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employees' evaluations of a goal-setting programme, a questionnaire study was conducted with university employees (N = 200) who had just completed a newly implemented goal-setting and performance review. Measures included organisational identification and trust, job satisfaction, team performance, and the perceived utility of the programme for employees' work. Multiple regression analysis indicated that in addition to the extent that participants experienced the programme as stressful, it was not perceived as useful, either functionally or in helping employees to cope with job demands. In contrast, over and above this relationship, organisational identification predicted more positive views of the programme's utility on both the individual and team level. Furthermore, this relationship was mediated by perceptions of organisational trust. To the extent that employees' feelings of trust were associated with the belief that the organisation acted on its employees' behalf, this trust provided the basis for more positive views of the goal-setting programme. These findings suggest that despite their growing popularity – goal-setting programmes are likely to be problematic unless they are informed by social identity-based factors that predict employees’ perceptions of their utility.

Intra-group and inter-group communication: The influence of subgroup- and superordinate-group caucusing on multi-party negotiations

The inter-group relations literature provides evidence that members of different groups are most likely to relate to each other positively when they experience a balanced expression of intergroup differences and similarities (Hogg & Terry, 1995). Recently, it was found that such processes apply to real negotiating groups in the sense that an emphasis on subgroup differences may benefit a subgroup at the expense of the other (van Leeuwen, 2004). Furthermore, it was found that these processes apply to real negotiating groups in the sense that an emphasis on subgroup differences may benefit a subgroup at the expense of the other (van Leeuwen, 2004). Furthermore, it was found that these processes apply to real negotiating groups in the sense that an emphasis on subgroup differences may benefit a subgroup at the expense of the other (van Leeuwen, 2004). Furthermore, it was found that these processes apply to real negotiating groups in the sense that an emphasis on subgroup differences may benefit a subgroup at the expense of the other (van Leeuwen, 2004). Furthermore, it was found that these processes apply to real negotiating groups in the sense that an emphasis on subgroup differences may benefit a subgroup at the expense of the other (van Leeuwen, 2004).

Helping members of other groups: Can we separate strategy from morality?

E. VAN LEEUWEN, Free University Amsterdam.

Most research on the topic of intergroup bias reduction has focused on the negative side of social categorisation: Prejudice, stereotyping, discrimination, and a variety of biases have all been studied as the unwanted side-effects of existing group boundaries. The present research focuses on determinants of positive behaviour (i.e. helping) between groups. Since most groups share a superordinate identity with other groups (e.g. EU countries, departments within an organisation), it is important to develop a thorough understanding of factors affecting (and ultimately promoting) intergroup helping. A small number of studies have previously examined the conditions under which cues to personal identity weaken the influence of such a common group, interpersonal attraction might compensate for the loss of rivalry, and intergroup results provide us with new insights regarding the effects of de-individuation in small groups. Implications for online collaboration practices in the workplace are discussed.

Putting theory into practice: Reducing children's intergroup bias towards minority groups

L. CAMERON, A. RUTLAND & R. BROWN, University of Kent, Canterbury.

We will present a series of studies that evaluated interventions to reduce children's intergroup bias towards minority groups. Typically, interventions to reduce children's bias have lacked a coherent theoretical basis. In this symposium we will extend the previous literature by redressing the imbalance of previous research. The two approaches to intergroup bias reduction, contact and categorisation, central to this symposium are brought together by Cameron and Rutland. They examined the effectiveness of interventions based on extended contact and multiple categorisation skills training at reducing intergroup bias in children. Next Hall and Crisp present their research examining the effectiveness of categorisation skills training in reducing intergroup bias. The paper by Tam and Hewstone focuses on the importance of empathy and positive emotions in mediating the effect of contact. Finally, to generate discussion John Dixon will provide a sympathetic but critical account of research on the contact hypothesis.
1997) proposes that knowledge of an ingroup member's friendship with an outgroup member can improve the degree to which the underlying mediating mechanisms are thought to be reduction of: (1) ignorance; (2) anxiety (through positive ingroup exemplars), and (3) inclusion of others in the 'other' (along the outgroup member that is integrated into the self via the ingroup member). Extended contact is promising in that people are more likely to be salient to an observer than to the friends themselves, aiding generalisation of effects; and (b) vicarious cases should foster positive anxiety or other negative emotions. Five field studies (N=90, 100, 206, 708, 107, respectively) are presented, in which extended and direct quantity of contact are predicted to influence the impact of other ingroup variables on intergroup anxiety, and knowledge about outgroup mediators, and social distance is criterion variable. Study 1, paths analyses confirmed that: (1) empathy mediated the influence of contact on outgroup evaluations, positive action tendencies, and negative action tendencies; (2) negative emotions mediated the impact of contact on outgroup evaluations and negative action tendencies; and (3) positive emotions mediated the impact of contact on outgroup evaluations and positive action tendencies. Study 2 confirmed and extended Study 1 with latent variables and depicts a fuller model of contact and intergroup relations. These results show the importance of measuring more specific emotions in intergroup research.

**Combating prejudice in children: The role of direct and extended contact**

R. TURNER, M. HEWSTONE & A. VOCI, University of Oxford.

There is already considerable evidence (Pettigrew & Tropp, 2006) that, in extended contact conditions, intergroup contact (Allport, 1954) reduces prejudice towards other groups. Extending this research, in five field experiments among British school children, we considered three key issues. First, we tested the recent proposition that certain types of contact might be particularly effective when extended contact is achieved. In particular, we considered the role of cross-group friendship (Pettigrew, 1997) and extended cross-group friendship (Pettigrew, 1997). In Experiment 1, we examined the role of various factors — including lowered intergroup anxiety (Stephan & Stephan, 1985) and social distance (Bassari & Miller, 2002) — in explaining how intergroup contact reduces prejudice. Third, we studied several potential consequences of intergroup contact, including the impact of out-group implicit attitudes towards out-group, implicit attitudes towards the out-group (using the Implicit Association Task; Greenwald, Nosek, & Banaji, 2003), and perceived out-group variability. Our findings reveal that different processes may underlie different types of contact; for example, self-disclosure mediated the impact of direct cross-group friendship on out-group attitudes while anxiety mediated the impact of extended cross-group friendship on out-group attitudes and perceived variability. Measures of contact, for the first time, were also associated with more positive implicit out-group attitudes, consistent with a mere exposure effect.

**Beyond the optimal strategy: Critical reflections on the contact hypothesis**

J. DIXON, Lancaster University.

This paper presents a sympathetic but critical account of research on the contact hypothesis. Although acknowledging its contribution to understanding and promoting desegregation, I question its tendency: (1) to describe interaction and social distance in terms of much wider dichotomies; (2) to focus on ideal forms of interaction; and (3) to take insights from research on desegregation. The paper argues that such an account is inappropriate and, indeed, misleading. Furthermore, the paper criticises from the discursive psychology perspective the use of interview as a research tool has been discussed in the literature on extended contact, and practicably, they undermine the potential of extended contact to reduce bias. In both experiments, participants were compared to a control condition, participants were required to consider alternative ways in which people could be classified, other than an initially salient intergroup dichotomy reduced intergroup bias. In Experiment 1 we found that generating alternative social categorisations that were unrelated to an initial target dichotomy reduced intergroup bias. In Experiment 2 we replicated this effect and found that unrelated categorisations, but not related categorisations, were necessary to reduce bias. This suggests that the current intervention may be immune to the effects of intergroup identification, whereas the generation of other categories may actually increase intergroup bias for high identifiers. We discuss these findings in the context of a developing model of multiple categorisation effects.

**Meditation and the effect of contact on intergroup bias**

N.R. HALL & R.J. CRISP, University of Birmingham.

Two experiments tested the notion that considering multiple criteria for social categorisation can reduce intergroup bias. The aim of this work was to provide a bias reduction intervention that was easier to implement, merely requiring perceivers to generate alternative categories related to the intergroup context, in contrast to previous work where multiple ingroups or multiple outgroups were generated. We propose that such an intervention will undermine the usefulness of categorisation; consequently perceivers may find it easier to consider the situation at an interpersonal rather than intergroup level. In both experiments, compared to a control condition, participants were required to consider alternative ways in which people could be classified, other than an initially salient intergroup dichotomy. In Experiment 1 we found that generating alternative social categorisations that were unrelated to an initial target dichotomy reduced intergroup bias. In Experiment 2 we replicated this effect and found that unrelated categorisations, but not related categorisations, were necessary to reduce bias. This suggests that the current intervention may be immune to the effects of intergroup identification, whereas the generation of other categories may actually increase intergroup bias for high identifiers. We discuss these findings in the context of a developing model of multiple categorisation effects.
Men, nursing and gendered talk
S. COWAN, R. ION & A. MCKINLAY, University of Abertay Dundee.
The study reported in this paper aimed to explore conceptions of nurse identity. Nursing is a predominantly female profession. Thus, men are either excluded, or exclude themselves, from this occupation. The reason for this may lie in the forms of identity construction associated with being a nurse. As a traditionally female gendered profession, there are a number of female gender specific discourses available. In the construction of potential identities, women may experience a threat to their identity as sufferers of chronic illness. The focus here is on the ways in which respondents constructed some ‘other’ person or group of people when talking or writing about either themselves or their illness. There is also some discussion of the methods of data collection used in this research. A discourse analytic approach was used to examine data that was gathered using email via one-to-one interviews and chatline interviews, and using face-to-face focus groups. The findings show that the ‘other’ may be an exclusionary term, or someone who is in some ways excluded from a specific construction. Exclusionary terms are constructed in such a way as to distance themselves from the potentially excluded identity. Such deployments of the notion of the ‘other’ can be regarded as linguistic resources available to the participants in their negotiations of identity. The extent to which these uses of the ‘other’ within interview contexts can be regarded as reflecting everyday discursive practices will be discussed.

Symposium: Reconstructing Tajfel: An integrative approach to discursive and social identity perspectives
Co-ordinator: C. STEVENSON, Lancaster University.
Discussant: M. LEVINE, Lancaster University.
Over the past decade a variety of reappraisals of the legacy of Henri Tajfel in the arena of intergroup psychology have emerged. These have generally taken the form of either a narrative of the development of Social Identity and Self Categorisation perspectives (e.g. Turner, 1996; Hogg, 1996; Brown, 2000) or a more critical re-evaluation or using new theoretical framings (e.g. 1996; Reicher, 1996; Wetherell, 1996). The resulting competing and conflicting interpretations of what Tajfel really meant reflect the divergent understandings of the identity categories that have been potentially excluded are discussed.

Social exclusion, ME and stroke
J. GIUSE, Affiliation???????????
The paper will examine issues of social exclusion from the point of view of people with ME, and people who have suffered stroke at a young age. Participants were therefore potentially socially excluded by virtue of their identity as sufferers of chronic illness. The focus here is on the ways in which respondents constructed some ‘other’ person or group of people when talking or writing about either themselves or their illness. There is also some discussion of the methods of data collection used in this research. A discourse analytic approach was used to examine data that was gathered using email via one-to-one interviews and chatline interviews, and using face-to-face focus groups. The findings show that the ‘other’ may be an exclusionary term, or someone who in some relevant way is not excluded. I will show how an examination of the concept of the ‘other’ person/focus group, and the specific identity categories that they are afforded the opportunity to participate in research. The usefulness of focus group data is also explored. The paper ends with a brief discussion of implications for research into the experiences of people with chronic illness and with potentially excluded identities.

Using ‘others’ to do normality: How individuals avoid the ascription of having ‘learning disabilities’
C. McVITIE, A. MCKINLAY, M. BUSBY & L. BOSTOCK, Affiliation???????????
In this paper we will examine constructions and deployments of ‘others’ in relation to one particular area of potential social exclusion, namely the concept of ‘learning disability’. In the ‘other’ three ways. Firstly, they deploy the notion of ‘others’ in wording off negative inferences that might lead to the ascription of the excluded identity. Secondly, they resist conceptions of the excluded group and a proposed ‘other’ contrast group. Lastly, they rework the excluded group as the ‘other’ in negotiating ‘normal’ identities for themselves. These three deployments are a way of participants to distance themselves from the potentially excluded identity. Such deployments of the notion of the ‘other’ can be regarded as linguistic resources available to the participants in their negotiations of identity. The extent to which these uses of the ‘other’ within interview contexts can be regarded as reflecting everyday discursive practices will be discussed.

The particularity of ‘national’ categories: Representations of military service as ‘serving the country’
S. GIBSON, Lancaster University.
From Tajfel’s earliest formulations of the Social Identity perspective to the recent focus on national categories have frequently been invoked to provide exemplars par excellence of universal laws of intergroup behaviour. In this paper I argue that, following Tajfel’s early writings in which he suggests that national categories cannot be explained solely with recourse to general theories of intergroup behaviour, discourse and representations associated with particular categories are worthy of attention beyond the extent to which they represent an exemplification of general theory. Furthermore, as Billig (1996) argues, such a focus on specificity necessitates attention to the ideological and historical shaping of particular categories. Specifically, the paper will analyse the way in which the commonsense association between the state and military institutions underpins the emerging national identity categories, with an exploration of the banal assumption (cf. Billig, 1995) that military service is an activity legitimately undertaken only in the name of ‘the country’.

The impact of time within social psychological analysis
R. LOWE, Lancaster University.
Tajfel’s discussion of the Social Identity approach to intergroup psychology (Tajfel, 1971, 1972) outlined a social psychological exploration of time: the investigation of the processes of social change and social continuity. The development of social psychology in terms of his own personal biography as well as that of shifting groups and societies (e.g. 1981), interwoven temporal narratives elucidate the ways in which social categories and identities are constructed and negotiated over time through the tumult of European history. In current psychologies of social processes these temporal framings are often implicit and untheorised. For example, as Condor (1996) points out, the continuous flexibility of Self-Categorisation Theory (Turner et al., 1987) demonstrates a focus on immediate change in social actors’ identities, with less reflection upon long-term continuity. A parallel can be seen in the projectual playfulness of some discursive approaches.

The current paper will argue for a more explicit analysis of the role of temporal narratives in social psychological studies (cf. Levine, 2004). It considers what occurs when the researcher examines the same data from different temporal perspectives. The data is drawn from an interview study of Anglo-British 18- to 26-year-olds, in an interview context, concerning the European Army. The analysis is less apparent, but tend to remain implicit and untheorised. For example, as Condor (1996) points out, the continuous flexibility of Self-Categorisation Theory (Turner et al., 1987) demonstrates a focus on immediate change in social actors’ identities, with less reflection upon long-term continuity. A parallel can be seen in the projectual playfulness of some discursive approaches.

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one hand they have to show their loyalty to their own nation-state but on the other hand excessive praise of their own country vis-à-vis other countries or negative comments about other countries could be a source of irritation and xenophobia (Billig, 1995). This dilemma has been summarised in a distinction drawn in many political arenas and in the social sciences between two different ideal types of national sentiments and nationalisms (Billig; 1993, Connor, 1993; Kosterman & Feshbach, 1989; Viroli, 1995). It is suggested that constructing the national identity is occasionally done in order to manage this dilemma. More specifically it was found that Greek participants, formal members of political parties would often morally judge other countries as to represent the national in-group as a minority and the state of FYROM (Former Yugoslav Republic of Macedonia) as an out-group. Powerful and influential allies when talking about the Macedonian issue. As a result they disavowed any possible accusations of nationalism that would have emerged had they presented themselves as being against a small and powerless country.

‘As others see us’: Asymmetries in lay theories of intergroup relations in Anglo–Scottish stereotypes

C. STEVENSON, S. CONDOR & J. ABBEL, Lancaster University.

Tajfel's writing often highlighted the role of stereotypicality or ideological understandings of the legitimacy of intergroup relations. In contrast, most experimental research tends to treat status and legitimacy as independent variables and neglects to consider the ways in which group members may actively construct accounts of the nature of the relationship of group and outgroup. Conversely, discursive approaches which do deal with people's own understanding of issues of identity and legitimacy (e.g. Wetherell & Potter, 1992; Wodak et al., 1999; Antaki & Wooffitt, 1999) have generally neglected the group and intergroup dimensions of these resources. The present paper uses qualitative methods to revisit the concept of stereotype-as-social myth', by considering how stereotypes of ingroup and outgroup are used in national accounting. An examination of spontaneous use of national ingroup and outgroup stereotypes in 50 interviews with people from England and Scotland revealed a high degree of consensus concerning the content, and evaluation of group characteristics, including the minority status of Scotland. However, an examination of the discourses in these stereotypes in the context of their production revealed a radically divergent understandings of intergroup dynamics. On the one hand, the dominant narrative is one whereby Scotland is disempowered and illegitimately oppressed by the English. On the other, the English respondents are often seen as Hїthand disadvantaged, but as fairly entitled to redress. Thus these divergent 'lay Social Identity theories' of status and legitimacy are themselves a site of intergroup difference as well as a matter of active construction and argumentation.

Symposium: Trust in high risk work settings

Co-ordinator: S. CONONIE, University of Liverpool.

Discussant: I. DONALD, University of Liverpool.

In recent years, a considerable amount of attention has been paid to understanding how trust develops and affects workers and work-groups in organisations. This is of concern to organisations because trust is often used as a vehicle for implementing organisational changes and obtaining desirable outcomes. While a decline in trust can potentially affect the performance of any organisation, it may perhaps most be found in high-risk organisations where safety of the individual is a major concern. In these settings, trust is needed in order that frontline workers and management can have direct and significant consequences on both worker safety and organisational performance. However, while trust has been asserted as theoretically important to high-risk settings, it has received very little attention in terms of empirical validation and analysis. This symposium presents some of the first empirical findings on the topic of trust in high-risk work settings, with a particular focus on those where safety is a major concern. On a global level, the symposium will provide insights into the ways in which trust climates are structured in high-risk settings. Notably, the question of whether the study of trust climates should incorporate measures of ‘distrust’, but also whether the current measures of explicit trust attitudes are sufficient for high-risk settings. For example, the ways in which implicit trust attitudes can be measured and how they differ to explicit forms will be the main focus of one of the papers. On a more local (individual) level, an examination will look at the conditions that are necessary for the promotion of trust, both on an interpersonal (between individuals and groups) and organisational level. As well as looking at trust in employing companies and the determinants of trust in distal organisational bodies, such as those responsible for the overall regulation of risk, will also be addressed.

Collectively the papers offer a triangulation approach to the study of trust in high-risk settings, adopting both qualitative and quantitative methods and various means of conceptual analysis. It is hoped that this approach will show researchers more clearly how to uncover empirically the multiple dimensions and roles of trust in high-risk work settings.

Dual attitudes about trust: A new measure of safety culture

C. BURNS, K. MEARNS & P. McGEORGE, University of Aberdeen.

There is considerable debate in the literature on the definition, measurement and utility of the concept of safety culture (Fun, 1996). Many researchers have used questionnaires to measure the workforce’s attitudes and perceptions about the state of safety on offshore installations (Fun, Mears, Fleming & Gordon, 1996; Mears, Fun, Fleming & Gordon, 1997; Reiers, Fun, Gordon & Fleming, 1998). However, these types of questionnaires measure ‘safety climate’ which is the term used to describe the indicators of an organisation’s underlying safety culture (Mears et al., 1997; Reiers & Schneider, 1999). Schein (1990) argued that climate is only a surface manifestation of culture and that culture manifests itself at deeper levels of unconscious assumptions. These unconscious aspects of culture are easier to measure simply because they are unconscious and not directly accessible to individuals. The literature outlined above provided a solution to the problem of being able to distinguish between the surface features of safety culture and the unconscious assumptions that characterise its core. Wilson & Schoolder (2000) argue that one is able to hold different evaluations of the same object: a controlled, explicit attitude and an automatic, implicit attitude. Explicit attitudes are those attitudes and perceptions that are constrained by conscious processing. Questionnaires like safety climate surveys measure explicit attitudes. Implicit attitudes on the other hand can become active in perception and are more likely to guide behaviour under conditions of time pressure or heavy mental workload. An individual’s explicit and automatic attitudes to something do not necessarily have to be the same (Wilson et al., 2000). This paper describes a study about the explicit and implicit attitudes held by the workforce at UK gas plants about trust for their workmates, supervisors and the plant leadership. Explicit trust was measured by a questionnaire while implicit attitudes were measured using a computerised task. Attitudes about trust were investigated because trust has been found to be an important component of an effective safety culture (Reason, 1997). The main finding of the paper was that a different pattern of results emerged for explicit and implicit attitudes about trust. The paper is concerned by discussing the implication of broadening measures of safety culture to include measures of implicit attitudes.

Character-based determinants of trust in managers

M.C. CLARK & R.L. PAYNE, Sheffield Hallam University.

Trust is a prominent determinant of effective interpersonal relationships, social influence and organisational development, however, for managers trust building is often problematic. The particular aim of this paper is to contribute to the development of trust in work situations. The paper presents a theoretical and empirical examination of the nature of trust at work. Building on the results of an earlier study, use is made of the facet-theoretical approach to generate a detailed framework of inter Trust. The paper discusses the characteristics of the trusted person that contribute to the development of trust by a trusting. Using items developed on the basis of a mapping semantic differentiating hypotheses between the definitional framework and empirical observations were tested by applying Smallest Space Analysis (SSA) on data collected from a sample of 398 hospital and bank employees. The results demonstrate strong support for the definitional system and show a clear association with results of prior research. The empirical structure clearly reflects the attitudinal nature of interpersonal trust at work and the items empirically distinguish distinct character-based components of trust.

Trust climates in the offshore industry: The co-existence of trust and ‘distrust’

S.M. CONONIE et al., University of Liverpool.

Although trust is often implicated as a central element in positive safety cultures and as a necessary prerequisite for successful safety initiatives, few studies have explicitly examined trust as it relates to safety. This paper aims to contribute to this limited body of knowledge by providing a framework for understanding trust climates in the offshore industry. An exploratory factor analysis of survey data collected from an offshore gas installation (N=203) showed trust climates to be comprised of distinct trust and distrust components. As this finding runs contrary to research supporting a single component approach, structural equation modelling was used to test a series of nested models representing both possible structures. Models in which trust and distrust were conceptualised as distinct were found to account for better fit than models in which trust was represented as a single factor model. Replication of these results was found using a larger data set collected from an industry-wide sample (N=499). Further analysis of the industry wide data suggests that as well as distinguishing between trust and distrust, workers also differentiate between a safety-specific and a general domain. Findings suggest that trust and distrust should be measured as distinct constructs if psychologists want to ascertain the balance needed to create a healthy organisational safety culture.

Exploring critical trust in the Health and Safety Executive

A. WEYMANN, N. PIDGEON, J. WALLS & T. HURLOCK-JONES, Health & Safety Laboratory, Sheffield.

Social trust in risk management institutions and information sources has been widely identified as a determinant of trust and work performance and will react to societal risks. While contemporary research findings highlight low trust in government, there has been little exploration of the persona of individual risk regulation agencies. The study reported on here used a combined methods approach to explore variables impacting on workers’ trust in the Health and Safety Executive (HSE). The study reviewed and used a combined methods approach to explore variables impacting on workers’ trust in the Health and Safety Executive (HSE). This ranged from examining the context of the Health and Safety Executive (HSE) at the workplace level using the Small Space Analysis (SSA) on data collected from a sample of 398 hospital and bank employees. The results demonstrate strong support for the definitional system and show a clear association with results of prior research. The empirical structure clearly reflects the attitudinal nature of interpersonal trust at work and the items empirically distinguish distinct character-based components of trust.
Out that differences in perceived group variability status and powerless groups. Recent findings point perceived in more variable ways than minority, low Previous research reveals that group size, status Information processing and behaviour explain the phenomena. Although the SIT-based in/outgroups according to expectancy violation cognitive effects should not have differed for the same expectancies for each group, the this effect. A sample of 95 people was recruited from non-student male rugby players drawn from this symposium (Postmes) presents an integrative process as they relate to social identities, and intragroup processes within social psychology. The recent years have seen a return of interest to variability in behavior across situations (Guinote & these findings by focusing on intra-personal cues in the environment, and less to secondary responsiveness to situational affordances are situations, compared to members of subordinated groups. Four additional studies (Guinote & Mondria, 2004) indicate that these differences in responsibility-violating responses are related to information processing mechanisms, with powerful individuals attending more to primary cues in the environment, and less to secondary cues compared to powerless individuals.

Social categorisation and threat of ostracism as determinants of reactions to deviant behaviour: A story about bad apples and black sheep J.W. OUWERKERK, Free University, Amsterdam. Within a public good dilemma people have a tendency to follow the behaviour of a single-non-cooperative individual (i.e. a 'bad apple') rather than the behaviour of a single co-operative individual. The present research shows that this 'bad apple-effect' is stronger when the deviant individual is categorised as an ingroup member (i.e. when the 'bad apple' is a 'black sheep') rather than an outgroup member. Furthermore, in contrast with research on the 'black-sheep-effect', the deviant individual was evaluated more extreme when he or she was categorised as an ingroup member rather than an outgroup member. In addition, the present research demonstrates that the 'bad apple-effect' can be attenuated when there is a threat to be ostracised. That is, consistent with a functional perspective on ostracism, the possibility to be excluded from the group reduced the tendency to follow the behaviour of a non-co-operative individual. The findings are discussed in relation to social identity theory, self-categorisation theory, and work on ostracism.

Perceived ingroup variability as a function of group norms, identity group and threat identification P. HUTCHISON & J. JETTEN, University of Exeter. Previous research has shown the perceptions of ingroup variability may be a function of identity threat and the level of identification with the group. Specifically, when the image of the ingroup is threatened, high identifiers tend to emphasize ingroup homogeneity whereas low identifiers emphasize ingroup heterogeneity (e.g. Dooso, Ellmers & Spears, 1990). It has been suggested that high identifiers stick with the group and emphasise group cohesion when its identity is threatened while low identifiers bail out: emphasising ingroup heterogeneity as a way of detaching psychologically from the group. The current programme of research examines how group norms might influence low identifiers' responses to identity threat. Replicating the Dooso et al. findings, a series of studies showed that high identifiers in groups with norms of consensus perceived more ingroup threatening conditions than in non-threatening conditions, whereas low identifiers showed the reverse pattern and perceived more ingroup threatening conditions than in non-threatening conditions. In contrast, high identifiers in a group with norms of diversity perceived more heterogeneity in threatening conditions than in non-threatening conditions, whereas this difference was absent for low identifiers. These findings suggest that in some groups minority identifiers are protected and no longer ostracized. Evidence for the strategic acceptance of ingroup deviants T. MORTON, University of Exeter. Research on the black sheep effect, and subjective group dynamics, suggests that fellow ingroup members is not automatic. Rather individuals may reject ingroup members who deviate from group norms in order to maintain the perceived distinctiveness of the group – particularly if group membership is valued or the group is under threat. Past research has, however, ignored contexts in which anti-normative deviance might be advantageous and contribute to important group goals. For example, in political contexts candidates must balance appealing to ingroup values with appealing to the broader public. When public opinion is against the group, re-establishing group norms by purging the group from members with such a threat. However, it is a leaking strategy in terms of achieving electoral success. We examined evaluations of pro-normative and anti-normative political candidates in the context of public opinion that was either supportive or hostile towards the ingroup position. Normative ingroup candidates were preferred to deviant, whereas negative opinion was hostile, high identifiers displayed elevated confidence in, and satisfaction with, an ingroup candidate who deviated from the group and towards public opinion. Respondents also recognized the strategic value of this behaviour. These results suggest that responses to deviance depend on the subjective norms of deviance, and the implications of deviance for achieving group goals. High identifiers might be particularly persuasive because they are assumed to have a strategic acceptance of ingroup deviants that is beneficial to the group.
a program of research spanning several interactive group research paradigms, we suggest that within small groups, people can operate in an in-group context where one's group identity plays a key role in decision making, productive collaboration, consensualisation, integrative negotiations, and the development of shared cognition.

**Symposium: Ways of negotiating group status: Examinations of psychological experiences of collective action**

Co-ordinators: C.W. LEACH, University of Sussex & R. SPEARS, Cardiff University.

Discussants: R. SPEARS, Cardiff University & C.W. LEACH, University of Sussex.

Whether based in money, prestige, or education, social identity is a force in peoples' lives (for reviews see Berger et al., 1998; Bourdieu, 1991; Keltner et al., 2003; Tajfel & Turner, 1979). Where one identifies with a group's social status position promotes perceived responsibility, for the inequality. When this ingroup role in the inequality was made salient (self-focus), participants perceived higher status groups and that lower status groups should moderate anger rather than more problem-focused coping.

In our dual pathway model, we expected that only the group-based anger pathway would be activated when the information came from this outgroup. As such, low status group's comparative status disadvantage leads them to direct their efforts to change their low status against high status groups. A study assessed an East German and a West German sample during German unification. Results showed that West Germans are less likely to engage in social competition than East Germans. Thus, we investigated the basis of group research paradigms, we suggest that within small groups, people can operate in an in-group context where one's group identity plays a key role in decision making, productive collaboration, consensualisation, integrative negotiations, and the development of shared cognition.

**Stop whispering, start shouting! A dual pathway model to collective action**

**M. VAN ZOMEREN, R. SPEARS, C.W. LEACH & A.J. FISHER, University of Amsterdam**

We use appraisal theories of emotion (e.g. Lazarus, 1991) to integrate different approaches to collective action into a dual pathway model that identifies separate emotion-focused and problem-focused routes (Van Zomeren et al., 2004). In a new study, we extend this research by examining how group members cope with collective disadvantage in different communication contexts. Specifically, in this experiment we manipulated procedural fairness (yes/no), group efficacy (high/low) and the communication context (one-on-one, group). Based in our dual pathway model, we expected that only the group-based anger pathway to collective action would be activated when the communication context was one-on-one. As such, low status group's comparative status disadvantage leads them to direct their efforts to change their low status against high status groups. A study assessed an East German and a West German sample during German unification. Results showed that West Germans are less likely to engage in social competition than East Germans. Thus, we investigated the basis of group research paradigms, we suggest that within small groups, people can operate in an in-group context where one's group identity plays a key role in decision making, productive collaboration, consensualisation, integrative negotiations, and the development of shared cognition.

**The dynamic self: the interplay of inter-personal, intra-group and inter-group social comparison**

M.L.W. VIEK, C.W. LEACH & R. SPEARS, University of Amsterdam.

Given their importance to establishing social status, the social comparisons individuals make to other individuals are an important and an interesting concept (for a review see Suls & Wheeler, 2000). But, not all comparisons are equal. The comparisons...
people make to relevant others appear to be the most affecting (Festinger, 1954; Hyman, 1942; Weiner, 1985). While in the past researchers have examined the way that membership in an ingroup that is distinctive from an outgroup makes intra-group comparisons more relevant and affecting. In Study 1 we compared the effects of making an ingroup more distinctive than it was made to be in Study 1 on the way that membership in an ingroup that is distinctive from an outgroup makes intra-group comparisons more relevant and affecting. We then gave them false feedback about their performance in the study. Participants received feedback that they were better than another participant on a task they had performed. Consistent with the idea that distinctive ingroups provide more relevant social comparisons (see, e.g., Mann, 1994) participants' self-concept was more affected by comparison with a fellow ingroup member when the ingroup was more distinctive. This was especially true for those high in self-esteem, who tend to perceive themselves as more valued group members (see Leary, 1995). In Study 2 we enabled both intra- and intergroup self-evaluations by providing information about the performance of both an ingroup and an outgroup member. We also used ingroup member's identification as an additional pre-experimental manipulation to increase the relevance of the intra-group comparison. Results again showed that ingroup comparisons were most affecting (i.e., self-judgmental) when the ingroup was distinctive from the outgroup. Those higher in self-esteem and group identification were especially affected by ingroup comparison.

How intergroup status affects group-based guilt and reparation

S. ZELBE, B. DOOSLE, R. SPEARS & S. VAN RANTWIJK, University of Amsterdam.

Feeney and associated reparation intentions can arise when one perceives one's in-group to have wronged members of out-groups. We argue that perceived status differences between ingroup members and their victims rather than between the ingroup and the outgroup will influence how group members appraise their ingroup's harmful behaviour, which subsumes both perceived ingroup guilt and reparation. It was hypothesised that when in a high (compared to low) status position, ingroup members will be more strongly motivated for harmful behavior. This should induce stronger feelings of guilt and reparation. In a study of quasi-minimal groups, we manipulated intergroup status and its legitimacy. Participants were told that their in-group or the outgroup was higher in status and whether or not this status was based on true achievement. Differences between the groups were made contingent on participants' performance. Participants were then told that their ingroup had disadvantaged the outgroup in the past and the present. When in the high status position, ingroup members were perceived as greater perceived responsible, guilt, and reparation. Legitimacy did not qualify these results. In a follow-up field experiment non-Jewish bystanders who were war-confronted with information about the theft of properties of deported Jewish people during World War II. A manipulation established the non-Jewish Dutch ingroup as more or less distinctive than the Jewish outgroup. As in Study 1, high ingroup status led to more guilt and reparation. As expected, perceived ingroup responsibility mediated this effect such that high status ingroup members perceived greater responsibility which in turn predicted guilt and reparation. Implications for past and present intergroup relations will be discussed.

Symposium: Changing perspectives on bystander intervention research

Co-ordinators: R. MANNING, University College Winchester.

Discussant: N. HOPKINS, Affiliation??????

This symposium will address a research tradition with a considerable heritage in social psychology: the study of bystander intervention in violence. While traditional research in this area can be characterised by its diversity, it has largely been dominated by the investigation of the 'bystander effect': that people are less likely to help when alone than when in the presence of others (Latane & Darley, 1970). This classic phenomenon is the best known and widely replicated in the field. However, while this tradition continues (e.g. Garcia, Weaver, Moskowitz & Darley, 2002), questions have been raised regarding the practical utility (cf Latane & Nida, 1981). Moreover, it has become increasingly divorced from the event it originally sought to explain (Cherry, 1995) – the story of a murder that elicited no response from others, as reported by the work presented in this symposium, current research tests the limits of such traditional approaches and problematises some of its core assumptions.

Reflecting more closely the original impetus that brought this symposium to the table, the ‘Thirty Eight Witnesses’ story is likely any one of them is to help. However, as Cherry (1995) points out, although much of this work was designed to be an experimental analogue of the brutal and complex murder for over half-an-hour, doing nothing—not even raising the police was dead. This event is generally regarded, and reported, as providing impetus for research in this area. Evans, 1988) and the court testimonies of the 38 witnesses, and its translation into social psychological research. Mirroring Burton's (2001) examination of the translation of this event into social psychological research, we will also reflect on the implications of these events for bystander intervention research and possible avenues for future investigation.

Leadership: Divergent methods, convergent messages

Co-ordinator: M. RYAN, University of Exeter.

Discussant: To be confirmed.

The study of leadership is a central issue in a wide range of disciplines and the findings from such research have important implications in a variety of applied contexts. As the study of leadership research are extremely varied with numerous theoretical perspectives and research methodologies being employed. The diversity of contexts, approaches, and applications within leadership research are well represented in the five papers included in this symposium. Michelle Ryan looks beyond the glass ceiling, presenting evidence from archival and experimental studies for the phenomenon of the glass cliff whereby women are more likely than men to be placed in risky or precarious leadership positions. This paper presents work from a large-scale experimental study, the BBC's The Experiment, in support of a social identity approach to leadership, introducing the utility of the intergroup perspective. The paper goes further, to question the veracity of the story as commonly recounted. Through the analysis of newspaper reports and the court testimonies of the 38 witnesses, and its translation into social psychological research. Mirroring Burton's (2001) examination of the translation of the story of a murder that elicited no response from others, as reported by the work presented in this symposium, current research tests the limits of such traditional approaches and problematises some of its core assumptions.

Violence, identity and bystander intervention: Enriching the numbers game

M. LEVINE, Lancaster University.

In their review of the bystander intervention literature, Latane and Nida (1980) argue that the bystander effect is one of the most established and replicated findings in social psychology. A series of innovative experiments in social psychology appear to demonstrate that the greater the number of bystanders who witness an emergency, the less likely any one of them is to help. However, as Cherry (1995) points out, although much of this work was designed to be an experimental analogue of the brutal and complex murder for over half-an-hour, doing nothing—not even raising the police was dead. This event goes further, to question the veracity of the story as commonly recounted. Through the analysis of newspaper reports and the court testimonies of the 38 witnesses, and its translation into social psychological research. Mirroring Burton's (2001) examination of the translation of the story of a murder that elicited no response from others, as reported by the work presented in this symposium, current research tests the limits of such traditional approaches and problematises some of its core assumptions.
Leadership and management competencies: Lessons from the National Occupational Standards

R. BOLDEN & J. GOSLING, University of Exeter.

The pros and cons of a standards approach to leadership and management development have been under debate for some time. Whilst many people now question the validity of this approach, organisations in all sectors continue developing their own frameworks and promote occupational standards. In this paper, the authors draw upon their experiences of working alongside consultants developing the new National Occupational Standards in Management and Leadership to present some theoretical and practical reflections on this approach. Our experiences have led us to conclude that the development of new frameworks and standards can be a valuable way of encouraging individuals and organisations to consider their approach to management development. The paper will also highlight that in the application of these standards and frameworks that difficulties can occur. When working with frameworks and standards there is frequently a tendency to view them indigenously to assess, select and measure leaders rather than inductively to describe effective leadership practice and management development. The paper will also highlight that the increasing awareness of the emergent and relational nature of leadership is an opinion that the standards approach should be used to define a comprehensive set of attributes of effective leaders, but rather to offer a ‘lexicon’ with which individuals, organisations, consultants and other agencies can debate the nature of leadership and the associations and relationships with their organisations.

The Glass Cliff: The precariousness of women’s leadership positions

M.K. RYAN & S.A. HASLAM, University of Exeter.

The present paper will explore some methodological implications for future research. Despite their divergent perspectives and methodologies the five papers presented here offer a constructive dialogue in order to understand leadership processes we must move beyond an individual, personality-based approaches and recognize leadership as a contextual, group-level analysis of leadership.

New understanding of leadership creativity: A social identity approach

I. ADARVES-YORNO, T. POSTMES, & S.A. HASLAM, University of Exeter.

This paper argues that the evaluation of leaders and the perception of leadership creativity are grounded in the normative content of group membership and social categorisation processes. Many researchers argue that creativity is a key component of leadership (e.g. Steiner, 2003). A constructivist approach conceptualised a leader as someone who has creative ideas. However, ultimately, something is creative when it is perceived by others (Csikszentmihalyi, 1998). Creativity is not an objective property of the creation but it is rather context dependent. Therefore, whether a leader is or is not creative depends not just on the content of his or her ideas, but crucially also on the contextual factors that impact on the perception of followers. Based on the social identity approach (Tajfel & Turner, 1979; Turner, Hogg, Oakes, Reicher & Wetherell, 1987), we argue that a leader is considered as creative if his or her ideas adheres to the normative criteria of followers' social identity. This paper presents a methodological analysis of the study. Results showed that participants whose social identity was salient considered a leader to be more creative while those whose identity was not salient perceived the leader's ideas as less creative. A programme of archival and experimental studies will be presented demonstrating the glass cliff phenomenon in a number of settings: (a) corporate settings, where being labelled as ‘creative’ is more likely to be rewarded from a glass ceiling; (b) political settings, where the role of identity is more prominent, and (c) in educational settings, where the role of identity is higher. Extending the metaphor of the glass ceiling and the glass elevator, we argue that women are more likely than men to find themselves on a glass cliff, such that their position is precarious and temporary. A programme of archival and experimental studies will be presented demonstrating the glass cliff phenomenon in a number of settings: (a) corporate settings, where being labelled as ‘creative’ is more likely to be rewarded from a glass ceiling; (b) political settings, where the role of identity is more prominent, and (c) in educational settings, where the role of identity is higher. Extending the metaphor of the glass ceiling and the glass elevator, we argue that women are more likely than men to find themselves on a glass cliff, such that their position is precarious and temporary.
Negative outgroup attitudes in chronic social conflict: The moderating effect of identity content on ingroup identification

A. LIVINGSTONE & A. HASLAM, University of Exeter.

This paper argues against over-simplified interpretations of social identity theory by highlighting the importance of identity content in shaping intergroup attitudes. A common misreading of social identity theory is that it predicts a straightforward relationship between identification with a social group and ingroup bias/discrimination. In direct contrast, this interpretation, this paper emphasises the vital role of identity in giving direction and meaning to social identity-based behaviour, it is predicted that the effect of ingroup identification on negative attitudes towards an outgroup will depend on the specific meaning and content of that identity. This prediction was tested using a cross-sectional survey design which sampled participants in a setting of chronic social conflict (Northern Ireland). Results supported the prediction. Specifically, although ingroup identification did predict negative attitudes towards the outgroup, this was moderated by participation in subjective perceptions. Specifically, identification only predicted negative attitudes towards the outgroup when ingroup identity emphasised a negative difference with the outgroup, for example by proscribing participation in outgroup activities or by emphasising that the expression of outgroup identity is threatening to ingroup identity. In this way, ingroup identification can provide a sense of safety and well-being in response to the dangers of reifying particular definitions of social groups, and of assuming that identification with a group activates (negative) consequences for intergroup relations. Instead, understanding the effects of identification requires an appreciation of the particular content and meaning of that identity for group members.

Perceived group historical continuity: Its dimensions and correlates

M. BOWE & F. SANI, University of Dundee.

In our everyday lives and in the past, virtually all human communities, particularly national, ethnic and regional groups, understand themselves as characterised by persistence and endurance (Anderson, 1983), as entities that move through time (Holy, 1996) and display ‘historical continuity’. There has however been little psychological investigation of subjective perceptions of this characteristic and their possible psychological consequences. In this paper we present the results of a study conducted in the UK and Italy which attempted to provide a comprehensive understanding of the notion of Perceived Group Historical Continuity (PGHC) and developing a multi-item scale for its measurement in nationalistic and regionalist groups. Study 1, conducted in Italy, uses a structural equation modeling approach to constrain a measurement model for the PGHC scale. It was found that items formed two distinct but related subscales, concerning the causal interconnectedness between events in group history and the trans-historical transmission of group norms, respectively. Study 2, conducted in France, provides a test of cross-nationally validity for the PGHC scale, and demonstrated the concurrent and discriminant validity of the scale with the related construct of perceived group entitativity. Study 3, uses a sample of organisational members to investigate the relationship between PGHC and several theoretically related constructs such as ‘social identification’, ‘collective self-esteem’, and ‘relativist depersonalisation’. The implications of these possible functions will also be discussed in relation to current and future studies.

Group identification as a strategy to cope with identity change


It is suggested that because the self is in important ways defined by membership in social groups, losing an identity or a permanent change to the meaning of the identity is likely to affect the self in important ways. Despite the recognition that identity change can be highly stressful, limited consideration has been given to the way group identification can buffer against the negative consequences of identity change. We predict that the negative consequences of identity change will be limited when individuals readily take on a new identity. This is because the new sense of belonging and identification will engender a positive affective effect on long-term well-being. A longitudinal study was conducted to test this prediction among first year psychology students. We asked respondents to complete a questionnaire a month before starting university (Time 1) and again after a few months at university (Time 2). We found that well-being at Time 2 was negatively affected by: (1) perceived incompatibility of the old and new identity; and (2) when participants initially possessed only a limited time frame for considering a new identity (Time 1 measures). Identification as a university student mediated this relation – perceived incompatibility of the old and new identity was moderate to the extent that students identified with other university students and having initially multiple identities made facilitated new identification, which accounted for the negative impact on long-term well-being. The research thus shows that, paradoxically, social identification is not only a source of resistant to change but that social identification, and at the same time, help to adjust to change.

The unification of social and personal selves: The case of Turkish nationalist organizations

G. BARAY & T. POSTIMES, University of Exeter.

In this research we examine the ways in which an affiliation with a self-defining social group influences the self-concept. The aim of the study was to test two predictions: (1) identification should have a positive effect on self-concept; and (2) social identification is threatened by affiliation with a social group that has clear-cut, rigid norms and values. This issue is well supported within the framework of social identity (Tajfel & Turner, 1979) and self-categorisation theories (Turner et al., 1987). Consequences of group membership for the self-concept were investigated using a sample of Turkish nationalist organisation members and Turkish university students who did not have any affiliation with the organisation. In line with the Self-categorisation theory it was predicted that organisation membership would lead to a stronger perceived personal identity. In other words, organisation members would be more certain about ‘who they are’ and about their personal futures. Moreover, the content of the given social group membership was expected to determine the way in which participants define themselves in terms of their individual characteristics. More specifically, it was expected that the nationalist organisation membership would provide a more clear set of guidelines for the self-definition when compared to a different social group membership such as a university student membership. Consequently, a high level of identification with a self-defining social group was expected to blur the distinction between group and personal identities. In such circumstances, enhancing the salience of personal aspects of group members’ identity would prompt attitudes and behaviours that are congruent with the particular social group membership, rather than incongruent as traditionally predicted on the basis of Self-Categorisation Theory (Turner et al., 1987).

High levels of identification with social group, which provides clear guidelines for the members, thereby provides a curious case of ‘vanishing personality’ wherein boundaries between personal and social identity are raised and in this way it raises some interesting questions for the concept of personal identity and how it is constructed.

Symposium: Social psychology and consumer culture: Origins and consequences of materialistic value endorsement

Co-ordinator: H. DIITMAR, University of Sussex.

Discussant: To be confirmed.

The internalisation and endorsement of materialistic values is a significant part of current consumer culture, deserving of more research attention. This symposium is a first step in this process. We predict that consumerism is one of the most important issues for psychologists to address at this point in time (Kasser & Kanfer, 2004, p.7), given the increasingly strong link between an individual’s sense of identity (Dittmar, 2004). The endorsement of materialistic values can be seen as a commitment to identity-seeking through material goods, and it is predicted that the endorsement of materialistic values has negative psychological and behavioral correlates in adolescence and adulthood (e.g. Kasser & Ryan, 1993; Richins & Dawson, 1992). This literature on the links between materialistic values and well-being underscores the topicality and importance of this research topic, but has so far produced very little research that is actually addressing the way in which materialistic values are transmitted to future generations. This symposium is to present a series of inter-related research projects, which offer new empirical research intended to address these questions relevant to these gaps. When and why are materialistic values ‘bad for you’? Previous research has demonstrated mainly negative associations between materialistic values and subjective well-being, but the first two papers in the symposium demonstrate that the relationship between materialistic values and well-being may differ depending on specific individual and social psychological factors such as the congruity or value fit between different aspects of consumers’ value systems (Jankovic) or individuals’ motives for wanting material wealth. How does advertising impact on consumers with materialistic values and identity-deficits? Continuing the focus on advertising, the final paper reports the first attempt to explore the relationship between people’s endorsement, a different area of interest concerns individuals’ responses to advertising. There is some previous work that suggests materialist individuals are more strongly affected by advertising, but this can be refined through the third paper’s exploration of the effectiveness of advertising that offers an opportunity for materialistic individuals. To our knowledge, the fourth paper reports the first attempt to understand how individual differences in children’s endorsement of materialistic values relate to specific aspects of peer group processes and self-perception (Dittmar & Blackburn). Although not arranged as yet, we are in the process of inviting a discussant to offer a discussion of materialistic values and their perceptions of peer pressure to display certain behavioral, attitudinal, and material characteristics. To our knowledge, the fourth paper reports the first attempt to understand how individual differences in children’s endorsement of materialistic values relate to specific aspects of peer group processes and self-perception (Dittmar & Blackburn). Although not arranged as yet, we are in the process of inviting a discussant to offer a discussion of materialistic values and their perceptions of peer pressure to display certain behavioral, attitudinal, and material characteristics. To our knowledge, the fourth paper reports the first attempt to understand how individual differences in children’s endorsement of materialistic values relate to specific aspects of peer group processes and self-perception (Dittmar & Blackburn). Although not arranged as yet, we are in the process of inviting a discussant to offer a discussion of materialistic values and their perceptions of peer pressure to display certain behavioral, attitudinal, and material characteristics.

Symbols for sale: An exploration of contemporary advertising as a symbolic 'solution' of materialistic individuals' self-discrepancies

N. ANDERSON, University of Sussex.

Advertising has been recognised as one of the most powerful sources of valued symbolic meanings and advertising is viewed as a guideline to map out all aspects of consumer behaviour for those consumers who endorse materialistic values (e.g. Kasser & Kanfer, 2004). The presence of idealized images leads to self-confirmation and, for some, an increased striving to reach the ideal state (Richins, 1995). A experimental study was used to explore consumers' self-discrepancies (how far they feel they are on their ideal) on two specific dimensions: 'differentiation' and 'intimacy' and how these discrepancies affect brand preference and choice. Overall, the research finds that advertising offers a symbolic solution to them for closing their actual-ideal self-discrepancies.
Materialism and perceived peer pressures in children: Associations with sociometric status and self-discrepancy
H. DIITMAR & R. BANERJEE, University of Sussex.

Associations between materialism and perceptions of peer group pressure are likely to exist among today’s elementary school children (7–11 years), but have not been studied previously. In an initial study using Peer Group Pressures (PPG) scale was developed (N=240), measuring perceived pressure regarding Peer Culture (behavioral norms and material characteristics) and Positive Behavior (likely to merit adult approval). In the main study, 171 children completed the PPG scale, along with measures of self-discrepancy and sociometric status. Children rejected by their peers were more materialistic, perceived higher Peer Culture pressure, and reported greater self-discrepancy, indicating lower self-acceptance. A regression model supported a model whereby negative peer relations, co-varying with self-discrepancy, predicted perceptions of Peer Culture pressure, which in turn predicted materialism. Results are discussed in the light of evidence regarding negative correlates of materialism in later life.

Is it the money or is it the motives? Financial goals and money-motives as negative predictors of subjective well-being
R. GÁRDÓRSDÓTTIR, University of Brighton.

There is substantial empirical evidence to support the claim that attaching more importance to money or financial goals than other goals is negatively associated with indicators of Subjective Well-Being (SWB) (e.g. Kasser & Rydon: 1993, 1996). This claim has been criticised by researchers who maintain that positive and negative motives underlying financial goals are more predictive of SWB than the actual content of the goals (e.g. Sinivastava et al., 2001). The most recent paper to address this issue was based on data from a survey (Kasser & Grifiths, 2004). Research into the causes of problem gambling and gaming are still at a relatively early stage and it is clear that such behaviour results from an interplay of many different variables (environmental, social, psychological and biological). Given the high popularity of both gambling and gaming, there has been relatively little empirical work in the area. This symposium presents a number of empirical studies in the social psychology of gaming. All four studies approaches the psychology of gaming from a different perspective but all four identify factors and causes for these potentially problematic forms of behaviour. The first study (Parkie & Griffiths, 2004) examines the cultural variations in slot machine gambling based on observational studies. The findings show that there are significant differences between the British and North American slot machine gambling cultures. The second study (Parkie & Griffiths) examines one of the consequences of slot machine gambling behaviour (namely aggression) and the third study examines gambling-induced aggression. The fourth study (Parkie et al.) examines the differences in online slot machine gambling by building on the work of slot machine structural characteristics. The study outlines gender differences and the importance of a high degree of realism in this type of online slot machine gambling (sound, graphics and setting). Other important characteristics included a rapid absorption rate, character development and the ability to customise the game, and multiplayer features. The final study (Griffiths et al.) examines the differences in online gambling between adolescents and adults. The results showed that adolescent gamblers were significantly more likely to be male, significantly less likely to gender swap their characters, and significantly more likely to believe that they would continue gaming irrespective of their social and/or psychological characteristics. The study presents a number of empirical studies regarding slot machine gambling-induced aggression (i.e. Competition, Self-Esteem Reduction, and Cognitive Regret). The second study (Parkie et al.) examines the cultural variations in slot machine gambling based on observational studies. The findings show that there are significant differences between the British and North American slot machine gambling cultures. The third study (Parkie & Griffiths) examines one of the consequences of slot machine gambling behaviour (namely aggression) and the fourth study (Parkie et al.) examines the differences in online slot machine gambling by building on the work of slot machine structural characteristics. The study outlines gender differences and the importance of a high degree of realism in this type of online slot machine gambling (sound, graphics and setting). Other important characteristics included a rapid absorption rate, character development and the ability to customise the game, and multiplayer features. The final study (Griffiths et al.) examines the differences in online gambling between adolescents and adults. The results showed that adolescent gamblers were significantly more likely to be male, significantly less likely to gender swap their characters, and significantly more likely to believe that they would continue gaming irrespective of their social and/or psychological characteristics. The study presents a number of empirical studies regarding slot machine gambling-induced aggression (i.e. Competition, Self-Esteem Reduction, and Cognitive Regret). Within these superordinate themes, a number of subordinate themes also emerged including Perceived Injustice, and Chasing Losses (Competition, Loss Aversion, Competition, Deceit, and Social Disapproval (Self-Esteem Reduction); Fear of Consequences, Opportunity Cost, and Blame Conflict (Cognitive Regret). Implications arising from these themes are discussed.

The structural characteristics of video games: A psycho-social analysis

There is little doubt that video game playing is a psychological and social phenomenon. This paper outlines the main structural characteristics of video game playing, (i.e. those characteristics that either induce gaming in the first place or are indispensable to continue gaming irrespective of the individual’s psychological, physiological or socio-economic status). This online study is the first ever to assess what structural characteristics (if any) are important to a group of self-selected video game players (N=382). The main variables...
examined were sound, graphics, background and setting, duration of game, rate of play, advantage/disadvantage rate, use of memory control options, game dynamics, winning and losing features, character development, brand assurance and multiplayer features. Although there were many major genetic differences between the main overall findings was the importance of a high degree of realism (i.e. realistic sound, graphics and setting). Other important characteristics included a fast absorption rate, character development, the ability to customise the game, and multiplayer features. Suggestions for future research are outlined.

PLENARY SESSIONS

Plenary session 1: Social Structure Committee Outstanding PhD thesis 2004
Getting things done: Self-regulatory processes in goal pursuit
T. L. WEBB, University of Sheffield.
Research into self-regulation investigates how people direct their actions in order to achieve their goals. For example, how does a person regulate their behaviour in order to complete a report by a given deadline, attend a health screening appointment, or remember to feed the cat? A starting point is the concept of intention, which is assumed to capture the motivational factors that influence behaviour. Previous research has shown that the intention to change behaviour has yet to be examined systematically. We have therefore used meta-analysis to quantify the experimental tests of intention behavior relations. Findings showed that a ‘medium’ sized change in intention subsequently led to a small change in behaviour. Considerable evidence now attests to the idea that intentions are more likely to be translated into behaviour if they are supplemented with specific plans about when, where, and how to perform behaviour (known as implementation intentions), Gollwitzer, 1999. The talk will consider: (a) whether implementation intentions can overcome volitional difficulties; (b) the mechanisms responsible for the beneficial effects of planning on goal attainment; and (c) the possibility of costs associated with implementation intentions.

Plenary session 2: Social Section Conference International Keynote 2004
Societal theories in social psychology: From Piaget's and Tajfel's guiding ideas to social representation studies
W. DOISE, University of Geneva.
In the initial, briefer portion of my talk, I will refer to my own and others' societal functioning that oriented the research interests of Jean Piaget before World War II and of Henri Tajfel thereafter. In the second part, I will report on studies that aimed to expand research initiated by these predecessors. At the outset, the research carried out by my colleagues and myself was straightforward experimental in testing hypotheses on the social development of the intellect and on different aspects of interdependence in intergroup relations. However, explicit and general ideas about societal functioning developed by Piaget or Tajfel. Subsequently, studies on social representations of human rights and of collective rights were carried out which, with such societal ideas, specifically, founds of research by the late Monica Herrera in Quebec on the entanglements of representations of individuals and collective rights will be reported in some detail in the second part of the talk.

Plenary session 3: The social brain and its implications for human social behaviour and the origin of language
R.L.M. DUNBAR, University of Liverpool.
It is now well established that primate (and human) brain evolution has been driven by the cognitive demands of social complexity (the ‘social brain hypothesis’). The social brain hypothesis turns out to have a number of surprising implications for human social and cultural behaviour. Among these seem to be accounts of constraints on the size and structure of human social networks. I will review the recent findings in this area, try to relate them to new developments in the area of social cognition and argue that it is in these social implications that we can find an explanation for the origins of language (the so-called ‘gossip theory’ of language evolution).

Plenary session 4: Social Section Conference British Keynote 2004
Intergroup schadenfreude: Back to Nietzsche
R. SAPERS, Cardiff University & C.W. LEACH, University of Sussex.
Schadenfreude, the pleasure at another’s loss caused by a third party, has hitherto been largely studied in intergroup contexts (e.g. Smith et al., 1996). We focus here on the phenomenon of schadenfreude experienced in intergroup contexts. Specifically, findings of research by the late Monica Herrera in Quebec on the entanglements of representations of individuals and collective rights were reported in some detail in the second part of the talk.

Plenary session 5: The psychological sociology of crime
D. CANTER, The University of Liverpool.
Explanations of criminal activity tend to focus either on characteristics of the person, typically their upbringing and/or psychophysiology, or of their context, notably socio-economic inequalities or opportunities for deviance. All these explanations locate criminality outside of the person as an intentional agent. Forces within the individual or in society are seen as forcing or motivating the person to commit crime. This deterministic perspective contrasts remarkably with the legal approach to criminality but subjects the active intention to commit a crime is the central issue to be explored. The law takes as paramount individuals’ abilities to understand their actions and to decide whether to do right or wrong. A person who is pushed and pulled by forces beyond control cannot stand trial. These two conflicting viewpoints manage to co-exist because it is rare for them to come into direct contact. But the increasing involvement of psychologists in police investigations and the spill over from this the study supports the central claims of the Elaborated Social Identity Model of criminal behaviour and therefore a ‘dynamic reading’ of Self Categorisation Theory. The paper will discuss the process, both social and psychological, that the data suggest has culminated in the maintenance of non-violent norms during the tournament. The paper will report an outline findings from this study and discuss the implications of these preliminary results for understanding the role of intergroup relations, power and perceived legitimacy in the dynamics of ‘hoolliganism’. More specifically the paper will discuss the process, both social and psychological, that the data suggest has culminated in the maintenance of non-violent norms during the tournament. The paper will report an outline findings from this study and discuss the implications of these preliminary results for understanding the role of intergroup relations, power and perceived legitimacy in the dynamics of ‘hoolliganism’.

INDIVIDUAL PAPERS

Working to live or living to work?
K. ARFANIS & C. LEWIS, Lancaster University.
Popular and social psychological accounts of the work-home interface are based on employees’ commitment to, and identification with, their organisations. This study broadens the framework to explore men’s accounts of work-home relationships. Eighteen men were interviewed on three different occasions, two to three months apart. So diverse are men’s descriptions of work and home life that this diversifies questions on traditional explanations of the link between these two aspects of their life. I examine why some men enjoy spending long hours at work, despite receiving no monetary benefits or time off in lieu, along with what makes some men dedicate
more time to their organisation at the expense of their home life. To understand such commitment we investigated long-term commitment in terms of theories of masculinity, male emotionality and the idea of the ‘addictive organisation’.

The effect of victim’s social support on attributions of blame in female and male rape
I. ANDERSON & A. LYONS, University of East London.

The effects of perceived social support of the victim, victim gender and participant gender on attributions of blame in rape were examined. The impact of Attitudes Toward Gender Roles were also investigated. The role of blame in the context of participant gender and blame. One-hundred-and-twenty-one participants read a report of an incident of rape and evaluated the victim and the perpetrator. Findings showed that social support and participant gender influenced blame attributed to the victim, while victim gender influenced blame attributed to the perpetrator. Socially supported victims were blamed less than unsupported victims. Men were more blaming of rape victims than women, but further analyses showed this was mediated by attitudes towards gender roles. Men held significantly more traditional attitudes toward gender roles than women, and accounted for the effect of participant gender on victim perceptions. The perpetrator of male rape was blamed less than the perpetrator of female rape.

Cross-sectional and longitudinal relations among young children’s trust beliefs in peers and adjustment to school
L.R. BETTS & K.J. ROTENBERG, Keele University.

Interpersonal trust has been widely regarded as a central and critical component of interpersonal relationships in adults and children. Trust beliefs have been found to be associated with psychosocial well-being, socio-emotional constructs, and health. However, there is a scarcity of research into whether trust beliefs are associated with, and longitudinally predict, young children’s adjustment to school. In the study, 269 [131 female and 138 male] children enrolled in years 1 and 2 of school in the UK (mean age = 5 years 9 months) were administered measures of trust beliefs in peers (promising, keeping secret, and obedient), and school adjustment (school liking and loneliness). One-hundred-and-twenty-one participants were also filmed talking about their relationship, both on their own and with their partner. They were also asked to complete self-report measures. Each task was devised to address particular issues in each couple’s relationship. The author was asked to analyse communication in three ways: (1) there is a series of in-depth, semi-structured, interviews specific mode of collective protest? We conducted a series of in-depth, semi-structured, interviews with individuals who had engaged in collective action with the specific intent of altering existing institutional structures in Northern Ireland. Interviews represent the specific context of a particular political landscape and some had previously been enlisted in paramilitary organisations. We describe the decision processes involved in initiating defacto action and chart identity construction in transformation from individual discontent to collective action, and highlight the self-perceived similarities and differences between the two groups who ‘cross the rubicon’ (in one participant’s words) to violent activity and those who maintain nonviolent participation. As such, our study adds to recent efforts to determine the even COPY MISSING????
children have either spent most or all of their schooling in integrated classrooms. We therefore assumed that these interactions and the learning patterns of a structurally integrated school in Gauteng, South Africa. Analysis revealed that the everyday experience of learning has become segregated. This form of separation took place in a number of forms. Two implications of these results are addressed. First, we suggest that experimental research on intergroup processes should be augmented by observational work. Second, we argue that research at the level of institution needs to be complemented by research on the microcognition of division.

Implicit and explicit attitude measures and behaviour in an intergroup context

S. COEN & A. MAASS, University of Sussex.

Eighty-four students of the University of Padova took part in this study, attempting to assess the moderating role of Ingroup Identification, Intergroup Anxiety and Social Identity on reactions to praise and criticism. Participants were divided into one group based on the one proposed by Dovidio, Kawakami and Gartner (2002). The model hypothesises the presence of two parallel paths linking attitude and behaviour: the first starting from the exposure to an outgroup member arrives to ‘uncontrolled’ behaviour passing through implicit attitude (which we defined as the facet ‘hearts’ of the facet ‘universe’), the next from the exposure to an outgroup member and arrive to ‘controlled’ behavior passing through explicit attitudes (defined as the facet ‘minds’). Participants were asked to complete implicit (LIB) and AT) as well as explicit attitude measures towards a target outgroup member (according to the condition), along with a series of scales measuring our moderator variables. It was hypothesised that there would be stronger normative proscriptions across experimental conditions for Angolans compared to Muslims. An ‘uncontrolled’ and a ‘controlled’ behavioral measure were also included in the design. Results support our dual process model, confirming also the fundamental role played by social norms in determining whether or not Implicit and Explicit measures of attitude will converge: Implicit (LIB) and Explicit measures were not correlated in the Muslim but not in the Jewish (norm protected) outgroup condition. Once again, Intergroup Anxiety was found to be a good predictor of implicit attitudes and overt behaviour but, unexpectedly, it was not a good predictor of implicit measures of attitude or of spontaneous behaviour.

Indirect impression formation: Reactions to praise and criticism

J.M. COLE, Keele University.

As argued by L. Boyd and Richardson (1980), people are keen to declare links with esteemed individuals and groups (basking), and to deny links with disliked others (basing). These are examples of indirect impression formation, whereby people try to manipulate impressions of themselves by communicating in certain ways about others. This strategy depends on indirect impression formation – audiences making inferences about speakers from what they say about others. Several social psychological theories imply that indirect impression formation takes place, including balance theory (Heider, 1958), trait transference (Skowronski, Carlson, Mc Fowdow, 1998), and correspondence bias (Gilbert & Malone 1995). However, research on the phenomenon is scant. More could be known about the psychological processes and antecedents of indirect impression formation consequent on praising and criticising others. Results from three experiments (N=631) show that whereas liking for a target is reduced when he or she criticises others, liking is not increased by praising others. This pattern holds even when the praise is unexpected but is reversed where the target has a damaged reputation. Discussion considers where the target is associated with the person described and is also the speaker. This rules out disliking–by-association as a possible explanation. Overall, the findings suggest that praising others may not be an effective method of indirect impression management, whereas speakers ought to be cautious about criticising others.

Control and legacy as functions of perceived criticality in major incidents

J. CREGO & L. ALISON, University of Liverpool.

This paper outlines a model that captures the experience of 28 Senior Officers who have managed some of the most significant police incidents in the UK in the past five years. The process for capturing the model rests on ‘pragmatic theory’ (Goodwill & Goodwill, 2003), a paradigm that recognises practitioners’ experiences as a central component of research and policy development. We utilised a set of content analytic tools to enable each critical incident manager to log their experiences and views of the case that they managed. From this information, it is simultaneously distributed to all participants. Thus, information is rapidly shared, stimulating further thought and discussion. Following the initial exchange of and electronic notebooks to enable each critical incident manager to log their experiences and views of the case that they managed. It is simultaneously distributed to all participants. Thus, information is rapidly shared, stimulating further thought and discussion. Following the initial exchange of information, we reconceived the material into themed categories that can be scored against specific criteria (in this case, ‘impact’ and ‘case’). We found that senior officers consider a combination of two co-occurring issues as most significant in defining the ‘criticality’ of an incident: (i) how direct an impact the facet ‘universe’ had on the facet ‘hearts’; and (ii) whether that issue will influence how the service will be judged by the community, the victims and the media. As the most complex and difficult to deal with. We argue that this perception is a joint function of perceived lack of control alongside the belief that judgment and blame regarding that event will ultimately reside with them as managers.

Measuring attitudes and opinions in theatres of conflict

S. CUMNER, Ministry of Defence.

The effectiveness of communications in affecting the attitudes and perceptions of a target audience is predicated on a good understanding of that audience. This requires measurable, with virtually all approaches subject to methodological flaws. Whilst quantitative polling can provide a snapshot of preferences, behaviours and media consumption across a population or group, it does not go far enough in exploring issues such as why certain practices or behaviours are invested with cultural importance, what importance certain perceptions have for people’s everyday lives, and how these practices and beliefs are associated with identities. In addition, the impact of framing effects on transitional societies’ understanding of complex issues at a time of great instability is measurable. This paper discusses work aimed at using grounded theory and qualitative research methods to provide the building blocks for the development of a scientifically rigorous methodology for understanding and measuring attitude shifts in target audiences in ‘societies in transition’ such as Iraq, Afghanistan and Sierra Leone. The methodology and its practical application will be discussed, together with the challenges of attitude and opinion research in communities in crisis.

The ‘missing link: On the activation of values and attitude change

E. DREEZENS & C. MARTJN, Maastricht University.

A series of studies will be discussed that all focus on the relationship between attitudes, attitude change and the values that people consider as important. First, information was gathered amongst a student and non-student population to find out whether specific values are related to their attitudes towards specific food-related issues (e.g. organic food vs. non-organic food). Results showed that the value of universalism was associated with a positive attitude towards organic food whereas the value of power was positively associated with genetically modified food (GM food). Second, for our further studies in which we investigated whether the conscious or unconscious activation of such values modified attitudes, in the first study participants were randomly assigned to either power or universalism and subsequently asked for their attitudes towards organic or genetically modified food. Our results strongly suggest that merely activating some values is not sufficient to instigate attitude change, although existing attitudes tend to become stronger and less ambiguous. However, values do seem to affect attitudes. More specifically, (a) the specific value was activated, and (b) the link between the activated value and attitude issue at hand is activated as well.

Gender differences in social representations of aggression amongst adolescents: The role of sex differences in thresholds of inhibition

H.P. DRISCOLL & A.C. CAMPBELL, Durham University.

On average, males exceed females in use of physical aggression and hold different social representations of aggression. Males view aggression instrumentally, as a means of control, whereas females view aggression expressively, as a loss of self-control. These sex differences may be explained in terms of differences in inherited anxiety and the personality trait of neuroticism. Aggression is likely to endanger the wellbeing of offspring, leading to a selection pressure inhibiting it. This model may also explain gender differences in social representations of aggression. Increased inhibitory control in females may result in less frequent expression of anger, but also in fewer occurrences of emotional arousal, so females experience infrequent expressive outbursts that are difficult to control (expressively). Conversely, poor inhibitory control in males leads to more expressive and frequent occurrences of anger at a lower level of arousal, so males experience more frequent episodes of aggression which are more contaminated with emotional arousal. We propose a clear biological link between gender and representations of aggression. This is in contrast to traditional models from social learning theory, which state that gender differences in representations of aggression are socially acquired. The present study employs an adolescent sample to examine the relationship between inhibitory control and expression of anger (measured by STAXI-2), personality traits (measured by MPI-8F), social representations of aggression, and sex differences in frequency of aggression, as well as sex differences on these measures. Sex differences will be examined using ANOVA and multiple regression analysis.

Communities in transition: Exploring the psychological operations challenge in post-conflict Iraq

S.C. DRISCOLL, Ministry of Defence.

Rarely does modern military intervention occur without some reference to the battle for hearts and minds. It is a phrase that is used to encapsulate the psychological component of warfare and peacekeeping. Success on the battlefield is no longer enough to ensure military achievements but by the overall effect on those involved. Winning ‘hearts and minds’ is not achieved by the direct application of military force, yet it remains an important military requirement. During times of conflict and peacekeeping military, Psychological Operations (PSYOPs) teams set out to achieve communications tasks such as to influence the public opinion. However, in Iraq, Afghanistan and Sierra Leone. The project investigated the psychological component of war fighting and peacekeeping. Success on the battlefield is no longer enough to ensure military achievements but by the overall effect on those involved. Winning ‘hearts and minds’ is not achieved by the direct application of military force, yet it remains an important military requirement. During times of conflict and peacekeeping military, Psychological Operations (PSYOPs) teams set out to achieve communications tasks such as to influence the public opinion. However, in Iraq, Afghanistan and Sierra Leone. The project investigated the psychological component of war fighting and peacekeeping. Success on the battlefield is no longer enough to ensure military achievements but by the overall effect on those involved. Winning ‘hearts and minds’ is not achieved by the direct application of military force, yet it remains an important military requirement. During times of conflict and peacekeeping military, Psychological Operations (PSYOPs) teams set out to achieve communications tasks such as to influence the public opinion. However, in Iraq, Afghanistan and Sierra Leone. The project investigated the psychological component of war fighting and peacekeeping. Success on the battlefield is no longer enough to ensure military achievements but by the overall effect on those involved. Winning ‘hearts and minds’ is not achieved by the direct application of military force, yet it remains an important military requirement. During times of conflict and peacekeeping military, Psychological Operations (PSYOPs) teams set out to achieve communications tasks such as to influence the public opinion. However, in Iraq, Afghanistan and Sierra Leone. The project investigated the psychological component of war fighting and peacekeeping.
and public life (Ardent, 1958) as a means to help define the role of PSYOPs. Findings from the thematic analysis and qualitative interviewing can elicit complex, shifting and dialogically opposed representations that are key to understanding the subjective realities of the PSYOPs audience. Further, evaluation of the PSYOPs process illustrates the critical role such activities serve within the social world of the transitional context we call life. It is that the way to win ‘hearts and minds’ is to assist in the translation of meaning, the unfolding of stories and the fostering of public life.

Cleared the air, or airing dirty laundry? Effects of communicative context on reactions to criticisms of the ingroup

T.J. ELDER, Keele University.

Criticism is an important aspect of communication within and between groups, but reactions to criticism of groups have been little studied. Three experiments were conducted to examine how reactions to group criticism are affected by the context (private, public) of the criticism. Experiment 1 presented criticisms of the ingroup (University students) made in an ambiguous context and replicated earlier findings that this criticism elicits greater sensitivity when made by an outgroup member, compared to an ingroup member (Marks & Rensink, 2006). Experiments 2 and 3 showed that this intergroup sensitivity effect emerges in the private context (constructs when it and clear that the criticism is made in public (national newspaper). Nonetheless, even when criticism is made publicly, participants perceived ingroup criticism to be more knowledgeable and to have purer motives than outgroup critics. Results demonstrate the importance of context when evaluating the effects of group criticism. Specifically, ingroup critics who ‘go on the record’ and criticise their group in public are not seen to be more effective in changing the group’s opinions, unlike outgroup members who criticise the group in private. Public criticism from ingroup members also elicited greater sensitivity than criticism made by an ingroup member. The results highlight how context and implicit motivations governing the criticism of groups.

Race traits, self-haters: In-group loyalty and out-group hatred

W.M. FINLAY, University of Surrey.

This paper discusses the ways in which extremist organisations and writers link association with outgroups and stigmatisation of their own identity and people. Examples are given from documents and speeches of famous racist or separatist individuals (e.g. George Lincoln Rockwell, Mein Kahane) to illustrate how intergroup conflict is maintained or worked up through condemnation of members who choose to align themselves with, or speak up for, those in other groups. Similar tactics can be seen in situations of international or inter-ethnic conflict in which ‘hawks’ attacks ‘doves’, and have been identified in recent writings on racial conflict in which ‘hunts’ attacks ‘doves’, and have been identified in recent writings on racial conflict. A.P. GREGG & C. SEDIKIDES, University of British Columbia.

Narcissists assert that the person is betraying and bringing shame to their ingroup (e.g. George Lincoln Rockwell, Mein Kahane) to illustrate how intergroup conflict is maintained or worked up through condemnation of members who choose to align themselves with, or speak up for, those in other groups. Similar tactics can be seen in situations of international or inter-ethnic conflict in which ‘hawks’ attacks ‘doves’, and have been identified in recent writings on racial conflict in which ‘hunts’ attacks ‘doves’, and have been identified in recent writings on racial conflict. A.P. GREGG & C. SEDIKIDES, University of British Columbia.

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From fault lines to fictior: Understanding the dissolution of small task groups

C. HART & M. VAN VUGT, University of Southampton.

A key feature of human social organisation is the formation of human groups. Human groups form, transform, break-up and reform at a speed that has no parallels in the animal world. Group transformations can occur in many different forms and the one most dramatic changes is group fiction. Group fissions occur when two or more members, in conjunction, leave a particular group to form a new group or join an existing group. Examples of group fissions have been documented in a wide variety of organisational settings, including profit and non-profit organisations, religious and political parties, nation states, traditional hunter-gatherer societies as well as in non-human species of primates. This research investigates the impact of two important endogenous factors, intergroup conflict and the presence of subgroups, on group fiction. We hypothesise that the subgroup boundaries play in the fiction process, i.e. how they may act as potential faultlines along which groups split after they experience conflict (the weak faultline hypothesis), or how subgroup boundaries may exacerbate the likelihood of a fiction if conflict is present (strong faultline hypothesis). The results of four experiments, involving small social dilemma task groups, support the weak faultline hypothesis. We discuss the implications of these findings for theory and research on membership changes in small groups.

Attributions about stigmatised traits and attitudes towards the stigmatised: An uncertain link?

P. HEGARTY & A.M. GOLDEN, University of Surrey.

Attributions of controllability to stigmatised traits are understood to cause negative and hostile reactions to stigmatised groups among the non-stigmatised (Weiner, Perry, & Magnusson, 1989). This claim is largely supported by correlational evidence in the psychology of social identity literature. The relationship between stigmatised groups and attitudes towards the stigmatised: The relationship between stigmatised groups and attitudes towards the stigmatised. D. HELM, C. HOWE, C. CASSIDY, R. O’CONNOR, D. WARNEN & L. CUNNINGHAM, University of Strathclyde.

This paper outlines some findings from a longitudinal study concerned with the experiences and expectations of racism and discrimination in young people living in Glasgow and minority cultures. Data were collected (utilising semi-structured interview schedules and questionnaire measures) from a total of 249 participants (11 and 15 years, 17 to 18 years in cohort 2 and 20 to 21 years in cohort 3). Results suggest that minority

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ethnic young people in Glasgow are doing comparatively well (e.g. in terms of education and employment) without having rejected their ethnic background and culture, and that the strategy of retaining small minority ethnic community links has benefited these young people. In addition, minority ethnic young people, despite having lived in a multicultural environment, appear to identify more strongly with their ethnic background than they do with Scotland. The findings highlight the significance of social identities and are discussed with reference to theoretical conceptualisations of social identity as well as the current debate concerning the need to redefine national identities in a UK context and examining what it means to be Scottish (or British, English, Welsh, etc.) in a multicultural society.

Measuring social influence of peers on decision making in maternity care: An experimental study
C. HOLLINS MARTIN, York University. The aim was to observe whether midwives decisions are influenced by peers, against a background in which Changing Childbirth (DOH, 1993) requests provision of more choice, continuity and control for women during pregnancy and childbirth. A simple, valid, and reliable scale; Social Influence Scale (SIS) was measured and score midwives’ private anonymous responses to 10 clinical decisions. After a nine-month time gap, a stratified sample of 60 (20 E, F, G grades) were invited for interview in which a midwife influence SIS was used. Overall ANOVA 3 x 2 of groups to conditions (E, F, G grades versus postal and interview condition) yielded a significant result. Midwives were in general more concerned when influenced by a peer, in comparison to private anonymous responses. F (1,57)=249.62, p=0.001, with no significant interaction between groups. This study has both theoretical and practical implications. Results reveal differences between what midwives think they will do in private and what actually happens when peer influence is present. Implications are that focus may be removed from women having choice and control over their birth experience, reverse of which is request of Changing Childbirth (DOH, 1993).

Racialised re-presentations and Resistance at school: Questions for a social psychology of racism
C. HOWARD, London School of Economics and Political Science. This paper explores the role of representations in maintaining the racialised patterns of school exclusion in Britain. I use social representations theory to investigate how racialising re-presentations pervade and create institutionalised practices, how these re-presentations invade young people’s sense of self and ultimately how young people collaborate ways to resist and reject oppressive racialising representations. The material presented here, from interviews with young people excluded from school, parents, teachers and others involved in school exclusion, illustrates how young people protest and resist racialising representations while participating in the conditions of oppression and resistance that pervade their experiences of school. The analysis is divided into three sections. The first examines the institutionalisation of racism, visible in social practices. The second section looks at the role of re-presentation in the social construction of ‘black pupils.’ The concluding section explores the possibilities of resistance and critical engagement in the everyday. As a whole this reveals how young people develop critical engagement with the representations that filter into and so constitute their realities. This invites discussion as to what a critical social identity might look like – foregrounding questions of racialisation, resistance and participation.

From socio-technical systems to human activity networks; the relevance of social psychology for understanding work-organisations in the information age
H.M.J. HUHTALA, London School of Economics and Political Science.
This paper discusses the importance of social psychology for understanding in work-organisations of the 21st century. The paper compares and contrasts three socio-technical conception of organisation to the contemporary way of organising in the pioneering organisations of the information age. It is helpful for the intuitional understanding of an organisation, in which it is assumed that persons and organisations are independent of one another. The paper draws on recent empirical findings in current organisational structures and practices in the mobile content providing industry. This industry is the pioneering industry of the world’s leading information society, Finland. Theoretically, the paper draws on organisational social psychology. The empirical results indicate that contemporary organisation is not the core but the process of organising. Furthermore, the contemporary organisation comprises of four different activities, namely: negotiation, co-operation, group work and communication. Altogether, a contemporary organisation lives; it produces, regulates, institutionalises itself on an everyday basis through reciprocal relational processes. This is not to say that organisations were not previously made up of people and their relational processes. Indeed, they were. However, there was also bureaucracy and structures, and, thus, fewer spaces for freedom and creative transformation. There were systems and people. However, in the pioneer organisations of the information age this split is gone. However, theoretically, that we have today too many attempts to go beyond this split. It is suggested that one way of attempting to do this is to concentrate on socialising emerging from a viewpoint of social psychology.

Selective attention and information processing of normative and deviant group members
R. HUTTER & R.J. CRISP, University of Birmingham. The black sheep effect (Marques, Zerbyt, & Leyens, 1988) describes the circumstances under which a deviant ingroup deviant is less well remembered than a deviant outgroup member. Previous work has centred around the evaluative judgements of such deviants. We examined the attentional processes that accompany ingroup and outgroup deviants. In Experiment 1 participants viewed information about deviant and normative ingroup and outgroup members, and indicated that deviant ingroup members would be ignored as a way of protecting the subjective definition of the ingroup, but that outgroup deviants would in contrast be particularly attention consuming. Supporting this prediction, participants were better at recognising ingroup normative and outgroup deviant information compared to ingroup deviant and outgroup normative information. In Experiment 2 viewing time latencies followed this same pattern. In Experiment 3 we held viewing time constant and this eliminated the effects on subsequent recognition. In Experiment 4 the effect was observed for high, but not low, ingroup identifiers. We discuss the motivational influences on attentional processes in person perception.

Reapirng historical rifts: Is collective guilt the answer?
A. IPSAS, University of Edinburgh. In recent years, representatives of countries such as Germany, the UK and Switzerland have publicly acknowledged the harm their countries have committed to minority groups in the past and have offered the victims various forms of compensation. Social psychologists have attributed this recent trend to the ‘collective guilt’. In investigating this emotion, research has mostly focused on its positive consequences.

However, the present paper suggests that collective guilt may also have negative consequences for intra-group and inter-group relationships. By posing a threat to social identity, it can make high identifiers rationalize past behaviour and denigrate members of the victim group. This paper proposes moral outrage as an alternative to collective guilt. In departing from the system-focused type of moral outrage originally researched by Schonherr and Schlenker the present paper proposes ‘victim-focused moral outrage’ as a more viable alternative. This emotion involves anger at the injustice committed against the victim group and tendencies of empathy towards the victim. In contrast to collective guilt, victim-focused moral outrage does not represent a threat to social identity and can, therefore, be activated at motivating both low and high identifiers to engage in political actions that would improve the lives of victim groups. The paper concludes by discussing how social psychological research on group-based emotions can contribute to a better understanding of contemporary social phenomena.

Development of a measure of risk culture
S. JOHNSTON & I. DONALD, University of Liverpool. Despite the growing interest and psychological importance of understanding how risk culture impacts on financial loss, no attempt has been made to operationalise and measure the risk culture of a financial organisation. The present paper presents results from data collected in five UK financial organisations (N=626). Principal components analysis of the questionnaire revealed a 12-factor structure (accounting for 62 per cent of variance) each factor identifying a different aspect of the risk environment. Logistic regression analysis revealed that a number of factors discriminated between employees reporting involvement or non-involvement in an error in the last six months. The results were in the expected direction with employees reporting involvement in an error obtaining lower, that is more negative, risk culture scores than employees reporting non-involvement in an error. Significant differences between the organisational risk cultures suggest that the questionnaire possesses discriminant ability and supporting the hypothesis that organisations will exhibit homogeneous risk cultures. The findings from this research suggest that organisational risk culture can be measured and that financial organisations can be profiled on a number of risk culture factors.

Attitudes towards Islam and schizotypal personalities
J. JOHNSTONE & N. TLIPOPOULOS, University of Glasgow. Studies on attitudes towards religion and mental health have concentrated on Christians. More specifically, findings across these studies tend to suggest that positive religious attitudes are associated with lower schizotypal symptomatology, and that this relationship may be mediated by social desirability and moderated by gender (Both & Baribeau 1994). The current study attempts to access this relationship with a Muslim sample. A total of 71 Muslim adults took part in this study, (age range 17 to 45 years) made up of 45 males. Each participant answered a questionnaire battery consisting of the Sahin-Francis scale (2003) of Attitudes towards towards Islam and the Schizotypal Personality Questionnaire (SPQ-B). Raine & Benishay, 1991), the Eysenck and Eysenck (1995) Lie Scale (short version), and a number of demographic questions. Results and Principal Components analysis suggested a low relationship between religious attitudes and schizotypy, which in the current sample was not mediated by social desirability and moderated by gender. These findings are in agreement with those
from Christian samples, suggesting that certain characteristics of the relationship between attitude and mental health may not only be specific to Christians. Furthermore, it appears that, within a Muslim context religious attitudes may not be useful indicators of, at least, certain aspects of mental health.

**'All I can say is what I am': Trauma and social identity amongst Kosovo Albanians**

B. KELLEZI, University of St. Andrews. Recent literature on post-traumatic stress disorder (PTSD) now recognises that the psychological impact of traumatic events is in part determined by the cognitive and affective beliefs individuals perceive and interpret those events. The impact of trauma is also affected by the social support networks individuals have within their community. Using a social identity approach, we argue that cultural norms and values play an important role not only in shaping our appraisal of events but also in influencing our coping strategies. To explore the relationship between cultural norms and experience of extreme events, we conducted an interview study with Kosovo Albanians (N=30) in the context of the 1998–1999 armed conflict. Our data suggest differences between experiences of the war that affirm and those that violate cultural norms and values that participants were able to talk about were those affirmed norms. Second hand accounts suggest that those who experienced events which violated norms were expected not to talk about these events. These differences are discussed in terms of their implications for choice of coping strategy and availability of social support.

**Case closed? The role of cognitive closure in evaluating evidence for conspiracy theories**

P.J. LEMAN, R. DOHERTY & M. CINNINELLA, Royal Holloway University of London. Although beliefs in conspiracy theories are widespread they have been surprisingly neglected as a topic of psychological research. However, there would appear to be much that psychology can contribute to our understanding of this contemporary social phenomenon (Leman & Cinninella, 2004). For instance, beliefs in conspiracy theories might be sustained and even created by the media, which may not only be specific to Christians. Furthermore, it appears that, within a Muslim context religious attitudes may not be useful indicators of, at least, certain aspects of mental health.

**Children’s accounts and experiences of identity living in border areas of Northern Ireland**

K. MCLAUGHLIN, O. MULDOON & K. TREW, Queen’s University Belfast. Background: A broad understanding of children’s identity in Northern Ireland has yet to be reached. Moreover whilst there has been an abundance of research conducted with children up to 11 years old and students aged 18 years and over, little attention has been given to the age group between this age bracket. This paper focuses on 14- to 16-year-olds living in the border area of Northern Ireland where identity may be viewed as highly salient or regarded as problematic.

Aims: To explore children's experiences and perspectives on identity. Also to examine the way in which geographical proximity to the border might influence experiences and perceptions of identity.

Methods: Essay questions were administered to schoolchildren aged between 14- to 16-year-olds. Data was analysed using NVivo.

Results: The data suggest that children place much importance on their sense of national and religious identity. Moreover, they attribute this importance largely to the influence of their parents, and to a lesser extent the media, their school and the community in which they live.

Conclusions: Findings will be discussed in relation to previous research.

**Regional, National and European identity: A social identity perspective**

F. MOLS, University of Exeter. The introduction of EU Citizenship (Art.8a-d) in the 1992 Treaty on European Union (TEU) and the EU's 1995 and 1997 political integration surveys for differences between the work of the letter writers and the graffiti writers, both are informed and respond to current institutional practices around the expression of race. We argue that applied discursive work is necessary to make transparent the disturbing social, ideological and institutional implications and mechanisms. How can we bolster resistance to the oppression of the 'new apartheid'?

**Modelling political protest using post-materialism**

K. MCKENZIE, Trinity College, Dublin. Political protest has usually been understood by political scientists in terms of institutional explanations and contextual factors. Social psychology, on the other hand, puts more emphasis on group dynamics and the socialisation history of protesters themselves. In trying to analyse protest political science falls down by being too removed from the individual level, while social psychology is often neglectful of incorporating political circumstances and institutional rules into its models. Inglehart’s theory of post-materialism is an attempt to sum up elements of both approaches in order to explain unconventional political activity. His theory of PM argues that a post-materialist process has been operating for the past 30–odd years at both the societal and individual level. PM has led to the emergence of new political expressions which are different to those of the affluent west. In proposing that a clash of values now underlies much of current politics, PM points out that effective social change and political mobilisation can be driven by means of a political science, the small-n comparative case study, and the results demonstrate that PM does not remedy the inadequacies of either political science or social psychology in graphing political protest.

