialising what is a global 'disaster', and the strength of research findings suggesting that direct extreme weather experience positively influences acceptance of and adaptation to climate change. Risk communications, public engagement initiatives, and policy recommendations seeking to emphasise commonalities between extreme weather events and climate change will need to be firmly based on further research with respect to what may prove to be a challenging mix of strategic costs and benefits.

Presentation 3:
Preaching to different choirs: how to engage audiences that are alarmed, uncommitted, and sceptical about climate change?
HINE, D. W. (University of New England), **RESER, J**. (Griffith University), & PHILLIPS, W. (University of New England)
dhine@une.edu.au

Engaging the public about mitigating or adapting to climate change threats poses significant challenges for scientists, policy makers and others responsible for developing communication strategies. In response to these challenges, interest is growing in audience segmentation as a possible strategy to develop more effective communications that are tailored and targeted to subgroups of the public who share similar values, beliefs, behaviours and/or policy preferences about climate change. The presentation will outline the strengths and limitations of audience segmentation as a climate change communication strategy, and describe the results of a recent study that investigated how to tailor messages to more effectively engage Australians who are sceptical, uncommitted or alarmed about climate change.

Presentation 4:
Resilience and climate adaptation: an environmental psychology interpretation
ROSS, H. (The University of Queensland)
Helen.Ross@uq.edu.au
Resilience is a concept well known to psychologists, as emphasising the personal strengths and processes that assist some individuals to survive, even flourish, through crises that would have major impacts on others. Meanwhile ecologists have spent as many decades exploring the concept of ecological resilience, later expanded to the resilience of coupled social-ecological systems, and the

disaster management field has created a hybrid emphasising resilient infrastructure, the public's preparation and recovery from disasters, and more sharing of responsibility between the public and governments. This presentation offers an environmental psychology interpretation across these paradigms, to focus on the implications for climate change adaptation. It blends key environmental psychology ideas about the ways in which people interact cognitively and behaviourally with physical environments, and the ways those natural, farmed or built environments enable or constrain people's opportunities, with the contrasting social-ecological systems ways of thinking about such relationships. It illustrates with Queensland, Australian examples to show how these paradigms of resilience can combine to support communities, groups, individuals and governments in effective climate change adaptation.

Concurrent Session 7C, Ballroom 2, 2 October 2014, 8:30am – 8:45

Individual Research Paper (Paper #68)
The effectiveness of a community-based gambling help service on gambling severity, psychological and relational outcomes
PETCH, J. (Head of Research at Relationships Australia Queensland and Adjunct Researcher at University of Queensland, Brisbane Australia), TOMETZKI, H. (Relationships Australia Queensland), TURNER W, (Relationships Australia Queensland), & HARTFORD, K (University of Queensland, Brisbane Australia)
jpetch@raq.org.au

Up to 3% of Australians have a moderate to severe gambling problem. Problem gambling (PG) has a high co-occurrence with financial stress, psychological distress and disorders, relationship distress, and substance use problems (Rickwood et al., 2010). In Australia the state government provides funding to not-for-profit agencies such as Relationships Australia to provide treatment for problem gambling however there is little to no research on the effectiveness of Australian Gambling treatment services, particularly on outcomes other than problem gambling severity. This research presentation aims to enhance our knowledge of the outcomes of a large state-funded community-based PG treatment service. Sixty clients with problem gambling attending treatment at the Gambling Help Service at Relationships Australia Queensland (RAQ) were recruited in late 2012 for an effectiveness study. Problem gamblers attended treatment as usual at the Gambling Help Service, and were contacted by a research officer to complete the assessments. Baseline assessments of gambling severity, gambling cognitions, psychological distress, loneliness, alcohol problems, work, social and couple relationship outcomes were collected. Statistically significant pre-post changes in problem gambling severity, depression and anxiety on the DASS21, and work and social outcomes were identified. Further, over 40% of problem gamblers moved from the problem gambling category to the moderate or lower gambling severity category 4-8 weeks later. Study results are compared and benchmarked against the international published data on PG treatment efficacy as well as other community effectiveness studies. Clinically significant change is also presented. Therapeutic alliance and service satisfaction were high, with 80% of clients reporting high satisfaction with the service. This is one of the few effectiveness studies conducted with this disorder in Australia. The data informs both therapists working with problem gamblers and funding bodies who seek information about the outcomes from their funding. Implications for practice and research are discussed, such as treatment access, early engagement, and recruitment into research, treatment length, theoretical orientation of therapists and therapeutic alliance in community services and how these may differ from efficacy studies.

Concurrent Session 7C, Ballroom 2, 2 October 2014, 8:45am – 9:00am

Individual Research Paper (Paper #307)
A model of change: Processing painful/traumatic experiences using focusing within Emotion-Focused Therapy
HARTE, M. (La Trobe University, Melbourne)
m.harte@bigpond.net.au

Emotion-Focused Therapy (EFT) is one of the most rigorously researched forms of humanistic practice and has been shown to be efficacious in the treatment of depression, anxiety, and PTSD.

This study was designed to investigate change processes by developing an understanding of how change occurs in therapy. The four expanded single cases employed took an interpretive approach to examining client change and its causes by seeking client and therapist viewpoints. Multiple sources of qualitative and quantitative evidence were used. These included established quantitative instruments, assessment of the client's perspective, using Change Interviews, and careful observation of the therapeutic work with the four young women in twelve-counselling sessions in a naturalistic setting. This study was conducted within a participatory and collaborative approach. A thematic analysis of the qualitative data elicited propositions about the changes that occurred as a result of therapy from the four young women's perspectives. The marker for the task of focusing, typically used for processing an unclear felt sense was expanded to include the reprocessing of painful or traumatic events. Once a traumatic memory was accessed within a focusing task via bodily felt-sense in conjunction with emotional arousal and activation of other schematic elements, it was possible to reprocess the event in such a way that the person was no longer plagued by the painful aspects of it and is not re-traumatised by the re-remembering that often occurs when asked to retell her story. Once she was able to express the appropriate primary emotion and articulate her needs within the remembered experience, the associated painful emotional charge was lessened. The event is remembered as having occurred but the emotional intensity was greatly reduced. This reprocessing of the traumatic event is more than a desensitising through exposure of that traumatic experience. The model presented offers a pathway for processing such events systematically and safely. The results from this study propose an alternative safe method of processing painful or traumatic events by expanding the focusing task within the EFT framework.

Concurrent Session 7C, Ballroom 2, 2 October 2014, 9:00am – 9:15am

Individual Research Paper (Paper #296)
Cross-cultural responses to interpersonal transgressions: Forgiving and forbearing after offences

CHEW, N. (La Trobe University), MIRANDA, E. (La Trobe University), & WERTHEIM, E. H. (La Trobe University)
e.wertheim@latrobe.edu.au

Aims: This project investigated the influence of cultural factors on responses to interpersonal transgressions, through comparing two cultural groups differing on levels of collectivism of their country of origin. Grounded in the collectivist model of forgiveness and an additional concept of forbearance, the major focus was examining whether an Anglo-European Australian group differed from a Malaysian/Singaporean group on trait forgiveness, and situation-specific measures of forgiveness and forbearance. The collectivist theory suggests that more collectivist individuals will be more likely to *decide* to forgive and refrain from vengeful responses to preserve harmonious social group relations, but they will not necessarily feel more *emotionally* forgiving. Forbearance theory suggests an alternative method of maintaining group harmony is to *forbear*, involving refraining from expressing anger/hurt following transgressions, even if forgiveness has not occurred.
Design: A between-groups design compared Anglo-European Australian and Malaysian-Singaporean groups on trait-level measures and state-level measures focusing on an actual transgression.
Methods: Participants (N=192) included 109 Anglo- or European-Australians and 83 Singaporeans or Malaysians of Asian ethnicity recruited using University volunteer registry and social network methods. Participants completed an anonymous online survey including trait measures of interdependent self-construal and trait forgiveness. Participants then described an interpersonal transgression they had experienced, and rated pre-offence closeness to the offender, offence severity, overall forgiveness, emotional and decisional forgiveness, and a measure of forbearance.
Results: A *t*-test confirmed that the two groups differed significantly on interdependent self-construal. Multiple analyses of covariance were conducted, with covariates controlling for gender, age, offence severity, and pre-offence closeness, when applicable. The Malaysian/Singaporean sample reported significantly greater forbearance, however, the Australian sample, not the Malaysian/Singaporean sample, reported greater decisional forgiveness. The two groups did not differ on overall trait forgiveness or situation-specific emotional forgiveness.
Conclusions: While both groups appeared equally likely to feel warm versus angry emotions towards offenders, the Singaporean/Malaysian group reported a greater proneness to vengeance, while also reporting lower tendencies to express anger. Implications are discussed in relation to

collectivist forgiveness theory, with forbearance appearing to be an alternative response to consider in future theory-building. Use of actual transgressions increases external validity of findings.

Concurrent Session 7D, Ballroom 3, 2 October 2014, 8:30am – 10:00am

Professional Practice Forum (Paper #88)
Conducting assessments in schools: Good practice for testing times
PRATT, C. (Australian College of Applied Psychology and Navitas College of Public Safety),
HANNAN, T. (Charles Sturt University), **HOWE, W.** (Psychological Assessments Australia), &
MATHEWS, R. (Australian Psychological Society)
chris.pratt@acap.edu.au

Background: Psychologists undertaking psychological testing in schools can face a range of different challenges to psychologists working in other domains, with for example pressure on them to make a diagnosis or produce a particular test result for funding purposes. This forum is being presented by the Test and Testing Reference Group in recognition of these challenges.
Aims/Objectives: The aim of this session is to provide a forum to discuss issues that arise for psychologists undertaking assessments for the purposes of diagnosing children in educational contexts and/or for funding applications within government and non-government sectors. The role of the psychologist within the school, to whom the psychologist may be responsible, and whom the psychologist should regard as the client will be addressed. The recently developed APS practice guide for the assessment of students will be launched with an overview of the key principles presented for discussion and feedback. The forum will also address difficulties psychologists experience linked to the diagnosis of intellectual disability, autism and specific learning difficulties.
Method: Presenters will speak for approximately half of the session making use of PowerPoint presentations. Differing theoretical and diagnostic approaches will be presented by different presenters in order to stimulate discussion of these topics.
Conclusion: It is expected that the forum will lead to a greater recognition of the pressures psychologists may experience when working in schools and provide ways in which these can be dealt with, along with an agreed set of principles for undertaking assessments and preparing reports based on these. In addition, it will recognise that although there are different theoretical approaches regarding diagnosing children, for example, with an intellectual or learning difficulty, these are frequently not accepted within educational contexts in which the focus may be directly on testing with the objective of determining eligibility for funding.

Concurrent Session 7E, Harbour View 1, 2 October 2014, 8:30am – 10:00am

Symposium (Paper #204)
Domestic violence: A gendered human rights violation and a gendered health challenge
GRIDLEY, H. (Australian Psychological Society)
h.gridley@pscyhology.org.au

O'BRIEN, C. (Doncare), ASTBURY, J. (Victoria University), CARLSON, K. (Family Violence Counselling and Support Service), & MULDER, L. (Family Violence Counselling and Support Service)
carmel@doncare.org.au

Violence against women is a significant societal challenge that psychologists are addressing at global and local levels in a number of ways. Hosted by the APS Women and Psychology Interest Group, this symposium begins with a presentation of an international research study on the relationship between human rights violations and women's health in Cambodia, taking the experience of forced sex by an intimate partner in relation to psychological distress as an example. A study from Tasmania of offender data within a criminal justice policy environment of a strong pro-arrest and pro-prosecution response to family violence brings the lens to the Australian context. Two further papers narrow the focus to psychological aspects of family/domestic violence practice, particularly emotional abuse, and to the potential for respect and disrespect shown to women in psychological assessment and report writing. The application of the *APS Ethical Guidelines for Psychological Practice with Women* to issues of violence against women will be discussed in the light of all four papers.

Traditional gender norms, sexual violence, rights and women's mental health in Cambodia
ASTBURY, J. (Victoria University).
jill.astbury@vu.edu.au

Aim: The AusAID-funded, mixed-method 'Triple Jeopardy' study in Cambodia examined links between gender-based violence and other human rights violations, disability and health (including mental health). This paper presents findings from the survey component of the study.
Design: A cross-sectional survey was conducted with a broadly representative sample of 354 Cambodian women using a shortened version of the questionnaire employed in the WHO study of Women's Health and Domestic Violence. Psychological distress was measured with the Self Report Questionnaire (SRQ).
Results: High overall rates of agreement with cultural norms antithetical to gender equality were found, but women who reported forced sex by an intimate partner were significantly more likely than other women to agree that a wife has an obligation to have sex with her husband and that refusal gave their husband reason to hit them. Women who felt obliged to have unwanted sex endorsed thoughts of ending one's life significantly more often.
Conclusion: The findings suggest that repudiation of beliefs that condone the violation of one's human rights and dignity is associated with significantly lower levels of psychological distress than is their acceptance. The promotion of human rights is not only intrinsically important but has powerful mental health benefits.

What can offender statistics reveal about family violence as a gendered crime?
CARLSON, K. (Family Violence Counselling and Support Service), & MULDER, L. (Family Violence Counselling and Support Service)
karen.carlson@bigpond.com

Data collected since the introduction of Safe at Home (a strong pro-arrest and pro-prosecution criminal justice response to family violence) in Tasmania infers an increase in the number of women identified by Police attending the incident as the offender. International research has identified that an unexpected consequence of policies promoting arrest and prosecution of perpetrators has been the rise of dual arrests and single arrests of women for domestic violence. This has occurred alongside a growing international debate about women's use of violence in relationships, with some arguing that women use violence as much as men. This claim has been criticised in turn for equating all violent acts and failing to account adequately for the contextual and relational factors surrounding the violence. In Tasmania, the Safe at Home data has also elicited comment indicating a belief that family violence may no longer be a gendered crime. This paper reports on initial research, using data and information gathered from the work of the Tasmanian Family Violence Counselling and Support Service to examine the context and history of family violence incidents that have resulted in the woman being identified as the offender.

"All he said about me is true." The psychology of domestic violence
O'BRIEN, C. (Doncare)
carmel@doncare.org.au

Emotional abuse in the context of domestic violence is now accepted as violence, both professionally and legislatively. However, its effects are not always understood, and the seriousness of the impact of this abuse on the emotional life of victims is not often analysed. Yet some of the worst trauma symptomatology and longest lasting existential damage is perpetrated on women who live with sustained abuse of this type. Evidence-based practice provides innumerable examples of such abuse and of the sequelae for victims. This paper explores the effects of emotional abuse by someone with whom a woman has an intimate partner attachment, and the cognitive and affective symptoms that result. Hypotheses are discussed that compare this presentation with popularly discussed effects on other victims in similar circumstances such as 'brain-washing' and the 'Stockholm Syndrome'. What do we know about the psychological impact of intimate terrorism, and what is the path to healing for women who have lived with it?

Presentation 4:
Who says? Whose challenges and interests are we meeting in psychological practice?
GRIDLEY, H. (Victoria University), & **O'BRIEN, C.** (Doncare)
heather.gridley@vu.edu.au

Psychologists are often called on to write assessment reports for use by courts, government authorities and agencies. Assessments are requested for women and children whose situations, experiences, values and goals may diverge greatly from those of the assessing psychologist and from persons allocated to work with them or act on their behalf. While assessment tools can help overcome individual bias, much report-writing involves judgements and the formation of recommendations that will tend to reflect the writer's own values. This paper will raise issues about the potential for respect and disrespect shown to women in report writing as well as assessment pitfalls, shortcomings, strengths and ideas. These issues are especially relevant for women who have experienced domestic violence. It is hoped that discussion can be generated about these issues and how to address them within the profession, with particular reference to the *APS Ethical Guidelines for Psychological Practice with Women*.

Concurrent Session 7F, Harbour View 2, 2 October 2014, 8:30am – 8:45am

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Individual Research Paper (Paper #298)

Family functioning and behaviour problems in children with Autism Spectrum Disorders: The mediating role of parent wellbeing
JELLETT, R., (Swinburne University of Technology), **WOOD, C. E**. (Swinburne University of Technology), GIALLO, R. (Murdoch Children's Research Institute), & SEYMOUR, M. (Parenting Research Centre and Swinburne University)
rachel.jellett@gmail.com

The impact of raising a child with an ASD on parents and families continues to be an important area of inquiry. The aim of this study was to explore the relationship between child behaviour problems and family functioning in families where there was a pre-schooler with an Autism Spectrum Disorder (ASD). Parent wellbeing (as defined by levels of stress, depression, and fatigue) was investigated as a mediator in this relationship. A cross-sectional design was used with 97 mothers who had a pre-school aged child with an ASD. These parents completed an online questionnaire including the Developmental Behaviour Checklist, Depression Anxiety Stress Scale, Adapted Fatigue Assessment Scale, and the Family Assessment Device. Structural equation modelling showed that child behaviour problems were associated with parent wellbeing difficulties, which in turn, predicted less effective family functioning. Findings suggested that when parents are overburdened by the behaviour problems associated with ASD there are implications for the broader family system. This study reinforced the importance of providing clinical interventions and support to strengthen parent mental health and overall family functioning in this population.

Concurrent Session 7F, Harbour View 2, 2 October 2014, 8:45am – 9:00am

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Individual Research Paper (Paper #335)

Socio-ecological factors associated with the mental health of fathers of children with an Autism Spectrum Disorder.
SEYMOUR, M. (Swinburne University of Technology), WOOD, C. (Swinburne University of Technology), & GIALLO, G. (Murdoch Children's Research Institute)
mseymour@swin.edu.au

Parents raising children with Autism Spectrum Disorders experience considerable care-giving demands and stressful life circumstances that can increase their risk for mental health difficulties. Research to date has primarily focused on mothers, and our understanding of the extent to which fathers experience mental health difficulties remains limited. Studies examining the factors associated with fathers' mental health difficulties are also scarce. This study aims to assess the extent to which fathers of children with Autism Spectrum Disorders experience distress, using the Kessler 6. Additionally, drawing on a socio-ecological model, this study also aims to explore individual, interpersonal, and broader social environment factors that are associated with distress in this group of fathers. The final sample consisted of 60 fathers participating in Growing Up in Australia: The

Longitudinal Study of Australian Children whom identified having a child with an Autism Spectrum Disorder. Data collected when the focus children were aged 6 years were used. Approximately 15% of fathers were experiencing distress within the clinical range. Mothers from the same family reported significantly higher symptoms of distress than fathers (p<.001). Using multiple regression, a range of factors were found to be associated with fathers' distress, including past history of depression, perceptions of not coping, low social support, poor relationship quality and their children's emotional and behavioural difficulties. This study is among one of the first to report on the distress of fathers of children with an Autism Spectrum Disorder in Australia. The implications for future research and practice are discussed.

Concurrent Session 7F, Harbour View 2, 2 October 2014, 9:00am – 9:15am

Individual Research Paper (Paper #213)
Conflict resolution and relationship satisfaction in individuals with an autism-spectrum disorder and their neurotypical partner

ABEL, L. M. (Bond University), MCNEIL, E.C. (Bond University), & DOLEY, R. (Bond University)
elysemcneil@hotmail.com

The aim of the current study was to examine relationship satisfaction, psychological-wellbeing, and conflict in intimate relationships where one partner has an autism-spectrum disorder and the other partner is neurotypical. Very few studies have empirically examined NT-ASD relationships and considered the unique challenges of these relationships. The present study examined relationship satisfaction, conflict resolution style (individual's approach to conflict resolution), ineffective arguing (couple's approach to conflict resolution) and psychological well-being (stress, depression, and anxiety) in NT-ASD dyads (*N*=161). This information was obtained in survey format and participants were recruited from ASD support groups worldwide. An interview component (*N*=19) was also conducted to provide a richer description of the nature of conflict in NT-ASD dyads. Results reflected reduced relationship satisfaction for NTs and individuals with an ASD. NTs were more likely to use an effective style of conflict resolution than those with an ASD. NT partners and those with an ASD reported greater ineffective arguing in their relationship compared to the control group. Depression scores were significantly higher for NT individuals than the control group. Thematic analysis revealed that NTs and those with an ASD perceived different causes of conflict in their intimate relationship. Ideals means of resolving conflict were similar for both groups and reflective of effective strategies. Emotional withdrawal was the strategy described as most commonly used by the NT partner. The strategy most frequently used by the partner with an ASD was avoidance. These findings indicate that NT-ASD relationships do differ notably from NT-NT relationships. Relationship satisfaction and psychological wellbeing are reduced, and conflict is managed differently. These findings provided evidence that intervention for these couples requires further investigation and should take into account the unique attributes of NT-ASD dyads. The key limitations of this study pertain to the limited number of participants with an ASD and the use of self-report data rather than observation when investigating conflict.

Concurrent Session 7F, Harbour View 2, 2 October 2014, 9:15am – 9:30am

Individual Research Paper (Paper #166)
Fatigue, resilience, and coping: Assessing the mental health outcomes for partners of individuals with an Autism Spectrum Disorder

ABEL, L. M. (Bond University), & BITSIKA, V. (Bond University)
label@bond.edu.au

The aim of the current research was to investigate the mental health outcomes for individuals in intimate relationships with someone with either a formal Autism Spectrum Disorder (ASD) diagnosis or long-term evidence of the key impairments arising from this disorder. While research has started investigating the impact of ASD on family members, very few studies have focussed upon the experiences of intimate partners. Just as the demands of parenting a child with autism-based impairments can often tax the emotional and physical resources of caregivers, it is anticipated that being intimately involved with someone with ASD would present its own set of unique challenges and difficulties. In order to gain deeper insight into participants' experiences, quantitative and qualitative data were collected and analysed. Bivariate correlation analyses tested the relationships between

variables, while multiple regression analyses were used to test the predictive utility of fatigue, resilience and coping in relation to partners' self-reported anxiety and depression. Thematic analysis was used to identify themes in participants' responses to items focussing on current relationship difficulties, well-being and coping. As hypothesised, partners' (N = 122) scores indicated mild-moderate levels of anxiety and depression. Fatigue, resilience and coping were all significant predictors of partners' anxiety and depression. Current relationship difficulties experienced by partners were conversant with primary and secondary ASD symptomology, and these difficulties adversely impacted upon partner well-being and coping. The results of the study indicate that the primary and secondary deficits of ASD significantly impact upon intimate partners' own mental health functioning. These findings have implications for service provision in terms of recognising, validating and supporting intimate partners. The findings also highlight that we should be extending beyond the parent and sibling framework to encompass marital relationships and family units so that appropriate and comprehensive interventions can be developed. The key limitations of the current study pertain to issues surrounding formal diagnoses of ASD as well as the transition from DSM-IV to DSM 5 diagnostic criteria post data collection.

Concurrent Session 7G, Chancellor Room 6, 2 October 2014, 8:30am – 8:45am

Individual Research Paper (Paper #149)
Found in translation: Understanding causal mechanisms in adolescent impulsivity and alcohol use

GULLO, M.J. (The University of Queensland), PRICE, T. (The University of Queensland), LOXTON, N.J. (The University of Queensland), VOISEY, J. (Queensland University of Technology), YOUNG, R. McD. (Queensland University of Technology), & CONNOR, J.P. (The University of Queensland)
m.gullo@uq.edu.au

Aim: Alcohol misuse is a leading factor in adolescent morbidity and mortality worldwide. There has been little progress in reducing the prevalence of alcohol misuse among adolescents. However, a recent intervention targeting impulsivity in young people was found to be more effective than non-targeted, universal programs in delaying the initiation of alcohol use and binge drinking. While impulsivity is a robust predictor of alcohol use problems, there is no clear evidence regarding the causal mechanisms through which it conveys risk, or how this could be reduced. Not knowing the key causal mechanisms greatly hinders attempts to refine current interventions and develop new ones. A new multidimensional approach, grounded in basic science, is needed to guide innovation in the understanding of adolescent alcohol abuse. The present study reports on the development of the first human laboratory model of adolescent impulsivity and alcohol use.
Design: Experimental study to examine causal effects.
Method: Preliminary data from 100 adolescents (51 M / 49 F) who can legally drink alcohol (18-21 years old) were analysed. Impulsivity was induced via three different experimental manipulations (Positive Reinforcement, Negative Reinforcement, and Disinhibition) prior to participants completing a laboratory drinking task alone or in the presence of a gender-matched, heavy-drinking confederate.
Results: Experimentally-induced impulsivity significantly increased laboratory alcohol consumption, providing causal evidence of its role in adolescent drinking. The magnitude of the induced impulsive state was stronger in those high in trait impulsivity and those receiving the positive reinforcement induction. Complex peer effects were also observed. ***Conclusions:*** The new laboratory model can provide novel insights into the causal mechanisms involved in adolescent alcohol misuse and identify new targets for early intervention and prevention efforts.

Individual Research Paper (Paper #150)
'Impulsive' cognition in alcohol dependence: Is it moderated by DRD2/ANKK1 gene status and executive dysfunction?

GULLO, M.J. (The University of Queensland), ST. JOHN, N. (The University of Queensland), YOUNG, R. (Queensland University of Technology), SAUNDERS, J.B., (The University of Queensland), NOBLE, E.P. (University of California, Los Angeles), & CONNOR, J.P. (The University of Queensland)
m.gullo@uq.edu.au

Aim: Perceived impaired control over alcohol use is a key cognitive construct in alcohol dependence that has been related prospectively to treatment outcome and may mediate risk for problem drinking conveyed by impulsivity in non-dependent drinkers. The aim of the current study was to investigate whether perceived impaired control may mediate the association between impulsivity and alcohol dependence severity in alcohol-dependent drinkers. Furthermore, the extent to which this hypothesized relationship was moderated by genetic risk (Taq1A polymorphism in the *DRD2/ANKK1* gene cluster) and verbal fluency as an indicator of executive cognitive ability (Controlled Oral Word Association Test) was also examined.
Design: Cross-sectional correlational study.
Method: A sample of 143 alcohol-dependent inpatients provided an extensive clinical history of their alcohol use, gave 10 millilitres of blood for DNA analysis, and completed self-report measures relating to impulsivity, impaired control and severity of dependence.
Results: As hypothesized, perceived impaired control (partially) mediated the association between impulsivity-related measures and alcohol-dependence severity. This relationship was not moderated by the *DRD2/ANKK1* polymorphism or verbal fluency.
Conclusions: In alcohol dependence, perceived impaired control is a cognitive mediator of impulsivity that may be unaffected by *DRD2/ANKK1* and neurocognitive processes underlying the retrieval of verbal information.

Individual Research Paper (Paper #57)
Underlying causes of youth problem drinking and criminality: A revised psychosocial control perspective

CURCIO, A. L. (University of Canberra), & MAK, A. S. (University of Canberra)
u3011540@uni.canberra.edu.au

Aims: Youth criminality and problematic drinking behaviours are currently receiving widespread media attention in Australia, highlighting the need to better understand the underlying causes of these two problem behaviours. In comparison with criminological theories, there appears to be an absence of an integrated theoretical framework, grounded in empirical research, which can specifically explain the sociological and psychological causes of youth problem drinking. However, a recent critical review of the literature (Curcio, Mak, & George, 2013) found that youth problem drinking shared common underlying causes with delinquency/criminality, and that an existing theoretical framework of delinquency – psychosocial control theory – could be revised and adapted to explain problematic drinking behaviours as well. The aim of this study was to test the predictive utility of a revised psychosocial control framework in explaining youth problem drinking and criminal behaviours. \
Design and Method: In a preliminary cross-sectional study, 120 undergraduate students (79.5% female, aged17 to 25) from the University of Canberra completed a series of measures addressing alcohol use, criminality, peer deviance, sensation seeking, impulsivity, empathy, self-esteem, parental bonding, school connectedness, and general psychological distress.
Results: Preliminary regression analysis revealed alcohol use was dependent upon traits of impulsivity and sensation seeking, whereas involvement in criminal activity was dependent upon peer deviance, perceived seriousness of criminal behaviours, and psychological distress.
Conclusions: Findings provide partial support for a revised psychosocial control perspective of youth problem drinking and criminality, with some differences in key risk factors noted. We aim to replicate this study with a larger sample of Australian youths in future research. We envisage that the revised psychosocial control approach may be useful in underpinning interventions aimed at addressing youth problem drinking, criminality, and possibly additional types of health-compromising behaviours.