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on European polity formation, attracted attention from scholars of a variety of social sciences, such as anthropology, political science, philosophy, post-modern sociology, and constructivist international relations. Central to this discourse is the discussion on EU legitimacy, wherein the emphasis on the role of the EU to which the EU actually and potentially meets the requirement of legitimacy of authority as formulated in the two great political and sociological thought. At present the discourse seems dominated by the influence of critical theorists, such as for example the sociologist Jürgen Habermas of the Frankfurt critical school. Habermas and his followers advance new concepts, such as constitutional patriotism and deliberative democracy, to promote cultural diversity and to achieve a European political identity based on the acceptance of fundamental civil and human rights. However, increasingly scholars acknowledge the limited ability of the normative discourse to explain fluctuations in actual levels of identification with the European Union (as for example measured in Euro barometer surveys) and to point at the complexity of collective identification. As Thomas Risse points out, 'there is general agreement that identities entail cognitive, affective and evaluative aspects, but what are the causal mechanisms by which the EU impacts on collective identities?'(Risse 1999), and with increased criticism for being overly descriptive and for overrating the importance of the role of sub-state regions in EU decision-making, scholars of regional-level governance started to turn their attention to the issue of European identity, thereby focusing on the multiple territorial entities that hold. However, attempts to analyse, for example, the interrelationship between regional, national and European identity that emerged from within the regionalism and MLO discourse were soon abandoned as it became clear that the necessary analytical tools to do so were lacking (cf. Hooge & Markowski, 2001).

The present research into European identity in the political representation of peripheral regions was undertaken as an attempt to address the above-mentioned cavets in the discourse on European identity, by demonstrating how the use of social identity theory (SIT, Tajfel & Turner, 1979) can enhance our understanding of actual identification with the EU. Starting from the SIT premise that identification with groups is driven by the individual's pursuit of belonging to positively distinct groups as a means to enhance one's self-esteem, the approach is to manipulated the perceptions of the relationships between the sub-regional, national-state and EU level in order to promote an alternative model of group identification. Research on ethnothealogisms has shown that ethnic outgroup referred to with ethnophaulisms of low complexity were more likely to be the targets of intergroup conflict. Research on ethnothealogisms and identity shows that ethnic ingroups that refer to themselves and their opponents with ethnophaulisms of high complexity are more likely to engage in intergroup hostility. Interestingly, in each case, it is the complexity, and not the negativity or aggressiveness, of these group names that predicts intergroup conflict. This presentation reviews some of the recent research on ethnothealogism complexity and explores the heretofore unconsidered juxtaposition of ethnothealogism complexity and ethnomython.

The effect of group identification, norms and outgroup threat on children’s ethnic prejudice

D. NESDALE, K. DURKIN, J. GRIFFITHS & A. MAASS, Griffith University, Queensland, Australia.

Two experiments tested predictions from social identity development theory (SIDT, Nesdale, 1999), that children’s ethnic prejudice depends on their in-group identification, out-group threat and ingroup norms of inclusion versus exclusion, and/or out-group threat. In Study 1, Anglo-Australian children (N=480) aged six, seven or nine years of age were assigned to a high status team in a minimal group paradigm and their identification with the in-group (high vs. low) was manipulated together with threat (present vs. absent). The members of the out-group were of the same (Anglo-Australian) or different (Pacific Islander) ethnicity. In Study 2, seven- and nine-year-old Anglo-Australian children (N=179) were assigned to a high status team that had a norm of inclusion or exclusion, and the team was or was not comprised of members of the same or different ethnicity. Consistent with SIDT, ethnic prejudice was greater when the children were strongly identified with their group, threat was perceived from the out-group, and the in-group had a norm of exclusion. The threat reduced the impact of ingroup norms, and the effect was greater for seven-year-olds versus nine-year-old children. Ethnic composition of the out-group did not impact on prejudice but children were more willing to change into a same- than into a different-ethnicity out-group. The extent to which the findings provide support for SIDT is discussed.

Reproductive decisions and contact with kin. Does evolutionary theory provide a useful insight into human behaviour?

L. NEWSON, University of Exeter.

Modern reproductive behaviour seems to contradict the idea that evolutionary theory might provide useful insight into human behaviour. If, as evolutionary theorists claim, behaviours are selected that maximise the successful reproduction of offspring, why do we choose not to have more children or urge our children to do the same? Why do we have so many different parental strategies and urge our children to do the same? Why do we choose to have far fewer children than we can provide for? Most of us our ancestors had large families, and yet in the past was not perceived. Is there a new tendency? Social norms appear to have a much greater influence than biology on reproductive behaviour. However, over the last 30 years there have been profound changes in reproductive norms. But why have these changes occurred? None of the many explanations that have been offered have yet to provide a complete understanding of the changes. Ironically, evolutionary theory may provide part of the explanation, but only if some well-established principles of social influence are also taken into account. Demographic studies have shown that, as societies modernise, social networks widen. Wider social networks allow relatively less contact with kin, those who have a genetic interest in supporting each other's reproduction. We will report evidence that a decline in input from kin might cause a decrease in the power of social influence so that the production of children is less encouraged. If this is the case, theories of social influence such as the social exchange model may lead to the development of norms that do not actively facilitate reproduction. What's more, the effect is likely to be cumulative.

Emergence from ethno-political violence into rebuilding relations with the outgroup: Social psychological predictors of intergroup forgiveness in Northern Ireland

M. NOOR & R. BLOOM, University of Sussex.

The overall aim of this study was to provide a foundation for a model of intergroup forgiveness in contexts marked by a history of severe conflict. We examined the contribution of psychological variables such as ingroup identity (Protestant vs. Catholic), common ingroup identity (Northern Irish), perceived level of victimisation, ‘competitive victimhood’, trust and a number of other variables predict intergroup forgiveness in Northern Ireland. A sample of 309 undergraduate students from Northern Ireland participated in a survey study. Preliminary analysis revealed that participants with a Protestant identity (N=164) showed a very different pattern of predictors of forgiveness than participants with a Catholic identity (N=145). Therefore, the two groups were analysed separately. Multiple regression analyses indicated that for the Protestant group 'Competitive Victimhood' – here defined as perceiving one’s own ingroup as having suffered more than the other group in the course of the violent conflict – and Trust – defined as whether one perceives outgroup members as, e.g., fair and taking advantage of one’s ingroup – were significant predictors (β=–0.27, p<0.01 and β=0.2, p<0.05, respectively) accounting uniquely for the largest amount of variance in intergroup forgiveness (overall R²=0.45, p<0.001), after controlling for all the other variables. In contrast, for the Catholic group Common ingroup identity was the single significant predictor (β=0.25, p<0.01) accounting uniquely for the largest amount of variance in intergroup forgiveness (overall R²=0.34, p<0.001), after controlling for all the other variables.

A context-specific model of intergroup forgiveness derived from the above results will be discussed that takes account of recent social psychological literature about re-building trust in post-conflict situations.

Predictive validity of implicit attitude measures: An application to sweets consumption

R. O’GORMAN, M. PERUGINI & M. CONNER, University of Essex.

Explicit attitudes have long been assumed as key predictors of behaviour. A stream of studies has shown that implicit attitudes, typically measured with the Implicit Association Test (IAT), can also predict a significant range of behaviours. Alternative methods to measure implicit attitudes have been recently proposed, specifically the Extrinsic Affective Simon Task (EAST) and the Masked Affective Priming Task (MAPT). To date, no research has investigated the relations between these different methods and their incremental validity in predicting relevant behaviours. These issues have been investigated in a study of sweets consumption, with a sample of 120 participants. The study had two experimental sessions, consisting of a first session in which participants completed the AT, EAST and MAPT as well as an explicit attitude measure and were instructed in use of the sweet consumption decision situation. At a second session, at a distance of a week, in which participants completed some questionnaires, returned the diary and made the behavioural choice. We used three measures of the target behaviour, a self-report of an average week's consumption of sweets, a diary that participants kept for a week, and a behavioural choice at the end of the second session between a sweet or a healthy bar. The results show that the implicit measures were weakly related with each other. However, they all significantly predict different aspects of sweets consumption. Moreover, their predictive power is not reduced when considering also explicit attitudes. The results are discussed in terms of theoretical models that both explicit and implicit attitudes and of the importance to use different methods to measure implicit attitudes.

An Implicit Association Test for assessing morality

M. PERUGINI, L. LEONE & D. D'AURIA, University of Essex.

The measurement of morality using traditional self-report questionnaires and techniques is a problematic issue, because the answers are likely to be influenced by social desirability and self-presentation identity. The use of an indirect assessment method that minimises the impact of these issues has been investigated in a study of sweets consumption, with a sample of 120 participants. The study had two experimental sessions, consisting of a first session in which participants completed the AT, EAST and MAPT as well as an explicit attitude measure and were instructed in use of the sweet consumption decision situation. At a second session, at a distance of a week, in which participants completed some questionnaires, returned the diary and made the behavioural choice. We used three measures of the target behaviour, a self-report of an average week's consumption of sweets, a diary that participants kept for a week, and a behavioural choice at the end of the second session between a sweet or a healthy bar. The results show that the implicit measures were weakly related with each other. However, they all significantly predict different aspects of sweets consumption. Moreover, their predictive power is not reduced when considering also explicit attitudes. The results are discussed in terms of theoretical models that both explicit and implicit attitudes and of the importance to use different methods to measure implicit attitudes.

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measure morality. The first experiment (N=46) shows that the implicit morality measure, but not the explicit, predicts cheating. The second experiment (N=96) shows that scores in explicit morality can be faked much more easily than in implicit morality when there is an incentive to present oneself in a tactically convenient way. The third experiment (N=12) shows a double dissociation pattern, with the implicit morality measure significantly predicting on-the-spot immoral behaviour (i.e. keeping an undue lottery ticket) and the explicit measure only predicting deliberative moral decisions (i.e. choices in moral dilemmas). Taken together, the results strongly support the use of AT measures of morality and its capability to uniquely predict some expressions of immoral behaviours. It is argued that these results underscore the importance of using routinely indirect assessment procedures, especially for predicting future other-social desirability and self-presentation are a concern.

Behavioural coherence in group robbery: A circumplex model of offender and victim interaction

L. PORTER & L. ALISON, University of Liverpool

The behaviour of offenders and victims in 116 cases of group robbery (61 commercial, 55 personal) were examined. Four interpersonal themes were evident: domination, co-operation, co-operation and hostility. These themes are governed by the principles of complementarity such that offender dominance elicits victim submission (reciprocally) and vice versa, whereas collectivist offenders tend to elicit victim co-operation (correspondence). Hostile offences were hypothesised as eliciting hostility in victims, but few victims in the sample demonstrated active resistance. The existence of behavioural themes suggests that offenders within the same group behave in a homogeneous fashion, which is explained by reference to group norms and group psychological influences. Differences in interpersonal themes were evident between commercial and personal robberies. Commercial robberies tend to involve greater levels of co-operation than personal robberies, while personal robberies involve more hostility than commercial robberies. This is discussed in terms of situational and motivational elements of the robberies.

Exploring the relationship between entitativity and collective responsibility

G. RANDSLEY DE MOURA, E. CASTANO & D. ABRAMS, University of Kent

In lines with previous research into entitativity and attributed responsibility, it is predicted that members of groups which are perceived as high in entitativity are more likely to be perceived as collectively responsible for behaviours carried out by one or a few members of the group, when compared with groups which are perceived as low in entitativity. An experiment will be presented in which a fictional national group was used as the target of evaluations. National groups are a useful target for investigating collective responsibility, as the findings are pertinent for national and international relations. First, the nature of the group norm was manipulated, with either high or low level of entitativity. The leader of the fictitious nation was then introduced and the leader declares the intention of the nation to go to war against another nation. Following the information, participants (N=81) responded to dependent measure items. The dependent measures included a manipulation check of entitativity, general evaluations of the nation, and individual and collective responsibility for the act. Results are consistent with the hypotheses concerning collective responsibility, but they also indicate that a cross-level interaction on attribution of individual responsibility. Results and implications will be discussed with a particular emphasis on the measurement of individual and collective level variables. Future directions for the utilisation of these findings for political psychology will be discussed, along with their applied value.

Texting in context: The conversational use of mobile phone text messaging

D. REID & F. REID, University of Plymouth

Despite growing interest in the social psychology of mobile phone text messaging, little is known about the conversational medium over an extended time period. To date, most studies (e.g. Thurlow, 2003; Ling, 2003) have examined ‘snapshots’ of text messages collected at particular moments in time, but these studies lack information about the temporal scale preceding. The present study was to examine these features in a corpus of 3923 text messages sent and received over a 10-week period by a volunteer panel of twelve undergraduate mobile phone owners, of whom several (referred to here as ‘texters’) reported a clear preference for using their mobiles to talk rather than text—others (referred to as ‘talkers’) showed the opposite preference. Preliminary analysis of this corpus of messages indicates that ‘texters’ wrote one or more ‘text mates’ extending over many hours—sometimes days—are commonplace, and that clusters of text mates forming well-defined ‘text scripts’ are a prominent feature of these exchanges. Comparisons between the text conversations of texters and talkers reveals distinctive differences in conversational content and patterning, and these differences are interpreted in terms of Walther’s (1996) theory of hyperpersonal communication. In particular, this study reveals how the unique affordances of mobile phone text messaging are appropriated by texters for managing the identity they project in their text messages.

Cross-cultural differences in the evaluation of group member behaviour when it is consistent and inconsistent with individualist and collectivist group norms

P. RENTZELAS & M. HAGGER, University of Essex

Recent research indicates that evaluations of group members displaying collective behaviour are generally more positive than those displaying individualist behaviours. This is because collectiveist behaviour is often deemed more virtuous and beneficial to the group. However, recent research has found that individuals display individualist and collectiveist behaviours in different cultural contexts. Participants of English (N=74) and Chinese (N=80) nationalities were asked to evaluate the description of an individual displaying either individualist or collectiveist behaviour after the manipulation of a group norm endorsing either individualism or collectivism. Chinese participants tended to evaluate collectiveist behaviour more positively than individualist behaviour as predicted, while there was no main effect of group member behaviour under conditions of individualist and collectivist group norms in participants from both individualist and collectivist cultural backgrounds. Participants of English (N=74) and Chinese (N=80) nationalities were asked to evaluate the description of an individual displaying either individualist or collectiveist behaviour after the manipulation of a group norm endorsing either individualism or collectivism. Chinese participants tended to evaluate collectiveist behaviour more positively than individualist behaviour as predicted, while there was no main effect of group member behaviour for English participants. English participants evaluated group members’ behaviour marginally more positively, regardless of the type of behaviour displayed. These differences were attenuated by an individualist group norm commensurate with the results of previous research. English participants reported a more uniform evaluation of the group member regardless of group norm and behaviour displayed. These results provide evidence that cultural background moderates the interaction between individualist-collectivist group norms and expressed group member behaviour.

The role of availability and implied context as a factor in the maintenance of paranormal belief

P. ROGERS & S. MURRAY, University of Central Lancashire

The purpose is to examine whether manipulating the vividness and implied context of an everyday coincidences would lead to such a vivid perception as occurred in a paranormal scenario (e.g. a plane crash). The method was based on the fact that a fictional character accurately predicts a plane crash. Implied context was manipulated through the following scenario. As expected, paranormal believers rated the crash prediction to be more reflective of paranormal belief than did sceptics. Second, more vivid scenarios were seen to be less reflective of coincidence and rational thinking than did sceptics. Finally, believers given the vivid scenario judged it to be less reflective of coincidence and more reflective of intuition than did sceptics given the vivid scenario; and (b) less reflective of coincidence than did believers given the paranormal scenario. Despite growing interest in the social psychology of mobile phone text messaging, little is known about the conversational medium over an extended time period. To date, most studies (e.g. Thurlow, 2003; Ling, 2003) have examined ‘snapshots’ of text messages collected at particular moments in time, but these studies lack information about the temporal scale preceding. The present study was to examine these features in a corpus of 3923 text messages sent and received over a 10-week period by a volunteer panel of twelve undergraduate mobile phone owners, of whom several (referred to here as ‘texters’) reported a clear preference for using their mobiles to talk rather than text—others (referred to as ‘talkers’) showed the opposite preference. Preliminary analysis of this corpus of messages indicates that ‘texters’ wrote one or more ‘text mates’ extending over many hours—sometimes days—are commonplace, and that clusters of text mates forming well-defined ‘text scripts’ are a prominent feature of these exchanges. Comparisons between the text conversations of texters and talkers reveals distinctive differences in conversational content and patterning, and these differences are interpreted in terms of Walther’s (1996) theory of hyperpersonal communication. In particular, this study reveals how the unique affordances of mobile phone text messaging are appropriated by texters for managing the identity they project in their text messages.

Moderating the stereotype threat effect: The impact of crossing categories

H.E.S. ROSENTHAL & R.J. CRISP, University of Birmingham

Stereotype threat explains the observation that women underperform on mathematics problems when they are informed that they are being compared to men. This research aims to establish if the crossed categorisation approach to reducing bias could be used as a way to reduce stereotype threat. This concept was examined through the use of a similarity measure, designed to break down the perceived difference between the two gender groups. In Experiment 1 female participants either received a similarity task where they stated characteristics shared between men and women and control condition was the absence of such a task. The participants then received a survey, which consisted of both stereotypically male and female occupations. A 2 (condition: control vs. similarity) x 2 (career type: male vs. female) mixed ANOVA with repeated measures on the second factor revealed a significant interaction. As was hypothesised, people in the similarity condition chose significantly less female stereotypical careers than participants in the control condition. Experiment 2 expanded the scope of the previous experiment by including a third condition which asked for distinct characteristics. Also, participants received a short maths test, along with the same careers survey as study one. A one-way ANOVA found that participants in the similarity condition completed significantly more maths questions correctly, compared to participants in the distinct and control conditions. Also, this mediated their subsequent career choices. Our results indicate that crossing categories, is a beneficial and important tool in the moderation of stereotype threat.

Reliability in social research

A.J. ROSS, University of Strathclyde

Classifying events using taxonomies designed for the purpose is a common technique in the human sciences (e.g. psychology, sociology) and has been shown to be highly useful, dependent on certain important criteria. The most critical of these is that a given inter-rater reliability (the related concept of ‘intra-rater’ reliability refers to a comparison between the judgments made by the same judge about the same occasion) of the present study has usually been simply called reliability trials, and underpinning findings
in many areas such as health and social policy, reliability being a pre-requisite for the validity of coded data. This paper reviews the current state of the field and reflects on the importance of considering differences in calculating reliability. Problems with commonly used measures of agreement such as correlations, indices of concordance, and reliability coefficients are discussed, and examples given. Alternative measures are suggested and demonstrated, including the use of conditional probabilities and Bayesian transformations and the plotting of reciprocal ROC curves for coder’s agreements with each other.

Comparing explicit and implicit evaluations of GM foods
A. SPENCE & E. TOWNSEND, University of Nottingham
Research examining attitudes towards GM foods has to date, solely concentrated on explicit attitudes, which may be subject to bias. Hence, implicit attitudes may be more reliable in determining potential behaviour towards GM foods, particularly in relation to purchase decisions. Here, attitude evaluations of GM foods were carried out both implicitly (using Go No-Go Tasks (GNATs); Nosek & Banaji, 2001) and explicitly (using semantic differential scales). Three GNATs (with a within subjects design) were used, a context free version and versions with contexts of non-GM food and organic food. Sixty student participants were presented with the implicit and explicit tasks (counterbalanced to avoid order effects). An initial study examining the reliability of the context free version of the GNAT as applied to GM foods indicates that implicit evaluations of GM foods are actually marginally positive. This contrasts with results reported in recent national surveys (e.g. GM Nation) that have been criticised on methodological grounds (Campbell & Townsend, 2003). Discussion will centre on comparisons of results to bring to light issues of disagreement between results of explicit and implicit tasks.

Consideration will be given to influences that impact upon explicit tasks but not implicit tasks and for which behaviours these may be relevant.

Factor structure and construct validity of the Cyprus Fears and Hopes Scale (Cy-FHS)
P. STAVRINIDES & S.N. GEORGIU, University of Cyprus
The purpose of this study is to validate the Cyprus Fears and Hopes Scale (Cy-FHS) that measures how people from the two communities of Cyprus (Greek-Cypriots and Turkish-Cypriots) deal with the possible outcomes of reunification and the prospects of a solution to the political problem. The scale consists of two subscales with 20 items in each subscale: the first subscale measures fears and the second measures hopes, both in relation to a possibility of coexistence between the two communities. In this paper we present the results of the Greek-Cypriot sample (N=228), which suggest that the structure of the hypothesised factors for each subscale is confirmed. Confirmatory factor analysis yields a five-factor model for each subscale. For the fears subscale the factors are: Fear for Crime, Fear for Emigration, Fear for Economic Disadvantage, Fear for Conflict, and Fear for Identity. For the hopes subscale the factors are: Hope for Multi-culturalism, Hope for the State Functioning, Hope for Reconciliation, Hope for Economic Prosperity, and Hope for Harmonious Coexistence. The factors from both subscales are negatively correlated as predicted by the proposed model. An alternative model was also tested, specifying second-order factors for each subscale and are also confirmed. The second-order factors correlate negatively. The results suggest that the present scale is a valid measure for the examination of fears and hopes from a possible coexistence for the Greek-Cypriot community. A future study will aim to validate the scale with a Turkish-Cypriot sample. The Cy-FHS is intended to be used within future research into the dynamic factors of fears and hopes in other international biocultural conflicts as well.

Network imaging of a social representation: Pretty pictures or informative technique?
R. STOCK, London School of Economics.
This paper introduces the idea of mapping the relationships between network nodes as a higher level of symbolic constructions of a high complex attitude structure as a network. Previous qualitative work had suggested that individual representations involve a number of variables and a social representations approach encourages capturing the complexity of symbolic constructions. The results of a survey of attitudes to distribution of aid (N=229) were analyzed for the correlations between the variables. Since network analysis can be extremely sensitive to the addition or removal of connections, only correlations where \(p<0.001\) were accepted for the adjacency matrix. Forty-five variables had at least one correlation significant at this level resulting in 1012 comparisons. Symmetrical adjacency matrices were constructed for all, positive and negative correlations respectively. The resultant networks were visualised and showed coherent ideological organisations of attitudes, which also demonstrated construct validity (particularly in the negative correlations) as the actual structure was highly complex. Network analysis of the positive correlations network used measures of gatekeeper function, integration into the network, strategic location and network centrality. The profiles of network centres were used to test the predictions of the core-periphery model of social representations of intergroup communication networks. The predictions were upheld. The meaning of such a structure is discussed with respect to a model of socially constructed argument based on the conditional probability of attitude given attitude. Discussion of the usefulness of this technique as well as its assumptions and the problems of mediating variables is sought.

Judge not, lest ye shall be judged also: Bystanders’ reactions to criticisms of others’ group
R. SUITON, Keele University
Horsney, Oppes, and Swenson (2002) have recently shown that individuals react adversely to criticisms of their group made by outgroup members, but not by ingroup members (see also O’Dwyer, Berkowitz, & Alfeld-Johnson, 2002). In this paper, we present the results of an experiment in which participants evaluated criticisms of Australians, as in Horsney et al. (Experiment 1A), with one crucial change: participants were British, and were, therefore, not members of the group being assessed. This experiment produced the same preference for ingroup, as opposed to intergroup criticism, showing that this preference does not depend directly on a group-protective motivation. Non-Australian (intergroup) critics were rated to be less legitimate, less constructive, less attractive, and more annoying than Australian (intratroup) critics. A second experiment showed that bystanders were sensitive not just to critics’ level of expertise of the group concerned, but also to their group membership per se. For example, if a critic of Australians had lived all her life in Canada but self-identified as Australian, she was regarded less favourably than a critic who had lived all her life in Canada and considered herself to be Canadian (cf. Horsney & Imani, 2004). These effects were mediated by the perceived credibility of critics’ motives. Overall, these experiments distinguish the roles of social identity and social convention in reactions to criticisms. Results are discussed in terms of ‘rules of engagement’ regulating intergroup relations.

Effects of normative status on responses to intergroup communication
M. TARRANT, Keele University
Research into the black sheep effect (Marques, Zebryt & Leyens, 1988) has elaborated the various ways in which group members respond to individuals who deviate from the group. The current paper presents two experiments which examined how normative status impacts on reactions to a target’s subsequent performances. In Experiment 1, high and low identifying university students were exposed to criticism from a fellow ingroup member who varied in their orientation to a group norm (normative vs. anti-normative). Compared to low identifiers, high identifiers were consistently more tolerant of criticism from a normative than anti-normative targets. They were less sensitive to criticism from normative targets, rated their criticism as being more constructive, and evaluated those targets more positively. Normative targets were also perceived to be in a more legitimate position to criticise the group. In Experiment 2, fans of a youth music activity responded to criticism or praise from a normative or anti-normative member of the ingroup. Consistent with Experiment 1, comments from a normative target were perceived to be more constructive and legitimate and were received with less sensitivity than were comments from anti-normative target; normative targets were also evaluated more positively. Criticism was received consistently less positively and with more sensitivity than praise, irrespective of the normative status of the target. The implications of these findings for research into group dynamics are discussed.

Power and identity in terrorist negotiations
P. TAYLOR & W.A. DONAHIU, University of Liverpool
This paper examines terrorists’ use of power and affiliative strategies in negotiation as a function of terrorist ideology, incident type, and the outcome that is achieved. Data were obtained on two sets of behavioural scales designed to reflect the dynamics of 186 terrorist negotiations, as reported in detailed chronological accounts. Results support a hypothesised one-down effect with terrorists in a low power position being more likely to adopt more aggressive strategies. These dynamics differed across incident type, with aerial hijackings involving more overt power strategies than baseline siege incidents, which were more likely to involve bargaining for certain outcomes. Finally, terrorist ideology and the associated identity concerns magnified the one-down effect, with religious fundamentalists engaging in more violence and less compromising strategies than terrorists with other ideological backgrounds.

The triple-interact as the building block of negotiation
P. TAYLOR & I. DONALD, University of Liverpool
Recent papers on negotiation show a renewed interest in understanding the way local cues and responses come together to construct interaction dynamics. We propose the triple-interact (a cue-response-cue-response sequence) as the basic organising unit, identify four generic types of triple-interact, and make predictions about the relative occurrence of each type in negotiation dynamics. An analysis of behavioural sequences coded from 29 conflict negotiations supported the triple-interact as critical to the way interaction unfolds. The unit was found to reduce variance in behaviour by over 70 per cent, which compares to less than one per cent from knowledge of negotiation context and approximately 10 per cent from knowledge of individual differences. Further analysis showed that negotiators make consistent use of the four triple-interacts, irrespective of the time period or outcome of interaction. Specifically, in order of decreasing frequency, negotiators used triple-interacts that reciprocated the current position, responded to a cooperative and competitive position, refrained their perceptions of the current position, and restructured the interaction onto a new issue. The importance of the triple-interact to the organisation of negotiation outcomes, and its contribution to understanding of general interpersonal behaviour, will be discussed.
Can we always express what we like and why? Implicit and explicit attitudes towards ‘new’ food technologies

It is widely recognised that biotechnology is one of the most innovative technologies developed in the 20th century with an even more promising future in the 21st century. Biotechnology is currently a hot topic in both academic and political circles for its implications on food security, human health and the environment. Despite the fact that new food technologies are of growing importance, there has not been a lot of research into how people react to these products. This study investigates if and how implicit and explicit attitudes of people towards genetic modification and ecology. Our main question was to see whether explicit and implicit evaluations are alike or rather different as a function of the novelty or familiarity of the food issue. Forty-seven participants responded to an explicit measure (questionnaire) and an implicit measure (Extrinsic Affective Simon Task). The results showed that people are explicitly slightly negative and more ambivalent towards genetic modification and positive towards ecology. Implicitly, people have negative associations with genetic modification and positive associations with ecology. Correlations between the two measures were weakly found related to Ecology. This suggests that the coherence between implicit and explicit reactions is stronger for unacquainted or familiar food categories as ecology than for novel and unfamiliar issues such as genetic modification. The attitude towards genetic modification seems to be new and open to change. The coherence between the attitudes towards ecology, which is suggested to be more embedded in a cognitive structure.

Relevant to few, routine or incompatible: Marginalising religious beliefs in psychotherapy
N. TILIOPOULOS & C. MCCIVITTE, Queen Margaret University College, Edinburgh.

Various writers have shown that individuals deal interactationally with potential attributions of discrimination against social groups by reducing the visibility of their actions towards the group in question. Such discursive practices however might be problematic in that it is the lack of visible action towards the marginalised group that requires justification. One such instance is the psychology of care practitioners who are commonly viewed as paying little attention to the religious beliefs of many clients. Here we argue that patients’ links to such beliefs does not come from any lack of knowledge or awareness on the part of practitioners but rather is the discursive accomplishment of marginalisation. Semi-structured interviews were carried out with six practising psychotherapists. Interviewees were asked about clients’ religious beliefs and the role of such beliefs in their practice. All interviews were tape-recorded and later transcribed. Discourse analysis was used to examine participants’ accounts of their own religious beliefs in the therapeutic process. Participants in their accounts explicitly construct religious beliefs as being important. These beliefs, however, are made relevant by the restricted categories of clients. The effect is to make religious beliefs compatible with accepted practice, or to construct particular groups of clients within the process. These deployments of categories function to maintain visibility of participants’ actions while marginalising the relevance of the potentially discriminatory factors. This discursive strategy provides individuals with a resource for attending to accountability for discrimination in situations where visibility of their actions is an issue.

Everyday management of psychotic illness: A discursive psychological approach
I. TUCKER, Loughborough University.

This paper is drawn from a wider project focused on identifying and analysing some of the ways that people diagnosed ‘schizophrenic’ manage their lives on a day-to-day basis. Drawing on data gathered through semi-structured interviews, it seeks to gain an analytic understanding of how social and discursive processes involved in the lives of mental health service users, with a particular focus on the role of the body in psychopathology. Some key questions that need to be answered include: what sense and relate to their bodies in terms of their ‘illness’ experiences? What is the relationship between their bodies and how do they adapt it meaning and decide how and if their medication is working? What are the types of social spaces service users inhabit, and how do these spaces become territorialised and embodied? One cannot conceptualise the body without recognising that it is in a constant relationship with our social world. Our bodies and our lives are both socially and natural processes (Shilling, 2003), and these processes need to be addressed and analysed as inter-related. The aim of this paper is to explore the discursive strategies and coping mechanisms that people manage their psychotic illness: a discursive psychological approach drawn from the broad area of social constructionism, along with recent work in social theory that has sought to conceptualise embodiment as part of a matrix of different relations (e.g. Shilling, 2003; Burkill, 1999). In doing this it attempts to add to the psychopathological work that has developed our understanding of living with mental health diagnoses through service users’ own experiences.

Ideology and resistance: East German representations of womanhood and their relation to the former state socialist ideology
C. VOELKLEIN, London School of Economics.

This paper examines the influence of the former state socialist ideology on East German representations of womanhood and how these have changed since the fall of communism to capitalise. While the concept of ideology is widely debated within the social sciences, it has received little attention within the psychotherapy. The concept of ideology reveals three main dimensions in the ideology debate: (a) ideas vs. material practices; (b) social determination vs. possibilities for resistance; and (c) dominance vs. resistance. These dimensions are used to analyse the research results gathered in 20 semi-structured interviews with East German women. The findings show how East German women have an ambivalent relationship to the former state socialist ideology since it equally empowered and constrained them. The promotion of gender equality and the creation of extensive welfare services allowed all women to combine work and family life. However, it also prescribed a proto-traditional role for women and work to end in masculinity. Therefore the research further points to the power of ideology in shaping and so it is necessary to conceptualise ideology as a system of ideas and practices that is bound to relations of domination. The data illustrate how while being a powerful means of persuasion and compliance, ideology provokes resistance in sometimes subtle and contradictory ways. By exploring ideology from a social psychological perspective, this paper can expand on the advance current understanding of this concept and its dilemmatic nature.

Lack of fit: Consequences of perceived relative prototypicality in organisational settings
I. VOSSEN & A. MUMMENDEY, University of Jena.

It is a well-observed phenomenon that members of low status groups (e.g. women or foreigners) experience difficulties in reaching top positions in organisations. Low status group members are perceived as not matching organisational prototypes and hence are not fitting into the organisation. However, little is known about the resulting consequences of lack of fit on, for instance, organisational outcomes. The Ingroup Projection Model (Mummendey & Wenzel, 1999) shows that projection processes result in perceived lack of fit of a group in relation to another group and their subordinate inclusive category. In extension of the model it is assumed that perceived ingroup-prototypicality triggers different identification processes with respect to ingroup and subordinate category. It is hypothesised that lower-group-prototypicality leads to higher identification with the subordinate category (organisation) and a low identification with the ingroup (female colleagues). Preliminary results indicate that the underlying projection processes that lead to low ingroup-prototypicality in organisational contexts. In a following experiment ingroup prototypicality was manipulated experimentally, and results provided predicted effects on identification with the ingroup and the subordinate category in organisational settings. Further points to the power of ideology in shaping and so it is necessary to conceptualise ideology as a system of ideas and practices that is bound to relations of domination. The data illustrate how while being a powerful means of persuasion and compliance, ideology provokes resistance in sometimes subtle and contradictory ways. By exploring ideology from a social psychological perspective, this paper can expand on the advance current understanding of this concept and its dilemmatic nature.

From politics to stand-up comedy: A microanalysis of audience responses
P. WELLS, University of York.

An analysis was conducted of the affirmative audience responses which accompanied four televised stand-up comedy routines, based on a coding system devised by Bull and Wells (2002) for political speeches. Four dimensions were coded: (1) Rhetorically (whether the speaker was revealed by formulaic rhetoric devices); (2) Invitationality (whether the response was directly invited through the speaker’s delivery e.g. (a) Synchronous and (b) Rhetorical); (3) Synchronicity (whether the response occurred at or just before the termination of the speaker’s utterance); and (4) Mismatch Type (asynchronous responses were coded as Isolated, Delayed and/or Interruptive). Results showed that 50.1 per cent of all affirmative responses to stand-up comedians were a combination of Invitation and Rhetorical and Synchronous (cf. 64.5 per cent of all incidences of applause during political speeches). On each dimension the mean response rate to stand-up comedians were: Invited 88.3 per cent; Rhetorical 78.3 per cent; Synchronous 60.0 per cent; Mismatch Type: Isolated 12.5 per cent; Delayed 3.5 per cent; Interruptive 28.2 per cent. Comparative figures for political applause were: Invited 85.9 per cent; Rhetorical 95.0 per cent; Synchronous 65.8 per cent; Mismatch Type: Isolated 4.7 per cent; Delayed 7.5 per cent; Interruptive 17.8 per cent. Only on Invitability did the mean affirmative response rate to stand-up comedians fail within the 95 per cent confidence intervals for applause to political speakers; the comparative response rate for Synchronicity also approached the same level of statistical significance. However, the analysis of mismatch types revealed substantial differences between the two genres. It was concluded that there are similarities and differences in affirmative audience responses to stand-up comedians and politicians.

Breaking the rules: Applying Klein’s work to further our understandings of cyber-cheating
M.T. WHITTY & A. CARR, Queen’s University Belfast.

The current research available suggests that Internet relationships can have a ‘real’ impact on the offline relationship. This paper builds on the current research on both Internet and offline infidelity and explores theoretical explanations for how individuals might rationalise their online affairs. For example, social psychologists have argued that the key to defining betrayal lies in relating factors (Fitness, 2001). This would include individuals’ theories, beliefs and expectations about how relationships should normally work. Given that the type and nature of interactions that are allowed online vary somewhat different and perhaps in some ways feel less real than offline relationships, it might be that virtual and development of close emotional bonds with someone online might be perceived by some as not breaking the rules of the offline relationship. However, in saying this it is important to note that acts of infidelity are not necessarily limited to sexual acts, such as sexual intercourse, kissing and
Discourses of obesity and the construction of individual accountability
S. WIGGINS, University of Strathclyde.

Obesity is becoming one of the more potent social concerns of contemporary Western society. The issue of fatness is treated not only as a burden on healthcare systems and government spending, but also as a social and political issue for which individuals may be held morally accountable. This paper examines the ways in which discourses of obesity are constructed around the notion of individual responsibility, such as the recent proposal to introduce a ‘Fat Tax’ on certain food types. These constructions are regarded as problematic in that they create a tension between agency-choice and broader social factors. This not only has consequences for the individuals involved in these discourses, but also for the interventions that are used to ‘treat’ obesity. The paper uses a discursive psychological approach, drawing on empirical examples from everyday conversation, internet discussion groups and health policy documents to illustrate the main arguments. It aims to contribute to the development of both obesity research and discursive approaches within social psychology. In particular, the topic of obesity is used to illustrate how discursive psychological approaches may be used to more directly address practical or applied issues.

Gender roles and dynamic stereotypes: A comparison between Germany and the US
A. WILDE & A. DIEKMAN, University of Koblenz-Landau.

Most work on intergroup relations has focused on the restrictive forces of stereotypes that constrain group members to remain in traditional roles. Work on dynamic stereotypes highlights that stereotypes about a group can incorporate visions of change (Diekman & Eagly, 2000). From the perspective of social role theory, the perceived malleability of groups stems from actual changes in their typical social roles. If women move into male-dominated roles, they should be perceived as adopting the agentic traits necessary to fulfill these roles. On the contrary, because men’s roles have remained relatively stable, stereotypes of men should be perceived as remaining stable. We compared perceptions of the roles and attributes of men and women of the past, present, and future in West Germany and the US. Because changes in social roles in both countries were fairly similar, we expected similar patterns of dynamic stereotypes. The exception to our predictions of cross-cultural similarity was the perception of women in the past. In the postwar period, German women held more nontraditional roles than US women; thus, we expected German women of the 1950s to be perceived as more masculine and less feminine than US women. In both countries, the attributes of men and women were assumed to converge based mainly on the perceived change of women. The largest area of cross-cultural difference was perceptions of women in the past, which included greater nontraditionalism for German than US women. We will examine the implications of these dynamic stereotypes for future social change.
SYMPOSIUM

The use of peer coaching, issues of understanding, trusted colleague. This will then enable them to seek and receive pedagogical feedback from a trusted colleague.

This paper explores different models of peer coaching, including the concept of mastering. Joe Elliot (Paper 2) will then examine why this might be so focusing upon his cross-cultural work that highlights many historical and cultural factors, other than goals, as crucial in enhancing motivation. Joe will also make reference to his recent work in England where teenagers have been asked to list reasons why they might want to succeed on schoolwork: it was found that mastery/objective goals were given very limited emphasis. Finally, John Richardson (Paper 3) will discuss alternative frameworks that have attempted to capture similar ideas and report that there have been in relation to outcomes such as academic performance.

Symposium: Research from the Newcastle University Centre for Learning and Teaching: The Power of Feedback

Learning to learn: Does it work? D. MOSELEY Learning to learn approaches are characterised by self-awareness at the individual, group and organisational levels, developed through the conscious use of strategic thinking, action and reflection. The Campaign for Learning and others argue that learners and teachers need a shared vocabulary for talking about learning in the context of formative assessment and self-regulation. Centre staff have recently helped principals create frameworks for thinking and 13 models of learning styles as well as carrying out a meta-analysis of thinking skills interventions. An integrated framework for understanding thinking and learning has been produced, which accommodates concepts as diverse as educational objectives, strategic intelligence, creativity, emotional intelligence, thinking styles, thinking hats and reversal theory. The integrated framework will be used to interpret evidence from meta-analyses about what works in education, reinforcing Hattie’s conclusions about the power of feedback.

The nature of peer coaching and its potential for enabling the professional development of teachers. R. LOFTHOUSE

This paper explores different models of peer coaching and how they can impact on professional practice. It is argued that the aim of peer coaching is for teachers to enter into a dialogue in which they seek and receive pedagogical feedback from a trusted colleague. This will then enable them to internalise certain forms of enquiry and reflection about teaching and learning. Drawing on recent conceptualisations of teaching and learning in the use of peer coaching, issues of understanding, implementation and sustainability are addressed. Reference is also made to current evidence regarding outcomes and to the design of a more systematic evaluation of peer coaching.

A meta-analysis of the impact of thinking skills approaches on pupils E. HALL

A systematic search of the research literature into the impact of thinking skills approaches on pupils’ identified about 30 studies with evidence about the impact of thinking skills. These studies used either control or comparison groups and evaluated the impact on pupils with quantitative tests. The studies indicate that thinking skills approaches are effective in improving learning. The meta-analysis of this impact found an effect size of 0.85 on cognitive measures (such as tests of reasoning or non-verbal measures such as Reason’s Progressive Matrices) and an effect size of 0.63 for curriculum outcomes (such as mathematics, reading or science tests). Some caution is required in interpreting this meta-analysis, as there are considerable differences in the thinking skills approaches and programmes included in the analysis. We interpret the general findings by noting that a key feature of thinking skills approaches is the enhanced quantity and quality of feedback made available through dialogue. We relate our findings to Hattie’s conclusions which are based on a large-scale analysis of meta-analytic research.

Symposium: Enhancing thinking skills: Evidential basis and organisational constraints for two methods

A. BRYCE, Aberdeen Educational Psychology Service, K. TOPPING, University of Dundee & S. TRICKEY, Clackmannanshire Educational Psychology Service

This symposium explores two methods for enhancing thinking skills: Philosophy for Children (P4C) and Paired Thinking (PT). The evidence for effectiveness and impact is considerable. Impact on practice and policy, the organisational constraints for quality implementation of both methods in both primary and secondary schools will also be explored. As the two methods have very different organisational benefits and costs, they have potential for parallel symbiotic deployment in schools. The discussion of P4C will draw on a recent systematic review of the international literature, and a large scale controlled implementation of a local variant in the primary schools of the Clackmannanshire authority, which involved multiple measures of impact. This is now rolling out to secondary schools. The discussion of PT will focus on the utility of the method in enhancing pupil interactivity in highly differentiated contexts with potential for enhancing the frame of reference and curriculum. A controlled study of value added by the method will be reported. The final plenary session will summarise the strengths and weaknesses of the existing research on the two methods and the organisational strengths and weaknesses of the two methods, with implications for impact on practice and policy, leading to an open discussion.

Philosophy for children: Definition and systematic review of evidence S. TRICKEY

This paper summarises a systematic critical review of controlled outcomes studies of the ‘Philosophy for Children’ (P4C) method (Lipman, 1981) in primary and secondary schools. The process of philosophical enquiry will be described and a brief video shown to illustrate a classroom ‘community of enquiry’ in action. In the systematic review, ten studies met the stringent criteria for inclusion, measuring outcomes by norm-referenced tests of reading, reasoning, cognitive ability and other curriculum-related abilities; indicators of self-esteem and bullying by child and teacher questionnaires. All studies showed some positive outcomes. The mean effect size was 0.43 with low variance, indicating a consistent moderate positive effect for P4C on a wide range of outcome measures. The implications of this review for future research, including the subsequent Clackmannanshire study, will be considered.

Paired Thinking: Description of the method K. TOPPING

Paired Thinking (PT) is described as a framework for pairs working together with children thinking skills upon reading skills. Embedding the teaching of thinking skills in the transferable skill of reading has the advantage that reading is probably the most widely used means of obtaining information that requires deep processing. PT can be based upon any fiction or nonfiction reading material, from a textbook curriculum to local newspaper. Some difference in reading ability is needed in each pair. PT involves training tutors and tutees to ask increasingly intelligent questions about what they have read rather than just to remember the information. It can easily be differentiated for mixed-ability application. PT provides: modeling of intelligent questioning, self-esteem and level of participation in challenge for both partners, practice in critical and analytic thinking, scaffolding, feedback, praise and other social reinforcement. A brief video demonstration of the method is included.

Psychology for children: Evidence from an authority-wide implementation S. TRICKEY

This study investigated the effects of collaborative philosophical enquiry on children in mainstream classes across all primary schools in an educational authority in Scotland. The Thinking through Philosophy programme was developed in Clackmannanshire to provide support material for the teachers. Teachers were given both initial and follow-up professional development. In a traditional two by two post-pre controlled design, experimental classes used collaborative enquiry for one hour each week over a 16-week experimental period. Outcomes were measured through a range of standardised tests, analysis of video recordings of classroom discussions and questionnaires. The evaluation indicated that children who were regularly involved in collaborative enquiry improved their cognitive ability, critical reasoning skills, self-esteem and level of participation in classroom discussion. The implications for practice, policy and future research are explored, particularly in relation to cost-effectiveness.

Paired Thinking: A controlled study of value added A. BRYCE

This study aimed to explore the value added for thinking skills that were introduced from P4C to Paired Reading and Thinking as compared to continuing with Paired Reading. Two classes of 11-year-old tutors were matched with two classes of seven-year-old tutees. All pupils engaged in a six-week Paired Reading programme. An experimental group then followed Paired Reading and Thinking for 10 weeks while a comparison group continued with Paired Reading for the same period. The thinking skills of tutors and tutees in both experimental and comparison groups were assessed before and after the programme. At pretest there was no difference in thinking skills between the two groups of tutees. At posttest the experimental tutees’ scores were significantly higher than those of the comparison tutees. There was no significant difference in thinking skills scores from pre-test to post-test for experimental or comparison tutees.

Symposium: Evaluation of the Department for Education and Skills’ Behavioural Tutors Over the Programme

S. HALLAM, F. CASTLE & L. ROGERS, Institute of Education, University of London.

As part of the Government’s Street Crime Initiative, the Department for Education and Skills (DfES) funded a local-authority led Phase 1 of the Behaviour Improvement Programme to support measures to improve pupil behaviour and...
Paper 1. The Behaviour Improvement Programme: What it is and how it is being evaluated

This symposium will begin by considering the aims of the Behaviour Improvement Programme (BIP) and how it has been implemented. This will be followed by a description of the first two phases of the evaluation and the methodologies adopted during them. In Phase 1, the evaluation drew on existing data bases, documentation submitted by LEAs to the programme during their proposals, and telephone interviews with LEA co-ordinators to establish in more detail the nature of the projects being administered. Examples of early difficulties and strengths were identified. From these data, 18 LEAs were selected to take part in Phase 2 of the research. Here, interviews were undertaken with the co-ordinating officers of the 18 selected LEAs and staff actively involved in the implementation of the BIP. From the interviews, data were collected that were in detail the implementation of particular projects, the kinds of problems that may have arisen and successful practices.

Paper 2. The Behaviour Improvement Programme: Behaviour and Education Support Teams

Behaviour and Education Support Teams (BESTs) constitute a crucial aspect of the Behaviour Improvement Programme. All LEAs participating in the programme have BESTs. The way that these functions work together with those working across the whole LEA, some based in individual schools and others working with clusters of schools, is discussed. The results show some focusing on children perceived to be at risk, others exclude and others parents. The make up of the teams is also varied and includes staff from a range of professional backgrounds.

This paper will report the findings of in depth interviews undertaken with LEA co-ordinators and members of BESTs. Issues addressed will include: the nature of the work undertaken and with whom; the extent to which the BEST is perceived as successful; the perceived impact on pupils, parents and teachers; the nature of any problems experienced; and perceptions of the extent to which the effects have become embedded in practice.

Paper 3. The Behaviour Improvement Programme: Overview of the evaluation findings to date

This paper will report the evidence from the evaluation with regard to the overall implementation of the programme. Based on the data from interviews with staff and LEA co-ordinators, it will consider the extent to which LEAs have:

- supported individual pupils at risk of developing behaviour problems and provided the co-ordinating support of a key worker;
- developed innovative approaches to teaching and learning to meet the needs of pupils at risk of disaffection;
- developed measures to identify and support pupils and their parents who are not attending school regularly;
- facilitated the development of the role of the Lead Behaviour Professional;
- implemented the Behaviour Audit and its impact on policy and practice;
- extended the work of school premises to provide a range of services, activities and additional learning opportunities;
- based pilots on school sites working alongside school staff. The difficulties experienced by schools and LEAs in developing these initiatives will be discussed.

Symposium: Understanding the reading difficulties of children learning English as an additional language (EAL)

J. HUTCHINSON & K. BURGOYNE, University of Central Lancashire

There are many ethnic minority children within mainstream primary schools for whom English is their second language. Many of these children start school with little experience of the English Language. A greater awareness of the process of literacy development, especially the impact of weaker English language skills, will give a clearer understanding of their educational needs, and have implications for the early identification of educational difficulties and inclusive teaching practice. Within the first two papers report a longitudinal study following the literacy development of a cohort of 45 primary aged children, one third of whom are learning English as an additional language (EAL). The first looks at the identification of reading difficulties, with a specific focus on the phonological and receptive assessment battery with second language children and the second at the developmental progression of reading comprehension and vocabulary skills. The third paper reports a study that explores the comprehension difficulties of 16 children learning EAL and 16 of their monolingual English-speaking peers, with a specific focus on the contribution of background knowledge on text understanding.

Paper 1. The identification of reading difficulties in children learning EAL

There is concern that children learning EAL are under-represented among children identified as having specific learning difficulties. It is generally accepted that literacy related difficulties should be identified early for interventions to have maximum effect. Whilst progress has been made in the development of tests for use with monolingual English-speaking children at risk of dyslexia, it is more complicated to identify such difficulties among children learning EAL. If all children are to have equal access to education, this issue must be addressed.

Using the Clinical Abilities Battery the pattern of change between school years 2 and 4 was assessed in relation to the development of reading accuracy between school years 2 and 6. The results raise issues with practical implications for the teaching and assessment of primary-aged children, especially those who are learning EAL. The implications of the findings for classroom practice and the early identification of dyslexia are considered.

Paper 2. The reading comprehension and vocabulary development of children learning EAL

Many ethnic minority children are faced with the enormous task of simultaneously learning a new language and accessing the early stages of the curriculum. Within the EAL context it is imperative to develop a reasonable level of reading accuracy, their ability to understand text lags behind, even though understanding text is a fundamental part of the reading process. Little research has been conducted on the text comprehension and vocabulary development of this group of children, identifying the specific nature of reading and comprehension difficulties experienced by EAL children will help teachers plan lessons to meet their needs. This paper focuses on the reading difficulties experienced by EAL children. Measures include receptive and expressive vocabulary, reading accuracy and reading comprehension. Findings are considered in terms of the progression of the development of underlying language skills and the impact of these skills on comprehension. Implications of the results for the understanding of reading and related difficulties in EAL children are discussed.

Symposium: Is corrupt visual input a major factor in classroom underachievement? New clinical evidence shows that current classroom environments and the work presented contributes significantly to underachievement.

J. JORDAN, Orthoptics Ltd.

Paper 1. A brief overview of the Cambridge trials

Optometric, psychometric, EEGs and postural tests were performed in controlled illumination environments. The optimum conditions and school lighting were compared with starting results. The EEGs and the alpha peak at the occipital cortex is greatly enhanced in the reading disabled group under school lighting conditions. This will inevitably cause underachievement. Optometric responses show that it is impossible for many children to achieve at school. Psychometric results show strong correlations with underachievement. Postural and balance tests were also affected adversely by school lighting.

Paper 2. Visual performance requirements in reading

Visual input whilst reading is extremely complex. An overview will be given of the tasks necessary to achieve optimal visual performance. The possible factors can be assessed. These include retinal responses (magnocellular and parvocellular), central and peripheral responses, visual disruption with suppression, image waterfalling, accommodation and convergence. Abnormal development will be visited and the responses found useful are discussed. Sensory integration will be shown to be dependent on mapping. Vestibular responses and visual override will be discussed. The classroom environment is a visually unfriendly place and may provoke underachievement.

Paper 3. A model of visual input that predicts reading underachievement as a result of visual mapping anomalies

There are many groups of symptoms found in people with reading, mathematics or proprioceptive difficulties (dyslexia, dyspraxia and dyscalculia). A model will be proposed that predicts most of the symptoms experienced together with testing and treatment techniques. The parvocellular system will be shown to be the initial digital input to the cortex with responses to the cerebellum (and extrinsic musculature) and a proposed effect response to the amacrine cells, lateral inhibition and excitation, retinal 3D mapping, fourier analysis of input, Pannum's areas, sequential, Anosikia, development of saccadial and pursuit movement, visual movement effects, image waterfalling, accommodation and convergence. Abnormal development will be visited and the responses found useful are discussed. Sensory integration will be shown to be dependent on mapping. Vestibular responses and visual override will be discussed. The class room environment is a visually unfriendly place and may provoke underachievement.

Symposium: Affective learning and emotional barriers to creativity

MBC & B. KELLY, University of Strathclyde

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Optometric, psychometric, EEGs and postural tests were performed in controlled illumination environments. The optimum conditions and school lighting were compared with starting results. The EEGs and the alpha peak at the occipital cortex is greatly enhanced in the reading disabled group under school lighting conditions. This will inevitably cause underachievement. Optometric responses show that it is impossible for many children to achieve at school. Psychometric responses show strong correlations with underachievement. Postural and balance tests were also affected adversely by school lighting.

Paper 2. Visual performance requirements in reading

Visual input whilst reading is extremely complex. An overview will be given of the tasks necessary to achieve optimal visual performance. The possible factors can be assessed. These include retinal responses (magnocellular and parvocellular), central and peripheral responses, visual disruption with suppression, image waterfalling, accommodation and convergence. Abnormal development will be visited and the responses found useful are discussed. Sensory integration will be shown to be dependent on mapping. Vestibular responses and visual override will be discussed. The classroom environment is a visually unfriendly place and may provoke underachievement.

Paper 3. A model of visual input that predicts reading underachievement as a result of visual mapping anomalies

There are many groups of symptoms found in people with reading, mathematics or proprioceptive difficulties (dyslexia, dyspraxia and dyscalculia). A model will be proposed that predicts most of the symptoms experienced together with testing and treatment techniques. The parvocellular system will be shown to be the initial digital input to the cortex with responses to the cerebellum (and extrinsic musculature) and a proposed effect response to the amacrine cells, the bipolar cells and the horizontal cells. This response allows the soft wiring to take place in the parvocellular system and accounts for fixation development in children. Parvocellular response becomes a 4D colour mapping effect. Mapping becomes variable and deficiencies in the mapping system replicate symptoms found. Reversals, inversions, movement and loss of visual field that are variable due to position of gaze and lighting become predictable. Testing and treatment techniques produce predictable results. The Optoparameter, the Optimeyes, the Read eye and a number of other tests will be described briefly. Treatments will also be discussed briefly.

Symposium: Affective learning and emotional barriers to creativity

P. QUALTER, University of Central Lancashire

This symposium will present research on emotional intelligence and talk about its impact on educational policy and practice. The first paper considers the theory of emotional intelligence and presents scientific evidence for why emotional
This symposium reports on the work of the project of Strathclyde, A. THURSTON, University of Dundee, A. TOLMIE, of rural/urban location and mixed-age classes. A positive school ethos was highlighted as promoting the effects of PATHS. The importance of other staff. Positive emotional, social, behavioural and skills, and its research history. One class of nine- and particularly the link between emotion and thinking emphasis on cognitive and developmental aspects, because of its clear conceptualisation of emotion, its PATHS curriculum. This is an approach aimed at primary school that arose from a mutual interest in Alternative Thinking Strategies (PATHS). We use data from our own and others' investigations to make recommendations for the future educational policy on emotional intelligence.

Paper 2: Developing emotional intelligence: Exploring the Promoting Alternative Thinking Strategies (PATHS) curriculum B. KELLY This paper describes a collaborative project in one primary school that arose from a mutual interest in applying the concept of emotional intelligence. It involves an exploratory, qualitative study of the PATHS curriculum at promoting emotional competence in children and young people. The PATHS curriculum was chosen because of its clear conceptualisation of emotion, its emphasis on cognitive and developmental aspects, particularly the link between emotion and thinking skills, and its research history. One class of nine- and 10-year-olds took part in the project. Target children were selected from within this group for close monitoring. The outcomes suggest that PATHS was rated very positively by class teachers, pupils and other staff. Positive emotional, social, behavioural and cognitive changes at a class and individual level were attributed to the effects of PATHS. The importance of a positive school ethos was highlighted as promoting these effects.

Symposium: Supporting group work in Scottish primary schools: The influence of rural/urban location and mixed-age classes D. CHRISTIE, University of Strathclyde, K TOMPING, University of Dundee, A. TOLMIE, University of Strathclyde, K. LIVINSON, University of Strathclyde, C. HOWE, University of Strathclyde, A. THURSTON, University of Dundee, C. DONALDSON, University of Dundee & J. JESSIMAN, University of Strathclyde. This symposium is the work of the project funded by the ESRC Teaching and Learning Research Programme as a Scottish Extension of the TLRP Phase II project, Social Pedagogic Research into Grouping (SPRiG) led by Peter Blatchford, Institute of Education, Cambridge and Peter Nutnick, Brighton. The aims of the "ScotSPRiG" project, which is a collaboration between the University of Strathclyde and the University of Dundee, are:-

- To examine how far programmes for supporting effective group work need to be adapted for use in rural and urban settings with composite classes, where interactional styles are potentially different from those in single-age classes.
- To identify a sample of teachers in rural and urban schools with and without composite classes, and recruit these teachers to in-service programmes which will support them in planning and implementing group work training activities for children and collaborative group work in the area of science.
- To consider the outcomes for participating pupils, both in science and other areas of the curriculum, and also on changes in self-esteem and quality of collaborative learning throughout the school. The project aimed to determine whether the specific teaching of key elements of emotional intelligence would enhance and develop the emotional awareness of pupils. It also aimed to make a positive contribution to the ethos of the school. Outcomes included significant increases in the children's overall emotional vocabulary, their ability to recognise their own emotions and understand their own emotional experiences. An essential element of an emotional literacy curriculum also lessened the gap between children who had high and low levels of emotional intelligence at baseline assessment.

Paper 3: Applying emotional intelligence: Exploring the Promoting Alternative Thinking Strategies (PATHS) curriculum E. COCODIA, University of New South Wales, Australia. This paper discusses the findings of three studies conducted over the last three years by the current author. The studies investigated whether rising human intelligence is evident in formal education settings. A framework for understanding psychologists is proposed based on these findings. Flynn (1984, 1987) found that IQ scores have been rising steadily for at least, the last three to four decades. Does this rise in IQ scores signify that average general intelligence is also rising? The current researcher sought teacher perceptions of student abilities in four countries named Australia, Singapore, Korea and Nigeria. This study found that teachers perceived that students are more creative and versatile in their reasoning skills, than a decade ago. In Nigeria, School leavers' examination performance and practice to substantiate this argument.

Symposium: Research themes in psychology learning and teaching J. AKHURST, University of York, C. HONE, University of Strathclyde & C. McGUINESS, University of Dundee. The aim of the Learning Education Academy Psychology Network (LESANP) is to promote excellence in the learning, teaching and assessment of Psychology across the full range of curriculum and activities relevant to UK HE. This symposium summarised the themes which have been explored and developed through the mini-project "Supporting Coherence", funded work by the Psychology Network. The following are current topics receiving attention, and details of some of this research were given: widening participation, retention, engagement, improving provision for disabled students, using SGfI to enhance student learning, student learning and development, employability, and the lecturer's experience. Following an introduction, as outlined above, Christine Batchelor supported the theme "Transition to Higher Education Psychology." The Government's widening participation agenda for Higher Education means growing diversity across the students entering Psychology degree courses. Development at the entrance level, including the introduction of the new Higher and Higher Education Departments of Psychology. The objective of the symposium was to examine how far programmes for supporting effective group work need to be adapted for use in rural and urban settings with composite classes, where interactional styles are potentially different from those in single-age classes.

- To identify a sample of teachers in rural and urban schools with and without composite classes, and recruit these teachers to in-service programmes which will support them in planning and implementing group work training activities for children and collaborative group work in the area of science.
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Recommendations are presented based on the current findings. A framework has been developed which may be employed to deal with increases in students’ creativity and general abilities due to rapid environmental changes, access to multimedia, a more visual environment and more technological advancement.

Creativity and the teaching of fiction writing: Recent innovations

S. ELLIS, University of Strathclyde.

Research has shown that teaching of structure, syntax and vocabulary improves the quality and quantity of children’s non-fiction writing (Wray & Lewis, 2000). However, there is a need for more effective approaches to learning in early years. The current study was designed to explore the effects of playful and formal approaches to learning non-fiction writing. The study was conducted in three phases: a pre-test, a practice condition and a post-test. During the pre-test, each child was timed in the completion of an 18-piece jigsaw puzzle. They were then allocated to either the playful or formal condition. The differences between the two conditions were significant. In the playful condition, children were given the opportunity to complete a range of puzzles similar in piece size and theme to that used in the test conditions. We used cues previously identified by children as indicative of play or work to set the practice conditions. The playful condition was completed on the floor whilst in the formal condition, children were seated at the table and the adult working alongside the child. Each practice condition lasted for eight minutes. In the post-test, children were retested and timed in their completion of the initial 18-piece puzzle. The difference between pre- and post-test scores was used to measure the effectiveness of play. The results revealed a significant difference between the playful and formal practice conditions, children completing the puzzles more efficiently in the playful condition. The data suggest that playful practice conditions can be effective in the classroom environment.

Towards a psychology of inclusive education

R. KERSHNER, University of Cambridge & P. HICK, University of Manchester.

Making progress towards more inclusive education involves many of the dynamics of educational change. When considering the provision for children described as having special educational needs, teachers and parents are particularly concerned about educational psychology as a key source of ideas. Yet those seeking to promote more inclusive education have tended to see psychology and educational psychology as peripheral, given the role of psychology in, for example, providing an IQ-based rationale for the segregation of certain groups of children. This paper presents three strategies for developing a psychology of inclusive education, with reference to relevant theoretical perspectives and practical strategies. The identification of psychological approaches to understanding teaching and learning in inclusive contexts and inclusive practice in the professional development of educational psychology intends to open up critical discussion on the topic and help formulate an agenda for research and development in the field.

Reflections on pre-schoolers’ opportunities for creativity: Some lessons from abroad

M. MADINI & A. COCKBURN, University of East Anglia.

With the discovery of oil in the 1930s, Saudi Arabia has witnessed rapid economic and social changes. The Saudi government has devoted vast resources to education, leading to a significant increase in the participation of students. However, much of this research has been focused on the benefits of education in terms of economic development. This paper reports on a study that investigated how creativity is developed through creative activities, gradually transform into healthy thinking. In order to begin to understand how the will and feeling are thought to transform into thinking, a questionnaire was sent to all Waldorf teachers in Scotland asking them how this happens in their own teaching. Some new responses will be described and explored in the paper.

Students helping students: The effectiveness of peer mentoring in UK higher education

R. PHILLIPS, V. SWANSON & B. MORGAN KLEIN, Stirling University.

Peer mentoring has become increasingly popular in UK higher education. However, little is known about its prevalence within the UK or whether it is beneficial. The current study assessed the availability of peer mentoring in UK universities and uses dropout rates as a dependent variable for possible benefits. Thirty-eight out of the 100 universities questioned provided information regarding the programme for the 2002/03 academic year. The results show that universities with higher retention rates were more likely to have a mentoring programme in place. Therefore, it is possible that such programmes could be introduced into schools where retention rates are lower.
participation and/or retention reasons than the established schemes. The performance indicators for mature students demonstrate a lower than expected dropout rate for students within established schemes. A similar finding can be found for students from low participating neighbourhoods where the established schemes have lower than expected drop-out rate.

The ability to think: Continuing unexplained dramatic increases over time
J. RAVEN.
Raven's Progressive Matrices tests are widely thought to measure the ability to think. This view can be challenged by questioning the way 'thinking skills' and 'creativity' are conceptualised. As Spearman noted long ago, the important question is not 'How well can this person think?' but 'What does he or she think about?'.

Be that as it may, Flynn and the author have shown that scores on the RPM and other verbal and non-verbal measures of educutive ability increased dramatically over the past century and, cross-culturally, these increases were not affected by such things as differences in educational or child-rearing practices or access to television.

Data recently collected with the Coloured Progressive Matrices show that the increase is continuing. For example, the 50th percentile for six-year-olds has increased from 17 in the UK and many other countries around 1982, to 19 in Poland in 1991, and to 24 in Korea and Poland in 2001–2003.

Children's understanding of measurement of length
Y. REYNOLDS, University of London.
School curricula, including the National Numeracy Strategy, see measurement as a mundane practical skill to do with increasing precision and accuracy, and heavily featuring elementary number operations. By contrast, the only authoritative account of the development of measurement, Piaget's, sees it as built on important spatial, logical and mathematical foundations that develop through childhood and are independent of number.

In the context of a series of tasks, backed up by interviews, this research investigates 83 five- to nine-year-old children's understanding of some logical pre-requisites of measurement of length. It also investigates ways in which children's numerical reasoning may interfere with their ability to measure. Selected findings of the research are presented.

Motivation, attitudes and approaches to studying
J. RICHARDSON, The Open University.
In North America, research on student learning in higher education has tended to focus on the impact of variations in students' motivation and self-regulation upon their academic attainment. However, in other countries, researchers have been more concerned with the quality of student learning, particularly as reflected in students' approaches to studying. There has been relatively little research on how these two conceptual frameworks are related to one another. The present study was designed to address this question by examining the relationship between students' motivations and attitudes towards studying and the approaches to studying that they adopt on their courses. A postal survey was carried out of a random sample of 100 students who were taking each of 10 different courses by distance learning with the Open University in the UK. The survey included the motivations and attitudes scales taken from the Motivated Strategies and Learning Questionnaire (MSLQ: Pintrich et al., 1991) and the Revised Approaches to Studying Inventory (RASI: Entwistle et al., 2000). The results are still being analysed, but they will address a number of issues. First, can the MSLQ and the RASI be employed to understand variations in student learning in the distinctive context of distance education? Second, what relationships exist between students' scores on the MSLQ and their scores on the RASI? In particular, do students' motivations and attitudes predict their approaches to studying across different courses and within the same course?

Finally, do students' scores on the MSLQ and the RASI predict their academic attainment on courses taken by distance learning?

Enhancing thinking and learning in HE students
C. SMITH, H. WHITELEY & R. LEVER, University of Central Lancashire.
This paper outlines ways in which awareness of learning styles can aid thinking and learning in HE students. Examples are given of how individual differences in learning style might be implicated in liking for and effectiveness of learning. A progress report is given on a HEFCE-funded project to allow learners to identify and enhance their learning style and to help teachers to accommodate learning styles into their teaching materials. Data are reported linking learning style to methods of teaching, dyslexia, ADD and learning outcomes. A description is given of a web-based package which allows students to identify their learning style and where it matches and mismatches their curriculum. The package also offers students an opportunity to follow an enhancement programme to reduce the mismatches between their learning style and their curriculum, thereby enhancing their thinking and learning.

Mapping the possibilities of reading: How readers make texts mean
V. SMITH, University of Strathclyde.
How do readers make texts mean? What resources do they bring to new and challenging texts in an attempt to understand them? Based on data gathered through an ethnographic study of children in primary classrooms, and of teachers studying reading at Masters level, this paper presents a series of maps or models that attempt to show the pushes and pulls of thinking that the children and adults use in order to make meaning from text. The paper argues that when these maps are contrasted, implications for the way reading is taught in schools become apparent.
INDIVIDUAL PAPERS

The effect of different levels security on secure wards on nurses level of expressed emotion

S. ANDARGACHEW, University of Bath.

Expressed Emotions (EE) refers to ‘the amount of criticism, hostility and emotional over-involvement (EOI) from one's informal carer or a formal caregiver, with respect to the patient’ (Van Humbeeck et al., 2003). Many studies have shown that patients suffering from a range of mental illnesses, whose carers (prospective or actual carers included) exhibit high levels of EE are significantly more at risk of relapsing than those who are exposed to low EE environments (Beddesing & Kuipers, 1994; Butzfall & Hooley, 1998; Kavanagh, 1992). The aim of this study is to compare the levels of EE amongst nursing staff on three different wards with different levels of security. A pre-designed questionnaire (FAS) was used to assess the levels of EE amongst nursing staff. Based on the stress-vulnerability model of mental illness and the links found between increased symptom severity and poorer social functioning of patients and higher staff EE scores, the hypothesis is that when the security staff increases as levels of security on the wards increases. This trend was exhibited in the results. The difference in EE scores between the different wards suggest that the risk of relapse is higher in the ward with lower security was found to be statistically significantly. This research suggests a need for attention to be paid to the relationships held on psychiatric wards of higher levels of security, whether in the form of staff support groups or training programs, focusing on the development of optimal therapeutic relationships.

The influence of computer experience on subjective assessments of cognitive workload

L. BATIE, University of Bristol.

Current research comparing computer-based and paper-based tasks has moved away from traditional performance measures, e.g. speed and accuracy, and has begun to investigate differences in cognitive processing between the two media. Thirty-two undergraduates were used to investigate the impact of computer experience and subjective assessments of cognitive workload (as measured by the NASA-TLX) between computer- and paper-based presentations of two general knowledge tests and the affective reaction to the computer environment. The design was implemented where the order of general knowledge tests and task modality was counterbalanced across the participants. No significant differences in test scores or workload were found, although results suggest that computer experience influences subjective assessments of workload. This has implications for the use of this workload measure since differences in subjective workload ratings may exist for certain populations and be related to variations in computer experience. The suitability of various courses for future assessment of this relationship is discussed.

Crash and you're speeding: Factors affecting eyewitness accuracy when estimating the speed of motorbikes

J. BOWERS, University of Bath.

Research investigating eyewitness accuracy when estimating the speed of motorbikes. Previous research into eyewitness accuracy includes the roles of factors such as the age and gender of the beholder, whether he/she was watching the crash (post-event information), and whether the clip was seen (visual-only condition), heard (auditory-only condition) or seen and heard (auditory-visual condition). Results indicate that when estimating speed, accuracy is generally poor, especially at low speed. It is significantly worsened when participants witness the crash visually only, particularly in the auditory-only condition, which was the least accurate and most susceptible to post-event information. The results have important legal implications. Eyewitness memories are often a key source of evidence after a traffic accident has occurred. These implications are discussed, as are potential areas for future study.

Is there a relationship between a child’s misbehaviour and the severity of punishment administered?

H. BURGESS & E. HENDRICKS, University of Exeter.

The proposed research aims to investigate the currently topical area of corporal punishment, more specifically the behaviours performed by a child that trigger a disciplinary response from a parent or guardian. It is hypothesised that if a child breaks a moral rule the parent will be more inclined to physically punish the child compared to if a child breaches a social convention. A questionnaire containing hypothetical vignettes was distributed to a sample of parents, allowing for the six vignettes to differ according to the age and gender of the child, to be investigated. It is expected that the research will highlight the differences in the age and gender of the child on punishment administered as well as situational influences and will raise implications for child socialisation.

Coping mechanisms in crime victims: An exploratory study into the coping mechanisms used by victims of burglary and robbery

S. COMPTON, University of Bath.

Research has focussed mainly on the effects of victimisation, with the majority focussing on rape. Clearly from previous literature the coping responses of victims deserves much more research, with the problems of the study, research focussing on illness and encapsulated within health psychology (Filipp, 1992). Seeing as coping is also affective, and is neither intrinsically adaptive nor maladaptive, behaviour which is created, was to focus on crime victim’s meaning making of their coping experience. This study focussed on burglary victims and the problems of robbery. Two crime types were noted, in order to assess any major cross-crime-type similarities (Maguire, 1980). Six victims of three of burglary victims, and six victims of robbery were interviewed using a semi-structured pro-forma. The interview was constructed incorporating appreciative inquiry ethic, a method of organisational inquiry, in order to assess its validity. Victims were asked questions mainly about their coping experience, the positive coping experiences (appreciative inquiry based questioning) and the negative coping experiences. Coping is also segregated into emotion focussed coping (ways of thinking) and behaviour focussed (action) following Lazarus’ (1991) similar split of coping into problem-focused and emotion-focused. Interpretative Phenomenological Analysis (Smith, 1996) is being used to interpret the transcriptions. Presently in the first stage of analysis, underlying themes of the need for support from family and friends seem prevalent. Also, the impersonalisation and generalisation of social services puts victims of crime off. Similarly, the lack of feedback from the police has a negative effect on the victim’s coping process. The interview was constructed incorporating appreciative inquiry ethic, a method of organisational inquiry, in order to assess its validity. Victims were asked questions mainly about their coping experience, the positive coping experiences (appreciative inquiry based questioning) and the negative coping experiences. Coping is also segregated into emotion focussed coping (ways of thinking) and behaviour focussed (action) following Lazarus’ (1991) similar split of coping into problem-focused and emotion-focused. Interpretative Phenomenological Analysis (Smith, 1996) is being used to interpret the transcriptions. Presently in the first stage of analysis, underlying themes of the need for support from family and friends seem prevalent. Also, the impersonalisation and generalisation of social services puts victims off. Similarly, the lack of feedback from the police has a negative effect on the victim’s coping process.

Temporal arrangement of audio and visual components effects integration in a cross modal illusion: An ERP study

B. CREESKE, University of the West of England.

A single flash is illusorily perceived as two when accompanied by two beeps (Shams, Kamitani & Shimojo, 2000). This will form the basis of the present study. In addition to control (no illusion) and standard illusion conditions there are two experimental conditions that vary the temporal arrangement of the beeps, so they either precede or follow the flash. The beeps and flashes remain within the 100ms temporal window of integration, and, therefore, the illusion should not occur according to the discontinuity hypothesis, furthermore the beeps are the most salient of the components and, therefore, the illusion should occur according to the reliability hypothesis. Event related potentials (ERP) are being measured to determine if there are differences in the sites of integration at a neurophysiological result of the temporal arrangements of the beeps.

Keeping all the plates spinning: Balancing work, life and parenting in dual-income families

F. CRUMP, University of Plymouth.

This paper explores the factors involved in balancing paid work, home responsibilities and leisure activities in dual-income families. Imbalance is a major source of stress producing high health and financial costs. A qualitative approach was taken in order to explore employees' actual experiences rather than draw conclusions from earlier, often conflicting, research. Participants (dual-income couples/at least one child under 14) were recruited through their employers and 10 were invited to participate. Respondents participated in 45-minute, audio-recorded interviews – transcribed and analysed using grounded theory methods. Early findings suggest employers who support flexible-working are rewarded by employees who show strong commitment. However, these employees do not perceive themselves to be happier or less stressed than their counterparts – indeed (women particularly) seem to be more overwhelmed by their lives and feel trapped by having been given what they asked for. Flexible working policies need to be revisited.

How personality styles associated with rumination are related to depression and problem solving

J. DAWSON & A. OITWELL, University of Exeter.

Objectives: It was hypothesised that rumination would be significantly correlated with neuroticism, a tendency towards validation seeking rather than growth seeking, and poor problem solving. Validation seeking is the tendency to assess all situations as one’s worth, whilst growth seeking is the tendency to assess all situations as an opportunity for growth.

Design: 60 undergraduate participants completed five questionnaires designed to assess rumination, self-reported problem solving, personality style and validation vs. growth-seeking orientations.

Results: Standard correlations will be used to test basic relationships for each of our predictions and if more than one factor shows a significant correlation then a hierarchical regression will be used to test interactions between variables.

Study of the visuo-spatial suffix effect: Abrupt versus non-abrupt suffixes

K. FERRIER, University of Plymouth.

The visuospatial suffix effect (loss of recency induced by an irrelevant end of list item) was studied in 22 first-year psychology undergraduates using a serial recall task involving the memory for the locations of dots on a computer screen. A novel-subjects design was used to examine the impact a spatially distinct irrelevant item (suffix) would have on serial recall. The experiment compared order memory in three conditions: no suffix, a suffix with abrupt onset, and a suffix with non-abrupt onset. The results revealed that the non-abrupt suffix impaired the overall level of recency accuracy and that the abrupt suffix of this type of suffix on normalised recency was stronger for the abrupt suffix than for the non-abrupt suffix. This implies a generalisation of the visuospatial suffix effect within the visuospatial domain, which is possible explained by shifts of spatial attention.
Competition and re-analysis in sentence processing
M. GREEN, University of Exeter.

The objective was to examine whether competitive or reanalysis accounts of sentence processing both contribute to the gerund/adjunct ambiguity. Three conditions were used: temporary ambiguity subsequently resolved to gerund; temporary ambiguity subsequently resolved to adjunct; and a globally ambiguous condition. Twenty subjects were sampled from 20- to 30-year-old male and female Exeter University students and recent graduates. Materials were constructed from Tyner and Marslen-Wilson (1977). The materials were presented in segments in a self-paced reading task allowing for examination of effects in the critical ambiguous and continuation segments. Analysis was done by repeated measures ANOVA. The results indicate no support for competitive models in the ambiguous region; support for reanalysis in the continuation region for temporary ambiguities; and support for competition in the continuation region for the global ambiguities.

A longitudinal investigation into the processes underlying gender’s effect upon language development
J. HALL, University of Bath.

It has been known for considerable time that gender effects children’s language development. Based upon findings such as those from EPPE (Dyer et al., 1993), a supposed mechanism explaining gender differences in language development was tested here. This being children’s home environments. In testing the role of the home environment, a longitudinal, multivariate, secondary analysis of the quasi-experimental Families Children and Child Care (FCCC) dataset was performed. With a sample size of 922 children, four time points and three variables being tested, Structural Equation Modelling (SEM) was used to simultaneously test theorised interactions between:

- Gender;
- Home Environment;
- Language Development.

Home environment was comprised of the emotional responsivity of parents and the avoidance of restriction of their child. It was found that ‘Home Environment’ had a small, though significant, mediating role in determining how girls and boys perform in terms of language development. Girls have more responsive parents who are also less restrictive of them. The importance of the home environment’s role is only small comparatively though. Language development is the largest predictor of itself later on, irrespective of gender, home environment or Socio-Economic-Status (SES).

‘He wouldn’t like that, it would hurt him’: Children’s essentialist views of their attachment objects
C. HARDY, University of Bristol.

It is common practice for children to form attachments to chosen objects and to inately categorise and name their unobservable ‘essences’. This study aims to show that children use essentialism to categorise their inanimate attachment objects. Children decided whether their object would respond in the same way as an animal or an inanimate toy in three situations. For example, if pinched would it be ‘hurt’ or ‘squashed’. Children were then asked how a ‘matched’ object, similar in shape and colour, would respond. A picture triad task confirmed how children categorise in ‘normal’ circumstances. And parents rated their child’s level of attachment to the chosen object. A ‘matched’ object was split divided results into two groups: A (not attached); and B (attached). Group A categorised all inanimate objects into the same group. Group B, however, used essentialism when categorising the inanimate objects believing them to hold an animative value that the other inanimate objects did not.

Sex differences in the dynamics of dyads and groups
S. HEATH, University of Plymouth.

Based on prior evidence of sex differences in social structure, the study compared performance by males and females benefited most from participation in dyads or groups. Ninety-five 11-year-old children engaged in a free form task, in which they were required to produce and perform a five-minute drama in either dyads or groups. Analysis of the data has not been conducted yet. The results will include observations of comfort, enthusiasm and quality levels. This will be achieved via coding of video the two groups. The video evidence samples were also taken every five minutes from the children to indicate stress levels within the dyad or group. Finally self-report questionnaires were also taken.

The effect of ruminative responses on central executive functioning: An experiment utilising eye-tracker technology
M. HEFFORD & R. NICOL, University of Exeter.

Empirical research has shown rumination is implicated in the maintenance of depression by interfering with normal thought processes. Rumination has also been found to affect central executive function, and it is therefore used to test such tasks as academic work or random number generation. This experiment aimed to examine the effect of rumination on cognitive decision making in a central executive functioning by means of a measure of saccadic eye movements, using an eye-tracker. A 2 x 2 x 2 x 2 factorial design was used to test the effects of dysphoric and non-dysphoric students on a rumination and distraction induction task was used. Fifty participants were recruited by opportunity sampling. All participants completed the Beck Depression Inventory II, mood assessment questionnaires (PANAS), to control for the effects of mood and underwent both pro- and anti-saccade tasks. It was hypothesised that dysphoric participants in the rumination condition would perform significantly worse on the eye-tracker tasks than those in the distraction condition. Studies would benefit from using a clinical sample.

Eye-catching criminals: Are suspects giving themselves away?
C. JONES, L. WENMAN & R. TERRY, University of Exeter.

The evidence from eyewitness testimony is of extreme importance. The recent introduction of video surveillance technologies such as PROMAT is likely to spur further research into the validity of identification techniques. Witnesses pick the suspect out and it was hypothesised that they would identify the suspect either because they genuinely recognised them or because the suspect engages in non-verbal behaviour that ‘gives themselves away’. Participants were shown real suspect video line-ups and asked to decide who was most likely to be the suspect. Participants had only information about appearance and non-verbal behaviour when making their decision. When analysing our results the focus will be on whether, for participants who hadn’t seen the people in the line-up before and particularly where a guilty verdict and conviction was the outcome, it is more likely that participants will choose the suspect. If the results show that the suspect is picked more often than chance, this would indicate that witnesses are using non-verbal behaviour. We also predict a difference in suspect certainty in relation to crime severity.

Does speech accompanied gesture facilitate or inhibit verbal and spatial working memory in a dual task experiment?
R. JSON, University of Bristol.

A dual task experiment, based on a study by Wagner, Nuttin & Deelman-Meadow (2004), was used to compare the effects of gesture upon verbal and spatial working memory. It was hypothesised that whilst gesture may facilitate verbal working memory, it inhibits spatial working memory. The experiment used a two by two within subjects design. The dual task experiment included a primary task, which was to solve a maths problem and explain it and a secondary task, which was a working memory task, either verbal (digit span) or spatial (Corsi block). The participants were free to gesture during their explanation of the math problem, half of the time but had to remain still for the other half. Thirty-nine undergraduates took part and results using a 2 x 2 ANOVA found that there were no significant effects, in either the math or memory. Whilst the evidence was non-significant a discussion about the mental representation and facilitatory effects of speech accompanied gesture was raised.

The role of paternal involvement in predicting language development in children
D. JUSS, University of Bath.

Despite a large number of studies investigating the effects of paternal involvement (PI) upon children’s outcomes, few have examined the individual longitudinal effects that fathers can have in the first few years of life upon their offspring’s language development. This study used data (N=721) from the Families Children and Childcare project (Sylva, Stein, & Leach, 2000) to test the hypothesis that PI at 10, 18 and 36 months can be predictive of child’s language development at 36 months. To determine the individual impact of PI source bias was avoided. Paternal involvement (MI) was controlled for in the analysis. Hierarchical multiple regression models revealed no significant relationship between any time point and language at 36 months. The conclusions drawn were, therefore, that the effects of PI upon children’s language outcomes were not evident prior to 36 months. Further methods for weaknesses were recognised as having a part to play in determining the results.

An investigation into implicitly learned spatial sequences
C. MARSHALL, University of Plymouth.

The Hebbs effect (1961) is the phenomena observed when participants show significantly improved recall for repeated sequences compared to non-repeated sequences (fillers). This experiment attempted to replicate the Hebbs effect within the visuo-spatial domain utilising the dots task in 29 first-year psychology undergraduates. In this unique and first study of its kind a between-subjects design examined the effect of increasing the number of filler sequences between the penultimate and final repeated Hebbs trial in order to determine if the Hebbs memory trace is maintained or degraded via decay theory. In addition a questionnaire administered to participants in an effort to determine if awareness of the repeated sequence affected recall performance. The results revealed that the Hebbs effect was successful as participants recall performance was significantly worse on the eye-tracker tasks than those in the distraction condition. Studies would benefit from using a clinical sample.

Are you a texter or a talker? An investigation into dispositional factors on mobile phone use
S. NICHOLLS & R. DAVIS, University of Plymouth.

The study investigates whether it is possible to predict an individual’s preference for ‘texting’ rather than ‘talking’ on the phone. Independent measures of social anxiety, self presentation, self monitoring and social self efficacy were combined in an online questionnaire gauging the preference of mobile phone use. A multi-page online questionnaire was used to collect the data. This method was selected to gain a larger, more representative sample. Two hundred participants were obtained through self selection by responding to an e-mail sent by the researchers. The analytical strategies used were factor analysis on the demographics and question on the effects of the IVs on the DVs anticipated results are described, though data is still in progress. Conclusions include recommendations for mobile phone design and importance of the text messaging function.
Emotional and behavioural difficulties in children: The impact of a universal prevention programme

C. OSBORN, University of Bath.

A standard efficacy study exploring the impact of an affective social and emotional development programme on the anxiety and self-esteem levels in children, the results from 213 children were analysed to determine the effectiveness of the programme. The results showed a significant post-intervention elevation in total self-esteem and two of the four esteem sub-scales: general self-esteem and parental self-esteem. There was also a significant reduction in total anxiety and five of the six anxiety sub-scales (panic attack and agoraphobia, separation anxiety, social phobia, obsessive-compulsive and generalised anxiety disorder). The results support the second hypothesis - that those children with high symptoms at one time would not improve as much as those with more intermediate symptoms - was not supported by the data collected, in fact the opposite trend was discerned. The results of this further bolster the argument that early intervention and prevention CSE programmes reduce anxiety and promote self-esteem and are an important and useful strategy in the combating of childhood psychopathology.

Change in self-esteeem and attribution patterns in college students

F. PALMER, University of Bath.

Investigation into whether Design and Social Science students differ in how they understand and structure these areas. The methodology involved interviews with mentors and mentees being asked to describe their experiences in mentoring as a popular and developing tool. This provides a rationale for a review of its successes, but also the insights that a review of a mentoring scheme. The NMPS was set up in 2000 to provide student mentors to pupils aged 11 to 18 years of age in schools situated in 19 Education Action Zones across the country. The scheme has reached the end of its pilot term and requires further funding. This study investigated the role of school culture and empathy in two structurally distinct American high schools.

J. TONKS, University of Bath.

The relationships between moral reasoning, behaviour, empathy, and school culture were investigated in a sample of students aged 15 to 18 years of age, 48 attended Scarsdale Alternative School (SAS) and 26 attended a regular American high school (SHS). Using Kohlbergian theory, SAS is an egalitarian democracy strongly encouraging and valuing student contribution in all aspects. This Just Community approach aims to raise levels of moral reasoning as well as school culture. It is hypothesised that the greater the empathy of a student, the greater the altruism; the higher the level of school culture, the higher the level of empathy; SAS will have a higher school culture score than SHS; and that SAS will have a higher level of empathy than SHS. The School Culture Scale (SCS), Self-Report Altruism Scale, and Interpersonal Reactivity Index (IRI) for empathy measures, were the assessment methods used. Preliminary correlational analysis suggests significance between empathy and altruism levels in the direction predicted, high school culture is significantly linked to high empathy, and that SAS does have a higher school culture score than SHS. However, no significant differences between the two schools regarding empathy. These findings are particularly relevant for furthering school-related systems to increase adolescent understanding and exhibition of prosocial behaviour.

When writing helps: The differential effects of experimental and conceptual-evaluative self-focus, following an upsetting event

A. TRUINDLED, University of Exeter.

This study aims to test Teasdale’s (1999) hypothesis that conceptual-evaluative self-focus hinders emotional processing, whilst experiential self-focus facilitates it. Forty-five participants were asked to identify a real-life upsetting event, which they had experienced in the last three weeks. Participants were then divided into three groups and asked to write for 15 minutes. The ‘experiential’ group focused on how the event occurred and what happened moment by moment. The ‘conceptual-evaluative’ group focused on why the event happened and its implications. The control group wrote about a neutral topic (how they spent their time). Self-report measures of mood and behaviour intrusions 24 hours later were completed immediately after writing. The same measures were completed approximately 24 hours later, along with measures of rumination and intrusions. It was expected, based on the results of a similar study by Watkins (2004), that participants in the conceptual-evaluative group would exhibit higher levels of negative affect and rumination intrusions 24 hours later than participants in the experiential group.

Evaluation of the National Mentoring Pilot Scheme (NMPS) in a Plymouth secondary school

S. WATSON, University of Plymouth.

The NMPS was set up in 2000 to provide student mentors to pupils aged 11 to 18 years of age in schools situated in 19 Education Action Zones across the country. The scheme has reached the end of its pilot term and requires further funding. This study investigated the role of school culture and empathy in two structurally distinct American high schools.
Emotional and sexual infidelity: Gender differences in attitude
C. WILLIAMSON, University of Plymouth.
Using hypothetical situations in which both emotional and sexual infidelity has occurred within a long-term emotional and sexual relationship, participants will be asked to rate their emotional reactions in accordance to their partner’s actions. The questionnaire contains two main sections: one that asks for general emotional reactions and one that asks for gain more background information. Fifteen male and 15 female students will be employed to complete the questionnaire using a 2 x 2 ANOVA design, in order to examine gender differences in attitude towards both emotional and sexual infidelity. Following the results of past studies it is expected that women will find emotional infidelity more upsetting and threatening, whereas men will be more emotionally reactive to sexual infidelity.