Individual Research Paper (Paper #95)
Application of Bandura's Social Cognitive Theory (SCT) to cannabis use disorders

CONNOR, J.P. (Princess Alexandra Hospital & The University of Queensland), GULLO, M.J. (Princess Alexandra Hospital & The University of Queensland), YOUNG, R.McD. (Princess Alexandra Hospital & Queensland University of Technology), KAVANAGH, D.J. (Queensland University of Technology), & FEENEY, G.F. (Princess Alexandra Hospital & The University of Queensland).
Jason.Connor@uq.edu.au

Aims: The role of Social Cognitive Theory (SCT) is well established in alcohol use disorder research, treatment and prevention. Central to SCT are two constructs, outcome expectancies and refusal self-efficacy beliefs. To test the SCT model, we initially aimed to develop and validate two scales that measure both beliefs; the Cannabis Expectancy Questionnaire (CEQ) and Cannabis Refusal Self-efficacy Questionnaire (CSERQ). We then aimed to replicate the SCT meditational model observed in alcohol research.
Design: Clinical assessment data from patients referred for cannabis treatment at a hospital based alcohol and drug treatment service were used to validate author developed CEQ and DRSEQ scales. The SCT model was tested via Structural Equation Modelling (SEM).
Method: Scale development: Exploratory then Confirmatory analyses were conducted on the CEQ (n= 1006 patients) and the CRSEQ (n= 1246 patients), as well as concurrent validity and internal reliability testing. Model Testing: The SCT model was examined on 1115 patients.
Results: Both the CEQ and CRSEQ demonstrated strong psychometric properties. Both cannabis expectancy and cannabis refusal self-efficacy were significantly associated with cannabis use. Mediation analysis via SEM showed that the association between positive expectancies and dependence severity was mediated by refusal self-efficacy. Negative expectancies were partially mediated by self-efficacy. Overall, the model accounted for 20% variance in severity of cannabis dependence.
Conclusions: Reliable and valid scales of cannabis expectancies and cannabis refusal self-efficacy are now available for clinical and research use. Patients with high cannabis expectancies and low cannabis refusal self-efficacy are at elevated risk of cannabis use disorders. The CEQ and CRESQ provide important clinical targets to modify key cognitive processes and enhance behavioural skills.

Keynote Presentation (Paper #373)
Positive Interventions – Integrating the philosophy of positive psychology

SHARP, T.J. (The Happiness Institute)
tim@thehappinessinstitute.com

Introduction: Positive Psychology has, for almost two decades now, been referred to as an exciting "new" science but as the supporting evidence rapidly builds it can now be argued that it's increasingly establishing itself as a core component of psychological practice. **Aim**: This keynote aims to present an overview of the key concepts espoused by Positive Psychology, the evidence that supports their consideration and use, as well as practical examples of how their application can enhance existing or more conventional approaches.
Method: Landmark publications will be reviewed and creative examples of the principles discussed within the research will be presented with a view to illustrating how they can be utilised in a range of "real world" contexts.
Results: It will be argued that there is now more than sufficient evidence to support the key principles of positive psychology and that accordingly, positive psychology should be more fully accepted into mainstream teaching, practice and research. **Conclusion**: Positive Psychology may well be the "new kid on the block" but it's rapidly becoming "best friends" with the older and better-known approaches. Maybe it's time to drop the distinction between positive and "non-positive" psychology and instead, for all interventions and aspects of psychological practice to at least partly include elements of this positive philosophy!

Symposium (Paper #215)
The changing climate: Harnessing the power of psychology to move forward with the understanding of climate change
EMST, B. (Chair of the Environment Interest Group), & WAUCHOPE, B. (Psychology for a Safe Climate)
bevernst@bigpond.com

It is widely known that there is a 97% consensus amongst scientific experts that humans are causing global warming. If you ask Australians about the most important issue, the majority of people say climate change or the environment. Clearly, Australians are deeply concerned about the current and future threat of climate change, both the impact on our Australian way of life and the impact on our environment. However, while recent research highlights public concern, there remains a significant gap between experts and the public, along with a gap between concern and adequate and effective action. What does this mean for us as psychologists?
Increasingly, we understand that climate change is not a simple environmental crisis but a complex problem associated with a range of health, social, security and economic challenges. Scientists agree that climate change is going to be the biggest health threat of the 21st century (Lancet 2009). In Australia, the reality of increasing, severe, frequent and destructive weather events is one noticeable example of how Climate Change can impact upon our community and individual physical and mental health.
Psychological expertise in the application of scientific enquiry and theory, our capacity to understand complex problems and human behaviour, teaching and facilitating can all be applied to the understanding of climate change.
In this forum, we will hear from special guests Dr Bob Brown, (environmentalist, former leader of the Greens), Dr Bronwyn Wauchope (Psychology for a Safe Climate), Bev Ernst (Chair of the APS Environmental Interest Group and others in a public forum exploring these important questions.

Professional Practice Forum (Paper #275)
Supervision interest/s: Creatively exploring and developing a positive new agenda
ALDER, J., (APS-SPIG), COUCHMAN, G., (APS-SPIG), KNIGHT, R., (APS-SPIG), O'DONOVAN, A., (APS-SPIG), RILEY, M., (APS-SPIG), & WEISS, K., (APS-SPIG), Members of APS Supervision in Psychology Interest Group
john.alder@aptmeasure.com.au

Supervision is a central foundation of training and quality assurance in modern Psychology training. Developments in supervisor registration requirements, as well as changes in the service sector, have provided challenges for supervisors and narrowed access to supervision. The Supervision in Psychology Interest Group (SPIG), in its inaugural year in 2014, seeks to highlight the breadth of the supervisory experience for both the supervisor and supervisee, and to create an avenue for its exploration, promotion and support. Supervision can be a creative and affirming enterprise that promotes long-term and positive professional relationships. It facilitates the transfer of a sophisticated assessment and therapy culture from one generation to the next, as well as sharing challenging new concepts and research between the generations. The forum will use education, research, and creative activities, provided by SPIG discussants, to assist the forum to articulate their experiences of supervision and a range of the supervisory elements; including but also beyond those related to registration requirements. The forum will use the presented and generated materials to: highlight the important role of supervision; encourage its celebration and inform the SPIG's emerging agenda. The SPIG is intended to become a process for creatively building positive supervisory relationships, networks and programs relevant to all psychologists.

Individual Research Paper (Paper #276)
Desirable and difficult: Translating psychological science for enhancing teaching practice
LODGE, J. M. (Science of Learning Research Centre, University of Melbourne)
jason.lodge@me.com

Learning and teaching practice has for many decades been understood through long-established educational theories. These approaches take as a core element the notion of praxis, where theory and practice feed each other to evolve over time (Kemmis & Smith, 2008). Consequently, it is still common to see the work of Vygotsky (1980) and Dewey (1997) used as the theoretical foundation of research published in the education literature despite these theories being around a century old. Recent discussion about the theoretical background of studies in education suggest that it has been too long that modern psychological aspects of learning have had any real impact on teaching practices, particularly in universities (e.g. Haggis, 2009; Lodge & Bosanquet, 2013). Despite this, there are no clear avenues for translating neuroscience and psychological science for use by teachers in classrooms (Della Sala & Anderson, 2012). The gap between rigor and relevance in learning and teaching has long been seen as a 'bridge to far' (Bruer, 1997). The current research is an attempt to bridge the gap between controlled experimental and imaging studies and teaching practice in complex classroom settings. Several studies will be discussed including an attempt to introduce desirable difficulties (e.g. Bjork & Bjork, 2011) into a postgraduate course and an attempt to address hidden curriculum issues (e.g. Joughin, 2010) in undergraduate courses through a cognitive load (e.g. Clark, Nguyen, & Sweller, 2011) perspective. Each of the studies discussed led to enhancement in both student achievement and student satisfaction. The results of these studies have several implications. Firstly, they demonstrate that it is possible to use psychological science and neuroscience to enhance teaching practice. Secondly, successful translation requires careful consideration of educational design and a level of collaboration between learning scientists and practitioners that has been uncommon in recent decades, particularly in higher education (Lodge & Bosanquet, 2013). To build on the existing literature, a model for innovation in educational design based on evidence from psychological science and neuroscience will be presented. It is hoped this model will allow for further translation of psychological science for use by teaching practitioners.

Individual Research Paper (Paper #23)
Fostering resilience: Enhancing the fourth year psychology experience through stress inoculation training
DENNY, B. (RMIT University)
bianca.denny@rmit.edu.au

The fourth year of a psychology program (Honours/Postgraduate Diploma) is a demanding 12-month University course. The challenging nature of fourth year studies is widely recognised, with many students experiencing significant levels of stress and anxiety. To date, however, little work has been conducted around improving the student cohort experience. Increasing students' levels of resilience and wellbeing during this stressful year may result in decreased attrition rates, optimal academic performance and improved student course satisfaction. Stress inoculation training (SIT) provides an ideal group therapeutic modality to achieve this. In this pilot study, RMIT's fourth year psychology students (n = 60) participated in a short series of SIT workshops. Workshops featured psychoeducation about stress and anxiety, facilitation of relaxation strategies, and information on study techniques and stress-reduction activities. A mixed-method design measuring both quantitative (evaluation of psychological wellbeing, measurement of irrational beliefs, course satisfaction, academic results) and qualitative (focus group) data was employed to evaluate the impact of SIT on students' experience of fourth year psychology studies. Preliminary results indicate the benefit of psychology students participating in an SIT program. Insights into students' areas of concern (e.g., workload, postgraduate study opportunities, work-readiness) also provide insight into potential improvements to the fourth year psychology program. It is anticipated that this pilot program may serve as a prototype to promote wellbeing and resilience in students from psychology and other disciplines across RMIT and other Australian tertiary institutions.

Individual Research Paper (Paper #18)
Academia meets industry: Conducting psychological research in a non-academic setting
DENNY, B. (RMIT University), CHESTER, A. (RMIT University), BROWN, J. (Southern GP Training)
bianca.denny@rmit.edu.au

Research partnerships between academic institutions and private or public organisations can provide positive social, political, and economic outcomes. Conducting psychological research in a non-academic environment represents an ecological approach, in which rigorous research methodology can be applied to define problems and inform the design and implementation of evidence-based practice and interventions. High-quality research can result from these endeavours; however, challenges may also arise. This paper explores the benefits and difficulties of research partnerships in the context of completing a psychology postdoctoral research fellowship in the area of the Australian medical training community. The overall aim of the project was to investigate the feasibility of increased collaboration between training organisations on e-learning, e-resources and online pedagogy. The project adopted a multi-stage and mixed-methodology approach, incorporating psychometric measures, focus groups, semi-structured interviews and observations. An evaluation of the research process provides insight into the benefits (e.g., shared learning, reciprocal skill development, strengthening of alliances), and challenges (e.g., divergent goals, differing perspectives and expectations, logistic considerations) of research partnerships. Recommendations are provided for the establishment of positive psychological research partnerships between academic and organisational institutions.

Individual Research Paper (Paper #222)
Resilience in new career psychologists: What isn't and what should be included in professional training?
VON TREUER, K.M. (Deakin University), SCOTT, C. (Deakin University), & KOLAR, C. (Deakin University)
kathryn.vontreuer@deakin.edu.au

Early career psychologists face a number of challenges as they transition from university to the workplace, and navigate the early years of their career. Resilience refers to the capacity to successfully respond and adapt when faced with challenging or adverse circumstances and their ability to respond can provide insight into how an individual faces challenges. This qualitative study aimed to: (1) understand the challenges faced by early career psychologists, and (2) investigate components of curriculum that enhanced the resilience of early career psychologists. Ninety early career psychologists voluntarily participated in this study. Participants needed to be eligible for full registration, and to have commenced work in their profession in the last five years. Five short answer open-ended questions examining challenging areas of work, factors that assisted in the transition from university to the workplace, and experienced curriculum were included in the survey. Thematic analysis established categories for each of the themes using NVivo. Challenges to resilience included both organisational issues, for example working in a multidisciplinary team, leadership and management and clinical work issues such as high levels of emotional labour and perceptions of lacking work ready skills. Components of the curriculum that assisted with transitioning to the workplace and enhancing participants' resilience included job specific course materials including work-integrated learning and social support via peer support and supervision. The findings extend knowledge of the challenges faced by early career psychologists and ways that resilience may be strengthened. The study findings will be discussed and could assist in informing curriculum design, and so enhance resilience and consequently mitigate the challenges faced early in their careers.

Individual Research Paper (Paper #334)
CBT training in Vietnam: The fruit of an APS study tour
O'KELLY, M. (Monash University), **TARRANT, B.** (Melbourne University), & **VANLE, H**. (Hanoi Institute of Psychology)

In 2014 an Australian brief-intensive CBT training course was delivered, by invitation, in Hanoi, Vietnam. The 45 participants, from 12 provinces across Vietnam, included clinicians, researchers and policy-makers. However, just one participant identified English as first language, and only five as proficient in English. The four CBT instructors (clinical psychologists and an academic), not conversant in Vietnamese, delivered the entire content and supervised all skill sessions through translation. The three Vietnamese psychologists acting as interpreters, all volunteered to act as translators, each having varied exposure to CBT previously.
This paper will present the unique challenges of teaching a language-based therapy entirely in translation. Drawing on experiences from this training program, a previous 2007 training in the same facility, and the current scientific and andragogy literature, the presentation will discuss the obstacles, nuances and rewards of teaching CBT in translation cross-culturally. The CBT training program offered in Hanoi was evidence of the wide reaching benefit of the APS global study tours. Recommendations are made regarding teaching CBT cross-culturally, interdisciplinary and fully translated.

'How To' Session (Paper #115)
The use of dependency grids when working clinically with families living with Autism Spectrum Disorder
CRIDLAND, E.K. (University of Wollongong, Centre for Health Initiatives), **CAPUTI, P.** (University of Wollongong, Centre for Health Initiatives), WALKER, B. (University of Wollongong), JONES, S.C. (Centre for Health Initiatives), & MAGEE, C.A. (Centre for Health Initiatives)
ekc977@uowmail.edu.au

The dependency grid is a clinical tool associated with Personal Construct Psychology used to explore the resources individuals use to cope with challenges. When used with families, dependency grids facilitate exploration of family interactions; roles; boundaries; and general functioning, which are often otherwise difficult to convey. The method of assessing family functioning provided by dependency grids may be particularly useful for clinicians working with families living with Autism Spectrum Disorder (ASD), as individuals with ASD often have difficulty effectively communicating their needs and understanding their roles within the family system. Additionally, the information provided by dependency grids can facilitate treatment planning and evaluation. The aim of this workshop is to provide participants with foundational knowledge about the clinical application of dependency grids when working with families, with particular attention to families living with ASD. In doing so, participants will gain experience in administrating and analysing a dependency grid. Family case studies completed by the presenters will also be discussed throughout the workshop to facilitate learning. In addition, feedback from families involved in dependency grid assessment and interventions will be provided. The information and skills offered in this workshop will provide participants with practical tools that they can utilise in their future clinical work with families.