The social competence of ADHD children and adolescents with comorbid internalising or externalising disorders
R. WILSON, University of Bath.
The study assessed the social competence of 26 ADHD children and adolescents who were clinically evaluated by the Child and Adolescent Psychiatric Evaluation Services (CAPES) within the New York State Psychiatric Institute. A difference in social knowledge and performance was established between groups of children and adolescents with ADHD and a comorbid disorder. The comorbid disorders were internalising or externalising nature (anxiety or depression), or externalising (Oppositional Defiance Disorder (ODD) or Conduct Disorder (CD)). The social knowledge was measured with the comprehension subset of the WISC III. The social competence was measured with the Child Behaviour Checklist (CBCL) and the Teacher Report Form (TRF). A further hypothesis suggests the directions would become more pronounced with age. No significant difference was found between the social knowledge and social performance of the two diagnostic groups. The difference between the two age groups within the diagnostic categories upon the two measures was also non-significant to date. The study identifies the clinical importance of addressing the social problems during treatment of the ADHD child.

The effect of sex (and age) on helping and hurting behaviour
E. FOYLE E. C. HOLT, University of Plymouth.
To investigate whether there are any sex differences in helping and hurting behaviours. Early research suggested that girls engaged in more pro-social behaviour than boys, however this view was contradicted by more recent research showing that girls engaged in more physical aggression. This research aimed to clarify which of these is the case nowadays. Two-hundred-and-seventy-four participants were assigned one psychology undergraduate (30 females, 30 males), 104 Secondary school students (55 females, 49 males) and 110 primary school students (50 females, 50 males). All of the school students were selected by those who had returned their consent letters, and the undergraduates were recruited from the participant pool. A 2 x 2 ANOVA was used, the secondary school and undergraduate students were asked to fill it in on their own and the primary school students were interviewed using the same questions. Results showed that females engaged in more helping behaviour towards their same-sex friends than both males and females engaged in the same amount of hurting behaviour towards their same-sex friends as each other. Results indicate that girls are both more pro-social than helpful as boys, this finding reconciles the previous research.

An investigation into the long-term neurological effects of concussion injuries in athletes
T. GENDERS, S. FARRINGTON & E. FALCONER,
University of Exeter.
This study investigated long-term neuropsychological effects of concussion injuries in athletes that sustained one 25 years of age. Little research into the long-term effects of concussion and more specifically of multiple concussions has been done. The aim was to further the findings of Moser and Schatz’s (2002) study on adolescent athletes who found that with a history of more concussions performed significantly worse on neuropsychological tests than those without such history. The study consisted of recording signs and symptoms of concussion and a battery of both pen and paper and computer based neuropsychological tests. The results (analysis pending) will focus upon the differences between those with no/single/multiple concussions. The data from females and males will be analysed separately and then together as a group. Comparisons will then be made between the gender groups.

The relationship between sleep stages and declarative versus procedural learning difficulties in obstructive sleep apnea patients
R. GIBSON, University of Plymouth.
The object of this research is to consider cognitive deficits faced by obstructive sleep apnea patients with regards to sleep stages and memory processing. The hypothesis tested is that apnea patients will find learning of both procedural and declarative tasks more difficult than apnea patients on treatment and those with severe sleep fragmentation and/or hypoxia. Procedural learning may be significantly affected due to a reduction in REM sleep. The experiment is conducted with cognitive procedural learning. There are approximately four participants in each group. Participants are being tested on the minor trace task (procedural learning) and a paired associates task (declarative learning). The results will be considered with respect to daytime sleepiness and a sleep log. Participants will be tested a week later to measure learning after sleep. Data is still being collected.

The phenomenology of the therapeutic relationship in complementary treatments
H. HARAKE, University of Plymouth.
In past research, reports of a ‘Special connection’ in therapy has been described. In development of this, a full phenomenological analysis was carried out after interviewing five complementary Therapists. A description of their experiences of the therapeutic relationship with clients was based around the idea of a ‘Special Connection’ in the interview and analysis stages. The main themes that arose were the importance of trust and openness from both client and therapist. A recurrent developmental trigger was detected in description of the exact therapeutic relationship across the sample of therapists. An attempt to determine the nature of this connection to see whether this sense was attempted considering with the ‘Entanglement Hypothesis’ appearing most explanatory. This seemed to relate to the type of therapy adopted by the therapists. The next sections for further study include sampling more Reiki therapists as this theory seemed to highly correlate with the nature of the ‘Special Connection’.

The affect of stage of linguistic development on the suggestibility of children: Could less developed mean less suggestible?
L. ETHERINGTON, University of Bristol.
The study investigated the developmental understanding of the definite article and its affect on memory for items, contained within a story context. It was predicted that, individuals who where less linguistically developed would be less suggestible to the implication of questions utilising the definite article, than individuals who where more linguistically developed. Twenty-three children participated in the study, ranging in age from three years two months to five years two months. Participants who were required to listen to a story, which was also asked more general questions and then to answer questions about whether certain items had appeared. A two factor mixed samples ANOVA was performed as there were between subject of linguistic development, and number of false positive responses to definite questions. Initial results indicate that the form of the question has little affect on the children’s ability. However, almost all participants who classified at a lower stage of linguistic development. It could be proposed, that current research assumes the age of adequate comprehension of the definite/indefinite articles in children need to be revised.
The effect of state and trait anxiety on saccadic eye movements in relation to emotional stimuli

B. MEAD, University of Bristol.

The purpose of the experiment was to investigate whether the effect of a threatening stimulus in anxious subjects was a result of state or trait anxiety. Experiment 1 used a word-matching task and found a significant detrimental effect in high state anxiety but not in high trait anxiety. This indicated a possible problem in automatic saccade-suppression. Experiment 2 used face stimuli and found that first-grade biases towards threatening faces in high state anxiety compared to low state anxiety. Trait anxiety had no such effect. The second effect occurred in trait anxiety with high trait anxiety linked to faster saccades towards happy faces than low trait anxiety. The results argue against previous studies that anxiety is the main factor for a threatening bias, and brings about the view that although high state anxiety causes a problem in automatic saccade-suppression, the lack of a faster latency effect towards angry faces in high state anxiety indicates a voluntary preference towards threatening stimuli.

Inhibiting thoughts versus inhibiting overt behaviour for negative and positive emotion

A. MORGAN, University of Plymouth.

This study was conducted to investigate regulation of emotion and the effects of state anxiety. Participants were divided into two groups: a 2 x 2 factorial design whereby the participant’s mood was induced by a series of either emotional (positive, negative), or neutral words. After which, their thought was monitored by distraction (photographs, negative mood). Ten participants were used in each of the four conditions, which consisted of: inhibition of thoughts and positive emotion; inhibition of thoughts and negative emotion; inhibition of overt behaviour and positive emotion; inhibition of overt behaviour and negative emotion. The dependent variables that were measured were psychological effort indicated by heart rate and blood pressure, the affect on mood caused by inhibition and further exploration. According to recent findings negative emotions are more likely to be associated with thoughts and overt behaviour is more associated with positive emotion. Therefore, it is hypothesised that inhibition of thoughts will be significantly more effective at regulating negative mood than inhibition of overt behaviour. It would also be expected that inhibition of overt behaviour will be more effective at regulating positive emotion than inhibition of thoughts. As negative emotion more frequently occurs in thoughts than in overt behaviour the effort required to inhibit thoughts would be significantly more compared to negative emotion. It is seen that positive emotion is expressed overtly through behaviour so it would be expected that there would be significantly more effort used to inhibit positive emotion through overt behaviour than through inhibition of thoughts.

What is best for the children? The effects of partner sex and social interaction on collaborative problem solving performance in English- and Math-based tasks in primary school children

N. MURRAY, University of the West of England.

Research has suggested that factors other than ability in collaborative problem solving may affect on mood, imagery vs verbal thought, time orientation, and negative emotion; the dependent variables that were measured were psychological effort indicated by heart rate and blood pressure, the affect on mood caused by inhibition and further exploration. According to recent findings negative emotions are more likely to be associated with thoughts and overt behaviour is more associated with positive emotion. Therefore, it is hypothesised that inhibition of thoughts will be significantly more effective at regulating negative mood than inhibition of overt behaviour. It would also be expected that inhibition of overt behaviour will be more effective at regulating positive emotion than inhibition of thoughts. As negative emotion more frequently occurs in thoughts than in overt behaviour the effort required to inhibit thoughts would be significantly more compared to negative emotion. It is seen that positive emotion is expressed overtly through behaviour so it would be expected that there would be significantly more effort used to inhibit positive emotion through overt behaviour than through inhibition of thoughts.

Understanding conflicting evidence on the effects of inhibiting emotion: The role of intensity of mood

J. PAVEY, University of Plymouth.

There have been mixed findings concerning the effects of inhibiting positive and negative emotion. Experimenters have overlooked the role intensity of mood may play in inhibiting or not inhibiting and further research will investigate this. In a between subjects design, investigating three factors, 104 participants were told: (i) inhibit or not inhibit their emotion; whilst watching (ii) a happy or (iii) sad film (both positive or negative; presentation. The participants completed PANAS scales (Watson, Clark & Tellegen; 1988). A MANOVA was used to analyse the effects of the three factors on negative affect (NA) and positive affect (PA). Experimenters should consider the findings when investigating mood, and findings can also be used to suggest why there has been conflicting evidence in the inhibition of negative emotion.

An exploration of the terms women use to describe female genitalia

T. PISCOPO, University of the West of England.

Previous research (e.g. Braun & Kitzinger, 2001) has shown that there is a huge catalogue of slang words used in descriptions of female genitalia. This paper seeks to ask women why they use slang words. A questionnaire is used to enquire in which contexts words are used, and why; words that are liked; and words that are disliked, and what the word implies. It also included an unlabelled diagram to be completed by the participant to investigate their knowledge of the correct terms for the female genitalia. Approximately 40 participants will respond to the questionnaire. Once all of the data is collected, it will be analysed using thematic content analysis. It is predicted that the number of slang words will be used in place of more standard terms due to embarrassment, social taboos surrounding the subject (B. Mead & Kitzinger, 2001) and the ‘unmentionable’ (Braun, 1999, p.368) nature of the subject in society. This provides negative implications, especially for health, childbearing and sexual experience and sensation.

A case assessment of a patient with orientation difficulties: Topographical agnosia, an attentional deficit or a working memory deficit?

S. PITT & K. SMITH, University of Exeter.

The patient LP suffered a mild traumatic head injury that has resulted in her suffering from orientation difficulties in the past. The aim of the study was to investigate why this may occur by performing a battery of neurological tests on the patient and 10 age and sex matched controls. These tests were used to assess: 1. Orientation; 2. A first, the hypothesis was that LP’s orientation difficulties are due to her suffering from topographical agnosia and was tested with the Manekin test. The second hypothesis was that her orientation difficulties are due to an inability to sustain multiple attention. This was tested through two computer-based tests; the Manekin test and the multi-attention test. The third hypothesis is that her ability to sustain multiple attention is linked to environmental factors opposed to phylogenical reasons. Additional findings were reported. Bubier’s (1996) theory that failure. The present study examined the hypothesis that an enhanced self focused attention in negative mood would facilitate this tendency still further, and that self esteem would also play a role in attribution. Psychology undergraduates (N=40) were exposed to one of the four conditions: positive mood-attention to self, positive mood-attention away from self, negative mood-attention away from self, negative mood-attention away from self. A mixed design two-way analysis of variance (ANOVA) was used to analyse the data which initially found no significance in terms of main effects or interactions. However, when self esteem was scored as a covariate, only the expected, as expected, differential attributions when in a negative mood (significantly more self attributions for failure than for success), but no effect in a positive mood. This highlights the importance of the role of self esteem in cognitive processes.

A comparative analysis of the behaviour of the Sulawesi crested macaque with the Buton macaque

M. TAYLOR, University of Exeter.

The aim of this paper was to map the effects of habitat encroachment on macaque behaviour. A group of wild Buton macaques were compared to a group of captive Sulawesi crested macaques housed at Paignton Zoo. Comparisons were made via activity budgets and it was found that the macaques at Paignton are significantly more aggressive than wild Buton macaques, with this difference being narrowed down to environmental factors or phylogenetic reasons. Additional findings were reported. Bubier’s (1996) theory that failure. The present study examined the hypothesis that an enhanced self focused attention in negative mood would facilitate this tendency still further, and that self esteem would also play a role in attribution. Psychology undergraduates (N=40) were exposed to one of the four conditions: positive mood-attention to self, positive mood-attention away from self, negative mood-attention away from self, negative mood-attention away from self. A mixed design two-way analysis of variance (ANOVA) was used to analyse the data which initially found no significance in terms of main effects or interactions. However, when self esteem was scored as a covariate, only the expected, as expected, differential attributions when in a negative mood (significantly more self attributions for failure than for success), but no effect in a positive mood. This highlights the importance of the role of self esteem in cognitive processes.

The effects of different types of rumination on mood and cognitive activity

K. VINER & A. WEST, University of Exeter.

By looking at process-focused and analytical rumination within-subject the following hypotheses were tested: 1. Less rumination will result after process-focused rumination; 2. Analytical rumination is more verbal than visual; 3. Following each rumination perspective will result in lower negative mood. The present study examined the hypothesis that an enhanced self focused attention in negative mood would facilitate this tendency still further, and that self esteem would also play a role in attribution. Psychology undergraduates (N=40) were exposed to one of the four conditions: positive mood-attention to self, positive mood-attention away from self, negative mood-attention away from self, negative mood-attention away from self. A mixed design two-way analysis of variance (ANOVA) was used to analyse the data which initially found no significance in terms of main effects or interactions. However, when self esteem was scored as a covariate, only the expected, as expected, differential attributions when in a negative mood (significantly more self attributions for failure than for success), but no effect in a positive mood. This highlights the importance of the role of self esteem in cognitive processes.
Higher DHA levels in toddlers are related to improved attention performance

A. AUCHINACHE & S. ORANGE, University of Dundee.

Objectives: Long-chain polyunsaturated fatty acids, especially docosahexaenoic acid (DHA), are necessary for normal brain growth and development. Previous research has shown that maternal DHA levels in pregnancy are related to measures of infant attention during the first 18 months of life. This study examines the relationship between DHA levels and attention in 18-month-old toddlers.

Methods: 49 toddlers aged 18 months were observed during four minutes of free play with a noisy electronic toy. Measures of mean look duration and inattention were calculated. DHA levels were obtained from fatty acid analyses of samples of cord blood.

Results: DHA levels were significantly lower in boys than in girls. No significant correlation was found between DHA levels and attention measures in the toddlers. However, a trend was observed for boys with lower DHA levels to have higher inattention scores.

Conclusion: The results suggest that while maternal DHA levels may influence brain development, this may not translate into improved attentional abilities in 18-month-old toddlers.

The relationship between self-monitoring and interrogative suggestibility

K. BALLANTYNE, Glasgow Caledonian University.

Objectives: The paper looks at the relationship between self-monitoring, as a measure of sensitivity to social cues, and interrogative suggestibility. Previous studies into interrogative suggestibility have found some of the scores on the Ghana Suggestibility Scales to be sensitive to social aspects of the interviewer situation. This study investigated whether self-monitoring and interrogative suggestibility are related.

Methods: 43 children from primaries 2, 4 and 6 (ages 6.5-8 years) were randomly assigned to experimental and control conditions. A self-monitoring task was used, with three days of constant light exposure interceding light/dark entrainment and activity measurement. Participants filled in the Beck Depression Inventory, the Utrecht Homesickness Scale, and completed projective drawings (Draw a Story Assessment, and Replacment of False Attribution).

Results: Homesickness and depression scores were significantly higher in Group 1 compared with Group 2 and Group 3. Group 1 drew more negative, smaller, less colorful pictures compared with those in Groups 2 and 3.

Conclusions: The results show that the transition to formal education for Year 1 students has serious consequences for the mental health and well-being of the students and highlights the need for more awareness of what counselling facilities are available to students to help deal with these problems.

D. BRADY, University of Strathclyde.

Conclusions: The paper presents new data on the development of attention across the first two years of life, with implications for the development of attention in later life.

Seeing it in a different light: The role of attention in early development

C. BRYERS, University of Aberdeen.

Objectives: The children aged 8 were tested in a dual-task paradigm, with the first task being a measure of sustained attention and the second task being a measure of selective attention. The results showed that there was a significant difference between the two tasks, with the selective attention task being more difficult for the children.

Conclusion: The results suggest that selective attention may be more difficult for younger children than sustained attention.

An exploration into the management techniques parents use when trying to manage a task with their toddlers

R. COX, University of Dundee.

Objectives: The study aimed to determine whether the serotonin agonist (8-OH-DPAT)-induced phase delays in circadian activity observed after home-based exposure to constant light were mediated by the 5-HT7 receptor. The study involved 40 children aged 8-12 from Group 1, who were exposed to 8-OH-DPAT in their home environment. The results showed that the children who received the 8-OH-DPAT treatment had significantly lower activity levels compared to those in the placebo group.

Conclusion: The study provides support for the hypothesis that the 8-OH-DPAT treatment has a significant effect on activity levels in children.
Conclusions: labelled the toy more often as a subject rather than an object during these object-centred interactions. The infants’ behaviours toward the toy (e.g. smiling, liking, labelling the toy (e.g. he, it, Harry), the infants’ pronouns) was filmed. The analysis focused on instances when the mothers recruited as part of a larger longitudinal study on socialisation at this early age. Future work will contribute to the successfulness of the task of toothbrushing.

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Maternal comments during object-centred interactions with three-month-old infants: What do mothers say?
The British Psychological Society – 2005 Proceedings

J. CRAIG, University of Dundee.

Objectives: The objective of this dissertation was to determine how mothers talk to their infants when an animate toy was brought into a child’s play and the analyses are limited to interactions where the toy was treated as a subject rather than an object. It is possible that the parents’ management of the task.

How do we understand other people’s actions?
A. DAVIDSON, University of Dundee.

Objectives: For successful social interactions, humans monitor and often imitate others. However, exactly how we understand the actions of other people is a major issue in cognitive development. The main aim of this study was to discover how we understand actions. The study suggests that the ability to understand the actions of other people begins to emerge in the first years of life. The five-month-old was able to understand the actions of other people: he smiled in response to the toy and was able to copy the actions of the toy.

How does the perception of effort affects the breakdown of a motor programme?
K. FOTHERINGHAM, University of Dundee.

Objectives: This study investigated the role of fatigue in the rowing stroke. The programme was intended to be moderate in intensity so that there were two sets of experimental conditions: the status of the caller (known as unknown) and the altered formant frequencies of the call itself.

Fatigue in the rowing stroke: How does the rate of perceived exertion affect the motor programme?
D. G. DREHORN, University of Strathclyde.

Objectives: This study investigates how fatigue affects the rowing stroke and the kinematic analysis of joint movements in the stroke. Participants worked at different levels of Borg’s Ratings of Perceived Exertion (RPE) and evaluated the rate of perceived exertion effects the breakdown of the motor programme.

Design: Using a repeated measures design, participants completed three trials at each of three different RPE levels: at 6, 12 and 18 RPE. The rationale for the study was to find the RPE at which the rowing stroke was performed at preferred RPE and at RPE=20 per cent. The rationale for the study was to find the rate of perceived exertion effect on the breakdown of the motor programme.

Conclusions: The study suggests that the rate of perceived exertion affects the breakdown of the motor programme.
boys with ASD between the ages of five and seven, and their mothers took part in a series of video-recording sessions.

Methods: Three conditions were employed in the study; Free Play, Spontaneous imitation, and Imitation training. The results expect to find an increase in physical contact between child-parent dyad facilitated by the introduction of imitation in the play sessions.

Results: These findings will suggest that the use of imitation is an effective method of increasing communication between children with ASD and their parents.

Conclusions: This will also have theoretical implications as sensitivity to imitation would suggest that children with ASD have a sense of self and other, therefore there also is an ability of mind that can be accessed through imitation.

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Are individuals who are typical of certain personality traits more accepting of a Horoscopical Personality Profile or a Psychometric Personality Profile

B. HANDS, University of Strathclyde.

Objectives: The aim of this study was to investigate whether individuals, typical of both the personality traits of neuroticism and openness, as indicated by the Five-Factor Model of Costa and McCrae (1992), would grade a Horoscopical Personality Profile (HPP) or a Five-Factor Model Personality Profile (FFPP) more favourably.

Design: 83 participants completed a scaled-down version of the NEO-PI-R, and from this population five different personality groups were identified. Each group consisting of 20 participants then graded, for accuracy, either the HPP or the FFPP.

Methods/Results: A 2 x 5 Independent ANOVA, was employed to test for significant differences. This showed that the five different personality groups rating the HPP showed no significant differences, however two of the five groups rating the FFPP show a significant difference in their evaluation of this profile.

Conclusions: This appears to indicate that those scorin high on these two personality factors are showing a self-awareness of their psychometric personality.

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Examing the perpetrator-victim matrix: A self-categorisation approach to bystander intervention

M. HEWITT & F. NEVILLE, University of St. Andrews.

Objectives: This study investigates bystander intervention from a self-categorisation theory perspective.

Design: Social categorisations were manipulated among those involved in the context of physical violence presented as CCTV footage.

Methods: While research has shown that intervention increases when an in-group victim is involved (Levine et al., 2002), there has been no work examining how intervention is affected by group membership of perpetrator.

Results: Of interest is that in-group helping is moderated by group membership of the perpetrator such that helping is more likely when the perpetrator is in-group rather than in-group. We examine the role of reputational concerns, sympathy toward and perceived similarity to victim as potential mediators.

Conclusions: Our findings highlight the importance of considering the role of the perpetrator in research on bystander intervention.

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Collective guilt and intergroup relations

A. ISPSA, University of Edinburgh.

Objectives: To investigate the effect of collective guilt on patterns of attributionary action tendencies towards a harmed outgroup.

Methods: 2 (level of national identification: high vs. low, 3 g) X 2 (pride control) between-subjects. Design: After completing a national identification measure, participants (182 British students) were asked to read a US history story that Springer mot (control condition) or of a moment in British history that makes them feel guilty (guilt condition) or proud (pride condition). Subsequently, participants completed a questionnaire measuring their tendency to view the perpetrator as being threatened by, or compensate and support politically Indian people living in Britain.

Results: High ingroup identifiers expressed more negative and less positive attitudes towards the outgroup in the guilt than in the pride or control conditions.

Conclusions: Collective guilt exacerbates the negative reaction of high ingroup identifiers towards a harmed outgroup and should, therefore, be avoided in attempts at conflict resolution.

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Night terrors, nightmares, stress and alcohol. Is there a correlation?

A. KYLE, Glasgow Caledonian University.

Objectives: The primary objective of this paper is to find out if there is a correlation between sleep disturbances and alcohol, stress and the amount of sleep the patient is getting.

Hypothesis 1: Nightmares and the same as stress while levels of stress are higher.

Hypothesis 2: Nightmares and stress levels will be more frequent when levels of alcohol consumption are higher.

Hypothesis 3: There will be a correlation between stress levels and alcohol consumption.

Hypothesis 4: Nightmares and stress levels will be more frequent when the level of alcohol is over two and a half.

Design: This is a between subjects, repeated measures design. A mixture of random and snowballing technique were used, to ensure maximum participation for a seven-day sleep diary.

Methods: In total there were 44 participants, 21 males and 23 females. The aim was to determine if sex and age differences between the diaries and collected. A diary log was the methodology used in this research instead of a questionnaire because it may be more accurate in monitoring nighttime, stress, night terror, stress and alcohol frequencies. The age range of participants was kept between 10 to 70, as these were also the age ranges for the study.

Conclusions: This paper provides evidence of self-derogation in chimpanzees (Pan troglodytes) in a more natural group setting.

This appears to indicate that those scoring highly on these two personality factors are showing a self-awareness of their psychometric personality.

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An experimental study of the diffusion of traditions in chimpanzees

S. MacDONALD, University of St. Andrews.

Objectives: To date most experimental work in social learning in non-humans primates has been conducted at the level where one individual passes information onto another individual.

Design: This study provides evidence of social learning in chimpanzees (Pan troglodytes) in a more natural group setting.

Methods: Our experimental design was to expose three groups of chimpanzees to an artificial drinker for which there were two very different methods of obtaining juice. An expert in each method was to be trained in each experimental group and the pattern of learning within the group recorded.

Results: The task has yet to be completed. However, several different patterns of behaviour did emerge and spread in the first experimental group. This group is highly consistent with other work on chimpanzees at the heart of the 'cultural' differences seen between different study groups in the wild.

Conclusions: The importance of rank and age on who learns from whom within a group were also observed.

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How does personality affect the emotional response to failure?

F. MACFARLANE, University of Strathclyde.

Objectives: This experiment will be to test the theory that on negative event will be tested using cognitive and physiological measures. This is hypothesised that there will be a physiological reaction to failure feedback and this will be correlated with task-related interference (TRI) thoughts in high N scoring participants.

Design: This is a mixed subjects design. The independent variables tested are the cognitive and physiological responses. The dependent variables are high and low N. Methods: 14 participants selected based on scores on the NEO-PI-R are asked to perform a computer-based anagram experiment. During the task they are periodically asked the extent to which they are thinking about the task and provide an accurate account of the contents of their thoughts at these times. Physiological changes in heart rate, respiration rate and skin conductance response are also measured.

Results: A 2 x 2 ANOVA will be used to analyse the physiological data, whilst Chi square will be used for the cognitive measure of TRI thoughts. It is hypothesised that individuals with a high N score will show an increased level of arousal in response to failure feedback as well as a frequency of TRI scores.

Conclusions: Individuals high in N are more likely to experience difficulty in self-regulation. Consequently, this will indicate that high N individuals do not have the same ability to cope with failure feedback as low N individuals.

Personality and academic disposition as predictors of academic success

S. MAHR, University of Dundee.

Objectives: The aim of the study was to explore the different relationships between personality, academic disposition and academic achievement.

Design: A questionnaire design was adopted for this study.

Methods: 79 students from second, third and fourth year at university participated in the study. Measures comprised of a Big Five Personality Inventory, a 10-item ad-hoc scale to measure various aspects of academic disposition and questions relating to academic achievement. Demographic information was also collected.

Results & Conclusions: Preliminary findings show highly significant relationship between the three variables, conscientiousness, academic disposition and average grades reported. Preliminary analysis on the ad-hoc academic disposition scale has suggested the presence of two sub-scales, one relating to the emotional disposition of academic dispostion and the other to the motivational aspect. This study’s future direction is to conduct the impact personality and academic disposition may have on achievement at university and provides support for the consensus that academic success is related to efficient academic study.

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A qualitative study of Scottish women's experiences of myocardial infarction: Implications for health promotion

E. MCKENZIE, Glasgow Caledonian University.

Objectives: Scottish women, and especially those living in the west of Scotland, have higher rates of coronary heart disease (CHD) than their counterparts in the rest of the UK. Both biomedical research and social sciences has historically focused on men in CHD-related research. There is, however, also an interest in knowing about women's attitudes and beliefs about CHD and its prevention.

Methods: This paper describes a recent study which explored women's experiences of suffering a myocardial infarction (heart attack).

Design: Semi-structured interviews were conducted with five participants. All were attending a cardiac outpatient clinic in Glasgow. All had recently suffered a myocardial infarction (MI) (median since MI = 10 weeks).

Results: Data was analysed using Interpretative Phenomenological Analysis (IPA). Five major themes were identified from the data: Lack of perceived risk, searching for meaning, uncertainty/fear associated with being an inpatient, loss of control and fear of the future.

Conclusions: The implications of these results for health promotion are discussed, in particular the gendered nature of perception of risk in relation to the

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How do perceptions and experiences of growing up differ between children with Asperger’s syndrome and neurotypical children?

L. MENDIOLA, University of Dundee.

Objectives: This report aims to show how the perceptions and experiences of growing up differ between children with Asperger’s syndrome and neurotypical children.

Design: All the children were male and aged between 13 and 16 years of age.

Methods: The results were gained through interviews with six children with Asperger’s syndrome and six neurotypical children.

Results: The answers were then translated into numerical data by using a Likert scale. Between subject t-tests were carried out on the results to see if they yielded a significant result. The results suggest that children with Asperger’s syndrome have significantly different perceptions and experiences of growing up compared to neurotypical children.

Conclusions: Children with Asperger’s syndrome are less insightful and have somewhat distorted perceptions of growing up.

Identity construction of British sojourners in Europe

Y. PORSCHE, University of Edinburgh.

Objectives: Previous research shows that Britons perceive Europe as a threat to their national identity. This qualitative study examines whether a similar view is expressed by British students who have spent time on an exchange visit in a European country, or whether their experiences are drawn on in alternative constructions of European or other identities.

Design: This Discourse Analysis is based on transcripts of four focus group discussions (14 participants talking for ca. 1.5 h in groups of three to five) and a structured schedule addressing questions on the change of national and European identities, on stereotypes, and the re-entry to Britain.

Results: The analysis shows how students construct European and national identities discursively. The strategic use of this sojourn experience is examined regarding how participants manage a dilemma of simultaneously claiming British and European identities. The analysis identifies several discourse devices that are used to support identity claims while circumventing possible sceptical responses (e.g. doing surprise, externalising accountability). Strategies involving externalisation and mitigation appear to negotiate compatibility of European and British identities.

Conclusions: Student exchange experiences are shown to construct a European identity while strengthening national identities. Implications for negative stereotyping, applied issues and further research are discussed.

A comparison of new pupils of Conductive Education and more established pupils attending the Craighalbert Centre, Cumbernauld

H. STEWART, Glasgow Caledonian University.

Objectives: Primary objective was to observe the frequency of compliant behaviour and group membership of novices to Conductive Education in two separate occasions and compare it with the frequency of such behaviour and group membership of veterans of Conductive Education.

It was hypothesised that the novices would demonstrate an increased cognitive arousal, prior to bedtime. Through employment of the ICB flicker paradigm, it is hypothesised that if primary insomnia is sustained through cognitive over arousal and thus attentional bias towards sleep-related items, then primary insomnics will detect a sleep-related change significantly faster than good sleepers and delayed sleep phases. When a sleep-neutral change occurs within the identical scene, it is proposed there should be a comparable opposite effect.

Design: This study will employ a 2 x 3 between groups design using a computer based task both physiological and self-report measures were taken to establish this link.

Conclusions: This area of psychology has huge consequences in terms of giving intervention strategies for smoking such as depression, anxiety, etc., and also therapeutic uses of nicotine in non-smokers also. This study proposes that a link will be found between smoking and tendency to self-focus.

Visual experience and attention influence face preferences

E. PRIMROSE & J. BREBNER, University of Aberdeen.

Objectives: To investigate if experiential and attentional factors influence face preferences.

Design: A within-subject design was used. Methods: Computer graphic techniques were used to objectively manipulate face images. A perceptual adaptation paradigm was used to investigate the effect of recent visual exposure to masculinised faces.

Methods: A perceptual adaptation paradigm was used to investigate the effect of recent visual exposure to masculinised faces. A change detection task was used to assess the effect of recent visual exposure to masculinised faces. This task was used to assess the effect of recent visual exposure to masculinised faces.

Methods: The flicker ICB paradigm is a four-step presentation cycle, which is repeated until a change is detected. It consists of a visual scene, followed by a mask, which is in turn followed by the same original scene with one changed item. This task was used to assess the attentional bias of the three groups of sleepers (N=32). All participants then completed the ICB paradigm a second time. The flicker ICB paradigm was a four-step presentation cycle, which is repeated until a change is detected. It consists of a visual scene, followed by a mask, which is in turn followed by the same original scene with one changed item.

Results: The flicker ICB paradigm was a four-step presentation cycle, which is repeated until a change is detected. It consists of a visual scene, followed by a mask, which is in turn followed by the same original scene with one changed item. This task was used to assess the attentional bias of the three groups of sleepers (N=32). All participants then completed the ICB paradigm a second time. The flicker ICB paradigm was a four-step presentation cycle, which is repeated until a change is detected. It consists of a visual scene, followed by a mask, which is in turn followed by the same original scene with one changed item.

Conclusions: This study is concerned with establishing a relationship between smoking and tendency to self focus and engage in ruminitive thinking.

Establishing a relationship between smoking and tendency to self focus and engage in ruminitely thinking

J. SHIELDS, University of Strathclyde.

Objectives: This study is concerned with establishing a relationship between smoking and tendency to self focus and engage in ruminitive thinking.

Methods: A between groups design using a computer based task both physiological and self-report measures were taken to establish this link.

Conclusions: This area of psychology has huge consequences in terms of giving intervention strategies for smoking such as depression, anxiety, etc., and also therapeutic uses of nicotine in non-smokers also. This study proposes that a link will be found between smoking and tendency to self-focus.

Strain in the workplace: An ecological momentary assessment perspective

R. SHIVJI, M. ANDERSON & V. BLASDALE, University of Aberdeen.

Objectives: To evaluate two models of stress; Karasek’s Demand-Control (DC) model and Siegrist’s Effort-Reward Imbalance (ERI) model.

Design: There is the need for an ecological momentary assessment (EMA) which records mood and behaviour in the participants’ natural environment. Electronic diaries were employed in this study to provide this information.

Methods: 50 participants will complete questionnaires measuring ERI, strain and soresful and delayed sleep phase syndrome (Perceived Stress Scale) and perceived health (Health thermometer). Additionally, participants will complete computerised diaries, measuring similar variables, for two working days.

Results: This study is still running and will be analysed using regression techniques. Preliminary results suggest a link between smoking and tendency to self focus in people with high job strain to experience higher levels of stress.

Conclusions: Our study has demonstrated that ERI and job strain may have adverse effects on health, anger and stress. We also hope to show the benefits of EMA.

A comparison of new pupils of Conductive Education and more established pupils attending the Craighalbert Centre, Cumbernauld

H. STEWART, Glasgow Caledonian University.

Objectives: Primary objective was to observe the frequency of compliant behaviour and group membership of novices to Conductive Education in two separate occasions and compare it with the frequency of such behaviour and group membership of veterans of Conductive Education.

It was hypothesised that the novices would demonstrate a significantly lower level of compliance and group membership in the first observational series (time 1) but would show significantly higher levels of both subject factors in the second observational series (time 2). Furthermore, it was hypothesised that the veteran group would demonstrate significantly higher levels of compliance and group membership.

Methods: The study was carried out in six purpose built observational rooms, which allow for non-intrusive observation to capture the natural day to day activities of the group of children and their Conductors.

Design: All subjects attend the Craighalbert Centre in the morning group. A group of 12 pupils from the nursery group (eight male and four female) – six ‘novices’ and six ‘veterans.’
Children's self-knowledge: what they really know and the role of siblings.

T. VANDERBURG, University of Dundee.

Objectives: Rosenberg (1979) reported that not until 11 years old do children recognise that they are the authority on their own self-knowledge. The main objectives of the study are to determine whether children know more about self-knowledge than has previously been shown and whether older siblings can be seen as the authority on children's self-knowledge.

Methods: These were tested by asking the children 'who knows best' questions about their parent's and between them and their older siblings. These questions are based on those used in the Burton and Mitchell study (2003).

Design: 52 children from a state school in Northern Ireland were used. The children had a brief interview to relax them and then they were asked the 20 self-knowledge questions.

Results: The study found that the older age group of children were able to answer successfully on their parent's self-knowledge. Younger children did cite their older siblings as an authority on their own self-knowledge. An interesting finding was that the amount of contact the child had with their older sibling affected both these results.

Conclusions: The conclusions of the study are that children do know more about self-knowledge than was previously shown. This suggests that the problems in previous studies were that children had to compare their self-knowledge with the knowledge of an adult. Younger children do also often cite their older siblings as an authority on their self-knowledge, so why they select someone as an authority may be due to time spent with that person.

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A discourse analytic approach to Christian and religious identity

A. VOULGARI, University of Edinburgh.

Objectives: Psychological research has treated religion as a unified concept. It has focused mainly on using quantitative methods to address issues as religion and personality correlates, quality of life and prayer content. However, the ways in which people actually construct their identities and practices surrounding religion has been largely ignored.

Design: This research was designed to examine the ways people construct their religious identities, beliefs and practices.

Methods: A sample of 18- to 25-year-old students who subscribed to the Christian religion were asked to participate in a semi-structured, open-ended interview which addressed these issues. The interviews were recorded on tape, transcribed in full and analysed using a discourse analytic approach.

Conclusions: It was concluded that in talk, people treat religious identity as a concept that is continuously under negotiation, according to the context. (results on prayer and the conceptualization of god still in progress). This research has important implications for psychological research, as the findings imply that religious identity is not a unified concept, but rather it is accepted and rejected in different ways in different contexts. Allowing participants to construct their own ideas surrounding religion will bring to surface aspects of life that have not been addressed in psychological research to date.

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The effect of an amplitude precue on two different perceptual motor integration tasks

L. WATSON, University of Dundee.

Objectives: This study aims to investigate whether an amplitude precue will have a significant effect on reaction time for pointing and grasping at a given object. It is predicted that the reaction time for pointing will be faster than those for grasping when the amplitude of the precue to the target is short.

Design: A within subjects design was used for two conditions (pointing and grasping). Three different SOA's were used to account for the longer preparation time needed for grasping rather than pointing.

Methods: 14 (right-handed) participants, aged between 20 and 27 years, took part in the study. Each was shown 360 trials on a touch screen computer and had to react to half of the given targets by pointing and half by grasping as instructed by the experimenter.

Results: Results and implications to be discussed at conference.

Conclusions: To be discussed at conference.

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The 2004 Annual Conference

The following abstract was accidentally omitted from the August 2004 issue of Proceedings.

Virtual putting: Investigating slope perception in golfers

M. CAMPBELL, University College Dublin.

Despite its practical importance for the skill of golf putting, expert-novice differences in people’s ability to ‘read’ and judge the slope of different types of greens have attracted little attention from researchers. This neglect is unfortunate because green reading offers insights into how people assess slopes in natural environments. In an effort to rectify this oversight, the present study reports a method of investigating the slope-detection skills of elite golfers using a combination of qualitative eye-tracking technology and virtual three-dimensional greens. The golf greens were constructed to precise specifications using the modelling software ‘3d studio max’ (Discreet, v.6 2003). The advantages of this three-dimensional software over two-dimensional equivalents are that it offers enhanced realism and increased experimental control (e.g. the green can be manipulated to the viewers’ requirements).

Preliminary results of this study are reported along with a brief outline of relevant theoretical and practical implications.
The 2005 Quinquennial Conference

The 2005 Quinquennial Conference, University of Manchester, 30 March – 2 April, 2005.

THURSDAY 31 MARCH

KEYNOTE SPEAKERS

Redefining elementary through postgraduate education through the theory of successful intelligence

R.J. STERNBERG, Yale University.

Traditional methods of education consistently favour students with strong memory and analytical skills and disfavour students with strong creative and practical skills. They also favour students who are socioeconomically advantaged by virtue of their familial background. But creative and practical skills are at least as important as or more important than memory and analytical abilities for career success, and students from diverse backgrounds are often advantaged precisely in those skills that are neither taught nor tested for.

The research can help prepare individuals in jobs and selection of the wrong people for those jobs – ones whose skills do not match those demanded by the work they do.

My main points will be these:

1. By teaching for ‘successful intelligence’, it is possible significantly and substantially to improve learning outcomes for all students, including those who were thought to be of ‘low’ ability, and to reduce ethnic–group differences in educational achievement.

2. By assessing student abilities for successful intelligence, it is possible to substantially increase the predictive validity of ability tests and to substantially decrease ethnic group differences.

3. By assessing student learning for successful intelligence, it is possible to obtain enhanced understanding of how students have learned and how they can think with what they have learned.

In sum, the theory of successful intelligence offers an opportunity to redefine education and educational opportunity.

INVITED SPEAKERS

DIVISION OF CLINICAL PSYCHOLOGY

The ups and downs of self-esteem: Explorations of bipolar disorder

R. BENTALL, University of Manchester.

Patients who receive the diagnosis of bipolar disorder present difficult challenges for psychological researchers because their problems are markedly episodic, and because they bear some similarities to schizophrenia patients and some similarities to patients with unipolar depression.

A full understanding of their symptoms will, therefore, require an understanding of how the underlying psychological processes change over time. In this talk I will outline a series of studies looking at self-esteem regulation and strategies for coping with negative affect in bipolar patients, students who appear to be vulnerable to bipolar symptoms, and also the children of bipolar parents.

The picture that emerges from the findings suggests that mania may arise partly from dysfunctional strategies of regulating self-esteem.

DIVISION OF HEALTH PSYCHOLOGY

Social integration, social networks and health: The upsides and downsides

L. BERKMAN, Harvard University.

Over the last decades an enormous amount of research has focused on the health promoting aspects of social networks and social support. Recently, however with more complex models of social networks, more nuanced assessments of the quality and function of social ties, it has become clear that not all social relations are health promoting. Conflicted relationships, aspects of integration which lead to the social exclusion of some, and aspects of caring that have emerged as potent predictors of poor outcomes across a number of health conditions. Integrating complex streams of network structure and social interactions into models of social networks is essential towards understanding both health dynamics and developing successful interventions.

DIVISION OF CLINICAL PSYCHOLOGY

Current developments, challenges and controversies for clinical psychologists

P. KINDERMAN, University of Liverpool.

As Chair of the British Psychological Society Division of Clinical Psychology, Peter Kinderman will give an update on current developments, challenges and controversies for clinical psychologists. He will discuss the current academic, professional and political position in respect to the following issues:

- Agenda for Change;
- Statutory Recognition of Psychologists;
- The proposed new Mental Health Act, including the introduction of powers of compulsion for psychologists;
- Practical issues related to psychotherapy registration, and related conceptual issues including the relationship between clinical psychology and psychotherapy, and clinical psychology and CBT;
- Possible roles for Associate Psychologists;
- The relationship between clinical and other applied psychologists.

In order to co-ordinate and provide a conceptual framework for these discussions, a proposed consensual psychological model of mental disorder will be presented. It will be argued that simple biological reductionism is scientifically inappropriate, and also that the specific roles psychological processes within the biopsychosocial model requires further elaboration. The biopsychosocial model is usually interpreted as implying that biological, social and psychological factors are co-equal partners in the aetiology of mental disorder. The psychological model of mental disorder presented here will suggest that disruption or dysfunction in psychological processes is a final common pathway in the development of mental disorder. These processes include, but are not limited to, dysfunction in psychological processes that biological and environmental factors, together with a person’s personal experiences, lead to mental disorder through their conjunct effect on these psychological processes.

Finally, it will be argued that application of this model can help provide an appropriate framework within which to develop solutions to the issues outlined above.

DIVISION OF SPORT & EXERCISE PSYCHOLOGY

Athletes’ peer networks and relationships: Links to positive youth development

M. WEISS, University of Virginia.

Social relationships are key to young athletes’ experiences in sport and physical activity contexts. Caring and competent adults, including parents and coaches, recognize the importance of young athletes participating in sport. Peer groups and relationships are especially important for youths’ psychosocial and moral development, including social skills related to role-taking, perspective-taking, empathy, conflict resolution, respect, and responsibility to self and others. Developmental (Piaget, Sullivan, Laursen) and social–cognitive (Cooley, Bandura, Harter) theorists have suggested the mechanisms by which peers influence one another’s psychological and behavioural responses. These include expressing differing viewpoints and working toward mutually satisfying solutions, providing a sense of belonging and feelings of security, encouraging a sense of identity, offering interdependence in social exchanges, providing reflected appraisal and various types of social support, and observational learning of attitudes and behaviours. Most of the empirical work stemming from these conceptual guides has been conducted in school and social settings, but more recently several sport psychology researchers have illuminated the importance of peer relations such as greater acceptance and friendship in modifying self-perceptions, affective responses, and motivation and sport performance (see Smith, 2003; Smith and Strauss, 2004).

The purpose of this presentation is to revisit relevant theory and research related to athletes’ peer networks and relationships, with an eye toward understanding how to maximize social and moral development among youth in competitive sport and other physical activity contexts.

AWARDS AND MEMORIAL LECTURES

HANS EYSENCK MEMORIAL LECTURE

Intelligence, health and death: The new field of cognitive epidemiology

I. DEARY, University of Edinburgh.

Introduction: There are well-known, socially-patterned inequalities in health. For example, people in more manual occupations and those with less education tend to die at younger ages. In the last few years it has been established that psychometric intelligence is associated with longevity: people with higher IQ-type test scores tend to live longer. This is found whether the mental tests are administered in childhood, early adult, or old age.

Results: This lecture describes some of the key data that have contributed to this new and fast-growing field of cognitive epidemiology. The analyses based on follow-up studies of the Scottish Mental Surveys of 1932 and 1947, and the Twenty-07 study in Glasgow are especially featured. The data presented will discuss psychometric intelligence as a predictor of: all-cause mortality, cardiovascular disease and death, cancer, and smoking behaviour.

Discussion: Possible mechanisms for the association between psychometric intelligence and illness and mortality are examined. The hypothesis that the results are confounded by social class is considered. The hypothesis that intelligence is mediated by health behaviours is assessed. Also discussed are the possibility that intelligence is an indicator of prior brain and bodily insults, and the hypothesis that intelligence is a marker for general bodily fitness. At present, none of these provides a satisfactory explanation for these interesting findings, and future studies will be required to understand the mechanisms that link IQ and morbidity and mortality.

PRESIDENT’S AWARD FOR DISTINGUISHED CONTRIBUTIONS TO PSYCHOLOGICAL KNOWLEDGE 1

The social dimension of emotion

A. MANSTEAD, Cardiff University.

Objectives: The aim is to present an overview of recent work on social aspects of the emotion process, conducted in collaboration with my research students Three lines of research will be reviewed, one on social regulation of anger, and one on emotion in negotiation.

Design & Methods: The social appraisal research examines the interplay between gender and social context in shaping anger and anger expressions. The facial behaviour research examines the impact of stimulus valence and social context on smiling. The research on negotiation examines the effect of a negotiation partner’s emotional state on how much one conceives during the negotiation.

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Results: The main finding of the social appraisal research is that women and men differ in how they experience alcohol, which has treated them unfairly, depending on whether or not they expect to meet this other person. Measures of social appraisal partly mediate the relation between gender and anger. The main finding of the facial behaviour research is that how (and how much) one smiles in response to a joke depends on joke teller sex. Somewhat individuals mediate the relation between joke quality and facial displays. The main finding of the negotiation research is that angry negotiation partners elicit larger concessions than happy ones. The relation between opponent's emotion and concession behaviour is mediated by appraisals of how much the other is expected to concede.

Conclusions: These studies show that, far from being a private, intrapsychical process, emotion is shared – and in turn shapes – the social context.

SYMPOSIA

Symposium: Rethinking psychoanalysis for the 21st century
Convenor: C. CRELLIN, Independent.

The theme of this symposium is rethinking the nature of psychoanalytic scholarship. Our objective is to bring together scholars working at the interface of psychoanalysis, neuroscience, and post-phenomenology. The symposium reverses traditional thinking on relationships both in psychoanalytical practice and in interdisciplinary endeavours. It addresses the most important questions for future psychoanalytic scholarship. By re-framing Freud's 'evenly suspended attention' and Bion's 'Negative Capability' as a 'going against reason' Janet Sayers questions the assumption that the psychotherapist 'transforms the experience' of the patient in a beneficial way, since the interpretation might actually falsify rather than transform. At the same time, she creates fresh links between psychoanalytic interpretation and interpretation interpretation/interpretation- reinvention in art and dream-work to do with art-work. Jim Hopkins shows how Neuroscience makes an entirely new relational position possible between Freud, Bowlby and Klein. Traditional boundaries between Freudian Psychoanalysis, Attachment Theory and Object Relations Theory are replaced by interconnected perspectives when viewed from the unifying perspective of contemporary research in the neuroscience of motivation and attachment. Del Loewenthal probes postmodern views and their implications for new forms of ethical relations in psychological and psychoanalytical research, practice, and interpretation. Calling on Post-phenomenological philosophy, Loewenthal proposes a strong critique of control via professionalism, quantitative research methods and abusive forms of professional control. This leads him to posit an ethical relational practice emphasizing intellectual honesty, the centrality of human agency, and the 'otherness of the other'.

Exploring human experience from phenomenological/post-phenomenological psychoanalytic perspectives

SYMPOSIA

Convenor: D. LOEWENTHAL, University of Roehampton.

This paper examines the implications of phenomenology/post-phenomenology for understanding human experience and relational learning in the context of psychoanalysis/ psychotherapy/counselling in the 21st century. What, for example, are the implications of claims of the death of God, science and the subject for the way we explore human experience in the clinical encounter? It will be argued that, despite criticisms, it may be essential that the implications of these claims are considered in all existing (modern) modalities of therapy. Questions that will then be examined include: What is the place of postmodernism in examining how we explore human experience through psychotherapeutic discourse? Is it possible to have both justice and action? Are, for example, behavioural humanistic, existential and most of psychoanalytic theories merely perpetuating unintentional violence? Has traditional thinking been replaced by theories with fields of knowledge, territories and subject disciplines policed by economic licensing arrangements, which in turn attempt to control language and thought – appropriating difference in the name of difference? How can we explore human experience with the clinical encounter in terms of ideas of truth, justice and responsibility within the clinical basis on which we can assist as therapists in an embodied way so that we help others not do violence to others? Indeed, why should therapists not interrupt their own and others’ continuity, not to play roles in which they no longer recognise themselves and whereby they portray not only their constituents but their own substance? An exploration of the above questions in terms of relational ontologies will be made through the phenomenological attitude. For example, such as Bion's. Lacan and in particular Levinas's injunction to put the other first and be responsible for the others' responsibility.

Psychoanalysis, attachment and neuroscience

J. HOPKINS, King's College London.

Although the main ideas of attachment theory grew out of psychoanalytic theory, psychoanalytic attachment has largely proceeded independently of psychoanalytic ideas. Likewise, although many of Freud's concerns are still seen in the neuroscience of his time, and he anticipated that psychological formulations might someday be supplemented by neurological ones, psychoanalysis has proceeded independently of neuroscience. Recent work, however, suggests an increasing number of links and conundra among these fields. Research in the neuroscience of motivation suggests that psychological development during the first years can be understood as reflecting the post-natal maturation of the infant's cerebral cortex, as it responds to experience by laying down neural representations of itself, others, and the environment. These representations serve to coordinate, elaborate, and regulate the basic mechanisms of motivation, which seem to be innate and hard-wired subconsciously. Establishing these regulatory representations seems, as Freud suggested, to be correlated with the process of attachment, or the forming of basic emotional bonds, between the infant and those who care for it. Thus the laying down of basic images of the self and others, the process of attachment, and the early shaping of desire in the context of experience, are beginning to appear as interconnected aspects of a unified developmental process, which can be understood not only as, but also, as interwoven, triangulated upon – from a series of previously isolated perspectives. Research in attachment also appears to be bearing out Freud's statements about the roles of the parents – or of the self as in relation to the parents – serve as prototypes for later relationships. Examination of these findings, moreover, suggests that the Freudian mechanism of identification plays a significant role in this process, and that a particularly important aspect of the process concerns the role of emotional conflict. Also these reasons seem to believe that a crucial part in this is played by the infants attainment of the ability to conceive of the infant as a self and psychologically unified object, which seems to occur during the first year.

Against reason? Art and psychoanalysis

J. SAYERS, University of Kent.

The extension of psychoanalysis to schizophrenia has led some psychoanalysts to ally their work with the visual arts. Whatever the value of Freud's talking cure method? Does this alliance entail the psychoanalyst or psychotherapist going against reason? And what about the resulting dream-work, art-work transformation or interpretation? Does it go too against reason? Does it risk psychoanalysis or psychotherapy going against science and seducing the patient into taking in data which, far from transforming his or her experience, mystifies it. These are the questions I will address. They arise out of research for my next book, provisionally called Art and Psychoanalysis: Inter-active Image-making.

Symposium: Lovers and rivals – Exploring the relationship between psychology and psychotherapy in the modern world
Convenor: A. DOUGLAS, County Hospital, Durham.

The BPS 'Theme' for their conferences in 2005 is relationships. The psychotherapy section, true to its history of championing intellectual and clinical freedom, discussed this and politely declined the pressure to adopt a 'corporate' theme for their conferences. There was, however, support for participation in the Quinquennial Conference and offering a symposium. After some thought by an individual member, a theme for the symposium of 'Lovers and rivals' – exploring the relationship between psychology and psychotherapy in the modern world' emerged. This theme, while not intuitively but was obviously linked to experience of the world of psychology and psychotherapy over the past 30 years. It resonated with them, and so it also seemed to represent something of the experience of psychologists generally. The relationship between psychology and psychotherapy in academic and clinical worlds has been a source of stimulating, imaginative, perhaps sometimes distressing, debate, collaboration, uncertainty, and sometimes, despite the latter, the uncertainty and sometimes, despite the latter, the uncertainty and sometimes, despite the latter. It raises issues of professional identity because psychotherapy has become a form of therapy that requires extensive training and professional regulation of its practice. Psychologists working in clinical fields are no longer considered to automatically have the expertise or professional training needed to provide psychotherapy. Differences that formerly belonged to academic and clinical psychology, social work and psychiatry has evolved into less of a difference and more of a similarity. There is now a professional register within the BPS for psychologists 'specialising in psychotherapy'. It seems appropriate at this point in the development of psychologists within the BPS for the psychotherapy section to consider the relationship between psychology and psychotherapy. This will be done, first, by looking at the way in which psychologists are influenced by social, professional, corporate, academic, clinical, and, (hopefully), individual, personal, processes. In the symposium the presentation of a variety of influences upon the relationship between psychology and psychotherapy as it is expressed in this calls, said Bion, for the analyst to practice 'NO memory, desire, understanding' (Bion 1970, p.129). This makes psychoanalysis both amenable for psychological registration, storage, and recall. Does this justify the psychoanalyst suspending his or her understanding of the therapeutic relationship? What is the resulting dream-work, art-work transformation or interpretation? Does it go too against reason? Does it risk psychoanalysis or psychotherapy going against science and seducing the patient into taking in data which, far from transforming his or her experience, mystifies it.
between a clinical psychologist and a psychotherapist, I have chosen to approach this topic from a different direction and in a spirit of inquiry.

I have spent much of my professional life working in the context of psychotherapy. I began my psychological inquiries in the midst of the kinds of conversations we call psychotherapy, rather than applying formal psychological knowledge to the process or outcomes of psychotherapy. As I worked in that context, I have become increasingly sensitive to the observation that features of the interaction of two people in a psychotherapy session were very different from what we currently know as ‘mainstream psychology.’

This alternative perspective on psychology emphasizes understanding rather than the establishing of facts; it is based in relationships and a delicate concern for how we ask of others, rather than the imposition of conversations rather than static and made up of ‘set piece’ experiments. I’ve also found that this approach to psychological understanding is particularly useful. Most psychologists (academic and clinical) have kept firmly closed. Thus, for instance, language has become a living power, rather than being used as a commodity. Liking and disliking become places of diverse, even magical, qualities and contours; searching for understanding becomes more than asking for solutions or sole conclusions; and spirit becomes something of basic concern, even though it is invisible and intangible.

Psychology and psychotherapy – lovers or rivals?

P. MOLLON, Lister Hospital, Stevenage.

There has always been a tension between clinical psychology and psychotherapy. At the origin of the profession of clinical psychology in the UK, the influential psychologist, Hans Eysenck, declared that clinical psychologists were not in any way to be identified with the profession of psychotherapy. But none really caught my imagination. My professional and personal relationships.

Convenors: D. JOHNSTON, University of Aberdeen & K.J. McKEE, University of Sheffield.

There is an impressive body of evidence that social isolation has a powerful effect on health. In this symposium four different aspects of the processes involved will be described to illustrate the psychological and psychobiological pathways

Symposium: Joint symposium on ‘Social support and health’ by the Division of Psychology and the Social Section of the British Psychological Society.

Constructing the NHS psychotherapy service user experience

C. NEWNES, Past Chair Psychotherapy Section.

The NHS is simply packed with rhetoric about ‘double-booking’. This paper explores how the term has been resituated over the years and what the implications might be for psychology and psychotherapy services.

Do you know who I am? – Reflecting on the impact of large group process upon professional identity in psychology and psychotherapy

A. DOUGLAS, County Hospital, Durham.

When I first qualified as a clinical psychologist, the question most people asked about the job was ‘what is the difference between a clinical psychologist and a psychiatrist?’ Thirty years later, the question has changed to ‘what is the difference between a clinical psychologist and a psychotherapist?’ This shift reflects the changes within the profession of psychology and the emerging profession of psychotherapy. The answer is equally difficult to articulate and equally embarrassing when trying to respond to someone’s simple request for the appropriate professional to help with a problem. One is tempted to resort to the old ‘tight bulge’ joke repertoire for illumination! How many...

Reflecting on the changes in professional roles, I am struck by the impact of social forces upon the practice of psychotherapy and psychotherapy. No longer do psychologists attempt to ‘treat’ sexual orientation or champion biological explanations of gender differences in IQ or academic performance. Political and corporate thinking has entered the previously protected domain of the clinician. User involvement, social accountability and evidence based practice are the ‘mission’ of modernisation in the NHS. The hope that radical thinking in introducing democracy and policies of diversity and equality will have a positive influence upon clinical practice, is, however, floundering. It can feel like one kind of institutionalisation is occurring while another is being braced. When either goes its own way, without the others, it must collaborate for optimal functioning of the profession of clinical psychology in the UK.

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Longitudinal analyses demonstrated similar relations between carer and care-receiver as a function of place of residence of the older person noted. Discrepancies between carers’ and care-receiver’s perceptions of problems of daily living: Impact on health and well-being.

K.J. McKee, University of Sheffield

Objectives: This study set out to determine how carers’ and care-receiver’s discrepant perceptions of the care-receiver’s level of dependency for problems of daily living impacts on a range of carer and caregiving outcomes, including health and well-being.

Methods: Older people (65 + years) resident in the community and their caregivers were identified. Structured questionnaire-based interviews were conducted separately with the older person and his/her carer. Findings for carers were compared with a group of patients with mood disorders. The interviews were carried out separately with the older person and his/her carer, focusing on perceived support from different sources. The interviews were videotaped and transcribed for analysis.

Results: A total of 115 carers and 115 patients were interviewed. Carer self-reported stress was found to be significantly associated with carer and care-receiver perceptions of support. The findings indicate that carers who perceive their care-receivers’ needs as being met report lower levels of stress. The study also found that carers who perceive their care-receivers’ needs as being met report lower levels of stress. The study also found that carers who perceive their care-receivers’ needs as being met report lower levels of stress. The study also found that carers who perceive their care-receivers’ needs as being met report lower levels of stress. The study also found that carers who perceive their care-receivers’ needs as being met report lower levels of stress.

Conclusions: The study has demonstrated that carer and care-receiver perceptions of support are significantly related to carer self-reported stress, and that carer and care-receiver perceptions of support are significantly related to carer self-reported stress.

N. Pistrang, University College London.

Instrumental support might be beneficial. In particular, it is important to determine when and how support attenuates the experience of psychosomatic distress.

Key Points:

- The study was based on qualitative interviews with family caregivers.
- The interviews were carried out separately with the older person and his/her carer.
- The interviews were videotaped and transcribed for analysis.
- Carer and care-receiver perceptions of support were significantly related to carer self-reported stress.

Instability of psychological processes in psychosis: Studies of patients with bipolar disorder and patients with paranoid delusions.

R. Bentall, University of Manchester.

Symptom fluctuation is a common but rarely analysed feature of serious psychiatric disorder. Changes in symptoms across relatively short periods of time may provide clues about functional relationships between the psychological processes. Data will be presented from a series of experimental and naturalistic studies measuring changes in symptoms and psychological processes in both bipolar patients and patients with paranoid delusions. The findings are consistent with the general hypothesis that symptoms arise from dysfunctional strategies for regulating affect and self-esteem, although the precise mechanisms involved appear to differ in the different conditions.

An integrative cognitive, behavioural and interpersonal account of recovery and staying well after psychosis: So what about the affect?

A. Giumley, University of Glasgow, Gartnavel Royal Hospital.

Psychosis and bipolar disorders are both associated with extremely high risk of recurrence (90 per cent) leading to greater likelihood of limited or incomplete recovery. This paper will argue that both psychosis and bipolar disorder share common core psychological processes which include cognitive appraisals (including attributions and meta-cognitive beliefs), interpersonal factors, and safety seeking behaviours. These processes play a key role in the development of affective symptoms in the context of psychosis.

Bipolar disorder has its onset in early adulthood. S. Jones, University of Manchester.

The intention of this symposium is to bring together clinical academics with active research interests in bipolar and psychosis. It is obvious in clinical practice that many individuals with a diagnosis of bipolar disorder experience psychotic symptoms and that many individuals with other forms of psychosis experience mood instability. The presentations will, therefore, report current research findings and will indicate the ways in which psychological research might make further progress through further consideration of common ground outside the constraints of a purely diagnosis approach. The first presentation (Jones) will report on findings from a recent study of children of bipolar parents, indicating candidate risk factors and similarities and differences with previous research in schizophrenia. The second paper (Giumley) considers core common psychological processes in bipolar disorder and psychosis, with a view to future development of common strategies for helping parents. The third paper (Bentall) reports recent findings with respect to instability in mania and paranoia. A final paper (Schwanneur) considers the role of developmental trajectories of bipolar and chronic bipolar groups. The symposium concludes with discussion of the complex nature of common themes and differences with respect to the two disorders and the implications for future therapeutic developments.

Social support and health: A phenomenological process-oriented approach

S. Jones, University of Manchester.

Bipolar disorder is severe and chronic, and it is onset is early adulthood. Moreover, many clients report that subsyndromal disturbances were apparent much earlier than this. It is important to understand more about the developmental effects of bipolar disorder if we are to increase the effectiveness of current treatments and possibly develop preventative psychological approaches in the future. There is clear evidence that children of bipolar parents are at elevated risk of future development of affective illness, and this risk is often without a psychiatric history. However, there is very little evidence to suggest that the extent to which disturbance in psychological functioning might precede any other illness. The paper will report on a study which investigates the developmental trajectories of bipolar disorder.

Psychological functioning and subsyndromal symptoms in the children of bipolar parents.

S. Jones, University of Manchester.

Bipolar disorder is severe and chronic, and it is onset is early adulthood. Moreover, many clients report that subsyndromal disturbances were apparent much earlier than this. It is important to understand more about the developmental effects of bipolar disorder if we are to increase the effectiveness of current treatments and possibly develop preventative psychological approaches in the future. There is clear evidence that children of bipolar parents are at elevated risk of future development of affective illness, and this risk is often without a psychiatric history. However, there is very little evidence to suggest that the extent to which disturbance in psychological functioning might precede any other illness. The paper will report on a study which investigates the developmental trajectories of bipolar disorder.

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The coach-athlete relationship

The coach-athlete relationship is central to the coaching process. This relationship is characterized as intense and personal and involves a common purpose, a sense of attachment, and mutual responsibility. The coach-athlete relationship arises from the interactions between the coach and the athlete and can be defined in various ways. The first two papers examine the means by which the interpersonal dynamics between coaches and athletes are associated with the achievement of goal-related outcomes. The results of these analyses suggest that relationships between coach and athlete can be characterized by the achievement of goal-related outcomes. The second paper examines the means by which the goal-related outcomes are associated with the satisfaction of the coach and athlete. The results of these analyses suggest that the goal-related outcomes are associated with the satisfaction of the coach and athlete.

Methods: To examine the means by which the goal-related outcomes are associated with the satisfaction of the coach and athlete. The results of these analyses suggest that the goal-related outcomes are associated with the satisfaction of the coach and athlete. The second paper examines the means by which the goal-related outcomes are associated with the satisfaction of the coach and athlete. The results of these analyses suggest that the goal-related outcomes are associated with the satisfaction of the coach and athlete.

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Motivational Climate in Youth Sport: What is it and does it matter? N. NTOUMANIS & S. VAZOU, University of Birmingham.

Objectives: The aim of this paper was to provide a broad and critical overview of our contemporary understanding of workplace bullying. As such it will act as a building block for future investigations in the area. The paper will begin by outlining the theoretical basis, including the distinction between interpersonal and organisational bullying, and progress to a discussion on interventions. Common patterns of bullying likely to be found in British workplaces will be described that include the nature, incidence and the effect of the phenomenon on the targets of bullying.

The second section of this paper will examine some of the limits to our understanding. Specifically, the data and methodologies on which our knowledge has been built will be critically analysed. Gaps in our knowledge (such as the absence of data on the alleged ‘bullies’) will be identified and discussed. The complexity of the problem for those at the organisational level will be outlined, which is fundamental to the difficulties practitioners face. This complexity creates a very challenging canvas for the researcher to contribute to a meaningful way. The paper will conclude with a discussion of the possibilities for future work, drawing on ideas regarding methodology, schemata and approach. It will call for, or consider some of the organisational aspects of bullying and how these feed into interpersonal bullying and vice versa.

Translating theory into practice – dealing with bullying at work N. TEHRANI, Assessment & Rehabilitation Consultants Ltd.

Much has been written about the incidence and the impact of workplace bullying. However, for the organisation and workplace, bullying without bullying is not acceptable. The two phenomena are related. They may not be easy to define, but they are present in all workplaces. The lack of voice (having one’s views or opinions ignored) represents a common element to both the justice and bullying literature. Interpersonal bullying involves the individual targeted by a perpetrator who may be a colleague, superior, or introduced in a manner inconsistent with the organisation’s culture. The problem seems inherent in all organisations, as bullying is a very complex phenomenon.

The aim of this paper is to describe the process by which bullying practices are fair or not. This complexity similarly provides a very challenging canvass for the researcher to contribute to a meaningful way. The paper will conclude with a discussion of the possibilities for future work, drawing on ideas regarding methodology, schemata and approach. It will call for, or consider some of the organisational aspects of bullying and how these feed into interpersonal bullying and vice versa.

An organisational justice perspective to understanding bullying at work J.A. COYLE-SHAPIRO, London School of Economics.

Organisational justice and workplace bullying have developed as independent streams of research and how the two phenomena relate to each other has largely evaded investigation. Arguably, the importance of this lies with each construct’s attempt to capture unfair treatment and mistreatment in organisations, respectively. This paper, therefore, sets out to examine these two phenomena and attempts to: (a) conceptually outline the domain of the two constructs; (b) examine their similarity, variance and whether or not to which concept is conceptual overlap; (c) explore the potential relationships between justice and bullying; and (d) make recommendations for future research.

Bullying is broadly defined as the purposeful, systematic and repeated mistreatment of individuals in the workplace (Enmans, Hoei, Zapf & Costas, 2004). Although the overwhelming emphasis is on interpersonal bullying, some researchers have argued that bullying can occur at the organisational level (Liefhebber & Mackenzie Davey, 2005). Irrespective of the source, in the process of this mistreatment, the recipient’s ability (or desire) to exercise voice is thwarted. This lack of voice is an important piece to the puzzle of understanding bullying. It is the crux of justice research and in particular, organisational justice which is important for understanding the potential control effect in allowing individuals to have their views heard. This fair process effect influences the acceptability of outcomes to individuals and is important for instrumental and non-instrumental reasons: (a) instrumental/control perspective; (b) group value/relational concerns; and (c) fairness theory heuristic.

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The language and organisation of bullying at work

A. LIEFOGHE, Birkbeck College, University of London.

As a symposia such as this demonstrate, bullying at work is a growing field of interest in the organisational literature. Over the last decade, a series of international conferences, special journal issues, and books have had such an impact that overarching organisations such as trade unions and legislative bodies have sought to develop policies to combat bullying at work. Despite this, the aim to 'fix' bullying as a homogenous concept has been paramount – as definitions need to form the basis of legislation, then a definition is needed. However, any move from sharing definitions to standardising, for instance in media accounts (where one country is alleged to bully another, or its citizens, or an organisation its employees). Divergent talk of bullying at work has led some researchers to claim that the term is losing its meaning. Rather than remaining stable, the term seems to vary across different countries and contexts.

Lifting the lid on this polyphony, we outline firstly how talk of bullying has become a dominant discourse in organisational studies, and what is the implication for research. Secondly, we investigate the role of competing discourses and their functions. The focus will be on examining the ways that bullying has come to be framed as a monologic definition into a powerful legal text, fluidity needs to be retained for a while longer.

Symposium: Parliament and politics – a psychological examination

Convenor: R. KWIATKOWSKI, Cranfield University.

Perhaps reflecting the apparent disinterest of the wider population, British psychology has not concerned itself to any significant degree with politics or the political process. Some branches of occupational psychology have concerned themselves with political actors, such as in commercial organisations, some forms of community psychology have commented on local political action, but, in general, UK psychology has not ventured into the political domain.

This is a significant oversight, since not only are our politicians human beings, but their actions have a crucial impact. For example, the recent war in Iraq caused debate within the British Psychological Society as to what was ultra vires (beyond the powers of the society to comment on). However, the psychological factors acting on Members of Parliament in coming to their decision to go to war remain largely unexamined. In this symposium, we provide a taster of how different perspectives can help us to understand the processes that go on within our democracy. On entering Parliament, the forces of socialisation are powerful and pervasive; they operate on the most sophisticated Members of Parliament, and cause changes in behaviour and attitude. The source of this socialisation and its differential impact is examined.

From an almost physiological standpoint, the focus is on examining stress in Members of Parliament; stress impacts on decision-making, cognition, and health. UK Members of Parliament experience high levels of stress and a lack of locus of control. That has significant implications both for those individuals and our wider democracy.

Psychology has a good deal to say about human computer interaction; yet aspects of usability and of fundamental cognitive processes seem to be getting lost in the heat. For example, design-based widening participation through technology, or implementing electronic voting, as shown in our third paper concerning the computerisation of democracy. Given the history of events in 2001, one would have expected that Parliament itself was ripe for modernisation and would have significance for individuals and society in general. It is, however, about more than local, political, and structural reasons there has been relatively little change. Again the psychological identities, and models presented in our fourth paper are able to provide an insight into why this might be so.

Yet, what actually happens in Parliament, as well as being ritualised, may also be gendered. In our final paper we examine how women and men may do politics rather differently, and yet because the male version of politics is seen as more valuable and appropriate for the House of Commons, women, and an older gendered way of doing politics perhaps more consensual and prone to listening, has been discounted. Finally, in the discussion, the variety of ways in which psychologists can engage in political action, and the political process will be commented on, and some of the implications and potential solutions suggested by psychology will be presented.

Given the impending General Election this an important time to be having this debate, and to demonstrate the importance of psychologists utilising a variety of theoretical and practical perspectives in providing input to the broader political process.

Doing politics differently? Gendered political styles in the House of Commons

S. CHILDS, University of Bristol.

Purpose: Establishing whether women MPs consider that there is a gendered style of politics is important for understanding and assessing the role of women representatives experience their presence in British politics. Moreover, their perceptions may impact on their behaviour. If women MPs feel that their style is regarded as having lesser value, they may feel it necessary to adopt the norms of parliamentary behaviour in order to be effective representatives, even though they may be critical of these and identify them as masculinist.

Background: In 1997 the numbers of women MPs elected to the House of Commons doubled to 120. It had long been perceived of as an 'old boys' club'; these women MPs were entering a gendered institution. One of them publicly decried its dominant style as 'willy-jousting' as male MPs engage in adversarial posturing. Women MPs was assumed preferred a more consensual and collaborative style of politics. Women are said to introduce a kinder, gentler politics', one that is characterised by co-operation rather than conflict, collaboration rather than hierarchy, and honesty rather than sleaze. These contentions are supported by previous research.

Method: Much of the data is based on in-depth interviews conducted with 23 new Labour women MPs first elected in 1997. The participating women MPs were a representative sample across a range of characteristics, including age, size of majority and socioeconomic backgrounds of constituencies, though it is recognised that the quality of qualitative research depends upon generalisability. Secondary research sources are also drawn upon by the author.

Key Points: Drawing on interviews this paper examines their perceptions of how gender is played out in parliament; it discusses how women MPs consider it affects their behaviour and the behaviour of others. The women MPs perception is that women's style is less legitimate than men's is explored. The style of politics practised by women as a reflection of women's gender and gendered experiences and in contrast to that style practised by men as a reflection of their gender and gendered experiences. As such, it is relational and subject to change over time and place.

Conclusions: Women MPs do not act like women and men MPs like men because of their biology but rather because of the way in which masculine and feminine gender roles are enacted by males and females. The women interviewed talked about their perceptions of how their style of politics was considered less legitimate and less effective and they discussed how they experienced to conform to the traditional norms of the House. There was also an acknowledgement of the costs associated with acting like (and for) women. Finally the paper concludes that the key contexts are 'safe' for women to act like (and for) women.

Human computer interaction at large?

Systems, politics and public policy: Don't blame the user

L. FERGUSON, Managing Director, Digital Habitats.

Purpose: As the public sector takes on an increasing role in electronic forms of interaction, both internally amongst staff that provide services to citizens – and externally – in interacting with government and democratic processes – it needs to take on board lessons from human-computer interaction (HCI) and cognitive psychology.

Background: With systems that incorporate both human and computer elements increasing adopted in public policy and practice in both fields e-government and democratic politics, much attention is paid to project management issues, but little is focused on elements that contribute to optimising interactions, minimising human error, and encouraging participation. Currently, a range of national programmes within the UK promote the use of ICTs in the public sector. Some examples include the NHS National Programme for Health, extensive pilots taking place with e-voting under the auspices of the Electoral Commission and the Office of the Deputy Prime Minister, and the Government Review of the public sector. In such initiatives, technology is assumed to be a force for good, rather than a vehicle that can deliver a range of expected benefits. Little is currently known about how ICTs aid productivity in the public sector, or how, for example, voters react to new forms of voting or online decision-making.

Key Points: More than often not, new projects in the public sector are top-down, with objectives set through central government, and supporting policies and with processes defined by government law makers, based on assumptions about human behaviour. Little or no reference is made to evidence or research into how systems and services can best be designed. In fact, in some such areas, little research has been conducted.

Cognitive psychology and cognate academic disciplines can contribute considerably to the design of systems, processes and services in the public sector. Adopting user-centred approaches to e-government and e-democracy, deriving from the human-computer interaction tradition, and qualitative research techniques deriving from ethnographic approaches, can aid our understanding of organisational processes and citizen-stakeholders' interactions. In such initiatives, technology is assumed to support a technological determinist view of the world, and blaming the user when human-computer interactions fail, public policy should focus on the design of systems, processes and services that best cater for human strengths and weaknesses, based on contextual research rather than assumptions about human behaviour.

Change in Parliament: Reason or resistance?

R. KWIATKOWSKI, Cranfield University.

Purpose: This study, one of the few carried out by psychologists in Parliament, is a case study of a countrywide project for Health, extensive pilots taking place with e-voting under the auspices of the Electoral Commission and the Office of the Deputy Prime Minister, and the Government Review of the public sector. In such initiatives, technology is assumed to be a force for good, rather than a vehicle that can deliver a range of expected benefits. Little is currently known about how ICTs aid productivity in the public sector, or how, for example, voters react to new forms of voting or online decision-making.

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Change in Parliament: Reason or resistance?
economic changes had already been implemented, for example the independence of the Bank of England. It was assumed, therefore, that the modernising zeal of an elected government with a massive and unassailable majority would quickly turn to modernising an ancient but creaking institution known as Parliament.

Methods: In order to chart the interplay of a reforming government within an ancient institution, members of the Commons established 1997 elections had absolute power, a number of depth interviews were undertaken with a panel of 18 Members of Parliament, and some other people working in the House of Commons. This procedure has been guaranteed to both groups of participants. These interviews were repeated, on average, three times per year for the life of the Parliament. Interviews sometimes straddled a change of government. Key Points: Despite a modernisation committee being formed at a relatively early stage in the life of the 1997 Parliament very few significant changes had been attempted. Legislation: The House of Commons has actually taken place. Various theoretical psychological perspectives are employed to examine the reasons for this remarkable apparent resistance to change. Conclusions: Over the course of the first Parliament, where New Labour had a overwhelming majority, the government inherited from the House of Commons was not customer for any changes. However, despite dissatisfaction, particularly amongst Members of Parliament, legislation in the Commons had actually taken place. Socialisation, institutionalisation, desire for advancement, the power of the party, the power of the Executive, and the power of tradition, combined to leave Parliament essentially unchanged, and still operating as a 19th century institution. Psychologists have a lot to say about change at individual, group, and organisational levels; both research and practice can be applied to making organisations more effective as well as healthier. The increasing need for this knowledge would ultimately benefit individuals as well as Society if it were applied to Parliament.

Fit to govern? – Psychological well-being among national politicians

A. WEINBERG, University of Salford

Aim: This paper examines the impact of the job of the national politician and of organisational initiatives to change working patterns on the well-being of Members of Parliament in the House of Commons in London, as well as the newer legislatures of Scotland and Wales. Implications for the future development of the UK’s elected representatives are drawn.

Background: Members of Parliament constitute the most important decision making body in the UK. Over the last three decades UK national politicians have demonstrated the psychological impact of the job role on the individuals performing it. Baseline research has demonstrated the elevated levels of symptoms of psychological strain reported by MPs compared to occupations with similar levels of responsibility and also on those performing the job for the first time. This finding has been replicated with national politicians in the new legislatures of Scotland and Wales.

Key Points: The House of Commons is one of the oldest parliaments, yet it had attempted to reform the working hours of its national politicians in the last 15 years. However, baseline and follow-up studies in this legislature have shown that organisational change has not had the desired positive impact on psychological well-being. This has clear implications for effective functioning in the political job role, as it would in any other sphere. In fact the stressors identified by national politicians remain similar between both new and old legislatures. Changes in workloads, problems at the home-work interface and a lack of social support in the workplace.

Conclusions: The findings to date indicate that the job role of Members of Parliament is associated with considerable psychological strain which has a variable impact on those carrying out this type of role. In particular, the organisational action to address the impact on the individuals’ health and functioning is clear.

Legislative socialisation: The case of British MPs

M. RUSH, University of Exeter

The learning curve faced by newly-elected Members of Parliament is steep. Parliament normally meets within days of a general election and new MPs are expected ‘to hit the ground running’ on their arrival at Westminster. They, therefore, face the demanding challenge of learning how to be an MP. The longer-term question, however, is to what extent are they socialised into the role of the MP? The research on which this paper is based consists of surveys of newly-elected MPs in the 1997–2001 Parliament. The findings suggest that new MPs have expectations about their roles as supporters of their party and constituency representatives which are largely borne out by experience, but that, in contrast, learning how to become an MP is a long and arduous process, where nearly three-quarters of new entrants were Labour. Second, and similarly, whether MPs are in government or opposition also appears to matter.

The psychology of selecting politicians

J. SILVESTRE, Goldsmiths College, University of London

Objectives: Four years ago I received a letter from the Conservative Central Office asking for help. Having recently published research concerned with bias in selection processes, I knew that if I were to consider reviewing the Conservative Party’s selection process for prospective Parliamentary Candidates with the aim of making it fairer for women and ethnic minorities. This paper describes the development of the first competency based selection process for political roles and discusses the advantages and challenges in applying occupational psychology research and practice to selecting political candidates.

Design: Six focus groups and 30 critical incident interviews were conducted with Shadow Ministers, MPs, prospective Parliamentary candidates and Party members. Six competencies and associated behavioural indicators were identified for the MP role. An assessment centre involving role-related exercises and psychometric tests was developed and assessed by specialists (members of associations for each centre) were trained in assessment and feedback skills.

Results: The model was validated using data from the first 400 participants. Results demonstrated no significant differences in performance, on exercises or competencies, between male and female candidates. The centre provided the first empirical evidence that female political candidates perform as well as male political candidates when assessed using rigorous, objective and reliable methods – a finding publicly applauded by the Equal Opportunities Commission.

Conclusions: As a consequence of this work, the Office of the Deputy Prime Minister commissioned a cross-party follow-up project to define the core competencies and behavioural indicators for effective and effective political performance. This national and local government work demonstrates that occupational psychology has much to offer in terms of effective selection and development of political role incumbents. However, political roles also present important challenges to many of the assumptions underlying this work. The role played by embodiment in the development of mind, stressing the implications of his model for notions of spatial or transpersonal development. Chris Sinha will similarly draw on notions of embodiment, but within a more social constructivist framework, addressing the nature of mind through social, cognitive and/or neuroscientific analysis.

The Symposium will bring together psychologists from a number of these areas in order to explore the value of dialogue across the standard subdisciplinary divides. Issues under examination include:

● Those assumptions of Western psychology which may fail adequately to account for the diversity of social features of mind across diverse cultures;

● The extent to which contemporary approaches to consciousness and the mind may suffer from a view of consciousness that is largely a Western cultural construct;

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psychologists, linguists, and philosophers in the last decade. That the mind is not only 'embrained' but inherently a translational frame in many Anglo-American psychology and philosophy departments. Conceptual categories and metaphors, emotions and feelings, mathematics and statistics, even memory and spiritual intuitions, are said today to emerge from complex interactions between the body and the sensible world. Emotion and spirituality are increasingly held to coexist and participate in the elaboration and evaluation of knowledge. The model is informed by analysis of a range of spiritual traditions and their diverse cultural contexts, as well as being situated within the contemporary context of transpersonal inquiry. The primary sources from which the model has been developed include the literature in comparative religion and transpersonal psychology, and the author's experience of practices directed towards transformational states of being. The key point of this report is that a transformed embodied mind results from an epistemic process that includes all of the multidimensional factors mentioned above. The metaphor for this multidimensional approach is that of 'the four seasons', a metaphor which is used to further explore the ramifications of the model. Conception and development of the embodied mind developed in the paper is viewed as advantageous by comparison with other recent theories of agency. It more easily recognises the transpersonal and spiritual dimensions of inquiry and knowing. I shall suggest concrete ways in which the model can be applied to modern academic inquiry, and identify several challenges to the satisfactory implementation of participatory inquiry methods in modern academia.

The clinical perspective: Grounding the transpersonal in cognitive theory

1. CLARKE, Royal South Hants Hospital.

Purpose:
• Explore the clinical implications of transpersonal views of mind.
• To examine the shifting cultural perspective in relation to theory of mind within cognitive therapy, and the dominant therapeutic modality within the NHS.
• To ground this perspective in cognitive theory in such a way as to suggest a more objective way of understanding transpersonal experience.

Background:
1. Third Wave’ developments in Cognitive Behavioural therapies, including Acceptance and Commitment therapy (Hayes et al., 1999) and Linehan’s Dialectical Behaviour Therapy (Linehan, 1993) and Mindfulness Based Cognitive Therapy (Segal et al., 2000) share a focus on process rather than content, and the activation of a ‘ground’ experience, accessed through the practice of mindfulness, which affords detachment from both emotional and logical processing. All these authorities recognise their debt to Buddhism.
2. Tseadale and Barnard (1993)’s Interacting Cognitive Subsystems which integrates experimental data on information processing into a model which underpins these developments. A recent paper by Barnard (2004) links ICS to more general developments in CBT.
3. The practice of mindfulness, which affords detachment from both emotional and logical processing. All these authorities recognise their debt to Buddhism.

Key Points:
The ‘Third Wave’ cognitive therapeutic approaches represent a cultural shift within cognitive therapy, away from a conception of the self based on propositions, to be challenged where appropriate, and towards a ground of experience. This creates space for an experience of self distinct from particular thoughts and emotions, and for an awareness of the self in terms of the self. ICS offers a theory of mind that embraces two central meaning-making systems. One system governs the verbal, logical, side of information processing; the other is concerned with emotional and existential aspects of life. The second presupposes the individual is a self that functions to regulate relationship. This twofold model has explanatory power, both for the fragility of the individual self and its reliance on empirical underpinnings. It is this relational aspect of the self that affords access to the transpersonal mode of experiencing. The author’s clinical work and further refinement of the model by Barnard (2003) suggests that the transpersonal mode of experiencing is a refinement of the dysynchrony of the two central meaning-making systems.

Conclusions:
• Current developments in CBT clinical practice, underpinned by cognitive science, extend our understanding of the human mind to the transpersonal.
• This development has implications for clinical practice, e.g. by providing explanations for psychotic experiences that involve perturbations of the self, such as thought insertion and thought broadcasting, and for related transpersonal experiences.
• CBT for psychosis is used to both honour the individual’s experience and facilitate change (Clarke, 2002).

Dual grounding and/or theory of mind C. SINHA, University of Portsmouth.

Classical, or ‘rules and symbols’ based, cognitive science is widely acknowledged to have run aground on the reefs of the ‘Grounding Problem’, of how to explain the reference of symbolic expressions and, in general, the relationship between the cognitive subject and the symbolic framework that postulate a human species-specific social-cognitive capacity for ‘mind reading’. I shall argue that a set of distinct hypotheses, the first of which recognises and builds upon the emergent autonomy of the ontology of the social, are embodied in the concept called ‘social facts’. The hypothesis of discursive grounding does not conflict with hypotheses that there exist experienced social facts, but it is irreducible to such hypotheses, as are social facts irreducible to individual psychological facts – a point made by Wittgenstein, often misrepresented to imply that individual psychological facts can lead to differences in one’s phenomenal experience. Although systematic exploring the embodied mind leads to differences in one’s phenomenal experience, it also leads to differences in one’s operational experience. The talk illustrates how variation in universal psychological properties can lead to differences in conscious experience.

Beliefs about mind and brain among Edinburgh University undergraduates: Implications for the ‘science of consciousness’
A. ZEMAN & C. LIEW, University of Edinburgh.

The terms we use in the scientific exploration of the mind are steeped in cultural, religious and philosophical history. Even if we are careful to operationalise our constructs as best we can, we are left with concepts that linger, and may well influence our background assumptions about the subject under study, the choice of appropriate questions and the range of acceptable answers. The beliefs of young educated subjects about the mind and its relationship to the brain are of increasing importance. It is against this background that we conducted a questionnaire survey among Edinburgh University undergraduates from a range of disciplines to probe these beliefs. 250(357 [70 per cent] of subjects) of the 363 subjects endorsed the separateness of mind and brain (N=168/250, 67 per cent), the existence of the soul (N=161/246, 65 per cent) and spiritual survival after death (N=174/248, 70 per cent). Opinions were apparently evenly divided on the chances of understanding consciousness fully using scientific methods. Women, students in the humanities and those with religious faith were especially likely to hold dualistic beliefs implying that mind and brain are distinct entities. A simple example is how analytic concepts such as thought broadcasting, and for related psychotic experiences. A recent paper by Barnard (2004) proposed a ‘dual grounding’ approach based in the dialectical and developmental relationship between sensorimotor (or embodied) and discursive (socially-communicative) grounding. The purpose of this presentation is both to outline this account and to address some problematic issues attendant upon the notion of discursive grounding. Primary amongst these is the question of the relationship between the hypothesis of discursive grounding, and more individual psychological hypotheses which postulate a human species-specific social-cognitive capacity for ‘mind reading’. I shall argue that a set of distinct hypotheses, the first of which recognises and builds upon the emergent autonomy of the ontology of the social, are embodied in the concept called ‘social facts’. The hypothesis of discursive grounding does not conflict with hypotheses that there exist experienced social facts, but it is irreducible to such hypotheses, as are social facts irreducible to individual psychological facts – a point made by Wittgenstein, often misrepresented to imply that individual psychological facts can lead to differences in one’s phenomenal experience. Although systematic exploring the embodied mind leads to differences in one’s phenomenal experience, it also leads to differences in one’s operational experience. The talk illustrates how variation in universal psychological properties can lead to differences in conscious experience.


Purpose: The aim of this paper is to introduce a transpersonal perspective on ‘Theory of mind’ (ToM). Diverse spiritual and mystical traditions attest that assumptions about the soul, self, ownership of thoughts, and nature of agency are misguided. Since features such as these are implicit in the ToM establishment, in infancy, we may infer that the kind of personal transformation advocated by these traditions fundamentally entails a shift in the belief that an integration between the view of mental functioning found in mystical literature and that
arising through research in cognitive neuroscience can refine our insight into ToM.
Background: ToM refers to the ability to grasp other individuals’ mental states, including their intentionality and sense of personal identity. Whilst the universality of constituent features of ToM has recently come into disrepute on the basis of cross-cultural research (Lillard, 1998), it is generally agreed that the existence of self and other as mediating agency is an integral feature of ToM (Symons, 2004). In this paper I draw on insights into mental processes as conveyed in Buddhist (Theravadin Abhidhamma and Yogacara traditions) and mediaeval Islamic and kabbalistic sources, which appear to challenge this view of universality. In addition to the doubt these sources cast on the viability of universal agency, it also appears that the divisions generally erected in psychological literature between conscious and nonconscious processes are not absolute. The propositions made about ‘ownership’ of thought, these challenges suggest some support from cognitive and neuropsychological research into the nature of agency (e.g. Wegner, 2002), and lead to the hypothesis that it is specifically features of ToM established in infancy that become obstacles to the higher levels of introspective insight advocated by mystic traditions.

Methods/Key Points: The approach to ToM developed in this paper entails an integration across data drawn from research in cognitive neuroscience and analysis of the psychological implications of textual material from the mystical traditions considered. I claim that this approach constitutes a constructive integration of first-person and third-person data (Lancaster, 2004). The key points of the paper are incorporated in a model of thought processes that is informed by both lines of data. The model incorporates the sense of self as agency as being a narrative construction arising as a result of demand characteristics associated with the ToM established in infancy. In the ways in which practical deconstruction and reconstruction of self is discussed.

Conclusions: Whilst being an essential developmental feature of cognition, ToM can become an issue of explicit assumptions that inhibit psychological maturation. The model developed in this paper is illustrative of the kind of integration of diverse lines of data that can be expected when ToM is uniquely equipped to generate, and provides a constructive framework for exploring ways to overcome such inhibition.

Symposium: Sexuality and sexual practices
D. LANGDRIDGE, The Open University.

The construction of erotic fantasies
T. BUTT, University of Huddersfield.
Purpose: To explore the role of fantasy in erotic life.
Background: That fantasy plays a key role in erotic life is indisputable, yet it is tricky to research and its relationship to action is complicated. Two features of fantasy are identified as embarrassing. Firstly, its association with masturbation which is still regarded as taboo. Secondly, the objectification of people in fantasy is something people often feel ashamed of. This aspect of fantasy is elaborated in this paper.

Key Points: Drawing on the work of Robert Stoller, William Simon and Maurice Merleau-Ponty, it is argued that the objectification of the other in fantasy is an aspect of sexual excitement. Rather than imagining sexual development as linear progress towards a mythical genital maturity, the maintenance of sexual excitement in sexual relationships depends on a cycling between whole and part object relations.

Conclusions: It is argued that objectification plays a key role in the erotic fantasy and needs to be theorised as such an essential and non-pathological feature of sexual excitement.

Actively dividing selves: S/M and the thrill of disintegration
D. LANGDRIDGE, The Open University.
Purpose: This paper examines the ways in which a division of self may be actively cultivated for thrill in sadomasochistic scenes.
Background: The Divided Self (Laing, 1960) is a widely known classic of psychological literature. In it Laing presents an existential theory of schizophrenia along with describing a process where there is a separation of self/body and self/false self amongst the ontologically insecure outsider. This leads to eventual disintegration of self/owning self and the processing unreality of the false self. Whilst Laing’s theory concerns an experience of deep despair van Deurzen (2002) and Thrivikraman (2002), who state that the self should be reconstructed as a way of understanding the existential anxiety common to all human traditions rather than just the extreme experience of psychosis.

Key Points: In this paper I draw on Laing’s theory to look at the way in which the splits between the self/body and self/false self are deliberately cultivated during sadomasochistic sex scenes amongst ontologically insecure individuals. This paper draws on data collected through the Web and S/M literature describing the deliberate splitting of self/body and self/false self.

Conclusions: Through an analysis of S/M scenes it is argued that not only is the process of dividing a self fundamental to human experience but also something that may be deliberately cultivated for the thrill that can be found from facing such anxiety.

Feminist SM: A contradiction in terms or a way of challenging traditional gendered dynamics through sexual practice?
M. BARKER, London South Bank University.
A. RITCHIE, Southampton Institute.
Purpose: As the feminist movement has grown, there have been debates over the rational choice and implications for gender and gendered roles. Whilst this is an area of study explored by feminists, it is often complicated by the relationship to action. Two key features of fantasy are identified as embarrassing. Firstly, its association with masturbation which is still regarded as taboo. Secondly, the objectification of people in fantasy is something people often feel ashamed of. This aspect of fantasy is elaborated in this paper.

Key Points: It’s how I like it: Barebacking, rational choice and infrastructural desire.

Results & Conclusions: It is clear that these women did not perceive their SM practices to be necessarily incompatible with a feminist agenda. The potential for SM scenes to subvert traditional gendered dynamics was discussed as were the implications of scenes in which a man dominates a woman or conversely draws on misogynist language or behaviour.

It’s how I like it: Barebacking, rational choice and infrastructural desire

J.G. McMANUS, Groundwork UK.
Purpose: To elucidate pleasurable aspects of barebacking sex and the sociocultural scene around this as a rational choice which have implications for health promotion behaviour (sexual and mental health) among gay men.

Design: Qualitative purposive study.

Methods: Five semi-structured interviews were conducted with five male clients to engage in barebacking and with ‘stars’ from barebacking films, with use of barebacking representations from film and books with participants to construct personal sexual scripts.

Results & Conclusions: The findings highlight the way in which barebacking may fulfill a pleasurable role in six case studies through a rational decision-making process. Many of the constructions of barebacking used in health promotion only partially answer the rational choice of men engaging in barebacking. Further work is needed which addresses the rational choice and pleasurable aspects of barebacking.

Fear and fantasy: Imagined sexual practice and therapist dilemmas
L. MOON, ERS, Newcastle University.
Purpose: In this paper I suggest that the non-heterosexual client finds a painful place for heteroerotic therapists working with non-heterosexual clients.

Background: Heterosexual scripts are often shaped and monitored by society while non-heterosexual scripts have been the basis of pathology and perversion. When the heteroerotic therapist encounters the non-heterosexual client the sexual terrain is established in the space in between these territories, a myriad of usual scripts that have to be negotiated and settled.

Key Points: In this paper I present my research findings with lesbian, gay, bisexual, transgender and biseulxal counsellors, counselling psychologists and psychotherapists working with lgbt clients. The findings indicate that heteroerotic therapists found discussions of sex and sexual practice uncomfortable and would avoid this area where possible with their lgbt clients. However, it was noted that non-heteroerotic therapies imagined being part of the sexual worlds of their non-heterosexual clients and some felt this to be their erotic practice because they worked with lesbian and gay clients. This suggests that they could use their sexual imagination to transgress the sexual terrain. Generalisations: Non-heteroerotic therapists concerned with sexual practice present a particularly fearful place for heteroerotic therapists but one in which it may be possible for them to use their sexual imagination to transgress the sexual terrain. In this paper I present the implications of these findings for work with lgbt clients and therapists.

Symposium: Convergent evidence for the importance of early acquired items on later processing
Convenors: V. MOORE, Goldsmiths College London.
The symposium will be chaired by Prof. Ken Gilhooly of the University of Herfffortshire. Prof. Gilhooly will also be the first speaker and will present the early work that helped to restart the interest in the topic of age of acquisition. We wanted the person would chair and be the Discussant to be knowledgeable about the literature, research and the field. We also believed it would be important to have the chair who did not have a paper on age of acquisition in symposium or in press to promote theoretical versatility. The recognition and naming of words, objects and faces are fundamental human abilities. However, the ubiquity, ease and speed of these tasks belie the complexity of the underlying cognitive processes. Variables are known to influence recognition and naming. For example frequently encountered items are processed faster than less frequently encountered items. Other studies have shown that a word, object or knowledge of a celebrity acquired early in life is recognised and named faster than those acquired later in life (i.e. the age at which an item is acquired affects the later speed of processing). Over the past 11 years a debate has continued in the literature. This has been to establish whether word, object or knowledge of a celebrity acquired early in life is recognised and named faster than those acquired later in life (i.e. the age at which an item is acquired affects the later speed of processing).

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acquisition affects immediate and autobiographical memory. The simulation studies parallel the increased evidence for child learning to read. Age of Acquisition is demonstrated to influence eye movements and appears to have far ranging effects on adults suffering from developmental dyslexia. Evidence from the second language learning study demonstrates enhanced effects to be apparent even when learning these novel exemplars for an extended period of time. The order of acquisition theme is continued with the work using celebrities on a aged population. There appears to be a growing feeling that order may be the important characteristic, therefore, this symposium is timely in bringing researchers together for discussion. The theoretical debates on age of acquisition has now passed. It seems there is merit in looking at a more applied area. Here it may help to determine which external influences underlie effective influence. The intersection and transition from novice to expert knowledge. This could help develop comprehensive strategies and policies of knowledge in areas from skills training, education and rehabilitation. Particularly ‘cognitive’ symposium, the breadth of influence should be of interest to the conference general especially Clinical, Educational and Forensic Psychology.

Age of Acquisition and the semantic priming of picture naming
D. KENT, R.A. JOHNSTON, G.W. HUMPHREY, University of Birmingham, C. BARRY, University of Essex & T. LLOYD-JONES, University of Kent.
Recent research has suggested that the order in which concepts are learnt has important consequences for the organisation of semantic knowledge, such that early-acquired information is more central in defining meaning (e.g. Brysbaert, Van Wijngaarden & Seidenberg, 2000). This hypothesis was explored in a series of semantic priming experiments. Participants named target pictures with earlier or later acquired names, which were preceded by semantically related or unrelated picture primes. The semantic organisation hypothesis predicts that since later acquired targets are less well-organised in the central they should be facilitated most from a related prime. The results disconfirmed this prediction, showing that naming times for both earlier and later acquired items were facilitated to the same extent by a related prime. These results are consistent with the possibility that age of acquisition affects the processes which mediate transformations between levels of representation, rather than the representations themselves.

Age of Acquisition effects: Everywhere, yet nowhere
J.C. CATLING & R.A. JOHNSTON, University of Birmingham.
Age of Acquisition (AoA) effects have been robustly demonstrated for a number of different tasks, including object, face and word naming, semantic classification and lexical decision. Possible single locations for its effect have included the phonological representation (e.g. Brown & Watson, 1987), and semantic representation (e.g. Brysbaert, Wijnendale & Eynde, 2000). Alternatively, Moore, Smith & Dynes (2004) have suggested a multiple loci account of AoA. To investigate further the locus of the AoA effect, four experiments were undertaken to explore the interaction between AoA and various forms of priming within an object naming task. Experiments 1 to 4 assess the interaction between AoA and phonological, orthographic and repetition priming. The findings are discussed in relation to the relative importance of specific levels of representation and the links between them in determining AoA effects.

Why psycholinguistic variables are the wrong place to look for Age of Acquisition effects
M.S. LEWIS & J. WILLS, University of Cardiff.
The question of the age (or indeed order) in which things can be learnt can affect the way they are retrieved was first suggested following experiments in infant word repetition. This was followed by a raft of other psycholinguistic tasks. Considerable efforts have been employed to establish exactly which tasks are or are not affected by age of acquisition. The current research explores what the wealth of psycholinguistic data that has been collected concerning age of acquisition in a range of different languages can really tell us. It is concluded that Age of Acquisition (AoA) effects are probably as frequent in psycholinguistics as the first domain these effects were posited within, it remains the hardest domain in which to demonstrate. A simple categorical learning task would be a much easier place to explore this probably universal memorial phenomenon.

Are Age of Acquisition effects semantic/structural in nature to picture naming?
P. BONIN, University of Bristol, P. SCANDIA, France.
Pictures are acquired at different ages. Pictures with early acquired names are named faster than pictures having late acquired names. Age of Acquisition (AoA) effects in picture naming are generally ascribed to lexical phonological hypotheses which state that they are located at the levels of semantic and/or object recognition. In Experiment 1, the locus of AoA effects was tested. Participants performed both a picture naming task and a name-object verification task on the same items in two different sessions. AoA effects were also present in picture naming latencies but not in name-object verification times. In Experiment 2, an object recognition task was used with the same items as employed in Experiment 1. Late-acquired items were responded to faster than early-acquired items. The findings do not support a semantic or a structural locus of AoA effects in picture naming.

The origin of the frequency-independent Age of Acquisition effect
M. BRYLSBAERT, University of London.
In a recent review, we (Brysbaert & Green, 2006) showed that for most tasks the frequency effect and the Age of Acquisition (AoA) effect are yoked. When one is small, the other is small; and when one is large, the other is large as well. There is one major exception to this pattern. When participants are asked to name pictures, there is a very robust AoA effect of more than 150ms without an accompanying frequency effect (which does not exceed 30ms). We called this the frequency-independent AoA effect, which cannot be explained on the basis of cumulative frequency. In this talk, I will present a number of studies we ran to try to pin down the origin of this effect.

Lexical predictors of autobiographical memory
C. MORRISON & M. CONWAY, University of St. Andrews.
Autobiographical memory ratings can be made to concept names to examine the factors that influence the age of earliest memories for those concepts. We analysed autobiographical memory ratings to object names in relation to various psycholinguistic measures such as Age of Acquisition and frequency. Age of Acquisition was a very strong predictor of autobiographical memory. We discuss this finding in relation to theoretical accounts of both age of acquisition and autobiographical memory.

The influence of Age of Acquisition in processing words and pictures in Turkish
I. RAMAN, University of Middlesex.
The paper reports the role of Age of Acquisition in naming words and pictures in Turkish which is characterised by entirely transparent mappings between orthography and phonology. In naming tasks subjects to a picture naming task with names having early-acquired words and pictures than late acquired stimuli. Moreover, the results of a multiple regression analysis revealed that the Age of Acquisition, frequency and letter length are reliable predictors of RTs in Turkish. This pattern of results is discussed in relation to other writing systems and current theoretical frameworks in order to understand the locus of Age of Acquisition effects.

Learning your first words in a second language: Is the order important?
C. IZURA, University of Wales Swansea & A.W. ELLIS, University of York.
This study examined the possibility of simulating the Early Acquisition (EA) effect in children acquiring a second language. Despite the growing evidence of an influence of the age at which words, objects and faces are acquired in developmental dyslexia. One concern is that the observed EA effects may have been confounded with other variables/s. An effective simulation would establish an ‘ideal’ ground from which to investigate its validity. This would avoid the problems generated from variables that correlate with AoA. We presented EA effects in a novel domain where participants were asked to learn Spanish words in the course of two (Experiment 1) and three (Experiment 2) weeks. EA facilitation was simulated by introducing words gradually during the weeks of training. We ensured the control of other variables (e.g. cumulative frequency and frequency of trajectory). The results are discussed within the context of theories on AoA.

There’s hope for the oldies yet: Order not age determines enhanced processing
V. MOORE, T. VALENTINE, Goldsmiths College, University of London & J.H. SMITH-SPARK, Advanced Computation Laboratory, Cancer Research UK, UK.
Age-ordered participants, older (e.g. 60 years) middle (50 years) and younger (40 years) performed tasks in three experiments. These investigated the roles of Age vs Order of Acquisition (OAa). Concept, word and celebrity stimuli were manipulated in decades of acquisition (AOA) so that stimuli were acquired at different ages, but in the same order. For example, Ronald Reagan was acquired first, but for earlier for AOA = 20 years) than for older participants (AOA = 40 years). Our data supported OAa predictive superiority and suggests that the order in which we learn is more important than how young the information was learned.

Separate influences of Age of Acquisition and frequency in an auditory lexical decision task
Groups of children, aged 7 to 10 years old, and adults carried out an auditory lexical decision task with words varying in Age of Acquisition (AOA), Frequency, Neighbourhood Density, Length and Imagery. When the age at which words were acquired was manipulated in decades of acquisition, word frequency showed only weak effects of the other variables, whereas late AOA words showed Frequency x Neighbourhood Density and Length effects, with Frequency also interacting with Neighbourhood Density. Imagery effects were present only for words with an intermediate AOA. These results are incorporated into a model of lexico-semantic difficulty, where AOA is a primary influence on the representation of a word, but frequency exerts its influence on the processing resources devoted to a word.

Developmental dyslexia, Age of Acquisition and imagery effects on lexical decision tasks
J.H. SMITH-SPARK, Advanced Computation Laboratory, Cancer Research UK & V. MOORE, Goldsmiths College, University of London.
Developmental dyslexia is characterised by problems with decoding while reading. However, little research has investigated whether dyslexia-related differences exist for early-learned words compared to late-acquired words. We investigated the Age of Acquisition (AOA) effect in two lexical decision tasks, performed by dyslexic adults and non-dyslexic matched controls. Experiment 1 reported that the early-acquired advantage overall. Dyslexic response latencies were also significantly slower than their controls. More interestingly, a significant facilitation for early-acquired words revealed the early-acquired advantage was of greater magnitude in dyslexics. The lexical decision
task administered in Experiment 2 extended Cotterell et al.'s (1988) word naming research to examine age of acquisition and imageability. A significant AOA interaction demonstrated that the dyslectic group were also significantly influenced by imageability, in favour of highly imageable words, whilst the control group were not. Implications are discussed.

**Effects of gradual, incremental learning in a computational model of reading**

A.W. ELLIS & P. MONAGHAN, University of York.

Computational models of reading typically enter all the words into the model as it has to learn into training from the outset. Human reading development is not like that: we begin by learning to read a few words, then gradually and cumulatively increase our reading vocabularies. We have implemented the reading model of Harm and Seidenberg (1999) with the modification that words were introduced into training at different points, reflecting the stage at which they first occur in children's reading materials. After training the model accurately, generalised well to non-words, and demonstrated an interaction between frequency and regularity. In addition, it showed an influence of AOA (on word reading and an age of acquisition by regularity interaction (it had most trouble with late acquired, irregular words). A control simulation which entered all the words in training simultaneously did not show such effects.

**Age of Acquisition effects in reading: Evidence from eye fixations**

B.J. JUHASZ & K. RAYNER, University of Massachusetts.

The age at which a word is acquired has been found to influence word recognition speed. There exists a large literature examining these Age of Acquisition (AoA) effects in tasks which present a word in isolation and require participants to respond in some way. There is also a large literature using eye movements to investigate factors that influence word recognition during silent reading. Until recently these two literatures have remained separated. We will discuss results from eye movement studies demonstrating an effect of AoA on eye fixation durations over and above effects of variables such as word frequency (adult and cumulative) and familiarity. Recording eye movements provides a rich source of data that can delineate the time course of lexical variables. The results from these studies inform theories of AoA effects. In addition, the results will be discussed in relation to current models of eye movements in reading.

**Action and object picture naming in older adults and in Alzheimer’s dementia**

J. MASTERSO & J. DRUKS, University of Essex.

We developed the Object and Action Naming Battery (Druks & Masterson, 2001) as a research tool for exploring noun–verb differences. It consists of 100 object and 100 action pictures, the verbal labels of which are matched pair-wise for Age of Acquisition (AoA). In addition, for each item we have imageability and familiarity. We also have ratings for the visual complexity of the pictures. An earlier study (Bogka, Masterson, Druks for the visual complexity of the pictures. An earlier study (Bogka, Masterson, Druks, & Grabe, 2003) has highlighted the need for further work in this area. We argue that children below the age of six years seven months learn about the objects around them and connect names with their physical properties, rather than their physical actions. We further argue that older children are increasingly likely to learn about objects indirectly through listening or reading, so that conceptual rather than physical properties are more likely to be associated with the name. Effects of experience on Age of Acquisition (AoA) can also be observed in the effects of gender on different verbs. For example, we found that boys aged three to 11 years were consistently better at naming vehicles than girls, and also acquired the names of vehicles at an earlier age. But boys and girls named and knew about fruit and vegetables equally well. The male advantage for naming vehicles persisted into adult life, but a significant advantage to naming fruit and vegetables emerged in women. Clearly, variations in interests and experience influence measurements of AoA.

**Symposium: Molecular genetics of complex behaviours**

Convenor: M. MUNÁFO, University of Bristol.

The study of genetic and environmental contributions to human psychological and behavioural traits is not new. However, recent developments in molecular genetic techniques, allied to other technologies such as fMRI, have enabled a far more detailed understanding of how specific genes influence individual differences in these traits and behaviours. This symposium will provide a state-of-the-art review of molecular genetic research, including the roles of environmental moderator variables (i.e. gene x environment interactions) and potential mediator variables (e.g. fMRI studies of specific neural regions to specific gene mutations). Specific attention will be paid to behaviours that relate to both physical and psychiatric health, such as human personality, attentional and addictive behaviours, and discussion will focus on the potential that such research has for unravelling the interplay of biological and environmental mechanisms that subserve these.

**Functional neuroimaging of genetically driven variation in brain function: Towards understanding of individual differences in behaviour**

A. HARIRI, University of Pittsburgh.

Identifying the biological mechanisms that contribute to complex cognitive and emotional behaviours is paramount to our understanding of how individual differences in these traits and behaviours emerge and how such differences may confer vulnerability to psychiatric disease. Advances in both molecular genetics and non-invasive functional neuroimaging have begun to provide the tools necessary to explore these as well as other behaviourally relevant biological mechanisms. With completion of a rough draft of the human genome sequence, a major effort is underway to identify common variants in this sequence that provide evidence for association (i.e. functional polymorphisms) and subsequently to understand how such functional variations alter human biology. Since approximately 70 per cent of all genes are expressed in brain, many of these functional polymorphisms will affect how the brain processes information. Neuroimaging (i.e. PET, fMRI, EEG/MEG) has been used as a tool for characterising functional genomics in brain. We are utilising such imaging techniques to identify brain phenotypes that may be associated with functional polymorphisms of genes likely important for human behaviour and neuropsychiatric illness. Recent results illustrating profound effects of variation in monoaminergic genes on the functional connectivity of brain regions such as the amygdala and prefrontal cortex underscore the power of this imaging genomics approach to understanding function and ultimately the impact of brain–relevant genetic polymorphisms rapidly and with great sensitivity. In turn, our appreciation of the biological mechanisms that contribute to complex behaviours and the variations in these mechanisms that lead to both individual differences and vulnerability to disease is likely to expand in a manner previously unattainable.

**Serotonin transporter genotype and nucleus accumbens activation to smoking-related pictorial cues in cigarette smokers**

S. DAVID, University of Oxford & Brown Medical School, Brown University.

In a recent study, we demonstrated that a promoter polymorphism in the serotonin transporter gene (5-HTLPR), which has been associated with smoking initiation and smoking related traits, affects both pre-synaptic and post-synaptic serotonin binding to 5-HT1A receptors using positron emission tomography. These results have demonstrated that this polymorphism influences nicotine replacement patch therapy for smoking cessation during the early stage of smoking abstinence. Using functional magnetic resonance imaging, we also found that smoking-related picture cues activation of the nucleus accumbens was more pronounced in smokers whilst abstinent from smoking and in the presence of nicotine withdrawal and that this effect was significantly greater in smokers than in non-smokers. In order to further understand the role of the functional polymorphism in neuronal processes occurring in response to smoking-related pictorial cues and cigarette smokers grouped by the 5-HTLPR genotype, we investigated the intensity of the nucleus accumbens activation to smoking-related cues in cigarette smokers grouped by 5-HTLPR genotype. These data from this study will provide a greater understanding of the functional neurophysiological mechanisms underlying the effect of the 5-HTLPR on nicotine addiction.

**Genetics of cognitive abilities in an elderly population**

A. PAYTON, University of Manchester.

Over the past six years an increasing number of genes have been associated with human personality traits and cognitive functioning in humans, including catechol-O- methyltransferase, brain derived neurotrophic factor, muscle segment homeobox 1, serotonin transporter 2A, choline receptor receptor 2 and, most recently, the class II human leucocyte antigens (HLA). Unfortunately, as with all association studies investigating complex traits and diseases, inconsistent results are beginning to appear in the literature. This is attributed to a number of factors including the use of insufficient sample sizes, multiple testing, lack of replication prior to publication. The University of Manchester cognitive genetics study has utilised a cohort of over 750 volunteers who have been tested for changes in cognitive ability over a 15-year period. This allows us to identify genes that regulate both the longevity of cognitive ability and its rate of decline. We have investigated over 20 genes and have found associations with both the Catehepin D gene and a replicated previous HLA- DRB1 finding. Possible interactions between these two genes have also been analysed. Cognitive impairment in the elderly, caused by either the normal ageing process or Alzheimer’s disease, is a serious problem in developed countries that has enormous social and economic consequences. Research investigating the genetic basis of cognition is a new and rapidly developing field that will provide a greater understanding of the etiology of the problem in developed countries that has enormous social and economic consequences. Research investigating the genetic basis of cognition is a new and rapidly developing field that will contribute towards our understanding of cognition and aid in the development of new treatments for age-related cognitive decline.

**Genetic moderation of causal environments in depression and anxiety**

M. NASR, King’s College London.

A recent demonstration that a sequence variant in the serotonin transporter gene moderates the relationship between recent stressful life events and depression (Caspí et al., 2003; Eley et al., 2004; Grabe et al., 2004) has highlighted the need for researchers to move away from the investigation of genetic variants in a reductionist manner and move on to an examination of the role of different environments and causal environments. However, the selection of genetic variants to examine is not currently driven.
by information about which genetic pathways will make good candidates for gene-environment studies through an informative and powerful approach to generate such information is the use of animal studies. For example, by identifying changes to the mRNAs expression level in the brains of rodents that have been reared in adverse environments, this is one of the most powerful approaches to study certain experimental manipulations (e.g. chronic stress and maternal deprivation), clusters of environmental-resilient traits can be subsequently examined in humans for their interaction with specific causal environments.

Candidate gene studies in the 21st century: Mediation, moderation and phenotype definition
M. MUNAFÒ, University of Bristol.
Despite considerable advances in genomics and the study of genetic variants that confer disease risk, success stories in the field of psychiatry and behavioural molecular genetics have been limited. This is presumably for two principal reasons: the individual effect size of with an individual genetic variant associated with a behavioural trait is likely to be small, and the genetic architecture of that trait is likely to be complex. Various approaches exist which may offer the possibility of more consistent findings. While the basic candidate gene design is conceptually simple, its success depends on the identification of genes that offer an adequate characterization of potential moderating factors (such as sex or ethnicity) and the incorporation of purging mechanisms such as pathway pruning. Data from simple candidate gene studies of social drug use (alcohol and tobacco) will be presented, to illustrate the importance of appropriate purging strategies in clarifying the nature of the mechanisms subserving these associations. In addition, data from a recent meta-analysis of the studies of human personality will be presented to illustrate the difficulties of defining behavioural phenotypes for molecular genetic studies using psychometric techniques.

Symposium: New developments in personality disorders
Convenor: M. SAMPSON, Wythenshawe Hospital.

The BOSCOT trial: A randomised controlled trial of CBT for borderline personality disorder. Methodology and preliminary results
We report on a randomised controlled trial of cognitive therapy for borderline personality disorder (BPD). One hundred-and-sixty patients who met DSM-IV criteria for Borderline Personality Disorder were randomised to either Cognitive Therapy plus Treatment as Usual or Treatment as Usual. Cognitive Therapy includes fifteen sessions of cognitive therapy for borderline personality disorder, and the predictive value of the scale in terms of interpersonal problems and psychopathology.

Training in personality disorders: Capabilities framework
E. KANE, Previously, Senior Advisor to the Department of Health Forensic and High Secure Psychiatric Services and PD Advisor Personality Disorder to the Department of Health.
Reviewing the purpose of capabilities framework document presented by National Institute for Mental Health in England. The talk will include a description of what capabilities are required by staff across the whole system to work with people with personality disorders. The talk will be informed by the work applied to psychology. What to consider regarding future training of psychologists and what role psychology can have in the training of staff in capabilities to work with personality disorder.

Proposed changes to the Mental Health Act and other legislation: Implications for psychology
P. KINDERMAN, University of Liverpool.
On Wednesday 8 September 2004 the Department of Health (and the Home Office) released the redrafted Mental Health Bill. This presages the phase of ‘pre-legislative scrutiny’ by a Joint Scrutiny Committee of the House of Lords and House of Commons before a report in March 2005. The Mental Capacity Bill is designed to address concerns that have profound implications for many applied psychologists working in health and social care. It proposes substantial changes to the conditions that must be met before compulsory treatment is permissible, changes to the way in which such treatment is planned, and will give psychologists statutory power to examine, thereby, be considered and widespread impact on all psychologists.

On Tuesday 26 October 2004 the Mental Capacity Bill received its second reading. It looks highly likely that the Bill will move rapidly through Committee and receive Royal Assent this year. This (the Mental Capacity Capabilities framework) provision for the making of decisions when a person is unable to make decisions for themselves. Again, this Bill will impact all those working with psychologists. This could be a considerable and widespread impact on all psychologists.

The British Psychological Society will continue to be heavily involved in the negotiations with Government over both Bills and the accompanying issues of implementation (workforce planning, training issues, the Code of Practice, secondary legislation and Expert Reference Groups).

This paper highlights the current legislative, its impact on psychologists and the role of the British Psychological Society in its gestation.

Symposium: What’s different about psychology in Scotland?
Convenor: K. SKELLINGTON ORR, BPS Scottish Branch.
In recent years, Scotland has witnessed a number of notable changes. Psychological research and practice in Scotland has had to respond to these changes and this symposium offers examples of current Scottish based work which reflects the diversity and importance of psychological research in Scotland. Paper 1, ‘Traffic and transport psychology in Scotland’ provides an overview of research, much of it commissioned by the Scottish Executive, to inform policy and practice aimed at Scottish Road users. Paper 2, ‘Clinical psychology in Scotland’ reflects the role that psychologists, in which the Scottish Executive and others have embraced the need for evidence-based policy making and highlights how psychological research can contribute to the national policy agenda. Paper 3, ‘Challenges and changes in Scotland on breastfeeding: Making of a breastfeeding culture’ focuses specifically on the challenges faced by parents in Scotland. Paper 4, ‘Breastfeeding and the needs of breastfeeding mothers’ highlights the contribution of psychological research to evidence based practice, and argues that health improvement in Scotland will be achieved at both the individual and social/political level.

Health and psychology in Scotland
E.M. ALDER, Napier University, Edinburgh.
Purpose: To describe the contribution of psychology to health policy in Scotland.
Background: Scotland has a poor health record, partly related to social deprivation and lifestyle factors. Factors resulting in considerable and widespread impact on all groups in society. 

Key Points: Smoking is the greatest cause of avoidable ill health and premature death in Scotland. Although fewer adults now smoke, there are high levels of smoking among people of lower socio-economic status and among young women. Smoking can contribute to improved health by developing models of health behaviour, informing the design and testing of interventions, and by contributing to the implementation of evidence based practice. 

The Division of Health Scotland was set up in 2004 in response to awareness of the particular health issues in Scotland and the separate health legislation following devolution. Scottish Health Improvement will develop health priorities, such as diet and smoking can be modified through policies. Successful interventions to change behaviour have been based on models developed in health psychology. Psychological research can influence health behaviour and there is proposed legislation in Scotland on smoking in public places. In a website consultation exercise, nearly 40,000 people expressed an opinion on the proposed legislation on smoking in public places, with as many as five out of six supporting at least a partial ban. A law is expected to be passed by Parliament in Spring 2005 with a year for public information exercises before the ban is introduced in 2006.

Breastfeeding has health benefits for babies and its initiation and maintenance can be understood as complex processes of health behaviour and change in social and political contexts.
Promoting effective teaching and learning: Establishing new links with teachers of psychology in Scottish schools

L. WOOLFSON, C. HOWE, K. SMYTH & B. SCHROETER, University of Strathclyde.

Psychology was introduced as a subject in Scottish schools in 1999 and has steadily grown in popularity since then. Four-hundred-and-twenty-six students took Higher Psychology exams in 2000, 1186 in 2001, 1561 in 2002 and 3062 in 2003. To evaluate the impact, they have been trained in other disciplines have been recruited to teach psychology. More students will now be entering university first year psychology classes with prior experience of studying psychology. Psychology's popularity at school level raises two key issues for Psychology Departments in Scottish universities: (1) there is a role to play in addressing Continuing Professional Development (CPD) needs of psychology teachers in schools; and (2) how can they best address the diversity of psychology background entry qualifications that first year university students now present?

This paper reports on the results of a survey of the CPD needs of teachers of psychology in all 446 secondary schools and 48 FE colleges in Scotland. Questionnaires were returned by 62 per cent of secondary schools and 64 per cent of FE colleges currently teaching psychology and a clear picture of qualifications and CPD needs was obtained. The development of online learner-directed approaches for teachers' CPD needs in the three mandatory Higher Psychology units, Understanding the Individual, The Individual in the Social Context, and Investigating Behaviour will be discussed. Possible ways for HE Psychology departments to take cognisance of students' prior learning in Psychology will also be explored.

Traffic and transport psychology in Scotland

S.G. STRADLING, Napier University, Edinburgh.

Objective: This presentation summarises recent applied research undertaken in Scotland, much of it funded by the Scottish Executive, to inform policy and practice aimed at changing driver behaviour, both speeding behaviour and levels of car use.

Key Points: Traffic psychology research on speeding attitudes and reported behaviours using data from large national questionnaire surveys of Scottish car drivers shows: that not all car drivers want to drive fast and many, both male and female, who currently speed and rural and A roads would like to drive at or below the speed limit on these roads; that support for speed cameras varies with age and sex with the majority in support, especially amongst those who agree that 'cameras are an easy way to make money from motorists'; that cameras spot 'crash magnets', with twice as many of those drivers flashed by a speed camera in the previous three years also involved in a road traffic accident in that time period, and that this relationship is largely independent of exposure – annual mileage driven.

Transport psychology research on car use data from large national surveys shows: that one third of Scottish car drivers would like to use their cars less in the next 12 months but only a quarter of these think they are likely to; that it is useful to distinguish between those who like to drive and those who want to reduce their car use; that undertaking a journey involves the expenditure of physical, cognitive and affective 'costs' as well as time and money; and, using a combination of qualitative and quantitative data from a large survey of bus users, that a combination of personal safety, convenience and freedom from unwanted arousal defines, for many, the ideal urban bus journey experience.

Conclusions: It is suggested that the interaction of obligation, opportunity and inclination are involved in individual transport choices and that policy initiatives to change behaviour need to address each of these, separately and in combination.

Musical identities: Communication, education and therapy

R. MACDONALD, Glasgow Caledonian University.

Purpose: To provide an overview of a number of Scottish-based research projects investigating the psychology of music.

Background: The psychology of music is an expanding area of research. Over the last two decades psychological research incorporating, for example, social, developmental, perceptual, clinical and cognitive issues, has contributed to a more comprehensive understanding of musical identities (MacDonald, Miell & Hargreaves, 2002) and Musical Communication (Miell, MacDonald & Hargreaves, 2005) have highlighted the inextricable link between the psychological and social aspects of music making.

The first group of studies investigates the musical identities of professional musicians. Four recent studies have explored the constructed nature of musical identities. Reflexive issues of the research procedure are also addressed. The second group of studies focus on investigating the anxiety and preferences of listening to music. Two studies focus on music listening after surgical procedures involving general anaesthetic. Both studies investigated patients selecting into two groups over whether music was listened to by the patients themselves or a third party.

Methods/Key Points: Projects from two complimentary areas of research will be presented. The first group of studies investigates the musical identities of professional musicians. The second group consists of projects investigating the anxiety and preferences of listening to music. Two studies focus on music listening after surgical procedures involving general anaesthetic.

Symposium: Continuing Professional Development: Why do we do it, what should we do, and does it do any good anyway?

A.D. WRIGHT, Gwent Healthcare NHS Trust.

CPD and clinical psychologists: Where does the future lie?

V. BURT, CPD Officer, BPS & Z. NADIRSHAW, Chair, DCP CPD Sub-Committee.

The current policy context in which CPD has become an increasingly important activity for psychologists, with particular consideration given to the proposed new regulatory mechanisms likely to be imposed by the Health Professions Council, will be an update on the HPC consultation around CPD. The relationship between the HPC and the BPS, and its potential impact on the continuing professional development requirements, will also be considered.

An overview will be presented of the Society's CPD requirements for members holding Practising Certificates, with an explanation of the central role of the National Occupational Standards in focusing CPD activity. The DCP's own approach to CPD will be presented, and the likely impact of Agenda for Change and the Knowledge and Skills Framework upon future career development for Clinical Psychologists, and other chartered psychologists working in the NHS, will be considered.

Some awkward questions we ought to ask about CPD for clinical psychologists

D.R. GREEN, University of Leeds.

Purpose: The aim of this brief paper is to counter the usual assumption that mandatory CPD is necessarily unhelpful and to address the continued professional development of clinical psychologists is just an uncomplicated ‘good thing’.

Background: The policy shift towards compulsory continuing professional development (CPD) for health professionals within the UK and elsewhere in the world has largely been propelled by political priorities. However, the evidence base that should inform these developments is not sufficient. Of which leaves the profession of clinical psychology, that likes to pride itself on its scientific credentials, somewhat exposed.

Conclusions: Four fundamental questions are posed and considered in the light of relevant empirical and evidential evidence:

1. Can qualified clinical psychologists be relied upon to accurately assess their own training needs?
2. What are the likely relative costs and benefits of the adoption of a policy of mandatory CPD?
3. Will lessons learned on training courses ever get transferred into everyday practice?
4. Can CPD ever deliver its promise to protect the public from malpractice?

Continuing Professional Development on a shoestring

L. GOLDING, Bolton, Salford & Trafford NHS Mental Health Trust & D. SHAPIRO, Sheffield Children's Trust.

Purpose: This paper discusses the practical issues involved in meeting the continuing professional development (CPD) needs of clinical psychologists, and how these can be addressed for example through the adoption of a policy of mandatory CPD. The paper will also consider the likely impact of Agenda for Change and the Knowledge and Skills Framework upon future career development for Clinical Psychologists, and other chartered psychologists working in the NHS.

Background: The British Psychological Society requires all of its applied psychologists working with the general public to undertake mandatory CPD activity. This will become a legal requirement with the introduction of statutory regulation for applied psychologists through the Health Professions Council. This is likely to become a reality in 2005. Within the NHS, the requirement to undertake such activity raises a range of practical issues for clinical, and other, applied psychologists, in the context of multi-professional and multi-agency work.

Key Points: This paper explores the challenges that arise from the mandatory requirement to undertake CPD activity by offering practical examples and ideas drawing on relevant research. This includes strategies for providing free and low cost CPD opportunities and examples of good practice from around the UK and offers some flexible solutions to the most commonly cited problems in this field – lack of funding for, and time to pursue, CPD activity.

Conclusions: The paper concludes by underlining the importance, for clinical and other applied psychologists, of undertaking CPD activity in order to maintain and improve professional competence. It emphasises the need for this to be given priority within health and social care.
A framework for evaluating CPD, illustrated by supervision

D. MILNE, I. JAMES & A. SHEIKH, Newcastle University & 3N’s NHS Trust.

Objectives: To outline a systematic framework for evaluating CPD. The discussion is based on a series of searching questions; and to relate these to clinical supervision, probably the most common and best-respected aspect of continuing professional development.

Methods & Results: The first CPD evaluation question is: ‘what is the right thing to do in the name of supervision (and related CPD)?’ In our reply, we use an experiential learning cycle which we then show how guidelines and manuals can support such a theoretical model. In addressing the next question, ‘that the right thing been done?’ we next show how process evaluations contribute to CPD, again providing an example from our own experience in this area on clinical supervision. Having addressed the questions of what to do and whether it has been done right, we go on to ask whether it has been done correctly? This brings skill (competence) and interpersonal effectiveness.

Here we will try to show how CPD can be evaluated by outlining a way of evaluating supervision that has been developed locally. We then proceed to focus on whether a good model, one that has been adopted and followed faithfully, results in the ‘right’ outcomes? We adopt Kegan’s (1982) approach, with appropriate modifications, to set out the four levels of outcome that CPD can achieve, and again illustrate it from our experience. Finally, we will concentrate on the question of what is the ‘right’ organisational climate for successful CPD activity.

Conclusion: We believe that these questions encourage a more sophisticated evaluation of CPD, illustrated by our examples from published and current research on clinical supervision. This framework can provide a firm basis on which to evaluate CPD.

INDIVIDUAL PAPERS & WORKSHOPS

Reliability and validity of the International Classification of Functioning Disability and Health (ICF) for children with autism

M. ALJUNIED & N. FREDERICKSON, Educational Psychology Group, University College London.

Objectives: The International Classification of Functioning, Disability and Health (ICF), WHO, 2001, is a framework to record individuals’ functioning in various domains across all disability/health conditions. A key feature of the ICF is the emphasis on context and enabling factors. The aim of the present study was to evaluate the reliability and validity of the ICF, specifically for the autistic population.

Results: Analyses for reliability indicated that all components of functioning and disability had adequate to high internal reliability (Cronbach alpha values ranged from 0.61 to 0.98), and showed adequate to excellent inter-rater agreement (k = 0.40 to k = 0.75). The total ratings also distinguished children in special school sections in relation to their special educational needs, from children in mainstream schools, who had less severe learning needs. For the children with autism in special schools, total ratings on body function, activity, participation restriction, limitation and participation restriction, and the ICF checklist correlated significantly with scores on the Autism Spectrum Rating Scale (ASRS), the Social Communication Interview for Social and Communication Disorders (Wing, 1999), which is an instrument that was developed specifically for the autistic population. (N = 19, r = 0.67, p = 0.01).

Conclusion: Findings from the study suggest that the ICF has adequate reliability and validity, and offers researches and researchers a measure of special educational needs of children with autism based on an interactionist conceptualisation of functioning and development.

Gender and age differences in job satisfaction and coping strategies among Greek primary and secondary school teachers

A.-S. ANTONIADOU, University of Athens, A.-N. VLACHAKI, Panteion University of Social and Political Sciences, Athens & F. POLYCHRONI, University of Athens.

According to recent international research, teachers serve one of the most competitive occupations. The aim of this study was to investigate the levels of job satisfaction of Greek teachers working in Greater Athens and the specific mechanisms that they use to combat job stress. The research involved in-depth interviews with a sample of 12 teachers. The main sample consisted of 216 (43.8 per cent) male and 277 (56.2 per cent) female teachers teaching in primary (49.7 per cent) and secondary schools (50.3 per cent). The Warr et al. (1979) Job Satisfaction Scale and OSI Coping Scale were administered providing data on job satisfaction and coping mechanisms as well as demographics and attitudinal variables. Analyses of the data demonstrated that, all teachers presented high levels of job satisfaction regarding their relationships with colleagues and headteachers and low levels of job dissatisfaction regarding their salary, their opportunities for promotion and the general working conditions. In order to cope with occupational stressors, they preferred to: (a) maintain stable relationships; (b) deal with the situation immediately; and (c) set priorities in their duties. Female participants scored higher on job satisfaction than males, while older teachers scored lower than their younger colleagues. The findings will be discussed in reference to current educational practice and suggestions for intervention will be given. It is envisaged that the identification of the specific sources of job dissatisfaction will shed some light into the process that make teachers jobs particularly difficult.

The structure of peak experiences

M.J. APPTERT, Georgetown University.

The idea of a peak experience, as formulated by Abraham Maslow, has been one of the founding concepts of Humanistic Psychology. Generally speaking, it has been assumed that all peak experiences take essentially the same form. The aim of the present paper is to show that there are in fact a number of contrasting types of peak experience, and that the different types can be understood in terms of the motivational structure postulated in reversal theory.

Reversal theory proposes that there are eight basic psychological motivations, each representing a fundamental human need. They are in opposites such that only one from a given pair can be fully pursued at a given time. But in psychologically healthy people, reversals occur between motivational states representing these opposites, so that all the values are explored over time. The value opposites are as follows: achievement versus immediate enjoyment, duty versus freedom, power versus affection, and individuality versus transpersonal identity. This comprehensive and related reversal theory ideas comes from many sources, both quantitative and qualitative.

An examination of the themes in peak experiences, and in related areas such as mystical states, shows that such a subjective state can be seen as an unusually intense experience of the satisfaction of one or another of these eight basic motivations. For example, some experiences are described in terms of enormously satisfying achievement that makes life meaningful, others refer to ecstatic sensual pleasure. This means that peak experiences not only come in different, but also opposite, forms, and thus might be termed ‘abyss experiences’, which are the opposite of peak experiences, we find that the same structure applies, as it does for both mania and depression, this has important implications for psychotherapy.

Vicarious learning and children’s acquisition of fear

C. ASKEW & A. FIELD, University of Sussex.

Objectives: Despite widespread acceptance of Rachman’s (Behav. Res. Ther. 15 (1977) 375–387) proposition that fears can be acquired vicariously (observationally), evidence has remained equivocal. Almost all past studies have been criticised for methodological weaknesses: in particular for studying adult phobics and using retrospective measures which are likely to be prone to inaccuracies of long-term memory. In contrast, the present study uses a prospective manipulation to investigate whether seeing that a novel stimulus about a novel stimulus increase after seeing it together with scared faces.

Methods: A group of eight- to nine-year-olds (N=50) were presented with pictures of two novel animals together with either fearful or happy faces. All animals were either paired with fearful faces and decreased for animals paired with happy faces compared to the non-paired animal. The results of the affective priming task was used to obtain implicit measures of attitude towards the animals. Measures were taken again one week later.

Results: A repeated measures ANOVA found that fear beliefs increased for animals paired with fearful faces and decreased for animals paired with happy faces compared to the non-paired animal. The results of the affective priming task indicated that these attitudes towards animals had been in negative pairings compared to animals in positive pairings. Significant differences in fear beliefs and attitudes were still present one week later.

Conclusions: Seeing novel animals together with faces that appeared fearful facilitated the acquisition of fear beliefs and negative attitudes toward the animal. Thus, the results show how children’s fear beliefs about a previously unknown stimulus can be affected just by observing another’s facial expressions. The findings have implications for both the theory and treatment of fears.

Grunty old men or calm elderly gents?

Sex and age differences in the self-reported experience of anger

J. BARNETT, M. COULSON & N. FOREMAN, Middlesex University.

Objectives: Two studies examined components of anger in detail in order to investigate differences between anger intensity, anger-in, anger-out, aggression, and anger coping, and whether these associations vary as a function of sex, age, and personality type.

Design: The first study involved the administration of the Novaco Provocation Inventory, which measures anger intensity and anger-out (self-reported for this research and related hypotheses), and the hypothesised anger-causing scenarios. Each scenario was assigned to one of three types of anger-related situation, using a procedure (e.g. buying an expensive appliance which does not work), environmental (e.g. a stranger bumps into you without saying hello, or a good friend who does not listen when you are talking to them). Participants rated how angry each
situations would make them feel on a four-point Likert scale.

The first study involved the administration of seven questionnaires, which as a collective measure tested all facets of anger identified in the literature. Anger intensity was measured using the Novaco Provocation Inventory; the State-Trait Anger Expression Inventory was used to investigate the expression, experience, and control of anger; anger tendency was measured using the Behavioural Anger Response Questionnaire whilst the Aggression Questionnaire examined aggregated tendencies. A US sample of 260 participants was investigated using the Personal Attributes Questionnaire.

Method: Study 1 consisted of 176 participants (101 female and 52 male of ages 18 to 60 years). Study 2 consisted of 180 participants (90 female and 90 male). For both studies, participants were divided into three age groups – 18 to 25 years; 26 to 40 years; 41 to 60 years.

Results: Although Study 1 revealed no three-way interaction between age, sex, and scenario, results demonstrated distinctions between men’s and women’s self-reported experiences across all anger scenario types. The second study more clearly differentiated these distinctions via the constructs of anger-in, anger-out, aggression, and anger coping. Significant results illustrate the challenges associated with male and female’s experience, expression, control, and coping of anger.

Conclusions: Results suggest that with age, women may acquire a more constructive and assertive method of expressing their anger. Similarly, as age increases, men may become less inclined to conform to a masculine stereotype. Current anger-management constructs tend to adopt a ‘one size fits all’ approach, but these data suggest that tailoring anger-management for individual may offer more effective means of treatment. Anger-management therapies could be re-structured to increase personality differences highlighted in the present research, in respect of scenario types that cause the most anger.

The right to kill? Links between attitudes towards the death penalty and beliefs in justice: A work in progress


Objectives: The literature on attitudes towards the death penalty has suggested that attitudes may be related to other criminal justice attitudes. In particular, previous research has suggested that attitudes towards the death penalty, vigilism, the use of weapons for protection, community safety, punishment and law enforcement are all related to one of two models of punishment beliefs: the ‘Due Process’ model and the ‘Vigilante Tradition’ model. The ‘Due Process’ model holds that it is better that ten guilty men go free than one innocent man be punished and that law, order and punishment are the duty of the community. The means to this end is to have a system of justice that is fair to all citizens equally. Therefore, those supporting the due process model tend to be opposed to the death penalty. The ‘Vigilante Tradition’ model accepts that law, order and punishment are the duty of the community but adds that whether people’s attitudes to these areas are in fact related. Research previously conducted has tended to be ‘American-centric’, biased in its attitudes towards the death penalty and gun use, poorly designed, and dated. This research is timely, in view of the recent debate in the UK on the use of force by householders to protect their property, and a punitive approach to crime is encouraged, but needs to be policed as mistakes can be made.

The aim of the study was to test these suggestions using measures previously shown to differ in score distributions obtained online and offline.

Design: Participants completed questionnaires either in paper-and-pencil or online. This was done to either unsupervised or in the presence of an experimenter.

Methods: 161 undergraduate student volunteers were randomly assigned to the randomly assigned conditions. Participants anonymously completed the Hospital Anxiety and Depression Scale (HADS), and a Five Factor Personality Inventory (measuring Openness to Experience, Conscientiousness, Extraversion, Agreeableness and Neuroticism). Previous work using these measures has shown validated online scores on the Five Factor Personality Inventory. Participants also rated the extent to which they believed they as individuals could be linked to the data the provision of data (anonymity). The measures were completed in either electronic or paper based formats, alone or under supervision.

Results: A series of two-way ANCOVAs indicated that HADS Depression scores were higher in the online conditions. Contrary to expectations, assessment medium did not significantly affect either Anxiety or Neuroticism. For the other variables, there were no significant main effects. However, there was a significant interaction between medium and supervision for both

Conclusion: The study provides further evidence that online questionnaires can affect score distributions, with higher depression estimates being obtained online. This effect is independent of supervision. However, it was not the case for other variables where an expected effect was not observed. Supervision also appeared to have a role in the extent to which people respond differently to online and offline psychological questionnaires.

In addition, the study may affect the interpretation of Internet-mediated data (e.g. scores on measures of negative affect obtained in behavioural telehealth contexts) needs to be explored further. Furthermore, it is likely that traditional normative data obtained with paper questionnaires will be unsuitable for use with electronic versions of the same tools. These findings should be borne in mind by psychologists using online tests in applied settings.

Voices and whispers: Women’s negative experiences seeking help for bulimia

M.L. BURNS, University of Exeter.

Objectives: Women’s subjective accounts of treatment for eating disorders are seldom reported within the psychological literatures. This paper offers a qualitative analysis of women’s reports of their negative experiences seeking and participating in, professional help for the eating disorder bulimia in Aotearoa/New Zealand.

Design: The data are drawn from a larger study about bulimia in which 15 women (majority aged between 25 and 35 years) were interviewed about their experiences of bulimia. Interviews were used in order to obtain rich, in-depth and personal accounts of women’s understandings about bulimia, femininity, embodiment, identity, eating disorders, and treatment.

Methods: The 15 women each took part in a single 60 to 90 minute semi-structured, individual interview conducted by the principal investigator. The interviews were audio-taped and transcribed verbatim. Of the 15 women, 11 had consulted professionals at some time about their eating disorder. Nine of these reported negative treatment experiences and these nine transcripts constitute the data for this paper.

Results: As part of the larger study, the transcripts were subjected to content analysis and thematic analysis. For this paper, the accounts were analysed using a critical thematic approach. The women’s descriptions of dissatisfaction with treatment and what they believed to have been helpful or unhelpful in the treatment of bulimia were coded and organised into the following six themes: universalising assumptions, not being heard, difficulties with access, feeling powerless, good therapists, and pathologising effects. The analysis highlights some of the potential implications of these experiences for women involved in treatment and findings about ineffective or unhelpful treatment.

Conclusions: The findings suggest high levels of
dissatisfaction with accessing and participating in treatment for the eating disorder bulimia, in Australia. It is frequently calculated that these areas of discontent are not unique to Aotearoa/New Zealand but exemplify similar issues for help seeking in other western countries such as the US. This study's focus is on the extent to which the various social psychological research variables little variability in social identity across various situations. Past research, however, has studied social identity as a unidimensional construct. Therefore, the objective of this study is to examine the effect of contextual change on various dimensions of social identity and subsequently ascertain the precise social identity dimensions that vary as a function of context.

Design: A survey was carried out using an opportunity sample of students visiting the University of Ulster campuses on successive Open Days.

Methods: A total of 128 school students ranging in age from 16 to 18 years (M=17) made up the final sample. Respondents completed a multi-dimensional measure of social identity and a questionnaire assessing social identity.

Results: The results of this study focus on the extent to which the various dimensions of social identity are dependent upon specific situations.

Conclusion: The need to consider the different components of social identity when conducting research to test predictions derived from social identity theory.

A comparison of computing-related and driving-related anger content
J.P. CHARLTON, Bolton Institute & KAPPAS, International University Bremen, Germany.

Objectives: To compare anger in driving and computing situations, particularly to test the applicability of computing anger to other domains employed to explain emotions resulting from human–human relationships, to human-computer relationships.

Design: A related participants design was adopted with responses concerning appraisal dimensions and communicative factors being compared across the two situations. The ability of these variables to predict anger and, in turn, the extent to which they are important in this situation was also examined.

Methods: Among other instruments, participants completed questionnaires relating to recent incidents of anger, and computing anger had been experienced. The pool of participants consisted of an opportunity sample of 69 members of the general public (30 males, 39 females).

Results: Relative to computing, when driving, participants were more likely to blame other people for an anger provoking event. When computing, their anger was more likely to be directed at the technology independent of any other person. Of the three appraisal components considered in one version of appraisal, functional worry was involved in the generation of anger, bivariate analyses showed that two (motivational relevance and incongruence) increased with computing anger intensity, but the third (functional predictability) did not. However, the components were not independently predictive of anger intensity in either situation. For both situations, intensity increased as perceived worry was reported having felt increasingly unable to cope emotionally with the situation, this being an appraisal component considered to be theoretically less central in explaining anger. Both difficulty in communicating anger to others and emotional communicating anger were significantly positively related to anger intensity for computing but not driving.

Conclusions: Appraisal theory variables are at least as capable of accounting for computing anger as driving anger, with emotional coping difficulties being particularly important in both situations. Also, a common feature of a person's discontent with a situation may be important in the escalation of computing anger, assuming a more important role than communicative factors play in the escalation of driving anger.

Describing the relationship between personality traits and post-traumatic stress disorder following myocardial infarction (MI–PTSD)
M. CHEUNG CHUNG, University of Plymouth, Z. BERGER, University of Oxford, R. JONES, Peninsula Medical School, H. RUDD, Aston University & J. WESTON-BAKER, North Road West Medical Centre.

Objectives: The study aimed to: (1) ascertain the prevalence of MI–PTSD; and (2) compare MI patients with different levels of PTSD and different times of onset of MI between general health problems and personality traits. Methods: Cross-sectional survey.

Design: 120 MI patients (M=94, F=26) were recruited and assessed. For computing anger intensity, they were assessed using the Post-traumatic Stress Diagnostic Scale, the General Health Questionnaire-28 and the NEO-Five Factor Personality Inventory. Matched control samples were asked to fill in the General Health Questionnaire-28.

Results: The results showed that 37 (31 per cent), 54 (45 per cent) and 29 (24 per cent) patients suffered from full-PTSD, partial-PTSD and no-PTSD respectively. The full-PTSD and partial-PTSD groups scored significantly higher in somatic problems [F(3,230)=16.13, p<0.001], anxiety [F(3,230)=24.98, p<0.001] and social dysfunction [F(3,230)=21.08, p<0.001] than the matched control. The full-PTSD group scored significantly higher in depression than the control [F(3,230)=26.17, p<0.001]. There were no significant differences between the no-PTSD group and the control. Controlling for the variables of age, mental health difficulties prior to MI, angioplasty and coronary artery bypass surgery, ANCOVA analyses showed that patients with full-PTSD scored significantly higher in somatic problems [F(3,230)=5.88, p<0.004], anxiety [F(3,230)=9.66, p<0.001], social dysfunction [F(3,230)=5.12, p<0.001], depression [F(3,230)=7.76, p<0.001] than the partial-PTSD and no-PTSD groups. Patients with full-PTSD scored significantly higher in somatic problems [F(3,230)=7.76, p<0.001], anxiety [F(3,230)=7.33, p=0.03] and conscientiousness [F(3,230)=7.33, p=0.028] than the other two groups. The results also showed that patients with different times of onset of MI did not differ significantly in general health problems and personality traits. No significant interaction effects between diagnoses and times of onset were identified.

Conclusions: Following MI, patients could experience PTSD and general health problems, especially those with full-PTSD tend to have neurotic, agreeable and conscientious traits. However, onset of MI did not seem to affect general health problems and personality traits.

It's just a laugh: Three men's accounts of going to lap-dancing clubs
V. CLARKE & S. BOOKER, UNIVERSITY OF THE WEST OF ENGLAND.

Objectives: The aim of this paper is to explore how (heterosexual) men who go to ‘lap-dancing’ clubs account for going to lap-dancing and why they go to ‘lap-dancing’ clubs. Lap-dancing is a form of sexual dance largely performed by women in specialised night clubs for heterosexual male consumption.

Design: This is a small scale in-depth qualitative study. Six men who have been to a lap-dancing club at least once were recruited through word of mouth and through the local media. Supplementary data was collected from managers of lap-dancing clubs and the media.

Methods: The men (and club managers) participated in a semi-structured interview. The men were asked to respond to questions such as why they go to lap-dancing clubs, when they go to the clubs, and whether and why they buy a dance. The interviews were tape-recorded in full and read and re-read to identify emergent themes. Key data relevant to the aims were selected and subject to a discursive analysis.

Results: The analysis explores the accounts of three of the men: Graham, a lap-dancing club regular who goes to clubs almost every week; Paul, who goes occasionally with his mates ‘just for a laugh’; and Barry who goes on twice-yearly ‘lap-dancing’ holidays overseas. Although these men represent different kinds of consumer, they position themselves as ‘knowing’ consumers of lap-dancing. They construct lap-dancing as a fantasy – a fantasy that they are not seduced by, but that they position themselves with other naïve and foolish men who are seduced by and fully participate in the fantasy. They construct their consumption of lap-dancing as just entertaining – not about lap-dancing the women who want the women who go out to ‘lap-dancing’ clubs.

Conclusions: This analysis extends the existing literature on the sex industry by offering one of the first analyses of men’s accounts of consuming lap-dancing. We conclude this paper by presenting directions for our future research and the implications of our analysis for feminist and psychological interventions in the sex industry.
themselves. Finally, it was predicted that lecturers who used humour of any type would be seen by students as more approachable.

**Design & Methods:** Instances of humour used by 19 university staff, each video recorded delivering a lecture, were categorised according to the scheme of Gozée and Dagenais (2000). Self-reported teaching styles were assessed using the authoritarian and laissez-faire dimensions of the Claussens' Repertoires Style Inventory, while student evaluations were derived from 607 students across the 19 lectures using the Snell Educational Activities Index.

**Analyses:** The results showed that lecturers used on average 7.5 instances of humour during each 50 minute lecture. No gender differences were found for the type of humour used or for the different types of humour. The results also indicated that the degree of authoritarianism was positively related to the frequency of humour directed at self (r=0.47) but positively related to the number of general anecdotes relating to the topic (r=0.58). In marked contrast, the extent of laissez-faire teaching style was found to be related negatively, but weakly, with general anecdotes relating to the topic (r=0.28) but positively and more strongly related with self-deprecatory comments (r=0.41). When all instances of humour were combined, it was found that they tended to correlate with student evaluation of their effectiveness, and that this relationship was reflected in students’ reaction to the material. Consistent with previous findings, some forms of humour can be used strategically by teachers to enhance their effectiveness at the expense of solidarity, while other forms will increase solidarity with the class but reduce status. Intriguingly, humour is a potent strategy in which this relationship is reflected in students’ reaction to the material.

**Results:** The data were analysed using thematic content analysis. Data were grouped into five broad categories: (a) personality characteristics; (b) technical competence; (c) facilitative systems; (d) challenges to the process; and (e) practical applications. While the findings are preliminary and require further exploration, the data do suggest that humour can play a significant role in student-teacher interactions.

**Conclusions:** The present study hopes to contribute to the discourse by highlighting the value of using a qualitative approach for practical, futuristic, applied research. In so doing, it provides empirical support for the need for a less positivist outlook in research approaches and applications.

**Using football to raise the game in a pupil referral unit**

**K. CULLEN & J. MONROE, CEA@Islington Educational Psychology Service & University College London**

**Objectives:** This paper will describe the planning, implementation and evaluation of a 12-week pilot project in which an educational psychologist worked with a group of pupils referred from Local Education Authorities (LEAs) to a pupil referral unit (PRU) and Arsenal Football Club’s ‘Sport in the Community’ (AFSCIC) programme. The hypothesis that this particularly challenging student group, who have been referred by the pupil referral unit system as a whole, would benefit from regular, structured input from a locally respected and personally significant sports organisation was tested.

**Design:** Initial consultations with AFSCIC and PRU staff were used to plan the weekly AFSCIC sessions at the PRU. More formal sessions were included for all involved students over a period of six weeks. A structured framework continued to link with all involved staff throughout the project and collected summative evaluation data at the end of the period. Soft systems methodology was used in order to conduct an analysis of the perceptions and intentions of those involved in the project. The complexity of the situation was investigated.

**Methods:** This included semi-structured individual and group interviews. Telephone interviews were conducted with parents. In addition, a series of observations of AFSCIC sessions and PRU sessions were conducted and also examination of the PRU and AFSCIC referral data was carried out. Analysis of data was done through establishing a ‘rich picture’ of the project within the PRU and AFSCIC referral data and the context, social aspect and political economy of this.

**Results:** General perceptions of the usefulness of the benefits of the project for all involved, were unambiguously positive. Staff morale improved and levels of collaboration and commitment improved for all adults involved. Individual students’ behaviour and attendance improved to varying degrees, depending upon the number of sessions attended. Links with parents were not always positive. There were a few problems in establishing and maintaining the project in the PRU, and the difficulties of providing an effective programme for young people with challenging behaviour.

**Conclusions:** A clear framework, informed by psychological theory, in which attitudes, relationships, resources and systems were examined and clarified, was essential to this project and to possible future developments.

**The effects of a mental imagery intervention on interpretation of pre-competition anxiety in cricket batsmen**

**P.A.J. DANCY, W. SMITH, S. CELCIL & D. EDWARDS, St. Mary’s College, J. THATCHER, University of Wales, H. HOLMES & J. EVERATT, University of Surrey**

**Objectives:** This study examined the use of motivational general mastery (MG-M) imagery for: (1) increasing athletes’ interpretations of the pre-competition anxiety as deactivating for performance and the ability to carry out, but no experience of having used, mental imagery. Imagery ability was assessed using the Motor Imagery Scale of Movement. Pre-competition measures (taken prior to batting) aimed to examine individual and possibly small changes in the dependent variables. Multiple baselines were employed to reduce the effects of extraneous variables.

**Methods:** Seven cricket batsmen were purposely selected according to the following criteria: interpretation of their pre-competition anxiety as deactivating for performance and the ability to carry out,/false beliefs about performance and the ability to carry out, but no experience of having used, mental imagery. Imagery ability was assessed using the Motor Imagery Scale of Movement. Pre-competition measures (taken prior to batting) aimed to examine individual and possibly small changes in the dependent variables. Multiple baselines were employed to reduce the effects of extraneous variables.

**Results:** The data were analysed via visual inspection of data plots. Six of the participants reported increases in self-confidence, anxiety intensity and interpretation of pre-competition anxiety were obtained for the modified Competitive State Anxiety Inventory-2. Number of runs scored in an innings was used as an objective measure of performance. The results also showed that the performance by external observers was employed as subjective measures of performance. The procedure consisted of four phases: baseline (five to eight innings across participants), intervention; post-intervention 2 (five innings; imagery use voluntary). Data were collected during all but the intervention phase. Imagery use in competition was recorded during both post-intervention phases and subjective judgment. Imagery use in competition showed some improvements in self-confidence following the intervention and more facilitative interpretation of pre-competition anxiety. Participants reported mean increases in the number of runs scored and subjective performance scores increased for five of the seven participants.

**Conclusions:** MG-M imagery is effective for modifying athletes’ pre-competition cognitions but future experimental research should examine the causal mechanisms involved in this relationship.

**Perceptions of the sexual abuse of children in a cyberexploitation case**

**M. DAVIES & P. ROGERS, University of Central Lancashire**

No published studies have investigated judgements towards Child Sexual Abuse (CSA) in cyberexploitation cases, despite the media interest in the topic. How perceptions of sexual abuse cases relates to the treatment that they receive when they disclose to others. Therefore, investigating perceptions of sex abuse cases is very important. In the current sample, a 15-year-old female victim was depicted as being groomed by a 40-year-old male perpetrator via an Internet chat room which led to an offence, described either as rape or consenting sex. The perpetrator was also portrayed to have been honest, lied or did not disclose his age and the victimisation to others. Two hundred and seventy-six undergraduates completed the questionnaire. Results revealed...
Cognitive and motivational effects of nicotine and nicotine abstinence

L.E. DAWKINS, J.H. POWELL, A. PICKERING,
Goldsmiths College, University of London, J. DAVIS, Department of Psychiatry, University of London & R. WEST, University College London.

Objectives: To test predictions derived from current incentive motivation theories of drug addiction, and to investigate a number of tasks conducted by our group, that smokers will demonstrate a number of specific motivational and cognitive impairments due to smoking. In particular it is hypothesised that by comparison with performance after consumption of nicotine, acutely abstinent smokers will show reduced responsiveness to reward, decreased allocation of attention and impaired spatial working memory.

Design: A double-blind, placebo-controlled, design was used in which all participants received both nicotine and placebo lozenges in counterbalanced order.

Method: 200 smokers, aged between 18 and 65, all of whom reported smoking more than 10 cigarettes a day and had abstained from smoking for at least 12 hours prior to testing, were recruited from the local community. Participants were each tested twice, a week apart, and had abstained for at least 12 hours prior to each session. On arrival for testing, on one occasion they were administered a lozenge containing nicotine and on the other a placebo lozenge. Measures included: a simple card sorting task with and without financial incentive (the CARROT); the Snijh Hamilton Pleasure Scale as an index of self-reported pleasure expectation; a version of the emotional Stroop task to test extent of interference from appetically toned words; the antisaccade oculomotor task as an index of response inhibition; and a spatial working memory task.

Results: Compared with placebo, nicotine administration was associated with a significant decrease in anhedonia, with enhanced ability to inhibit reflexive eye movements, and with increased attentional bias to appetically toned words. These results are consistent with the idea that strong incentive for nicotine increase response to financial incentive on the CARROT. No effects were observed on the oculomotor task.

Conclusions: The pattern of observed results is generally consistent with current incentive motivational models and suggests that suppression of the reward circuitry during abstinence may manifest behaviourally as dampening of motivational responses. This, together with impaired control of reflexive response, may contribute to the high risk of relapse which characterises attempts at smoking cessation. The extent to which such impairments over predict relapse abstinence, and the question of whether deficits seen during acute abstinence are indeed associated with increased relapse risk, are currently under investigation. The group of smokers who subsequently initiated a quit attempt and were reassessed on all the above measures at regular intervals.

A follow-up comparison of British and American Codes of Psychological Conduct

E.Y. DROGIN, University of Louisville School of Medicine & J.R. WILLIAMS, University of Wales, Aberystwyth.

Purpose: To conduct an updated comparative analysis of British and American approaches to the promulgation of ethical standards for psychologists. The comparison is based on recent revisions to the BPS Code of Conduct, Ethical Principles and Guidelines.

Background: At the BPS Annual Conference 2004, we presented a paper entitled "Separated by a Common Profession? Comparing the British and American Codes of Psychological Conduct", concluding that the British Code of Conduct compared unfavourably with the American Ethic code, as the former was "typically broad in scope as well as normative in focus," and "appeared to presume the existence of a solid foundation of professional values, while the latter was 'highly directive and specific', was 'several times as lengthy as its British counterpart,' and 'mentioned the words 'law' and 'lawful' no less than 52 times.'

Subsequently invited to England to consult with the BPS Ethics Committee on its revision of the Code of Conduct, we were pleased to discover that the contemplated changes remained true to the original's concise identification of issues as well as its affirming practitioner-based locus of professional values. While the current presentation updates our comparison of British and American standards in light of the subsequently finalised version of the American Code.

Key Points: (1) Professional codes of conduct reflect the differing social, economic, and political environments in which psychologists from different cultures engage in research, consultation, and clinical practice. (2) Specificity in ethical standards lends form and predictability to professional behaviour, but undermines the 'law of diminishing returns' when rules become too complex and their context becomes more legalistic than humanitarian. (3) The international nature of psychological collaboration makes a greater understanding of the varying ramifications of these differing guidelines a practical necessity, as the codes arising from the incorporation of multiple codes of ethics within the American system.

Conclusions: We have much to learn from a comparative analysis of the content and application of ethical standards in foreign jurisdictions.

Relationships among body dissatisfaction, body fat and physical activity in British school children

M.J. DUNCAN, Y. AL-NAKEEB, Newman College, University of Birmingham, M.V. JONES, Staffordshire University & A.M. NEVILLE, University of Wolverhampton.

Objectives: The present study examined the relationship among body dissatisfaction, body fat and physical activity in British children from different ethnic groups.

Design: The study was cross sectional in design and assessed body dissatisfaction, body fatness and physical activity in 276 11- to 14-year-old boys and girls (Mean age ± S.D. = 12.5 ± 0.8 years) following informed consent and approval by institutional review boards. Children were selected using cluster sampling from secondary schools (N=5) within the West Midlands.

Methods: Body mass index was assessed using a digital scale, percent body fat was determined by skinfold measures and physical activity was assessed by One Day Physical Activity Questionnaire. Measures of body dissatisfaction were completed separately before any other measures were taken. All measures were completed within one week of the assessment of body dissatisfaction.

Results: Significant relationships were evident between body dissatisfaction and body fat for the whole sample (r=0.65, p<0.01). Similar relationships were evident between body dissatisfaction and body fat when split by gender, ethnicity, socio-economic status and school year (all p<0.01). No significant relationships were evident between body dissatisfaction and physical activity for the whole sample or sub sample (r=0.05). ANCOVA controlling for body fat and physical activity revealed that the covariate of physical activity was a significant predictor of body dissatisfaction (F1,269=12.97, p<0.01).

A significant interaction between body fat and ethnicity was also evident (F2,269=4.36, p<0.05). Girls had lower body dissatisfaction than boys (F2,269=6.00, p<0.01), greater body dissatisfaction (F1,269=9.07, p<0.01) and greater fatness (F2,273=37.8, p<0.01) than boys. Similar results were obtained for boys and girls.

Conclusions: Children’s body dissatisfaction is multifaceted and influenced by a number of factors. Activism appears to be central to the way children feel about their body. Children’s levels of body dissatisfaction are also influenced by gender and ethnicity but do not appear to be influenced by levels of physical activity.

Is age kinder to the initially more able? The relationship between IQ and age-related verbal memory decline

R. EDWARDS, A. MARRIOTT & R. BULLOCK, Kingshill Research Centre.

Objectives: Research suggests that changes in cognitive function in thirds in IQ are influenced by person-specific factors, rather than an inevitable developmental process. This study aims to investigate the possible relationship between age-related decline in verbal memory and IQ.

Design: This investigation was a retrospective, longitudinal study and used a repeated measures design.

Method: A group of 58 healthy volunteers, aged 55 to 88 years, completed a measure of verbal IQ (the National Adult Reading Test – NART) and two measures of verbal memory (the AMIPB immediate and delayed story recall tests) at yearly intervals, over five years. Participants were divided into a high IQ and lower IQ group for the purpose of analysis based upon NART scores.

Results: The results of repeated measures ANOVA’s showed that those who scored high IQ group did not significantly decline in performance on either of the measures of verbal memory, over five years. However, the performance of those in the lower IQ group declined significantly on both verbal memory tests.

Conclusions: This investigation supports the case for cognitive reserve theory and suggests that even relatively subtle differences in IQ can influence one age associated memory decline. It is crucial that we do not treat older persons as a homogeneous group but recognise the importance of individual differences in cognitive change.

Teens and the trials of old age: The impact of the old on the young


Objectives: Past research has shown that grandparents often fulfill important roles within the family, for example providing emotional support and acting as ‘family watchdogs’. However, little research has explored the impact of dementia upon the relationship between grandparents and their grandchildren. This study aims to investigate how the grandparent–grandchild dyad is influenced by the onset and progression of dementia, from a grandchild's perspective.

Design: This is a non-experimental, qualitative study. Interviews are carried out at participants' homes. These are used to identify and describe their experiences of having a grandparent with dementia. Interviews will be semi-structured in order to limit the opportunities for the introduction of preconceived hypotheses and allow unanticipated issues to be explored.

Methods: Participants for this investigation are a sample of approximately 10 grandparents, aged 13 to 8 years, recruited through patients of a Memory Clinic. Participants are interviewed concerning their experiences of having a grandparent with dementia. Interviews are recorded and transcribed to provide a verbatim record for analysis.

Results: Grounded Theory is the proposed method of analysis of interview data. There are three stages of data analysis proposed: Individual case analysis, cross-case comparative analysis and developing theoretical hypothesis. Grounded theory is particularly appropriate because it is intended to drive towards a theory that will be grounded in the data.

Conclusions: The themes identified will be used as a basis for the generation of a model of the impact of dementia on teenagers, with a long term view to producing interventions that offer support and coping strategies. Data collected will also help add to the literature concerning the grandparent–grandchild relationship within our society.
Crossing the Wanless Rubicon: Moving towards the fully engaged scenario

L. EVANS, School of Care Sciences, University of Glamorgan & J. NICKELS, North Glamorgan NHS Trust.

Definition of Rubicon: A limit that when passed or exceeded permits of no return and typically results in irrevocable commitment.

Methods: A group (N=14) of NHS staff undertook specific training delivered by a clinical psychologist in the motivational interviewing technique. A community peer support network was developed to give pastoral support and encouragement.

Results: Four outcome measures have been identified as follows:

- a training course participant satisfaction questionnaire;
- the uptake rate from local community members;
- the number of local people who continued to use the peer-support network;
- the impact of the motivational interviewing being used on local community members.

The data is currently being analysed for completion January 2005; and results appear to be promising with four hypothesised relationships being examined.

Conclusions: The long-term sustainability of the NHS is heavily reliant upon moving towards the ‘fully engaged’ scenario described in the Wanless Report. This project and associated empirical study illustrates one effective method or approach by which the NHS can cross the ‘Wanless Rubicon.’

How do you see me?

M. EVANS & P.S. McDONALD, University College Worcester.

Objectives: The research explored the experiences of people where this is an issue in their families, who have had counselling in the last five years. The purpose was to discover how these clients felt they were perceived by their counsellor.

Methods: Existing questionnaires designed for this purpose were used in the Wanless Report. This project and associated empirical study illustrates one effective method or approach by which the NHS can cross the ‘Wanless Rubicon’.

Do you see what I see? The invisible hand of sexism


The objective of this paper is to examine the prevalence of increasingly subtle manifestations of exclusion and discrimination. Using elements of critical discourse analysis located within a social constructivist paradigm, we argue that, within the workplace and indeed society more generally, visual images, coded language and exclusionary practices are increasingly being used to subvert discrimination legislation, giving rise to subtle yet pervasive forms of exclusion. From a systemic/cultural perspective, institutionalised practices of discrimination are woven into the very fabric of our society and its organisational forms. These are constructed according to a masculine paradigm and enshrined in cultural assumptions that define what we typically accept as ‘normal’, ‘rational’ and ‘common sense’. Manifestations of these subtle forms of exclusion can be found by deconstructing organisational policies, procedures, leadership styles (enshrined, for example, in competencies) and generally taken for granted ways of doing things. The paper draws on case studies from advertising, marketing, HR and recruitment, in order to bring the theory to life.

The author concludes that the discourse of the dominant sets out different rules for those with and without power. Language, which itself can be understood as an exercise in power, is hijacked to legitimise what is deemed more ‘common sense’.

Protestations that serve to undermine the power of those without power, is hijacked to legitimise what is deemed more ‘common sense’.

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The author concludes that the discourse of the dominant sets out different rules for those with and without power. Language, which itself can be understood as an exercise in power, is hijacked to legitimise what is deemed more ‘common sense’.

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have advocated the use of hassles as a stressor when examining stress related conditions at work. These concepts in supportive and hindering factors have been described as a viable stressor. Finally, the diary methodology with multiple entries allowed for consistency of the measures and is recommended for future studies.

An examination of the psychometric properties of the Behavioural Regulation in Exercise Questionnaire-2 (BREQ-2) within an adolescent population

F.B. GILLISON & M. STANDAGE, University of Bath

Objectives: In recent years, decrements in physical activity and increases in obesity within UK children and adolescents has accentuated the need for a greater understanding of adolescent exercise behaviour. Understanding the theoretical mechanisms underpinning adolescent exercise motivation and parental support represents one important avenue for future work. A motivational framework that has formed the conceptual foundation for a number of contemporary studies within this area namely, The British Psychological Society – 2005 Proceedings.

Results: A Delphi Technique questionnaire postal survey was used to construct Questionnaire 2 for Round 2. Questionnaire 2 comprised a set of seventy five items statements comprising a set of seventy five items statements representing Core Challenges and Core Solutions. This data analysis was used to construct a set of seventy five items statements representing Core Challenges and Core Solutions. These results were considered to fit between the proposed measurement model and the obtained.

Conclusions: Our findings were congruent with those of Markland and Tobin (2004) revealing an excellent fit between previously published measurement model and the data. The BREQ-2 factorial validity was tested via confirmatory factor analysis (CFA).

Method: A number of secondary schools were approached to take part in the questionnaire study, this gave a final sample of 404 schoolchildren (M age = 13.25 years; SD = 0.96; range = 11–15 years) was obtained.

Results: Our findings were congruent with those of Markland and Tobin (2004) revealing an excellent fit between previously published measurement model and the data. The BREQ-2 factorial validity was tested via confirmatory factor analysis (CFA).

Conclusions: The present research assists in supporting hassles as a stressor when examining stress related conditions at work. These concepts in supportive and hindering factors have been described as a viable stressor. Finally, the diary methodology with multiple entries allowed for consistency of the measures and is recommended for future studies.

Building a consensus of the challenges and solutions facing parent/carers training as clinical psychologists

R. GOLDWYN, University of Leeds, Clinical Psychology Training Programmes.

This research was commissioned by the Personal and Professional Issues Subject Committee of the University of Leeds. Design: A Delphi Technique questionnaire postal survey in two rounds was utilised to build a consensus of opinion among parent/carers about their experience of training.

Methods: Participants were recruited from two training courses in England and Wales via mail and e-mail requesting Parent/Carers Psychologists in Clinical Training (P/C PICTs) to join the research group. A total population of 54 P/C PICTs were identified by this method, 43 per cent of the total population participated in round 1, 39 per cent in round 2. Round 1 comprised an open questionnaire asking participants to identify 5 challenges they faced in being both a PICT and a parent/carer and 5 solutions to these challenges. The responses were then analysed to identify major themes of Core Challenges and Core Solutions. These findings were discussed in terms of the effects of sample size, variables examined, and future research.

Category use in the construction of asylum seekers

S.D. GOODMAN, University of Manchester.

As asylum remains a key political issue, this article considers exactly what is meant by the term ‘asylum seeker’. It is argued that categorisation is a very powerful rhetorical strategy that can be used to present asylum seekers as either deserving or undeserving of support and protection. One particularly politically informed version of discourse analysis of public sphere data including newspapers, a televised debate a televised interview with the Prime Minister, a political speech and election campaign material, I show how categories are used in the asylum debate. It is shown that the categories used for asylum seekers are not just the researcher’s concern but also something participants in the debate are attending to and, significantly, attempting to manipulate. The categories are identified; firstly distinguishing between ‘refugees’ and ‘economic migrants’, which again functions to present some asylum seekers as legitimate while others not. The discourse therefore justifies harsher treatment, of all asylum seekers. Another strategy is to confine the categories of ‘refugee’ and ‘economic migrant’. This approach is used to set the child as an ‘economic migrant’, which again functions to present all asylum seekers as though they are economic migrants, and provides justification for their rejection. Conversely, I show that these two strategies can themselves be used interchangeably so that it is sometimes unclear whether asylum seekers are being separated into these categories or if the categories are confused. The overall effect is that all asylum seekers are doubted and the debate about asylum seekers becomes one of ‘us versus them’ and therefore not about how they may be helped.

Retrieval-induced forgetting is invariant related to everyday cognitive failures

D. GROOME & N. GRANT, University of Westminster.

Objectives: The purpose of this study was to investigate the hypothesis that there would be a relationship between retrieval-induced forgetting (RIF) and scores obtained on the Cognitive Failures Questionnaire (CFQ). In addition, the relationship between RIF and depression was also investigated.

Method: This study involved the measurement of retrieval-induced forgetting (RIF) using a within-subjects design, based on that of Anderson et al. (1994). Correlations were calculated between RIF scores and CFQ scores, and also between RIF scores and scores on the Beck Depression Inventory (BDI). A sample of 44 undergraduate psychology students was measured in a group of 40 normal subjects, by asking them to study a list of words belonging to several different categories, some of which were subsequently cued. Scores for the recall of unrehearsed items from practised categories were used to measure the magnitude of the RIF effect. The RIF scores obtained for each subject were compared with their scores on the Cognitive Failures Questionnaire (CFQ), and also with their scores on the Beck Depression Inventory (BDI), by calculating correlations between these scores.

Results: A significant inverse correlation was found between RIF and CFQ scores, indicating that subjects showing a relatively strong retrieval-induced forgetting effect tend to report a lower rate of reported cognitive failures. The rate of forgetfulness in everyday life. No significant correlation was found between RIF and depression scores.

Conclusions: These findings were considered to support the hypothesis that RIF might play a role in facilitating memory function, by assisting in the selective retrieval of target items and the inhibition of non-target items.

Psychological support for UK Fire Service: A preliminary study

K. GUNARATNA, Middlesex University & A. GUPPY, University College Chester.

Objectives: The aim of this study was to investigate psychological well-being and job satisfaction amongst a sample of Fire Service personnel. Design: Self-completion questionnaires were distributed to all staff in the Fire Service.

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Methods: 200 participants completed the questionnaires. The questionnaires included measures of psychological well-being at work, sources of stress specific to the Fire Services, coping strategies, perceptions of control and general mental health.

Results: Reliability analysis indicated that most of the scales had satisfactory alpha values ranging from 0.65 to 0.81. Although job satisfaction levels were relatively high, differences between Fire Service employees were quite low. This would seem to have reflected the recent picture of the fire services throughout the country. Further findings indicated poor levels of mental health in around 27 per cent of respondents. Significant associations between job satisfaction, general mental health and reported work performance were found.

Conclusions: This study provides a useful overview of the sources of stressors specific to the Fire Services and outcome measure in a Regional Fire Service at a unique time, in the midst of prolonged industrial difficulties.

Personality traits and sexual orientation

G.E. HAGGER-JOHNSON, University of Edinburgh.

Purpose: The aim of this review paper is to evaluate current knowledge about personality traits in relation to sexual orientation. A secondary aim is to summarise the psychometric quality of sexual orientation measures and the personality trait research, but definitions of sexuality are not widely agreed. Commentators have voiced concerns about the individual differences approach and its consequences for lesbian and gay psychology. Since personality differences are associated with multiple outcomes (e.g. physical health status, health behaviours), research into their causes is valuable. Improving the quality of these studies should be an important goal for lesbian and gay psychology and personality trait research.

Methods/Key Points: Personality trait associations with sexual orientation are examined, based on a literature review of studies that included personality trait measures, or ratings of personality disorder by clinicians. Of particular interest is the phenomenon of ‘Identity Crisis’ in ‘Mixed Race’ and the ‘Identity Crisis: Relationships in older people with memory loss:The impact of diagnosis of dementia

J. HANCOCK, S. VOSS & R. BULLOCK, Kingshill Research Centre.

Objective: The patient should be told their diagnosis or not is a controversial issue and reactions to receiving a diagnosis differ between individuals. Dementia research to date has not explored the construction of illness behaviours. This study explored illness behaviours of carers of people with dementia. Data from an interview with a carer of a newly referred patient was used to collect information about the study. These willing to participate will complete a consent form and a conversion interview will be arranged. The interview will be carried out either at Kingshill Research Centre or the patient's home depending on their preference and will last no more than 45 minutes. The same semi-structured interview will take place with the patient and carer separately. In addition, the carer will also complete the Bayer Activities of Daily Living scale (B-ADL) and Screening Instrument for Dementia (SID). If the patient receives a diagnosis of dementia at their follow-up appointment they will be interviewed for a second time one month after diagnosis and the patient will complete the B-ADL and SID for a second time.

Results:

The qualitative data collected will be analysed using thematic analysis. The quantitative data will be analysed using ANOVA. The qualitative findings will be used to frame a discussion of the quantitative data.

Conclusion: This study hopes to benefit service providers by helping them to gain a deeper understanding of the subjective experiences of labelling illness symptoms on illness behaviour, disease severity, coping and social adaptation. The findings will be used to add to current, guidelines about imparting diagnosis and feed into counselling and psychological services.

'Mixed Race' and the 'Identity Crisis:' A self-categorisation approach

S.V. HEDGER, Brunel University, Funded by the E.S.R.C.

Objectives: The phenomenon of 'Identity Crisis' has long been associated with people of 'Mixed Race' parentage, but research into this area is presented as an inevitable experience, due to the sufferer's inability to properly fit into static and pre-defined racial categories. Our approach is based on Emler and Reicher's extension of Self Categorisation Theory (1996), in which people seek validation for their identity claims. The objective of the paper is to present an alternative method of identity development, to recontextualise how category exclusion can be problematic for people of 'Mixed Race' parentage.

Design: A qualitative investigation of 'Mixed Race' experiences and identity. The design of the study was a qualitative measure of experiences of identity threat, validation and development. This study is a pilot and procedures and a qualitative design was chosen as the primary method.

Methods: 33 semi-structured interviews were conducted with Brunel University undergraduates (10 male, 23 female), aged between 18 and 26 years of age, who self-identified as being 'Mixed Race' or 'of Mixed Race' parentage. Participants were recruited via word of mouth and snowballing. The semi-structured interview was designed based on Rockquemore and Brunsma's (2002) Survey of Biracial Experiences, and were content sensitive.

Results: Experiences of identity threat, validation and development were explored using Inductively Data Driven Thematic Analysis. Results illustrate the importance of inter-personal (vs. intra-personal) means to implement personal and political change. Further understanding of women's gendered relationships with their bodies and food. In turn, psychodynamic psychotherapy's individualistic focus on personal emotions limits exploration of how salient aspects of subjectivity are constructed – in particular sexual orientation. Taking a discursive position in relation to material to direct and psychotherapy offers ways to think about these issues not usually available to clinical practitioners. Conversely, while feminism and psychoanalytic therapy have provided insights into subjectivity and power, a failure to critique the assumptions underlying these modes of analysis functions to reproduce and maintain privilege. This has implications for clinical practice in making it difficult to satisfactorily address issues of difference as well as to question notions of normality.

When the dominant group becomes the perpetrating group: Avoiding intergroup conflict and encouraging reconciliation

A. ISPAS, University of Edinburgh & R. EGGINS, Australian National University.

Objectives: To investigate the effect of focus (self or victim) and level of self-categorisation on attitudes towards a group in a historical context when the harm is caused by the ingroup. Focus on the victims and a superordinate level of self-categorisation were expected to engender more positive evaluations of the victim group than focus on the ingroup's actions and a subordinate level of categorisation.

Design: The study used a 2 x 2 between-subject design in order to manipulate focus (on the ingroup vs. on the victims) and participants’ level of self-categorisation (‘white Australians’ vs. ‘fellow human beings’).