Professional Practice Forum (Paper #248)
Attachment and trauma informed practice: A Practice forum
GONZALEZ, R. (Lighthouse Institute), & CAMERON, C., (Lighthouse Institute)
rudyg@lighthouseinstitute.org.au

There are over 100,000 homeless people in Australia at any given time with more than half of this figure made up by children and young people. We now know that mental health and trauma are significant contributing factors for people finding themselves homeless. Psychologists can play an

invaluable role in addressing this systemic issue by exploring the circumstances through which people find themselves 'on the street' and improving the services that will help them to break the cycle of homelessness. Psychologists play critical role in the recovery process for children and young people with trauma histories. Despite their integral role, much of the training for psychologist has a lack of focus on systems and working within communities of care, and has more of an individual focus. Much of the research is showing that a trauma informed approach that focuses on holistic community wellness as an approach to trauma recovery is what children and young people with trauma histories need. The session will focus on what a trauma informed approach is and what role psychologists can play within a trauma informed system to support recovery. Presenters will also explain the impact of complex trauma on child development, drawing on psychodynamic, attachment, psychological wellness and trauma neurobiology theories. The practical aspects of undertaking therapeutic care will also be outlined, covering topics such as the forming of therapeutic relationships, the importance of the physical environment and daily routines.

Concurrent Session 8F, Harbour View 2, 2 October 2014, 11:30am – 11:45am

Individual Research Paper (Paper #316)
Confidence as a predictor of accuracy in eyewitness testimony
COSKUN, L. (Charles Sturt University), & WILSON, K. (Charles Sturt University)
Leonie.Coskun@gmail.com

In the criminal justice system, police, lawyers, magistrates and juries continue to rely heavily on eyewitness identification (ID) testimony. However, misidentification is the biggest single cause of wrongful convictions. Juries use witness confidence as a predictor of accuracy despite an experimentally weak relationship between confidence and accuracy in previous studies. The aim of this research was to investigate whether confidence in memory changes during the eyewitness experience between baseline, pre-ID and post-ID. The strength of the relationship between confidence and accuracy was examined in order to determine the best time to ask an eyewitness about confidence in their memories. Two hundred adult participants, recruited via email and Facebook, completed an on-line experiment where they watched a film of the theft of a camera in a park, produced specifically for the research, and then a distractor film before attempting to identify the thief from an on-line photo array. Results revealed a progressive decrease in participants' confidence between baseline and post-ID. The best time to ask a witness about confidence in their memory was found to be immediately post-ID with confidence accounting for 10 % of the variance in accuracy, compared with 4 % at baseline and 2 % at pre-ID. While the study was limited by sample size and use of an on-line methodology, the presentation of photo arrays was based on Tasmania Police procedures in an attempt to maximize external validity. The inclusion of a baseline confidence measure in the study and the finding that it is a significant predictor of ID accuracy makes an important contribution as this measure has rarely been examined in previous eyewitness memory studies. Implications of findings include the imperative to record a witness' level of confidence immediately after an ID process, either in writing or by filming the witness during the line-up, so that this record is discoverable by a prosecuting or defence lawyer. It is also important for judges and jurors to be well informed about the relationship between confidence and accuracy so that their reliance on confidence can be in proportion to its strength as a predictor of accuracy.

Concurrent Session 8F, Harbour View 2, 2 October 2014, 11:45am – 12:00pm

Individual Research Paper (Paper #289)
Contributions of trait anxiety, situational stress and mental effort on working memory performance
EDWARDS, E. J. (Bond University), Edwards, M., (Bond University), & LYVERS, M. (Bond University)
escott@bond.edu.au

The relationship between trait anxiety, situational stress and mental effort in a working memory task (word span task; forward and backward) was investigated in 90 participants. Trait anxiety was operationalised using questionnaire scores, situational stress was manipulated through ego threat instructions, and perceived level of invested mental effort was measured using a visual analogue scale. Dependent variables were performance effectiveness (accuracy) and processing efficiency (accuracy divided by response time). For the forward word span task the predictors were not

associated with performance effectiveness or efficiency. For the backward word span task there was a main effect of effort on performance effectiveness such that greater effort was associated with greater effectiveness. We observed a significant 3-way interaction on processing efficiency. At higher mental effort, trait anxiety was not associated with processing efficiency at high or low situational stress. However at lower effort, higher trait anxiety was associated with lower efficiency but only for those under ego threat; there was no relationship between trait anxiety and efficiency in the control condition. Results are interpreted with respect to attentional control theory and implications for understanding the mechanisms which may underpin clinical anxiety are discussed.

Concurrent Session 8F, Harbour View 2, 2 October 2014, 12:00pm – 12:45pm

Professional Practice Forum
Setting up Study Group Networks
WRIGHT, J. (Psychology Melbourne)
jill@psychologymelbourne.com.au

Concurrent Session 8G, Chancellor Room 6, 2 October 2014, 11:30am – 1:00pm

'How To' Session (Paper #13)
Play therapy: Meeting the challenge of counselling young children
SHORT, J. (Sydney Centre for Creative Change)
info@sydneycentreforcreativechange.com.au

Toys are children's words and play is their language. To understand and help children, we need to allow children opportunities to express themselves in their own language through art and play. This 90 minute session provides a practical introduction to child-led play therapy. Based on the work of international play therapy centres, and the presenter's own twenty five years of clinical experience, this session will theoretically review, demonstrate and give you role play practice opportunities in child-led play therapy. Consideration is given to the types of art and play media relevant for different ages and issues being addressed. Current evidence indicating efficacy will also be examined. Through skills practice in expressive play methods using toys, puppets and art media, you will gain an understanding about non-directive play therapy and appreciate the suitability of this approach in building rapport with and respectfully working with younger clients.   In this session you will have the opportunity to:

- Identify the theory behind child-centred play therapy
- Review the evidence which shows this works
- Practice child-led play therapy techniques
- Consider practical ways to build your art and play therapy kit

This introductory session provides practical, useful and interactive opportunities to start your work with children aged between 2 and 10. Art and play materials will be supplied for this workshop so be prepared to come and play!

Concurrent Session 9A, Concert Hall, 2 October 2014, 2:00pm – 2:45pm

2013 Distinguished Contribution to Psychological Education Award (Paper #369)
Psychology marketing 101: Buying, selling and giving psychology away.
CROWE, S.F. (School of Psychological Science, La Trobe University)
s.crowe@latrobe.edu.au

Welcome to our introductory unit in the marketing of psychology! You have enrolled in this subject due to the unprecedented change that has taken place in psychology education in the past five years. This unit will address the challenges of the current education environment and attempt to develop a coherent forward plan. With the advent of the demand driven system in 2012 contemporary educational provision has seen massive changes to student flows, with an additional 190,000 additional undergraduate students entering the system. While this is good news from the perspective

of higher levels of participation, it has also raised serious concerns regarding quality. This problem has been exacerbated for psychology as we see such poor translation of candidates from enrolment to employment as a psychologist, and while undergraduate numbers have expanded postgraduate places have not. The second area of focus will be from the perspective of education providers. This component of the system has seen equally unprecedented change. Higher education in Australia is now a $15 billion export industry, but this comes in the context of greater competition. Australian students also wonder about the value for money of an Australian degree in the context of the fact that Australia features the most costly publicly funded degrees in the OECD. Threats to the industry come from a variety of angles including budgetary concerns, the increasing casualization of the academic workforce, the advent of the Australian Qualifications Framework, articulation to TAFE, the effects of technology including the rise of blended learning, and *Massive Open Online Courses* (MOOCs) to name only a few. The last issue for the course will be the focus on the translation of psychology into the wider community. This will include a review of the current project on developing a national curriculum for psychology, embracing secondary school teachers as a part of the psychological enterprise and fulfilling George Miller's dream as expressed in his 1969 Presidential address to the APA indicating that it was time that we "gave psychology away". A report card on how Australia is progressing with the gifting of psychology will also be presented.

Concurrent Session 9B, Ballroom 1, 2 October 2014, 2:00pm – 2:45pm

'How To' Session (Paper #272)
Evidence based alternative intervention strategies using multi modal art therapy techniques in the treatment of trauma and enhancing wellbeing
TURNBULL, L. (Ozchild)
lturnbull@ozchild.org.au

This session will provide an opportunity for participants to enhance their skills in the use of creative arts processes involves a multimodal individualised approach to meet the needs of diverse client groups. The session does not require prior knowledge but participants should be prepared to participate in practical demonstrations of the use of these techniques This activity based experiential approach enables clients to process thoughts by engaging different aspects of the self. These techniques are useful for many clients including those who are impaired due to trauma and can enhance wellbeing and happiness. The aim of this session will be to provide practitioners with techniques that can be used to enhance professional practice by incorporating the use of multi modal art therapy techniques in treatment of trauma recovery and enhancing general wellbeing in diverse client groups Art Therapy can reveal symbols in various forms of art work including drawings and other forms of creative activity which can represent the trauma and demonstrates that clients can be reached and can be given "a voice" through the use of these creative based activities The work done using art therapy technique will be outlined using a case study of a 6 year old boy who presented with social/emotional issues and a lack of self-confidence and self-esteem. This child has a background of violence and experienced trauma at the pre verbal stage of development. Examples of the child's art work and his willingness to engage in the creative activities designed to validate feelings and encourage an acceptance of self will be part of this presentation. A number of the activities provide a powerful example of the use of metaphor and imagery to "unlock doors" and "build bridges" in order to move forward and traverse from one place to another. The session will also include an experiential workshop activity where participants will be given the opportunity to explore these activities for themselves to enhance their interest and professional development in this area.

Concurrent Session 9C, Ballroom 2, 2 October 2014, 2:00pm – 2:15pm

Individual Research Paper (Paper #199)
What palliative care means for students in the Bachelor of Dementia Care
ELLIOTT, K.J. (University of Tasmania), CARR, A. (University of Tasmania), ROBINSON, A. (University of Tasmania), & VICKERS, J. (University of Tasmania)
KateEllen.Elliott@utas.edu.au

Research on undergraduate students' perceptions of palliative care for people with dementia is scant. Most of this research has focused on the views of undergraduate students from nursing, medicine and pharmacy disciplines with a general focus on end-of-life care for older adults, and rarely focus

explicitly on palliation in dementia care. The aim of this study was to gain further understanding of the perspectives of undergraduate students on their experiences and meaning of palliative care, who were enrolled in a new degree called the Bachelor of Dementia Care at the University of Tasmania. A qualitative study was conducted in an online tertiary environment. Thirty second year undergraduate students enrolled in a unit called Principles of Palliation in Dementia Care were recruited. All students were invited to contribute to an online discussion board where they were asked to describe in writing what palliative care meant to them, and their previous experiences with palliative care. Interpretive Phenomenological Analysis was adopted to analyse the qualitative data and computer software, Nvivo.10 was used to enhance rigor and consistency. Themes identified from the data indicated a range in experiences of palliative care with most of these associated with challenging and strong emotions. Despite such challenges, students with a professional experience in aged care, reported a sense of feeling honoured to give care during the final stages of a person's life. Students' comments highlighted issues specific to end-of-life care for people with dementia such as prior early planning. Implications of the results are discussed for curriculum development in the Bachelor of Dementia Care degree and professional development resources for the future dementia care workforce.

Concurrent Session 9C, Ballroom 2, 2 October 2014, 2:15pm – 2:30pm

Individual Research Paper (Paper #214)
Dementia knowledge matters: An international Delphi consensus study
ANNEAR, M. (University of Tasmania), TOYE, C (Curtin University), TRANTER, B. (University of Tasmania), & ROBINSON, A (University of Tasmania)
Michael.annear@utas.edu.au

Knowledge of dementia portends appropriate diagnosis, treatment, and care, yet there is a lack of consensus about the types of knowledge that matter most for those who provide clinical and instrumental care. This study aimed to discern consensus among Australian and international dementia experts in the identification of salient knowledge about the condition. An online Delphi study was used to determine expert opinion concerning dementia knowledge over three rounds between December 2013 and March 2014. In the first round, experts provided open-ended responses to questions about dementia. In the second round, feedback was summarised into 66 discrete statements and experts were asked to rate these on the basis of importance. In the third round, experts were presented with a rank-ordered list of the 66 statements and a group median. Experts were asked to rate the statements one final time. Dementia experts ($N = 19$) included psychologists, psychiatrists, neuroscientists, dementia advocates, and nurse academics from the United Kingdom, United States, and Australia. Participants were initially purposively selected by a geriatrician and three professors of aged care. A snowball sampling approach was also employed to canvas additional experts. Rated statements were analysed for consensus and perceived importance by assessing median, interquartile range, and proportion of experts scoring above thresholds defined in published protocols. Correlation scores were calculated for each statement after the final round. Statements were categorised from very high importance to low importance. Statements of higher importance and consensus related to knowledge about daily care and quality of life. In particular, there was prevalent support for statements about person-centred approaches to care. Statements of lower importance and consensus addressed biomedical and epidemiological considerations. These results provide insights into contemporary expert understanding of dementia and highlight areas of perceived knowledge deficiency to be addressed in assessment measures. In particular, the findings suggest that there may be a growing awareness of the futility of pharmacological approaches to treatment and a turn towards elements of care that provide comfort, quality of life, and support for individual identity. This information has implications for the delivery of dementia-related education programs and knowledge assessment measures.

Concurrent Session 9C, Ballroom 2, 2 October 2014, 2:30pm – 2:45pm

Individual Research Paper (Paper #131)
Mindfulness-based cognitive therapy program for anxiety in older people in residential care
HELMES, E. (James Cook University), & WARD, B. (James Cook University)
edward.helmes@jcu.edu.au

Aim: Anxiety in older people is often not recognized and less frequently treated despite its negative

effects on quality of life. Our study evaluated the efficacy of mindfulness-based cognitive therapy as a treatment for anxiety symptoms in older people in residential care facilities.

Design: The study was set up as a randomized controlled trial in order to evaluate the hypothesis that mindfulness-based cognitive behavioural therapy (MCBT) would lead to a reduction in symptoms of anxiety and increased quality of life.

Method: A total of 52 respondents from three research sites were randomized either to mindfulness treatment or a treatment as usual control group. The mean age of participants was 87 years, with 18 male and 34 female participants. Measures included the Geriatric Anxiety Inventory, the Mindfulness Awareness and Attention Scale, the Anxiety Sensitivity Index and the World Health Organization Quality of Life Scale for Older People. The Mini Mental State Examination and Montgomery and Asberg Depression Rating Scale were used to screen out those with cognitive impairment, depression, substance abuse, active psychosis, and those who were not fluent in English. Measures were administered before, after, and at a one-month follow-up. Treatment was administered as a weekly, 90 minute session over a period of eight weeks. Data were analysed as one-way repeated measures analysis of variance for the four major dependent variables with Bonferroni adjustment for the multiple comparisons.