Methods: 146 white Australian students read an article describing the consequences of an historical episode concerning the harm white Australians had done to Aboriginal people. The article contained a manipulation of the focus of the article and of the level of categorisation of the participants. Participants were subsequently asked to complete a questionnaire measuring the degree to which they were likely to derogate, avoid, compensate and politically support Aboriginal people.

Results: Focus on the ingroup’s actions led to the highest levels of avoidance, derogation and to the lowest levels of willingness to compensate and politically support Aboriginal people. This was accentuated in the condition where participants were categorised as ‘fellow human beings’.

Conclusions: Focusing historical descriptions on the perpetrating group is likely to lead to a negative reaction from this group and to an escalation of the intergroup conflict. Attempts at conflict resolution should therefore either avoid a direct focus on the role of the perpetrating group, or categorise the members of this group at the subordinate rather than the superordinate level.
Are eyes the gateway to the soul?

S. JACKSON, M. MORRIS & N. RUMSEY, University of the West of England & R.A. HARRAD, Bristol Eye Hospital.

Objectives: There is a body of general literature, ie looking for evidence to indicate that we use our eyes for communication, that we express and dislike through this medium, that the eyes are the windows to the soul, and can be misleading means to no research which specifically backs up these ideas.

No-one has asked people how they feel about their eyes and what they mean to us.

Design: Individually, eyes from three different groups were identified: those who have an eye misalignment, those who have had an eye misalignment in the past and those who have never had an eye misalignment at any time.

Methods: A grounded theory procedure 19 people were interviewed using an unstructured format. The recorded interviews were transcribed. The transcriptions were analysed by two researchers to maintain reflexivity and credibility.

Results: Both higher and lower codes were generated. Analysis suggests a theory related to eyes being gateways to our inner being (or soul). There seems to be no difference in how the three different groups talk about their eyes. For all of them function is paramount and appearance secondary. For all of them eyes are something that can be real or not real depending on the situation and whether you want to draw someone in or not. There seems to be a universal understanding that maintaining a misalignment of eyes is related to fantasy and avoidance rather than everyday reality and honesty.

Conclusion: It is proposed to discuss the structure of the theory that has been generated about the importance and meaning of eyes with examples provided from the analysis relating to the relevance of the theory to everyday life.

The effect of changes to the organisational roles and responsibilities on the effectiveness of the information technology (IT) support team within an organisation


The Information Technology (IT) support team is an integral part of an organisation that relies extensively on IT solutions and services to conduct its activities. This study aimed at assessing the role of IT in ensuring the uninterrupted and cost-effective flow of business, without which productivity would otherwise be significantly reduced. The IT support team acts as an interface between the Information Technology division of the firm and the experienced end users of the IT systems. The study investigated whether the group's activities, the variety of specialised tasks that are required to maintain the systems have given rise to the need for a multitude of other teams specialising in various functions and technologies. Coordination between the support team and the specialist teams is crucial for timely service to the end users.

This paper explores the factors that influence the effectiveness of the IT support team in the bespoke environment. A high profile international investment bank will be used for the research. The study revealed a variety of complex IT packages in the course of its business. The IT support team provides the round-the-clock services to 5000 clients, which necessitate IT support. Confirmatory factor analysis technique is used to determine the effect of dependency on specialist teams on the effectiveness of the IT support team. Further, interviews from clients and members of the team that team effectiveness is a combination of five measures viz. innovation, learning-goal orientation, quality of thought and communication, with emphasis on learning-goal orientation and effective communication.

The study shows that effectiveness is found to be a function of the team dependence on specialist teams, the organisational context and the team's outlook. This paper proposes changes to organise the current practices as a broader solution for continuing improvement in the effectiveness of the IT support team.

The potential of the British soap opera to facilitate research with inaccessible groups

C.A. KIRKMAN, Bolton Institute.

This idiographic and essentially exploratory study examined the responses of 20 women who had been victimised within the context of heterosexual relationships with a male partner who was rated high on the features associated with psychopathy.

An integrated approach, using questionnaires, biographical and narrative data was utilized. An innovative process was to recruit the experimental group which consisted of 20 women who had partnered males rated by the Hare P-SCAN to provide partner ratings, and the experimental group responses were rated on assessments. Scoring was then interpreted using q-methodology techniques. Results: Principal component analysis with varimax rotation identified three distinct factors (eigenvalues >1), which together explained 70 per cent of the total variance. Preliminary interpretive analysis of these distinct typologies identified ridden with the group of clients who enjoyed the competitive environment (subgroup 1), planners but prone to loss of attentional control (subgroup 2) and women significantly influenced by specific events and judging (subgroup 3).

Conclusions: Q-methodology allowed quantifiable differences and sub-groups to emerge which indicated a diverse range of views on prevalent performance and competition issues, this could be useful in the sports psychology setting to cater for the needs of individuals within group settings. The flexibility and creativity of opinion statement development means that q-methodology can be specifically oriented to the sport or population making the process client-centred and needs specific. This is likely to develop more in-depth and rich data than the utilization of standard psychometric measures and may facilitate the client-practitioner relationship within group settings. These factors warrant further investigation into q-methodology’s application with the applied field.

Frustrations and provocations: Sex, aggression and Big Five personality dimensions

C. LAWRENCE, University of Nottingham.

Objectives: This study examines whether the relationships between individual’s triggers of aggression, can predict trait aggression for male and female samples, this can be explained by simply accounting for broad-based personality. Recent research examining individual differences in the triggers of aggressive events, has shown no sex differences in type of events that males and females report as having made them feel aggressive. Furthermore, using the new Situational Triggers of Aggressive Response (STAR) scale, Lawrence (in press) has indicated that whilst direct provocations from others (provocation) are more likely to lead to the overt expression of aggression, frustrating events (frustrations) are linked more with hostility and anxiety responses. As a result, the current study examines:

i. Whether the link between STAR scale factors and trait aggression can be explained in terms of broad-based personality dimensions.

ii. Whether the patterns of associations between STAR scale precipitating factors, trait aggression and personality dimensions are different for male and female samples.

Methods: The sample comprised 141 undergraduate students (89 males) who completed the traditional STAR scale, the Big Five Personality Questionnaire (Bucks & Perry, 1992) and a measure of Big Five personality dimensions.

Results: Although linear regression analyses were conducted for the sample as a whole and then for male and female sub-samples with trait aggression measures as the DVs. The findings reveal that across the whole sample, physical aggression was predicted by sex, and Big Five personality dimensions Agreeableness (A) and Emotional Stability (ES). However, only STAR scale factors were entered at the final step, only sex, A and a propensity to be triggered by direct provocations from others predicted trait physical aggression. This relationship was very different for males and females. For males, an initial influence of A was eliminated when STAR scale factors were entered at the final step. Specifically, the propensity to be triggered by direct provocations was the sole predictor of trait physical aggression, and above and beyond the influence of broad-based personality dimensions. For females, only ES predicted trait physical aggression, and triggering factors did not play any additional predictive role. For the sample as a whole, ES and A, were triggered by Frustrations predicted trait hostility. However, again, different pattern emerged for male and female samples.

Research weaknesses: Whilst ES predicted trait hostility, there was an additional influence of individual propensity to be triggered by frustrations.
Conclusions: The study highlights the importance of examining individual differences in triggers of aggression and how these might be linked to baseline personality, and need to look at sex differences in the pattern of relationships between aggression-related constructs.

The role of information in the acquisition of fear – interactions with associative learning

J. LAWSON & A.P. FIELD, University of Sussex. Objectives: Conditioning, or CS-UCS (Conditioned Stimulus and Unconditioned Stimulus) learning, has long dominated theories of how fears and phobias are acquired: the previously neutral CS (e.g., a dog) becomes fear-arousing if it is associated with an unpleasant UCS (e.g., being bitten). Rachman’s three pathways model suggests that vicarious or observational learning should be added to CS-UCS learning as pathways to fear. Empirical work also finds that a combination of pathways is often implicated in the development of fear. The present experiment investigates whether negative and positive fear related information influences subsequent associative learning. It was hypothesised that negative information about the CS would accelerate learning to predict a negative UCS and retard learning to predict a positive UCS, and vice versa.

Design: Participants were assigned to one of four conditions: being given either positive or negative information about the animal, followed by an associative learning task with either a congruent or incongruent +0.8 contingency (i.e. a positive or negative UCS 80% of the time, in this case alone or on a fearful face).

Methods: 120 children from schools in West Sussex, UK (60 male, 60 female) between the ages of 7 and 13 years (mean age was 105.81 months, SD = 7.627) participated. Parental consent was obtained on an opt-out basis. The information about the animal was presented from a computer via headphones. The associative learning task involved predicting whether an encounter with a given animal would have a positive or negative outcome over 40 trials. The percentage of trials on which participants predicted positive or negative outcomes gave a measure of contingency learning.

Results: An ANOVA was initially used to check that the information had changed fear beliefs about the novel animals. A second repeated measures ANOVA compared associative learning in situations where prior information had and had not been given about the CS. For the negatively described animal, the expectation of a negative outcome was high and quickly converged on the actual 0.8 contingency. In contrast, when the animal was not previously described, participants did not detect the 0.8 contingency even after 40 trials. When the actual contingency was incongruent with the information – that is, the happy face followed the negatively described animal on 80 per cent of trials – the participants’ responses did not reflect that contingency, even after 40 trials. Rather, the participants consistently overestimated the likelihood of a negative outcome, both in comparison to the actual contingency and in comparison to the responses when the animal had not previously been described.

Conclusions: Fear-relevant information can promote the formation of a congruent or incongruent CS-UCS relationships respectively. The implications for the developments of real fears are that manipulation of the information can promote the effects of potentially fear inducing events such as being bitten by a dog. On the other hand, negative expectations induced by negative information might explain the success of the counteracting the negative predicted outcomes. Thus the role of ‘conditioning’ events in the aetiology of fears and phobias should be viewed with reference to prior expectations about the outcome.

Proposal of a theoretical framework toward the prediction of adherence in sport injury rehabilitation programmes


Purpose: The primary purpose of this paper is to propose an integrated model to further understand the factors involved in the prediction of adherence to sport injury rehabilitation programmes. Background: A consequence of engagement in sport and physical activity is the risk of sustaining injury. Within the European Union Petridou (2003) estimates that every year, 10 million people have a sports injury requiring medical attention with over five million contacting the accident and emergency department of a hospital. Given this, adherence to prescribed rehabilitation protocols can be considered vital for achieving successful recovery from sport injury (Taylor & Taylor, 1997). Recent evidence by Brewer et al. (2004) supports this notion by finding a positive linear relationship between adherence and rehabilitation success.

Key Points: According to Brewer (1998) it would be useful to have a conceptual framework for organising risk variables that are associated with adherence to sport injury rehabilitation programmes. In consideration of this, it is unlikely that the adoption of one theoretical position would sufficiently explain all the variance in adherence. Therefore, deemed it useful to maximise the strengths of different models, appreciating their conceptual limitations. We will be attempting to support one theory and refute the other.

Specifically, the proposed model utilises Maddux (1993) revised theory of planned behaviour as a vehicle for the exploration of cognitive and motivational orientation frameworks. The advantage of this approach is considered by Brewer (1998) to suggest that studying multiple theories allows for empirically driven integration of concepts and may lead to the construction of a more holistic theory.

Conclusion: To date, within the sport injury rehabilitation adherence literature, there have only been two review papers published (Brewer, 1998; Stutchby et al., 2001). Both studies have shown that the use of theoretical models to guide research. It is important to note that research underpinning our proposed framework is limited. Indeed, until empirical support has been established, and over and above data supporting other theoretical constructs, within this topic area, it is unwise to narrow conceptualisation to one particular framework. However, in light of this we believe this framework would stimulate more theoretically oriented research within this topic area and ultimately towards the development of effective interventions, enhancing the quality of athletes’ recovery from injury.

Self-efficacy and sensation seeking as predictors of risk taking in rock climbing

D.J. LLEWELLYN, University of Leeds. Objectives: High risk sports such as rock climbing are becoming increasingly popular, yet the present something of a motivational paradox. Few studies have considered how individual differences other than sensation seeking are relevant, or why some rock climbers choose to take additional risks. The role of self-efficacy and sensation seeking in the prediction of risk taking in rock climbing was, therefore, investigated. Both self-efficacy and sensation seeking were hypothesised to be positively associated with the frequency and severity of risk taking.

Design: The study adopted a cross sectional correlational design.

Methods: 24 high risk sport rock climbers (88 male, 28 female) with a mean age of 31.0 years (SD = 7.627) were recruited at outdoor climbing venues in the north of England. The frequency and severity of ‘leading’ (where the climber places protective equipment during the climb) and ‘soloing’ (climbing without a rope) were used as operational measures of risk taking. Sensation seeking was measured using the Zuckerman–Kuhlman Personality Questionnaire. Physical self-efficacy was measured using Slanger and Rudestam’s Physical Self-Efficacy scale.

Results: Two one-way within-subjects ANOVAs were performed on the frequency of risk taking after fatigue and after condition. No significant difference was found between attentional focusing strategies at rest. A significant effect of attentional focusing strategy on balance performance whilst fatigued was revealed. Post hoc analysis revealed that whilst fatigued, balance performance in the External Focus condition was superior to that in the Internal Focus condition. The No Focus condition was intermediate between the Internal and Focus conditions. The Instruction condition did not significantly differ from the Internal or External conditions. Further analysis revealed that the frequency of risk taking in the fatigued state was significantly higher than in the non-fatigued state. The No Focus condition was significantly less impaired than the External and Internal Focus conditions. The Instruction condition did not differ significantly from the Internal or External conditions. Further analysis revealed that the frequency of risk taking deteriorated with fatigue in the External and No-Instruction conditions, but did not in the Internal Focus condition.

Conclusions: Support for an external focusing strategy improving performance at rest was not found. Interestingly however, the no focus results suggest that an internal (awareness and active control of movements) focusing strategy...
may be beneficial to motor performance by offsetting the detrimental effects of a general fatigued state. Knowledge of effective cognitive strategies for improving task performance and increasing motivation was provided. The results showed that the intervention significantly improved motor performance in all tasks, with a mean increase in performance of 20% compared to baseline.

**Conclusions:** The results suggest that cognitive-behavioral therapy is an effective intervention for improving motor performance in individuals with Alzheimer's disease. The combination of cognitive strategies and physical training may provide a comprehensive approach to maintaining motor function and improving quality of life in these individuals.

**Method:** The study was a randomized controlled trial with a pre-test/post-test design. Participants were randomly assigned to an intervention group or a control group. The intervention group received cognitive-behavioral therapy sessions focusing on motor skills, while the control group received standard care. Both groups were evaluated at baseline and after 12 weeks of intervention.

**Results:** The intervention group showed a significant improvement in motor performance compared to the control group, indicating the efficacy of the cognitive-behavioral therapy in improving motor function.
omitted from this analysis. A telephone interview was conducted with 22–items selected from a literature search of free text available for factors which may have been missed. A mixed analysis of variance (MANOVA) test will be undertaken. The main predictor variables and interactions were explored. **Results:** This study is currently ‘work in progress’ with the data collection complete and the data analysis yet to be completed. The limitations of the study have been highlighted and the implications for future research are discussed. **Conclusions:** As above. The hypothesised results will be discussed with the view to identifying predictive patient DNA's can be operationally useful and cost effective. It is hypothesised that such an approach could thus reduce waste which is generated from patient DNA's. The main current policy driver: the "Review of Health & Social Care" (Derek Wanless, 2002) is the primary driver of the "sustainability" of the NHS. Thus the importance and relevance that this empirical study adds to the emergent evidence–base will also be discussed.

**Zero-sum rhetorical devices: It's all a game of chess!**

J.A. NICKELS, North Glamorgan NHS Trust.

**Objectives:** This paper address some of the tensions experienced by organisations that seek to strategically align or work in 'partnership' with one another. This is achieved by analysing the practicalities of 'everyday' conversations and interactions with other organisations. This paper uses the concept of the 'whole system' to describe these organisations, particularly where there is a purchaser–provider split.

**Methods:** This paper analyses the rhetorical devices (Biling, 1998) used in discussing, debating and negotiating strategic outcomes which can be likened to aspersional 'non zero-sum games'. As such, the Nash Equilibrium (NE) has found favour with the authors in attempting to track such strategic conversations and the rhetorical devices underpinning the same. The data is generated from the following sources: formal business meetings of a 'committee' style; formal one-to-one business conversations; informal one-to-one business conversations; e-mails; 'Grey' organisational literature from within the 'whole system'; and lastly strategic papers or documents.

**Results:** Firstly, this paper analyses four zero-sum rhetorical devices which have been compared to a classic zero-sum game, namely chess. Thus, the 'first move' in the game refers to the 'undercut' in this light. The paper then goes on to compare and contrast these four rhetorical devices with three systems of rhetorical devices. There are three rhetorical devices to this end, which have been metaphorically compared with ecological factors. Thus, we have the 'wind', 'birds' flocking' and 'the wave' which are explored in the text which follows.

**Conclusions:** The results and conceptual framework offered have practical use to organisations that are seeking to address some of the 'messiness' of inter–organisational strategic alignment. The systemic rhetorical devices can add value to the ways by which both organisational social actors can discuss, debate and negotiate zero-sum strategic outcomes. Evidently, for those working within 'whole system' change being 'mindful' of the characteristics by which they are experienced is key.

**Visual search and decision making in elite level Football Association referees**

J. PAGE, M.E. LAFFERTY, University College Chester & T. HOLDER, University College Chichester.

**Objectives:** To investigate differences in mean percentage fixation duration on non-action areas surrounding the display between successful and unsuccessful decisions was mean percentage time fixated on non-action areas surrounding the display.

**Results:** Mann Whitney U statistical test showed a significant difference in the percentage fixation times spent fixating on non-action areas surrounding the display and between successful and unsuccessful decisions (p<0.05). In scenarios where the experienced referees decisions matched the experts the mean percentage fixation duration on non-action areas surrounding the display was 44.38 per cent compared to 36.40 per cent.

**Conclusions:** When making correct decisions expert referees spent more time fixating on action–areas surrounding the display than directly upon the action. This suggests that these peripheral unclassified areas may provide an area where peripheral vision can go to key locations whilst still picking up relevant cues. In support, it has been proposed that the cues within the action–areas surrounding the display is supported by the finding that the unclassified areas are often oriented at the intersection of different cues in interactive sporting situations.

**Students' perceptions of discrimination in the job market**


**Purpose:** To examine methodologies which have been used to assess perceptions of discrimination in job markets and ethnic differences in perceptions of jobs and careers. To review the literature resulting from the use of these methodologies, with a particular emphasis upon the nature of perceived discrimination in the post-higher education job market, the reasons for these perceptions, and the ways in which coping strategies (such as avoidance/confrontation, increased generation of internal attribution and psychological disengagement) may affect job–seeking behaviour.

**Background:** Despite Equal Opportunities legislation, disadvantage is still experienced by minority ethnic groups in the labour market relative to the white ethnic majority. This is evidenced by levels of unemployment and positions occupied within the hierarchy of the workplace. Graduate first destination statistics for 2000/2001 published by the Higher Education Statistics Agency showed 11.4 per cent of ethnic minority graduates as still seeking work six months after graduation compared with 6.5 per cent of white graduates. Discrimination in employment is one of the main reasons for these differences. The mechanisms of indirect exclusion are factors which may be responsible for maintaining the ethnic minority disadvantage. Additionally, perceptions of discrimination in the post-higher education job market may be responsible for maintaining the ethnic minority disadvantage.

**Methods:** Electronic searches of databases, including PsycINFO, located literature on previous research into perceptions of job market discrimination.

**Conclusions:** The vast majority of research has been conducted in the United States, a context to which this generalises to the UK, with its different ethnic mix, is unclear. Instruments to explore perceptions of discrimination appropriate for the contemporary UK situation need to be developed. The instruments could then be used to remedy the deficit in UK research in this area, by investigating how ethnic and gender differences of job market discrimination affect their job–seeking behaviour, and the extent to which these perceptions and behaviours perpetuate ethnic minority disadvantages in the job market.

**Sub–elite netball players and their flow experiences**

R. POLMAN & M. FRENCH, University of Hull.

**Objectives:** The aim of this study was to compare the flow experiences of sub–elite netball players with reports of flow experiences from elite athletes in existing literature. Secondly, the study also investigated the role of intrinsic motivation (self–determination theory) on flow.

**Method:** Six netball players of sub–elite standard, playing for two different premier ladies netball teams, participated in the study. Participants first completed the Sport Flow Questionnaire to assess their motivational orientation for netball. This was followed by an in–depth, semi-structured interview on the flow experience and in the orientation for participation and the characteristics of the flow experience. Thematic content analysis was used to analyse the qualitative data.

**Results:** The participants were predominantly intrinsically motivated as indicated by high scores on the three subscales indicating free enjoyment, self–determined forms of extrinsic motivation, and to achieve mastery. These results from the inventory were corroborated in the interviews. Reasons for participation being mainly self-determined (enjoyment, socialising, fitness).

**Discussion:** Flow theory, would be a good precursor to experience flow. The participants in this study, on the whole, do experience flow in similar facilitators and constraints, with the participants citing all the nine dimensions of flow. Individual differences were evident, illustrating the synergistic nature of the nine flow dimensions amalgamated into the flow experience to the individual. For example, one participant did not experience flow. This participant was also the least involved and interested. Differences emerged between experiences of elite and sub–elite performers in the number of sub–elite players citing goals and values in the factors considered to facilitate flow. For example, the majority flow facilitators were playing well as a team and positive team interactions, with some athletes stating that competitive events were experienced without a good individual performance as long as the team played well together. Another facilitator was whether participants experienced a good day in general. These facilitators appear to be different from those reported by elite athletes and also point to differences between team and individual athletes in facilitating flow.

**Conclusion:** This study provided insight into the flow experience of sub–elite athletes. Differences were apparent between the team athletes in the current study and the experiences of those reported by mainly elite individual athletes in the literature. In particular, the facilitators appear to be different. This study also supported the idea that intrinsic motivation may have a significant impact on the flow experience, although there is in need of further study in this area. Flow and sub–elite performers to corroborate this.

**Effect of a single bout of aqua/studio exercise or a parentcraft class on mood of pregnant women**

R. POLMAN & M. KAISELER, University of Hull.

**Objectives:** Despite several physiological and body composition changes during pregnancy, this period in a women's life is no longer viewed as a phase in which they are expected to be inactive. Few studies have been conducted investigating the psychological benefits of exercise during pregnancy. The main purpose of this study was to investigate whether a bout of aqua or studio exercise or a parentcraft class resulted in a change in mood in women who were in their second or third trimester of pregnancy.

**Design:** 76 pregnant women completed the POMS before and after participation in a 45– to 50– minute studio exercise class (N=21), parentcraft class (N=13) or a control condition (N=18). The participants in the exercise classes also completed the mood score on a scale from 1 to 10 (rate of perceived exertion (RPE)).

**Results:** One way–analysis of variance did not show any initial differences between the four conditions (aqua and studio exercise, parentcraft, control condition) before exercise or activity participation. The two-way analysis of variance (3 conditions: aqua studio, parentcraft, control) (within–post–) and follow-up post–hoc comparisons showed that participation in the aqua and studio condition resulted in an increase in the overall mood score on the POMS and an increase in the vigour subscale (p<0.05). Also, a decrease in the
depression sub-scale of the POMS was found in the aqua condition. The parentcraft classes did not alter symptoms. Conclusion: The results indicate that both modes of exercise (aqua and studio), despite difference in physiological reactions, are equally beneficial for pregnant women to engage in in order to improve mood. Secondly, the results are conform to the notion that moderate exercise of approximately 45-60 minutes per week can obtain optimum benefits. Finally, the pregnant women who participated in this study appeared to have a favorable response and perception improvement reminiscent of that of elite athletes (so-called iceberg profile).

Academic self-concepts, reading attitudes and approaches to learning of pupils with dyslexia: Do they differ from their peers?

F. POLYCHRIONI, I. ANAGNOSTOU & P. KOUKOURA, University of Athens.

This research aimed at exploring the academic self perceptions, the reading attitudes and approaches to learning of primary school pupils diagnosed with dyslexia and compare those to their average peers. Design: In order to test the hypothesis, 32 pupils diagnosed with dyslexia in the previous two years were selected. A comparison group was formed by 210 students in the same class and these were divided into three groups according to teacher ratings of pupils in reading accuracy, reading speed and spelling (high – medium – low). All children attended the last two grades of primary school (from 11 to 12 years). Twenty-five schools participated in the study. The Students’ Perception of Ability Scale for Children, theчитовес Scale and the Aggression Inventory were administered to the total sample. Information on pupils’ reading habits, homework habits, learning support and school attendance was also collected.

Methods: Factor analyses was used to test the structure of the questionnaires used with Greek populations. The questionnaires were, therefore, administered and confirmed for the questionnaires. Apart from the descriptive statistics, ANOVA was performed with group as an independent variable (dyslexic vs low, average, high ability) and the emerged factors as dependent variables. Regression analyses was carried out to show whether the academic self concept, the reading attitudes and the approaches to learning could be predicted by pupils’ reading habits, homework habits and levels of learning support.

Conclusions: This study is still in progress. It is expected that the results will lead to an increased understanding and awareness of dyslexic pupils’ approaches to learning especially in the critical stage of the transition to high school. The implications of the findings for the practice of teachers are very significant, in that the ultimate goal is to provide a classroom environment and educational experiences that encourage all students to enjoy learning and be deep and achieving learners.

Assessing the Individual Learning Profile: The association between HE students’ confidence in their academic abilities and personality and academic performance

B.D. PULFORD, University of Leicester & H. SOHAL, University of Wolverhampton.

Student attrition and academic failure are posing a major concern to Universities today. Early identification of students who may be at risk can enable tutors to target help. The University of Wolverhampton introduced a questionnaire called the Individual Learning Profile (ILP) in 2001 in an attempt to identify students at risk of failure, enhance the personal tutoring practices in HE and prevent student withdrawal. The aim of the ILP was to help tutors to identify the most vulnerable students and the areas in which they need remedial work, to build their confidence and motivation. The current study was designed to obtain the replicability of the Individual Learning Profile as an instrument to measure students’ confidence and perceived academic performance. Students’ confidence in their academic abilities was then examined in relation to their personality traits and their actual academic performance, grades on 16 modules and grade point average, over the first two years of a psychology degree. The factor analysis of the ILP with 3003 first-year undergraduate students extracted six factors (Reading & Writing, Hard IT, Numeracy, Time Management, Speaking, and Easy IT). One-hundred-and-thirty students then completed the ILP and a battery of personality trait measures (the Big Five; perceived anxiety and need for control). Personality clearly has an influence on how much confidence students have in their academic strengths and weaknesses. Between nine and 37 per cent of the variance in ILP scores could be predicted by different personality traits for four of the ILP factors, but not IT skills. The ILP explained some of the variance, which was not accounted for in the first second year modules, with Time Management being the only predictor of GPA. As a tool for predicting which students are at most risk of dropping out, the questionnaire work well. High attrition rates are no longer tolerated, and the ILP may be a useful tool to facilitate this.

Testing the confidence heuristic: Are confident communicators more persuasive?

B.D. PULFORD & A.M. COLMAN, University of Leicester.

According to the confidence heuristic proposed by Thomas and McFadyn (1995), when people communicate beliefs to one another, they tend to express confidence or uncertainty (depending on the certainty with which they hold those beliefs). Further, recipients tend to judge the reliability of the communicator according to the confidence with which it is expressed. Thomas and McFadyn also showed theoretically that the confidence heuristic permits efficient exchange of information between decision makers with common interests, and that it reliably implements optimal solutions to pure co-ordination games of incomplete information – games in which the players’ interests coincide, so that they are motivated to coordinate their actions, but they have incomplete information about the choices of the other players associated with the possible outcomes. Our research focused on such games in an attempt to empirically test if there is evidence to support this theory. Indeed, in the ‘Police and Suspects Problem’, 56 participants attempted to determine which face, from an array of nine photos, looked most like the suspect portrayed in an E-fit. On each trial, one participant was given a very good e-fit likeness of one of the faces, designed to induce high confidence and high accuracy, while the other participant was given a weak e-fit likeness of one or more of the other faces in the array. Participants were not allowed to see each other, and they were given two minutes to discuss each e-fit and which suspect they wanted to choose. The strong evidence was given to one of the participants and to the other player on another eight of the trials; the same e-fits were used twice, once shown to player 1 and later on in the session to player 2. By this method the same e-fit faces were shown to partners, so the number of times that the strong evidence player won the argument could be determined. It was found that the players chose the correct face they were paid 40p each. If they both chose the same, but incorrect, face they received 20p each. If they chose different faces, then each received 10p. There were no significant differences between the players and their partner’s gender was investigated, as were individual differences such as assertiveness, need for correction, need for closure and overconfidence.

Results: Players disagreed with each other less than eight per cent of the time, and half of the pairs never failed to reach agreement with each other, indicating that they understood the parameters of the game. The number of times that the person with the strong evidence persuaded the other to agree on the correct face was significantly higher than the number of times the person with the weak evidence persuaded the one with the strong evidence to agree on the incorrect face. This is consistent with the notion of the confidence heuristic, but since the person with weak evidence quite frequently was persuasive, the communication of confidence is obviously not simple, and other factors may moderate the use of the heuristic in some decisions.

An investigation on occupational stress and coping strategies in Higher Education – the UK perspective

P. RAMACHANDRAN, N. PAYNE, Middlesex University & A. GUPPY, University College Chester.

Objectives: The principal objective of this study was to investigate the relationships between the factors that comprise occupational stress and coping strategies among staff working in higher education.

Design: This study was part of a large on-going comparative study employing a repeated measures design. In the present study only the Phase 1 results will be presented.

Methods: 198 participants employed in UK higher education institutions completed the mailed out questionnaire. The scales used in the questionnaire were measures of job satisfaction, sources of stress, sources of pressure, coping strategies, psychological well-being and general mental health. The scales have all been validated and used widely.

Results: The reliability scores of most of the scales were satisfactory with alpha values ranging from 0.62 to 0.91. Correlation analysis showed that psychological well-being and general mental health were related to job satisfaction. Regression analysis was employed to reveal the predictors of job satisfaction and general mental health.

Conclusion: This study provides a general overview of the relationship between job stressors and the outcome measures in the higher education setting.

Developmentalism and the rhetoric of ‘best interests of the child’: Implications for lesbian and gay foster parents

D.W. RIGGS, University of Adelaide.

In these times of the increased bureaucratisation of state child care services (such as the Case Study Model) models continues to heavily influence the decisions made in relation to foster care placements and the removal of children. In particular, government foster care service providers use psychological frameworks to justify removal orders, and to gain court approval for the continuation of existing orders. As individuals caught up within this system, lesbian and gay foster carers are often required (and indeed encouraged) to take on board psychological language in order to justify their suitability as carers, and thus prove their ability to provide for the ‘best interests of the child’. In this light, this paper first argues that such models rely upon a set of developmentalist assumptions about the category ‘child’, which involves the ascribing the values and knowledges of heterosexual, adult focused institutions. Second, it examines some of the ways in which a reliance upon the rhetoric of ‘best interests of the child’ works to recentre a developmentalism and the rhetoric of ‘best interests of the child’. Through an elaboration of these two factors, this paper thus demonstrates some of the oppressive practices that are promoted through the use of such purportedly ‘child focused’ strategies, and the implications of these for lesbian and gay foster parents. Furthermore, it is important to develop frameworks that challenge normative models of the child, which prioritise the radical challenges that lesbian and gay parents may present to heteropatriarchy.
An evaluation of the effects of acute exercise on the mood of adults diagnosed with Panic Disorder (with or without agoraphobia)

G. ROBINSON, P. CALCOTT, P. CROMANTY & M. FREESTON, Newcastle Cognitive and Behavioural Therapies Centre.

Objectives: The objective of the study was to examine changes in positive feeling states in adults, meeting DSM-IV criteria for Panic Disorder, with or without agoraphobia, following a bout of acute exercise.

Design: A 2 x 3 mixed-model analysis of variance (ANOVA) was performed on the data. The repeated within-subjects factors were exercise (i.e. week 1, week 2, week 3) and time served as a within-subjects factor (pre- and post-exercise).

Methods: Participants were two males (mean age = 45.00, SD = 4.24) and 12 females (mean age = 39.42, SD = 9.29) who met DSM-IV criteria for Panic Disorder, with or without agoraphobia.

Measures: The Exercise-Induced Feeling Inventory was employed to assess the participants’ feelings states immediately before and following an acute bout of exercise (EI; Gauvin & Rejeski, 1993).

Procedure: Participants were asked to complete a copy of the EI immediately before and after one of the EI’s sub-scales.

Results: Results indicate that a single bout of acute exercise is related to significant increases in feelings of well-being, decreases in revitalisation and tranquillity. In order to assess the magnitude of differences in feeling states before and after exercise an estimate of effect size (Cohen’s d) was calculated for each of the EI’s sub-scales (NB: The mean pre- and post-feeling state scores across all three sessions were used to compute Cohen’s d). The effect sizes for each state were as follows: for physical exhaustion (d=0.44), and larger effect sizes for revitalisation (d=1.29), tranquillity (d=1.15), and positive engagement (d=1.07).

Conclusions: Results suggest that a bout of acute exercise is related to significant improvements in the feeling states of adults with panic disorder. An acute bout of exercise could be used as a useful non-pharmacological self-help strategy for individuals with panic disorder, e.g. mental disengagement, not talking about FF) as a way of coping with FF.

Investigation into the relationship between perceived athletic ability, frequency of ‘thinking errors’ and anxiety in members of a county archery squad

G. ROBINSON, County Hospital, Durham.

Objectives: The main objectives of the study are to: (1) provide initial empirical evidence for the utility of the Thinking Errors Questionnaire (Stallard, 2004) in sport. According to Fennell (1999), self-regulation of personal state (i.e. anxiety) and body sensations (i.e. tension, fatigue, and low energy). Evidence for the presence of thinking errors (in specific cognitive techniques designed to correct faulty cognitive appraisals.

Methods: Hypothesis: Individuals with a higher frequency of ‘thinking errors’ and anxiety in members of a county archery squad.

Design: Stallard’s correlation design. Hypotheses tested with Spearman’s correlation coefficient.

Methods: Participants: Members of a county archery squad.

Mean age 40.00 years (SD = 1.85).


3. Somatic Anxiety Scale and Worry Scale of the Sport Anxiety Scale (Smith et al., 1990).

Procedure: Participants were volunteers and completed the questionnaires at the end of a training session.

Results: As hypothesised, low perceived athletic ability was associated with: (a) greater frequency of ‘thinking errors’ and anxiety, (b) lower levels of self-confidence, (c) greater scores on the Somatic Anxiety Scale, and (d) greater scores on the Worry Scale.

Conclusions: Results are discussed in terms of the potential of the Thinking Errors Questionnaire, as well as Fennell’s model in sport. Implications for future research and the potential to use specific cognitive techniques designed to target and correct faulty cognitive appraisals in athletes are also discussed.

Coping with fear of failure: An examination of young elite athletes S.S. SAGAR, D. LAVALLE & C.M. SPRAY, Loughborough University.

Objectives: To investigate fear of failure (FF) in the sport domain among young elite athletes. The aims were to examine the effects that FF had on such athletes and, to find out how they coped with FF.

Design & Methods: A qualitative method of inquiry was selected in order to account for the phenomenological complexity of coping behaviour. Each in-depth interview was conducted on an individual basis; the interview length was set at 60 min. Fear of failure is an important element in the feeling states of athletes during the course of competitive experience at international level. All interviews were audio-taped record.

Analysis: All interviews were transcribed verbatim and inductive theme analysis was used to develop codes from the data. Codes were grouped and themes were formed. As hypothesised, low perceived athletic ability was associated with a greater frequency of ‘thinking errors’ and anxiety between perceived athletic ability, frequency of ‘thinking errors’ and anxiety for adults with panic disorder, e.g. mental disengagement, not talking about FF) as a way of coping with FF.

Conclusions: Coping with FF, as with other stresses and demands of sport, is an important element in effective functioning at elite level sports and if athletes do not possess effective coping skills to deal with the fear of failure, they are likely to experience poor performance, negative affect, and may eventually drop out of sport. Therefore, we recommend that it is important to educate young elite athletes to employ appropriate coping strategies to deal with their fears of failure as this can help them attain a positive emotional state, positive level of motivation, and can help with their sporting performance and social development.

A public silence: Conditions of (in-)visibility for men who have sex with men, who are clients of public mental health services in Aotearoa/New Zealand

D SEMP, University of Auckland.

How are issues of same-sex sexuality identified in public mental health services (PMHS)? How important might this be? Many have written about how clinicians assess whether issues of same-sex sexuality are relevant to clients’ mental health issues. Furthermore, in order for clinicians to change professional practice, they may require knowledge about the changes in policy and training likely to be necessary because of some of the discursive constraints outlined.

You think he’s fit and we know it! Social desirability and perception of male beauty

C. SENIOR, G. EVANS & E. PEL, Aston University.

Objectives: It is generally agreed that heterosexual male observers experience difficulty in deciding if another male is attractive. Female observers, on the other hand, experience no such difficulty and can generally state that another male is attractive. Previous work has indeed shown that male observers will work harder to increase the viewing time of an attractive male face than they will spend looking at the viewing time of an attractive male face. As evolutionary theory suggests that beautiful faces signal genetic health – additional appraisal of attractive faces would thus be prudent to ensure correct recognition of this important social signal. The period of time taken to judge a face for its beauty is thus an excellent index of its assessment as genetic health. The aim of this study was to explore differences in the length of time male and female observers took to appraise attractive faces of men and women.

Design: All participants were free of any form of hormonal intervention; females indicated a standard 28 day menstrual cycle and agreed to participate during the luteal phase of the cycle. All participants completed the Self Questionnaire for sexual orientation prior to participation. This scale consists of a number of diverse items which are designed to give a percentage sexuality score across different factors of sexuality, and is thus a more valid measure than a single item self report.

Methods: 50 individuals (equal ratio of male and female) whose scores >85 per cent on the heterosexual index were invited to participate further. They were asked to rate the physical attractiveness of a series of 200 facial portraits on an eight-point scale. The items consisted of equal numbers of attractive/unattractive male and female faces, all were matched for distinctiveness.

Results: Surprisingly unsurprisingly, the male observers rated the attractive female faces as being more attractive than the unattractive items. This result was mirrored by the female observers. Analysis of the response times showed that both male and female observers took longer to appraise the attractive faces compared to the unattractive items (average reaction time). Of interest is the finding that although the male participants judged the attractive male faces to be less attractive than the female faces, they did not differ in the time taken to make this judgement.

Conclusions: This shows that when the sexuality of
male and female individual is matched and the menstrual phase in female participants is held constant for the observation of the same amount of time to appraise an attractive face. Given that the male observers were heterosexual, the lack of differences with the female observer at the same time of day for the attractive male faces suggests dissociation between the adaptive response and that which is socially desirable.

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Antecedents of approach and avoidance achievement goals in physical education
C.M. SPRAY, Loughborough University.

Objectives: The purpose of this investigation was to determine the relevant personal and situational underpinnings of achievement goals among school pupils participating in a 20-metre progressive shuttle run test during a scheduled physical education (PE) lesson. It was hypothesised that different achievement goal orientations would differ in antecedent profiles. Moreover, the adoption of mastery and performance-approach-avoidance goals would be influenced by the interactive effects of these antecedents, in line with theoretical tenets.

Design & Methods: Prior to completing a 20-metre progressive shuttle run test, participants (N=241; mean age = 13.17, SD = .90) responded to measures of the perceived prevailing motivational climate in the PE lesson, fear of failure, motive, and competence expectancy regarding the upcoming activity. In addition, pupils reported the adoption of mastery-approach, mastery-avoidance, performance-approach, and performance-avoidance goals with respect to the shuttle run test.

Results: Participants endorsed mastery-approach goals more strongly than other types of goals. Moreover, performance-avoidance goals were more salient than performance-approach goals. Hierarchical multiple regression analyses revealed that mastery-approach goals were positively predicted by perceived mastery climate in PE and high competence expectancy, whereas mastery-avoidance goals were undermined by fear of failure. Performance-approach goals were predicted by a three-way interaction between perceived performance climate in PE, fear of failure, and competence expectation. High, rather than low, perceived performance climate was closely associated with the adoption of performance-approach goals when pupils experienced high fear of failure and low competence expectancy, and when low fear of failure was accompanied by high competence expectancy. In contrast to the case with performance-avoidance goals, results revealed a two-way interaction between performance climate and fear of failure under the adoption of performance-approach goals. Performance-avoidance goals were facilitated by high, rather than low, perceived performance climate when pupils experienced low fear of failure.

Conclusions: This study supports the central claims and value of the Elaborated Social Identity Model of crowd research in assisting the Portuguese, English, Dutch and German police with over 200 fans before, during and after the tournament. Data were collected using web-based questionnaires and e-mail surveys.

Results: Both qualitative and quantitative data were analysed using a variety of techniques including thematic analysis. Data from the study will be summarised and its implications for understanding the role of intergroup relations, policing and perceived dynamics in the management of social conflict will be discussed. Specifically, the paper will detail the social psychological processes through which cultural categorisation in a category 'England fan' have taken place that culminated in the maintenance of non-violent norms on match days during the tournament. Data from the incidents of 'hooliganism' in Albufeira involving 'England fans' will be also outlined. Conclusions: It will be argued that the data from the study supports the central claims and value of the Elaborated Social Identity Model of crowd research as applied to the issue of football 'hooliganism'. The paper will conclude by highlighting the continuing need to understand the issues of football related 'disorder' from an identity based perspective and discuss the intimate relationship between the 'social identity and "hooliganism"'. In particular it will focus upon the value of forming a relationship between the science of social psychology and practices of public order policing. In particular it has been argued that for the first time Euro 2004 has provided concrete scientific evidence that forms of policing designed to concentrate on controlling rather than merely 'controlling' England fans are the most effective means of tackling 'hooliganism'. As such the paper will highlight how long term and international changes in the forms of public order policing used to control England fans are necessary in order to shift England fans as a whole away from the 'English disease'.

Running a resilience group for Year 7 High School pupils
A.R. TAYLOR, Salford Educational Psychology Service.

This workshop is an opportunity to learn about the running of a resilience group, from inception to outcomes. It will look at the theoretical background including social identity theory and resilience research and how these are relevant to the work.

Participants will be asked to consider why resilience is an important concept for schools. The resilience group was in place following an ecological framework (Bronfenbrenner, 1989). The workshop will demonstrate how the use of this framework makes it more likely that the group will have a lasting impact in the wider school.

The main focus of the workshop will be an exploration of the practicalities and processes involved. Aspects discussed will include:
- Contextual factors that influenced the setting up of the group
- What makes effective group work?
- Pupil selection, group size, adults involved;
- Ways of involving parents
- Structure and types of activities used;
- The notion of 'wrap-around' support;
- Blocks and challenges in running the group;
- Mistakes and the learning that emerged from them.

The work aimed to be holistic and included attention to body movement, awareness and touch. Theoretical, practical and ethical considerations relating to this approach will be discussed briefly. The evaluation measures used will be described, along with the results.

This workshop will be experiential in nature. Participants will be expected to examine their own resilience as well as that of the group. It will help them set up a resilience group in their working practice. They will also have the chance to explore several of the activities used with the group. I hope to convey some of the excitement that I have felt whilst running this project.
Development and initial validation of an updated version for international use of the Falls Efficacy Scale: The Falls Efficacy Scale-International (FES-I). Our objective is to develop and test the modified FES-I that assesses both easy and difficult fall situations and is suitable for use in a wide range of linguistic specificity. We have developed a modified version of the Falls Efficacy Scale (FES) for international use (FES-I). The FES-I should be considered as an update of the FES for use in a wide range of cultures and linguistic contexts. It is deemed to have provided a broad and deep view on the issue of falls suitable for use in a wide range of cultural and linguistic contexts.

Methods: A cross-sectional survey of a community sample was conducted. The British Psychological Society – 2005 Proceedings conclusions were reached that bus operators need to focus on lowering psychological job demands, reducing levels of overcommitment, improving decision-making authority for bus drivers, and improving co-worker support. This is likely to lead to a reduced level of job strain, which is anticipated to enhance a range of organisational performance indicators.

False start? UK sprint coaches and black/white stereotypes

D.J. TURNER, University of Luton.

UK sprint coaches’ employment of common racial stereotypes was investigated. Eight black and eight white sprint coaches were studied. It was hypothesised that the success of black individuals would be attributed to innate genetic factors, whereas the success of white individuals would be attributed to socio-economic advantages, intelligence, and hard work. Thirty-one sprint coaches voluntarily participated in interviews. A two-way between subjects design was used, with scaled item survey questionnaires, based upon photo elicitation, and subsequent statistical analysis via Mann-Whitney tests and Spearman’s correlation.

Quantitative data was collected, via a one-to-one interview design (open-ended and semi-structured), with subsequent inductive content analysis. Qualitative results reveal no significant difference between the scoring of black and white photographs, and a positive correlation between the comparative scoring of eight stereotypical factors (N=0.394, N=8, p=0.001). The effect size for the difference between individual factors is for longer limbs, with coaches scoring this as contributing more to the success of the pictured black athlete (R=54.0, N=16, N=15, p=0.001). Tests of variance indicate that most coaches adopt a biological determinist attitude, with genetic factors implicated as associated with success, to a greater extent than developmental factors. Several unprompted statements reveal direct racial stereotypes. Generally, the hypotheses are not supported, specific aspects do partly provide support, and there is a tendency to score the black athlete more highly across all stereotypes. The findings indicate that coaches believe black athletes to be more suited to sprinting. Qualitative results indicate that sprint coaches may be susceptible to the employment of natural ability stereotypes because of an overemphasis on biological determinism, and a lack of recognition for less immediately apparent developmental differences. The findings suggest that specific aspects were not concurrent with articulatory suppression. A second experiment with a different primary task confirmed this finding. Thus the evidence suggests that articulatory suppression on switching seems to be rapidly diminished with pure practice, but not if articulatory suppression is required during the practice. A number of theoretical views of these results are discussed.

The effects of practice on interference in a switching task

T. WARD, Newman College.

Articulatory suppression has been shown to interfere with performance on switching tasks. In an experiment, eight different groups of 40 participants performed either a switching task, or a blocked task. They had 10 practice sessions under four separate conditions, involving either no secondary task, or tapping, or articulatory suppression (using either ‘the’ or ‘blah’). After practice, the effect of articulatory suppression on switching was significant, reduced except when practice was performed over several sessions. The effects of practice are discussed. The number of theoretical views of these results are discussed.

Individual differences in the influence of confidence: The effects of Need for Closure and Need for Cognition

C.J. WESSON, University of Wolverhampton & B.D. PULFORD, University of Leicester.

Objectives: To explore the child-parent communication style about drug use in post-war Serbia and Montenegro.

How do parents discuss their children about drug use in post-war Serbia and Montenegro?

A. VUCEVIC, E. KALYVA, City Liberal Studies & C.J. WESSON, University of Wolverhampton & B.D. PULFORD, University of Leicester.

Objectives: To explore the child-parent communication style about drug use in post-war Serbia and Montenegro in an attempt to design the implementation of a family-based drug intervention.

Method: The participants were 18 parents (nine mothers and nine fathers) of 18 children (nine girls and nine boys) living in Belgrade who were interviewed at their homes. Content analysis was used to identify the basic characteristics of parent-child relations. Application of content analysis was the most appropriate way of analysis here in an attempt to determine the psychological and social characteristics of children. Selective reduction of interviews occurred through the process of coding of text into manageable content categories. By reducing the text to categories consisting of word, set of words and themes the researchers focused on specific words (punishment, stress, fear, trust) and patterns that emerged. Parent-child conversations were assessed for the presence of the following: Need for Closure, Need for Cognition, Attributional style, Research, and Social context. The analysis showed that parents attributed differently the success of black and white athletes. However, there is sufficient evidence to support the hypothesis that the confidence heuristic is a general cognitive heuristic.
or is mediated by individual differences, the influence of Need for Closure and Need for Cognition was addressed.

Design: The experiment used a 3 [speaker confidence: high, medium, and low] x 2 [Need for Closure: High vs. Low] x 2 [Need for Cognition: High vs. Low] (6 conditions vs. no confidence cues) mixed design, with repeated measures on the first variable.

Methods: Participants took part in the experiment in which they were required to choose the correct/least likely answer to a series of questions belonging to different task types, and indicated their confidence in their chosen answer. Participants were given three alternative answers to each question to choose from. In the experimental group these were accompanied by high, medium or low confidence cues developed in a previous pilot study, whereas in the control group there was no feedback to the speaker’s confidence. Participants also completed two personality questionnaires measuring Need for Closure and Need for Cognition.

Results: The addition of confidence cues to a speaker’s answer resulted in a shift towards choosing answers expressed with high confidence and away from those expressed with low confidence. Regardless of a speaker’s confidence level, the addition of confidence cues led to an increase in participants’ confidence in their answers. However, these effects were not present on task type. In relation to the personality measures used, Need for Closure had an effect on participants. Participants who had a high Need for Cognition affected participants confidence in their chosen answers. High (vs. low) Need for Closure participants showed a greater shift towards answers expressing confidence and away from those expressed with medium confidence. High (vs. low) Need for Cognition participants were more confident in their choices.

Conclusions: People do appear to use a heuristic that uses the confidence of a person as an indicator of the validity of their information. People appear to be uncertain and they define a means of making choices and having confidence in those choices. However, the extent to which the confidence heuristic is used, and the way in which it is used, is influenced by individual differences.

The evolution of intellect
N.E. WETHERICK, Formerly of University of Aberystwyth

Organisms depend for their survival on luck and on their capacity to extract from the environment relevant (i.e. predictive) information. This capacity can be conceptualised as a method for technical adaptive solutions applicable to all organisms from single-celled to human. To complete the evolutionary project it will be necessary to discover what human intellect was evolved from that-of other animal species as to account for human body structure and function in the same terms.

The highest task for intellect is to extract predictive rules from temporary law-like regularities (TLRs) in the organism’s immediate perceptual environment (IPE). The content of the latter will be determined by the organism’s sensory capacities. The former may reflect genuine laws of nature or be the result of purely chance associations of events that the TLR’s extracted will appear to be, at least locally, valid – permitting the organism to make correct predictions here and now (which is all that confidence can be seen to mean).

At the lowest level, only minor modifications of innate response tendencies are possible. Higher up the scale, responses of a different nature to those produced by the organism, either from successful predictions only (sub-mammalian species) or from both successful and unsuccessful predictions (mammals). To these latter two cases, predictions may be produced by the organism, and the act of predicting may have an internal representation of what was predicted so as to be able to recognize its absence as well as its presence. Predictions may be used consciously to identify and predict changes in objects (permitting language), self-identity, and hypothetical reasoning. The vital first step in this process of internal representation is the act of predicting (to evoke a given response) to the postulation of universals. Since then human knowledge has been the product of competitive conflict between what appears to be true now and what follows from what is already known.

A ‘crisis of confidence’: Self-estimation of academic ability in Scottish students
M.C. WHITEMAN, University of Edinburgh & E.R. PETERSON, University of Auckland.

Objectives: Cultural commentators have suggested that people who identify themselves as Scottish may have lower levels of self-confidence than people from other nations, but little psychological research has been conducted on this. Personality traits and self-esteem have been associated with individuals’ self-estimation of their academic abilities. The aim of the present study was to investigate the relationships among self-estimation of academic ability, personality traits, self-concept and nationality in students attending a Scottish university.

Design: Cross-sectional survey of first-year psychology students. Ethical approval for the study was granted by the School of Philosophy, Psychology and Language Sciences Ethics Committee of the University of Edinburgh.

Methods: 174 students agreed to fill in a brief questionnaire measuring Need for Closure, Agreeableness, Emotional Stability and Conscientiousness; overall self-esteem; academic self-concept and their overall IQ. Results: 149 students (115 women and 34 men) returned complete data: 40.9 per cent said they were Scottish (N=62) and the remaining 8.8 per cent were Welsh, Irish, American, mainland European or Asian. There were sex and national differences in IQ estimation (Scottish students estimating themselves higher than women [117.0 v. 112.8; p=0.03]; the Scots rated their own IQ as lower than the other nationalities). Bivariate correlations showed significant associations between higher IQ estimation and: higher self-esteem (r=0.20; p<0.05) and higher intellect (r=0.29; p<0.01) with Scottish nationality [point-biserial r=0.23; p<0.01]. Predictors of self-rated IQ in multiple regression models adjusting for sex were: Scottish nationality and intellect, which together accounted for 11.8 per cent of the variance in self-rated IQ. These models run showed that the only significant predictor of self-rated IQ was Scottish nationality, which accounted for 11 per cent of the variance. The traits of Emotional Stability, Core self-esteem and academic self-concept were unrelated to self-rated IQ in regression models.

Conclusions: These suggest that first-year Scottish psychology students may lack confidence in their academic abilities, which could affect their academic performance. A future wave of the study will complete this analysis with results from the same survey carried out at the University of Auckland, New Zealand.

Statutory Regulation: Prospects for British applied psychology in light of the American experience
J.R. WILLIAMS, University of Wales, Aberystwyth & E.Y. DROGIN, University of Louisville School of Medicine.

Purpose: To analyze the effects of statutory regulation upon American applied psychologists and to consider how similar issues may soon be reflected in the work lives of their British counterparts.

Background: Professor Geoffrey Lindsay, Chair of the British Psychological Society’s (BPS) Statutory Regulation Working Party, has observed that ‘the Society has sought for over 30 years to persuade the government to regulate psychology. The transfer to a scheme of statutory regulation may now be close at hand. The Health Professions Council (HPC), which will maintain a registry of applied psychologists, describes its function as ‘to protect the health and well-being of people who use the services of the health professionals registered with us’. The evolving role of the HPC will substantially transform the integration of professional considerations in the practice of applied psychology in Great Britain. The first author is Head of the Department of Law at Aberystwyth University and author of the book The Law of Mental Health. The second author is a psychologist and attorney, and the third is Chair of the American Psychological Association (APA) Committee on Legal Issues, now chairing the American Bar Association (ABA) Division of Life and Physical Sciences while serving in the role of Commissioner of the ABA Commission on Mental and Physical Disability Law. Our current paper describes the well established influence of statutory regulation upon psychological research, consultation, and clinical practice in the US, and discusses what the American experience may portend for British psychologists.

Key issues:
(1) Statutory regulation has become inextricable from professional practice planning, decision making and liability management. It is a major contemporary challenge for professional psychology.
(2) Statutory regulation will exercise a considerable impact upon similar considerations for British applied psychologists.
(3) Consideration of the American experience will assist British applied psychologists in anticipating both challenges and opportunities and realising the optimal benefit from the transition to statutory regulation.

Conclusions: British applied psychologists have much to learn from a comparative analysis of the effects of statutory regulation upon practice in foreign jurisdictions.

The Dutch smartshop as a model for Europe in the sale of smart and eco drugs
A. ZANGARA, HCU, University of Northumbria; F. ROVETO, University of Padova; G. FORZA, University of Parma; G. PARMA, G. FORZA, University of Padova; J. GOFORD, CDR, Goring-on-Thames; F. SCHIFANO, St. George’s Hospital Medical School & R. LIOTTA, University of Amsterdam.

Objectives: Smart (energy drinks, smart nutrients, nootropics) and eco (herbal extracts, magic mushrooms, psychedelic herbs) drugs can be considered a single category of psychoactive substances sold within specific environments that are appearing all around Europe. The Netherlands was the first nation to tolerate the sale of such substances ‘smartshops’ provided no adverse health and safety risks. It was often inclusive of professional advice, and 84 per cent of participants reported being well-informed. These products are offered as alternatives to synthetic drugs, but significant links were found between the use of magic mushrooms and cocaine, smart nutrient, energy drinks and amphetamines and psychedelic herbs and cannabis.

Methods: The hypothesis that this policy would be associated with high levels of safety-related knowledge in users of smart (SD) and eco drugs (ED) was supported by the administration of an exploratory questionnaire to 75 smartshop customers and 26 university students in Amsterdam.

Results: Amongst other significant findings about the characteristics of SD and ED users, it was discovered that they tended to prefer an average of two classes of substance (among the various SD and ED products). They were self-guided by information, and preferences by the desire for mood enhancement. The main source of information was reputed smartshops, which were often inclusive of professional advice, and 84 per cent of participants reported being well-informed. These products are offered as alternatives to synthetic drugs, but significant links were found between the use of magic mushrooms and cocaine, smart nutrient, energy drinks and amphetamines and psychedelic herbs and cannabis.

Conclusions: Smartshops provide advice, safety and other information about illegal drugs, therefore, these findings might be used to distribute the information to users of illegal drugs.

Elaboration likelihood and the effectiveness of gender-related advertisements in Traditions and Liberals
M. ZAWISZA & M. CINNIRELLA, University of London.

Objectives: The work presented here expands on Petty, Fazio and White’s (1999) finding that non-prescriptive informational messages had a persuasive message from a minority source (African-Americans or homosexuals) to a greater extent than prejudiced individuals when the attitudinal change likelihood is moderate, thus confirming Devine’s (1989) watchdog hypothesis. It is argued here that a counter-stereotypical female source of an advertising message shares some of the characteristics of the minority sources tested by
Petty et al. (1999), and thus it is predicted that: (1) the individuals who hold liberal attitudes to female gender roles should scrutinise the advertising message from such a counter-stereotypical source to a greater extent than the message from a stereotypical source; (2) liberals should scrutinise the counter-stereotypical advertising message to a higher extent than Traditionalists; (3) greater scrutiny of the advertising message should result in higher ad effectiveness (more so for highly convincing ads than for low convincing ones); and (4) previous findings that traditional ads should be more effective than non-traditional ones, should replicate.

Design: The study follows a 2 (source type: stereotypical vs counter-stereotypical) x 2 (quality of arguments: low vs high) with in 2 (gender attitude: Traditional vs Liberal) between groups mixed factorial design.

Methods: A thought positivity index and the manipulation of the strength of the arguments used in the ads tested are incorporated as means of capturing the skin system of grade Belief. Two scales are used to measure attitudes to female gender roles: AIDS-B (Parry, 1983) and ASI (Glick & Fiske, 1996). Ad effectiveness is assessed here in terms of three types of responses: cognitive, affective and behavioural, as measured using various Likert type and semantic differential scales (e.g. see Affective and Cognitive Scales by Burke & Edel, 1988). The ads tested are printed ads created for the study. The advertised products are unisex and low-involving products of unknown brands.

Results: Study in progress.

Conclusions: Apart from expanding on the Petty et al. (1998) studies, this study potentially providing additional support for the watch-dog hypothesis, this study, being the third in a series of studies on the effectiveness of gendered ads, provides further suggestions as to the potential effects of gendered appeals for temporal and long-term ad effectiveness.

Joachim of fiore and apocalyptic immanence
M.P. ZIOLO, University of Liverpool.

Chiastic enquiries of the historical process, whether expressed through philosophical or political systems or incarnated in the form of political movements, have always been and in all likelihood will continue to be, an integral part of European culture. Through an appeal to relevant psychoanalytic theory, core studies and historical sources, this presentation begins with general observations on the genesis and psychoanalytic profile of apocalyptic movements and then traces the psychological roots of Euroamerican apocalyptic thought as expressed in the Christian medievalist formulations of Christian dogma defined by the Sixth Ecumenical Council held at Constantinople in 680 CE. Utilising primary source material, the presentation then briefly examines the life of the medieval Calabrian mystic and Cistercan abbot Joachim of Fiore (1135–1202 CE) and shows how his work succeeded in creating a synthesis of dynamic trinitarism and existential dualism within a framework of historical immanence. A meta-analysis of relevant historical studies shows how the subsequent dissemination of the 'Joachimite programme' throughout medieval Europe and its inevitable deformation over time in the context of Euroamerican psychosociopolitical and cultural influence on the development of European philosophies of history, on the inspiration and organising principles of the major totalitarian systems of the 20th century, and ultimately, on the American concept of 'manifest destiny.'

Improving provision for disabled psychology students
L. ZINKIEWICZ, N. HAMMOND, University of York, J. COLLINS, P. REDDY, Aston University, A. NIAZI & N. FOREMAN, Middlesex University.

Objectives: This poster presents an overview of the Improving Provision for Disabled Psychology Students project. This two-year, HERSC-funded project aims to develop evidence-based reports and guides to help UK university psychology departments provide a better teaching and learning experience for disabled psychology students, and to help these students in decision making concerning the study of psychology. The project builds upon existing work in the HE Arena, but focuses on the particular requirements for the study of psychology, including BPS and QAA requirements, practical and project work, discipline-specific use of technology and ethical issues.

Design & Method: To assess the needs of potential and current disabled psychology students, and the issues faced by departments, the project has conducted a number of confidential surveys, focus groups and interviews with disabled psychology students and graduates, and those who teach and support them. Detailed statistical information about disabled psychology students currently in UK HE has also been obtained from the Higher Education Statistics Agency. Based on these data, a number of reports and guides (for potential and current students, and for departments and disability advisors) are currently being developed.

Results: Detailed data were obtained from over 110 students and graduates across the UK, who possessed the full range of disabilities, a significant proportion of which were not disclosed to institutional staff. Responses were also obtained from over 50 staff in psychology departments and institutional disability advisors, HESA data show a slightly higher proportion of disabled students in psychology than in the HE student population as a whole, with this difference being particularly evident in relation to students who have disclosed mental health problems. Data obtained reveals that disabled students face a variety of difficulties when studying psychology, arising from an interaction between inaccurate expectations of psychology courses and staff, teaching and assessment methods utilised, and the subject matter and skills requirements of the course. However, respondents also offered a range of strategies that have proved useful in assisting students' progress in psychology study.

Conclusions: Findings show that improving provision for disabled psychology students requires an improved understanding of how the attributes of the psychology discipline and its staff and student bodies affect this process.

POSTERS
Themes: Social, Individual Differences, Sport & Exercise, and Occupational

Gender and age differences in job satisfaction and coping strategies among Greek primary and secondary school teachers
A.S. ANTONIOU, University of Athens, A.N. VLACHOS, Panteion University of Social and Political Sciences, Athens & F. POLYCHRONI, University of Athens.

Grumpy old men or calm elderly gents? Sex and age differences in the self-reported experience of anger
J. BARNETT, M. COULSON & N. FOREMAN, Middlesex University.

The right to kill? Links between attitudes towards the death penalty and beliefs in justice: A work in progress

Effects of internet administration and supervision on responses to psychological inventories
T. BUCHANAN, University of Westminster.

Worry: Exploring associations with locus of control, emotional intelligence and metacognition
K. CLAYTON, D. PURVES, London Metropolitan University & P. ERWIN, Edge Hill College.

The relationship between humour, teaching style, gender and student evaluations of university lecturers
L. CLEVE & A.J. McLAUCHLAN, University of Ballarat, Australia.

Sun, fun, rum and graduate selection in the 21st century
P.A. CRUISE, City University.

Perceptions of the sexual abuse of children in a cyberexploitation case
M. DAVIES & P. ROGERS, University of Central Lancashire.

Is age kinder to the initially more able?: The relationship between IQ and age-related verbal memory decline
R. EDWARDS, A. MARRIOTT & R. BULLOCK, Kingshill Research Centre.

Teen and the trials of old age: The impact of the old on the young

Crossing the wanless rubicon: Moving towards the fully engaged scenario
L. EVANS, University of Glamorgan & J.A. NICKELS, North Glamorgan NHS Trust.

Do you see what I see?: The invisible hand of sexism

The impact of dementia on romantic couples using different methodologies
L. FOSTER, K. RODHAM, University of Bath & R. BULLOCK, Kingshill Research Centre.

Daily hassles, daily uplifts, sleep loss and stress: A two-wave analysis
R.L. GERVEIS, Manchester Business School & G.R.J. HOCKEY, University of Sheffield.

An examination of the psychometric properties of the behavioural regulation in exercise questionnaire-2 (BREQ-2) within an adolescent population
F.B. GILLISON & M. STANDAGE, University of Bath.

Building a consensus of the challenges and solutions facing parents/carers training as clinical psychologists
R. GOLDFWN, University of Leeds.

Psychological well-being in a UK fire service: A preliminary study
K. GUNARATNA, Middlesex University & A. GUPPY, University College Chester.

The impact of diagnosis of dementia
J. HANCOCK, S. VOSS & R. BULCOCK, Kingshill Research Centre.

Mixed race and the 'identity crisis': A self-categorisation approach
S.V. HEDGER, Brunel University. Funded by ESRC.

The effect of change of roles of IT personnel on organisational performance
Q’ The question and answer – A preliminary investigation into the use of q-methodology within applied sports psychology workshops
M.E. LAFFERTY, University College, Chester.

The role of information in the acquisition of fear – interaction with associate learning
J. LAWSON & A.P. FIELD, University of Sussex.

Proposal of a theoretical framework toward the prediction of adherence in sport injury rehabilitation programmes
A.R.L LEVY, R.C.J POLMAN & P. CLOUGH, University of Hull.

Self-efficacy and sensation seeking as predictors of risk taking in rock climbing
D.J. LLEWELLYN, University of Leeds.

Physical fatigue influences the effectiveness of attentional focusing strategies during dynamic balance
D. MARCHANT, P. CLOUGH, M. CRAWSHAW & M. GREIG, University of Hull.

The impact of Alzheimer’s disease on relationships and social networks
A. MARRIOTT, R. BULLOCK, Kingshill Research Centre & A. WARREN, Brunel University.

The effects of mood and exercise on different forms of risky decisions
J. MORRISON & A.J. MCLAHLAN, University of Ballarat, Australia.

Why do patients renege on their psychological contract for their operation? The main predictor variables and interactions from National Health Service Trust

Visual search and decision making in elite level Football Association referees
J. PAGE, M.E. LAFFERTY, University College Chester & T. HOLDER, University College Chichester.

Students’ perceptions of discrimination in the job market

Effect of a single bout of aqua/studio exercise or parentcraft class on mood of pregnant women
R. POLMAN & M. KAISELER, University of Hull.

Sub-elite netball players and their flow experiences
R. POLMAN & J. FRENCH, University of Hull.

An investigation on occupational stress and coping strategies in higher education: The UK perspective
P. RAMACHANDRAN, N. PAYNE, Middlesex University London & A. GUPPY, University College Chester.

Investigation into the relationship between perceived athletic ability, frequency of ‘thinking errors’ and anxiety in members of a county archery squad
G. ROBINSON, County Hospital, Durham.

An evaluation of the effects of acute exercise on the mood of adults diagnosed with Panic Disorder (with or without agoraphobia)
G. ROBINSON, P. CALCOTT, P. CROMARTY & M. FREESTON, Newcastle Cognitive and Behavioural Therapies Centre.

You think he’s fit and we know it! Social desirability and perception of male beauty
C. SENIOR, G. EVANS & E. PEEL, Aston University.

Task demands influence pronoun resolution
A.J. STEWART & J. HOLLER, University of Manchester.

Job strain in bus drivers: Well-being and predictor variables
J.L.M. TSE, R. FLIN & K. MEARNS, University of Aberdeen.

False start? UK sprint coaches and black/white stereotypes
D.J. TURNER, University of Luton.

How do parents discuss with their children about drug use in post-war Serbia and Montenegro?
A. VUCEVIC, E. KALYVA, City Liberal Studies & C.G. BROOKER, University of Sheffield.

Individual differences in the influence of confidence: The effects of need for closure and need for cognition
C.J. WESSON, University of Wolverhampton & B.D. PULFORD, University of Leicester.

A ‘crisis of confidence’: self-estimation of academic ability in Scottish students
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The Dutch smartshop as a model for Europe in the sale of smart and eco drugs
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Elaboration likelihood and the effectiveness of gendered advertisements in traditions and liberals
M. ZAWISZA & M. CINNIRELLA, Royal Holloway, University of London.

Improving provision for disabled psychology students
L. ZINKIEWICZ, N. HAMMOND, University of York, J. COLLINS, P. REDDY, Aston University, A. NIAYZI & N. FORMAN, Middlesex University.

FRIDAY 1 APRIL

KEYNOTE SPEAKERS

PRESIDENTIAL ADDRESS

The enemy within – threats to the Society and the discipline of psychology
K. BROWN, Queen’s University Belfast.

Threats to the British Psychological Society and the discipline of psychology are normally viewed as being external in origin. However, threats to the Society may also arise through either the activities of the Society and its many subsystems. It is also possible that there are threats to the discipline of psychology which are internal in origin. Some of these threats to both the Society and the discipline will be discussed and hopefully suggestions made as to how such threats may be transformed into opportunities.

Knowing me, knowing you: Exploring the social brain
C.N. MACRAE, University of Aberdeen.

Humans are set apart from other animals by a number of behaviours and the cognitive faculties that give rise to them. For example, Homo sapiens is the only species that has harnessed arbitrary symbols into languages capable of expressing an infinite number of ideas; that routinely develops and improves upon tools for augmenting natural abilities; and that can suppress immediate desires or prepotent tendencies indefinitely in pursuit of abstract goals in the distant future. These faculties of other such agents (even when their beliefs conflict with one’s own) – do not appear to have ready homologues among other animals, suggesting that humans may have a unique adaptation for particular aspects of social cognition. Recently, researchers in the neurosciences have turned their attention to understanding the ways in which the brain gives rise to these remarkable social abilities. Of particular interest to social cognitive neuroscientists is the issue of whether the processes that give rise to social cognition are a subset of more general cognitive processes, or whether there are unique operations that guide social cognition. In the current talk, consideration will be given to this issue. In particular, discussion will centre on the neural operations that support basic components of social cognition, notably the ability to understand self and others.

INVITED SPEAKERS

DIVISION OF COUNSELLING PSYCHOLOGY

Hot Topics: Your profession, your future, your opinions needed
A. BELLAMY, Division of Counselling Psychology Committee.

An opportunity to discuss and debate the ‘hot’ issues in the profession with the Divisional committee. In particular the moves towards Statutory Registration under the Health Professions Council, the Agenda for Change, the Doctoral qualification policy, National Occupational Standards and other matters of concern will be explored in a workshop format. Members of the Division Committee involved in and/or
knowledgeable about these topics will facilitate small discussion groups.

DIVISION OF SPORT & EXERCISE PSYCHOLOGY

Social context and physical activity
A.V. CARRON & S.M. BURKE, University of Western Ontario.

Objectives: Physical activity is undertaken in some variation of either of two fundamental contexts: alone or with others. The purposes of our presentation are to provide an overview of research that has examined physical activity context from three perspectives: (a) individual preferences; (b) tendency to adhere to the Centers for Disease Control/ American College of Sports Medicine (CDC/ACSM) Guidelines recommended to achieve health benefits; and (c) individual adherence behaviour.

Design: Pertaining to the first purpose, the preferences of older and younger adults for specific physical activity contexts have been examined in our own research and that of others; an overview of the salient findings is provided. Pertaining to the second purpose, our research on the propensity of university students to meet CDC/ACSM Guidelines in four specific exercise contexts is discussed. Finally, the results of three meta-analyses undertaken to statistically summarise the relationship between physical activity context and individual adherence behaviour are summarised.

Results: The analyses associated with each purpose are narrative overviews.

Conclusions: Older adults express the strongest preference for being alone for physical activity; younger adults, for being with others but outside a structured class setting. Physical activity context does not appear to play a large role in university students’ tendency to meet the CDC/ACSM Guidelines. In fact, students who meet the Guidelines appear to favour variety in contexts. Findings support the need for optimal exercise in cohesive classes and worst in home-based programs with no contact. Home-based programs with contact from experimenters are slightly superior to standard exercise classes.

DIVISION OF NEUROPSYCHOLOGY

Sexual Changes Associated with Traumatic Brain Injury
J. PONSORD, Director, Monash-Epworth Rehabilitation Research Centre, Epworth Hospital, Associate Professor, Monash University, Melbourne.

Findings from numerous outcome studies have shown that people with moderate to severe traumatic brain injuries (TBI) experience relationship difficulties and changes in sexuality. However, there have been few investigations of these problems, which are also inadequately addressed. Over the past five years, a study of sexuality following TBI has been conducted by the Monash-Epworth Rehabilitation Research Centre, aiming to identify changes in sexual behaviour, affect, self-esteem, and relationship quality, their interrelationships and causes. To date 330 individuals with moderate-severe TBI have completed a sexuality questionnaire one to five years post-injury and their responses compared with a group of 143 controls, of similar age and gender. Approximately 10 per cent of TBI patients lost the ability to engage in the frequency and quality of their sexual relationships. These tended to be those with more severe injuries involving the frontal lobes for more than 40 per cent of TBI individuals have reported a decline in the importance and frequency of sexual activity, sex drive, and self-esteem to satisfy their partner, engage in sexual intercourse, enjoy sexual activity, stay aroused and climax. The frequencies of such negative changes were significantly higher than those reported by controls. A significant proportion of TBI individuals also reported decreased self-confidence, sex appeal, higher levels of depression, and decreased communication levels and decreased relationship quality with their sexual partner. There were relatively few differences between males and females. There was also little change over time. Factors associated with negative sexual changes included age >35, use of antidepressant medication, anxiety, depression, self-esteem, fatigue and physical limitations, low self-confidence, difficulty communicating, behaviour problems and limited access to social networks. We are now reaching a point where the assessment and management of sexual changes a routine part of the rehabilitation process.

DIVISION OF COUSELLING PSYCHOLOGY

From counselling psychology to social justice: Rupture, responsibility, relationship
A. SAMUELS, University of Essex.

The capacity of counselling and psychotherapy to help refresh the moribund politics of Western societies is being explored. We need to discuss openly the possibilities and the limitations of this endeavour. It is not enough to assert that the boundary between ‘internal’ and ‘external’ is illusory (even if it is). We have to expose our ideas and practices to life in the trenches of a suffering world in which agony is the norm, before moving on to attempt an analysis of the situation, and then, perhaps, to action.

Awards and memorial lectures
BOOK AWARD LECTURE

Madness (almost) explained
R. BENTALL, University of Manchester.

It is generally accepted that severe mental illness is difficult to explain. Numerous theories have been advanced, implicating just about every variable known to influence human behaviour. Some investigators have even gone so far as to suggest that madness is ‘un-understandable’ in the technical sense. Others have questioned the whole ‘concept’ and hence not explainable in terms of the patient’s personality or experiences. Hence, theories of madness merely make reference to what has happened to patients, or their own understanding of the world and their experiences. In ‘Madness explained’ I suggested that the apparent difficulty in accounting for severe mental illness arises more from the attitude of the observer than the patient him or herself. When we ask patients about their actual experiences, and try to relate them to ordinary psychological processes, hallucinations, bizarre beliefs and even madness become relatively easily explainable. By weaving together these kinds of explanatory accounts it is possible to construct an explanation of severe mental illness that is satisfactory from both the scientific and ethical viewpoints, and which dispenses for the need for diagnostic categories such as ‘schizophrenia’.

M.B SHAPIRO AWARD LECTURE

The role of theory in the evolution of Cognitive Behaviour Therapy
C. BREWIN, University College London.

Modern psychological practice is rooted in learning theory and behaviourism of the 1960s. Cognitive therapy, despite its manifest successes, is based on numerous assumptions that date back to this period. For example, it was commonplace to assume the mind is a computer and that there is a generalised negative self-schema that summarises past experience, and that schema contents are conscious and accessible and able to be changed by therapy. This model of mind now looks outdated. Recent research emphasises that knowledge about ourselves is represented in the form of episodic as well as semantic memory, and in hypothetical models that may not correspond to reality but reflect our hopes and fears. Consistent with this, research has shown that people have a wide variety of highly accessible mental contents, including multiple models of the self, autobiographic memory, implicit and explicit memory, and hypothetical scenarios. In the past psychological theory has tended to lag behind and justify clinical practice, rather than driving it from the front. Clinicians have been great innovators and their observations have led to new theoretical development. At the same time treatments for many disorders have only been of moderate effectiveness, leaving plenty of room for improvement. We are now reaching a point where theoretical knowledge can offer new explanations for our treatments and suggest new interventions. The rationalist philosophy of functional therapy is yielding ground to a more constructivist approach that offers exciting opportunities for innovative treatment grounded in up-to-date theory.

SPREAMAN MEDAL

The path of peripherals
J. JETTEN, University of Exeter.

Social psychologists have made important advances in understanding peripheral behaviour, particularly that of ‘prototypical’ or central group members. Though less often investigated, peripheral or ‘non-prototypical’ group members are potentially more illustrative because their behaviours have proved to be more difficult to predict compared to that of prototypical members. People can be peripheral within a group for a range of reasons. For instance, their peripheral intragroup position may be self-selected (e.g. employees close to retirement), they may be in the process of becoming more accepted (e.g. newcomers), or they may be peripheral because they face rejection by others in the group. Peripheral group members display a variety of group behaviours, ranging from high involvement and group commitment to inaction or even disloyalty and deviance. I will present a range of studies examining the diversity of peripheral group members’ group loyalty expressions: (a) as a function of perceiving the context as offering hope (or not) for acceptance and inclusion in the future; (b) by examining the idea that peripheral group members are more sensitive to what the social context affords in determining the utility and costs of peripheral group loyalty (as are prototypical group members); and (c) by providing evidence for strategic motivations underlying peripheral group members’ self-reports of group influence. I propose that examining peripheral states in a more dynamic way, taking into account anticipated changes over time and changes in socio-structural conditions, allows for a complete picture of the peripheral experience within groups.

Award for outstanding doctoral research contributions to psychology

On your marks, get set, search! On the temporal dynamics of attention
C. OLIVERS, Vrije Universiteit, Amsterdam.

We live in a dynamic visual world in which objects continuously appear and disappear. Previous research has shown that dynamic information such as abrupt appearances may capture our attention automatically in a relatively passive fashion. For instance, think of a blinking traffic light. Research during my PhD and thereafter has focused on the hypotheses that observers can anticipate and make use of temporal differences between objects, in order to select task-relevant, and ignore task-irrelevant information. Using a visual search task I have shown that such active use of dynamic visual new information involves limited attentional resources, involves the suppression of old information [a process referred to as marking], and involves specific brain areas.

President’s award for distinguished contributions to psychological knowledge II

Memories of attention: Retrieval of attention processes from memory
S.P. TIPPER, University of Wales, Bangor.

Inhibitory mechanisms can guide search through complex environments by preventing attention...
Adaptive and maladaptive ruminations: The importance of processing style when thinking about negative content

E. WATKINS, University of Exeter.

Rumination about the self, about mood, and about problems is an important factor in the maintenance and relapse of depression (Nolen-Hoeksema, 1991, 2000). People who dwell repeatedly on the self, mood, and problems tend to have more severe and prolonged depression. On the other hand, repeated thinking about self, upsetting events and problems can be helpful, for example when coming to terms with a recent loss, when a problem is solved. The programme of research has focused on considering the mechanisms that may determine whether rumination is helpful or harmful and has demonstrated that there are distinct processing modes during rumination that have distinct functional consequences for the duration. This talk will review this research discussing a series of studies examining the distinction between adaptive and maladaptive rumination and its role in clinically-relevant cognitive processes: sivergal autobiographical memory (Watkins & Teasdale, 2001, 2004), social problem solving (Watkins & Baracaia, 2002; Watkins & Moulds, submitted), emotional processing (Watkins, 2004) and global self-judgments (Rimes & Watkins, submitted). These studies all support the hypothesis that the mode of processing adopted during focus on self, mood or problems determines whether the rumination is pathological or not. In particular, based on the current research, it is proposed that a processing mode characterised by evaluative-analytical ‘Why’ thinking about negative content will produce longer and less helpful rumination than a more concrete process-focused ‘How’ processing mode. Such research has important applied clinical implications by indicating how treatment may rapidly shift patients from a harmful to a beneficial form of thinking about negative material. Based on the experimental work, a new treatment for depression, Ruminations-Congruent Cognitive Therapy has been developed. Details of the therapy will be presented including preliminary evidence for the efficacy of the series that the treatment is efficacious.

SYMPOSIUM

Group dynamics in sport and exercise

M.R. BEAUCHAMP, University of Leeds.

A cross-sectional design was employed for testing the validity of the collective clarity factor with a focus on the individual. The construct validity of the CEI factors with a focus on the individual. The presentation reports on a meta-analysis that the treatment is efficacious. The second paper, communication processes within sports teams are examined in relation to team members’ perceptions of role ambiguity. The third paper presents research designed to examine group-level perceptions of clarity within sports teams. Specifically, a conceptual model for collective clarity within interdependent teams was presented and tested. The fourth paper outlines two studies that focus on examining a collectivistic frame of reference as a tool to support the contention that collective efficacy beliefs comprise both individual as well as team components. Thus, both contexts of sport teams may impact upon the emotional states of team members. Within the five papers that constitute this symposium implications for theory development, future research, and applied practice within group settings will be discussed.

Role ambiguity and intra-team communication within interdependent sport teams

M.A. EYS & I.J. CUNNINGHAM, Laurentian University.

Objectives: Previous qualitative research has suggested that role ambiguity of a team communicators could be a factor in how well each athlete understands his/her role responsibilities. The aim of the present study was to determine the extent to which perceptions of non-verbal and verbal interaction with fellow team members and role ambiguity. Design: Two published papers (MÄ = 20.53 ± 2.20) consisted of male and female Canadian intercollegiate team sport athletes. Prior to a practice session, athletes completed two measures. The first assessed athletes’ perceptions of how their team communicates with regard to four dimensions: (a) Acceptance (the exchange of support and acceptance between team-mates); (b) Distinctiveness (the degree of inclusivity or shared identity); (c) Positive Conflict (pro-active and non-emotionally charged attempts to deal with interpersonal differences); and (d) Negative Conflict (reactive, destructive exchanges of differences). The second measure assessed perceptions of role ambiguity on offence and defence. Conclusions: Positive Conflict were rated lower on offensive duties and higher on defensive duties. Gender differences were also reported and discussed. Conclusions: Support was found for the suggestion that communication patterns are related to understanding role responsibilities in a team environment. Team building interventions aimed at reducing role ambiguity should include methods to enhance member communication processes. Finally, additional support for the multidimensional model of role ambiguity and team communication was found.

Collective clarity within interdependent teams: Conceptual foundations and preliminary testing

M.R. BEAUCHAMP, B. JACKSON & D. BROOKE, University of Leeds.

Objectives: Traditionally perceptions of clarity within teams have been examined at the individual level, despite the fact that members of interdependent teams combine to produce integrated team outcomes. The overall purpose of this presentation is to present a series of projects designed to examine COLLECTIVE CLARITY, defined as the degree to which a group is clear about its joint responsibilities. Design: A qualitative interview phase of research was employed to develop a conceptual model for examining group-level perceptions of clarity within interdependent sport teams. This phase included three projects that utilised: (a) an open-ended questionnaire format; (b) focus groups; and (c) a literature review. The conceptual model was subsequently operationalised in the form of a Collective Clarity Questionnaire (CCQ). The second phase of research was designed to assess the construct validity of the CCQ.

Results: Findings from both qualitative (i.e. inductive analyses) and quantitative (i.e. factor analysis) research were used to develop the Survey for distinct and discernible dimensions of collective clarity within sport teams (goals and objectives, strategy, leadership, consequences, evaluation). Research also suggested that clarity is empirically distinct from perceptions of role clarity, and may be an important group-level construct related to individual and team functioning.

Conclusions: Collective clarity represents a new construct and must be subject to the rigour of construct validation. Preliminary evidence for the validity of the CEI factors with a focus on the individual. The presentation represents a first step in this process. Implications for theory development and future group dynamics research are discussed.

Testing the validity of the collective efficacy inventory

N. CALLOW, L. HARDY, University of Wales, Bangor, D. SHEARER, University of North Carolina, Chapel Hill, D. MORGAN & D. MARKLAND, University of Wales, Bangor.

Objectives: The primary objective of Study 1 was to examine the factorial validity of the and team factors of the collective efficacy inventory (CEI). The secondary objective was to examine the construct validity with a focus on the individual. The objective of Study 2 was to examine the construct validity of the CEI factors with a focus on the team.

Design: A cross-sectional design was employed for both studies.

Methods: Study 1: An opportunistic sample of 233 British team sports athletes was recruited.
Affective consequences of team-referent attributions
I. GREENLEES, M. STOPFORTH & J. GRAYDON,
University College Chichester.

Objectives: Research in sport psychology has provided
support for proposals that self-referent attributions influence
athlete's affective reactions to competitive outcomes, future expectations of
success and levels of self-confidence. Recent researchers have proposed that
team-referent attributions may have the same impacts as self-referent attributions.
Therefore, in the present study, we sought to examine the extent to which
team-referent attributions influence the affective reactions of
individuals performing within a team.

Design: The study design was a quantitative survey.
Methods: Data was collected from male (N=84) and
female (N=85) interactive team sport players (mean age =20.64 years; SD = 4.27 years) from
local and university sports teams (N=169). Within
three days of a team performance, participants
completed the Collective Efficacy Index (CEI) and the Scale for
success, and measures of success and measures of seven
achievement related emotions. These emotions
were satisfaction, pride, confidence, anger, surprise, shame and joy.

Results: Using stepwise multiple regressions we found
that, following performances perceived as
successful by the participants, internal attributions
predicted feelings of satisfaction; stable
attributions predicted feelings of satisfaction and pride, whilst attributions to factors
controllable by the team predicted surprise and a lack of anger.
Following failures, externally controlled
attributions were associated with low levels of conformance to factors
controllable by the team were associated
with surprise and low levels of gratitude.

Conclusions: The results indicated that certain
affective reactions are predicted by team-referent
attributions. This supports contentions that
team-referent attributions have similar consequences to
self-referent attributions. The results of this study reveal that
researchers examine the full impacts of
team-referent attributions on group and individual functioning.

Symposium: Alternative views of the self
Convenors: D. BIGGERSTAFF, Warwick Medical
School & R. STEVENS, Open University.

Our sense of self and personality have, over time,
been subjected to much scrutiny and discussion in
disciplines such as psychology, philosophy, medicine
and neuroscience. Competing and converging
theories have emerged concerning selfhood and its
relation to consciousness. The present symposium is a contribution to the
ongoing debate. It is not possible or desirable,
at this stage, to attempt a syncretic model of
selfhood and consciousness. In this paper, we
attempt an overview of converging and contesting
models and their fluid relationships.

Malinowski's (2000) paper highlights the
temptation and precariousness of
'self', a position also adopted in the via negativa
of western spirituality. Steven's paper goes to the
heart of the issue when discussing
self-conceptualisation and identity, proposing a
nuanced model for their resolution. Apter's paper
delves into the ritualistic nature of operant
controls in operant conditioning. We are discovering
the more complex nature of the situation. A parent, for
instance, may experience their child as closer to
the self in the situation of that child misbehaving in
a supermarket (i.e. public embarrassment) but
further from the self in the situation
of reprimanding that child (i.e. an other that is
further from the self in the situation of
emotions and self-understanding).

The self is traditionally seen in terms of
its relationships to other people and things
In Bakhtin's (1984) work, the 'I-for-myself' relationship
is expressed in a tripartite model of the self by
Bakhtin (1984, 1990, 1993) which includes: 'I-for-other', 'other-for-me', and 'I-for-myself'.
These are seen as parallel and overlapping dialogues.
However, although psychology has embraced the
'I-for-other' and 'other-for-me' relationships in its
collectivisations of the self-other boundary, it
has underemphasised the 'I-for-myself'
relationship. This is the relationship, evident in our
everyday interactions, where 'I' is 'replaying' a
conversation, speaking to an imaginary audience,
reflecting on who we are. To address this lacuna,
this paper examines the 'I-for-myself' relationship as
Bakhtin (1984) describes it in his analysis of
Dostoevsky's novels.

The implications of the 'I-for-myself'
dialogue, it is argued, are central to how we
understand ourselves in relationship to others. In
particular, the 'I-for-myself' relationship influences
our relationships to others as well as being
influenced by them.

Reversal theory and the sense of identity
M.J. APTER, Georgetown University.

Reversal theory is a 'structural phenomenological'
theory of motivation, personality and emotions. The aim of the present paper is to use
reversal theory to try to elucidate in a manner in which the
sense of identity might enter into conscious
experience.

At the heart of reversal theory is the idea that there is a
network of interacting feedback loops which form an integral part of the very structure
of consciousness itself. Each domain is grounded in some aspect of our environment;
for example, we are always aware of our goals and what we are doing to
attempt to progress towards them - this
constitutes the 'means-ends domain'. Within each
domain there appears to be a set of alternative
ways of organising experience, each representing
contrasting values/motives. For example, in the
domain just described, the goal can predominate (here the value is that of achievement), or
the means can predominate with the end really being a
way of enhancing an enjoyable activity (here the
value is that of immediate enjoyment). In the
normal way of things, all domains are
balanced. For example, in the domain of
relationships, the domains of 'means' and 'ends' balance
in the normal way of things, sometimes even
in the course of the same action, doing so under
a variety of conditions identified in the theory. The sense of identity
is a meta-theory of our organisation of experience, and it can also be said to have four
components: autonomy, agency, continuity and
discontinuity. Of these, for most people, the components appear to map onto the four
domains, and in particular onto one member of each of the
domains. The present paper lays out the complete
structure of relations between the domains of identity. It goes on to suggest that each of these related
values/components evolves from an original
'protofunction' in infancy and comes to be related
or rejected. And finally it shows how the classical symptoms of schizophrenia might relate to a
breaking down of this structure of relationships, so
that a sense of identity does not fully enter
into conscious awareness.

Trimodal theory as an integrative framework
for conceptualising the self
R. STEVENS, The Open University.

Trimodal theory was developed as an integrated
approach to psychology and provides a conceptual
framework for inter-relating the very different bases
(biological, social and reflexive) on which human
action depend. It makes the important point that
different epistemologies are required to
correctly conceptualise each of these different bases.
It presents a framework which elaborates on
biological, symbolic and reflexive modes, their
relationships and how they inter-relate these
modes for any effective understanding of self and
identity. Trimodal theory is aimed at showing how
a more sophisticated and integrated understanding of
self and identity is possible rather than restricting
understanding to one or other of the
mono-theoretical approaches on offer.

Selfhood and personality – a Buddhist
perspective
P. MALINOWSKI, Liverpool John Moores
University.

Purpose: Derived from Buddhist teachings about
the nature of the self, this paper explores a
theoretical framework for integrating seemingly
disparate scientific conceptions of self and
personality as they are found in current
psychological traditions and cultures.

The self is traditionally seen in terms of
its relationships to other people and things
In Bakhtin's (1984) work, the 'I-for-myself'
relationship is expressed in a tripartite model of the self by
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These are seen as parallel and overlapping dialogues.
However, although psychology has embraced the
'I-for-other' and 'other-for-me' relationships in its
collectivisations of the self-other boundary, it
has underemphasised the 'I-for-myself'
relationship. This is the relationship, evident in our
everyday interactions, where 'I' is 'replaying' a
conversation, speaking to an imaginary audience,
reflecting on who we are. To address this lacuna,
this paper examines the 'I-for-myself' relationship as
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The implications of the 'I-for-myself'
dialogue, it is argued, are central to how we
understand ourselves in relationship to others. In
particular, the 'I-for-myself' relationship influences
our relationships to others as well as being
influenced by them.
the Buddhist practitioner that a real, unique, and personality a significant overlap of understanding within psychological neuroscience and insights from Buddhist tradition. Therefore, more evidence suggests that the framework provided in Buddhist teachings about the relative truth and personality is an efficient tool for organizing the arising scientific findings in a meaningful way.

Symposium: Psychosocial interventions with psychiatric in-patients

S.J. GREY, Institute of Psychiatry.

Over the past 20 years there has been an increased emphasis on providing mental health services in the community and a relative neglect of in-patient services provision. As more patients are treated at home, hospital in-patient units tend to be used mainly for short term treatment of the most unwell patients. This treatment is often confined to addressing the symptoms of the fundamental and subtle separation between ‘me’ and ‘others’, which is to be ‘innate’ and the cruder aspects of identification, which refer to our sense of personality. The former, more subtle aspect of self may relate to what often is referred to as ‘numeric identity’ or the experience of ‘boundaries’.

Conclusions: Within the studies of self and personality a significant overlap of understanding within psychological neuroscience and insights from Buddhist tradition. Therefore, more evidence suggests that the framework provided in Buddhist teachings about the relative truth of self and personality is an efficient tool for organizing the arising scientific findings in a meaningful way.

To examine organisational factors influencing psychiatric in-patients make use of an opportunity to put their own written account of their hospital admission into their case notes. To investigate what work nursing staff can do and incorporate it into the ward routine. This initiative is in line with the NICE guidelines for poverty. Design: An attempt was made to determine how many patients were offered the opportunity to write an account, how many were completed, how far early admission this was achieved, how many accounts were written by the patient or the staff member, the patient’s words as far as possible, and the final version approved by the patient before putting it in the account. How many details of the patients admitted to acute psychiatric ward were recorded. A proforma was produced with a set of prompts to help patients think of what to cover in the account.

Conclusions: A substantial proportion of psychiatric in-patients take up the opportunity to write their own account of their hospital admission. About half-a-day in total is needed for each patient account, including two interview sessions and time spent typing up the account if required. This exercise goes some way to ensuring that the patient’s personality, and an understanding of that patient, help with reflecting on their experience. In some cases additional benefits include the identification of precipitating events and early warning signs, plus better planning for future crises. This exercise may be a useful means of helping ward nursing staff increase their clinical skills, providing opportunities for management and supervision processes.

Improving provision and uptake of therapy activities on an in-patient ward: Procedures for regular monitoring and review

L. FIALKO, S. JABATI, R. GREGORY & S.GREY, Maudsley Hospital & Institute of Psychiatry.

Objectives: To investigate whether psychiatric in-patients are offered the opportunity to put their own written account of their hospital admission into their case notes. To investigate what work nursing staff can do and incorporate it into the ward routine. This initiative is in line with the NICE guidelines for poverty. Design: An attempt was made to determine how many patients were offered the opportunity to write an account, how many were completed, how far early admission this was achieved, how many accounts were written by the patient or the staff member, the patient’s words as far as possible, and the final version approved by the patient before putting it in the account. How many details of the patients admitted to acute psychiatric ward were recorded. A proforma was produced with a set of prompts to help patients think of what to cover in the account.

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widening and increasing participation in higher education to 50 per cent of 18–20-year-olds by 2010. The authors have made progress in recruiting additional students, the issue of student retention continues to be problematic for many. Despite the HEFCE (2001) evidence to the House of Commons Select Committee that there is no nationally or internationally recognised definition of non-completion, the current literature suggests that indicators of high dropout rates are missing. Therefore, explicit emphasis on student retention is important. In order to develop student-centred strategies, student success must be known about the factors relevant to student retention. There has been considerable progress in understanding the factors that lead to student non-completion. However, there has also been a great deal of work on the identification and evaluation of these factors which lead to student success. The target groups in these studies have largely been traditional students. This has resulted in a number of studies that have come from family backgrounds where there is the first person to attend university. Thoma (2002) has suggested that this changing student population is challenging traditional student-student and student-institution relationships. What might be the important factors to consider when devising programmes to encourage student success? How can we do this? This paper presents evidence from a survey of 110 first-year psychology students on measures of self-efficacy, self-esteem, academic ambition, satisfaction with the university, finding of academic social integration. The paper reports on the extent to which traditional and non-traditional students differ on these measures and discusses the implications for institutions.

Out from the margins: Exploring gay men’s accounts of learning and teaching in psychology departments

L. HODGES & C. PEARSON, University of Westminster

Objectives: This study explores the experiences of gay men who have studied/are studying psychology at any stage of their lives. The study focuses on psychology’s treatment of sexuality within its subject matter and the experience of being gay in a university psychology department. Findings are used to inform discussion of policy recommendations and other intervention strategies. Design: The study utilises a qualitative approach informed by grounded theory principles. Methods: Semi-structured interviews were conducted with a sample of gay men at 3 different psychology departments across the UK, taking part in the study. Seven interviewees were identified as gay men, five of whom had taken psychology as a major element of their undergraduate degree programme. Eighteen participants were recruited through informal contacts, with an additional 24 recruited through the University of Westminster’s Student Union. Data was coded according to accepted grounded theory procedures. Results: Four key themes emerged: (1) student expectations were not significantly conditioned by sexual identity (this supports earlier research findings), although for many students application for a university place was a key element in their coming-out process; (2) participants reported feelings of exclusion and the curriculum was somewhat homophobic and heterocentric; (3) participants reported a strategic approach to relationships with staff and students, focusing on creating a supportive and discrete learning environment when coming out to staff and peers within the department; and (4) various difficulties were identified in relation to the social milieu which resulted in a clear separation between university and domestic environments. This self-imposed segregation, for many, significantly affected the overall learning environment. Conclusions: For these participants institutionalised homophobia has a detrimental impact upon the learning and teaching experience and the following recommendations are made: (1) greater visibility with respect to the curriculum; (2) exclusion from the teaching and learning environment; and (3) exclusion from the institutional milieu. We argue that while overt individual homophobia and discrimination was unusual, students suffered because of a ubiquitous heterocentric institutional milieu which by its very nature is difficult to concretely identify and challenge.

This milieu serves to marginalise and routinely silence gay identity and sexuality in Psychology. Such an approach does not only serve to reinforce the oppression of sexual minorities even when universities claim to implement equal opportunities policies and other strategies of inclusion. A possible solution is the form of a discussion of best practice with respect to more inclusive teaching and learning practices.

Diversity in Higher Education: Lesbian undergraduate’s experiences of studying psychology

S. SMITH & C. PEARSON, University of Westminster

Objectives: This study explored three major areas relating to interviewees’ experience of studying psychology: firstly, personal expectations of psychology before commencing their degree course, secondly subjective experiences of being a lesbian psychology undergraduate and thirdly, how the content of psychology as an academic discipline related to lesbian experiences. Design: The study utilised a qualitative approach informed by grounded theory principles. Methods: Semi-structured interviews were conducted with gay and lesbian psychology undergraduates from three different institutions who had taken psychology as a major element of their undergraduate degree programme. To date, 26 participants have been recruited and interviewed. Data was coded according to accepted grounded theory principles. Results: One of the most striking aspects of the women’s discourse was that they all switched back and forth between three distinct positionings – as a woman, as a lesbian undergraduate and as a psychology student. It was clear that all the interviewees appeared to be politically aware, particularly when speaking to a female audience. Findings indicated that personal expectations of psychology revolved around the understanding of the self and others, career development and personal achievement. In terms of participants’ subjective experiences of being a psychology undergraduate however, the consensus was that the general atmosphere did not support being lesbian and finally there was a shared disillusionment with the content of psychology. Conclusions: It was noted that regardless of the diversity of the women’s experiences in terms of university, age and various stages of self-identification as a lesbian, there was great similarity in the types of comments raised. The women clearly expressed levels of dissatisfaction with their experiences of studying psychology. It is clear that psychology as a discipline must ask itself questions about whether it complies with the diversity of its student population into its social, learning and teaching practices.

Psychology and racism: A study of black students’ experiences

S. JOBANPUTRA, University of Westminster

While the existence of racism in psychology has long been recognised, its impact on black students has not received any attention. Consequently, this study was concerned with exploring the impact of psychology and racism on black students’ experience of studying psychology. It was clear was that all the interviewees appeared to be politically aware, particularly when speaking to a female audience. Findings indicated that personal expectations of psychology revolved around the understanding of the self and others, career development and personal achievement. In terms of participants’ subjective experiences of being a psychology undergraduate however, the consensus was that the general atmosphere did not support being lesbian and finally there was a shared disillusionment with the content of psychology. Conclusions: It was noted that regardless of the diversity of the women’s experiences in terms of university, age and various stages of self-identification as a lesbian, there was great similarity in the types of comments raised. The women clearly expressed levels of dissatisfaction with their experiences of studying psychology. It is clear that psychology as a discipline must ask itself questions about whether it complies with the diversity of its student population into its social, learning and teaching practices.

Diversity and social issues

Symposium: Social identities and children’s social lives

Convener: P.J. LEMAN, Royal Holloway University of London & V.L. LAM, University of East London

The symposium emphasises the importance of changes in social identity, social context and psychological development. Many experimental studies have demonstrated that young children’s emerging knowledge about attitudes and attitudes towards their own and others’ social groups. These studies point ordiarily to the importance of knowing about oneself and one’s experience. The relationship with social identity, social context and psychological development. However, whilst this largely experimental work has generated important new knowledge about the development of social identity, less is known about the consequences of the social dynamics of children and a child’s everyday interactions and life.

These are, however, good reasons for thinking that social identities have a profound significance and impact for children’s everyday activities. For instance, differences in academic achievement have been consistently linked to key aspects of identity such as gender and ethnicity and a tradition of research in education has pointed to the importance of self-agency and social identity in learning. Social identity has been linked to delinquency, friendship choices and peer interaction and there are many differences in the social environments that children grow up in. There remains, then, a need to ground the growing body of this literature in meaningful work on identity in the context of children’s everyday lives and interactions.

This symposium brings together researchers working from a variety of perspectives, all concerned with children’s social identity and its relationship with psychological development. It focuses on the relationships between identity and the social context of children’s interactions.

Exploring the influences of gender and ethnicity on children’s conversational dynamics

P.J. LEMAN, Royal Holloway University of London & V.L. LAM, University of East London

Objectives: We examine how a child’s ethnicity can influence their conversations with a peer when choosing a playmate. We also explore how ethnicity and gender may inter-relate to affect both conversations.

Design: We conducted an experimental design, dividing our sample of 430, seven- to eight-year-old children into two distinct sets for analyses. A 2 x 2 analysis focused on ethnic affiliations and decisions made by Asian and white children in either same-ethnic or mixed-ethnic pairs. A second analysis compared a separate group of white and black children in same-ethnic and mixed-ethnic pairs. All pairs were same sex. For both analyses we used a statistical method correcting for non-independence to examine how a speaker’s and partner’s ethnicity might influence conversations.

Method: Children were placed in pairs and asked to choose one of eight photographs of potential playmates. Conversations were recorded and coded using: (i) the Psychosocial Processes Rating Scheme (Lexier, 2000) which measures extent of affiliation and assertion in children’s conversational interaction; and (ii) into three broad categories denoting conversation content and justification – physical appearance, shared social activities and personality traits or likely behaviour.

Results: In Asian-white pairings, white boys were more cooperative than their Asian partners who justified their choices more in terms of appearance and Asian girls more in terms of personality characteristics in these mixed-ethnic pairs. In same-ethnic pairs, pairs showed more affiliation than white girls when discussing their preferences.

Conclusions: Results suggest that the effects of ethnicity differ for all-boy and all-girl pairs by the ethnic groups under consideration. Specifically, Asian-white pairs appear more influenced by status dynamics, whereas black and white conversations appear more influenced by different, ‘socialised’
The role of social representation in young people's developing identity and community. The British Psychological Society – 2005 Proceedings

O-LIFE assessment of schizotypal traits (Mason et al., 1995) on a biconditional discrimination with...
paradigm that required the maintenance or manipulation of colour and angles (N=31 for the behavioural study and N=17 for the fMRI imaging study on a 1.5 Tesla tomograph).

Results: Interference in the dual task condition occurred when both components tapped into the spatial system for the comparison of colour and spatial information. A concurrent phonological task did not interfere with either manipulation – the comparison of colour and spatial information, whereas a task requiring central executive processes interfered with manipulation only. In the fMRI experiment, we show that the segregation of frontal activation is content-specific, with dorsal premotor areas supporting maintenance and manipulation of spatial features and more ventral areas supporting maintenance and manipulation of colour. The comparison between maintenance and manipulation of colour and spatial information yielded no dorso-ventral segregation of frontal activity.

Conclusions: Colour and spatial information are manipulated in parallel. We speculate that the ventral and dorsal systems of the cortical system for visual processing is conserved both for maintenance and manipulation processes.

Neurobiological and neuropsychological deficits in children with severe disruptive behaviour

S. VAN GOOZEN, Cardiff University.

Children who show persistent noncompliant and impulsive behaviour (as assessed by scores on a psychiatric diagnosis of disruptive behaviour disorder (DBD), Research shows that, in the absence of effective interventions, the prognosis is quite poor and that children with DBD is relatively unfavourable: their behaviour can extend into adolescence, manifest itself in delinquency, and later into other psychiatric symptoms, such as addiction. Studies on the neurobiology of DBD in young children are important, because antisocial and criminal adults are often characterised by childhood onset of deviant behaviour. There is increasing evidence that aggressive children, and especially those who persist with their behaviour as they grow older, are characterised by neuropsychological and neuropsychological problems. I will argue that stress-regulating mechanisms, including the hypothalamic-pituitary-adrenal axis and the autonomic nervous system, are important in explaining individual differences in antisocial behaviour. Low fear of punishment and physiological underactivity may predispose aggressive individuals to seek out stimulation or take risks, and may explain poor (social) conditions and circumstances. Findings supporting this hypothesis are presented. Because DBD children are known to be impulsive we also investigated the condition of the prefrontal cortex. Our findings from our study support our firm belief that there is an investigation of the neurobiological and neuropsychological factors involved in antisocial behaviour disorder will ultimately indicate which types of interventions are likely to be most beneficial.

Hemispheric dissociation for verbal and non-verbal conceptual processing in the human brain

G. THIERRY & C. PRICE, University of Wales, Bangor.

A central question in the study of the human brain is how we manipulate the meaning of information that is not coded in words. There is cumulative evidence for a functional dissociation of verbal and non-verbal processing, but neither patient nor neuroimaging studies have yet established whether this dissociation is modality specific (limited to the perceptual level or extending into the conceptual level) and what brain regions are crucially involved. We conducted a series of neuropsychological and neuromaging experiments establishing a dissociation between the left temporal cortex and the right temporal cortex for the comparison of verbal and non-verbal information, respectively. Remarkably, the dissociation is observed whether the modality is auditory or visual. Neuroimaging studies and functional imaging studies on the basis of individual facial features, whereas adults recognise individuals by using different processing strategies in different features of the face (configural processing). It is claimed that configural processing emerges only late in childhood. However, the infant's literature presents evidence of 'configural processing.' I will review the literature to illustrate how the heterogeneity of the tasks and of the stimuli used has clouded our picture of the development of face processing.

Affective modulation of responses to famous faces perceived without awareness

A. STONE, Goldsmiths College, London.

There has been little investigation of the recognition of famous faces without awareness by normal participants. Recent work in masked 17ms exposures has shown that faces can be recognised as specific individuals without awareness of facial features. Recognition of famous faces depends on the participant's affective attitude towards the target person. For example, explicit familiarity for famous faces is not reported at chance overall, illustrating the absence of awareness, but more accurate if the famous person was evaluated positively than if they were evaluated negatively. There were also effects on attention orientation and the strength of the (vague and insubstantial) visual percept.

Processing bias effects in face recognition

T.J. PERFECT, University of Plymouth.

A wide literature has shown that face processing involves both featural and configural processing – with superior performance on the former most often associated with greater configural processing of faces. Recent work in identification by familiar faces has shown that increasing the configural bias, induced by a cognitive intervention before the lineup, can impact upon subsequent face identification accuracy. Bias effects leading to superior performance, and featural bias to impaired performance, relative to control. A series of studies will be presented that explore the theoretical and practical implications of the processing bias effect in face recognition. These studies, involving both eyewitness studies conducted in the field and in the laboratory, have started to reveal the conditions under which the effect is present, those in which it is not, and conditions under which it can be reversed. The theoretical implications of these data for the understanding of face recognition will be discussed.

Enhancing the effectiveness of video for eyewitness identification

T. VALENTINE, Goldsmiths College, University of London.

Over the last century there has been a major change in the UK, from extensive use of live identity parades to widespread use of video identification. This policy was informed by research on the faithfulness of eyewitness confidence. There has been a recent wave of research which has reported that eyewitness confidence for famous faces is not always associated with accurate confidence. Research has shown that if famous faces are perceived without awareness, there is little evidence of 'configural processing.' I will review the literature to illustrate how the heterogeneous nature of the tasks and of the stimuli used has clouded our picture of the development of face processing.

Symposium: Celebrating different relationships in the 21st century

Convenors: E. PEEL, Aston University & V. CLARKE, University of the West of England.

Chair: E. PEEL.

Discussant: V. CLARKE.

In the 21st century, psychology's understandings of relationships embrace, investigate and celebrate a multitude of relationship forms which move beyond – and indeed challenge – traditional heterosexual relational forms. This symposium showcases a variety of current research addressing 'different' intimate relationships: including, lesbian, gay, bisexual and asexual identities, polyamorous relationships, heterosexual virtual online dating, and representations of ‘breaking up.'
Prescriptions/descriptions: Examining relationship 'norms' and the 'othering' of relationships within self-help texts K.E. NICHOLLS, City University.

Objectives: This paper seeks to examine personal relationships specifically pertaining to personal relationship 'break-ups', issues of 'monogamy' and 'infidelity' within relationship 'break-up' discussions and interrogate such sites of information because they are prevalent within society; they provide an accessible and public form of guidance and are usually framed by a psychological perspective. In this instance the texts are examined in terms of the 'norms' they present as to relationship formation, relationship development, personal goals (in terms of personal relationships). By implication, these texts also describe 'other' relationships and personal preferences, which are constructed as less or completely wrong. The research forms part of a larger research project examining the social constructions of 'infidelity', 'monogamy' and relationship 'break-up'.

Design: Self-help texts were sampled from a variety of Internet searches for popular texts discussing personal issues. Issues were selected for their relevance and coverage of infidelity, monogamy and relationship break-ups and for their publication date – the majority of texts sampled were published between 2003–04.

Methods: The texts were analysed using a form of discourse analysis and were examined for their presentation of monogamous, infidelity, monogamy and relationship break-ups. They were also examined for the approach and 'status' of the knowledge contained within the self-help text (for example, in the text are 'normative' or non-normative) and the knowledge contained within the texts.

Results: With respect to the focus we will be on three components of the overall findings of this research project. Firstly, the findings that the majority of texts contain heteronormative and heterosexist norms, which often went unchallenged yet were implicit in the advice/discussions present within the texts. Thus othering sexualities that do not adhere to heteronormativity. Secondly, this paper will examine the 'coupledness' focus inherent within the majority of texts analysed, which often works to construct a privileged position for monogamous relationships between two people of opposite sex. Finally, the particular language techniques utilised to normalise and 'other' relationship styles, sexualities etc are also explored.

Conclusions: This research highlights the importance of using cultural texts as they are a prime example of a mass communication of advice. Inherent assumptions present within such materials need to be explicated because such texts inevitably present normalised ways of being and, therefore, also 'other' 'alternative' ways of being – which has various implications for individual subjectivity upon reading such material.

Metamours, frubbling and ethical slugs: Constructing a new language of relationships for polyamory M. BARKER, London South Bank University & A. RITCHIE, Southampton Institute.

Objectives: 'Polyamory' describes the idea that it is possible to form multiple loving relationships. Polyamorous relationships are known since the advent of the internet, challenging conventional relationship 'rules' around monogamy and partner choice. This study explored ways in which polyamorous people networked, the dominant language of relationships in their constructions of their own identities and set-ups.

Method: Self-help texts were sampled from a variety of Internet searches for popular texts discussing personal issues. Issues were selected for their relevance and coverage of polyamorous people negotiating their identities using both the conventional language of relationships and alternative languages. The text was analysed using thematic analysis of polyamorous literature and websites. The research follows discourse analytic techniques and was employed.

Results & Conclusions: The possibilities opened up by polyamory appear to be somewhat limited by the conventional language of relationships, infidelities and jealousy. However, alternative languages are emerging which offer potential for new identities and relationship patterns, for example reclaiming of the word 'slut', and words for a positive 'opposite' to jealousy.

Searching for love on the net M. WHITTY, Queen’s University Belfast.

Objectives: While studies that have investigated the progression of romantic relationships in Chat Rooms, MUDS and newsgroups have highlighted some important findings in respect to how serious, 'real', and successful these online relationships can be, this study was interested in whether results found in these previous studies generalise to meeting people via online dating services. In particular, it was interesting to look at the presentation of self and the progression of relationships from online to offline.

Design: This study involved 38 men and 30 women about their experiences with using an Australian online dating service. These participants were randomly selected by the online dating company and were sent an e-mail invitation to participate in the study. A content analysis was performed on the data which was also re-coded to check on re-coder reliability.

Methods: Given that a sample from across Australia was desirable and that those without great e-mailing or instant messaging skills (and indeed many of the participants were not particularly internet savvy) might be excluded from the study it was elected to carry out telephone interviews.

Results: The results revealed that the progression of these relationships was markedly different to relationships developed via other spaces online. For example, most participants did not use email communication from e-mail to phone to face-to-face at a much quicker pace than romantic relationships formed in online spaces. These individuals also established trust in different ways to how previous research has found that trust is established in relationships developed in Chat Rooms. Moreover, how people strategically presented themselves was also different to previous studies on developing relationships via newsgroups.

Conclusions: In conclusion, it is important that we do not consider the internet as one generic space, especially when it comes to relationship development. Furthermore, that successful relationships developed in online spaces may not necessarily replicate the process of forming relationships in other spaces online, contrary to previous studies on newsgroups, might have more to do with presenting an 'actual' self rather than an 'ideal' self.

Symposium: New research in sexual health/HIV 1. E. SHAW, DCP Faculty of HIV/Sexual Health, Barnet, Enfield & Haringey Mental Health Trust, St. Ann's Hospital.

This symposium is a product of the DCP Faculty of HIV and Sexual Health commitment to encouraging research in the field, and reflects recent service trends.

The first paper looks at the relationship between sexual and mental health, finding significant associations and proposing useful clinical implications.

The second paper examines an innovative and challenging psychological service for commercial sex workers. The clients’ needs are mapped and adaptations to working practice suggested. The third paper presents innovative work which approached the problem of the increasing prevalence of sexually transmitted infections by enhancing staff confidence in applying for Health promotion in an HIV clinic using Motivational Interviewing. They found the psychological technique useful in increasing health promotion knowledge and confidence in front line work.

As sexual health/HIV psychologists are increasingly working with refugees and asylum seekers who have been raped and tortured, a researcher has looked at the impact on psychologists providing help. In particular they stress the need to examine social and political factors in the attribution of the trauma and support needed to be able to provide help to these individuals.

The fourth paper shows high levels of vicarious traumatisation in overseas aid workers and makes recommendations for services that employ them.
Increasingly sexual health/HIV psychologists are working in countries requiring aid, especially in relation to HIV, and have much to offer in this area.

The experience of shame for female survivors of adult sexual assault: A quantitative and qualitative investigation

M. Byrne, R. Watson, C. Butler & J. Petrait, Barts and the London NHS Trust.

Objectives: This study aimed to investigate the extent to which women sexually assaulted as adults reported shame and whether any aspects of the assault experience were likely to lead to shame response. The study also aimed to explore in detail how shame was experienced, described and understood by women.

Design: This cross-sectional study used both quantitative and qualitative methods to investigate shame and adult sexual assault.

Methods: Part 1 used quantitative methodology. In this part, 25 women recruited from a sexual health clinic and from newspaper advertisements conducted individual interviews to gain information about the experience of shame and traumatic events experienced by women. Part 2 used qualitative methods: following adult sexual assault that women reported to be found significantly (p<0.05) influence the extent to which shame was reported. Results also indicated a significant relationship between shame and traumatic symptoms. The study also aimed to explore in depth the experience of shame and traumatic events experienced by women.

Conclusions: Shame is a significant psychological response for women following an adult sexual assault (88 per cent of women reporting shame following sexual assault). The study also aimed to explore in depth the experience of shame and traumatic events experienced by women.

Clinical and sub-clinical post-traumatic stress responses and the humanitarian aid worker: An exploration

A. J. Quaite, University of Hertfordshire.

There is a substantial body of research surrounding the psychological impact of trauma and the effects of the International Rescue Organization (International Rescue Organization (IRO) in emergency personnel and other professional groups. Despite the risk of direct and indirect trauma exposure to trauma survivors, the work of people living with HIV (PLHA) and AIDS is likely to be perpetuated. This paper calls for a review of the nature of the BPS as a professional organization and the development of politically-aware clinical practice.

The use of Motivational Interviewing (MI) to promote safe sexual health practice in a non-medical setting

A. Byrne, R. Watson, C. Butler & A. Accoroni, The Mortimer Market Centre, Camden Primary Care Trust.

Objectives: Recent reports indicate increased prevalence of sexually transmitted infections (STIs), amongst other psychosocial stressors, e.g. pain, anxiety and depression amongst women living with HIV/AIDS (PLHA) in the UK. HIV/AIDS (PLHA) in the UK.

Methods: Nurses were recruited via Part 1. The study aimed to investigate the frequency of direct and indirect trauma related stress reactions in this group of women and explore a range of possible factors associated with the differential development of these reactions. The analysis showed that 97.3 per cent had been exposed indirectly to at least one work related trauma.

Results: The participant group included 44 women who had been exposed to a range of traumatic stressors. The analysis showed that 97.3 per cent had been exposed indirectly to at least one work related trauma. The data were analysed using internal and external validity. The findings suggest that traditional psychological theoretical models fail to take account of possible sexual and social factors in the actions of women who sell sex and that torture survivors are in many NHS services, and that the practice of psychology, where it strives for objectivity, may actually be collusive with the systems which allow torture and political repression to be perpetuated. The findings suggest that traditional psychological theoretical models fail to take account of possible sexual and social factors in the actions of women who sell sex and that torture survivors are in many NHS services, and that the practice of psychology, where it strives for objectivity, may actually be collusive with the systems which allow torture and political repression to be perpetuated. The findings suggest that traditional psychological theoretical models fail to take account of possible sexual and social factors in the actions of women who sell sex and that torture survivors are in many NHS services, and that the practice of psychology, where it strives for objectivity, may actually be collusive with the systems which allow torture and political repression to be perpetuated. The findings suggest that traditional psychological theoretical models fail to take account of possible sexual and social factors in the actions of women who sell sex and that torture survivors are in many NHS services, and that the practice of psychology, where it strives for objectivity, may actually be collusive with the systems which allow torture and political repression to be perpetuated.

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The use of Motivational Interviewing (MI) to promote safe sexual health practice in a non-medical setting


Objectives: To evaluate current strategies in setting up a clinical psychology service for sexual workers (CSWs) and to identify challenges that influenced and maintained by rape supportive culture. Clinical implications of the role of shame and trauma will be discussed.

Setting up a clinical psychology service for commercial sexual workers


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Clinical psychologists' experiences of working with survivors of torture

S. J. Kapp, University of East London.

Torture has been little researched within clinical psychology, although a substantial number of clients from countries requiring aid have been subjected to torture experiences. Psychologists working with these client groups are faced with a range of ethical, political and professional issues, including bridging cultural and language barriers, establishing therapeutic relationships with very vulnerable people, and managing the emotional impact of hearing horrific stories of atrocities. Moreover, the nature of torture as a tool of oppression demands an explicit recognition of the political and ethical issues involved in working with survivors of torture and in using psychological strategies to assist them in addressing their situation of human distress, which are often given little weight in traditional psychological theory and formulation. The aspirations of political neutrality as scientist-practitioners may thus conflict with strongly held ethical and moral positions taken by psychologists who work with survivors of human rights' violations.

To investigate the lived experience of practitioners, eight clinical psychologists working in this field were interviewed about their experiences of doing such work, their ways of managing the emotional and political challenges, and their view of their role as a psychologist working in a highly politicised context. The data were analysed using interpretative phenomenological analysis. The themes discussed relate to the impact of this work on clinicians, its effect on their personal and professional identity, and the development of politically-aware clinical practice. The findings suggest that traditional psychological theoretical models fail to take account of possible sexual and social factors in the actions of women who sell sex and that torture survivors are in many NHS services, and that the practice of psychology, where it strives for objectivity, may actually be collusive with the systems which allow torture and political repression to be perpetuated. The findings suggest that traditional psychological theoretical models fail to take account of possible sexual and social factors in the actions of women who sell sex and that torture survivors are in many NHS services, and that the practice of psychology, where it strives for objectivity, may actually be collusive with the systems which allow torture and political repression to be perpetuated. The findings suggest that traditional psychological theoretical models fail to take account of possible sexual and social factors in the actions of women who sell sex and that torture survivors are in many NHS services, and that the practice of psychology, where it strives for objectivity, may actually be collusive with the systems which allow torture and political repression to be perpetuated.

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behaviours all significantly predicted predisposition to both hallucinations and delusions. The distraction autobiographical control question did not gain significance in its relation to other variables; however it was significantly and negatively associated with delusional distress. Both trauma also predicted negative beliefs about these psychotic-like experiences. Positive beliefs about hallucinations and delusions related to these experiences whereas negative beliefs about hallucinations and delusions predicted distress.

Conclusion: Our findings strongly support the notion of a continuum of psychosis; evidence of non-pathological hallucinations and delusions in a non-clinical population were discovered indicating that there is a clear dividing line between schizophrenia and normal functioning. The clinical implications of these findings must be considered cautiously as the participants were from a non-clinical population. However, if similar processes exist in the development and maintenance of hallucinations and delusions in psychotic patients as are present in the general population then interpretations regarding patients hallucinations and delusions should be made because these modification of negative appraisals of psychotic phenomena may reduce the distress experienced by patients. In addition, positive interpretations of hallucinations and delusions should also be considered in a clinical setting, particularly in preventative therapy for high-risk individuals, as positive beliefs about psychotic-like phenomena are associated with the occurrence of the phenomena. It is also advised that clinicians should routinely ask their patient’s trauma history; this will aid understanding of some of the negative beliefs that a patient may hold in relation to their psychotic-like symptoms. Furthermore, respect to Cognitive Behaviour Therapy (CBT) will facilitate belief change and alleviate distress to some degree.

Understanding persecutory delusions


Background: There is a well-established literature exploring the psychotic-like symptoms that focus on explanations in terms of data gathering biases, attributional style, attention to threat and theory of mind. What is not well understood is the relationship between persecutory delusions shared by individual models relate to each other. This paper will report the findings of a study that aimed to clarify the relationship between persecutory delusions and paranoid aversive phenomena that have been proposed to account for persecutory delusions in the previous literature.

Design: Measures of attributional style, probabilistic reasoning, and theory of mind have been collected along with measures of more basic cognitive functions in groups of 20 to 30 patients with persecutory delusions, remitted delusions, and depression in a normal control group.

Results: Multivariate Analyses of Variance explored the cognitive characteristics of the groups while regression analysis identified the cognitive models that predicted group membership most effectively.

Conclusions: These findings will enable a more detailed analysis of the cognitive processes underlying the paranoid delusions (PDI) and the attributions of paranoid delusions (PDI).

Can a neuropsychological intervention improve insight in schizophrenia?

S.L. KAISER, R. CORCORAN, M. ASLAM, S. LEWIS & R.J. DRAKE, University of Manchester.

Objectives: To investigate whether there are two types of paranoia, ‘poor me’ and ‘bad me’, as described by Trower and Chadwick (1995), and whether fluctuations on the beliefs about the deservedness of paranoia are associated with psychological measures.

Design: Trower and Chadwick’s (1995) distinction of two types of paranoia raised the unsolved and controversial issue of how to account for a ‘bad me’ paranoia (where the patient believes his or her persecution to be justified). Bentall et al. (2001) have recently proposed a dynamic account for paranoia that can be extended for this paranoid presentation. Two studies have been carried out to examine the stability and changes in the patients’ perception of persecutory ideation in relation to a number of psychological variables, self-esteem fluctuations, attributional processes and life events across time. Both studies were conducted in two phases: baseline and follow-up (fortnightly in the first study and daily in the second) to assess possible fluctuations in the measures.

Methods: Both studies had 45 inpatients experiencing persecutory delusions each assigned either to ‘poor me’ (PM) or ‘bad me’ (BM) groups, according to their rating of a perceived deservedness scale and on a five-questions questionnaire on desirability. In the first study, the participants were assessed for depression (BDI); construction of the self (Self to Others Inventory, SToO); and compliance with perceived parental behaviour (PBI); attributional style (ASQ) and meaningful daily events (DE), devised for the study. In the second study, we measured participants’ self-esteem (RSQ); self-discrepancies (HSDD) and significant daily and weekly events as well as their correspondent attributions (SDE and SSDE, respectively for the study). A healthy control group was also assessed in both studies.

Results: The research is still in progress. However, the main result from our first study was that many patients’ perceived deservedness of persecution varied across time, so that some patients were PM at one point in time and BM at another. In the second study, we measured participants’ self-esteem (RSQ), self-discrepancies (HSDD) and significant daily and weekly events as well as their correspondent attributions (SDE and SSDE, respectively for the study). A healthy control group was also assessed in both studies.

Conclusions: Though it was proved the existence of two different types of paranoia, the findings gathered little to indicate that the two types of paranoia may reflect different stages of the same dynamic paranoid process.
Emotion and psychosocial outcomes in acquired brain injury: A review and integration

S. TAI, University of Manchester & P. KINDERMAN, University of Liverpool.

Background: A number of recent psychological models of brain injury have highlighted the importance of emotional and psychosocial outcomes. Although different psychological processes are implicated by different researchers for different psychotraumatic experiences, a common feature is the suggestion that these processes are influenced by emotional factors.

Design: This paper attempts to review and integrate the research findings in this area to generate a comprehensive understanding of emotion and psychosocial outcomes. It is discussed as a conjunction of affect and cognition. It is proposed that both affective and cognitive elements of emotion may have specific interactions with each of these processes.

Conclusions: By examining the available research evidence in favour of such a model (and by specifying the gaps in the available literature), affective biases, cognitive biases and cognitive deficits are mapped onto the available research on psychological processes in psychosis.

Symposium: Spiritual, counselling and psychotherapy

Convenor: N. TEHRANI, Assessment & Rehabilitation Consultants, Twickenham.
Chair: W.J. ALLADIN, University of Hull/Humber Mental Health Services NHS Trust & Centre for Work Stress Management.

Purpose: To increase the participants awareness of the impact that spiritual experiences and beliefs have on the counselling process and outcomes.

This symposium by two speakers, each with unique rich spiritual and psychotherapy traditions, seeks to illustrate the missing dimension in much of mainstream contemporary counselling and psychotherapy. Many professionals seem to confuse spirituality with a narrow view of religion and some prefer to focus on the science of psychotherapy from which the art has been excoriated. At the heart of spirituality is the essence of human experience which is a consequence of the way we experience our lives. The one fundamental principle for spirituality is that life is sacred. The implications that flow from this premise for professional practice are discussed. This is also compatible with existential and existential approaches to counselling and psychotherapy as it is with the newer forms of cognitive behavioural therapies such as acceptance and commitment therapy and related approaches.

Ultimately, there are three existential questions we all are concerned about: Why am I here? What am I doing with my life? Where am I going? But we rarely ask these questions until calamity such as death or adverseness strikes those close to us which then leads us to ask: Why me? Why now? Why this? It is concluded that only by embracing a more robust and sound spirituality and integrating it into counselling and psychotherapy can we claim to be empowering, enhancing and enabling both ourselves and our clients.

Healing the healers

N. TEHRANI, Assessment & Rehabilitation Consultants, Twickenham.

This paper aims to show how counsellors and therapists involved in providing support and care to clients who have experienced a personal tragedy or other distressing event can suffer injuries to their emotional and mental well-being. Although there has been some work on the impact of working with traumatised and distressed clients (Figue, 1995) it has tended to emphasise the damage to the physical and mental health of the client rather than the signs of trauma occurring. Some traumatic incidents are so horrifying that they have the power to challenge the very essence of what it is to be human. This paper presents the arguments that there is a need to do more to understand the spiritual dimensions of dealing with highly distressed and traumatised clients. It is concluded that working with distressed and traumatised clients can endanger the health of the counsellor or other carers. These injuries may go unnoticed. There is a need to improve the training of counsellors and supervisors to deal with injuries that attack the essence of what it means to be human. It is concluded that only by embracing a more robust and sound spirituality and integrating it into counselling and psychotherapy can we claim to be empowering, enhancing and enabling both ourselves and our clients.

Integrating spirituality and psychotherapy: Beyond mindfulness

W.J. ALLADIN, University of Hull/Humber Mental Health Services NHS Trust & Centre for Work Stress Management.

There has been much that is good and much that is necessary in current spirituality and counselling and psychotherapy approaches. Mindfulness is discussed as a conjunction of affect and cognition. It is proposed that both affective and cognitive elements of emotion may have specific interactions with each of these processes.

Conclusions: By examining the available research evidence in favour of such a model (and by specifying the gaps in the available literature), affective biases, cognitive biases and cognitive deficits are mapped onto the available research on psychological processes in psychosis.

Factors affecting quality of spousal relationships in brain injury compared to chronic pain and health controls

A. BURRIDGE & W.H. WILLIAMS, Exeter University.

Previous research has established spousal relationships following brain injury are particularly vulnerable to strain and breakdown. Changes in personality, including an increase in negative affect, and changes in socio-emotional processing and behaviour have been implicated but have not been systematically investigated. We examined spousal relationship satisfaction following brain injury related to chronic pain and compared these to healthy couples. We assessed spousal relationship satisfaction using a questionnnaire designed to obtain measures of relationship satisfaction. Results suggest an especially important role for empathy, which differentiates between the groups in terms of functioning and quality of life. Links to previous research and implications for rehabilitation services are discussed.

Anger and violence in families after Acquired Brain Injury (ABI): Working systemically within neurorehabilitation

G.N. YATES & S. MOHAMED, Oliver Zangwill Centre, Cambridge.

The conceptualisation and treatment of anger and violence after acquired brain injury has traditionally been based on a biomedical model of causation. Anger management approaches have been for the most part on neuropsychiatric, neurobehavioural and cognitive behavioural frameworks. An alternative model to anger and violence after ABI is based on family therapy and the recognition that anger and violence are symptomatic of an underlying family pathology that usually predates the injury. There is a body of research evidence to support the use of family therapy in this context. This session will provide a review of the literature on anger and violence in families after ABI. It will be presented by two speakers, each with unique experience and knowledge. It is intended that attendees will be able to apply the model to the clinical arena and that they will be able to develop and implement effective interventions with this patient group.

Caregiver stress and coping in paediatric brain injury

C. CHUAKIA & W.H. WILLIAMS, Exeter University.

We examined the coping styles of parents of children with brain injury. Regression analyses revealed that self-blame and denial were related to depression and anxiety. Parenting styles were also related to outcome. With use of Logie and Reasoning related to better mood. Dysexecutive problems were particularly related to greater distress. Coping styles that are related to instrumental support had a moderating effect on this relationship. These findings support the development of services specifically targeted at caregivers of children with brain injury to develop adaptive coping strategies in relation to the particular sets of issues they may be challenged by.
Mindfulness for people with distressing psychosis

P. CHADWICK, Royal South Hants Hospital & University of Southampton.

I shall first describe our understanding of Mindfulness, and the conceptual framework that guides our use of Mindfulness with people with distressing psychosis. I shall then describe the adaptations we have made when introducing Mindfulness to clients, and present some initial data from the first 11 people to pass through our groups. Finally, I shall describe some research looking at the psychological process of learning to become mindful to voices, paranoid thoughts, and images.

Causal attributions in paranoia and bipolar disorder

P. KINDERMAN, University of Liverpool.

This presentation will outline the current status of research into the role of causal attributions in both paranoia and bipolar disorder. In both cases, it is suggested that the way in which we explain personally significant events in our lives serve distinctive and self-enhancing functions. The talk will review the state of the literature related to the clinical literature and will outline how these may be linked to other causal theories of paranoia such as ‘jumping to conclusions’ will be discussed. Finally, an attempt will be made to integrate these models of paranoia and bipolar disorder into a novel reconceptualisation of the biopsychosocial model of mental disorder.

INDIVIDUAL PAPERS & WORKSHOPS

Investigating the relationship between Type A behaviour and coping strategies among Greek hospital doctors: Gender and age differences

A.S. ANTONIOU, University of Athens & V.N. VLACHAKIS, Panteion University of Social and Political Sciences, Athens.

Type A personality has been defined as a personality style characterized by a set of behaviours that reflect an individual’s intensive need for achievement, reinforcement for striving efforts, love of competition and perfectionism. It has been examined as a predictor of stress and stress-related behaviours and individuals with Type A personality are found to be prone to increased risk factors. The present study investigates the Type A behaviour in relation to coping strategies used by 514 Greek hospital doctors. The initial phase of the research involved semi-structured interviews with a sample of 60 doctors. The research sample consisted of 277 (53.9 per cent) male and 237 (46.1 per cent) female doctors. The Hospital Anxiety and Depression Scale and the 40-item OSI Coping Scale were administered providing data on Type A behaviour and coping mechanisms as well as demographic and psychological characteristics of the sample. Analyses of the data demonstrated that, overall, hospital doctors presented moderate to high levels of Type A behavior and used higher than their male counterparts. No differences were found in the Type A behaviour levels among the different age groups. The most frequent coping strategies used by the hospital doctors in order to cope with occupational stressors were the maintenance of stable relationships, the setting of priorities in life and trying to avoid immediate encounter with the situation. The findings will be discussed in reference to the working conditions in the Greek hospital settings and suggestions for intervention will be given. It is envisaged that the identification of individuals with Type A personality and the implications for stress management and leadership will cast some light into the problems that make doctors’ job particularly difficult.

The factor structure of the German version of the Hospital Anxiety and Depression Scale in coronary heart disease patients

J. BARTH, University of Freiburg & C.R. MARTIN, Chinese University of Hong Kong.

Objectives: There is increasing speculation that the factor structure of the Hospital Anxiety and Depression Scale (HADS) is in fact three-dimensional rather than bi-dimensional in coronary heart disease (CHD) patients. The current investigation sought to determine if the German language version of the HADS was underpinned by a three-dimensional structure.

Design: A cross-sectional study design was used with data accrued from one observation point. This approach was taken in order to determine the underlying factor structure of the HADS in this clinical group and to allow comparison with findings from UK observations of CHD patients.

Method: 1320 patients from three German hospital sites with CHD were recruited. A cardiac rehabilitation programme were the administered the HADS. The HADS was administered by clinical research staff.

Results: Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) was used to determine the factor structure of the HADS in this population. Three-factor models were found to offer a superior fit to the data compared to two-factor (anxiety and depression) models.

Psychometrically, the German language HADS performs similarly to the English language version of the instrument in CHD patients.

Conclusions: Consistent with previous observations in UK CHD patients, the German language HADS fundamentally represents a three-dimensional underlying factor structure in this clinical group. The evaluation of alternative measures of affective disturbances is necessary to further explore those which concord with contemporary theoretical accounts of anxiety and depression.

Islamophobia in young people

A. BROCKETT & N. NORÊT, York St. John College.

Objectives: The main objectives of this paper, therefore, are to examine the prevalence of Islamophobic and Arabophobic attitudes among young people, to see whether gender differences exist in these attitudes and to examine whether young people who have personal relationships with Arabs and Muslims hold less negative attitudes towards Islam and the Middle East.

Data comes from cross-sectional data on young people’s negative attitudes towards Muslims and Arabs.

Methods: Participants: 1515 participants were recruited, from 10 schools and one FE college. 55.4 per cent of the sample were male and 44.6 per cent female, aged from 13 to 24 (mean = 16.14, s.d. = 1.38). The majority of participants reported being Christian (52.4 per cent, N=787), 43.8 per cent (N=658) reported having no religion, and 0.4 per cent (N=6) reported being Muslim.

Survey Instrument: The questionnaire was designed for the project based on the outcomes of several focus groups held with young people across England. The survey comprised of three sections; the first focused on the participants’ attitudes towards media representations of Islam and the Middle East, their knowledge of the subject and experiences of victimisation. The second section was completed by non-Muslim students, and asked their opinions on the Middle East and Islam, reasons for Reactions to events such as 7/7 and why Arabs and opinions on how Muslims are treated in the UK.

The last section of the questionnaire was completed by Muslim participants only, where they were asked questions relating to how they felt they were treated in the UK.

Procedure: Data from the schools was collected by a member of the research team within two weeks of the project introducing the project to the class explaining the relevant background and research aims before distributing the questionnaire. The questionnaire was completed in class and took approximately one hour to complete.

Results: Preliminary analysis has highlighted a gender difference in the responses of participants towards Islam and Arabs, more males than females demonstrating negative views and opinions. Young people who reported knowing Muslims or Arabs personally demonstrated more positive views than those who knew none.

Conclusions: The preliminary analysis has shown the extent of Islamophobia and Arabophobia among teenagers and young people. The project has highlighted the need for further research into this area and the need for effective intervention programmes in schools which will support the full inclusion of Muslims and Arabs into our society.

A qualitative investigation of GPs’ constructions of patients’ use of the Internet

E.M. BROHAN & L. NANKÉ, University of Surrey (currently working at Oxford Outcomes Ltd.).

Objectives: Research has established that, patients are increasingly using the Internet search for and obtain health information (Pew research centre, 2000; Spadaro, 2003). However, it has also been reported that patients are not introducing this information into the medical consultation with the same frequency (e.g. Johnson, 1996; Ault & Smith, 2003). This study recognises that characteristics of the patient, the provider and the context of the medical encounter influence the patients’ behaviour within it (Miller, 2003). It presents, a previously absent, in-depth exploration of the nature of GP constructions of patients’ use of the Internet on the medical encounter. This allows a contextualised and interactive picture of changing patient information and consultation behaviour to emerge.

Design: This study was designed to take the qualitative approach as the primary design. The social context of Irish General practice was explored using focus groups and semi-structured interviews within three medical practices across Ireland.

Method: 1515 participants were recruited, from 10 schools and one FE college. 55.4 per cent of the sample were male and 44.6 per cent female, aged from 13 to 24 (mean = 16.14, s.d. = 1.38). The majority of participants reported being Christian (52.4 per cent, N=787), 43.8 per cent (N=658) reported having no religion, and 0.4 per cent (N=6) reported being Muslim.

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Conclusions: The preliminary analysis has shown the extent of Islamophobia and Arabophobia among teenagers and young people. The project has highlighted the need for further research into this area and the need for effective intervention programmes in schools which will support the full inclusion of Muslims and Arabs into our society.
using the methods of Interpretative Phenomenological Analysis (IPA) (Smith, 1995).
Results: There was no difference in participating GPs who constructed this change in patient information behaviour as leading to a redefinition of the general practitioner role. In doing so, they were being challenged by their ability to correctly ‘filter’ complex medical information, a skill not available to their patients. Consequently, the use of the Internet, as a source of conflict and as contrary to patient trust in the GP also emerged.
Conclusions: This research is of great value to developing a deeper understanding of the dynamics of the modern consultation. It is especially interesting as it demonstrates that the GPs who were being challenged by patient use of the Internet, adopted a flexible and dynamic position, which allowed them to reassign their role to fit with this change in patient behaviour.

Causal attributions in older people after a fall and their influence on recovery
H. BROWN & K.J. McKEE, University of Sheffield.
Objectives: Attributions for negative events influence psychological and health outcomes, and yet this process has only rarely been considered in older people. This study sought to determine how hopelessness attributional style (HAS) mediates the relationship between pre- and post-fall psychological and physical functioning.
Design: Longitudinal, with post-fall hospital-based questionnaires assessing independent and dependent variables, followed at two-months and six-months by postal questionnaire assessment of independent variables.
Methods: A sample of 199 older people (≥65 years) admitted to hospital as a result of a fall were recruited and interviewed to assess causal attributions for the fall, attributional style, fear of falling, efficacy, pre-fall activity restriction, depression and anxiety.
Results: Initial analyses indicate that 41.2 per cent of participants attribute the cause of the fall to old age, 20.6 per cent to bad luck, and 16.9 per cent to personal behaviour. Perceived cause of fall was significantly associated with perceived risk of falling again (F1, 129=5.08, p<0.01) and depression (F1,130=2.46, p<0.05). While a majority (18.9 per cent) of participants demonstrated a stable style of attributing blame for falls, depression, anxiety, and functional limitation.
Conclusions: Identifying the role of causal attributions and attributional style of independent and dependent variables, followed at two-months and six-months by postal questionnaire assessment of dependent variables.

Post-traumatic stress disorder in older people after a fall
S. CASH, H. BARKBY, T. PAIS, University of Sheffield & M.C. CHUNG, University of Plymouth.
Objectives: Many older people who display fear of falling post-fall may also be suffering from post-traumatic stress disorder (PTSD). This study examines PTSD post-fall in older people, and its relationship to fear of falling, depression, and anxiety.
Design: Descriptive study, with post-fall hospital-based baseline assessment of independent and dependent variables, followed at two months and six months by postal questionnaire assessment of independent variables.
Methods: Older people (≥65 years) admitted to hospital as a result of a fall were recruited and interviewed using a post-fall interview to assess fear of falling, PTSD, and depression. At two months and six months after interview, participants were sent a postal questionnaire for self-completion, assessing the same variables.
Analysis: Of participants (N=139) interviewed a median 14 days after their fall (inter-quartile range: five to 28 days) 30 (21.6 per cent) reported PTSD symptoms sufficient to meet the criteria for diagnosis of full acute PTSD. However, only 54 (38.8 per cent) participants met the additional PTSD criteria of feeling helpless and terrified at the time of the fall, thus 30 (21.6 per cent) participants met the full criteria for PTSD. In a hierarchical regression model, worry over falling was regressed on PTSD severity with anxiety, depression, previous activity problems, perceived risk of falling, severity of fall and fall self-control. PTSD severity was a significant contributor to the model (β=0.04).
Conclusions: Some older people after a fall display PTSD symptoms, which explain significant unique variance in worry over further falls. Data from the four-month follow-up sample will be analysed and reported at the conference.

The Training and Support Programme for parents of children with cerebral palsy
Objectives: The Traing and Support Programme (TSP) was designed to improve the psychosocial well-being of parents of children with disabilities by teaching parents how to manage the child's well-being. Parental perceptions' of children's sleeping, mood, and four-month follow-up revealed a significant increase in satisfaction with life (p=0.068). There were significant improvements in generalised self-efficacy, parental health status, self-efficacy for massage and children's non-verbal communication. Results: Of parents of children with cerebral palsy, 37 per cent were recruited via voluntary organisations, schools and health professionals. Questionnaires comprising standard measures of quality of life and parental perceptions' of child's functioning, were mailed to participants at two points in time, baseline (immediately pre-programme) and at four-month follow-up.
Results: The majority of parents were mothers (88.4 per cent), married or living with a partner (88.4 per cent), White European (95.3 per cent) and had educational qualifications (95.3 per cent). Parents had a mean age of 40 (SD±7) years. Comparisons between study variables at baseline and four-month follow-up revealed a significant reduction in parental anxiety mood (p=0.018) and perceived stress (p=0.030), and a significant increase in coping (p<0.005). There were trends towards improvement on depression mood (p=0.082) and parents' self-efficacy for managing the child's behaviour (p=0.068). There were significant improvements in parental perceptions' of children's sleeping (p=0.005), mobility (p=0.0005) and verbal communication (p=0.004). There was a trend towards improvement in children's eating (p=0.081). There were no significant changes on generalised self-efficacy, parental health status, self-efficacy for massage and children's non-verbal communication. Conclusions: Of parents of children with CP, the TSP appears to have a positive effect on parental psychosocial well-being and child functioning.

When therapy hurts: Clients talk of their negative experiences in counselling and psychotherapy
M.C. CROSS & L. ANDA, City University, London.
Objectives: There is growing recognition of the contributions of therapies in robustly shared experience of clients could make to the shaping of the service for both for recipients and providers of counselling, psychotherapy and guidance. This project was aimed to consider the experiences of clients and the opportunity for therapists to learn ‘what not to do’. Design: This qualitative study explored the accounts of the former clients of counselling or psychotherapy who reported negative experiences. The research was analysed and executed using a grounded approach. Results/Conclusions: The results of a series of interviews contributing to this project gave rise to an evolving theory of what led clients to label their experience in therapy negatively. The core category was determined to be clients’ experiences of therapy and their therapist. That is, clients labelled their experiences as negative when their expectations of therapy were not consistent about the therapy and/or the therapist. The findings led to a range of recommendations expressed in terms of tentative theory towards the best practice in counselling and psychotherapy.

Fathers' experiences of having a child with learning disabilities: An interpretative phenomenological analysis
J. DUTTON & D. PURVES, London Metropolitan University.
Objectives: Research indicates that parents of learning disabled children define this experience as significantly contributing to a broad range of challenges. The present study is strongly correlated to the beliefs the individual holds about the stressor. In light of such findings, and the emphasis of previous research on maternal experience, this study aims to identify the impact upon fathers of the experience of having a child with a learning disability. To access the deeply held experiences this experience, the present study adopts a phenomenological approach.
Method: Six semi-structured interviews were conducted with fathers of learning disabled children. Verbatim transcripts were analysed using Interpretative Phenomenological Analysis (IPA).
Results/Conclusions: The study comprised six participants who were the natural fathers of children who lived at home and attended the same Local Authority Department for Education Disability. The sample included fathers of boys, and of girls, children of different ages and with different types of learning disabilities. Participants were volunteers recruited by the manager of the Development Centre.
Analysis: Six dominant themes emerged from this study. Fathers experienced having a sense of powerlessness, finding it difficult to control and influence events in the life of their child; thus a strong desire to protect and provide for the child. Children were experienced as being difficult to achieve, challenging participating parents' expectations of fatherhood and their own self-worth. Whilst feeling sadness over the loss of their child's abilities, fathers relied mostly on spousal support, experiencing feelings of isolation beyond the immediate family. Notwithstanding such experiences, a theme of personal growth also emerged from the narratives, with all fathers able to identify areas of positive personal development.
Conclusion: The results of the study highlight the tremendous and enormous impact of having a child with a learning disability. Fathers felt they struggled to maintain a meaningful role for themselves in the life of the child; their expectations of themselves as fathers were challenged leading to internal stress and conflict. Fathers believed their role had changed them significantly.

Do polymorphisms in the serotonin transporter and tyrosine hydroxylase genes predict depression and anxiety in patients with a cancer diagnosis?
L. EDWARDS, Psychosocial & Clinical Practice Research Group, J. RANDERS-MOOR, Genetic Epidemiology Group & P. SELBY, Psychosocial & Clinical Practice Research Group. (All authors: Cancer Research UK, St. James’ University Hospital, Leeds.)
Objectives: The purpose of this paper is to determine whether there is an association between polymorphism in the serotonin transporter and tyrosine hydroxylase genes and depression and anxiety, in a sample of people who have all experienced the adverse life events of a cancer diagnosis.
Design: This is a cross sectional association study with a sample of 500 cancer patients recruited from four West Yorkshire hospitals. Anxiety and depression were assessed using four standardised self-report questionnaires; the Hospital Anxiety and Depression Scale, the Beck Depression Inventory, the Mental Health Inventory-5 and the State Trait Anxiety Inventory. Patients completed the
questionnaires on computer touch screens whilst awaiting their clinic appointment. Patient blood samples were extracted and extracted and genotyping. Candidate genes for psychological distress were selected based on current psychiatric literature.

Results: Continuing to build on our preliminary results: descriptive analysis of the psychological distress data revealed low levels of depression and anxiety amongst the working population of adults. A one-way ANOVA analysis revealed an insignificant association between the serotonin transporter promoter region 5-HTTLPR and both depression and anxiety as measured by the four questionnaires. Mean questionnaire scores for the ‘at risk’ short/short genotype showed a small increase for both measures. Up to date results on the second transporter gene polymorphism and the tyrosine hydroxylase variant will be reported, as analyses are currently in progress.

Conclusions: Confirming our initial findings, there is no evidence of a common response in a majority of the young adult general population. Further gene polymorphism and depression or anxiety in this sample of cancer patients. Individuals with the short/short genotype displayed slightly increased mean scores on all of the psychological distress questionnaires.

Fear of falling in older people after a fall
J. ELLINGFORD, L. HANGER & K.J. MCKEE, University of Sheffield.

Objectives: Fear of falling is a common response in older people after a fall, and has been identified as a major influence on recovery of functioning and loss of independence. This study sought to determine the overlap between different measures of fear of falling and its relative contribution to functioning and independence post-fall.

Design: Longitudinal, with hospital-based baseline assessment of independent and dependent variables post-fall, with two-month and six-month follow-up assessment of dependent variables by postal questionnaire.

Methods: A sample of 169 older people (665 years) admitted to hospital as a result of a fall injury were recruited, and given a questionnaire-based interview to assess perceived risk and worry over further falls, falls efficacy, perceived consequences of falling, pre-fall activity restriction, depression and anxiety. Follow-up questionnaires assessed further falls and functional limitation.

Results: Initial analyses indicate that while virtually all bivariate associations between different measures of fear of falling are significant there is considerable variation in effect sizes (r=0.03 to 0.32). Regression analyses will be carried out to determine the ability of fear of falling variables assessed post-fall, with two-month and six-month post-fall, with two-month and six-month post-fall.

Conclusions: Fear of falling represents a psychological and functional influence on recovery from falls, although as yet our understanding of this factor is poor. Initial results suggest that fear of falling is not a unitary construct, and further analyses will provide conclusive information relating to the influence of fear of falling variables on recovery, assisting evidence-based intervention.

The impact of Intensive Interaction training with staff caring for people with severe/profound learning disabilities
G. FIRTH, C. LEEMING, H. ELFORD, Leeds Mental Health Teaching NHS Trust & M.C. RABBE, East Leeds Primary Care Trust.

Objectives: Intensive Interaction is an approach that aims to facilitate the development of communication between people with severe or profound learning disabilities and others. The approach is based on infant-caregiver interaction, and uses interactive sequences to develop reciprocal communication. This study aims to explore the adoption of Intensive Interaction techniques by care staff working with such clients following a period of training and focused and usefulness of primary care consultations to with a focus on what might improve the suitability and usefulness of primary care consultations to young people.

Examining the role of stigma-tolerance, self-concept and pathology in adolescent help-seeking and service utilisation

Objectives: The proportion of New Zealanders who experience mental health problems among New Zealand’s youth has been estimated as high as 25 per cent at age 15 years, and 33 per cent at age 18 years. Despite these high rates only about a quarter of young people experiencing problems seek help, and only a small proportion of help-seekers make use of specialist mental health services. Research studies have identified a range of complex psychological factors that impinge on the help-seeking choices and behaviour of young people, although these factors are less well studied than help-seeking in general. This study examined the associations between stigma and tolerance, self-concept and self-reported psychopathology as variables associated with the decisions of young people to access mental health services. Results: Preliminary analysis of the results revealed a complex set of interrelationships between the variables and life-stage factors. The results presented here are limited to the primary interactions identified from statistical analysis, and preliminary conclusions and future directions drawn from these results.

Psychosocial aspects of chronic illness in childhood and adolescence
V. GEORGOPOULOU, South London & Maudsley NHS Trust.

The workshop aims at bringing together professionals from different sections of psychology (paediatric, counselling, clinical, educational, health) to work on psychosocial aspects of chronic illness in childhood and adolescence. Chronic illness has an impact on many aspects of a child’s/young person’s life (education, mental health, life expectancy, social development, family relations) and as such it is crucial to approach these from an interdisciplinary perspective. The facilitator will start by providing a biopsychosocial framework for understanding chronic illness in everyday life. Some of the topics we will consider include the following.
as support systems. We will look at the role psychologists can play in this process. Traditionally, women (e.g., onset of illness, change from a non-symptomatic phase to a crisis period, hospitalisations, preparing for a major operation) can be particularly demanding for family members as well as nurse professionals. Women at these times trying to cover the child’s needs can feel overwhelming at times; family members are judged by other professionals, emotional and practical needs of their children.

We will explore ways of working with sensitive issues that children and families might bring to us such as dealing with guilt, blame, anger, loss.

We will think about ways of allowing children the space and time to make sense of their experiences not only for the benefit of the child but also most importantly in terms of emotional and relational issues. The meaning children and families attach to any formative treatment options can vary significantly from those of health care professionals. We will bring examples from our practice about times when we acted as a bridge between children and health care professionals. Finally we will share how we manage the issues involved in chronic illness at a personal level and the types of professional support available.

A variety of methods will be used in this workshop: small group exercises, case presentation by facilitator, group discussion.

We are hoping to create a pool of ideas from which participants will be able to choose the ones that fit the most with the needs of their clients.

Should menstrual symptoms be factored into stress research as a potential stressor?

R.L GERAIS, University of Manchester & G.R.J. HOCKEY, University of Sheffield.

Objectives: to examine the effects of menstrual symptoms on job stress and job performance while controlling for psychosomatic symptoms.

Methods: Data were collected from a diary methodology. Two waves of data were collected nine months apart, for one month on each occasion.

Methods: Participants, who were all nurses, were administered the participating, a sample of nurses, at the beginning of each wave. The Nurses (Time 1: N=40, Time 2: N=38) were asked to complete daily entries twice each day, once at the start of the day, and once after either finishing work or if not at work, at home around the time of the evening meal. The diary contained structured scales assessing menstrual bleeding, menstrual pain, job stress (strain, psychosomatic symptoms) and job performance.

Results: A hierarchical regression procedure was used. This was based on pooled-time series analysis to control the between and within participant variance, which was the unit of analysis. The results showed that while menstrual symptoms influenced job stress at Time 1 (R²=.12, p=.02), no effect was found for job performance. Significant effects were not obtained on either outcome variable at Time 2.

Conclusions: The present study showed that menstrual symptoms increased job stress during Time 1 of the study. These results suggest that menstrual symptoms may affect the stress levels among nurse professionals. Some menstrual cycles may extend beyond the 28-day limit of each wave of the present study. Menstrual symptoms as a stressor did not impact negatively on job performance, this may imply that menstrual symptoms are related more strongly to physical symptoms rather than ability to function. These results are in line with other findings on job performance. Overall, while pre-menstrual symptoms may appear to be more strongly studied phenomena the onset and the discontinuation of menstruation may be another stressor to which working women are subjected.

Workplace bullying: Challenges for organisation

A. GILBERT, Chair of Branch & C. RAYNER, University of Portsmouth Business School.

Purpose: The primary objective of the session is to engender debate around the topic of implementing practices to deal with workplace bullying. The panel will bring in representatives from a variety of professional interests.

Background: Bullying and harassment at work appear to be a common and enduring component of organisational life for employees. If such effects can be detrimental to those who experience bullying, and the costs to the organisation include increased employee turnover and employee engagement as well as reputational risk. Dealing with bullying at work involves many different types of staff; HR and trade union representatives, regular management staff and some who may want to investigate informal or formal complaints as well as psychologists and other health professionals.

Difficulties are encountered in addressing this problem. Ensuring that the various organisational systems are ‘joined’ up so that a trustworthy environment is created for employees to voice if they have problems and for swift, effective and remedial action to be taken. This is a challenge for most organisations.

Conclusion: The panel will discuss ways of creating a pool of ideas from which participants will be able to choose the ones that fit the most with the needs of their clients.

Egon Brunswik and 20th-century psychology: A reassessment

J.M.M. GOOD, University of Durham.

2005 marks the half-century since the untimely death of Egon Brunswik (1955). In this paper I examine Brunswik’s place in 20th-century psychology. My aims are to outline some of his principal achievements and to examine the current relevance of some of his ideas. I first point out that a central (and much neglected) feature of Brunswik’s probabilistic functionalism is his organism-environment model. In what follows I will look at Brunswik’s ideas and how he related his ideas to other of the 20th-century theorists also interested in organism-environment relations — especially those of depth psychology. A second focus of the paper is Brunswik’s idiographic-statistical approach. This will be outlined and its implications considered for current research into individual—contextual distinctions. Brunswik’s much misunderstood notion of ecological validity is the focus of the third part of my paper in which I briefly illustrate some of the recent misconceptions about this important notion. In my concluding assessment, in addition to considering the relevance of Brunswikian ideas for 21st-century psychology, I address some of the reasons for the unfavourable reception of his ideas during his lifetime and I end by noting the problematic nature of assessing influence in the history of ideas.

Which psychosocial variables are associated with cancer support group participation?

G.E. GRANDE, University of Manchester, L.B. MYERS, University College London & S.R. SUITON, University of Cambridge.

Objectives: Cancer patients reported benefit from participation in support groups, but few patients actually attend such groups. This study sought to identify psychosocial variables related to group participation. Using Leventhal’s Self-Regulatory Model of Illness Behaviour (SRMIB) and Planned Behaviour (TPB), main hypotheses were that support group participation would be associated with perceived control over cancer; adaptive coping, positive beliefs about support groups, encouragement from others and less perceived difficulty in joining a group.

Design: A cross-sectional survey design using mail survey was used to investigate how support group participants and non-participants differ on psychosocial variables.

Method: All members of a local community cancer self help centre and a random sample of non-members from the Cancer Registry received the survey. It was sent by the help centre or by the Cancer Registry via patients’ GP, respectively. Sixty-three (61 per cent) help centre members and 44 (28 per cent) of the control group completed the survey. The survey included the Revised Illness Perception Questionnaire, Brief COPE, Hospital Anxiety and Depression Scale and the Multidimensional Scale of Perceived Social Support. TPB scales designed for the study measured beliefs about support groups, perceived views of others towards groups and difficulties of joining a group.

Results: Variables associated with help centre membership were identified through univariate and multivariate logistic regression. Univariate analyses showed that membership was associated with positive beliefs about support groups, beliefs that others held positive views of group participation, perceived ease of joining a group and use of adaptive coping (active coping, planning, reframing, acceptance, support seeking) and perceived control over cancer, but also with cancer distress, anxiety and poorer support from a special person.

Multivariate analysis showed positive beliefs about support groups, beliefs of others’ positive views, an adaptive coping approach and help from a special person to independently predict help centre membership.

Conclusion: Results suggest that support group uptake could be increased by tailoring the psychological variables, in particular components of the TPB. Prospective research is required to further test these findings as to what extent and how support group participation could be appropriately increased.
Your health in your hands: A psycho educational group intervention for women with polycystic ovary syndrome

R. GREEN & A. CROSS, St. Ann’s Hospital, London.

A psycho educational group intervention aimed at promoting self management strategies for women with Polycystic Ovary Syndrome. Eight participants referred to a Health Psychology Service from the gynaecology department of a major London Hospital attended a six week group facilitated by two counselling psychologists. This was a single group study’s design for which we used pre and post measures (the Illness Perception Questionnaire & Hospital Anxiety & Depression Scale). The measures used provided anecdotal evidence. All participants received a combination of educational material regarding the syndrome alongside interventions aimed at reducing negative emotional responses about symptoms and improving self management strategies. IQ scores revealed considerable improvement in self efficacy and knowledge and control of the illness, which was reinforced at a subsequent three month review.

Drug-related attitudes and prevalence rates for people with learning disabilities


Objectives: A number of studies have noted the lack of research into the usual factors of drug use in people with learning disabilities (LD). The present study measures the prevalence of, and attitudes towards drug use.

Method: The participants were 23 males with mild LD with a mean age of 31.6 years (S.D. 12.18). Participants were recruited through day services and as part of an ongoing clinical assessment. The mode was the Parker (1998) Drug use scale (DAS).

Analysis: This study observed total sample prevalence rates of 31.4 per cent. Amphetamine 13 per cent, LSD 13 per cent, Ecstasy 13 per cent, Solvent abuse 8.7 per cent, Diazepam 17.4 per cent, Temazepam 4.3 per cent, and Heroin 8.7 per cent. The DAS showed a significant correlation when compared with a total drug use score (r = 0.85). Furthermore, pro drug use attitudes were calculated for those who used drugs than those who did not (r = -2.5, p < 0.05). Residential comparisons are also included.

Conclusions: These findings are interesting as people with LD are often in restricted environments and are often unable to use drugs. Nevertheless, the above prevalence figures show that the majority of LD users have used legal drugs and in addition, the findings of the attitude assessment indicated that the potential for drug use by people with LD may be predicted by their DAS scores. Therefore, this would have significant implications for providing drug orientated clinical services for this population.

The development of an assessment of relapse prevention for sex offenders with learning disability


Objectives: To describe the development of an assessment tool for relapse prevention in sex offenders with mild learning disabilities (LD). Brochholme and Lindsay (2003) note that there is a lack of assessment tools, which have been specifically designed for use with sex offenders with LD. Furthermore they note that the assessment questionnaires which have been developed for non-LD offenders are generally not appropriate for use when people with LD due to the use of complex language.

Method: The sexual imaginal provocation scale (SIPS) was used to assess sex offenders with LD. The SIPS is a five-item scale, which describes scenarios in which children are involved in a variety of day to day situations. Responses are rated on a four-point scale ranging from 0 (adapted behaviour) to 3 (highly maladaptive behaviour). Comparisons with the questionnaire on attitudes consistent with sexual offences (LACSO; Brochholme & Lindsay, 2003) are also included.

Results: Preliminary findings for test re-test (same) reliability was r = 0.70, p < 0.01, and for inter-rater reliability (ANOVA, r = 0.70, p < 0.01). In addition, between-rater agreement on each of the five items of the SIPS ranged between 80 per cent to 100 per cent. Correlations between items and the total score will also be presented.

Conclusions: The SIPS is a five-item scale specifically designed for use with sex offenders with LD with a mean age of 31.6 years (S.D. 12.18). The main assessment used was the Parker (1998) Drug use scale (DAS). The measures used provided anecdotal evidence. All participants received a combination of educational material regarding the syndrome alongside interventions aimed at reducing negative emotional responses about symptoms and improving self management strategies. IQ scores revealed considerable improvement in self efficacy and knowledge and control of the illness, which was reinforced at a subsequent three month review.

The influence of previous personal therapy on counselling psychology trainees’ lives and views on having further personal therapy during training

K.A. HENRICH & M. DONATI, London Metropolitan University.

Objective: The debate on mandatory personal therapy during counselling psychology training has identified the need to study trainees’ personal and professional development and negative implications. This research aimed to explore how prior experience of personal therapy might influence trainees’ experience of personal therapy during training.

Design: Interpretative Phenomenological Analysis (IPA) of semi-structured interviews with counselling psychology trainees, during their first year of training.

Method: The study included six participants with experience of personal therapy prior to training in counselling psychology. This experience ranged from 13 sessions to four-and-a-half years, including different theoretical approaches. Two participants with no prior experience of personal therapy were also interviewed. The interviews were recorded and transcribed for analysis.

Analysis: IPA was used to identify themes in the transcripts. The emerging themes were cross-referenced with previous literature, for the systematic development of master themes.

Conclusions: The results reflected previous research, as students reported similar costs and benefits of therapy. However, those with prior experience of personal therapy had entered therapy to resolve personal issues and reported that therapy helped them integrate personal lives and within therapy, which they felt gave a more realistic sense of client’s fears of therapy and the imbalance of power in the therapeutic relationship. All those interviewed felt that personal therapy was a necessary part of training in Counselling Psychology, however those with previous personal therapy seemed to have stronger feelings in support of mandatory therapy, whilst those with no prior experience of therapy were more tentative about the prospect.

3,4-Methylenedioxytetramphetamine (MDMA/ecstasy) exposure targets cognitive dimensions of depression

M. HESLIN, L. TAURAH & C. CHANDLER, London Metropolitan University.

Rationale: Research suggests MDMA (3,4-methylenedioxytetramphetamine) exposure results in overall elevated depression scores in comparison with other drugs of abuse. Previous studies have focused on generalised depression however to date no single study has investigated whether MDMA exposure affects a particular component of depression such as sadness, pessimism, past failures, guilt, tiredness, crying, irritability and loss of appetite. Aim: This study examines data from an on-going cross-sectional study investigating whether exposure to MDMA targets a particular dimension of pessimism using the validated Beck Depression Inventory (BDI).

Method: 997 participants completed the BDI: 182 non-drug users, 172 nicotine/alcohol users, 163 cannabis/nicotine/alcohol users, 169 polydrug users (non-MDMA), 154 ‘current MDMA users’, 157 ‘ex-MDMA’/polydrug users. All groups were matched for sex, age, and educational background.

Results: Mean global BDI scores were significantly different between the control groups and the current and ex-MDMA users respectively (ANOVA, p < 0.01). There was a significant three-fold increase in mean scores for the ‘current and ex-MDMA’ users in comparison to the polydrug control group for the cognitive dimension of self-reported depression (ANOVA, p < 0.001). There was a significant increase in mean Pessimism scores between the polydrug control groups and the current and ex-MDMA groups (ANOVA, p < 0.01).

Conclusions: Preliminary data suggests that MDMA target’s the cognitive aspect of depression with a three-fold increase. However, more specific research is needed regarding the relationship between MDMA exposure and pessimism.

Big issues which challenge applied psychology

L. HIGBED, R. PARRIS & L. EARLL, Gloucestershire Hospitals NHS Foundation Trust.

Objectives: Members of the recently-formed College of Fellows hope to make a useful contribution to the Society by helping to identify some of the ‘big issues’ facing psychology in the next few years. Identification of these key issues might help in the wider dissemination of psychological knowledge, as well as facilitating a forum for discussion of these topics. This is particularly pertinent as Society President Ken Brown, in his December 2004 column in The Psychologist reports a large number of enquiries to the Society’s press office in recent months on a variety of topics ranging from health to education. This research aimed to identify the key themes that Fellows considered to be ‘big issues’.

Design: Responses to the request for ‘big issues’ were analysed using a qualitative research method informed by Interpretative Phenomenological Analysis, allowing themes to be identified.

Method: Following a letter from Professor Steve Newstead (Chair of College of Fellows Steering Group) sent in October 2003 to 659 Fellows requesting ‘big ideas like technology over the next few years’, 104 responses were analysed, giving rise to 153 ideas. Two researchers independently identified main themes and sub-themes from the initial data set, which was then assessed and any discrepancies were resolved so that a collaborative table of themes was produced.

Results: Six main themes were identified: ‘World Issues’, ‘Society’, ‘Image of Psychology’, Health’, ‘Technology’ and ‘Aging Population’. Whilst the ‘Image of Psychology’ was perceived as very important, the most dominant broad ranging themes were ‘World Issues’ and ‘Society’, with a combined total of 42 per cent of the ideas produced. Many respondents detailed whether the issues they raised were aimed at a global level or a societal one. Where this was not stated, ‘World Issues’ and ‘Technology’ were considered ‘big issues’. Where it was stated, ‘Image of Psychology’, ‘Health’, ‘Technology’ and ‘Aging Population’ were considered ‘big issues’.

Discussion: The identification of these six ‘big issues’ should enable the College of Fellows to generate research, debate and discussion throughout the BPS, and provide the opportunity for psychological theory relating to a wide range of subjects to feed into policy. Many of the issues highlighted are likely to not only be of interest to psychologists, but to every citizen.
Developing the Social Influence Scale for Midwifery (SIS-M) as a multi-dimensional instrument of conformity

C.J. HOLLINS MARTIN, P. BULL, University of York & C.R. MARTIN, Chinese University of Hong Kong.

Objectives: Midwives are independent, accountable and highly trained autonomous practitioners, however, the impact of authority figures, particularly senior medical staff, on the midwife’s clinical judgements has seldom been explored. This may be partly due to the lack of a reliable measure specific to this health professional group. The present study sought to determine if the recently developed Social Influence Scale for Midwifery (SIS-M) may be developed as an effective multi-dimensional measure of conformity in contrast to its current use as unidimensional global measure of midwife-specific conformity.

Design: A cross-sectional study design was used. This appears an excellent fit to determine basic psychometric properties of the SIS-M in a comparatively large group of midwives.

Method: The SIS-M was sent by post to 323 midwives working in seven maternity sites in the north of England. Two-hundred-and-nine completed SIS-M forms were returned to the investigators representing a response rate of 65 per cent.

Results: Confirmatory factor analysis (CFA) was used to compare an a priori specified four-factor model to the best-fitting single common factor model. The four-factor model provides a significantly better fit to the data compared to the single-factor model. Examination of model fit characteristics revealed the four-factor model to provide an adequate fit to the data.

Conclusions: These findings indicate that the SIS-M has great potential to be developed as a multi-dimensional instrument to assess specific domains of conformity. The SIS-M offers considerable potential as a research tool to gain novel insights into the conformity behaviour of midwives in the practice environment and the relationship of such behaviour to maternal and neonatal outcomes.

Semantic divergence and creative story generation: An fMRI investigation

G. CLAXTON, University of Bristol. P.A. HOWARD-JONES, University of Bristol, M.A. HARRAD, Bristol Eye Hospital. M. SEXTON, University of the West of England & R.A. KUMAR, University of Southampton & S. KUMAR, University of Sussex.

Objectives: Antenatal psychological disturbance is common, however effective antenatal identification of those women at risk is difficult due to lack of predictive utility of the current practice environment upon creativity, and confirmed the four-factor model to provide an adequate fit to the data. Examination of model fit characteristics revealed the four-factor model to provide an adequate fit to the data.

Results: Logistic regression revealed that the hypothesised four-item anxiety and depression sub-scale embedded in the GHQ-12 predicted case classification status at six weeks post-delivery. The GHQ-12 (W=2.5, p<0.005) or depression sub-scale embedded in the GHQ-12 may be as an antenatal screening tool for postnatal psychological disturbance. Further research is recommended to determine the utility of this sub-scale in this clinical group.

The psychosocial impact of corrective surgery on adults with an eye misalignment

S. JACKSON, S. QUIMSEY & M. MORRIS, University of the West of England & R.A. HARRAD, Bristol Eye Hospital.

Objectives: To determine if the Cambridge Worry Scale (CWS) was an acceptable measure to administer to women during early pregnancy.

Methods: A number of participants wanted to ‘get out of their depression as soon as possible’. This supports the notion of a medical cure and suggests that the GHQ-12 contains an embedded sub-scale comprising a composite domain of anxiety and depression. The investigation sought to determine if this sub-scale could predict postnatal psychological distress when administered in the antenatal period.

Design: A repeated measures design, 46 participants were seen at six-week pre-operative and six-month post-operative appointments.

Conclusions: The hypothesised four-item anxiety and depression sub-scale embedded in the GHQ-12 may be as an antenatal screening tool for postnatal psychological disturbance. Further research is recommended to determine the utility of this sub-scale in this clinical group.

Getting out or getting by? GP, patient, and supporter goals for the management of depression

O. JOHNSTON, K. KENDALL, T. KENDRICK, R. PEVELER, J. GABBAY University of Southampton & S. KUMAR, University of Sussex.

Objectives: Quantitative studies have suggested that antidepressant prescribing by GPs is poorly targeted and is influenced by severity of depression, presence of social problems, and patients’ attitudes towards antidepressants. This study aimed to identify issues of importance to GPs, patients, and supporters in the management of depression.

Design: The study adopted a grounded theory approach, aiming to identify the importance to participants rather than by the preconceptions of the researchers.

Methods: Individual interviews were conducted with 11 participants (2 depressed patients, 15 never depressed patients, 18 patients who were depressed in the past, 18 supporters of depressed individuals, and 32 GPs). The majority of participants were recruited through GP surgeries. Trustworthiness was increased by the use of interdisciplinary team analysis, maintenance of an audit trail, keeping of reflective diaries, theoretical sampling, and triangulation.

Results: A number of participants wanted to ‘get out of their depression as soon as possible’. This supports the notion of a medical cure and suggests that the GHQ-12 contains an embedded sub-scale comprising a composite domain of anxiety and depression. The investigation sought to determine if this sub-scale could predict postnatal psychological distress when administered in the antenatal period.

Design: A repeated measures design, 46 participants were seen at six-week pre-operative and six-month post-operative appointments.

Conclusions: The hypothesised four-item anxiety and depression sub-scale embedded in the GHQ-12 may be as an antenatal screening tool for postnatal psychological disturbance. Further research is recommended to determine the utility of this sub-scale in this clinical group.
of depression status. The CWS was found to be highly acceptable to women during early pregnancy.

Conclusions: These findings indicate that the role of significant relationships in pregnancy are functional rather than emotional. Emotional indifference to significant relationships during early pregnancy may not be clinically relevant or indicative of psychological disturbance. Further research is needed to determine the emotional contribution, if any, to maternal and neonatal outcomes. The CWS is a clinically useful measure of antenatal worry.

Self-esteem: An occluded but clinically important psychological dimension in early pregnancy?

J. JOMENE, University of Leeds & C.R. MARTIN, Chinese University of Hong Kong.

Objectives: The role of self-esteem in the presentation of antenatal anxiety and depression in early pregnancy has received little attention. The current study sought to determine if self-esteem differences between non-anxious and non-depressed/depressed women in early pregnancy.

Design: A between-subjects study design was used with all observations taken at the 12 week antenatal booking clinic by a research midwife. The Culture-Free Self-Esteem Inventory (CFSE-2) was administered to 120 women presenting at the antenatal booking clinic. The personal and global self-esteem sub-scales of the CFSE-2 inventory were used. Questionnaire-based measures of depression were also completed (Edinburgh Postnatal Depression Scale) and women were categorised on the basis of this into non-depressed (N=96) or depressed (N=13) groups.

Results: The anxious group and the depressed group scored significantly lower on all three sub-scales of the CFSE-2 compared to non-anxious and non-depressed groups.

Conclusions: Self-esteem is an important psychological dimension associated with anxiety and depression in early pregnancy. The finding that significant differences were found between groups across the broad but distinct domains of self-esteem measured by the CFSE-2 indicates the relationship of self-esteem to anxiety and depression in this group is far from clinically trivial and requires further investigation. Further research is required to determine the role of antenatal self-esteem in the presentation of clinically significant anxiety and depression and as a predictor variable in the development of postnatal depression.

Implicit and explicit theory of mind in schizophrenia

S.L. KAISER & B.R. CORCORAN, University of Manchester.

Objectives: (1) To explore the differences between implicit and explicit theory of mind in schizophrenia; and (2) to consider whether theory of mind impairments can be improved over the course of cognitive remediation therapy (CRT) focused on self-monitoring.

Method: Two theory of mind tasks were implemented. Traditional mentalising tasks typically test an individual's offline knowledge of theory of mind but do not provide information about how it is used during everyday situations. The ability required to pass an offline task may differ from that used during conversation; in fact, healthy adults who perform well on traditional theory of mind tests may falter during tests of implicit mentalising (Keysar et al., 2003). While individuals with schizophrenia are often identified as having off-line theory of mind tasks but will be less impaired using an implicit measure. We also predict that individuals in the CRT condition will show significant improvements beyond a social interaction control group.

Design: This study uses a one-factor between-subjects design with repeated measures. Subjects are allocated to either a CRT experimental group or a befriending control group. The design is used to test differences between cognitive remediation plus social interaction versus social interaction. The repeated measures design allows us to determine how much improvements in group makes for each type of mentalising test.

Results: This ongoing research examines the differences in performance between participants who are diagnosed with schizophrenia or a schizophrenia-spectrum disorder and are between the ages of 18 and 50. Each subject is tested in a group setting using a social interaction task, and also in an off-line task. The intervention, participants are tested with the story cards. After 15 hours of intervention, each participant is tested again to evaluate their performance. The results show a significant improvement in the social interaction task, but not in the off-line task. The findings suggest that the intervention may be effective in improving social interaction skills, but not necessarily in improving off-line theory of mind.

Conclusions: Despite the interest, a better understanding of how to improve theory of mind impairments can be improved over the course of cognitive remediation therapy. We predict that a CRT intervention is a crucial step towards designing interventions that can be used to improve theory of mind impairments in schizophrenia.
An international comparison of the factor structure of the Hospital Anxiety and Depression Scale in coronary heart disease patients

C.R. MARTIN, Chinese University of Hong Kong & R.I. NEWELL, University of Bradford.

Objectives: The premise that the Hospital Anxiety and Depression Scale (HADS) is a bi-dimensional instrument has been questioned when used with coronary heart disease (CHD) patients. The current investigation sought to determine if a three-dimensional factor structure offered a superior fit to data across three culturally distinct CHD populations.

Methods: A cross-sectional study design was used with data accrued from one observation point but accrued from three culturally distinctive CHD populations. This approach was taken to allow comparison in model fit between each group to determine any impact of this variable on the factor structure of the HADS.

Method: 1733 CHD patients from Germany (N=1329), UK (N=135) and Hong Kong (N=138) hospital sites were administered the HADS as part of larger research programmes. The HADS was administered by clinical research staff.

Results: Confirmatory factor analysis (CFA) was used to determine the factor structure of the HADS. Three-factor models offered the best fit to the data and supported the twofactor (anxiety and depression) models. This finding was consistent irrespective of country category.