Results: The MCBT group showed improvements in all measures by the end of the treatment program. Initial gains were maintained at follow-up in the two anxiety measures with continued improvement shown on measures of quality of life and mindfulness. Differences between the treatment and control groups were observed in the measure of anxiety at the completion of the treatment program and at one month follow-up.

Conclusions: These data are among the first to investigate a MCBT treatment program in older people with a randomized controlled trial. The study has implications for future research on the use of MCBT for the treatment of anxiety in older people using treatment groups in residential care.

Concurrent Session 9E, Harbour View 1, 2 October 2014, 2:00pm – 2:45pm

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'How To' Session (Paper #202)
The practice of Cogmed with patients suffering from schizophrenia: A French experience in the adaptation of this cognitive remediation program
PILLET, B. (Relais Jeunes de Sevres)
pillet.b@gmail.com

Cognitive impairments are among the core symptoms in schizophrenia and appear several years before the emergence of psychotic symptoms. They mainly affect attention, concentration, memory and executive functions. Cognitive remediation is a therapy derived from neuropsychology, which aims to improve or compensate for these deficits, as it is known that cognitive improvement is a crucial factor for functional outcome. Some programs exist and imply differences in terms of support (paper-pencil or software), length (several weeks to several months), modality of administration (face to face or group), and often involve stimulating different targeted cognitive functions.

Cogmed (T. Klingberg and al. 2001) is an online cognitive training program targeting working memory, attention and concentration. It has proved its efficacy with more than 40 published articles showing significant results with different disorders such as ADHD, brain injuries and Down's syndrome.

Since 2012, I conceptualised a Cogmed method suitable for patients suffering from schizophrenia both in a mental day hospital for young adults and in a private practice. During this "how to" session psychologists and neuropsychologists are invited to share the basis of the specific method adapted to the needs of this population. The session is addressed to professionals working with schizophrenic patients or willing to, and knowledge in cognitive remediation is an advantage but is not prerequisite. Although the approach is oriented towards cognitive neurosciences, the theoretical field is comprehensive.

The PowerPoint presentation including Cogmed slides will detail how to conduct a complete remediation program with patients and expose some typical situations encountered during therapy. This adapted Cogmed method can offer a new solution for some patients, especially those who present working memory impairments, or a good baseline cognitive level with subjective complaints. Finally, this adapted method could spark an interest for the research domain and be evaluated through a randomised controlled trial research.

Individual Research Paper (Paper #239)
Intercultural contact, threat appraisal, social support and international students' depressive symptoms
MAK, A. (Centre for Applied Psychology, University of Canberra)
Anita.Mak@canberra.edu.au

Drawing on intergroup contact theory and the stress and coping model of acculturation, this paper aimed to examine the direct and indirect effects of the quantity and quality of contact with local students on Asian international students' depressive symptoms in Australia. Participants were 559 Asian-born international students (283 male and 276 female), aged between 17 to 49 years, recruited from Australian tertiary education institutions and community organisations in Adelaide, Canberra, and Sydney, who completed an anonymous survey about their intercultural contact experiences and adjustment. Regression analysis results obtained indicated that, after controlling for English language proficiency, high levels of threat appraisal regarding interactions with locals (medium effect size), and low levels of contact quality and perceived social support from host nationals (both of small effect size) were predictive of the international students' depressive symptoms. The quantity of contact with local students had no significant effect on international students' depressive symptoms. Mediation analysis showed that threat appraisal and social support from locals together partially mediated the relationship between contact quality and depressive symptoms. Our discussion will focus on implications for theory, future research directions, and the development of more targeted support services and intervention programs for fostering better intercultural relations in educational settings and reducing international students' stress appraisals and adjustment problems.

Individual Research Paper (Paper #143)
Motivation and academic resilience in university students: The moderating role of age
PHAIR, J. (University of Tasmania), & **NORRIS, K.** (University of Tasmania)
Jessica.Phair@utas.edu.au

University students face ongoing challenges, stressors and pressure throughout the course of their study. Academic resilience is defined as students' capacity to cope with those chronic stressors that pose a major threat to long-term academic success (Martin & Marsh, 2009). The present study examined the effect of five motivational predictors of academic resilience proposed by Martin and Marsh – self-efficacy, persistence, planning, low uncertain control and low anxiety – in a sample of university students. It looked at the moderating role of age in this relationship, comparing differences between school leavers and mature-aged students. Participants comprised 466 undergraduate psychology students (337 females, M_{age} = 25.11) who completed a brief version of the Motivation and Engagement Scale University-College (MES-UC) and Academic Resilience Scale (ARS). Results show that adaptive components of the MES-UC scale were positively related to academic resilience. The moderating effect of age in these was significant for self-efficacy, planning and persistence, whereby this effect was more pronounced for mature-aged students. These results suggest that interventions to increase academic resilience in university students should focus on enhancing adaptive aspects of motivation and behavioural engagement, and this is particularly important for older university students.

Professional Practice Forum (Paper #315)
Treatment of Autism Spectrum Disorder (ASD) in residential out-of-home care settings: A case-study
HUSSEIN, T. (Lighthouse Foundation), & **THORPE, S.** (Lighthouse Foundation)
tymurh@lighthousefoundation.org.au

Lighthouse Foundation provides long-term treatment and accommodation to young people aged 15-25 years who typically come from backgrounds of abuse and neglect. This is achieved through a

trauma-informed, therapeutic family model of care. This setting presents unique opportunities and challenges in the treatment and care of young people diagnosed with Autism Spectrum Disorder (ASD). The aim of the session is to present an integrated and collaborative model in addressing the trauma recovery and developmental needs of young people diagnosed with ASD in residential out-of-home-care settings. The *natural setting* of the therapeutic home environment, with the support of carers and a care team, is ideal for adaptive skills training, daily life skills training, and social skills training. Relationships with carers, care-team members, and other young people provide opportunities for modelling and peer training. However, the often crisis driven nature of residential out-of-home care settings and the varying presentations of other young people can easily compromise such unique developmental opportunities. The session will explore such themes, in addition to organisational learnings in the application of Applied Behaviour Analysis (ABA). This will be achieved through the presentation of a case-study, utilising data from the Lighthouse Institute Therapeutic Outcomes Assessment™ tool and the perspectives of carers, psychologists, case-managers, and the young person in the context of trauma recovery and developmental progress. The session concludes on the essentiality of a robust care-team approach, on-going professional development program for staff, the establishment of partnerships and alliances, and the importance of collaboration with schools and families. Emphasis is placed on the careful monitoring and consideration of dynamics with other young people within the home. These themes have implications for residential out-of-home care providers across Australia, and the session argues for further research on models of ASD treatment in such settings, leading to the development of standards to guide service providers and the clinical teams that support them.

Concurrent Session 10A, Concert Hall, 3 October 2014, 8:30am – 10:00am

Symposium (Paper #356)
Title: The use of ePsychology in today's Practice
REYNOLDS, J.

The symposium brings together several areas of program research in the area of ePsychology and eTherapy and its effectiveness with clients and therapists. The individual papers will look at how the provision of etherapy and face to face therapy serve as effective and innovative strategies to improve client's mental health. Practitioner training using this technology is linked in on a symbiotic basis with each offer is individual and joint benefits.

Presentation 1:
What can the therapist contribute to e-psychology - findings from a meta-analytic study
KING, R., POULSEN, B., **ORR, J.** & **GIAC GIACOMANTONIO, S**.
e-Psychology has been found to be an effective treatment with a number of conditions and populations. This has raised questions about the role and importance of the therapist. This paper reports on the results of a meta-analytic study of findings from RCTs in which the same therapy and dose is provided either by a computer or a therapist. Findings suggest a distinctive therapist contribution that has implications for how we train therapists to work with e-psychology self-help materials. The findings are discussed in the context of commonwealth funded e-mental health and a current project concerned with training practitioners to optimally use e-mental health.

Presentation 2:
Mental Health Online: How an online mental health clinic can assist clients and health professionals
ABBOTT, J., WALLACE, K., THOMAS, N., KYRIOS, M. (National eTherapy Centre, Brain and Psychological Sciences Research Centre, Faculty of Health, Arts and Design, Swinburne University of Technology)

Mental Health Online (MHO, https://www.mentalhealthonline.org.au) is a public online mental health clinic for adults run from the National eTherapy Centre (NeTC) at Swinburne University of Technology. The clinic provides free online mental health assessment, free self-help online psychological treatment and low-cost therapist-assisted online psychological treatment. Therapist-assistance involves receiving guidance from a therapist while completing an online cognitive behaviour therapy (CBT) treatment program. Current therapist-assistance is provided by email but MHO will soon be offering real-time communication assistance via video chat, audio chat, online chat

and through virtual therapy environments. NeTC provides training in online therapy to Australian postgraduate psychology students who act as therapists to MHO clients. Using the example of Mental Health Online this presentation discusses ways in which online mental health resources can assist both clients and health professionals as well as contribute to the training experiences of postgraduate psychology students. Since the clinic was launched in 2009 (formerly as Anxiety Online) over 17,000 clients have completed the online assessment and over 1800 health professionals have registered to access program content. After accessing an online program for 12 weeks clients have been found to show reductions in clinical disorder severity, reduction in the number of mental health disorder diagnoses, increased confidence in managing their mental health and reduced psychological distress. Health professionals have reported finding MHO a useful adjunct to their face-to-face work, helping to reinforce the learning taking part in face-to-face sessions. Other health professionals have directly referred clients to MHO or they have used components of MHO programs in their face-to-face work (e.g proving PDF information sheets to clients or using homework exercises from their programs).

Presentation 3:
Using e-mental health resources in psychological practice: current status and future development
REYNOLDS, J., GRIFFITHS, K., CUNNINGHAM, J., BENNETT, K., BENNETT, A. & STANIFORTH, A. (Australian National University)

Australia is acknowledged as a world leader in the development, evaluation and public provision of quality online mental health resources. Online mental health resources can be integrated into mental health services in innovative ways that can transform the way that services are provided. As part of the Commonwealth's e-mental health strategy, a project has been established to support primary care providers to use the online resources in their practice.
The eMHPrac (e-Mental Health in practice) project will provide promotional and training activities to support psychologists' use of online resources in their work. This presentation will give an overview of the high quality e-psychology tools available in Australia and models by which they can be integrated into existing psychology services. Methods of encouraging clinician use of the programs and challenges in dissemination will also be explored.

Concurrent Session 10B, Ballroom 1, 03 October 2014, 8:30am – 10:00am

'How To' Session (Paper #20)
Families can do coping
FRYDENBERG, E. (University of Melbourne)
e.frydenberg@unimelb.edu.au

Coping is one of the most highly researched fields in psychology. The multitude of research outputs has resulted in instruments that identify conceptual groupings that can in turn be used to measure coping, facilitate self-reflection and create behavioural change. The aim of this session is introduce participants to the key concepts and constructs of coping that traverse the life span so as to enable conversations to be had between adults and children to enhance coping and wellbeing. This How To Session will demonstrate how the readily identified conceptual areas related to coping that are exemplified in various tools can be used to identify and develop coping skills in a family context. The Coping Scale for Adults-2 will be used as an exemplar to help participants examine their own coping, particularly in a family context. Similarly the Adolescent Coping Scale-2 with its 20 constructs that are conceptually alike to the adult tool can be used in a family counselling or clinical context to engage in conversations about coping. Finally the Early Years Coping Cards will be presented as visual tools that can be used as conversation starters around age related relevant coping. Each of three tools identifies what is productive and what is non-productive coping and can be used to facilitate coping skill development. As part of their skill building participants will be able to identify up to 20 key coping constructs that are relevant across the life-span and be introduced to creative ways of utilising the constructs. Additionally, participants will be encouraged to generate activities that are relevant to family contexts in which they work. Participants will be encouraged to use tools to assess coping and build on these in the context of teaching effective coping skills to facilitate parent and child communications in the socio-emotional domain.

Key learning outcomes will include:

- An understanding of how adults and adolescents can identify the ways in which they cope
- An ability to use visual tools to assess how children can talk about what concerns them and how they cope
- An ability to provide adults with tools to enhance their own and their children's social emotional competence to increase wellbeing through coping skills

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Concurrent Session 10C, Ballroom 2, 3 October 2014, 8:30am – 10:00am

Professional Practice Forum (Paper #271)
Recent developments in clinical supervision: Contributions and challenges to training and practice.
GONSALVEZ, C. (University of Western Sydney), DAVIDSON, G.R. (APS Institute), DEANE, F. (University of Wollongong), CROWE, T. (University of Wollongong), FRANKCOM, K. (Kaye Frankcom and Associates), & KNIGHT, R. (Macquarie University)
C.Gonsalvez@uws.edu.au

Background: There have been significant changes over the last two decades both nationally and internationally within psychology and across other health professions in the pedagogy, research and practice of clinical supervision. Clinical supervision is listed as a top-priority area by Health Workforce Australia. The Psychology Board of Australia (PsyBA) has introduced mandatory requirements for supervisor training and has recently prescribed guidelines for accreditation of supervisor training programs. For practitioner psychologists, supervisory practice has undergone major and rapid change. Developmental models that dominated the supervision landscape for decades are being challenged by new conceptualizations and insights generated from competency-based approaches. Further, recent technological sophistication in video conferencing, Skype-based supervision, and E-supervision platforms promise to transport supervision into the digital world. Thus, the raft of recent changes to supervisor training and practice makes the current forum timely and relevant.
Aims: The forum aims to review and evaluate the extant literature in order to provide the supervisor practitioner with a clearer understanding of pedagogic advances driving recent changes, highlight major contributions, capture current status and challenges of supervisor training, and chart future trends.
Method: A panel of experts has been recruited to deliver five papers:

1. An overview of competency-based models and an evaluation of their contribution to supervision;
2. Reflective practice and scientist-practitioner capabilities as meta-competencies: pedagogy, science and practice.
3. Review and evaluation of current PsyBA supervisor training requirements including curriculum, content and assessment.
4. The challenge of being a clinical supervisor in the new age.
5. Promises, dilemmas and challenges of E-technologies in supervision. Contributions and questions from the audience at the end of the presentations will further enhance the value of the forum.

Conclusion: Pedagogic advances in supervision theory, technological innovations in how supervision may be conducted, and regulatory changes to supervisory practice have combined to transform the supervision world of yesteryear. Further change especially in regard to more rigorous, thorough, and objective assessment of both supervisee and supervisor competence is likely. An informed appraisal of challenges and opportunities may pave the path towards more effective supervision and improved competence of the future psychology practitioner.

Concurrent Session 10D, Ballroom 3, 3 October 2014, 8:30am – 8:45am

Individual Research Paper (Paper #134)
The "Tassie Fires – We Can Help" case study: final conclusions and recommendations
IRONS, M. (UTAS), & PATON, D. (UTAS)
melanie.irons@utas.edu.au

Background: "Tassie Fires – We Can Help" is a community-run Facebook page that was created in January 2013, in response to the devastating bushfires in Tasmania. Mel Irons (first author) created

the page spontaneously in response to seeing large quantities of information being provided or searched for on social media by both bushfire-affected individuals, and well-meaning members of the greater community. The page appeared to immediately fill a number of gaps in the emergency response, and thus by accident, Mel played a pivotal role in supplying the bushfire-affected community with information, support, donations and assistance, and empowering the general population to "help". Through the page, the Tasmanian community worked together in a coordinated, well-managed way to problem solve, provide assistance and crowd source and share important information.

There has been a substantial and inevitable move within emergency management to encourage and support harnessing the power of the community and the utility of crowdsourcing as a vehicle for risk communication, and for facilitating interoperability amongst the various agencies and charities involved in a disaster, both with regard to how they communicate with each other as well as with affected people and communities. The field is extremely young and useful case studies are few and far between to date. Thus this Facebook page has become the topic of a Doctoral Thesis.

Aim and Approach: Mel collected a number of questionnaires surveying more than 680 people involved in the emergency in order to explore their usage of social media during the immediate response and longer-term recovery. She also analysed almost 40,000 Facebook posts and comments in order to be able to gain a better understanding of the community processes involved as the disaster played out, as well as to analyse the key factors in the administration of the page that ensured its functionality. The data is quantitative, quantitative, and auto-ethnographic.

Conclusion: This presentation will discuss the final, overall findings and recommendations from this case study, in order to provide guidelines for developing and implementing social media strategy to help people cope and deal with catastrophes, both nationally and internationally.

Concurrent Session 10D, Ballroom 3, 3 October 2014, 8:45am – 9:00am

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Individual Research Paper (Paper #198)
Psychologists meeting the threat of climate change: A case study.
PRATT, S. (Psychology for a Safe Climate)
sp.sue.pratt@gmail.com

Scientific consensus is that climate change is a significant threat (IPCC, 2013). Further, the Lancet (2009) has identified that climate change will be the biggest global threat of the 21st century. Psychologists have a significant contribution to make in the work to mitigate this threat and support our communities. Uzzell et al (2008) suggest that psychologists can work in a range of areas that attend to "intra psychological research in diverse fields". (Uzzell,pp1, 2008) One of the areas of focus is on understanding community dis-engagement. Recent research (see Spratt, 2012) indicates that concern about climate change peaked in 2007, and the impact of media coverage and political elites had directly affected public concern. The Centre of climate communication released their 2009 findings and concluded that peers and friends have the greatest ability to convince them to take action on climate change (cited in Leiserowitz, A., Maibach, E., Roser-Renouf, C., & Feinberg, G., 2013)Psychology for a Safe Climate came together as group following this drop in concern in 2007. This paper presents the development of a volunteer group of inquiry into the psychological understanding of the dis- engagement, the conclusions and the development of a booklet. Action participatory research methods (Reason, 1998) were used as a group inquiry to identify the key emotional and psychological factors in the disengagement from the climate change threat. Participatory action research (PAR) methods are recognised for application in community setting. Radermacher (2007) suggests that PAR has the potential to produce knowledge and action that is of direct use to a community. The conclusion was that disengagement was expressed in relationship to levels of awareness as identified by Cohen (2001) and emotions as such as grief, anger, fear were distanced. The dynamic of distancing was also identified as being co constructed (Stern, 2004 and Gergen, 2009) intra psychically and inter-personally. The group concluded that support for engagement required meeting and managing the emotional distancing, and focusing on qualities of openness, narrative, curiosity, and artistic representation in the communication and to enhance the possibility for engagement with the threat and nature of climate change. This conclusion created the theoretical basis for the design of a booklet to assist in the psychological engagement with the topic of climate change. A key conclusion was that psychologists have a practical role in assisting community and climate interest groups in developing engagement skills. This booklet was completed in 2013 and has been distributed widely through Melbourne.

Individual Research Paper (Paper #137)
What's in the message? Applying extended parallel process model to wood smoke pollution messages
BHULLAR, N. (University of New England, Armidale), & MCSHANE, M. L. (University of New England, Armidale)
navjot.bhullar@une.edu.au

Wood smoke has been linked to serious negative health impacts such as respiratory disorders and cognitive decline in the elderly. Traditional health risk communication models focus on educating and providing risk information about the perceived threat (e.g., Witte, 1992). However, such models downplay the complex nature of the public's understanding of risk information. Communicating effective messages is crucial to encourage positive, protective behaviour change. The extended parallel processing model offers a practical framework to examine how messages may be processed, and subsequently accepted or rejected. The present study investigated the effectiveness of a range of wood smoke messages comprising *Threat*, *Efficacy*, or both, in motivating message acceptance (or rejection). Participants ($N = 225$, M_{age}=35.32 years, SD=13.6, 53.8% male) were randomly assigned to one of the four experimental conditions: (1) Threat only - participants viewed a message depicting "threat"; (2) Efficacy only – participants viewed a message depicting "efficacy"; (3) Threat and Efficacy – participants viewed a message depicting both "threat" and efficacy"; and (4) neither Threat nor Efficacy (control). After viewing a message, participants completed a range of measures assessing their perceived levels of response efficacy, self-efficacy, threat susceptibility, threat severity, danger control (message acceptance), and fear control (message rejection). A 2x 2 analysis of variance (ANOVA) revealed significant main effects of *Threat only* and *Efficacy only* for danger control responses. The ANOVA results for fear control responses found significant main effect of the *Threat only* and the *Threat* by *Efficacy* interaction. Post-hoc analyses revealed that participants in the *Threat* only condition reported significantly higher fear control responses. Follow-up multiple mediation analyses found that the *Efficacy* message component impacted danger control by increasing response efficacy, self-efficacy, and threat susceptibility. On the other hand, the *Threat* message component influenced fear control via threat susceptibility and threat severity, with the higher reported levels of the threat severity associated with lower fear control. The present findings may help inform and guide real-world education campaigns to reduce wood smoke pollution. Implications are discussed regarding the optimum use of *Efficacy* and *Threat* components in increasing the effectiveness of communication strategies.

'How To' Session (Paper #349)
Faith in therapy: Utilising the client's faith as a strength in therapy
COMELY, C. (Comely Counselling & Psychological Services)
Christina.comely@dcs.nsw.gov.au

Faith in a loving God and the social support of a religious community (church or synagogue) are recognised as protective factors mitigating depression and suicide risk. Spiritually Modified Cognitive Behavioural Therapy draws on two healing therapeutic relationships, the therapeutic relationship with the therapist and the client's relationship with the living God, who knows and loves them perfectly. The strength and healing from this relationship adds a new dimension to therapy. This 'how to' session looks at ways of utilizing the client's pre-existing faith in therapy and will walk through some key points in Cognitive Therapy and show how they can be spiritually modified embrace the client's faith as a strength. The session will look at building self-esteem, forgiveness in therapy, returning to trauma, the Daily Thought Record, relaxation, meditation and show how they can be effectively spiritually modified from a Christian or Jewish perspective. It will include the option of participating in faith based stress-busting exercises for therapists who need to recharge.

'How To' Session (Paper #310)
Bravehearts' approach to working with children and adolescents affected by child sexual assault
HARATSIS, J. (Bravehearts Inc.)
jharatsis@bravehearts.org.au

Background: Bravehearts Inc is a non-profit organisation whose mission is to stop child sexual assault in our society and vision is to make Australia the safest place in the world to raise a child. We aim to achieve this vision, through our three piers to prevention: "educate, empower and protect", by providing education and training, increasing community awareness, conducting research and lobbying for reform, and providing counselling. Our counselling services are available to children, adolescents, and adults affected by child sexual assault, sexual harm, and problem sexual behaviour. Our therapeutic approach to working with children and adolescents who have experienced child sexual assault is comprised of elements of evidence-based psychological treatments including trauma-focused CBT, family systems therapy, person-centred therapy, dialectical behaviour therapy, and attachment theory. Participants are assumed to have basic knowledge of these theories.
Aims/Objectives: My presentation will provide participants with the therapeutic approaches, strategies, and resources that are utilised to build rapport and establish a trusting therapeutic alliance and provide a safe environment. We believe that this is essential before therapeutic strategies are introduced. Next, I will outline how to develop a clear conceptualisation and individualised treatment plan based on the child/adolescent's current presenting problems and data from standardised self- and parent-report assessment measures. This will be followed by information on how to implement therapeutic strategies in sessions with children/adolescents including personal safety behaviours education using "Ditto's Keep Safe Adventure", psychoeducation about trauma, mood and anxiety symptoms, cognitive restructuring, emotion-regulation/coping strategies, and in vivo mastery of trauma reminders. Finally, I will inform participants about the benefits of providing concurrent sessions to parents/carers to help them support their child, increase their own coping skills, and address any specific difficulties in the parent-child relationship.
Approach: In summary, I will provide a session-by-session treatment outline which includes initial assessment, specific session activities, post-treatment evaluation, and follow-up. During the presentation I will show samples of de-identified client work and provide participants with a variety of resources.
Conclusion: Participants will acquire knowledge, skills, and resources to use when working with children and adolescents who have been affected by child sexual assault.

'How To' Session (Paper #302)
Understanding twin psychology in clinical practice
WOOD, C.E. (Swinburne University of Technology)
cwood@swin.edu.au

Twins hold particular interest to scientists because they inform our understanding of the relationship between genes and the environment for many attributes, including personality, intelligence and some mental health conditions. Aside from their significance to researchers, twins and their families can experience their own set of challenges that practitioners need to be aware of. For example, some twins can struggle to develop their own identity while preserving the twinship. Twins can also be at risk for learning, attention, and language difficulties, and there is the well-known competition between twins that is not always healthy. There are also challenges associated with schooling, including school readiness and whether to keep twins together or in separate classes. The aim of this workshop is to discuss these challenges while highlighting the importance of considering the twinship when working with twins in clinical practice. The author will share her clinical and research experience working with twins and their families. Participants can expect to learn about twin psychology, issues seen in clinical practice and practical strategies to work with these issues. Case discussion will be encouraged. Participants will be provided with a copy of the slides from the presentation and relevant reference material. With the increasing number of multiple births, it is important that psychologists are aware of the specific issues relevant to twins and their families.

Recent advances in clinical health interventions
RICCIARDELLI, L.A. (Deakin University)
lina.ricciardelli@deakin.edu.au

This symposium examines recent advances in clinical health interventions. The first paper provides a review of interventions for the prevention and treatment of obesity among children. This includes an overview of the 2013 systematic review conducted by NHMRC and the work conducted by the APS Obesity Guidelines committee. The second paper gives an introduction to metacognitive theory and how this can be applied to the study of disordered eating in both clinical and non-clinical populations. Examples of how metacognitive theory can be applied to the treatment of disordered eating will also be provided. The third paper focuses on the use of motivational interviewing to increase physical activity in people with chronic health conditions. A systematic review and meta-analysis showed that motivational interviewing has a small effect in increasing physical activity. The final paper presents the translation of research evidence to practitioner information and resources for the assessment and behavioural treatment of childhood obesity. The materials, located on the APS EQIP website, will be presented, and an analysis of the website access will be provided.

Presentation 1:
Childhood obesity and interventions: What works?
RICCIARDELLI, L.A. (Deakin University)
lina.ricciardelli@deakin.edu.au

While the prevalence of obesity among adults in Australia has escalated over recent decades and has now reached epidemic proportions, the rise in prevalence among children has been even greater, with studies indicating that an estimated 1 in 4 school aged children and adolescents are overweight or obese. Therefore, there is a need for interventions at an early age, before unhealthy eating and poor physical activity patterns associated with obesity become entrenched and difficult to modify. This paper will provide a review of the prevention and intervention research to date. This includes a summary of the 2013 systematic review conducted by the NHMRC; the review conducted by the APS Obesity Guidelines Committee (2012-2014); and an overview of the recent work being conducted at the Centre of Mental Health and Wellbeing, Deakin University. The evidence suggests the need to target the family, as programs which have family involvement have been shown to be more effective. Many of the reviewed interventions also only included a small psychological component while most interventions focus on modifying diet and physical activity. Interventions were found to be more effective when they included a substantial psychological component. In addition, researchers have highlighted the limitations inherent in individual-focused approaches to the prevention/treatment of obesity in children, and have called for a more sustained socio-ecological approach for obesity prevention. A whole school approach, involving the collective effort of the school community to promote health is clearly needed.

Presentation 2:
Metacognitions and disordered eating
STRODL, E. (Queensland University of Technology)
e.strodl@qut.edu.au

Metacognition refers to the stored knowledge and experiences of thought processes and the strategies likely to reach one's objectives. A model of metacognition developed by Adrian Wells proposes that psychological disorders result from an unhelpful internal state called the Cognitive Attentional Syndrome (CAS), which consists of perseverative thinking, threat monitoring and ineffective cognitive and behavioural coping strategies. The CAS is thought to be triggered by unhelpful beliefs and appraisals of one's own cognitions (i.e., metacognitive beliefs). While this model has predominantly been associated with mental health problems, there is also emerging evidence that it can be linked with health behaviours and in particular disordered eating. This presentation will explain how the metacognitive model is associated with disordered eating through the findings of two qualitative studies on metacognitions in adults with eating disorders, as well through the findings of an online quantitative survey measuring metacognitions about thoughts and emotions and disordered

eating in a normal population. Finally the presentation will illustrate the application of metacognitive therapy to disordered eating through the use of a series of case studies applying metacognitive therapy to Binge Eating Disorder. The implications of the findings from these studies upon treating disordered eating will be discussed.

Presentation 3:
A systematic review and meta-analysis of motivational interviewing to increase physical activity in people with chronic health conditions
O'HALLORAN, P.D. (La Trobe University)
p.ohalloran@latrobe.edu.au

The majority of people with chronic health conditions are not sufficiently active and their poor activity levels correlate with increased morbidity, mortality and disease burden. Efficacious methods that help people with a range of health conditions increase their physical activity are required. Although motivational interviewing is potentially a promising approach no systematic review has focused specifically on the effect of motivational interviewing on physical activity and; or cardiorespiratory fitness and exercise capacity in people with chronic conditions. Thus, the current systematic review and meta-analysis of randomised controlled trials was conducted in order to determine if motivational interviewing leads to increased physical activity, cardiorespiratory fitness and functional exercise capacity in people with chronic health conditions. Seven electronic databases (MEDLINE, PsychINFO, EMBASE, AMED, CINHAL, SPORTDiscus, and the Cochrane Central Register of Controlled trials) were searched from inception until January 2014. The Grades of Recommendation, Assessment, Development and Evaluation approach was used to evaluate the quality of the evidence from a modest number of RCTS. There was moderate level evidence that motivational interviewing had a small effect in increasing physical activity levels in people with chronic health conditions relative to comparison groups. Sensitivity analysis based on trials that confirmed treatment fidelity produced a larger effect.