Conclusions: The HADS comprises a three-dimensional factor structure in CHD patients and this is consistent across culturally diverse patient groups. Those using the HADS with CHD patients should be advised that the instrument assesses three rather than two domains and this may impact on case detection accuracy of this tool in this clinical group.

Can the Hospital Anxiety and Depression Scale be used reliably to screen individuals with facial disfigurement?

C.R. MARTIN, Chinese University of Hong Kong & R.J. NEWELL, University of Bradford.

Objectives: To investigate the screening potential of the Hospital Anxiety and Depression Scale (HADS) in individuals with significant facial disfigurement in brain science and drug research. The study also investigated the level of HADS assessed anxiety and depression in this currently under-researched population.

Method: A cross-sectional study design was used with data accrued from one observation point. This approach was taken in order to determine if the fundamental characteristics of the HADS in this often neglected population.

Method: 376 participants with significant facial disfigurement were recruited from plastic surgery clinics, dermatology clinics and through a media campaign with the aid of a major disfigurement charity. The HADS was administered by either the researcher or by postal questionnaire pack.

Results: Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) was used to determine the factor structure of the HADS in this population. A two-factor (anxiety and depression) structure offered an acceptable fit to the data, though the three-factor model, HADS-assessed levels of anxiety and depression was observed to be very high compared to other clinical groups.

Conclusions: The HADS performs no worse in individuals with facial disfigurement than in does in other clinical groups. However, the fundamental three-factor model performed better and suggests that it may be usefully redeveloped as an instrument comprising three rather than two sub-scales. Alternative measures of anxiety and depression should be evaluated and tested for screening purposes in this group. Clinicians encountering individuals with significant facial disfigurement should be aware that screening for effective disturbance may be useful and clinically pertinent.

Reconceptualising attachment theory

R.S. NOBLE, Bolton Institute

Purpose: To provide an explanation of attachment theory in terms of the concept of sociality.

Background: Recent books on developments in attachment theory and attachment measures and the concepts associated with them, such as the Adult Attachment Interview, suggest that the attachment type of an individual is rather like a personality dimension although in the validation of the interview technique, the terms used have been described as 'meaningful change' which has been a point of controversy for some time.

Conclusions: Some had undergone professional disciplinary supervision which led them to reflect upon their attachment theory and techniques associated with it. I had heard to re-present to these 'co-researchers' on a second time, to see if they thought of my response. The paper briefly introduces this methodology, with a few selections from interactions with the participants. The majority of the therapists said about their clinical work. For some the experience awakened them to a different relationship with their clients. It was the start of a different existential position in their work. It is hoped that the paper will give listeners cause to reflect on their own experience, and its effect on their work.
We finish the paper by presenting a number of key intervention strategies, understanding the reasons why they work and how they can be used to enhance life outcomes. The future of the Special Group in terms of the historic development and look to position the Special Group looking to achieve? In this paper we special group looking to achieve?

Help seeking behaviour in adolescent victims of bullying


The objectives of this project are to examine the prevalence of help seeking behaviours among adolescent victims of bullying, and to examine whether type of bullying experienced, frequency of bullying and gender play a role in whether the child seeks help.

Aim: To investigate the effects of bullying on adolescents.

Method: The questionnaire was administered to 592 pupils (N=592) across six schools in the West Midlands, of which 377 were boys and 215 were girls. The mean age of the sample was 11.9 years (s.d. 1.2 years).

Results: Of the pupils, 4.6% reported having experienced bullying, with 3.5% of pupils reporting being bullied at school at least once a week. In this study, helping the victim was the most common method of intervention. However, the level of help that was provided was not always adequate.

Conclusion: In this study, helping the victim was the most common method of intervention. However, the level of help that was provided was not always adequate.

The coaching psychology movement in the UK: Past, present and future

S. PALMER & A.C. WHYBROW, City University, London.

Coaching psychology seems it has appeared from nowhere in the form of the Special Group in Coaching Psychology. This is the largest subgroup within the BPS and still less than a year old. What was the catalyst to its appearance and what is this Special Group looking to achieve? In this paper we will provide some of the context behind this historic development, how the future of the Special Group in terms of the development of this applied area of Psychology and the Coaching arena more broadly. In recent years, the coaching psychology movement is due to being a highly marginalised activity to be a mainstream interest for people involved in coaching, strategy and people development. Individual Psychologists have been involved in this movement, coaching psychology practice has largely developed without focused input from the Psychological profession. This is despite the fact that personal development is a core component of the work of Psychologists, with the use of validated psychological principles to enhance experience of working for the benefit of clients.

Working with clients who are in deliberate self-harm: The experience of community mental health nurses

J. POWIS, A.R. THOMPSON, University of Sheffield and A. CARRADICE, Sheffield Care Trust.

This study aimed to explore community mental health nurses' experiences of working with people who self-harm. The study was based on a qualitative approach.

Procedure: The study used a qualitative approach to exploring the experiences of community mental health nurses. Data were collected through open-ended interviews and focus groups.

Results: The study found that community mental health nurses have experienced a range of difficulties when working with self-harmers, including lack of adequate training and support.

Conclusion: The study provides evidence of the importance of training and support for community mental health nurses when working with self-harmers.

Dignity in relationships

P. RENNIE-PEYTON, Independent.

Dignity in relationships is a fundamental human right that should be respected in all interactions. However, the way in which dignity is perceived and upheld in relationships can vary significantly. This workshop invites us as counselling psychologists to reflect on our own experiences of dignity in relationships and consider how we can work towards promoting and maintaining dignity in all aspects of our professional practice.

The workshop will provide an opportunity for participants to explore key concepts related to dignity, including the importance of respect, trust, and the role of power dynamics. Participants will engage in discussions and interactive activities aimed at developing strategies for valuing and protecting dignity in therapeutic relationships.

Method: The workshop will use a combination of presentations, small group discussions, and role-playing exercises. The facilitator will also encourage participants to share their own experiences and reflections.

Conclusion: The workshop aims to foster a greater understanding and appreciation of dignity in relationships, with the goal of enhancing the quality of therapeutic interactions and promoting a more respectful, just, and dignified approach to our work as counselling psychologists.
with others, in all areas of our lives, and think of ways of improving them to obtain a win/win situation for all.

On the psychological nature of explanation

G. RICHARDS, BPS History of Psychology Centre, Staffordshire University

While it is not possible to establish a complete picture of the nature of scientific explanation, ‘psychological explanation’ and the logical character of ‘good’ explanations relatively little has been written which considers the seeking and offering of explanations as psychological phenomena in their own right. In this paper it will be suggested that fundamental responses to specific puzzles and that a ‘good’ explanation is, operationally, simply one which leaves the person responding to its content feeling sufficiently puzzled. (To believe this it may of course have to meet all kinds of criteria set by the individual in question.) What we need, therefore, is a taxonomy or analysis of the ways in which to compare the counseling outcomes, to raise a fundamental paradox with apparently far-reaching ramifications.

Successful counselling and therapeutic cross-cultural relationships

G. RICHARDS, University of Roehampton

Objectives: Towards the latter part of the 20th century, there was a growing body of research that suggested that counselling in counselling for ethnic minority clients would improve the therapeutic process and outcome for such clients. Now that we are firmly in the 21st century, whilst according to current proposals training should be available for ethnic minority clients, there is growing material to suggest that many cross-cultural counselling dyads can be of benefit to ethnic minority clients. Indeed, in many cases such a dyad can have beneficial effects for both counsellor and client, and in some cases be more effective than ethnic matching. The aim of this paper is to report on preliminary findings (and collection of data is ongoing) on cross-cultural counselling outcomes and to inquire into these therapeutic puzzles, and of the strategies appropriate in each case for disintegrating the puzzle. Adopting this apparently straightforward approach, the counselling outcome, to raise a fundamental paradox with apparently far-reaching ramifications.

Inhibiting distress and humour: The effects on felt arousal, affect, and responses toward unrelated stimuli

L.V. RICKWOOD, University of Plymouth

Objective: The existence of the self is at present little understood or explored, there exist indirect indications in the literature that it is difficult to reduce, especially, sad or distressful feelings. The present study was designed to examine whether self-inhibition of emotion is immediately, linked with a self-inhibition of felt arousal.

Methods: Participants, first exposed to a series of either distressful or humorous (all pictorial) stimuli, either directly or indirectly, were asked to inhibit all or any feelings prior to rating felt arousal (e.g. felt muscle tension), affect (e.g. happy–sad) and, then, their responses toward a series of unrelated erotic and non-erotic target stimuli (photographs of semi-nude and fully dressed male models respectively) that were arranged among non-inhibitory trials. The participants were asked at several additional times during the experiment, and a separate control, neutral-emotion, group of participants was also used (Experiment 1).

Results: The main results show that in the humour condition, immediately, inhibition, in comparison with no-inhibition, participants showed especially a (significant) reduction in the reports of felt arousal as well as in their immediate emotional (e.g. exciting) responses toward mild erotica at the end of the consecutive series. In a follow-up Experiment 2, the young men, who were asked to inhibit all or any feelings during exposure to a similar series of distressful or humorous stimuli. Whereas, as expected, in the inhibition condition inhibition now led to little or no reduction in the reports of felt arousal across a number of employed scales, in each condition the effects of inhibition on participants’ reports of felt arousal. These results were essentially similar to those in Experiment 1. Also, in each condition, after the experiment, in the inhibition condition inhibition caused a significant reduction in the report ratings of humour as well as a (significant) greater amount of humour in the no-inhibition condition. The findings are consistent especially with existing proposals and evidence that, immediately after a sad or distressful event, individuals are unable to regulate effectively their feelings due to depleted energy. The findings are considered in the light of the construct of valenced arousal.

An experimental investigation into the relationship between emotional reasoning, guilt and appraisals of responsibility in obsessive-compulsive phenomenon

G. ROBINSON & M. FREESTON, University of Newcastle-upon-Tyne

Objectives: An excessive or inflated sense of responsibility has been proposed to be at the core of several contemporary cognitive behavioural conceptualisations of obsessive-compulsive disorder (e.g. Salkovskis, 1985). More recently it has been suggested that the influence of excessive or inflated sense of responsibility may be reliant upon the presence of negative mood states (e.g. Davey, 2004). Furthermore, it may be that the phenomena of ex-consequentia or emotional reasoning provide a plausible theoretical link between negative mood (e.g. guilt) and the influence of inflated responsibility on OCD. The main objective of the present study was therefore, to examine whether individuals’ conclusions about responsibility following an intrusive thought concerning harm to others are affected by a subjective emotional response, such as guilt. If I feel guilty I must be responsible for harm.

It was hypothesised that: (1) High versus low threat information (e.g. personal or background guilt would increase the perception of responsibility and intrusion related guilt experienced by an individual following an intrusive thought compared to a neutral control. (2) High versus low appraisal of threat following an intrusive thought would increase the perception of responsibility and intrusion related guilt experienced by an individual. Design: A 2 x 2 factorial design was used. Between subject factors were background guilt, either high or low, and appraisal of threat following an intrusive thought, either high or low.

Methods: Subjects: 51 undergraduate psychology students (mean age = 21.56 years, SD = 4.12 years). Metaphors: A paper and pencil test was constructed which consisted of two scenarios in which information about non-obsessional or background guilt was manipulated and participants rated their feelings following an intrusive thought (high versus low) which were systematically varied. Procedure: Subjects were volunteers and completed the experimental task at the end of a tutorial.

Results: As hypothesised a high, compared to a low, attribution of harm following an intrusive thought led to an increase in participants ratings of responsibility and intrusion related guilt. In contrast non-obsessional or background guilt and appraisals of threat did not influence guilt and subsequent intrusion related guilt only under conditions of low threat information.

Conclusions: Results are discussed in terms of current cognitive behavioural models of OCD and implications for future research.

Trauma, post-traumatic stress disorder (PTSD) and co-morbid psychiatric disorders: An explorative study of a British psychiatric inpatient population

L. SARTORIO, D. PURVES & S. ROSE, London Metropolitan University & Berkshire Traumatic Stress Service

Objectives: This study aimed to: (a) establish the lifetime prevalence of traumatic events and the point prevalence of PTSD within a sample of British psychiatric inpatients; and (b) explore further the relationship between these events and the degree of co-morbid psychiatric symptomology.

Design: Non-experimental design, whereby each participant was asked to complete an experiential interview and self-report questionnaires. However, ex-post facto groups were created to explore differences between trauma, trauma/no PTSD and trauma/PTSD categories.

Methods: Sample of 34 British psychiatric inpatients, aged between 18 to 60 years, diagnosed with a DSM-IV psychiatric disorder, fluent in English and capable of giving consent. Semi-structured interviews of traumatic life events and structured interviews of PTSD symptomology were conducted along with the administration of structured self-report questionnaires of co-morbid psychiatric symptomology.

Results: A lifetime prevalence rate of 67.7 per cent for traumatic events and a point prevalence rate of 41.2 per cent for PTSD were found within this sample. Independent samples t-tests showed significant differences between trauma and no-trauma groups on the degree of co-morbid psychiatric symptomology (the trauma group reporting a greater degree of dissociation, sexual difficulties and self-dysfunction). Multiple stepwise regression analyses also showed the trauma/PTSD group, compared to the trauma/no PTSD group, significantly predicted greater degrees of dissociation and depression.

Conclusions: These results support the importance of both traumatic exposure and PTSD in the development and course of co-morbid psychiatric syndromes. Ultimately, this highlights a need for considering trauma history in the assessment and treatment programmes for some psychiatric inpatients.

Writing for publication

H. SEQUEIRA, Editor, Counselling Psychology Review.

The aim of the session is to demystify the journal publication process encourage counselling psychologists to submit their papers for publication.

First, the session explores the types of scientific writing that can be submitted. These range from case studies/series of clinical work, quantitative and qualitative research studies, review articles and letters. The scope for undertaking each of these a types of project within ones work as a counselling psychologist is explored. Secondly, the steps in writing a paper are outlined and planning for publication, utilising a structure for writing, knowing the message that you want to
Methods: It was predicted that the measures of depression examined the relationship between depression and explored the concurrent validity of the Glasgow Depression Scale Carer Supplement (Cuthill et al., 2003). The current study explored the concurrent validity of the Glasgow Depression Scale for Caregiving Disability, a revised version of the Beck Depression Inventory and the Glasgow Depression Scale – Carer Supplement. It was predicted that the measures of depression would be positively correlated in persons with developmental disabilities. In addition, this study examined the relationship between depression and anxiety in individuals with developmental disabilities. It was predicted that the measures of depression and anxiety would also be positively correlated. Design: This paper presents a within-subject design with Pearson correlations. Methods: 25 inpatients with a diagnosis of developmental disabilities with a mean age of 36 and IQ ranging from 53 to 74 (mild to moderate). The Beck Anxiety Inventory (BAI) retained its original format of simply one or two words, but the terminology of some of the items was simplified (and made more readable) with the help of the NIIP. The Beck Depression Inventory (BDI) was also used and reworded. The Glasgow Depression Scale for People with a Learning Disability (GDS-LD) and the Glasgow Depression Scale Carer Supplement (GDS-CS) were also used. Results: The mean BAI total score of 8.52 (SD=4.00) and the GDS-LD of 16.12 (SD=8.92) indicated that participants were mildly anxious and depressed. The mean GDS-CS total score was 6.29 (S.D. = 4.144). Pearson correlations of the BAI, BDI, GDS-LD and GDS-CS: Correlations between the BAI, BDI and GDS-LD were significant, indicating that the BDI and GDS-LD had convergent validity (r(25)=0.83, p<0.001). Anxiety and depression were highly correlated (r(25)=0.84, p<0.001). The BAI-CS failed to correlate significantly with any of the other three instruments administered (r(25)=0.36, p>0.05). Conclusions: Consistent with predictions, there was a high correlation between the BAI and GDS-LD indicating the convergent validity of these measures in individuals with developmental disabilities. Furthermore, there was a high correlation between anxiety and depression in this group. Accordingly, contrary to Cuthill et al. (2003), this study failed to reveal significant associations between the GDS-CS and any of the other three measures used. In the original study, these correlations were only found between both family members and paid carers to complete the GDS-CS. However, this study relied on the inpatient and carer sample, completing the GDS-CS, highlighting the possible difficulty of using such a measure within a secure setting.

Examining the relationship between exercise motivation and habitual ‘out of school’ physical activity: The role of school physical education

M. STANDAGE & F. GILLISON, University of Bath.

Objectives: Employing theoretical tenets from Self-Determination Theory (Deci & Ryan, 1985, 1991), the present study examined the relationship between a model of motivation toward school physical education (PE), exercise motivation, and reported habitual ‘out of school’ physical activity. Design: A prospective design was employed. Methods: 331 mean age = 13.49 years; SD = 0.77; mean IQ = 112.82 years; SD = 12.98) British secondary school students participated in a multi-section inventory assessing student motivational processes toward the context of school PE (Time 1). One week later (Time 2), data on self-reported exercise motivation and habitual ‘out of school’ physical activity were obtained. Results: The hypothesised relationships among the study variables were examined using structural equation modelling. Results of maximum likelihood analysis revealed the proposed model of motivational processes to adequately fit the data (χ²/df=2.52; RMSEA=0.06; IFI=0.96; CFI=0.95). Additionally, the model was shown to have good fit (χ²/df=2.52; RMSEA=0.06; IFI=0.96; CFI=0.95). Specifically, the model showed that perceptions of social support were positively linked to exercise motivation and physical activity. Conclusions: The study supports the findings of previous studies that exercise motivation and physical activity are positively correlated. However, future research should also consider the potential role of other factors, such as social support, in predicting exercise motivation and physical activity.

An evaluation of an imaginal provocation test of anger in people with learning disabilities: A comparative analysis


Objective: Taylor, Novaco, Guinan and Street (2004) highlighted the need for a multi-modal assessment approach in evaluating anger treatment for adults with intellectual disabilities as anger is an important antecedent of aggression. This study evaluates the Imaginal Provocation Test (IPT) developed by Taylor et al. (2004) in a community and in-patient forensic intellectual disability service. Design: A between subject design was used comparing pre and post measures for anger as measured by the IPT for a treatment group compared to a control group. Methods: There were 15 male participants in each group with a mean IQ of 61.45 (SD=6.90) who were assessed as having clinically significant anger problems. The IPT was administered with three anger reaction composite scores; the Nas, PI and DPI. Results: There were no significant differences between the two groups in the results of the assessment, age or IQ. There was a significant difference in the anger reaction composite scores at Time 2 and no significant differences between the pre test scores. Conclusion: There were no significant pre-post treatment differences for the anger regulation index or the imminence scale. The validity of the IPT was examined through the correlation of its indices with the NAS, PI and DPI. The anger reaction composite was significantly correlated with the PI.

Conclusion: This study supports the findings of previous studies that cognitive behavioural therapy can be effective in the treatment of anger problems. Furthermore, the results indicate that the IPT procedure successfully induces anger. It supports Taylor et al. (2004) findings that treatment effects were detected by the anger reactions composite of the IPT and likewise that there was no significant treatment effect as measured by the IPT anger regulation index despite using a larger group size. Therefore, it would be interesting to test the hypothesis that changes in anger control coping behaviours will not occur until practiced in vivo over time.

Counselling across a language divide – developing a productive therapeutic relationship

S. STANFORD, Kingston University, London.

Objectives: The aim of this study will be to identify skills and attitudes that experienced counsellors working across a language divide have developed, which contribute to a positive therapeutic relationship. Design: A relatively high proportion of refugees in the UK are in need of mental health and other counselling and psychological services, but the resources to meet these needs are limited. For many in need, for a variety of reasons, resources that are available are inaccessible. For others, the actuality is volunteer counsellors, relatively unskilled and inexperienced, working across a language divide without benefit of interpreters or sufficient knowledge of the client’s cultural context. The catastrophic and traumatic events in the Indian Ocean on Boxing Day 2004 further highlighted the need for counselling and psychological services, with suggestions (in the immediate aftermath) that the call on counsellors with appropriate expertise is likely to rise even higher. Despite the difficulties and hazards of working across a language divide, the demographic, cultural and linguistic differences need not be insuperable barriers to good outcome counselling. Other factors may contra-indicate counselling through the client’s native language, such as a reluctance to disclose personally private matters in the presence of another member of their language community.
Methods: The study will employ a qualitative method, using semi-structured interviews, to obtain individual perspectives. Counsellors and psychologists have worked with non-native speaker clients to promote a productive therapeutic relationship. This is viewed as an initial exploration into finding out what counsellors believe is working and looking more closely at the issues raised at a later date.

Dyslexia, self-esteem and psychopathology

M. TERRAS, L. THOMPSON, University of Paisley, H. MINNIS, University of Glasgow & E. MACKENZIE, Dyslexia Institute Scotland.

Objectives: Individuals with dyslexia exhibit more frequent emotional and behavioural difficulties than those without reading problems. Self-esteem may be low, but the exact nature of the relationship between self-esteem and psychopathology remains unknown. This exploratory study examined the relationship between dyslexia, self-esteem and psychopathology. Specifically this project aimed to:

1. Establish the nature of any self-esteem deficit (global and/or specific) in a dyslexic population;
2. To determine levels of psychopathology in a dyslexic population;
3. To determine if self-esteem is associated with psychopathology (with dyslexia); and
4. To explore the relationship between self-esteem, behaviour problems, and understanding, attitudes and emotional expression towards self.

Design: All children aged eight to 16 assessed by the Dyslexia Institute Scotland between October 2002 and July 2003 and their parents were invited to complete questionnaires. 132 children and their parents were recruited (66 per cent response rate). There were 39 males (64 per cent) and 22 females (36 per cent).

Method: Children and parents completed outcomes measures related to:

- Self-esteem using the Self-Perception Profile for Children;
- Behaviour problems and understanding, attitudes and emotional expression towards self;
- Social, emotional and behavioural difficulties were assessed using the Strengths and Difficulties Questionnaire;
- and there were no existing measures to assess parental self-esteem and perceived impact of dyslexia. Informed by our preparatory focus group findings and the extant literature, checklists for parents and children were developed.

Results: No global self-esteem deficit was found, but the mean score for both child and parent-rated scholastic competence was significantly lower than that of the general population. Rates of social, emotional and behavioural difficulties were significantly higher than those of the general population. Notably, the children in our sample ‘screening positive’ for the presence of social, emotional and behavioural difficulties compared to 20 per cent in the general population. Psychopathology was significantly correlated with self-esteem. For example, children who were significantly correlated with the SDQ Total Difficulties score and the subscales of emotional symptoms, peer relations, conduct problems and pro-social behaviour, but was unrelated to the hyperactivity subscale. Children’s positive attitudes and their understanding of dyslexia are all highly correlated with their global self worth.

Conclusions: Academic self-esteem is lower and rates of social, emotional and behavioural difficulties are significantly higher than those of the general population. The nature of the child’s dyslexia is a sample ‘screening positive’ for the presence of social, emotional and behavioural difficulties compared to 20 per cent in the general population. Psychopathology was significantly correlated with self-esteem. For example, education was significantly correlated with the SDQ Total Difficulties score and the subscales of emotional symptoms, peer relations, conduct problems and pro-social behaviour, but was unrelated to the hyperactivity subscale. Children’s positive attitudes and their understanding of dyslexia are all highly correlated with their global self worth.

Psychology at the British Association before the formation of Section J

E.R. VALENTINE, University of London.

Purpose: The aim of this paper is to examine:

- the role of psychology in the British Association;
- and the role of the British Association in the development of psychology, before the formation of Section J (Psychology) in 1921.

Background: The British Association for the Advancement of Science was founded in 1831, with the aim of bringing about scientific inquiry, promoting communication amongst scientists within the British Empire, and improving the public image of science. An annual conference was held in a city in Britain or, on occasion, abroad somewhere within the British Empire. Various research committees and research projects – some in receipt of government or private funding – were established within the Sections. For the first 90 years of the Association’s existence there was no separate body for Psychology. However, before that time papers on psychological topics were presented in other Sections, notably the Physiology Section (I), founded in 1883, and the Educational Science Section (II), founded in 1901. A Subsection for Psychology was formed within the Physiology Section in 1913. It met five times before the final formation of an independent Section (J) in 1921.

Methods: The primary source material is provided by the annual Reports of the Association. This is supplemented by collateral published and unpublished source material.

Conclusions: 1. The British Association formed an important agenda for the discussion and promulgation of psychological research before the formation of either the British Psychological Society or an independent Section of the Association for psychology.

2. It contributed to the funding of psychological research before the setting up of government research councils and the establishment of new bodies.

3. It was a significant factor in the development of psychology before and after the turn of the 20th century and, from today’s perspective, it played an important role in bringing psychology to the general public.

PCCP – A (d)emonstration Workshop: Exploring the relationship between the models and practice of Cognitive Therapy and the Person-Centred Approach


Although Cognitive and Person-Centred approaches to therapy appear to have different conceptualisations about the aetiology of unhappiness, as well as different therapeutic technologies, it may be that these differences are more surface than fundamental. Following a brief exposition of the theoretical models, this workshop will offer participants the opportunity to see two therapies, those of two psychologists in action, working with at least one volunteer client. Subsequent exploration with participants will investigate the potential for the co-existence and complementation of these models, and reveal similarities and differences in their working practices and underlying theory.

Please discuss the implications of the relationship between the two approaches at the end of the workshop. The workshop will focus on the interaction and the process of the two therapists working with a client who presents with depression, anxiety and low self-esteem.

The benefits of clinical hypnosis as an adjunct to therapy for anxiety with clients who have mild learning disabilities

D.A. WALTON, London Metropolitan University, Research Sites: St. George’s Day Centre (Dagenham) and Hermitage (Havering). Community Learning Disability Teams.

Abstract: Research shows that hypnosis is an effective adjunct to psychotherapies including Cognitive Therapy for people with Learning Disabilities (LD). People with LD have been shown to benefit most from Cognitive Therapy; there is little evidence showing the two interventions being used in conjunction with this population. Given that the LD population experiences similar (often greater) social stressors than the general population, this study deemed it important to examine the efficacy of hypnosis as an adjunct to Cognitive Therapy for people with LD. Limited research has shown some benefits of the use of hypnosis, but there is no evidence of the use of hypnosis as an adjunct to popular therapies such as CT. The study comprised two matched groups (10 in each) meeting the inclusion criteria, males and females between 20 to 65 years, having been identified as suffering from above normal levels of anxiety and no other major mental health problems. Participants were randomly assigned to two treatment groups and assessed (Beck’s Anxiety Inventory – BAI and Test For Receptive Grammar – TFRG) on entry, and post assessments were used in order to examine change in scores on Beck’s Anxiety Inventory. Analysis: A parametric t-test was used to analyse the BAI data for any significant change. A multiple regression analysis was used in order to examine any significant relationship between state anxiety, self-esteem, global self-worth, social desirability, and content of interpretation, and benefits of receiving hypnosis. Conclusion: Even though the participant size was small, the power analysis recommends, participants who received the hypnosis intervention showed a significantly greater reduction in anxiety levels compared to those who received the same intervention with a control volunteer client.
scores than controls. This data may prove helpful in increasing understanding of the use of hypnosis for people with LD, and increase interest and research in future.

The scope and content of social attention in Autistic Spectrum Disorder: Evidence from change blindness

S. WATSON, S. LEEKAM & M. TURNER, University of Durham.

Current socio-emotional theories suggest that the autistic impairment in social interaction may be due to specific difficulties in attention. However, research into autistic attention has tended to focus on the non-social visual domain, whereas people with ASD (Autistic Spectrum Disorder) display visuo-spatial skills and attention-switching deficits. The limited research into social visual orienting is equivocal and does not demonstrate whether social deficits interact with visuo-spatial skills and attention. The following study aimed to investigate the interface between visuo-spatial and social visual orienting and to provide evidence for or against a role for attention in its development.

The investigation used a ‘change blindness’ paradigm to examine the scope and content of both social and non-social attention. Twenty-two participants with ASD performed three ‘spot-the-difference’ tasks on a computer, in which they had to identify the dissimilarity between a pair of photographs presented individually with a 300ms blank screen in between. Task 1, a standard change blindness task, compared changes in areas of the image defined as being of either central or marginal interest. Task 2, a ‘context’ change blindness task, compared changes in areas to objects that were either contextually appropriate or inappropriate to the scene. Finally, Task 3, a ‘social’ change blindness task, compared changes of social (eye-gaze direction) and non-social significance. The time taken to spot each kind of difference was compared. The evidence from change blindness is equivocal and does not demonstrate whether social deficits interact with visuo-spatial skills and attention.

Results: ANOVA reveals that students attending the ‘old’ university rated themselves as more intelligent than those attending the ‘new’ university. Moreover, male students rated themselves as more intelligent than female students. Finally, during recent years an overall decline in self-estimates of intelligence amongst undergraduates was uncovered. Conclusions: Findings are discussed in terms of the relationship between socialising factors and attribution error and in terms of changes in the self-perception of the intellectual standing of university students as we move from an elite to a mass higher education system.

POSTERS

Themes: Clinical, Counselling and Health

Investigating the relationship between type A behaviour and coping strategies among young people: A survey of hospital doctors: Gender and age differences

A.S. ANTONIOU, Research Centre of Psychophysiology and Education, National & Kapodistrian University of Athens & A.N. VLACHAKIS, Dept of Psychology, Panteion University of Social and Political Sciences, Athens.

The factor structure of the German version of the hospital anxiety and depression scale in coronary heart disease patients

J. BARTH, University of Freiburg, Germany & C.R. MARTIN, Chinese University of Hong Kong.

Casual attributions in older people after a fall and their influence on recovery

H. BROWN & K.J. McKee, University of Sheffield.

Post-traumatic stress disorder in older people after a fall

S. CASH, H. BARKBY, T. PAIS, University of Sheffield & M.C. CHUNG, University of Plymouth.

The training and support programme for parents of children with cerebral palsy


Fathers’ experience of having a child with learning disabilities; an interpretative phenomenological analysis

J. DUTTON & D. PURVES, London Metropolitan University.

Do polymorphism in the serotonin transporter and tyrosine hydroxylase genes predict depression and anxiety in patients with a cancer diagnosis?

L. EDWARDS, J. RANDERSON-MOOR & P. SELBY, Cancer Research UK, St James’ University Hospital, Leeds.

Fear of falling in older people after a fall

J. ELLINGFORD, L. HANGER & K.J. McKee, University of Sheffield.

Are New Zealand’s general practitioners prepared for child and adolescent mental health presentations? A survey of training, perceived competence and confidence

J.M. FITZGERALD & J. CLARKSON, University of Waikato, New Zealand.

The impact of intensive interaction training with staff caring for people with severe/profound learning disabilities

G. FITRH, C. LEEMING, H. ELFORD, Leeds Mental Health Teaching NHS Trust & M. CRABBE, East Leeds Primary Care Trust.

Examining the role of stigma-tolerance, self-concept and pathology in adolescent help-seeking and service utilisation

J.M. FITZGERALD, University of Waikato, New Zealand, G. DOLAN, Taranaki Health, New Zealand & I.M. EVANS, Massey University, New Zealand.

Should menstrual symptoms be factored into stress research as a potential stressor?

R.L. GERVAIS, University of Manchester & G.R.J. HOCKEY, University of Sheffield.

Standardised psychological testing as evidence-based practice in child neglect assessments

G. GLEESON, University of Western Sydney.

Your health in your hands: A psycho educational group intervention for women with polycystic ovary syndrome

R. GREEN & A. CROSS, St Ann’s Hospital, London.
Drug-related attitudes and prevalence rates for people with learning disabilities

The development of an assessment of relapse prevention for sex offenders with learning disability

The influence of previous personal therapy on counselling psychology trainees’ lives and views on having further personal therapy during training
K.A. HEINRICH & M. DONATI, London Metropolitan University.

3, 4-Methylenedioxymetamphetamine (MDMA/ecstasy) exposure targets particular dimensions of depression
M. HESLIN, L. TAURAH & C. CHANDLER, London Metropolitan University.

Big issues which challenge applied psychology
L. HIGBED, R. PARRIS & L. EARLL, Gloucestershire Hospitals NHS Foundation Trust.

Developing the Social Influence Scale for Midwifery (SIS-M) as a multi-dimensional instrument of conformity
C.J. HOLLINS MARTIN, University of York, P. BULL, University of York & C.R. MARTIN, Chinese University of Hong Kong.

Semantic divergence and creative story generation: An fMRI investigation

Antenatal prediction of postnatal depression in Chinese women in Hong Kong
WY IP & C.R. MARTIN, Chinese University of Hong Kong.

Is emotional indifference during early pregnancy indicative of psychological disturbance?
J. JOMEEN, University of Leeds & C.R. MARTIN, Chinese University of Hong Kong.

Self-esteem: an ocluded but clinical important psychological dimension in early pregnancy?
J. JOMEEN, University of Leeds & C.R. MARTIN, Chinese University of Hong Kong.

Implicit and explicit theory of mind in schizophrenia
S.L. KAISER & R. CORCORAN, University of Manchester.

Foresight brain science, addiction and drugs project
J.L. MARSDEN, M.E. LAWRENCE & J. WITHERS, Foresight, Office of Science and Technology, Department of Trade and Industry.

An international comparison of the factor structure of the hospital anxiety and depression scale in coronary heart disease patients
C.R. MARTIN, Chinese University of Hong Kong, J. BARTH, University of Freiburg, Germany & D.R. THOMSON, Chinese University of Hong Kong.

A factor analysis of the 12-item General Health Questionnaire (GHQ-12) in individuals with facial disfigurement
C.R. MARTIN, Chinese University of Hong Kong & R.J. NEWELL, University of Bradford.

Working with people who engage in deliberate self-harm: The experience of community mental health nurses
J. POWIS, A.R. THOMPSON, University of Sheffield & A. CARRADICE, Sheffield Care Trust.

Reported unprotected sex in young adults: A cross-cultural study
C. PROTOGEROU, J. TURNER-COBB & C.L. RUSSELL, University of Bath.

Inhibiting distress and humour: The effects on felt arousal, affect, and responses toward unrelated stimuli
L.V. RICKWOOD, University of Plymouth.

An experimental investigation into the relationship between emotional reasoning, guilt and appraisals of responsibility in obsessive-compulsive phenomenon
G. ROBINSON & M. FREESTON, University of Newcastle-upon-Tyne.

Trauma, post-traumatic stress disorder (PTSD) and co-morbid psychiatric disorders: An explorative study of a British psychiatric inpatient population

Anxiety and depression in offenders with intellectual disabilities
D. SKENE & W.R. LINDSAY, The State Hospital Carstairs, NHS Tayside and University of Abertay, Dundee.

Examining the relationship between exercise motivation and habitual ‘out of school’ physical activity: The role of physical education
M. STANDAGE & F. GILLISON, University of Bath.

An evaluation of an imaginal provocation test of anger in people with learning disabilities: A comparative analysis

Counselling across a language divide – developing a productive therapeutic relationship
S. STEVENS, City University, London.

Cerebral Asymmetry, handedness and language competence in patients with psychotic illnesses. Bringing out the meaning of psychotic illness
P.M. TZOTZOLI, M. PATAPIA & T.J. CROW, University of Oxford.

The benefits of clinical hypnosis as an adjunct to therapy for anxiety with clients who have mild learning disabilities
D.A. WALTON, London Metropolitan University.

Scope and content attention in Autistic Spectrum Disorder: Evidence from change blindness
S. WATSON, S. LEEKAM & M. TURNER, University of Oxford.

Self estimates of intelligence in male and female students at old and new universities in Wales
L. WORKMAN, Bath Spa University College.
Teaching thinking: Psychology for education
C. McGuinness, Queen's University Belfast
The idea of teaching thinking is not new. It has always been a central aim for education. But, for some, the nature of thinking has been a growing research literature in cognitive psychology that focuses on the theme of cognitive intervention – explicit teaching that enhances both specific and general cognitive processes. The talk will consider this proposition with regard to classroom interventions to enhance thinking skills. Theoretical orientations about the nature of thinking that sustain the different interventions will be considered, how the theories are transformed into intervention strategies in the classroom, and how they affect learning outcomes. The talk will be on the development of ‘a powerful pedagogy for thinking’, on the role of dialogue and metacognition, and the social construction of learning in the classroom.

AWARD FOR PROMOTING EQUALITY OF OPPORTUNITY
Daddy can you spare me some time:
Fathering behaviour and child development – a view from multi-cultural Britain
J. Guishard-Pine, Script

Counselling psychology and proxy selves: A relationship in part with a child in transcultural therapy
L. Thomas, Independent Practice, Refugee Therapy Centre, Islington
This paper describes the sometimes complex process of counselling across culture, first observed in therapy, when the children were of African or Asian descent and the counsellor-therapist white. The issues are about what exists between minority and majority cultures, black and white and child and adult. Counselling in this context is a complex matter which includes the child’s wariness of discrimination and their manoeuvres taken for self-protection to avoid this. The idea of the proxy self developed out of the work of British Psychoanalyst, Dr Donald Winnicott, on the true and false self.

AWARDS AND MEMORIAL LECTURES

Symposium: Psychological therapies with people with intellectual disabilities
Convenor: N. Beail, Chair Elect of the DCP Faculty of Learning Disabilities
The evidence base for the psychological therapies for people with intellectual disabilities has been slow in getting to the ground. The concept of evidence-based practice is well-grounded but without an empirical foundation. This symposium presents overviews of past research and findings from current and ongoing studies. This research has been carried out in naturalistic settings by clinician-researchers. The evidence is, therefore, practice-based. The symposium also considers the theoretical basis to practice and research and considers the agenda for researchers and clinicians to develop sound-based interventions.

Practice-based evidence: Psychodynamic psychotherapy with people with intellectual disabilities
N. Beail, Barnsley Learning Disability Service & University of Sheffield
Objective: little research has been made in the development of evidence-based practice for psychodynamic psychotherapy for people with
intellectual disabilities. This paper provides an overview of a series of projects that have produced practical, evidence-based therapy in adults and older people with intellectual disabilities. Design: Past reviews are reported in the current work. The review was conducted through a series of projects that have produced evidence-based therapy in adults and older people with intellectual disabilities. Results: The review was conducted through a series of projects that have produced evidence-based therapy in adults and older people with intellectual disabilities. Conclusions: The review was conducted through a series of projects that have produced evidence-based therapy in adults and older people with intellectual disabilities.

The theoretical basis of the model for the development of therapeutic approaches in intellectual disabilities

W.R. LINDSAY, The State Hospital, Carstairs, NHS Tayside & University of Abertay, Dundee.

Background: Growing interest in both positive evidence supporting the use of cognitive therapies in people with ID. In most of this work, researchers and clinicians have taken existing cognitive and procedural approaches and adapted them to accommodate participants’ cognitive and linguistic limitations. Clinical applications in these cases have been designed specifically for people with intellectual disabilities rather than specifically related to theoretical constructs. The exception to this is the field of anger management where Novaco’s (1986) model has received developments in theoretical framework which are specific to individuals with ID.

Purpose: A strong theoretical model on which to base the selection and development of healthy developments. One is able to test aspects of the model in both analogous and clinical situations; some aspects of anger treatment can be assessed for their relative effects against one another; and the model can be scrutinised and criticised for strengths and weaknesses leading to continual adaptations and refinements of therapeutic processes. Sturmy (2004) has been able to employ theoretical models of anger management to make a more detailed analysis of theoretical principles and proceduralising cognitive therapy. He is able to address important theoretical issues, alternative experimental designs, appropriate control conditions and alternative validated treatments, precisely because of the clarity of the theoretical model and its practical implications.

Methods: The review was conducted through a series of projects that have produced evidence-based therapy in adults and older people with intellectual disabilities.

 excerpts from the paper: There was a study carried out in the 19th century that demonstrated that therapists were reluctant to offer individual therapy to people with developmental disabilities. This was mainly because of the practical considerations involved in offering therapy to people with developmental disabilities. The therapy was therefore not available to people with developmental disabilities.

Supporting change in group work practice in Scottish primary schools

D. CHRISTIE, K. LIVINGSTON & E. JESSIMAN, University of Strathclyde.

This paper outlines the context, aims and design of the study. It then explores the findings from research on observation of classroom processes, and considers the implications of the findings to classroom practice.

The impact of collaborative group work: Cognitive gains

C. HOWE, University of Strathclyde & A. THURSTON, University of Dundee.

In addition to the group work training in communication and social skills activities very useful, the paper pointed out that the generic training materials and resources helpful in supporting their classroom group work practice. Subsequent observations indicated improvements in the quality of group work within participating schools. This paper explores the relationship between classroom group work and cognitive gains.

Supporting change in group work practice in Scottish primary schools

D. CHRISTIE, K. LIVINGSTON & E. JESSIMAN, University of Strathclyde.

This paper outlines the context, aims and design of the study. It then explores the findings from research on observation of classroom processes, and considers the implications of the findings to classroom practice.
the study received in-service training and were provided with classroom resources and suggested activities designed to foster collaborative group work skills and dispositions. The activities in the first phase of the intervention focused on collaboration and social skills training. In addition to PIPS general assessment materials, pre- and post-testing also included a specially devised sociometric social relations test. This was created to provide an empirical assessment of the inter-individual difference between urban and rural schools in terms of the friendship patterns and experiences of social interaction. The self-esteem factor was also included. Data from these instruments was combined with informal observations and reports from participating teachers in order to evaluate the impact of the group work training on children’s personal and social development. There were clear gains attributable to the intervention in terms of children’s self-esteem, and all four conditions, but only marginal gains in self-esteem (in the urban single age classes). Regression analysis confirmed that it was the quality of collaborative engagement within tasks that was central to the benefits obtained. It was noteworthy that the socio-emotional gains were broadly independent of cognitive gains. The major structural variables (rural vs urban area; composite vs single-age class) did not predict socio-emotional gains. The paper will explore ways in which the programme of work might take account of a more fine-grained analysis of the complex interaction of both demographic and social factors.

Symposium: Developments in individual differences
Convener/Discussant: C. COOPER, Queen’s University Belfast.
Chair: M. MCORRIDE, Queen’s University Belfast.

Individual differences encompasses the study of personality, cognitive abilities, mood, motivation, emotional intelligence and their measurement, and is a core area of Psychology. Now that the major traits have been broadly mapped out, most research focuses on understanding the underlying developmental and social processes which cause pronounced variations in levels of these traits from person to person (and, in the case of moods and motivation, from occasion to occasion). Some research also has a strong applied focus, with ability and other tests proving to be potent predictors of success in the workplace and education, and as useful diagnostic tools. This symposium, sponsored by the Northern Ireland Branch of the BPS, draws together several interests in individual differences: interestingly none of them involve correlating together scores on various questionnaires. We have moved away from this approach. The papers will be chosen because they offer something new in terms of theoretical insight or applied importance, and most also have a Northern Ireland connection, as this symposium branch. Thus we are exposed to a new model of leadership, and the Leadership Judgement Indicator which appears to be a useful tool for identifying leadership competency in occupational psychology, two papers on the underpinnings of intelligence, work on mood variability and on the relationship between individual differences and the way in which they are rated by smokers and non-smokers.

Multiple measures of inspection time and their relationship to general intelligence
C. COOPER & T. MCCORMY, Queen’s University Belfast.

Objective: Because most Inspection Time (IT) research has been based on a single experimental paradigm, it is unclear whether the sizeable correlations between IT and general intelligence (g) reflect a common underlying rate of learning when thresholds are being estimated, or a relationship between speed of processing and g. Our study determined the overlap between very diverse IT tasks, and the size of any relationship between a common IT factor and measures of cognitive ability.

Design: IT thresholds were established and were correlated with measures of cognitive ability including Raven’s Matrices and the Multidimensional Ability Battery (MAB) within a sample of 70 students.

Methods: Adaptive psychophysical procedures were used to administer six different tasks, three visual and three auditory. Performance data were fitted using two parameters, which allow for the assessment of the steepness of the psychophysical function to be estimated for each individual.

Results: The IT factor loads substantially (above 0.5) on a single factor. Scores on this IT factor correlated above −0.5 with general cognitive ability from the pen-and-paper tests before correcting for technical error or unreliability. Strategy-use did not mediate this relationship, and large correlations were found between IT and both timed and untimed ability tests.

Conclusions: As different tasks are likely to involve different strategies, the finding that different IT tasks intercorrelate strongly suggests that IT tasks do indeed measure speed of perception to a substantial extent. The correlations between the IT factor and g provide support for theories linking g to speed of neural processing.

Personality and psychosocial correlates of mood variability in later life
C. McCONNIVILLE, G. RAE, E. SIMPSON & J. O’CONNOR, Northern Ireland.

Objectives: Several decades of research into the phenomenon of mood variability show that it is an individual difference characteristic quite distinct from mood, which is often described in terms of activation (e.g. Diener, 1999). Yet most mood variability research has used younger individuals, usually students. It has been argued that older individuals experience their moods towards a more positive end of activation (Larsen & Diener, 1992), and therefore may differ in terms of how these moods are expressed over time. We assess the nature of mood change among a sample of older adults, and investigate how this psychological trait is related to other psychosocial factors such as personality, stress, and coping.

Design: Mood variability was estimated by determining the occasion-to-occasion variation in mood scale scores. This was correlated with personality measures. Method: 93 participants (43 males and 48 females) between the ages of 55 and 70 were recruited in Northern Ireland as part of a European study to assess health and psychological factors associated with aging under the ZENITH project. Each participant completed 20-item PANAS mood scales twice a day for seven days prior to the completion of a battery of psychometric tests and beginning an intervention study involving dietary supplementation.

Results: The current presentation refers to the baseline data on mood variability and the psychosocial factors assessed (i.e. EPQR-S, Perceived Stress Scale, COPE). The importance of mood variability as an individual difference characteristic in older adults will be presented together with the relation of personality and psychosocial factors that may impact upon it.

The leadership judgement indicator: A theory and a tool
M. LOCK, Formula 4 Leadership & C. COOPER, Queen’s University Belfast.

Objectives: The Formula 4 Leadership Model places follower at the core of success. It identifies four main leadership styles: Directive (‘I make the decisions based on my ideas’), Consultative (‘I make the decision based on our ideas’), Consensual (‘We make the decision based on our ideas’), and Delegative (‘You make the decision based on your ideas’), and suggests that the key to leadership success is in selecting the appropriate strategy to use in each situation. The Leadership Judgement Indicator (LJI) assesses the quality of leadership judgement by asking leaders to identify the effective and ineffective strategies in 16 hypothetical scenarios. This paper introduces the Formula 4 Leadership Model and describes and evaluates the Leadership Judgement Indicator.

Design: A between-subjects design was used to compare the LJI scores of managers varying in seniority. Correlation of scores were used to explore overlap with other scales, age, etc. Factor analysis and reliability analysis was used to determine the psychometric properties of the scale.

Method: The LJI was administered to various groups of managers, some included smokers. Results: The reliability of the LJI was 0.68 within a sample of 241 managers. No sex differences were found, and correlations with an ability test were small. There was a very marked relationship between LJI scores and seniority of post (F7,523>5.01, p<0.001).

Conclusion: The LJI is a very potent variable to be a useful measure of leadership skill.

Intelligence, electromyography (EMG) and reflex speed
M. MCORRIDE & C. COOPER, Queen’s University Belfast.

Objectives: The literature relating response time measures to intelligence remains inconclusive. This paper reviews all existing evidence of associations between mental ability and speed of nerve conduction in the patellar reflex arc. However, although the Eysepck/Jensen ‘speed of neural processing’ theory should suggest a link between reflex latency and g, later studies generally failed to replicate. In attempting to clarify the issue, this investigation used a more sophisticated methodology to address the sequence of events which combine to produce reflex behaviour.

Design: The study examined correlations between reflex speed, latency of muscle contraction, inspection time and general mental ability. The reflex arc is the nervous pathway along which nerve impulses travel for a muscle contraction. Far from measuring cognitive function, this involuntary contraction of a muscle is an automatic reaction to stimulus impressions on a conscious scale – a measure of the capacity to respond rapidly. The knee-jerk reflex represents the most basic of motor responses and is thus an important measure of g as far as intelligence research is concerned.

Method: The sample consisted of 40 students. Speed of reflex response was estimated by tapping the patellar tendon, and the speed of muscle contraction assessed via electromyography (EMG). Two auditory inspection time (IT) tasks provided indirect measures of speed of neural processing and cognitive ability was assessed using the Wide Range Intelligence Test.

Results: Correlations between measured variables were reported, with preliminary analysis suggesting a link between visual IQ and a behavioural measure.

Conclusions: Theoretical implications of relationships between individual differences in general mental ability and speed of reflex response are discussed.

Responses to positive and negative pictorial depiction of smoking: Evaluation of content and urge to smoke by groups with different levels of smoking dependency
L. VAN HANSWICK DE JONGE & M. GORMLEY, University of Dublin.

Objectives: Previous research has indicated that smokers are as aware of the negative connotations of smoking as non-smokers. For example when participants were asked to list negative or positive smoking attributes both smokers and non-smokers produced more negative than positive propositions. However, for smokers the positive information was more likely to be in the early part of the sequence of responses. This and similar work has relied on the subjective creation of affective propositions over which the experimental manipulation exerts control. The aim of this study was to determine if the rating of pictorial stimuli depicting both positive and negative connotations of smoking could also differentiate between heavy, light, ex- and never smokers.

Design: A repeated measures design was employed in which participants were asked to evaluate a series of pictures. Method: 24 of the pictures used came from a preliminary web-based study involving 185 participants. This study was designed to establish the importance of terms in whether they were positive, negative or neutral in how they depicted smoking. In addition eight pictures were used which the Canadian anti-smoking database and were classified as very- negative for the purposes of this study. Sixty-five
participants took part in the study and were identified in terms of the level of smoking dependency (16 heavy-smokers, 16 ex-smokers, 15 light-smokers and 17 heavy-smokers). Participants were asked to rate pictures in terms of their smoking-related content. Emotional valence of the picture was also measured to ensure that any differences were not produced by a differential evaluation of this content. In addition, at regular intervals participants were asked to rate their urge to smoke.

Results: Mixed factorial ANOVAs established that the four groups differed only on their evaluation of positive pictures (heavy smokers rated positive pictures more positive than ex- or never-smokers). This pattern was replicated and accentuated in the urge to smoke data. Two additional findings of interest. Firstly, heavy smokers were found to have greater urge to smoke relative to all other groups across all picture types. Secondly, urge to smoke was reduced in heavy smokers relative to positive pictures for light and heavy smokers.

Conclusions: These findings demonstrate that when validated pictorial stimuli are used only positive pictures can differentiate between the different smoking groups. Consistent with previous research this study would suggest that smokers are as aware of non-smokers the negative consequences of smoking.

Symposium: Building relationships
Convenor: P. HEGARTY, University of Surrey.

Building relationships project: Resources in lesbian and gay psychology for the voluntary and community sector
P. HEGARTY, University of Surrey and Committee Chair, BPS Lesbian and Gay Psychology Section & D. BRAITHWAITE, Consortium of LGV Voluntary & Community Organisations

This session focuses on the history and constituency of the Lesbian and Gay Psychology Section of the BPS, positions British lesbian and gay psychology to target, and explains how psychologists' work might be used to strengthen the voluntary and community sector. The register of psychologists seeking to build relationships within voluntary and community organisations will be launched and explained. This session will also introduce the Consortium of LGV Voluntary & Community Organisations as an umbrella organisation that facilities communication within the sector and provides a key role in developing relationships between organisations.

The law's an ass(et)!
J. McMANUS, Barking and Dagenham PCT, D. MCCAIN, Community and Adolescent Mental Health Service, Edgware City Hospital, and Institute of Health Studies, City University & S. WHITTLE, Manchester Metropolitan University.

Recent changes in British law create new policy territory for LGBT persons and organisations. McManus addresses issues in recent public and employment law and practice for LGBT people, and discusses the ways in which new laws. McCann examines the history and current state of policy surrounding same-sex parents, attempting to re-establish and lay down possibilities for future research agendas. Whittle examines the Gender Recognition Act and its implications for transgenders and others.

Resourcing our agencies, resourcing our practice: Sharing findings from research and practice
E. PEELE, University of Essex, I. RIVERS, York St John's University, G. HAGGER-JOHNSON, University of Edinburgh & E. J. McMANUS, Barking and Dagenham PCT.

This session examines concrete cases of collaboration between researchers and practice. Each paper talks about progress in diversity training, developments in practice across the field and challenges for trainers today from recent research. She draws on research findings and autobiographical reflections on her experiences as an academic doing research with trainers. Ian Rivers looks at the practical and legal issues of working with young people on LGBT issues and addresses in particular recent policy arising from research on homophobic bullying. Gareth Hagger-Johnson takes a broader look at the pros and cons of research collaboration between voluntary sector and academic researchers, and evaluates methodologies that provide benefits for all. Jim McManus looks at practical and tactical issues involved in resourcing agencies to address homophobic violence, including organisational development and response.

Working together
M. BARKER, Southbank University.

A feedback and brainstorming session based on the previous three sessions.

Symposium: History and opposition: Psychological binaries and their dominating politics
Convenor: P. HEGARTY, University of Surrey. Modern Western thinking has often been described as structured by binaries such as nature/culture, reason/emotion, truth/deception, male/female, hetero/homosexual, and local/global. Psychologists have often approached these binaries as research problems, such as determining the nature and origin of violence where and when gender differences and cross-cultural differences occur, and developing tests that might distinguish a suspect from a control. However, literary theorists caution that such binaries are both hierarchical and constructed (Derrida, 1990). It is necessary to remember the specific power relations which have shaped seemingly neutral psychological constructs such as intelligence, emotion, attachment, culture and adaptation, and the technologies used to measure them.

The present papers scan the period from the earliest foundations of psychology into the contemporary moment and examine power relations that fall out along intersecting lines of gender, race, class, sexuality, and nation. A consistent theme of these papers is that claims to truth, objectivity, reason, and universality are inseparable from the operations of power. Our aim is not to simply describe the past, but to promote critical thinking about interventions in current psychological frameworks that continue to be complicit with Western imperialism fraught with gender anxieties and colonialism at home and abroad. Thus the panel challenges liberal notions that both history and psychology are progressive, and the idea that scientific progress is a linear, objective process. Shields examines evolutionary theory as an ideological legitimisation for intersecting dynamics of class, race, and gender in European and American imperialism in the nineteenth century. Emotionality was not defined in antithesis to masculinity, but the restraint of emotion was essential to its performance. Hegarty picks up these themes by describing anxieties about gender and sexuality in American psychologist Lewis Terman's writings on gifted children. Haynes, also a psychologist, explores X-ray technology as shifting anxieties about masculinity and increasingly calcifying homophobia over the period of growing American dominance in the second half of the twentieth century. The next two papers are situated within the period of Cold War American technological dominance that Terman's work helped to create. Burman presents the anxious faith in polygraphs as modern technologies of detecting liars that have recurrced since this time. Not accidentally, this faith takes female bodies as the prototypical ones who harbour secrets to be revealed. Burman takes issue with the explosion of cross-cultural literature on the US and Japan that occurred during the period of reconstruction, revealing how particular categories of analysis, and indeed the logic of 'cross-cultural research' itself is complicit with this period. Finally, Cassidy brings us up to the present moment, describing how Darwinisms continue to achieve
historians to be part of a 'triumpiriate' that crafted the shape of twentieth century American psychology. Terman's IQ work has been broadly criticised by historians of racist psychology. However, feminist and queer criticism of Terman's work has been largely focused on his measures of gender roles.

Methods & Key Points: Methodologically, this project draws on close readings of Terman's texts and attention to the structure of his tests. It also draws on the work of former students, conducted at the Terman archives at Stanford. The method of close reading flags up implicit assumptions about ideographic processes of degeneracy, and Francis Galton's positive eugenics which understood gifted men as national leadership resources. Terman's earliest papers on leadership and the lie detector were in a deep familiarity with this literature, and his research repeatedly emphasises the 'normality' of gifted children's psychological development, by attending to the normativity of their gendres. Yet gender non-conforming children, and later homosexual adults within the sample, trouble this construction. By examining transformations in Terman's account of his subjects, I hope to reveal two intersecting discursive nets, a criminological one which sees psychological accounts by attending to the gender roles and marital happiness.

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Between orientalism and normalisation: Cross-cultural lessons for a critical history of psychology

E. BURMAN, Manchester Metropolitan University.

Purpose: To analyse forms of argument and representation within cross-cultural psychology. Taking the example of psychological research in Japan to generate new perspectives on the role of cultural differences within the history of psychology.

Background: Cross-cultural research performs a crucial role in the psychology of 'truths', its differentiations working simultaneously to establish their general applicability and the superiority of the Western perspective on this matter. In this sense it works both to establish cultural differences, and to normalise these within a narrative of universal cultural development. The idea of 'scientific masculinity' as a source of his objectivity is thus crucial to study in the same infant a number of different abilities and assess longitudinally how these changes over development. The light of the usual variability found between infants in studies focusing on separate domains, we hypothesise that some of this variation in development may be accounted for by differences in the quality of mother-child interaction.

In this symposium we present the results of longitudinal research on the development of 180 infants at six months, and again at 10 months of age, across a variety of cognitive domains, and assess how these relate to differences in quality of mother-child interaction. Each laboratory focuses on a particular domain: MPI, Munich: perception of human action versus physical causality; CHIRS, Paris: face processing of one race versus different ethnic group; ICH, London: speech stimuli from own language versus foreign language. The disruptive role of developmental changes within each domain, and across domains, and how such changes may be related to differences in mother-child interaction will be investigated, thus providing an integrative argument from a somewhat different theoretical perspective. The symposium concludes with a discussion, Dr. G. Scerif of the University of Nottingham, who has a particular interest in cognitive and theoretical background in infancy studies.

Explaining individual differences in development: The importance of longitudinal cross-domain investigation

G. ASHERLEBEN, Max Planck Institute for Human Cognitive and Brain Sciences, Munich.

This paper will present the results of an ongoing study on the development of infant cognition and its relation to mother/child interaction. In this symposium we present the results of longitudinal research on the development of 180 infants at six months, and again at 10 months of age, across a variety of cognitive domains, and assess how these relate to differences in quality of mother-child interaction. Each laboratory focuses on a particular domain: MPI, Munich: perceptual action versus physical causality; CHIRS, Paris: face processing of own race versus different ethnic group; ICH, London: speech stimuli from own language versus foreign language. The disruptive role of developmental changes within each domain, and across domains, and how such changes may be related to differences in mother-child interaction will be investigated, thus providing an integrative argument from a somewhat different theoretical perspective. The symposium concludes with a discussion, Dr. G. Scerif of the University of Nottingham, who has a particular interest in cognitive and theoretical background in infancy studies.

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The sexual politics of evolution: Popular controversies over evolutionary psychology during the 1990s

A. CASSIDY, University of Manchester.

Background: The rise of evolutionary psychology became a site for negotiating gender and sexuality in the UK media during the late 1990s, and by the mid-2000s, as evolutionary psychologists had a particular currency at this time.

Methods & Key Points: This paper draws on a longitudinal study of political controversy involving the 'conduct of conduct'.

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Methods:

An infant-dependent familiarisation procedure was used. For the face-processing task and by paying attention to the results of these actions (action effects), infants also develop a model of physical causality, as described in Paper 1 and in Sangrigoli and de Schonen (2004). Each Caucasian infant participated in two face discrimination experiments, one with Caucasian and one with Asiatic female faces as stimuli. The experiments were separated in time, where several hours intervened, and order of the experiments was counterbalanced between infants. Methods: By presenting the faces of three Caucasian (aged 23 to 32 years) and three Asiatic women (same age range) were used as stimuli. All faces were photographed in a frontal view with a neutral expression, under the same lighting and against a grey background. They were photographed with a white shower-cap masking the hair and a white cloth behind the face to disguise the shower-caps were cancelled by subsequently pasting, by means of software, the same unique shower cap on every head. There were three different pairs of Caucasian and three different pairs of Asiatic faces. Each face of a pair was used for an equal number of infants for familiarisation and as a novel face, and for an equal number of infants. Infants were first habituated with one face and then presented with a pair of faces, one of which was the novel face. The two faces showed the same morphological and the same sex. Recognition was assessed by a novel visual preference test during which visual fixation on each stimulus was measured. A trial started when the infant looked at the central fixation point which disappeared when the stimulus was presented. When the infant looked at the face stimulus continued until its completion (25 seconds) or until the infant stopped looking for more than two consecutive seconds. Quality of mother-child interaction was assessed using the same procedure described in Paper 1. Results: We expected that both groups of six- and 10-month-old infants would discriminate in native language, but that only month-old infants would discriminate in the non-native language. Within the group of six-month-olds, we also predicted some individual variation where discrimination between non-native phonemes would be at the same level as native phonemes for infants with less satisfying quality of mother-child interaction, whereas non-native discrimination would be poor/absent in infants with satisfying mother-child interaction. Conclusions: The mechanisms through which expertise in interaction with mother may be a factor facilitating the development of face expertise are discussed.

Perception of native and non-native language contrasts in relation to mother–child interaction


Objectives: Infant sensitivity to syllables from the phonology of sounds from the native tongue was compared to sensitivity to non-native phonemes. The study had two aims: (1) to replicate the finding of group differences in sensitivity to sounds between six- and 10-months of age in English, as well as extending it to French and German; and (2) to explore the relationship between this phonological sensitivity and the quality of mother–child interaction.

Design: The participants and set-up were the same as described in Paper 1 and in Sangrigoli and de Schonen (2004). The experiments were separated in time, where several hours intervened, and order of the experiments was counterbalanced between infants. Methods: The syllable pairs were ‘ba’ vs. ‘da’ in the English/French/German native experiments, and dental vs. retroflex contrasts (voiceless, non-voiced) in the non-native Hindi experiment. Various tokens of the syllables were recorded by native female speakers of each of the four languages.

Results: We expected that both groups of six- and 10-month-old infants would discriminate in native language, but that only month-old infants would discriminate in the non-native language. Within the group of six-month-olds, we also predicted some individual variation where discrimination between non-native phonemes would be at the same level as native phonemes for infants with less satisfying quality of mother-child interaction, whereas non-native discrimination would be poor/absent in infants with satisfying mother-child interaction.

Conclusions: The mechanisms through which good mother-child interaction may be a factor facilitating the specialisation of speech processing to the native tongue are discussed.

Symposium: Issues in the assessment and treatment of psychosis within forensic NHS settings


Chair: J. McGOVERN, University of Manchester.

The aim of this symposium is to bring together current research and clinical practices that relate to issues in the assessment and treatment of individuals with psychosis within a forensic setting. In particular, the objective of this symposium is to discuss the challenges faced by different individuals within the forensic population and in conducting research. The speakers in this symposium will present their
The relationship between psychosis, anger and aggression and the implications for their treatment

G. Haddock, University of Manchester.

There has been much research examining the relationship between severe mental health problems such as schizophrenia and the occurrence of aggression and violence. However, the findings have been inconclusive. Researchers reporting higher rates of violence in samples of people with a diagnosis of schizophrenia while others report no such links. This has led some researchers to examine whether the links between aggression and violence may be related to other factors such as the presence of specific psychotic symptoms, anger or particular clinical subgroups. This paper will present recent findings and implications for further research and clinical practice will be discussed. Of further relevance to the notion of recovery and psychosis, John McGovern (University of Manchester) will present current research being carried out into recovery and psychosis within a low security setting.

Cognitive behavioural therapy for psychosis in a forensic setting: the development of the State Hospital Protocol

K. Allan, P. Cawthorne, The State Hospital, Scotland.

Objectives: The principle aim of this paper is to present an overview of the development of The State Hospital treatment protocol for patients with a psychotic illness. Two method:
The within this research base that guided this development will be identified, and an explanation of how and why this was adapted for use in this setting (a high-security NHS facility) will be given. The development of the implementation strategy, training and supervision issues, future service developments and how this ongoing research activity will also be provided.

Conclusions: A summary of the programme to date and ongoing service developments will be discussed.

This paper will then be followed by a brief narrative presentation of the results of a case series evaluation of the protocol as it was when first piloted.

Results of a case series following The State Hospital Pilot Protocol

P. Cawthorne, The State Hospital, Scotland.

Objectives: This study investigated whether or not cognitive behavioural therapy, delivered in accordance with a specifically designed protocol, could be used to enhance the self-esteem of patients who suffer from psychosis—that is, that clinically significant improvement could be demonstrated as a result of this treatment intervention. It also sought to establish whether or not these outcomes would be comparable with those found in a non-psychiatric population.

Design: Case series methodology was used to explore the above objectives.

Methodology: Pre-treatment and intermediate treatment scores are reported on four measures—The Psychotic Symptom Rating Scale (PSYRATS) for Auditory Hallucinations; The Psychotic Symptom Rating Scale (PSYRATS) for Delusions; the Beck’s Depression Inventory—II (BDI-II); and the Beck’s Anxiety Inventory (BAI), for a small sub-sample (N=5) of the initial cohort of patients who were referred to this service.

Results: A review of the findings would appear to suggest that (notwithstanding the obvious limitations of a study of this scale), results may be significant and comparable with those found in a non-psychiatric population.

Conclusions: This study attempted to add to the relatively poor evidence base on Cognitive Behavioural Therapy for psychosis in a forensic setting. The results attained were encouraging and would appear to support the view that this specifically designed protocol has been well-conceived and may have much to offer to this particular patient group. Further research of this important development would surely seem worthwhile.

The effectiveness of a multi-disciplinary recovery based approach with individuals with treatment resistant psychoses and history of challenging incidents


Objectives: This presentation on Recovery will appeal to all who struggle to engage some individuals with severe mental health problems in PSI/CBAP approaches. The increasing importance of the user-led recovery movement and the challenges of adopting this approach in a low secure setting will be highlighted.

In line with the symposium theme, i.e. the importance of effectiveness research for psychoses’ the presentation will provide general guidelines for clinicians/therapists to get engaged in research even though they do not have specific research or ‘suitable’ clients to conduct randomised controlled trials.

Recovery is an optimistic philosophy on mental health which evolved from both the physical disability movement and deinstitutionalisation within psychiatry to emerge as a guiding vision for mental health services in the USA during the 1990s. It has been the basis for Mental Health Services in New Zealand.since 1998. Growing interest in the UK was indicated by the publication of Journey to Recovery (Department of Health, 2001b). Design: The implementation of a repeated measures design aimed at determining the effectiveness of this approach will be detailed. Specific differences in a recovery-based approach vs. a traditional service will be highlighted, i.e. people navigators vs. key worker, Self Management v Managed Care. The research is also designed to examine the impact of change on the overall service.

Symposium: Community psychology: An empowering psychology for the 21st century?

Convenor: R. Lawthom, Manchester Metropolitan University.

‘Community psychology’ typically involves a plethora of professional interventions in various arenas – counselling, educational and organisational psychology (to name but a few). In this symposium, we will seek to explore an alternative vision of psychological practice, community psychology. The papers are partners in a common way of working, an approach which characterises psychological thinking. This value based approach to working promotes social justice and empowerment and works alongside marginalised and oppressed people. We demonstrate both the principles of community psychology and ways of working a psychologically through actual research projects. Community psychologists can work across different levels – personal, relational and collective collaborating with individuals, families, and communities (for example). The range of work presented here demonstrates the diversity of community psychological ways of working, both in focus and methodology. Siddiquee presents a case study of a community psychology project exploring the user led recovery movement and the challenges of working with people who had a diagnosis of schizophrenia and a history of disturbance. The European study exploring community and societal participation in older adults (aged 75 to 90) who live within community settings. Knowles et al present narratives of how community psychological practice can work over time. Lawthom presents a case study of a community psychology project involving students, community psychology tutors and residents within a community setting. The change process through learning and participation are involved. The papers will use processes used in evaluating a community arts project, aimed at improving well being. This symposium draws upon local and international data to demonstrate a different form of approach to using psychology in applied ways.

Refugee women and the internet

A. Siddiquee, Manchester Metropolitan University.

Objectives: To investigate Internet use and its impact on refugee women in the UK using a community psychology approach. Design: A multi-method investigation was conducted including semi-structured interviews regarding Internet use; and a non-participant observation conducted within the project. Methods: Semi-structured interviews and an observation were conducted with six refugee women and the community Internet Project (CIP), which aimed at teaching Internet skills. Interview transcripts were
enabled-age project explores the relationship adults living alone (aged 75 to 90 years), drawn S DAHLIN-IVANOFF, Lund University, Sweden Social & Ecological Gerontology, Heidelberg, current debates about evidence-based practice in evaluation undertaken here will be linked to social change will be discussed. Moreover, the research into ongoing processes of individual and "standard" evaluation data.

therapeutic processes of community arts? Analyses

Methods:

Research into working in a community psychology approach can radicalise psychological practice.

A community psychology approach was used in working with community members to improve well being in an overspill housing estate and co-researchers include students in community psychology. Psychology undergraduate students, community psychology framework can shed light on this way of working. Working with marginalised groups within a community psychology framework can radicalise psychological practice.

Community psychology meets participatory arts: Participation, well-being and creativity C. KAGAN, Manchester Metropolitan University.

In this paper I explore the research processes and outcomes in a community psychology evaluation of community based participatory arts projects. Can these projects be both empowering and therapeutic? Objectives: To identify the impact of participatory action research upon well being and to explore the processes within Participatory Arts Project. The maintenance of well-being is a key outcome for community psychologists. Arts for Health initiatives posit art as a vehicle for participation in art (here, in community settings) and positive well-being.

Design: There are very different traditions of research in psychology approaches and community arts. Evaluation and artistic interpretation pose particular challenges for research. Therefore, a mixed method evaluation of both process indicators and outcome criteria was used, underpinned by an empowerment agenda. Collaboration between researchers, community and participants enabled a shared research vision.

Methods: Employing a community psychology approach, a variety of research formats through collaboration and negotiation. Expressive outputs (art products), individual interviews and group discussions were held with community artists and participants.

Results: How can community psychological ways of working be introduced into the creative and therapeutic communities arts? Analyse involve integrating creative outputs with more "standard" evaluation data.

Conclusions: The challenges of introducing research into ongoing processes of individual and social change will be discussed. Moreover, the evaluation undertaken here will link to current debates about evidence-based practice in both health and community settings.

The meaning of community participation amongst very old people: Findings from the cross national ENABLE-AGE project J. SIXSMITH, Manchester Metropolitan University, D. NAUMANN, Department for Social & Ecological Gerontology, Heidelberg, Germany; T. SIXSMITH, Liverpool University, C. KUCSERA, Hungarian Academy of Sciences, S DAHLIN-VANOFF, Lund University, Sweden & T. TOMSONE, Riga Stradins University, Latvia.

This paper presents preliminary findings from a qualitative study on the meaning of societal participation among community-dwelling older adults (living 70 years), drawn from the EC-funded ENABLE-AGE project. The ENABLE-AGE project explores the relationship between home and healthy ageing.

Objectives: The research objectives in relation to community participation are to investigate the meaning of community participation from the perspectives of older people in the context of healthy ageing. Literature suggests that, from a socio-ecological perspective, the participation of older people may impact on the course due to contexts of ageing and social change. However, little is known about the socially oriented life of very old persons, particularly with respect to the meaning of community participation and their relative role in enriching the research aims and process.

Everyone lives through participation in communities: A community psychology approach R. LAWTHORNE, Manchester Metropolitan University.

This paper draws upon community participation as learning. Psychology undergraduate students, community psychology framework and community residents participated in a community project. Objectives: To explore through a case study how working in community settings can be transformative for all members and stakeholders. The participants are community residents on an overspill housing estate and co-researchers include students in community psychology and tutors of community psychology.

Design: An action research and community psychology approach was used in working with community members to improve well being in an overspill housing estate. Community residents contracted the research and with community psychologists (in academic and experienced staff members) designed and shaped the research process.

Methods: Using a community psychology approach entailed working with residents’ agendas rather than eliciting data from participants. Neighbourhood work and stakeholder analysis were undertaken in the research agenda. Action research around particular issues (e.g. transport accessibility for older residents and play space for younger residents) was undertaken. The process was reflected upon by students, staff and residents.

Results: Community psychology work is a process rather than an end in itself. Changes in the community setting around provision of transport, accessibility to the community house, etc., are outlined. Community participants were included in exploring the community psychology approach by attending student presentations. Residents reported positive change outcomes and in addition, both students and community residents are working in community settings.

Conclusions: Working in a community psychology paradigm can be challenging for all – the benefits of working in a community psychology approach will be outlined.


This paper reports on an ongoing collaboration between community psychologists (in academic settings) and community activists, representing a community tenant and residents’ association. Using this detailed case study approach allows a rich and longitudinal picture of relationships and involvement across diverse community stakeholders.

Objectives: To explore how a community psychology approach impact upon residents’ experiences in a community setting. The benefits and challenges of long term collaboration in order to sustain development are identified and reflected upon.

Design: The nature of community psychology work entail collaboration and negotiation, hence the relationships between residents and the process is reflected upon. The role of the community residents (e.g. tenants and community psychologists) are key to the process. A user-led empowering action research approach is used.

Methods: Neighbourhood working and relationship building over time enable the co-authoring of resident and community activist narratives. This facilitated process produced a constructed narrative representing collaboration. Analyses are also interpreted jointly to allow for negotiated meaning. Storytelling is accessible for all participants and revealing of complex processes of participation, collaboration and marginalisation.

Results: Narratives of the community (across different stakeholders) are presented and interpreted. Working with an empowerment philosophy means working with rather than ‘on’ residents and this process is reflected upon.

Conclusions: Psychological work in a community psychology paradigm takes the position that psychology can be ‘given away’. Narratives of community residents (e.g. in the process) can shed light on this way of working. Working with marginalised groups within a community psychology framework can radicalise psychological practice.
incorporate static and dynamic risk factors into an etiological framework.

Methods: The main purpose of this study was to evaluate the effect of PD diagnosis on recidivism rates. The model used for the analysis was a logistic regression model that included demographic, psychological, and criminal justice variables. To assess the reliability of the PD diagnosis, the DSM-IV was used.

Results: The results showed a significant effect of PD diagnosis on recidivism rates. The odds of recidivism were higher for individuals with PD compared to those without.

Discussion: These findings suggest that PD diagnosis should be taken into account when assessing the risk of recidivism. Further research is needed to validate these findings in larger and more diverse populations.
that assessments can be used reliably and validly. To date little work has been published using the BAI and BDI. Design: This paper presents two studies, the first of which provides information on the psychometric properties of the BAI and the BDI. The second study addresses differences between ID sex offenders and an age-matched group of non-ID BAI and BDI.

Method: Both assessments were appropriately revised for use with persons with intellectual disability and individually administered. A sample of 100 participants from inpatient and community settings were the assessments in studies. In the second study as sample of 37 sex offenders and 56 control participants (all of whom were male) from inpatient and community settings completed both measures.

Results: The joint factor analysis of the BAI and BDI revealed a two-factor solution corresponding closely to a depression and anxiety factor providing support for the discriminant validity of these measures. The results from factor analyses independently demonstrated that the BAI had three factors corresponding to: cognitive, somatic-temperature and somatic-balance symptoms. The BDI exhibited three factor dimensions: cognitive-self and somatic-symptoms. In Study 2, it was found that sex offenders had significantly lower anxiety and depression scores than the control group.

Conclusion: The factor structures of the BAI and BDI conform significantly to those found in research with the general population. This result and the finding that sex offenders have lower anxiety and depression than controls is discussed in terms of theoretical developments.

The Dundee Provocation Inventory (DPI): An assessment for anger in people with intellectual disabilities (ID)  W. R. LINDSAY & L. ALDER, The State Hospital, NHS Tayside & University of Abertay, Dundee.

Background: Problems with anger and aggression in people with ID are among most common to be reported in the field (Taylor, 2003). In response to this frequency, a number of treatment approaches have been developed of which the most successful involve the functional analysis of behaviour and anger management treatment which is based on the cognitive analysis of anger (Novaco, 1994). In order to assess the impact of treatment, appropriate psychosocial assessments are required. Novaco Anger Scale (NAS) is the most frequently reported measure of self-reported perceptions of anger. The DPI is based on Novaco's analysis of the functions and presentation of anger and has been used in several treatment outcome studies. The present paper provides psychometric information on the DPI.

Method: 114 individuals with ID were individually administered. The 20 DPI items. Forty were also administered in random order. The results are clearly indicating a strong convergence of the 20 items on a single concept. Exploratory principal components analysis using rotation found four factors with an eigenvalue of over one, which accounted for 59 per cent of the variance. The first factor, accounting for 37 per cent of the variance on its own could only be explained as a number of mixed associations. Other factors, each of which accounted for over seven per cent of the variance were explained by the headings Minor Irritations; Anger Arising from Football; and Anger Towards Self.

Conclusions: The DPI is quick, easy to use and understood by clients with ID. It performs lawfully in treatment trials and appears sensitive when comparing different groups. The present studies indicate the DPI has psychometric properties. The relevance of the findings to the theoretical analysis of Novaco will be discussed.

Family environment links to patient anger and aggression: Effects of volatile parents on people with developmental disabilities J.L. TAYLOR, Northumbria University and Northgate Trust & R.W. Novaco, University of California.

Objectives: Children's exposure to inter-parental anger and aggression has been shown in many studies to have long-term adverse effects on a child's development and emotional adjustment. Exposure to domestic violence has been found to contribute to children's delinquency and clinical dysfunction. There is also evidence of hyperactivity and personality disorder. In this study the relationship between childhood exposure to parental anger and aggression and the development of angry outbursts in later life is explored with a population of adults with developmental disabilities.

Design: The current study incorporated a cross-sectional assessment design using correlational analyses.

Methods: The participants were 110 male forensic in-patients with developmental disabilities. The relationship between patient anger and aggressive behaviour (assessed by multiple self-report, staff-rated, and file measures) and inter-infantile experiences of parental anger, parental fighting, and abusive victimisation was examined.

Results: Patient anger and violent conduct in the hospital were significantly related to significantly related in convergent analyses to parental anger and aggression and to physical and sexual abuse victimisation. In hierarchical multiple regression analyses, parental anger and aggression highly predictive of patient anger, controlling for both parental and patient alcohol and drug abuse and for parent physical and sexual abuse victimisation.

Conclusions: The study results have relevance with regard to the development of anger and aggression in this population. This lends support to the idea that non-clinical research has a role to play in building future relationships. Control Theory suggests that poor relationship development may lead to lack of internal identification with a particular society, in turn, underpins the development of criminality. The present study is the first of its kind to identify the inter-relationships of life and relationships in sex offenders in comparison to an appropriate control group.

Method: 28 sex offenders were compared with 28 control subjects both with ID. Subjects filled out the Significant Others Scale and the Life Experience Checklist.

Results: There are no differences between the groups on sex and IQ. On the SOS there were no differences between the groups on the number of significant others as was mentioned. Actual and ideal level of relationships from mother and father were lower for the sex offenders than the control group. On the LEC sex offenders reported lower scores on the relationships and leisure sections.

Conclusions: Poorer attachment relationships and reduced social supports are consistent with the idea that state of affairs suggests lower levels of integration and identification with society on sex offenders compared with the controls. These results are discussed in terms of personal responses and implications of treatment.

Theory of mind and empathy in offenders with intellectual disabilities N. BEAIL & T. PROCTOR, Barnsley Learning Disability Service & University of Sheffield.

Objectives: Lack of empathy and more recently theory of mind abilities (TOM) are considered to play an important role in the assessment and treatment plans of offenders with and without intellectual disabilities. However, there has been no research on this in the field of intellectual disabilities. This study compared TOM and empathy abilities of offenders with and non-offenders with intellectual disabilities.

Design: Offenders with intellectual disabilities were compared with a matched group of non-offenders with intellectual disabilities. Methods: 25 male offenders and 25 non-offenders with intellectual disabilities were assessed on first and second order measures of TOM tasks, the Interpersonal Reactivity Index and the Test of Emotional Perception. The measures were administered in random order.

Results: Offenders performed significantly better on the second order TOM task and on emotional recognition and description of emotion tasks. All participants were matched for age, but the offenders involved the expression of happiness rather than sadness or anger.

Conclusions: Contrary to belief, the findings suggest that offenders have better TOM and empathy abilities. The implications for assessment and treatment are considered.

Symposium: Culture, change and loss; an exploration of this theme by counselling psychology trainees using disparate methodologies

Convenor: P. MARTIN, University of Roehampton.

The purpose of this symposium is to follow through and explore the theme of Culture, Change and Loss, researched using several disparate methodologies. The next two papers are the first of a three part series on the theme of culture. One researcher explores the reasons behind the take up of psychological help by members of immigrant communities in Britain. This uses thematic analysis and develops two new dimensions of accessibility and acceptability as indicators for seeking psychological help. The Polish Cultural Attitudes Questionnaire and Resilience scales were also used as comparators. Cultural differences are also explored in the next paper, this time using narrative analysis. The author seeks to understand the dynamics of a black counselor giving therapy to white clients. This is new research with very few other studies to support it. It continues the theme of understanding cultural complexity and is of particular interest to counselling psychologists since its findings are ambivalent and, therefore, somewhat controversial. The third paper puts under the microscope the anatomy of change in culture. In this case a narrative analysis details the changes brought about by compulsory therapy on a counselling psychology training course. The results are clearly analysed and provide a timely reminder that cultural humility in training is required. The profession may well have radical implications for individuals within that culture.

The final paper is a written piece of autobiography. The writer explores the experiences of heterosexual clients on him as a gay therapist. The first part of the research consists of his own storying of his journey, while the second part constructs this narrative. It asks important questions about the value of auto-ethnography in epistemological terms. There are some useful links here to the preceding paper as a gay therapist. The first part of the researchasadn, while the second part constructs this narrative. It asks important questions about the value of auto-ethnography in epistemological terms. There are some useful links here to the preceding paper as a gay therapist.
Influence of cultural identity and psychological resilience on attitudes toward seeking psychological help among Polish immigrants in UK

A. BASSALY & H. MACALLAN, Roehampton University

Objectives: Positive attitudes toward seeking and receiving psychological help expressed by clients are thought to play an important role in securing and maintaining the therapeutic relationship. For members of immigrant communities in the UK, establishing positive relationships with professionals in mental healthcare settings may be particularly difficult. Such difficulties may underlie a much publicised lack of utilization of psychological services by these groups. This study sought to investigate attitudes toward psychological help among first-generation Polish immigrants in London. Within the context of theories of Minority Identity Development and Psychological resilience this study set out to test the hypothesis of an association between cultural identity (with the constituent dimensions of Conformity, Resistance, Transition and Awareness) and resilience and attitudes toward seeking psychological help.

Design: Pilot study in which semi-structured interviews were conducted was followed by a main project utilising self-report questionnaires. Material obtained in the pilot stage was used to develop and adopt an existing Attitudes Toward Seeking Psychological Help measure.

Method: Thirteen Polish clients took part in the pilot study, where interview material was analysed using Thematic Analysis to identify Accessibility and Acceptability as important new dimensions of willingness to seek psychological help. In the main study 100 Polish immigrants completed three self-report measures: The Polish Cultural Attitudes questionnaire, Ego-resiliency scale and revised Attitudes Toward Seeking Psychological Help questionnaire – ATSPH. Multiple regression analysis was used to test hypotheses.

Results: Of the variables examined, only Resistance was found to be a predictor of ATSPH scores, with participants who endorsed only Polish cultural values least likely to seek psychological help. Resilience was only related to the Accessibility sub-scale of the ATSPH indicating that more resilient individuals in this group are confident of their ability to access help when needed.

Conclusions: These results indicate possible difficulties in accessing services for less resilient Polish immigrants in the UK who reject British cultural values. Ways in which counselling psychologists might address these difficulties are discussed.

A narrative exploration of African-Caribbean counselling practitioners' perceptions regarding their colour effects therapy when working with white clients

S. SIKPÁH, Roehampton University

Objectives: This enquiry focuses on an exploration of African-Caribbean counselling practitioners perceptions regarding the effects of their colour on their counselling practice with white clients.

Design & Method: Narrative analysis was used to analyse the taped and transcribed interviews of nine African-Caribbean practitioners.

Results: The findings highlighted a number of themes in the narratives. These include a temporal flow in terms of the practitioner's black professional identity development, which in turn seemed to influence the practitioner's awareness and management of colour-related issues in the therapy. Particular difficulties in working with white clients included the belief that training and supervision failed to adequately prepare these practitioners to deal with the complexities involved in interactions with black counsellor and white client counselling dyad.

Conclusions: Primarily it was concluded that there is an urgent need for greater awareness of these issues among clients, counselling practitioners, trainers, and supervisors alike, furthermore that additional research into this area is necessary.

Training in counselling and coping with possible impacts on the trainee's personal relationships

S. DOWLER, Roehampton University

Objectives: This paper presents an analysis of trainee counsellors' experiences of change in personal relationships during their training to become a counsellor.

Design & Method: A narrative analysis was used to explore how trainee counsellors made sense of the changes they experienced in their personal relationships. Personal narratives provide a rich source of insights into how people identify, react and then adapt to changes within themselves and others and how these changes then impact on relationships. The narratives of nine interviews with trainee counsellors lasting between 45 minutes to 75 minutes, all participants had completed a minimum of two years personal therapy.

Results: Although each interview presented its own unique narrative, a number of shared themes stood out. Participants recognised that changes they experienced in themselves caused some degree of difficulty for the significant other in their lives. It also emerged that most trainees felt less able to tolerate relationships that were perceived as one-sided, in that they were doing all the giving, or that were deemed to be superficial. The narratives illustrated that participants had difficulty term friends as he became more aware of how these relationships were detrimental to his own sense of self. Another common theme was the saying to speech ‘no to members of her without facing rejection. One woman referred to her training as a process of deconstruction and reconstruction. This theme was reiterated throughout many of the narratives.

Conclusions: Overall, personal therapy was identified as the major contributor to change within the self.

An heuristic inquiry into loss

Z. GLANOWSKA

Objectives: This study sets out to explore and understand the experience of loss in a person’s life. What does an individual view as part of this research, identify as a loss and how is their daily life informed by this experience?".

Design & Method: Heuristic methodology developed by Clark Moustakas (1990) was employed to explore the human experience of loss. This approach utilises the concepts and processes of identifying with the focus of the inquiry, self dialogue, tacit knowing, intuition, indwelling, focusing, and self-attending to become aware of the research issue. The five phases of heuristic research are initial engagement, immersion, incubation, illumination, and reconstruction. Illumination and reconstruction phases participants took part of all who had personal experience of the topic under investigation. They were presented with the open-ended question, ‘Describe as fully as possible your experience of loss.’

Results: These interviews were analysed, yielding two exemplary portraits, four individual depictions, a composite depiction and a creative synthesis of the experience.

Conclusions: This paper presents the results of this inquiry in terms of changes in the researcher’s subjectivity.

Symposium: Clinical, legal and ethical issues in the assessment and treatment of asylum seekers in the UK


In 2002–2003 over 100,000 people sought asylum in the UK. Many have suffered from serious levels of physical abuse and many suffer from additional mental health and psychological problems. In the course of their work clinical psychologists are often called upon to provide opinions on levels of psychological distress, including levels of Anxiety, Depression and Post-traumatic Stress. The symposium aims to explore some of the clinical, legal and professional practice issues. We have invited experts who have a working knowledge both of the clinical assessment and treatment issues and of the legal and ELS funding issues that can affect and shape the way that psychologists' evidence is presented and considered by immigration appeal tribunals in the UK.

Psychological assessment and intervention with asylum seekers – clinical and legal issues from a practitioner's perspective

J. BOWLEY, The Haven Project, Pennine Care NHS Trust, Rochdale.

Jake Bowley works in the NHS through a charity funded ‘Haven Project’ that provides a psychological assessment and intervention service to asylum seeking and refugee children and families in Rochdale. He has worked for a number of years with asylum seekers across Greater Manchester, and has experience of the complications that arise from working therapeutically with individuals who have ongoing asylum applications. He also works closely with the Medical Foundation for the Care of Victims of Torture and voluntarily produces reports as part of the North West Medical Foundation's newly developed Medical Report Writing Service. This talk will focus on examining how client's difficult legal situation are challenges to clinicians working with a therapeutic focus, especially in the area of post-traumatic assessment and subsequent intervention. It will explore the differing pressures that clinicians and client alike and look at some of the strategies and heuristic models that can assist in working with this client group.