Presentation 4:
Translation of research evidence to practitioner resources
LINDNER, H. (Australian Psychological Society)
h.lindner@psychology.org.au

Translation of the findings of a systematic review of evidence-based assessment and treatment of childhood obesity was undertaken by an expert group of Health Psychologists to provide relevant information and resource materials for psychologists and clients. These materials form part of the suite of Conditions, Practitioner Tools and Information Sheets on the APS EQIP (*Evidence-based and Quality Information for Psychologists*) website, and can be accessed by all grades of membership of the APS. The rationale and process of content development and expert review of materials will be outlined, and various webpages, worksheets, assessment tools and intervention outlines will be presented. Analysis of the website access in terms of return visits and new visits, duration of views and downloads will be presented to show uptake of these materials. Future promotion of these resources will be discussed, including the development of additional resources to extend the existing suite of materials.

Concurrent Session 11B, Ballroom 1, 3 October 2014, 10:30am – 12:00pm

Professional Practice Forum (Paper #380)
New challenges impacting on psychology's workforce, education and training
LITTLEFIELD.L OAM, FAPS (Australian Psychological Society)
l.littlefield@psychology.org.au

The education and training of psychologists is changing with the reduction of internships in the 4 + 2 pathway, the increase in 5th year post-graduate programs and the lack of expansion of professional Masters and Doctorate places and bridging programs. The demand for psychological services is increasing and is not being met by the supply of psychologists resulting in other workforces delivering these services. Major changes to the mental health workforce, scopes of practice, the context in which the majority of services are delivered, and modalities of service delivery require significant

alteration to the way psychologists are trained. New initiatives and workforces are being developed which pose both threats and opportunities for psychologists.

This Forum will examine these critical issues and the impact they are likely to have on psychologists' practice and the psychology workforce. Suggestions for major changes to the role of psychologists, their practice, and their education and training will be discussed and participants encouraged to contribute ideas towards action the APS could take regarding these matters.

Concurrent Session 11C, Ballroom 2, 3 October 2014, 10:30 – 12:00pm

Professional Practice Forum (Paper #86)
Learning through complex case studies of culturally and linguistically diverse clients

SLIGER, J. (JSA International Communications, Pty Ltd), **KHAWAJA, N. G.** (Queensland University of Technology), **ELPHINSTONE, L**. (Cultural Transitions), & **LI, W**. (James Cook University)
jsliger@jsa-intl.com.au

Background: The 2011 census data indicates that 24.6% of Australia's population was born overseas, most commonly from UK, New Zealand, China, India and Italy, and 43% of residents have at least one overseas parent. The number of citizens speaking Arabic and Mandarin Chinese has increased significantly. These demographic trends present a challenge to Australian psychologists, whose traditional western education usually includes little training in cross-cultural communication and different cultural constructs of mental health, the result of which can be a mismatch of psychological interventions with cross-cultural beliefs and the extreme conditions of some clients' environmental backgrounds. This is further complicated by the remoteness of some practising psychologists. As psychologists working in a range of settings, we come across culturally and linguistically diverse (CALD) clients. We deal with a range of complex issues associated with the life cycle, such as acculturation stress, intercultural communication, interpersonal difficulties and role conflicts. Further, as psychologists working across cultures, we encounter challenges in the areas of assessment, supervision, multicultural teams, and coaching. The focus of the Psychology and Cultures Interest Group at the APS is on multicultural issues and the many complexities that this brings to our practice as psychologists.
Aim: This Professional Practice Forum sponsored by the Psychology and Cultures Interest Group aims to educate the attendees about the complex issues that CALD clients may bring and the culturally appropriate and sensitive ways of addressing the issues of these clients.
Methods: Four case studies dealing with the complex issues and treatment of CALD clients will be presented. Cases presented will demonstrate CALD issues associated with aging, acculturation stress, couple distress and difficulties of working in organisational settings. Presentations will be followed by discussion.
Conclusion: It is expected that this interactive session will inform the attendees about the multicultural issues of CALD clients and the adapted interventions that can yield good results for their clients.

Concurrent Session 11D, Ballroom 3, 3 October 2014, 10:30am – 12:00pm

Symposium (Paper #181)
Psychosocial recovery from natural disasters and lessons learned from the Tasmania bushfires 2013

BURKE, S**.** (Australian Psychological Society), IRONS, M**.** (UTAS) & Paton, D. (UTAS), COBHAM, V**.** (UTAS), & MCDERMOTT, D. (Mater Medical Research Institute)
s.burke@psychology.org.au

Following several recent large scale bushfire disasters in Australia (Black Saturday 2009; Dunalley fires, Tasmania, 2013), much work has been done by experts in the disaster field to research, develop and deliver psychosocial recovery programs to promote coping and accelerate recovery among disaster-affected community members. In this symposium we hear the results of four different studies in bushfire recovery. The first two papers focus on the more recent Tasmanian fires from two very different perspectives. In the first, the author (from UTAS) reports the results of her study about the utility and effectiveness of social media during the response and early recovery phase after the Dunalley bushfires. This study draws on her personal experience of the outstanding success of a

Facebook page she created on a whim in response to seeing a large amount of information being provided or searched for on social media as the fires were happening. The page was an instant success, and by accident, the author played a pivotal role in supplying the bushfire-affected community with information, support, donations and assistance, and empowering the general population to "help" in multiple ways. The second paper describes an innovative program that was developed in Tasmania after the fires to quickly skill up child and adolescent mental health practitioners in trauma-focused CBT. This project was a unique collaboration between government departments, local services and practitioners, as well as beyondblue, Red Cross, and led by disaster experts from Mater in QLD. The last two papers provide a very valuable longer-term perspective on recovery, providing follow-up data from the 2009 bushfires in Victoria. The first Black Saturday paper, from ACPMH, examines factors which mediate mental health outcomes for males and females following the catastrophic Black Saturday fires in which 173 people lost their lives, and has important new implications for the treatment of adult mental health after major bushfire disasters. The second paper, from the School of Population Health, (Melb Uni), follows up the ongoing impacts of the Black Saturday fires on children years after the emergency has ended and reports on the long lasting effects on children and families.

Presentation 1:
The "*Tassie Fires – We Can Help*" case study: final conclusions and recommendations
IRONS, M. (UTAS), & PATON, D. (UTAS)
melanie.irons@utas.edu.au

"Tassie Fires – We Can Help" is a community-run Facebook page that was created in January 2013, in response to the devastating bushfires in Tasmania. The author created the facebook page during the fires, and it immediately filled a number of gaps in the emergency response, playing a pivotal role in supplying the bushfire-affected community with information, support, donations and assistance, and empowering the general population to "help". Through the page, the Tasmanian community worked together in a coordinated, well-managed way to problem solve, provide assistance, and crowd source and share important information. To better understand the utility of social media in risk communication and for facilitating interoperability amongst the various agencies and charities involved in a disaster, the Facebook page became the topic of the author's doctoral thesis. Over 680 people involved in the Tasmanian bushfire emergency were surveyed about their usage of social media during the immediate response and longer-term recovery. As well, 40,000 Facebook posts and comments were analysed in order to be able to gain a better understanding of the community processes involved as the disaster played out, and to analyse the key factors in the administration of the page that ensured its functionality. The data is quantitative, quantitative, and auto-ethnographic. This presentation will discuss the final, overall findings and recommendations from this case study, in order to provide guidelines for developing and implementing social media strategy to help people cope and deal with catastrophes, both nationally and internationally.

Presentation 2:
A New Model for a Child and Adolescent Disaster Response: The Tasmanian Example
COBHAM, V. (Mater Medical Research Institute), & MCDERMOTT, D. (Mater Medical Research Institute)
vanessa.cobham@mater.org.au

Following a natural disaster, despite the well documented prevalence rates of post-disaster mental health problems in this vulnerable population, relatively few children and adolescents present for assistance with these problems. Another important post-disaster phenomenon relates to surge capacity: typically, existing service providers (including Child and Adolescent Mental Health Services, NGOs etc.) are already functioning at capacity and therefore have limited ability to respond in the aftermath of a disaster. In January 2013, bushfires swept through the east coast of Tasmania. In April, the beyondblue Child and Adolescent Bushfire Response was officially launched. Directed remotely from Queensland, this response was underpinned by these key premises:

· Utilize leaders with existing expertise and experience in the area of children's post-disaster mental health;
· Deliver a world-class response in collaboration with government departments, local services and practitioners;

- Train and supervise local clinicians in the evidence-based treatment of choice (Trauma-focused CBT) in order to leave behind a significant skills legacy.

This paper will provide an overview of the elements involved in this innovative model of care, as well as providing some diagnostic data from treated cases.

Presentation 3:
Mediators of mental health outcomes following the Australian Black Saturday bushfires
FORBES, D. (Australian Centre of Post Traumatic Mental Health), ALKEMADE, N., WATERS, E., GIBBS, L. (University of Melbourne), GALLAGHER, H., PATTISON, P., LUSHER, D, MACDOUGALL, C., HARMS, L., BLOCK, K., SNOWDON, E., SINNOTT, V., IRETON, G, RICHARDSON, J., & BRYANT, R. (Australian Centre of Post Traumatic Mental Health)
dforbes@unimelb.edu.au

A large body of research has established the mental health sequelae following disaster, with studies now focused on better understanding factors that moderate and mediate these outcomes in order to guide programs of intervention. In a large sample (Male = 402, Female = 606) of people impacted by the Black Saturday Bushfires of 2009, this study assessed potential the influence factors that may increase the risk for developing psychopathology following this disaster. Four mediation models were tested with the final model selected observing a direct relationship between the disaster and mental health outcomes (b=.049, p <.001) and mediating relationships via Anger (b=.026, p <.001) and Major Life Stressors (b=.032, p <.001). As gender moderated outcome, the role of gender was further investigated with separate analyses for male and female subsamples. While the mediation relationships were still significant for both genders, the direct relationship between exposure and outcome was no longer significant for men (p=.157), while this relationship remained significant (b=.061, p<.001) for women. The implications from these findings for treatment of mental health after a disaster are discussed.

Presentation 4:
Children's worlds framed by disaster: a qualitative study of the ongoing impacts of the Black Saturday fires
GIBBS L (University of Melbourne), MACDOUGALL, C., BLOCK, K., SNOWDON, E., & IRETON, G. (Australian Centre of Post Traumatic Mental Health)
lgibbs@unimelb.edu.au

Aim: This study aimed to explore the ongoing impact of disasters on children's everyday experiences
Design: A qualitative approach was adopted to allow exploration of children's experiences in a post-disaster context from the perspective of parents and their children.
Method: In-depth, semi-structured interviews, incorporating mobile methods, were conducted in 2013/2014 by three researchers in pairs with over 30 participants currently or previously living in communities impacted by the February 2009 bushfires in Victoria, Australia. This was part of a broader research study- Beyond Bushfires. Issues affecting children emerged in interviews with adult participants who were parents (n=17) and were explored further in interviews with their children (n=5 to date).
Results: Significant disruptions to children's lives were reported as a feature of the immediate and short term post-fire period including loss of someone close, school changes, temporary housing and disruption to routine. Strategies to restore children's sense of wellbeing were discussed. While many children and families showed resilience, there were clear signs of ongoing disaster influences on their everyday lives and perceptions.
Conclusion: Disaster impacts on families and communities can become part of the ongoing reality of children's lives, even for very young children. This influences family recovery and lifestyle choices.

Symposium (Paper #178)
Adventure therapy in action: What is it, how does it work and what are its effects?
NEILL, J. (University of Canberra), PRYOR, A. (Adventure Works Pty Ltd.), & AGNEW, K. (Churchill Fellow)
james.neill@canberra.edu.au

Do you work with people? Are you looking for new ways to encourage people towards healthy change? Are you interested in using outdoor and adventure for health, healing, recovery or therapy with your client group? If so, this symposium may be of interest to you.

Adventure therapy programs take many forms, operate in a range of settings and utilise diverse and innovative practices to achieve a variety of psycho-social outcomes (e.g., recreation, enrichment, training, education, prevention, early intervention, respite, treatment, recovery, palliative care) around the world. These programs generally combine small groups, nature-contact, adventure, and therapeutic processes to create opportunities for change in the participants, with the purpose of supporting an individual (or family) to move towards greater health and well-being. The combination of these elements (group-based activities, nature-contact, adventure, and therapeutic processes) provide a holistic physical-mental-emotional-behavioural-social-cultural-spiritual-environmental experience for participants, enhancing the process of change and personal growth and strengthening connections to others and community. Although a relatively small field, research to date has shown that such programs are effective in helping to treat a range of behavioural and mental health problems.

This symposia will provide an introduction to adventure therapy in Australia and will explore a variety of adventure therapy programs around the world with specific focus on programs for indigenous young people, family involvement and aftercare; and will review a recent meta-analysis of adventure therapy outcomes and moderators. There will be time for questions and comments at the end of each presentation.

The benefits of outdoor environments for human health, healing and recovery are supported by empirical, theoretical and anecdotal evidence, as are the benefits of social connection and physical activity. Combined within an intentional therapeutic experience and surrounded by a strong safety net, these elements provide a unique milieu to support healthy change for a range of target groups.
The Australian field of Bush Adventure Therapy (BAT) encompasses a diverse range of practices that integrate the benefits of contact with nature with a therapeutic use of adventurous experiences and small group settings. Australian BAT practices are aligned with Adventure Therapy or Wilderness Therapy in international contexts, yet have grown up in different ways, and have a flavour of their own.

This presentation will provide an overview of Bush Adventure Therapy in Australia, including history, definitions, research evidence, theories, principles and practices, including the range of models that exist, and the types of target groups that are benefiting.

The Churchill Fellowship provided an opportunity to learn about a variety of adventure therapy programs around the world, including from programs in the Czech Republic, the United Kingdom, Canada, and USA. These unique programs were all focused on utilising natural places and challenging experiences to help young people reach their full potential. Having learnt from these diverse programs, this presentation reports on overseas adventure therapy programs and crime prevention initiatives, focusing on best practice in the following three key areas:

1. Aftercare/follow-up,
2. Family engagement and programs for younger participants, and
3. Indigenous perspectives and specific programs for Indigenous young people.

This presentation reports on a meta-analytic review of 197 studies of adventure therapy participant outcomes (2,908 effect sizes, 206 unique samples). The short-term effect size for adventure therapy was moderate (g = .47) and larger than for alternative (.14) and no treatment (.08) comparison groups. There was little change during the lead-up (.09) and follow-up periods (.03) for adventure therapy, indicating long-term maintenance of the short-term gains. The short-term adventure therapy

outcomes were significant for seven out of the eight outcome categories, with the strongest effects for clinical and self-concept measures, and the smallest effects for spirituality/morality. The only significant moderator of outcomes was a positive relationship with participant age.

Individual Research Paper (Paper #109)
A review of the social science of doping in sport through the lens of the sport drug control model
GUCCIARDI, D.F. (Curtin University), JALLEH, G. (Curtin University), & DONOVAN, R.J. (Curtin University)
d.gucciardi@curtin.edu.au

Background: The use of banned performance-enhancing drugs or methods, otherwise referred to as doping, has the potential to undermine the image of sport, and threaten the economic, health and social benefits. Athlete testing is central to anti-doping policy designed to detect and deter the incidence of doping in sport, yet represents a significant financial burden to governments and sporting organisations (e.g., Hermann & Henneberg, 2013). The "educational" approach has been the key focus of anti-doping intervention research; that is, building awareness and knowledge of banned substances, reporting and testing requirements, and penalties for non-compliance. However, this approach ignores the importance of specific individual attributes and social-contextual variables that may render an athlete susceptible to doping and therefore may explain why programs which only provide individuals with knowledge of doping are ineffective in influencing actual behaviour. The Sport Drug Control Model (SDCM; Donovan et al., 2002) represents an integrative framework of these psycho-social variables, including threat (deterrence) and benefit (incentive) appraisals, personal morality, legitimacy of anti-doping organisations, reference group opinions, personality, attitudes, and perceptions of affordability and availability of doping substances or methods.
Aims/objectives: The purpose of this presentation is to systematically synthesise recent research on the social science of doping in sport from the lens of the SDCM.
Method: We searched several databases (e.g., PsycINFO, Web of Science, Google Scholar) to identify studies that have been completed since 2002. We posted messages on electronic mailing lists (e.g., SportPSY) and contacted authors with a background in doping research to retrieve information from "in press" or unpublished datasets.
Conclusion: A substantial body of research has shown that various personality constructs, attitudes, morality, and social influences (e.g., norms) can serve to facilitate or inhibit doping intentions and behaviour. Less research attention has been devoted to market factors including the affordability and availability of doping substances and methods. With only two exceptions (Gucciardi et al., 2011; Jalleh et al., in press), the full model has not yet been adequately tested and therefore the complex interaction between the individual and the social context as it pertains to doping remains an important avenue of future research.

Individual Research Paper (Paper #66)
Anti-doping and professional practice among general and sports psychologists
MAZANOV, J. (School of Business, UNSW-Canberra)
j.mazanov@adfa.edu.au

Background: The World Anti-Doping Code requires athlete support personnel to support the aims of anti-doping or face sanctions (e.g. prohibited from sport for two years). Changes in legislation introduce significant fines to failing to comply with anti-doping investigations by the Australian Sports Anti-Doping Authority (ASADA). Recent research indicates both general practice and sports psychologists are at risk of such sanctions and fines.
Aim: To explore the implications of anti-doping for professional practice among Australian psychologists using hypothetical examples, and empirical and policy research.
Method: Following an overview of the anti-doping system and the obligations this places on psychologists, the implications of anti-doping for psychologists are developed by exploring quantitative, qualitative and policy based research. Quantitative work has demonstrated that psychologists, like general practitioners, are at risk of sanctions due to a lack of knowledge.

Qualitative evidence explains why this occurs in terms of the practice of anti-doping in Australia. The qualitative evidence shows that allied health professionals report prioritising treatment over obligations to report doping. Thus, psychologists risk sanctions from ASADA for failing to report, rather than risk professional censure and the therapeutic relationship by breaching client confidentiality. The example used is an athlete being treated for anabolic steroid dependence disorder. This divergence between policy and practice creates a contradiction between anti-doping and professional obligations.

Conclusion: Psychologists need to develop and access more support to improve knowledge of anti-doping obligations. As part of this, psychologists need to decide whether to risk sanctions to provide therapeutic support to drug using athletes. Professional organizations, such as the Australian Psychological Society, need to start engaging with government to develop policies that preserve the therapeutic relationship without the risk of sanctions.

Concurrent Session 11G, Chancellor Room 6, 3 October 2014, 11:00am – 11:15am

Individual Research Paper (Paper #52)
Client-practitioner relationships: Sport psychologists' experiences of working with injured athlete-clients
LITTLE, G., ANDERSEN, M. B., & SPEED, H. (Institute of Sport, Exercise, and Active Living; College of Sport and Exercise Science; Victoria University; Melbourne, Australia)
guy.little@live.vu.edu.au

Researchers have shown that the quality of the relationships between clients and practitioners influences physical and psychological treatment outcomes in psychotherapy and physiotherapy. The primary aim of our study was to explore (sport) psychologists' perceptions and conceptualisations of their relationships and interactions with clients, particularly with injured athletes undergoing rehabilitation. Semi-structured interviews were conducted with 12 (sport) psychologists (5 female, 7 male) who worked in professional sport in Australia. The interviews explored the participants' motivations to enter the profession, their training in professional and therapeutic relationships and rapport building, their challenging and rewarding experiences with clients, and their encounters with athletes in long-term rehabilitations. Athletes often experience crises during injury rehabilitation and recovery and can encounter issues around identity, frustrations with speed of recovery, relapses, and anxiety about returning to sport. The interviews concentrated on understanding what occurs in psychologist-athlete relationships when clients sustain injuries and how such circumstances can influence (e.g., challenge, strengthen, rupture) these bonds. From thematic content analysis of the interviews (Braun & Clarke, 2006) several key themes emerged including: practitioners modelling emotional control, pacing one-to-one sessions to mirror the desired speed of rehabilitation and recovery, challenges in dealing with athletes' identity crises and career termination after injury, service providers' expectations of psychologists within rehabilitation influencing the quality of athlete-psychologist relationships, and confidentiality issues when working within multidisciplinary teams. From the results we make several suggestions to help develop training for (sport) psychologists in building quality relationships with clients as well as suggesting better integration and early access to psychologists for athletes within sport organisations' rehabilitation-service models.

Keynote Presentation, Concert Hall, 3 October 2014, 12:00pm – 1:15pm

Keynote Presentation (Paper #374)
Psychology of health behaviours: Importance of affect
CONNER, M. (Institute of Psychological Sciences, University of Leeds, UK)
m.t.conner@leeds.ac.uk

Exploration of the psychological determinants of health behaviours has been an important focus in health psychology for a number of years. The thoughts and feelings that an individual has about such behaviours, or health cognitions, have received particular attention. This is partly because they represent modifiable determinants of health behaviour that can be targeted in interventions to improve health outcomes. Models such as the Icek Ajzen's Theory of Planned Behaviour have been widely used in this area and have focused attention on intentions as a key proximal determinant of behaviour. An important criticism of this approach is that it tends to focus on cognitive influences at the expense of affective influences. Recent research has begun to focus on these affective

influences focusing on the individual and combined effects of affective attitudes and anticipated affective reactions. Correlational and experimental studies testing these effects in relation to intentions and action for health behaviours will be presented along with meta analytic summaries of these effects. The first part of the talk will focus on affective attitudes such as the pleasure associated with performing a health behaviour, while the second part of the talk will focus on anticipated affective reactions such as anticipated regret about not performing a health behaviour. In the last part of the talk the limited number of studies examining affective attitudes and anticipated affective reactions simultaneously will be examined. The existing literature would suggest that when trying to change intentions and behaviour there is value in focusing on affective influences on health behaviour probably in conjunction with other more widely studied influences (e.g., perceived behavioural control/self-efficacy, cognitive attitudes, norms). Affective influences have both direct effects on behaviour, effects mediated by intentions, and also effects on the intention-behaviour relationship. There is good evidence from both correlational and experimental studies to support a focus on either affective attitudes or anticipated affect, although the effect sizes on behaviour change may only be in the small to medium range. Further studies testing the combined effects of affective attitudes and anticipated affective reactions are required.

Presenting Author Index

Surname	Paper #	Surname	Paper #
Abdul Aziz S	209	Bhullar N	137
Abel L	166; 213; 326	Bitsika V	166
Agnew K	178	Black R	81
Aktar S	124	Boschen M	77; 89; 97
Alder J	275	Bouchoucha S	180
Allan A	192; 244	Bowen D	178
Allen M	90; 91	Bradley B	304
Andersen M	52	Brennan M	192
Andrews M	124	Bresland L	69
Annear M	214	Brooks G	83
Anscomb H	136; 138	Brown B	215
Aoyama S	286	Brown C	161
Astbury J	204	Brown James	18
Avery M	236	Brown Jeff	277
Badcock-Cassar A	295	Brown John	359
Bailie J	339	Brown S	79
Baker C	176	Browne M	50
Baker L	111	Browning C	75
Bakes P	287	Burke S	181; 215
Bakker G	27	Burton L	323
Barham A	157	Caltabiano M	217; 253
Barnier A	225	Cameron C	248
Bassilios B	172	Campbell A	82
Bates T	251	Campbell P	356
Baune B	136; 138	Caputi P	115; 124
Baxter J	74	Carlson K	204
Bayliss D	209	Carmichael A	300
Beardmore S	176	Carr A	199
Berk L	42; 43	Carroll A	106
Berk M	42; 43	Cassar G	145
Bertoia P	351	Challis K	161

Surname	Paper #	Surname	Paper #
Hossain Z	273	Kolar C	222
Howe W	88	Kong P	342
Hussein T	315	Kumagai K	286
Irons M	134; 181	Kyrios M	382; 356
Isaac F	22; 226	Lang C	119
Ishikuma T	286	Langley S	333
Iverson D	124	Lauder S	42; 43
Izadikhah Z	306	Law P	106
Jalleh G	109	Leigh B	325
Jansen H	151	Leung V	129
Jellett R	298	Lewinsohn P	48
Jenkins M	151	Li W	86; 92
Johnson T	259	Lindner H	253
Johnston L	119	Little G	52
Jones S	115	Littlefield L	379; 380
Joyce M	371	Lodge Jodie	74
Kahhan N	190; 336	Lodge Jason	276
Kane S	108	Love A	357
Karantzas G	144; 236	Lovegrove W	330
Karantzas K	144	Loxton N	149
Kaslow N	383	Lucas J	205
Katiforis R	190	Ludvik D	97
Kavanagh D	95	Lyvers M	289
Kavanagh S	376	Macalpine R	77
Kazemi H	306	MacFarlane S	236
Khawaja N	84; 86	Machin T	301
King K	172	Machlin A	172
King R	356	Mackey M	273
Kirk H	98	Madore I	83
Kirkwood M	123	Magee C	115
Kirsner K	73	Main L	303
Knight R	271; 275	Mak A	57; 239
Koh S	51	Malloy M	151

Surname	Paper #	Surname	Paper #
Palmer M	105	Rinehart N	212
Papadopoulos N	212	Robinson A	199; 214
Pardo N	287	Roodenrys S	330
Paton D	134; 259	Rose L	323
Perz J	55	Ross H	331
Petch J	68	Roufeil L	244; 339; 359
Pfieffer L	107	Sadler N	332
Phair J	143	Sale N	241
Pickering D	330	Sanchez-burks J	318
Pillet B	202	Sanson A	193
Pirkis J	172	Saunders J	150
Pizzirani B	71	Schrever C	234
Poulson B	356	Sciberras E	212
Pratt C	88	Scollon C	51
Pratt S	198	Scott C	222
Price T	149	Scott E	288
Provost S	227	Scott G	221
Pryer H	176	Scott J	192
Pryor A	178	Scott J	355
Quinn Z	136; 138	Seeley J	48
Rainsford M	105	Selby J	304
Raju K	43	Seymour M	298; 335
Reece J	189	Shao F	219
Reese E	225	Sharma R	124
Reifels L	172	Shaw G	256
Reilly M	275	Short J	13
Reser J	331	Skilbeck C	340
Reynolds J	356	Sklavos A	217
Reynolds N	339	Skouteris H	153
Riby D	98	Slack-Smith J	301
Ricciardelli L	253	Slatyer M	340
Rickwood D	193	Sliger J	86
Riggs D	151	Sluis R	89

Surname	Paper #	Surname	Paper #
Snell D	157	Toye C	214
Snow M	107	Tranter B	214
Song Y	144	Treharne G	157
Speed H	52	Turnbull D	167
SPIG Members	275	Turnbull L	272
Spiteri J	217	Turner C	155
Spittal M	172	Turner G	252
St. John N	150	Turner W	68
Stapleton P	288	Tyson G	377
Stark A	326	Ussher J	55
Stocker J	348	Van Bergen P	225
Stokes D	163	Van Le H	334
Stops D	351	Van Tonder C	350
Strodl E	253	Vickers J	199
Sturmey R	339	Voisey J	149
Sullivan K	144	von Treuer K	222
Suppes T	43	Waitoki W	347
Suryaratri R	256	Walker B	115
Symons M	94; 357	Wang Q	219
Ta'eed G	176; 340	Wang W	219
Tarrant B	334	Ward B	131
Tedeschi M	50	Watt B	151
Templer K	152	Wauchope B	215
Teow T	78	Weber E	331
Thomas M	171	Wei C	239
Thomas M	340	Weiss K	275
Thomson D	357	Wen-Mei L	120
Thornthwaite L	83	Wertheim E	295; 296
Thorpe S	315	Wilkes-Gillan S	273
Tometzki H	68	Wilkinson R	144
Tonkin C	187	Williams K	288
Tooley G	236	Willis R	227
Touyz S	220	Wilson K	316

Surname	Paper #
Wilson L	[306](#)
Wood C	[298](#); [302](#); [335](#)
Woolcott G	[107](#)
Wotherspoon J	[84](#)
Wright J	[186](#)
Xiao T	[96](#)
Yang Y	[318](#)
Yeigh T	[107](#)
Yeo R	[148](#)
Young R	[94](#); [95](#); [149](#); [150](#)
Zappa P	[190](#); [336](#)
Zask A	[323](#)
Zileski D	[112](#)