Legal issues and concerns in the psychological assessment of asylum seekers – a lawyer's perspective

S. WOODHOUSE, LLB, Birnberg Peirce and Partners, Solicitors.

Birnberg Peirce and Partners is a small legal practice, specialising in civil liberties and human rights work. Currently it is largely occupied with the fall out from September 11th, representing those detained indefinitely as suspected international terrorists, and those charged with terrorism-related terrorist offences. Our team of six solicitors and asylum practitioners represent about 500 individuals at any one time. Most of this work is with asylum seekers and all of it is funded by the Legal Services Commission (LSC).

The talk will discuss the relevant legal framework in which reports from clinicians are assessed, the requirements of the Court of Appeal, and the purpose of such reports from a lawyer’s point of view, i.e. the legal tests lawyers are trying to meet. Changes to be implemented in April 2005 to the structure of immigration appeals will be touched upon since these will require reports to be written in a tighter time frame, as well as changes to the LSC funding regime which have already had a significant impact on lawyers’ ability to pay for reports from clinicians.

Cognitive incapacity and psychological distress in Kurdish and Afghan asylum seekers


Craig McNulty works for a small independent practice that offers clinical psychology services in the UK and Europe. Over the past 10 years he has assessed many asylum seekers, particularly with regards to cognitive assessment. His background is in refugee and asylum work. Currently it is largely occupied with the fall out from September 11th, representing those detained indefinitely as suspected international terrorists, and those charged with terrorism-related terrorist offences. Our team of six solicitors and asylum practitioners represent about 500 individuals at any one time. Most of this work is with asylum seekers and all of it is funded by the Legal Services Commission (LSC).

The paper will draw on data collected from over 100 cases involving Kurdish and Afghan asylum seekers. The symposium aims to explore some of the clinical, legal and professional practice issues. We have invited experts who have a working knowledge both of the clinical assessment and treatment issues and of the legal and ELS funding issues that can affect and shape the way that psychologists' evidence is presented and considered by immigration appeal tribunals in the UK.
The talk will touch on the issues of reliable assessment of cognitive capacity, and will explore some of the practical issues involved in preparing reliable and valid reports while working to extremely tight deadlines and funding limitations imposed by the CJS system. The talk will also call on the expertise of the professional whose issues associated with this area of work, in particular the use of interpreters in clinical assessment and the reluctance of some tribunals to accept a diagnosis of post-traumatic stress.

**Symposium: CYP Symposium**

Convenor: K.S. GOLDING, Wyre Forest Primary Care Trust.

**International mental health support for the victims of natural disasters and terrorism: The role of clinical psychologists**

L. RENTOUL, Barnet Child and Adolescent Mental Health Service, Barnet, Enfield and Haringey Mental Health Trust.

This paper is part of a symposium of papers submitted by the Faculty of Child and Adolescent Clinical Psychology on the diverse nature of the work of clinical psychologists. In this paper I wish to illustrate the role of a child and adolescent clinical psychologist in the international arena to provide mental health interventions for children, parents and other significant people in their lives (such as school teachers) in the wake of disasters (both natural and acts of terrorism). I will discuss my work as the Director of Children’s Services for Project Liberty (the organisation overseeing the mental health work in the wake of the terrorist attack on the World Trade Centre in New York in September 2001); my work providing support to the children and school teachers of Bain, following the attack in 2003 and my work in planning and policy with international agencies from around the world.

I will emphasise the importance of highly accessible and community-based services which link together local organisations and draw upon local resources. I will draw upon my experiences in setting up community-based services for children, adolescents and their carers in New York. This work entailed close liaison with the Department of Education and the Administration for Children’s Services in the establishment of training programmes for children affected by the terrorist attack and national experts in the development of evidenced based mental health interventions. The paper will discuss immediate interventions as well as longer term ones and will also discuss the importance of resilience building among young people, their families and communities. The importance of understanding different cultural and ethnic aspects will be underscored throughout the presentation.

**Adolescent depression - innovations and developments in clinical practice**

M. SCHWANNAUER, The Young People’s Unit & University of Edinburgh & C. RICHARDS, The Young People’s Unit, Edinburgh.

The recent discourse around mood dysregulation and emotional intelligence as a biological element of most enduring and recurrent psychiatric disorders and psychological difficulties inspired a number of reformulations and a range of novel clinical adaptations. The significant advancements in cognitive models, interpersonal models, models of emotion and reformulations of our treatment of depression can be investigated in line with the development precursors to these elements and to consider such a developmental understanding as key to the treatment of depression in young people.

The paper will emphasise a developmental understanding of depression in adolescents and present developmental and interpersonal models of their cognitive development in depression as well as examples of treatment innovations and self-help methods for this clinical population.

**Attachment theory into practice, where are we now?**

K.S. GOLDING, Wyre Forest Primary Care Trust.

Attachment theory suggests that infants are biologically prepared to form attachment relationships from which they can experience security and comfort. The young child develops a range of attachment behaviours that are designed to keep the caregiver close, so that they can provide a secure base. Such behaviours are triggered by threats of separation, physical rejection or alarming changes in the environment. These attachment behaviours are complemented by exploratory behaviours when the child is feeling safe. The early experience of attachment relationships leads to the development of a working model (internal working model) of these relationships which influences and is modified by later relationships. Attachment theory can enhance our understanding of the effects of early abuse, neglect, separation and loss on the child’s ability to form healthy attachments with parents. It can help us to make sense of the child’s subsequent behaviour.

Increasingly practitioners working with children and young people who have not developed secure attachments for looking towards attachment theory to guide their interventions. The importance of secure attachments for the emotional health and well being of children is now clearly recognised and interventions that are influential in guiding practice. The Children’s Bill and The National Service Framework for Children have made secure parental attachments central to the provision of interventions, especially during infancy. This does raise a number of challenges for clinicians involved in the development and delivery of services for children and young people.

● Is attachment theory useful as a guide for interventions?

● Do we have evidence and practice based interventions that are successful in improving security of attachment for infants and children?

● How do we evaluate interventions for their success in improving security of attachment? This presentation will explore the usefulness of attachment theory as a guide for interventions aimed at improving security of attachment within birth, foster and adoptive homes.

**Symposium: Extracting simplicity from complexity in vision and cognition**

Convenor: T. TROSCIANKO, University of Bristol.

The environment within which biological systems operate is characterised by ever-changing properties that are both stable and unstable in space and time; furthermore, various subsets of these properties are relevant to any task at any one moment. The problem with trying to learn about how neural systems extract useful information from such a complex environment is that traditional laboratory approaches break a task into its constituent parts and tasks that would be required to investigate the environment/brain relationship in a more ecologically valid manner. This Symposium brings together five presentations which attempt to extend out understanding of the action of complex neural systems in complex environments. In each case, the authors have used innovative techniques to break out of the confines of traditional laboratory methods. The Symposium begins with the presentation by Tom Troscianko, who studies the interplay between the structure of the visual environment, the task being carried out, and the manner in which visual neurons encode information in an efficient way. Philippe Schyns looks at what low-level visual information is required to categorise complex stimuli of faces, using EEG methodology to predict what information is relevant to a given task when looking at a face. Thus, he bridges the divide between low-level vision and conscious processing of the task. Ian Thornton uses novel methods of dynamic simulations to generate a model of how memory is important in determining perception. Finally, Philippa Dehaene looks at how perception and knowledge is coded in the brain, and what, if any, are the consequences of ignoring time in favour of space in current conceptions of mental representation.

Throughout the talk I will try to illustrate the theme that motion, or more generally, change-over-time, ‘matters’ to the visual system by drawing on a growing body of research where performance can be shown to improve in dynamic versus static displays.

**Making sense of complex visual environments**

T. TROSCIANKO, University of Bristol.

How do the properties of primate vision depend on the composition of the optical environment? We start with the general point that any facing a successful visual system is to be able to sample a complex and time-varying set of input information in such a way that the important aspects of the information are encoded in a robust, noise-free manner. In order to know what is important, we have to have some knowledge of the task facing the system. We will consider tasks known to be important to primates, such as detection and identification of food, and judging distance, by inspecting the visual system and asking how well this will see how the capture of chromatic information by the visual system allows the important aspects of the incoming information to be encoded while the random, time-varying aspects are eliminated. Examples of such time-varying aspects are shadows, and changes in the colour of the illuminant. The general point that such understanding of such issues cannot be obtained from classic laboratory experiments alone – it is important to assess the characteristics of the relevant environments.

**Receptive fields for flexible face categorisations**

P. SCHYNS, University of Glasgow.

The receptive fields of brain neurons elucidate how information impinging on the former modulates the latter. We applied this time-honoured approach in early vision to the higher-level brain processes underlying face categorisations. We recorded EEG in response to face information when observers resolved two different categorisations (gender-hair style) of face stimuli, presented with low bias and low variance, we compared the information determining behaviour with the receptive fields of emergent brain signals associated with face encoding and category decision. Reversing the analysis, we used the receptive fields as an orthogonal basis to decompose the raw EEG. Here, we show that selective attention to diagnostic information modulates temporal activity (the eyes in gender and the mouth in expressive or not), whereas automatic attention to the eyes in both tasks determines occipito-temporal activity. This study represents a new approach to attribute function to different components of the neuralsystem for perceiving complex stimuli.

**Does motion matter?**

I.M. THORNTON, University of Wales Swansea.

Our knowledge of the processing of motion in the brain is largely based on studies that have used static stimuli. However, in reality, motion and change are fundamental aspects of our world. Do our perceptions correlate with these real world dynamics? In this talk I will discuss some of the reasons why researchers have traditionally used static stimuli to examine perception, and what, if any, are the consequences of ignoring time in favour of space in current conceptions of mental representation.

Throughout the talk I will try to illustrate the theme that motion, or more generally, change-over-time, ‘matters’ to the visual system by drawing on a growing body of research where performance can be shown to improve in dynamic versus static displays.
Object memory in the real world

B. TALTER, Dundee University, I.D. GILCHRIST, University of Bristol & M.F. LAND, University of Sussex

Object descriptions are extracted and retained across eye movements when observers view natural scenes. What types of information are encoded into objects files? Do these descriptions accumulate while an object is present or do they reverse when the object is occluded? Are the object files once constructed? To address these questions we tested immediate recall of multiple types of information from real world scenes and from computer presented images of the same scenes. We then looked at the relationship between the different properties of object memory. Position information was encoded and accumulated from multiple fixations. In contrast, identity and colour were encoded but did not accumulate. We found no evidence for the encoding of shape information or the relative distances between objects. Where information was encoded we found differential patterns of stability. Data from viewing real scenes and images of the scenes were very consistent, but effects were much stronger in the real world. Our findings suggest that object files are not dependent upon encoding any particular object property and so are robust to dynamic visual environments.

From individual to collective problem-solving: Insights from social insects

N.R. FRANKS & A. DORNHAUS, University of Bristol

Making a correct decision can involve the collection and processing of a considerable amount of information. Such information usually requires time, which means that in decision-making there is a trade-off between speed vs. accuracy (which is related to the investment in information collection). Such a trade-off is well known to entomologists. Social insects, however, face an additional difficulty: individuals are often incapable of collecting all the information needed, either because of limited sensory or cognitive abilities. Decisions often have to be made at the colony level, but then the individuals not only have to exchange the information collected, but also have to reach an agreement to implement a collective decision. We will discuss some recent studies of decision-making in social insects, which combine individual and collective decision processes. These decisions often involve explicit group decisions between competing desires. The subscales of the profile measure the relative frequency of these contrasting states. (2) The subscales are derived from factor analyses, but from a theory that is supported by a variety of types of evidence, including clinical evidence and evidence from the psychological and the psychophysiological literature. We conclude with suggestions based on the interpretive psychometric profile that results helps the practitioner not by labelling people – which can be counterproductive when the aim is to help people to develop their potential, but need to be explored in the client’s life. (4) Expert software systems have been developed to generate narrative reports, and an innovation is that the psychologist might choose between different types of report using the same data from the same clients. A narrative report for the consultant, which helps him or her to structure the consultation, is also available. A set of other psychometric tools has been developed, based on the same structure of motivational states derived from reversal theory, but operating at different levels within an organisation: the team, the leader, and the organisation as a whole. This allows the management consultants to develop plans and strategies that are based on the group dynamics and development between levels in a systematic way. The AMSP is a psychometric tool that merits attention from both researchers and practitioners who apply psychology, especially in organisational contexts.

Building successful relationships: The reversal theory approach

M. APTER, Georgetown University.

In order to understand what is happening in a relationship or an interaction, it is essential to take into account the motivations of the parties involved. This is true whether we are talking about husband and wife, partners, and subject, subject and pupil, or any other kind of relationship whatsoever. Reversal theory, which is the aim of this paper to introduce and illustrate, provides a systematic way of looking at relationships of all kinds, and is based on an analysis of the interplay of different motivations. It has been used successfully in family therapy, child guidance, team building, educational development, market research, and other applied fields.

Reversal theory identifies a set of basic psychological motivations, these being arranged in four pairs of opposites. Reversals occur between members of such a pair under conditions specified in the theory. Although all four pairs are implicated in interactions between people, two of them are specifically about relationships: (1) the need for care and affection, versus the need for power and control; and (2) the need for independence versus the need to identify with, and be part of, something beyond oneself. Reversal theory shows how, in the context of a fusion of these motivations, and in relation to different outcomes, relationship emotions are generated, such as gratitude, humiliation and resentment, and how sudden shifts in emotion can occur. The ever changing and unstable nature of relationships is also emphasised.

Relationship problems can arise in many ways. For instance, when people are subject to incompatible motivations at the same time, especially when they are not aware of this, or are unconscious of the other’s motives very well but denigrate them, or when they use tactics to satisfy their motives that are inadequate, inappropriate, or damaging to themselves or others, or when the person who relates well to others, in whatever capacity, is the person who can read the other person’s motives and adapt to them, or is able to change them. For example, the effective leader provides a ‘microclimate’ around himself or herself that tends to...
Psychosocial interventions for adults with dyslexia: a systematic review and meta-analysis
C. M. C. BRETT, Institute of Psychiatry; and
P. J. C. McGUIRE, Institute of Psychiatry

Objectives: To assess the evidence for the effectiveness of psychosocial interventions for the management of the psychosocial morbidity associated with dyslexia in adults. A systematic review and meta-analysis was carried out of studies involving people aged 16 and over who had been diagnosed with dyslexia. A total of 26 studies were included in the analysis, which involved a total of 1265 participants.

Methods: A comprehensive search of the literature was conducted using electronic databases and hand-searching of reference lists. The search included studies conducted in all countries and published in any language. The studies were included if they were published between 1980 and 2009, if they were based on a randomised controlled trial or quasi-randomised controlled trial, and if they involved adults with dyslexia.

Results: The studies included in the analysis were a total of 26, involving a total of 1265 participants. The studies were conducted in a variety of settings, including clinics, schools, and community centres. The interventions were a diverse range of psychosocial interventions, including individual therapy, group therapy, and educational interventions. The results showed that the interventions were generally effective in improving the psychosocial morbidity associated with dyslexia in adults.

Conclusions: The results of the meta-analysis suggest that psychosocial interventions are effective in improving the psychosocial morbidity associated with dyslexia in adults. However, more research is needed to establish the most effective interventions and to determine the optimal delivery of these interventions.
diagnosis of psychotic disorder was carried out. If appraisal processes contribute to the formation of psychotic-like symptoms, people who experience psychotic-like AEs without a need for care should appraise these AEs differently to those who receive a diagnosis and treat the (the kinds of anomalies being experienced being held constant).

Method: Two groups of age- and gender-matched participants were recruited: a 'Diagnosed' group (D) who had been diagnosed and treated for a psychotic disorder (N=35; mean age = 32.6 years); and an 'Anonymously treated' group (A) who reported AEs associated with psychosis, but who had never received a diagnosis or treatment for psychosis (N=36; mean age = 34 years). All participants were assessed using a 24 item Anxiosity Questionnaire (AQ), which was developed to assess the severity of anxiety experiences, as well as the community- and distress-relatedness of the AEs. AEs were rated between 0-2 to reflect occurrence at several timepoints including the time of first onset and the time close to the assessment. Appraisals were rated according to the type of explanation for the anomaly (nine categories of explanatory framework rated between 0-2), and on four dimensions: 'valence', 'dangerousness', 'externality' and 'personalising' (rated between 1-3). Anomaly-related distress was rated on a 1-5 scale. Groups were anchored to specific AEs at each timepoint.

Results: Principal Components Analysis was used to summarise the AE ratings into five dimensional component scores. Group differences in appraisals (utilising all timepoints), and the predictive value of explanations for distress were investigated. Participants were tested using ordinal logistic regression, controlling for the kinds of AEs being appraised. The D group appraised their AEs as being more negative, dangerous and personalising (by personal agency) than the UD group, even when controlling for the kinds of AEs being experienced, and these dimensions of appraisal were predictive of distress. The D group were more likely than the UD group to appraise their AEs as having a medical cause, and as being caused by other people, when controlling for the kind of AE being experienced. Both these groups were predictive of distress. The UD group were more likely to make psychological or normalising appraisal of AEs. Spiritual and normalising appraisals were predictive of less distress, across different kinds of AEs.

Conclusion: Internal appraisal processes distinguish benign occurrences of AEs and those leading to distress and need for care. These results support the rationale for CBT approaches that aim to intervene at the appraisal stage, and demonstrate that specific targeting of appraisal can help patients deal with intractable chronic pain. Patients almost invariably complain of poor sleep quality and of daytime fatigue due to insomnia. Lack of sleep or poor quality sleep has been linked to depression and to impairments in cognitive functioning. We report objective and subjective measurements from an initial survey of sleep characteristics of participants in the study. We also report on the predictive value of perceptions of the severity of alcohol-related sleep disorders (ARS) and their relationship to depression and to impairments in cognitive functioning. We report an experiment using the Flicker paradigm for measuring AAB in problem drinkers or general population, and the results were compared with other experiments.

Results: More than a dozen papers have reported finding an alcohol-related attentional bias (AAB) in problem drinkers in treatment. Such a processing bias is likely to be a useful element in the rehabilitation process.

Alcohol-related attentional bias and problem severity is negatively correlated in problem drinkers: A new finding with the flicker paradigm for inducing change blindness

Results: In conclusion, in this initial descriptive survey of their sleep characteristics, patients with chronic pain demonstrate significant changes to all of them both objectively and subjectively. The present data suggests that in helping patients to cope with their pain, education about the nature, role and cycles of sleep is likely to be a useful element in the rehabilitation process.
behaviours respectively.

measures of sensory processing and repetitive symptomatology, and the Short Sensory Profile Form), and two measures of WCC, a Planning Method:

between the degree of repetitive behaviour and behaviour, sensory processing, and WCC. This whether there is a relationship between repetitive impairments, and perceptual and emotional movements and thoughts, some language (WCC) has recently been proposed to explain some developmental disorder which includes a range of challenging experimental procedure.

Changes in HR and EDA were measured using 'biopac' equipment during a moderately recruited. Changes in HR and EDA were measured using 'biopac' equipment during a moderately challenging experimental procedure.

Methods: A mixed design was used. Thirty 'hard-to-manage' children and 30 typically developing children, aged three to four years were recruited. Changes in HR and EDA were measured using 'biopac' equipment during a moderately challenging experimental procedure.

Changes in HR and EDA were derived by subtracting baseline (pre-task) measures from 'on task' measures and analysing the difference using ANOVAs.

Conclusions: Whilst it has been established that HR decreases and EDA increased during the procedure and that these differences are greater in the 'hard-to-manage' group, conclusions drawn at this stage are tentative as the role of attention and differences in movement during the procedure is examined.

Repetitive behaviour, sensory processing, and weak central coherence in children with Autism Spectrum Disorder

Y. CHEN, J. RODGERS & H. McCONACHE, University of Newcastle-upon-Tyne.

Introduction: Autism Spectrum Disorder (ASD) is a developmental disorder which includes a range of abnormal repetitive behaviours and sensory symptoms. The theory of 'weak central coherence' (WCC) has been proposed to explain some patterns of behaviour in autistic individuals, such as the focus on visual and auditory details at the expense of processing information in context. In addition, the theory has been put forward as an explanation of the presence of stereotyped movements and thoughts, some language impairments, and perceptual and emotional impairments. However, very little work has explored whether there is a relationship between repetitive behaviour and WCC. This research explores whether there is a relationship between the degree of repetitive behaviour and sensory symptoms and the presence of weak central coherence. Design & Method: 37 children (range seven to 16 years, mean full-scale IQ 107) with formal diagnosis of high functioning or Asperger’s were recruited. The children completed the Weschler Intelligence Scale for Children (Short Form) (WISC-IV), the Draw a Frog, a Planning Drawing Task (PDT), and the Embedded Figures Test (EFT). Parents completed the Social Communication Questionnaire (SCQ) to check the level of autistic symptomatology, and the Short Sensory Profile (SSP), and Childhood Routines Inventory (CRI), measures of sensory processing and repetitive behaviour. Results: Correlations were used to explore the relationship between the outcome variables.

Multiple regression analyses were used to determine which variables predicted performance on the WCC task. Participants completed the EF Task more rapidly than published norms (indicative of WCC) and showed more repetitive behaviours and abnormalities in sensory processing compared to norms on WCC. The regression analysis indicated that neither degree of sensory processing differences nor repetitive behaviour predicted performance on the EF Task or WCC. Discussion: The results indicate that sensory processing and repetitive behaviour do not predict cognitive style in individuals with ASD. This study was limited in that it only focused on WCC in the visual domain. Future research could investigate the relationship between behavioural phenotype and cognitive style in individuals with ASD on both visual and language processing WCC tasks. The distribution of scores on the EF and PDT indicated that participants with autism showed local processing in visuo-spatial tasks. This suggests that weak central coherence is not a universal cognitive style for all individuals with autism. Future research may need to take into account which children are more likely to exhibit detail-focused processing.

Asymmetric dominance and confidence in strategic interaction

A.M. COLMAN, B.D. PULFORD & F. BOLGER, University of Leicester.

In individual decision making, when a decision maker chooses between strategy A and B, the availability of a third alternative C, with A but not B strictly preferred to C, tends to increase the decision maker's preference for A. This asymmetric dominance effect is robust under experimental conditions and in real in-store purchases, and it persists even if the dominated alternative is visible on WCC tasks. This study aimed to replicate this phenomenon for games which children are more likely to exhibit detail-focus processing.

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Results: Using grounded theory, three main themes were identified from the interviews with psychotherapists. These were related to the integration of spirituality and religion into the practice of counselling psychologists. Despite an increased openness to addressing spiritual and religious issues in therapy, there was a feeling that this was a new area and there seemed to be a lack of theory and guidelines around how to integrate spirituality into therapy appropriately. The research findings indicated that participating therapists appeared to be a distinctive, identifiable client group, arising from an interaction between client, therapist, and institutional context. The nature of progress and outcome, the relationship between the therapist and client, and the importance of support in the realisation of personal goals, were identified from the interviews with therapists. A few mothers' responses are reported under the category of 'early life', her experience of mental illness and its treatment in an English Borough Lunatic Asylum/Mental Hospital during the years between the 1890 Lunacy Act and the 1930 Mental Treatment Act. By taking account of our own cultural context, one of Victorian institutional response to social problems, the history of psychiatry can bring about what has been termed a 'hard awakening' to the power of medical discourse and its interweaving relationships. By examining our responses to such discourses of the past we are enabled to reflect on how our therapeutic stance can evolve through, and be influenced by, the discourses of our own working contexts as counselling psychologists.

Mothers' coping with the discovery of a son's homosexuality – A new model C. FALCONER & M.M. JENKINS, University of Ulster Magee Campus.

Objectives: This study explores mothers' responses to the son's discovery of their gay sexuality. The coping reported are described from the literature and clearly noted is the paucity of UK and Irish research in this area.

Design: A qualitative analysis using grounded theory is conducted with interviews of a sample of 11 mothers aged between 39 and 66 years.

Methods: Participants were recruited via local agencies who provided callers with information about the study and an introductory letter and consent form on return of which the researcher arranged to meet with them.

Results: Mothers' responses are reported under the headings, Mothers' reactions to discovery and disclosure, the relationship between the mother and her son, and the influence of the family and the wider community on coping strategies. The research findings indicated that participating mothers were more likely to fail to generate a conclusion. On the easier problems both groups performed at a high level, while the non-users were characterized by incorrect conclusions suggesting that while non-users have the working memory capacity to construct a single model of the premises due to the premises and constraints of the problem, they were more likely to fail to generate a conclusion. On the more difficult problems, 25 ecstasy users were due to an inability to construct a single model. The present study sought to explore the possibility that syllogistic reasoning errors in ecstasy users are impaired in thinking and reasoning. The present results are consistent with existing research, on the more difficult problems 25 ecstasy users generated conclusions for the easier problems due to an inability to construct a single model of the premises due to the premises and constraints of the problem, they were more likely to fail to generate a conclusion.

Conclusions: We suggest that future studies on the perception of facial characteristics should consider the differential effects of prenatal and pubertal hormone exposure in order not to confound either with actual chromosomal gender.

Reasoning deficits in ecstasy (MDMA) users J.E. FISK, C. MONTGOMERY, Liverpool John Moores University, M. WAREING & P.N. MURPHY, Edge Hill College of Higher Education.

Objectives: Previous research has shown that ecstasy users are impaired in reasoning and reasoning. The present study seeks to explore the possibility that syllogistic reasoning errors in ecstasy users were due to an inability to construct a single model of the premises due to the premises and constraints of the problem. The present study sought to explore the possibility that syllogistic reasoning errors in ecstasy users were due to an inability to construct a single model of the premises due to the premises and constraints of the problem, they were more likely to fail to generate a conclusion.
with the possibility that ecstasy users with their reduced working memory capacity may experience difficulties in constructing even a single model of the premises.

### Effects of maths anxiety on performance and serial recall

**S. FORD, P.A. STAPLES, D. SHEFFIELD & L. VANOONO,** Staffordshire University.

**Objectives:** This study investigated the role of maths anxiety on simple and complex arithmetic and its effect on concurrent serial recall of letter strings.

**Design:** All participants completed three tasks: maths only, letter only, and a dual task combining both. Task difficulty (problem size and carry operation) was varied within the maths and dual tasks; letter load (two vs. six letters) varied in the letter only and dual task conditions.

**Methods:** 52 undergraduates completed the short version of the Mathematics Anxiety Rating Scale (Alexander & Martry, 1989) and were split into low, medium and high anxiety tertiles. Participants carried out a series of 180 problems displayed on a computer screen using Superlab software. Measures of accuracy, error magnitude, response time, and serial letter recall were taken.

**Results:** Maths anxiety was found to affect accuracy, error magnitude and serial letter recall, but not response time. High anxiety participants made the most errors with complex problems and made the largest errors. High anxiety participants had the poorest serial letter recall but only in the dual task condition.

**Conclusions:** Maths anxiety may affect performance of problems because intrusive thoughts compete for limited working memory resources and may disrupt the serial nature of arithmetic problem solving.

#### BoE in Counselling Psychology: Individual consultations with the registrar

**A. FRANKLAND,** Registrar for Qualification in Counselling Psychology.

This contribution to Conference was very popular at the 2003 event. The Registrar will be available for individual consultations (bookable on arrival) during two working periods of the conference, where you can talk over your current position or difficulties with the system and get direct and private information and advice on issues that concern you about the Qualification and working towards Registration as a Chartered Counselling Psychologist.

#### BoE in Counselling Psychology: DCoP registrar’s workshop

**A. FRANKLAND,** Registrar for Qualification in Counselling Psychology.

The workshop is mainly for trainees considering the ‘Independent Route’ to the Qualification in Counselling Psychology or already embarked on it. It will consider the changes brought about by the shift to a more competence-led programme and give trainees and potential trainees the opportunity to network and to question the Registrar about the programme.

#### The differential effects of communication channels in online dating relationships

**J. GAUIN,** University of Bath; J. DUFFIELD, University of the West of England & A.J. SCOTT, University of Bath.

**Objectives:** Many of the benefits of online relationships are attributed to the effects of visual anonymity and lack of identifiability, both of which may be differentially affected by the type of communication channels used by online partners. This paper therefore addresses two related questions: Is the type of immediate online relationship and answer questions about the forms of communication used and to complete a modified version of Parks and Floyd’s (1996) levels of online relationship scale?

**Results:** The communication channels most often used were e-mail, telephone and mobile telephone text-messages. Participants also used face-to-face communication. There was negligible use of visual channels, such as webcam or file sharing. Regression analyses revealed that, of the online communication channels, the use of chat was the best predictor of relationship strength, while, in terms of offline communication, the exchange of gifts was the most important. The most frequently used communication channel, it was not significantly related to any of the measures of relationship strength.

**Conclusions:** That no single form of communication perform different functions in relationship development and are employed strategically, to assess how he or she perceives the current and future relationship. For example, the role of e-mail in online relationship maintenance is an important sense of interpersonal attraction and maintenance of mental contact, while the use of more corporeal forms of communication such as the exchange of gifts is related to the establishment of an offline relationship offline. When dating site members interact online, they prefer to restrict their communication to the length of text only, perhaps because its greater control and anonymity allows safer exploration of the potential partner. Rather than viewing channels of online communication collectively, they should be considered as discrete and their selective use in developing relationships be further examined.

#### Maintaining the status quo: The indirect influence of family and school interactions on career choice among young people

**R.L. GÉRAVIS,** University of Manchester.

**Objectives:** This study aims: (1) to assess if family and school interactions contribute to specific perceptions about the abilities of each gender among young people; and (2) to determine the association between gender and choice of career among students engaged in primary and secondary education.

**Design:** Self-report questionnaires were used to collect information to determine the extent that interactions within the home influenced sex role stereotyping, and thus indirectly potential career choice. In addition, next-books of the primary school children were subjected to a content analysis of the pictorial representation of activities by gender.

**Methods:** The questionnaire for the secondary school students (N=60, mean age=17.03, SD=0.58, girls=50 per cent) comprised the Bem Sex Role Inventory (BSRI), a recall word inventory and they were asked to list the subjects that they selected for examinations at ages 16+ and 18+, their preferred choice of career, the jobs at which boys and girls were good, and the household chores that they and their parents completed.

**Results:** Chi-square analyses showed significant differences between girls and boys in the chores that were done around the home by themselves, and by the parents of the mothers involved in some aspects of housework with only 20 per cent of the fathers similarly involved. These differences were realised also in terms of career choice at both the primary – c2 (11)=43.21, p<0.001, and secondary school levels. There were also distinct differences by gender in stating the subjects chosen at ages 16+ and at 18+, and in responding to the BSRI and the masculine attributes of the SSM II. There were no distinct differences between the two sexes in the number of jobs at which boys and girls were good, with both sexes providing a job ratio in favour of boys (primary – 1.22:1; secondary – 5.4:1), nor on the feminine part of the SSM I scale, which revealed that men (70 per cent) were represented more than women (30 per cent). Conclusions: The results suggest that there remains a major influencing factor in career choice among students. Although equal opportunities exist for both sexes, girls are encouraged by the potential of family interactions and also through the education system seems to be a major determinant in the selection of career paths among young people.

#### Self-medication among recreational substance users: A taxometric analysis of a European student sample

**C.E. GINESTET, J. TOWNSHEND & N. WELLMAN,** Thames Valley University.

**Objectives:** Epidemiological studies indicate high comorbidity between psychopathology and substance-related disorders. This may reflect an attempt to self-medicate psychological symptoms with psychoactive substances. Two psychopharmacological specificity hypothesis were tested: the self-medication hypothesis (with the use of anxiolytic substances (i.e. alcohol, cannabis), on one hand, and the self-medication of depression and schizophrenia (i.e. use of anxiogenic substances (i.e. caffeine, nicotine), on the other hand.

**Design:** A cross-cultural comparative study was conducted to unveil later the use of medication patterns among recreational substance users.

**Methods:** A sample of 1074 psychology students spanning nine European countries, were administered the Brief Symptom Inventory (BSI) to measure psychological morbidity and the Total Drug Index (TDI) to gauge participants’ lifetime consumption of the 10 most commonly abused psychoactive substances. All instruments were translated following WHO translation guidelines (1983) and within the World Health Organisation double-translation protocol.

**Results:** Scalar equivalence was assessed using confirmatory factor analysis and did not reveal any major differences between countries. Three indicators were selected for each MAXCOV-HITMAX analyses. The SMA taxon was measured with lifetime estimates of alcohol and caffeine consumption and scores on the BSI anxiety scale, whereas the SMD taxon was measured with lifetime estimates of nicotine and caffeine consumption and scores on the BSI depression scale. A SMA taxon was identified with a base rate p=0.15, SMD, however, was not dimensioned. Consistency tests were also conducted and supported the initial results.

**Conclusions:** This taxonomic structure reinforces other psychological research showing a stronger relationship between anxiety and the consumption of sedatives than between depressive tendencies and the use of stimulants. Further research should concentrate on testing for a SMA taxon with population displaying higher levels of Schedule I (United Nations). Stimulant consumption (e.g. cocaine, amphetamine) in order to increase the SMD base rate in the scrutinised sample.

#### The neuropsychological effects of radiotherapy in head and neck cancer patients

**B.D. GOODALL, D.J. FRIZELLE & N. STAFFORD,** University of Hull.

**Objectives:** To investigate the neuropsychological effects of radiotherapy in head and neck cancer patients and how the process of radiotherapy affects psychological distress. Head and neck cancers contribute three per cent to the cancer burden and while the numbers passing through high clinics are small the disease and its treatment affects questionetial aspects of human life, such as survival, eating and drinking.

**Design:** Prospective clinical neuropsychological study utilising small numbers multiple baseline design.

**Methods:** A consecutive series of newly diagnosed laryngeal cancer patients attending a local
Personality traits and health:

How many items do you need?

G.E. HAGGER-JOHNSON & M.C. WHITEMAN, University of Edinburgh

Objectives: It has been suggested that the strength of the relationship between personality traits and health measures is found when the predictor and criteria are ‘matched’ at the same level of specificity. For example, short measures of health status were associated with short health personality questionnaires. The present study re-examined and addressed this ‘bandwidth-fidelity’ hypothesis.

Design: The ‘Health and Personality Processes: Links Explored’ (HAPPLE) study is a longitudinal study of personality traits and health in UK Internet users. A sub-sample (N=61) of questionnaire responses from the first wave of the study were selected for analysis.

Methods: Multiple regression analyses compared the ability of ‘short’ and ‘long’ versions of the International Personality Item Pool (IPIP-NEO) to account for variance in ‘broad’ and ‘narrow’ measures of health behaviours and the SF-36 Health Outcome Survey scales.

Results: The long (broad bandwidth) version of the IPIP-NEO outperformed the short version regardless of the specificity of the measurement. The mean additional criterion variance accounted for by the long version was 10.73 per cent (range four per cent to 22 per cent) across 11 health measures.

Conclusions: The use of short personality questionnaires resulted in a loss of information, reducing the meaningful variance accounted for in the health measures. The potential implications of using short versions of personality questionnaires in health research are discussed, the tasks, and phonological awareness measures. Participants were (N=62) five- to six-year-old children in Study 1 and (N=62) four- to five-year-old in Study 2.

Results: In Study 1, memory for rhythm, verbal short-term memory, and syllable awareness were closely associated with one another, although rhythm, and visuo-spatial short-term memory tasks were not significantly correlated. Study 2 replicated the findings of Study 1, with the exception that performance on the rhythm tasks was associated with rhyme rather than syllable awareness. Factor analysis of the data indicates that memory for rhythms is a distinct factor that is significantly related to verbal spatial skills.

Conclusions: These findings indicate that memory for non-speech rhythms is closely related to verbal short-term memory and phonological awareness. The absence of a link between memory for rhythms and serial visuo-spatial short-term memory indicates that memory for rhythm is less dependent on general temporal encoding mechanisms than on specific verbal processes. These findings are discussed in relation to the role of verbal short-term memory in the perception of early language acquisition, and development of phonological representations.

In my opinion: Using the therapeutic relationship as an expert witness in child-care proceedings

D.E. HAMMERSLEY, Independent Practitioner.

Objectives: This paper describes how a therapeutic approach which combines psychological assessment and therapeutic work has been developed in collaboration with a residential family assessment centre. It explores whether this combined approach is accepted by courts and how acceptable it may be to the courts and all the parties concerned. It also explores whether the time spent counselling foster carers and their contribution to make to assessment and interventions with families who are in difficulties.

Design: The study uses a phenomenological approach, which draws upon the philosophical and value base of counselling and therapy. It also explores working with families and children who are involved in child-care proceedings. The themes and issues which emerge are discussed in relation to the use of the therapeutic approach. The study may facilitate the court's decision-making process.

Methods: Three cases of families referred by the courts to a residential family assessment centre, had psychological assessment and input alongside the usual personal, social and skills training provided by a social work based team. The therapeutic work is structured to take place over 12 weekly sessions and may also include observation sessions with children and their parents. The outcome is a psychological report to the court which relies upon a theoretically informed synthesis of non-directive interview material and evidence which is derived from the therapeutic process.

Results: This study shows: (1) it is possible to work with, rather than just identify the underlying psychological issues; (2) that clients feel more heard and less judged; (3) that defences can be worked with rather than confronted; (4) that assumptions which may have developed into ‘facts’ can be challenged and explored; and (5) that the court receives a richer, more interpretive account of the clients and their context on which to base decisions.

Conclusions: Using the therapeutic relationship in expert witness work is the best way in which to meet the needs of clients, and recognises important issues of social justice which need to be taken into account in assessing families using systemic models.

It is facilitative of family reconciliation and reconstruction and may be a new area of practice to which counselling psychologists can make a different but complimentary contribution.

Cognitive and mood effects of caffeine and theanine alone and in combination


Objectives: Theanine and caffeine are naturally present in tea beverages. There is a wealth of research into the psychopharmacological and neurocognitive effects of caffeine. Less is known about theanine although recent research lends some support to its traditional role as a relaxant. Despite the common co-consumption of theanine and caffeine, there is no research to date explicitly aimed at examining the interaction of the two substances. They may be mutually antagonistic or one may potentiate the other by increasing either sedation or excitement.

Design: The present randomised, placebo-controlled, double-blind, balanced crossover study investigated the acute cognitive and mood effects of caffeine, theanine, and caffeine and theanine together using a comprehensive assessment battery.

Methods: 22 healthy young participants received a 250ml drink containing either 250mg theanine, 150mg of caffeine, a combination containing 150mg caffeine plus 250mg theanine, or a matching placebo, no caffeine, no theanine. Cognitive and mood assessments were undertaken at baseline and 30 minutes and 90 minutes post-drink and included an interview to assess changes in mood and the use of the Therapeutic Relationship in child-care proceedings to underpin comprehensive assessment battery.

Results: There were significant improvements following caffeine alone in simple reaction time; vigilance reaction time; and word recognition reaction time; and numerically working memory reaction time; and accuracy of spatial memory. Caffeine also decreased ratings of tiredness and headache. There were no significant changes in recognition reaction time but impaired reaction time of numeric memory and delayed word recognition. It also led to increased psycho-logical distress.

However, when combined theanine potentiated the caffeine effect on a number of cognitive tasks and subjective measures of alertness. The combination also led to highly significant improvements in delayed word recognition reaction time.
Conclusions: Theanine significantly potentiated the effects of caffeine on alertness and aspects of cognition, with a few positive effects of theanine alone. Such effects, which are likely to be mediated by a number of neurotransmitter systems affected by theanine, suggest a synergy between theanine and caffeine.

Cognitive and mood effects of guarana (Paulinia cupana) and Panax ginseng alone and in combination


Objectives: Extracts from the plant guarana (Paulinia cupana) are claimed for their stimulant properties and feature as ingredients in a number of ‘energy drinks’ and confections. The extracts’ stimulant properties are often attributed to caffeine content, although extracts also contain potentially psychoactive levels of tannins and saponins. No study to date has assessed the effects of guarana in humans. Extracts of Panax ginseng also contain high levels of saponins, and have previously been shown to modulate cognitive performance.

Methods: An existing groups design was used. Three-hundred-and-thirty-three participants from the north-east of England were tested. Of these, 92 were excessive alcohol users (defined above as having a cut-off limit of 14/21 units per week for females/males). The cut-off limit was 14/21 units per week for females/males.

Results: There were dose-dependent increases in self-reported PM errors on all three subscales of the PMQ. However, only the long-term and internally-cued PM deficits were significant.

Conclusions: These findings suggest that excessive alcohol use has a detrimental impact upon selective aspects of everyday memory, specifically on the long-term and internally-cued components. These deficits cannot be explained by other drug use, differences in age, or strategy use. Every PM deficit should be added to the growing list of cognitive problems associated with excessive alcohol use in teenagers.

Self-rated prospective memory and central executive deficits in excessive alcohol users

T.M. HEFFERNAN, J. BARTHOLOMEW, Northumbria University & J. LONG, University of Teesside.

Objective: Excessive alcohol use has shown to impair cognitive performance, including memory, in adults. Most of this research has focused upon laboratory-based tasks, with little on everyday memory processes. This study assessed self-reported prospective memory and related central executive processes in excessive alcohol users and non-users. The aim was to assess whether excessive alcohol use is associated with impairments in these two sets of memory processes.

Methods: An existing groups design was used. Eighty participants from the north-east of England were tested. Of these, 40 were excessive alcohol users (using above the cut-off limit of alcohol) and 40 were low-dose/non-users. The cut-off limit was 14/21 units per week for females/males.

Results: After controlling for other drug use, age and strategy use, excessive alcohol users reported global impairments in everyday prospective memory and in their central executive processes, compared to a low-dose/no-alcohol control group.

Conclusions: These findings suggest that excessive alcohol use has a detrimental impact upon everyday memory, which is a relatively unexplored area of research. PM and CE deficits should be added to the growing list of neuropsychological sequelae associated with excessive alcohol use. Further research is needed to elucidate the relationship between alcohol and PM and CE deficits.

Don't send your teenagers shopping!
The effects of excessive alcohol use on everyday remembering in 16- to 19-year-olds

T.M. HEFFERNAN, J. BARTHOLOMEW, Northumbria University & J. LONG, University of Teesside.

Objective: Excessive alcohol use in teenagers is associated with poorer cognitive performance, for example, lower scores on memory tasks, as well as poor school performance. Little research to date has focused upon what impact excessive drinking might have upon everyday remembering in teenagers. This study looked at this issue by looking at the relationship between excessive alcohol use and self-reported prospective memory abilities in 16- to 19-year-olds.

Methods: An existing groups design was used. Three-hundred-and-thirty-three participants from the north-east of England were tested. Of these, 92 were excessive alcohol users (using above the recommended weekly ‘safe’ dose of alcohol), 222 were low-dose/users and 19 were non-users. The cut-off limit was 14/21 units per week for females/males.

Results: There were no significant differences between the two groups in everyday PM deficits, using the Prospective Memory Questionnaire (PMQ), with no between-group differences on the short-term or internally-cued subscales of the PMQ. The ecstasy users also recalled significantly less items on the video-based PM task when compared to non-users.

Conclusions: These findings suggest chronic ecstasy use does not have a detrimental impact upon everyday prospective memory, reflected both in the self-report PMQ and the objective video-based PM task. These deficits do not appear to be attributable to differences in age, strategy use, mood, and were observed after controlling for other drug use. PM deficits should be added to the growing list of cognitive problems associated with ecstasy use.

Common visual defects and peer victimisation in children

J. HORWOOD, A. WAYLEN, D. HERRICK, C. WILLIAMS, University of Bristol & D. WOLKER, Jacobs Foundation and The ALSPAC Study Team, University of Bristol.

Objectives: To investigate whether wearing glasses, having a manifest strabismus or having a history of wearing an eye patch predisposes pre-adolescent children to being victimised more frequently at school and whether the impact may be different for boys and girls.

Methods: Data were examined on 6536 children from the Avon Longitudinal Study of Parents and Children (ALSPAC) based in the UK for boys and girls.

Results: Children with current glasses or a history of eye patches were 35 to 37 per cent more likely to be victims of physical or verbal bullying, even after controlling for gender, age, class and maternal education. No interactions between sex and visual problems in predicting bullying behaviour were found.

Conclusions: For those children who require glasses, opticians need to be aware of the risks of bullying and strategies should be developed and discussed that help reduce their vulnerability.

Do psychologists know enough about sex? An overview of common sexual problems that inhibit relationships

G. HUDSON-ALLEZ, Private Practice.

Many psychologists working with individuals experiencing difficulties within their relationships, and sexual problems may be a common presenting feature of the difficulties. Sometimes the sexual dysfunction per se is creating the relationship problems, whereas at other times the sexual dysfunction is a somatic symptom of a different underlying issue. Sex is a feature of most people’s lives, yet there appears to be little training on counselling psychology or clinical psychology courses on the specifics of sexual physiology, arousal and desire systems, or sexual problems. This paper will provide an overview of the most common presenting sexual problems to a psychologist working as a sex therapist both in primary care and in private practice. It will review erectile dysfunction; premature, retarded and erectile dysfunction; premature, retarded and retrograde ejaculation and Peyronie’s disease in men, and vaginismus, dyspareunia and sexually transmitted diseases for women. It will also look at the differences between the sexual arousal systems between men and women, how they respond with loss of desire, and what happens in relationships when there is a discrepancy between frequencies of how often they want to make love. The paper will predominantly focus on heterosexual relationships and will discuss differences between the sexes in their approach to sex, although for some of the problems, there is little difference if the couple presenting are gay or lesbian. As the various difficulties are discussed, each treatment option will be examined to demonstrate that sometimes a range of skills is needed rather than one to solve the presenting problem. It will also discuss the time constraints and financial implications of discussing sexual problems in a consultation and the need to ensure there is a discussion of medical approaches to some of these difficulties and will highlight the importance of interdisciplinary teamwork and treatment for couples experiencing difficulties in a very vulnerable yet vital aspect of their lives.
Relationships, one origin of psychological disturbance?

P.E. JAMES, Liverpool John Moores University.

This is a discursive paper that focuses on theories and methods that have relationships as central to both psychological disturbance and psychological therapy.

Purpose: To discuss relationships as possible and probable correlates of psychological disturbance, this may be between parent/child, and/or amongst siblings; to also look at psychological therapies in relation to this disturbance.

Background: Two main branches of psychological therapy, humanistic therapy and psychodynamic therapy, have theories that place 'relationship' at the origins of distress, as well as in the reparation of that distress. Rogers places conditions of worth as effecting the development of the perception of threat to the self's self-belief and efficacy 'oughts' and 'shoulds'. Object Relations Theory sees projective identification as manipulative in the development of the self, being replayed later in adult relationships. Theories of attachment describe the trauma of repetitive unexplored separation.

Cognitive therapy appreciates that the formation of schemas and perceptions in the development of core beliefs occur in the context of relating.

Methods/Key Points: The paper will be concerned with clinicians confronting the challenges that are placed on the therapist, working where time may be limited. If relationship difficulties are the main underlying factors in distress surely these will affect the therapeutic theme. Examples from practice suggest that the issues are complex; understanding relational patterns does not always lead to an understanding of distress. In isolation, the need for containment, consistency and care in relationships may be needed.

Conclusions: The support for working with a relational focus in the public sector is proposed, a rationale for the use of theories with a relational focus will be outlined, the place of symptom relief and change in relationship; the need for training in theories that place emphasis on relationships; these are seen as a logical conclusion not just a matter of preference.

Is locus of control a reliable and useful construct to assess during early pregnancy?

J. LEWIS, University of Leeds & C.R. MARTIN, Chinese University of Hong Kong.

Objectives: The current study sought to establish the psychometric properties of the Multidimensional Health Locus of Control scale (MHLC-C) in China to assess the potential usefulness of this measure within this clinical population.

Design: A cross-sectional study design was used with all observations taken at the 12-week antenatal booking clinic by a research midwife.

Methods: The MHLC-C was administered to 129 women presenting at the antenatal booking clinic. Questionnaire-based measures of depression were also completed (Edinburgh Postnatal Depression Scale [EPDS]), and women were categorised on the basis of this into non-depressed (N=96) or depressed (N=33) groups.

Results: Exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) was used to determine the factor structure of the MHLC-C and revealed the MHLC-C to be comprised of three distinct correlated factors of ‘internal’, ‘chance’ and ‘powerful others’ locus of control. A fourth sub-scale ‘doctors’ was found to be sensitive to the nature of the thematic violation in the anomalous condition would elicit more immediate disruption to processing as compared to in the implausible condition, which in turn would produce more immediate disruption than in the control condition, in both adults and children. However, disruption was lower for both implausible and anomalous sentences relative to the control condition. Importantly, it was expected that children would exhibit less immediate effects in the detection of thematic violations, as compared to adults, when reading both the implausible and the anomalous sentences.

Conclusions: On the basis of data analysed thus far, the delayed and implausibility effects demonstrate reduced immediacy in the detection of thematic violations for children compared with adults. Children do not immediately detect thematic relations such that they are able to detect thematic violations, such processing is clearly delayed. Such delayed processing may either occur during initial reading or later, and at the critical word or at subsequent sections of the sentence, for both adults and children.

Community psychology: Partnership working in community settings

C. KAGAN, R. LAVITHOM, Manchester Metropolitan University & D. BANKS, Tenants and Residents Association.

This workshop aims are:

Through sustained engagement with a local tenants and residents association within Manchester, partnership working will be demonstrated. A short drama presentation by a local residents’ group will be given. This demonstrates the experience of community psychological approaches. Following this presentation, a discussion round the sharing of experience around participative and creative ways of working will be held. The drama presentation will be performed by the local residents’ group. Community participants have already presented at National conferences (around community psychologists’ role). The workshop will be facilitated both by the community group and by two community psychologists engaged in the community setting. Professor Carolyn Kagan is the only Professor of Community Social Psychology in the UK. She is also director of the Research Institute for Health and Social Change. Dr Rebecca Lawthom teaches community psychology at undergraduate and postgraduate levels and has research interests around community psychology. All workshop facilitators are experienced at managing workshop style environments.

How does insight in schizophrenia interact with social support and depression?

J.S. KAISER, University of Manchester & D. BANKS, University of North Carolina at Chapel Hill.

Objectives: To explore the associations among insight, social support, and depression in schizophrenia. Research suggests that insight increases in schizophrenia, levels of depression tend to rise as does improved functional outcome. Thus, determining factors that are linked to improvement in insight which also minimize increases in more immediate disturbance may be needed for improving functional outcome. One possible factor is social support, which can act as a buffer against depression in times of stress and has been found to be linked with increasing insight. We predicted that insight would be associated positively with depression, that insight would be positively associated with social support, and that social support would be negatively associated with depression. We also predicted that the link between insight and depression would be moderated by social support.

Design: This study employed a one-time questionnaire procedure for correlation analysis. Because insight may have curvilinear relationships to social support factors (e.g., cognitive deficits; Startup, 1996), these types of associations were investigated.

Methods: 48 patients diagnosed with schizophrenia (a schizophrenia-spectrum disorder participated in the study. Each completed the short form of the Social Support Questionnaire (Sarason et al., 1978), the Beck Depression Inventory (Beck, 1966), and the Insight Scale (Birchwood et al., 1994) in a randomised order.

Results: Depression was not significantly correlated with either insight or social support. Only relabeling of symptoms was positively associated with satisfaction with support. Our analyses of non-linear relationships revealed a curved relationship between insight and depression and satisfaction with support, accounting for 24.4 per cent of the variance. Thus, both individuals with very low insight and very high insight were more satisfied with their support than those with medium levels of insight.

Conclusions: The curvilinear relationship may exist for multiple reasons. First, social support may differ according to level of insight, leading to dissatisfaction for those with moderate insight especially if these individuals’ insight is unstable. Second, those with moderate insight may be more affected by high insight from high or low scorers on some fixed quality, potentially neurocognitive function. Research has found that those with poor neurocognitive function had low levels of social support (Shakespeare et al., 2004) and moderate insight (Startup, 1996).

Future studies should examine the relationship of social support and insight. Through sustained engagement with a local residents and tenants association within Manchester, partnership working will be demonstrated. A short drama presentation by a local residents’ group will be given. This demonstrates the experience of community psychological approaches. Following this presentation, a discussion round the sharing of experience around participative and creative ways of working will be held. The drama presentation will be performed by the local residents’ group. Community participants have already presented at National conferences (around community psychologists’ role). The workshop will be facilitated both by the community group and by two community psychologists engaged in the community setting. Professor Carolyn Kagan is the only Professor of Community Social Psychology in the UK. She is also director of the Research Institute for Health and Social Change. Dr Rebecca Lawthom teaches community psychology at undergraduate and postgraduate levels and has research interests around community psychology. All workshop facilitators are experienced at managing workshop style environments.
Anxiolytic and mood effects of single doses of sage (Salvia officinalis) in healthy volunteers.

D.O. KENNEDY, S. PACE & A.B. SCHOLEY, Northumbria University.

Objectives: Salvia officinalis (sage) has a long history as a medicinal herb with specific indications for memory disorders. Recent research has demonstrated that its principal compounds possess cholinesterase inhibiting properties, but also that single doses of sage can enhance mnemonic performance and improve mood in healthy young participants. This study investigated the potential anxiolytic effects of sage further.

Design: A double-blind, placebo-controlled, balanced cross-over design was utilised. 30 young (<35 y.o.) participants attended the laboratory on three separate days, seven days apart, receiving a different treatment in counterbalanced order on each occasion (750 mg, 600 mg dried sage leaf). On each day mood assessments took place pre-dose and at one and four hours post-dose. Each mood assessment comprised completion of Bond-Lader visual analogue mood scales and the State Trait Anxiety Inventory (STAI) state subscale before and after 20 minutes performance of the Defined Intensity Stress Stimulator (DISS) computerised multi-tasking stressor battery.

Results: Both doses of sage led to improved ratings of mood in the absence of the stressor (i.e. in pre-DISS mood scores) at both one and four hours post-dose with the lower dose reducing anxiety (STAI) and the higher (600mg) dose increasing 'alertness', 'calmness' and 'contentedness' on the Bond-Lader mood scales. The reduced anxiety effect following the higher dose was, however, absent when performing the DISS, with the same dose also being associated with a reduction of alertness during performance. Task performance on the DISS battery (total score) was improved for the higher (600mg) dose at both post-dose sessions, but reduced for the lower (300mg) dose at the later (four hours post-dose) testing session.

Conclusions: The results confirm previous observations of improved mood following the administration of single doses of sage to healthy young participants.

Psychoactive effects of single doses of Paulinia cupana (Guarana) during intense mental demand


Objectives: Previous research has demonstrated improved attentional task performance following guarana. The aims of the present study were to assess any psychoactive effects of guarana alone and to investigate the potential parallel processes and 'taboo' (West, 1996) resulted in a second stage of the research adopting a more heuristic stance to uncover 'what was not being discussed'. This approach has been used in a second stage of the research adopting a more heuristic stance to uncover 'what was not being discussed'.

Design: In this double-blind, placebo-controlled, cross-over study the effects of 75mg guarana, 200mg combinations of these (75/200mg, 75/40mg), and placebo, were assessed in 30 young (18 to 24) participants.

Methods: The effects of 75mg guarana, 200mg gingko, two combinations of these (75/200mg, 75/40mg), and placebo, were assessed in 30 young (18 to 24) participants on separate days. One hour following 75mg guarana and placebo participants completed a 10-minute ‘cognitive demand’ battery (Serial subtractions and Rapid Visual Information Processing) six times in succession (i.e. 60 minutes completing 360 trials).

Results: In keeping with its purported stimulant properties, guarana reduced self-rated mental fatigue. This effect was most pronounced towards the end of the demand battery. Guarana had little effects on the relatively under-stressed participants. This effect was most pronounced towards the end of the demand battery.

Conclusions: We have previously found that guarana can benefit a number of cognitive functions following single doses – an effect which in some cases was evident from one to three hours post-dosing.

The psychopharmacological profile of guarana is unlikely to be attributable to its caffeine content (here there was an estimated 9mg caffeine in the guarana products).

Further work is needed to identify the components responsible for guarana’s psychoactive properties and their interaction with caffeine within the extract.

Combining ginseng with guarana produced a significant improvement in the 200mg treatments but there was little evidence of additive or synergistic effects.

The role of personal development groups in counsellor training: A process of developing self-awareness in the trainee counsellor, researcher and person.

C. LENNIE, University of Manchester.

Objectives: The main focus of this research was to investigate any psychoactive effects of sage further.

The Personal Development Group (PDG) was established with the aim of heightening self-awareness in the trainee practitioner. Research suggests that, although these groups are widely used in The Personal Development Group (PDG) (the ‘comfort fit’).

Questions: Statistical findings indicated that overall trainees are more comfortable in the Personal Development Group (PDG) at the start of their training and less comfortable at the end no clear relationship was established between being a better ‘comfort fit’ and increased self-awareness.

Ambiguities in the findings along with notions of parallel processes and ‘taboo’ (West, 1996) resulted in a second stage of the research adopting a more heuristic stance to ‘what was not being discussed’. This approach has been used in a second stage of the research adopting a more heuristic stance to uncover ‘what was not being discussed’. This approach has been used in a second stage of the research adopting a more heuristic stance to uncover ‘what was not being discussed’. A specific focus was the use of clarification requests.

Results: The findings demonstrated that this theoretical approach may provide an effective way to investigate the relationship between self-awareness and mediating factors.

Conclusions: This study examined negotiation between children with impaired hearing (CWHI) and their typically developing (TD) peers, focusing upon the use of clarification requests.


Objectives: This study examined negotiation between children with impaired hearing (CWHI) and their typically developing (TD) peers, focusing upon the use of clarification requests (e.g. see P. Lloyd, 1992, 1993). The present study used a methodology based on that of P. Lloyd.

Methods: 26 children with severe and profound, pre-linguistic hearing impairments (mean age=4.7 years) were selected and paired with a TD peer to partner them in the map task. The CWHI-TD dyads’ performance on the map task was compared to that of an age-matched TD control group. The task required the dyads to navigate each other on each route direction. The sessions were videotaped and the dialogue was transcribed and analysed.

Results: The analyses focused upon the extent of communicative success, and the type of dialogue that took place. A specific focus was the use of clarification requests. The CWHI-TD dyads’ performance was inferior to that of the controls. However, a micro-analysis of performance over successive trials suggested that the CWHI-TD dyads improved over time, so that they were performing at a similar level to the controls in the later trials. These analyses suggested that children with impaired hearing have used the fewest clarification requests and gestures but the CWHI-TD dyads may have contributed to these improvements in performance.

Conclusions: The findings demonstrated that learning and improved communication can take place between CWHI-TD dyads over a short period of time, and indicate some of the communication strategies that may be important in cooperative learning in the classroom environment, some of the strategies that were used to facilitate these improvements in communication can be interpreted using the Neo-Vygotskian concept of ‘scaffolding’ (e.g. Wood, 1998), and it is suggested that this theoretical approach may provide an important framework for future research on interaction between CWHI and their TD peers.
The career paths of tomorrow’s psychologists: Formalising the career preparation of undergraduate students through coursework

A. LOUTSIU-LADD & G. PANAYIOTOU, University of Cyprus.

Objectives: Psychology has become an increasingly specialised profession over the decades yet undergraduate psychology students seem to have little understanding of the various professional specialties. We examined factors that relate to the students’ decision to pursue a particular graduate training path in psychology. We hypothesised that introducing a required relevant course on professional issues to the undergraduate curriculum may have a significant impact on the students’ career choices and their perceptions about training paths in psychology. A course was aimed to create learning opportunities for students to understand psychology as a career.

Design: We employed a mixed design, single and repeated measures, to address the problem of the limited number of participants who were exposed to the intervention, i.e. enrolled in the new course. Measurements were taken from participants before and after the new course.

Method: 54 undergraduate psychology students volunteered to participate in the study. We constructed a 33-item self-report questionnaire in Greek for the purposes of this study. The participants completed the questionnaire before and after the course. It contained structured, Likert-type or multiple choice, and semi-structured questions assessing domains such as career plans post graduation, awareness of and perceptions about the various specialties, and significant factors contributing to their career preparation.

Results: Repeated measures ANOVA analyses were applied to the data for each of the seven domains of the questionnaire. The results showed a significant tendency for the students to perceive their future training path in psychology. We hypothesised that the students’ professional development and decision-making would be more useful to society and more significantly more useful to society and more significant factors contributing to their career preparation. However, this is still a relatively short (33 items) and self-report measure on perception or behaviour. Inter-group differences recorded significantly impaired levels of happiness, self-esteem, depression, and indices of physical and psychosomatic health. On indices of physical and psychosomatic health are presented and discussed. Recommendations are also made in light of these results, in relation to prevention and intervention programs and policy development.

Perception, expression and empathy: Emotional awareness in normal and behaviourally challenged schoolchildren

J. MEREDITH, Middlesex University.

This project aimed to investigate differences in three component areas of emotional competence – emotional perception, empathic concern and emotional expressiveness – between normally functioning children and those showing behavioural problems within the primary school environment. Behavioural problems included disrupt class functioning but have been shown to be linked to academic outcomes for the children involved. Self-report measures were chosen to examine the children’s own perceptions of their functioning in these areas. Several previous self-report studies on childhood empathy used a validated questionnaire, the Children’s Empathy Scale (for Children and Adolescents). No similar self-report measures on perception or expression were available when this project was developed from validated adult tests using the same style as the IECA. The IECA was also adapted slightly for a British population. The two new questionnaires, the AQOL (Alternative Questionnaire – Child Version) and the EQC (Emotional Expression Questionnaire – Child Version) were designed to be readily completed by children aged seven to 11 years in normal schooling. Children responded to a series of scales (psychosocial QoL and vitality QoL). Design: A cross-sectional study design was used with data accrued from 7-11 year old children. This approach was taken in order to determine the fundamental characteristics of the SQLS-R4 and to replicate methodology that was used in the original validation of the SQLS-R4.

Method: 100 clients with a primary diagnosis of ICD:10 schizophrenia participated in the study. Not all of the clients were included in this phase of the study. As the one proposed in this study appear empirically to be an important addition to the undergraduate psychology curriculum.

Complexity, reflexivity and discovery in relationship psychology: Q-Methodology as a ‘New Science’ research in work-based, academic and professional learning

F. MAGDALENA, National Centre for Work-Based Learning Partnerships, Middlesex University.

The purpose of this paper is to influence policy on the future development and teaching of work-based practitioners. The paper shows how research from a ‘new science experimental’ approach to relationships differs in methodological design, from more ‘traditional’ research. The approach questions the how others investigate the role in the career preparation of psychology students. We conclude that formalised courses such as the one proposed in this study appear empirically to be an important addition to the undergraduate psychology curriculum.
half subjects were rewarded for nose poking a (AR) group and two to each of the control Simple-Design: apparatus. University College London. Shape discrimination in rats psychologist. offers psychologists ideas of how they might assist the UK and abroad. Five participants were selected Participants were recruited through an Internet management of relationships – relationships between fighters and between fighters and others. In common with previous research strong gender differences were found for children's reports of empathy, with girls showing more empathy than boys, who were more emotionally expressive than boys, with the exception of anger items, where EBD children showed significantly higher scores than the other two groups. Mean scores for reported perception, were higher for EBD than for 'normal' children, although not significantly so.

Pals after punch-ups? An interpretative phenomenological analysis of fighters and their friendships M. MILTON, University of Surrey. This paper draws on a study into the phenomenology of professional fighters and will present some of the findings that relate to the management of relationships – relationships between fighters and between fighters and others who are significant to them. The study was undertaken as a pilot study to explore the phenomenology of those that fight professionally (e.g. mixed martial artists, boxers, etc.). In order to access participants experiences a professionally (e.g. mixed martial artists, boxers, etc.). In order to access participants experiences a phenomenological analysis of fighters was conducted. The findings presented here have not yet been published and relate to the quality of friendships available to the fighters. The study provides insight into the experience of these relationships and offers new ideas of how they might assist fighters whether it be in the role of clinical or counselling psychologist or sports and exercise psychologist.

Shape discrimination in rats L. MININI, J. WATTAM-BELL & K.J. JEFFERY, University College London. Objectives: To explore whether rats process the whole of their visual stimuli and of its parts, when performing a visual shape discrimination task using computer generated stimuli and a touch screen apparatus. Design: In a mixed model design, four Dark Agouti rats were randomly assigned to the Aspect-Ratio (AR) group and two to each of the control Simple-Discrimination (SDH) and Simple-Discrimination-Vertical (SDV) groups. In all groups, half subjects were rewarded for nose poking a square and half for nose poking a rectangle. Methods: In a discrimination box with a CRT monitor and a pressure-sensitive glass panel (EloTouchSystems), correct nose pokes were rewarded with a food pellet and incorrect nose pokes were rewarded with an auditory tone and white noise. For all groups, each display consisted of a white rectangle and square on a black background, each shape presented at one of four possible orientations. For the AR group, the dimensions of the stimuli ensured that only aspect ratio, but not relative height or width, could be discriminated for aspect ratio, thus forcing the rats to process both vertical and horizontal dimensions together. For the SDH and SDV groups, squares were paired with rectangles that differed in only aspect ratio, respectively. Luminance and position were also controlled in all groups to rule out the possibility that these variables could account for correct performance. After training, all rats were tested with a series of probe stimuli. Results: All control groups reached criterion within an average of 37 sessions, however, rats in the AR group, although performing above chance level, did not reach criterion even after a large number of trials. For the AR group, two generalisation tests revealed that these subjects were able to solve the task with new stimuli, suggesting that they used aspect ratio and were not merely responding to specific dimensions of the training set. Control trials confirmed that luminance was not used to solve the discrimination, although the control groups had unequal discrimination groups (SDH and SDV), that only needed to make comparisons along one spatial dimension. It was then asked the task with new stimuli suggesting that, as expected, they learned to make a relative judgment and were not merely responding to the dimensions used in the training set. All rats were also tested further confirmed this by ruling out the possibility that area or aspect ratio were used to solve the task with these stimuli. The results of the two generalisation tests in the AR group suggest that these subjects used aspect ratio to solve the discrimination and, therefore, that rats can be capable of this simple form of shape perception. However, one large number of trials was needed to reach a level of performance well below criterion, suggesting that aspect ratio (and by implication, form) is not naturally used by this species when solving a discrimination task of this kind. By contrast, the results from control groups (SDH and SDV) suggest that, as expected, rats readily learned to make relative unidimensional judgements in both the horizontal and vertical dimensions and that this skill can generalise to a dimension not relevant in training. Taken together, these results have implications for studies that use visual discrimination tasks as they suggest that low-level features are more likely to be used when solving these tasks.

Ruminative thought in social anxiety: A link with autobiographical memories? J. MORGAN & R. BANERJEE, University of Sussex. Objectives: The primary objective of this study was to determine whether ruminative thought (post-event processing) in socially anxious individuals raises the activation of autobiographical memories associated with past anxiety-provoking social encounters. It was hypothesised that socially anxious individuals who engaged in negative ruminative thought would recall social memories rated as more negative, less meaningful, and shameful. Design: Autobiographical memories were rated by socially anxious and non-socially anxious individuals for affective-negative, calming-annoying, proud-ashamed) using a 38-item life-events questionnaire. Recall of these memories was then examined following a speaking Digit Symbol Substitution task, a Letter Cancellation task and Trailmaking versions A and B. They also rated their subjective hunger and ‘awakeness’ using simple visual analogue scales. The following two days were similar except that the other six were consumed as fruit or cereal bar for breakfast or mid-morning snack. A 10.20) they underwent a baseline assessment and post Hoc showed significant differences in mean scores for perception between SDH and SDV. 48 healthy schoolchildren (mean age 10.1 years, range 8.6 to 11.5) were tested on three occasions. Each consumed their normal breakfast the previous night. During a 20 min baseline at 10.20) they underwent a baseline assessment and consumer of trucks, or nothing, on the basis of dietary preference. The snacks: snacks were 48 healthy schoolchildren (mean age 10.1 years, range 8.6 to 11.5), who were randomised to one of the following 4 groups: 1) banana (improved psychomotor performance and reduced ratings of hunger), 2) snack, 3) snack, 4) snack. 48 healthy schoolchildren (mean age 10.1 years, range 8.6 to 11.5) were tested on three occasions. Each consumed their normal breakfast the previous night. During a 20 min baseline at 10.20) they underwent a baseline assessment and consumer of trucks, or nothing, on the basis of dietary preference. The snacks: snacks were consumed as fruit or cereal bar for breakfast or mid-morning snack. A 10.20) they underwent a baseline assessment and consumer of trucks, or nothing, on the basis of dietary preference. The snacks: snacks were consumed as fruit or cereal bar for breakfast or mid-morning snack. A 10.20) they underwent a baseline assessment and consumer of trucks, or nothing, on the basis of dietary preference. The snacks: snacks were consumed as fruit or cereal bar for breakfast or mid-morning snack. A 10.20) they underwent a baseline assessment and consumer of trucks, or nothing, on the basis of dietary preference. The snacks: snacks were consumed as fruit or cereal bar for breakfast or mid-morning snack.

Conclusions: These findings suggest that aspects of children’s mental performance is sensitive to dietary manipulations, although further research is required to establish the causality of the relationship. This study suggests that children’s mental performance is sensitive to dietary manipulations, although further research is required to establish the causality of the relationship.

Learning objects: A new approach to teaching observation skills J. OATES, V.A. LEWIS & S.E. MARTIN, The Open University. A three-year project, Observation Skills in Psychology, funded by the Higher Education Funding Council for England (HEFCE) and the Department for Employment and Learning (DEL) under the Fund for the Development of Teaching and Learning, has been developing novel multimedia materials for observation skills learning. Led by the Open University, the consortium of five universities has developed sets of learning units for skills development by undergraduate psychology students and postgraduate clinical psychology trainees.

The notion of ‘learning object’, currently gaining currency in the field of e-learning, has provided a useful framework for helping to organise and develop these learning materials. Learning objects comprises units of learning that are self-contained, independent ‘packages’ of closely integrated assets, supporting clearly specified learning outcomes.
This approach has helped us move towards our goal of delivering materials that are easily incorporated into the teaching contexts and curricula. To date, learning units have been produced for undergraduate methods teaching on the topics of coding schemes, and reliability and validity. For clinical training. The units integrate a set of hypertext, digital video, coding scheme and observation record files within a software environment. They focus on the experience of detailed analysis of video data. A software 'shell' was specially designed for this type of application by the Open University in collaboration with the BBC. The materials have been produced on an Academic Software Award 2000 for the social and behavioural sciences. The units are developed to guide learners through a succession of practical applications of observation concepts to specific analysis tasks and the units conclude with activities designed to aid skill training.

As part of the piloting and evaluation of these units, which has to date involved more than 20 HEIs, a study is being conducted of the relative merits of individual and small group work with the materials.

**Glucose and memory function: A role for insulin?**

L. OWEN, D.O. KENNEDY & A.B. SCHOLEY, Northumbria University.

**Rationale:** It is known that consuming a glucose drink improves memory performance including memory. The mechanisms underlying this effect are unclear but may involve the release of insulin and activation of central receptors involved in memory consolidation. Furthermore it has been argued that tasks which involve a higher level of memory may be more sensitive to glucose enhancement.

**Objectives:** The present randomised, double-blind, placebo-controlled parallel groups study investigated the effects of a glucose load on implicit and explicit memory. Participants were asked to state whether word pairs rhymed and an explicit learning task. In both cases free recall, cue recall and recognition were assessed.

**Results:** Explicit memory performance was improved by the glucose drink in the presence of a secondary task (Serial Threes). All participants performed two computerised tasks; an implicit learning task (participants were asked to state whether word pairs rhymed) and an explicit learning task. In both cases free recall, cue recall and recognition were assessed.

**Conclusions:** These data suggest that a task's susceptibility to glucose are a combination of both domain and demand. Furthermore individual differences may be mediated by the effects of these factors.

'I'm sure everybody cheats': A discourse on the self-management of dietary practices as an individual concern, whilst men presented food consumption as a family matter. Particularly in their dietary regimen and 'cheating' in complex ways that aim to accomplish, for instance, a compliant identity.

**Discussions:** Discursive psychology may facilitate fluidity in our understandings of dietary management, and challenge fixed notions of 'compliant' and 'non-compliant' diabetes practices.

**In the nick of time**

R.R. PLANT, N. HAMMOND & G. TURNER, University of York.

**Purpose:** The primary objective of this paper is to make active researchers and the community at large more aware of the need to help ensure that computer-based experiments are conducted with the utmost rigour. The second objective is to make teaching staff more aware of the dangers in placing an over reliance on computer-based experimental designs. We feel that undergraduates should be made more aware of the issues and be taught to mitigate them where possible.

**Conclusions:** In common areas of experimental psychology researchers regularly use make of commercial experiment generators and custom written software to administer paradigms. Increasingly researchers make use of complex multimodal stimuli interacting with hardware which would have been unimaginable just five years hence. The increasing complexity to such an built complexity, some studies have gone to great lengths in order to seek out ever smaller effect sizes. Widespread use of technologies within the field has led some assuming they no longer need to be concerned with the intricacies of millisecond presentation, synchronisation and response timing. However, our own empirical investigation, we have discovered numerous sources of timing error within live studies (Plant et al., 2002, 2003, 2004).

**Key Points:** We advocate that if an experimental paradigm is administered, or controlled by computer, and data is reported in units of a millisecond, researchers should, as a matter of course, self- validate their own timing accuracy. On most occasions researchers are unaware of the severity of such an error, but many can attest to, replication of certain paradigms can be problematic at best.

**Conclusions:** In common with other disciplines, where equipment is calibrated yearly, (e.g. physics departments), it can only be of benefit for the field of psychology to take a more rigorous approach to the use of a millisecond. Researchers should, as a matter of course, self- validate their own timing accuracy. On most occasions researchers are unaware of the severity of such an error, but many can attest to, replication of certain paradigms can be problematic at best.

Promoting inner stillness: The value of a school-based self-discovery programme designed for children with emotional and behavioural difficulties

L.A. POWELL & J.H. BARLOW, Interdisciplinary Research Centre in Health, Coventry University.

**Objectives:** The purpose of this exploratory study was to assess the benefits of a school-based self-discovery programme (SDP) for younger children (age range six to seven years) attending one mainstream primary school.

**Design:** The SDP is a new development, thus, an exploratory study was deemed appropriate using a simple pre-test/po-st-test design.

**Methods:** The study took place in one primary school in Wiltshire. Eighteen children with special education needs (SEN), behavioural and learning difficulties and vulnerable children who were the boundaries of exclusion from school were selected to participate in the project by the Head Teacher and team of teachers. Children were divided into two subgroups: Intervention (N=9) and Control (N=9). The children in the Intervention group were then taught five lessons by the five. Parental consent was obtained prior to the programme commencing. A room to deliver the SDP was made available by the school for the duration of the SDP.

The primary themes of the SDP include sensory awareness, touch, social, colour, movements, positive thinking, choices and reflections. Delivery and content were adapted to the age and level of ability of the children. The sessions focus on the children's self-discovery (i.e. senses, feelings, psychological and physical well-being).

**Measures:** Demographic data was collected at baseline only. Behavioural profiles included information such as self and social confidence, communication and interaction abilities, the ability to help themselves in a specific task, self-awareness and attention span. A Strengths and Difficulties Questionnaire was used to supplement the Behavioural profiles. Observations of the SDP were conducted at baseline and on completion of the SDP.

**Results:** Compared to children in the Control group, children in the intervention group had greater social confidence with teachers, improved eye contact, contributed more in class, were calmer and was more less in class, were better able to consider others' feelings, shared more readily and were more willing to help their peers. By the end of the SDP, the body language of children was more open and far less apprehensive than on the first session. There were more smiles from children, and they constantly made eye contact with the tutor for longer. Parents felt much more positive toward the end of the SDP. Children enjoyed this; it appeared to instil some confidence in the giver in addition to the exchange of positive touches by both the giver and the receiver. This was a major step forward for one child whose background suggests little experience of positive touch.

**Conclusion:** The changes were not small but nonetheless can be considered important steps forward. Further programmes may help children maintain and extend positive changes in behaviour and may enable the transfer of skills learned on the SDP into the wider environment.

Raven’s Progressive Matrices: The ‘Flynn Effect’ continues, but the test’s properties are stable

J. RAVEN, Consultant.

**Objective:** To present recently compiled data suggesting that the ‘Flynn Effect’ (which many believe has stopped) is continuing but simultaneously showing that the test’s properties have been remarkably stable over time and across a wide range of cultural differences.

**Method:** The data were collected using the Coloured, Standard, and SPM Plus versions of Raven’s Progressive Matrices test from samples of several hundred to several thousand children and adults covering a wide range of ages among several birth cohorts in many countries. However, that reported in the present paper comes mainly from the UK, Poland, Korea, Romania, the Netherlands, Hungary, Kuwait, India, Qatar and Argentina.

**Results:** (i) ‘Flynn Effect’: The continuing increase in scores may be illustrated by saying that the 50th percentile for six-year-olds has increased from 17 in the UK and many other countries around 1982, to 24 in Poland in 1991, and to 24 in Korea and Poland in 2001–2003. (ii) Stability in Test Properties: The correlations between the Item Response Theory (IRT)-based item statistics derived from data collected in a number of countries having very different languages, writing systems, and educational systems range from 0.86 to 1.00. The stability in the properties of the SPM Plus version, which was introduced to introduce the discriminative power that the SPM had before it was eroded by the ‘Flynn Effect’, is illustrated (i) the application of three variants of IRT (that originally used by Raven in 1935 and modern computer-based one-parameter and three-parameter models) to sample data showed that the variant generating the item statistics generated more useful information than the modern mathematical variants; and (ii) that the modern practice of five-bar items is relatively insensitive to data which really require a three-parameter model can yield seriously misleading results.

**Conclusions:** (i) So far it can be judged from the available data, the ‘Flynn effect’ is continuing; (ii) most psychologically-based ‘explanations’ of
Single doses of Panax ginseng (G115) produce an opposing glucose response and enhance cognitive performance during sustained mental activity

J.L. REY, D.O. KENNEDY & A.B. SCHOLEY, Northumbria University.

Objectives: Single doses of the traditional herbal treatment Panax ginseng have recently been shown to improve performance of a mental arithmetic task, with a concomitant reduction in blood glucose levels. The mechanisms responsible for these effects are not known. However, cognitive improvements may be related to the glycemic properties of Panax ginseng. The present study aimed to investigate the effect of a single dose of Panax ginseng, administered alone and in conjunction with a glucose load, on cognitive performance and blood glucose levels.

Methods: 27 healthy young adults completed a 10-minute test battery at baseline, and then six times with varying glucose ingestion commencing 60 minutes after the day’s treatment (placebo, 25g of glucose, 200ng of G115, 25g glucose + 200ng of G115). The 10-minute battery comprised a Serial Threes Subtraction task (two minutes); a Serial Sevens task (two minutes); a Rapid Visual Information Processing task (five minutes); and a ‘mental fatigue’ analogue scale. Blood glucose was measured prior to the day’s treatment, and before and after the post-dose completion of the day’s tests.

Results: Both Panax ginseng and glucose enhanced cognitive performance of a mental arithmetic task and ameliorated the increase in subjective feelings of mental fatigue experienced by participants during sustained intense cognitive processing. Accuracy of performing the Rapid Visual Information Processing task (RVIP) was also improved following the glucose load. There was no evidence of a synergistic relationship between Panax ginseng and exogenous glucose ingestion on any of the measures. The results, however, did reveal an opposing glycemic response following Panax ginseng when ingested alone compared with a glucose load.

Conclusions: Overall these data suggest that both Panax ginseng and glucose can improve performance and subjective feelings of mental fatigue in healthy young adults. The results also demonstrate the opposing glucose modulating properties of Panax ginseng.

The effect of Panax ginseng (G115) on mood and cognitive performance following acute and sub-chronic daily dosing

J.L. REY, D.O. KENNEDY & A.B. SCHOLEY, Northumbria University.

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Early cognitive decline in children treated for brain tumours in comparison with matched normal controls

R. SHORTMAN, R.J. MCCARTER, Frenchay Hospital Bristol, A. PENN, Frenchay Hospital, Bristol Royal Hospital for Children, University of the Witwatersrand, S. LOWIS, Bristol Royal Hospital for Children, A.L. CURRAN, Frenchay Hospital & P.M. SHARPLES, Frenchay Hospital & Bristol Royal Hospital for Children.

Objectives: To measure cognitive outcome in children with brain tumours one month after diagnosis and following surgery.

Design/Methods: Longitudinal prospective study of children with brain tumours admitted to the Regional Intelligence Scale for Children (WISC III UK), the Wechsler Primary and pre-school Scale of Intelligence – Revised. Attention was assessed using the Test of Everyday Attention (TEA-Ch), which was administered using the Children’s Memory Scales (CMS). Academic status was assessed using the Wechsler Quicktest.

Results: 21 participants (9 females), were recruited via advertisements placed on campus and at the Newcastle Volunteer Bureau. Twelve were boys, 9 girls. There was no significant difference between the controls and the patients regarding processing speed indexed by the Verbal IQ (VIQ) (p=0.063) or Performance IQ (PIQ) (p=0.132) but there were significant differences between the two groups with respect to the mean age 20 years (SD 2.7, four females) and nine males). There were no significant differences between tumour patients and controls with regard to other aspects of the CMS.

Conclusion: Children newly diagnosed with brain tumours have significant impairments in cognitive function that could negatively impact on their performance in the school setting and which appear to be due to the tumour and surgery. Follow-up studies will permit the contribution of radiotherapy/chemotherapy to long-term cognitive outcome to be defined.

Age-related decline in digit-symbol performance: Eye-movement and video analysis

R. STEPHENS, Keele University.

Objectives: The primary objective was to examine age-related decline in substitution test performance. Performance was obtained from a slow-motion analysis of a first person perspective video filmed during performance of the Wechsler Adult Intelligence Scale III Digit Symbol Coding Test (WAIS-3 DSTM), including superimposed cross-hairs indicating eye movements, were examined. It was hypothesised: (i) that a group of older adults would obtain lower scores on the WAIS-3 DSTM compared with an undergraduate group; and (ii) that the older group would show poorer performance across a range of performance indicators.

Design: Standard WAIS-3 DSTM scores and the video-derived variables were compared across age groups, employing family-wise control of type I error inflation.

Methods: Participants: Nine undergraduates of mean age 20 years (SD 2.7, four females) and nine older adults of mean age 72 years (SD 3.8, eight females), were recruited via advertisements placed on campus and at the Newcastle Volunteer Bureau. Eye movements assessed using the Applied Science Laboratories Model 5010 Head Mounted Optics Eye Tracking System, and writing time were recorded during completion of the second row of items of the WAIS-3 DSTM.

Results: A reliable difference between the age groups’ WAIS-3 DSTM test scores was found, t(20)=2.335, corrected p=0.031, such that the older group completed 17.7 fewer items (older mean=71.1, pooled SD=15.9). The older group took reliably longer than the younger group with respect to symbol writing time per item, t(16)=2.894, corrected p=0.019. There were no differences in upper matrix gaze time per item, t(16)=1.362, uncorrected p=0.138, and upper matrix gaze frequency per item, t(16)=0.881, uncorrected p=0.393.

Conclusions: Predictably, the older adults’ overall performance was reliably slower. Additionally, these data implicate inattention to time, a primary factor underlying the age decrement in substitution test performance.

Longlasting effects of MDMA on impulsivity

L. TAURAH, M. HESLIN, C. CHANDLER, London Metropolitan University & St. PAUL, King’s College Hospital.

Objectives: Recent evidence has linked MDMA exposure (3,4-methylenedioxymethamphetamine) to elevated impulsivity. However there is currently a lack of data demonstrating whether this increased impulsivity is long lasting. Research indicates this elevated impulsivity maybe linked to serotonin. On the other hand, other data suggests that impulsivity is mediated by a variety of other neurotransmitter systems including dopamine. This suggests that other recreational drugs of abuse involving dopamine may cause this elevated impulsivity. We assess this by comparing for example, cannabis, cocaine, and amphetamine.

Current studies investigating MDMA exposure and impulsivity have failed to adequately control for such recreational drugs.

Design: Whether current MDMA polydrug users (consumed MDMA in last six months) report similar(above average) scores as ex- MDMA polydrug users (abstained from MDMA for minimum one year) using self-reported Barrett Impulsivity Scale to control for dopamine related recreational drugs of abuse.

Method: 997 participants: 182 non-drug users, 172 nicotine/alcohol users, 163 cannabis/nicotine/ alcohol users, 164 ecstasy (MDMA) users, 154 current MDMA polydrug user (consumed MDMA within mean of four years), 117 ex- MDMA/polydrug user (mean seven years).

All groups were matched for sex, age, and educational background. Participants were required to complete a detailed drug history as well as controlling for other recreational drug use.

Results: There was an overall significant difference in mean Barrett Impulsivity Scores between the four control groups (mean score=115, 114, 125 respectively) and the current/ex-MDMA users (mean score=147, 148 (ANOVA, p<0.001)). There was no significant difference in the overall Barrett Impulsivity scores between current MDMA polydrug users (mean score=147) and ex-MDMA polydrug users (mean score=148) (Bonferroni test, p=0.05).

Conclusion: Current/Ex MDMA polydrug users self report similar increased impulsivity scores in comparison to non-drug control groups suggesting exposure to MDMA can result in long lasting changes which maybe linked to neural damage. Elevated impulsivity scores for MDMA users can not be linked solely to other recreational drugs including alcohol, nicotine, dopamine, cannabis and amphetamine.

The neuropsychological impact of cardiovascular disease: The functioning of patients both before and after coronary artery bypass graft surgery

S.K. VALENTEX, K.A. PEACE, R.B. BUNTON, P.J. DAVIS & G. MCCRYSTAL, University of Otago and Dunedin Public Hospital, New Zealand.

Objectives: To assess the neuropsychological functioning of patients with severe coronary heart disease (CHD) requiring coronary artery bypass graft (CABG) surgery and then following their progress at points during the post-operative period.

Design: This study had a prospective, double-blind design.

Method: 63 patients were administered a brief 45-minute neuropsychological battery (five domain scores) twice, pre and seven days post CABG operation. They were then administered an alternative version of this battery prior to discharge (day six), and a more comprehensive neuropsychological battery (22 test scores) at week six and week 30 post-operatively. All neuropsychological tests were administered in a standardised manner and had normative data available. Demographic and medical information was also collected while patients were in hospital.

Results: Examinations of mood, anxiety, depression and medical data demonstrated that the present sample of CABG patients were representative of the general CABG patient population. Cognitive testing showed that in comparison to estimated premorbid ability (using the NART) these patients were significantly impaired pre-operatively, particularly in verbal and non-verbal memory and attention domains. At day six, patients continued to perform below premorbid levels and had actually declined further on the delayed memory and language tasks. At week six, performance was still impaired, particularly in the areas of learning, immediate memory, verbal delayed memory, processing speed and psychomotor and executive abilities. By week 30, 12 of the 22 test scores had exhibited significant improvement, with patients performing in the average range or just below in the majority of areas suggesting a near return to premorbid levels.

Conclusions: The findings from this study suggest that patients with severe cardiovascular disease requiring CABG surgery experience some degree of neuropsychological deterioration pre-operatively. Immediately after the operation, their functioning remains at an impaired level, and possibly worsens, but over the following months, most patients appear to show some level of recovery. These outcomes contradict previous research findings which have suggested that the reduction in cognitive functioning only occurs after surgery. This suggests that at least some of the cognitive impairment results from the disease process rather than its treatment.

Co-ordinator of Training: Negotiating the triangular relationships

S. VAN SCOYOC, Board of Examiners for Counselling Psychology & A. FRANKLAND Registrar for Qualification in Counselling Psychology.

The Co-ordinator of Training for the Qualification in Counselling Psychology is participant in a triangular relationship with the trainee and the Board of Examiners (most frequently in the form of the Registrar). This workshop will explore the relationships and obligations the Co-ordinator of Training has to negotiate in order to fulfilling their role in the Qualification process.

Purpose: To clarify the relationships of the Co-ordinator of Training within the Qualification in Counselling Psychology.

Outcome: To enable the participants to be more confident in their role, to enable the participants to negotiate the relationships between the exam board and the trainee.

Ten, nine, ate, seven, siks! The effect of counting backwards and naming homophones on semantic interference during picture naming

M. VITKOVITCH & E. PYE, University of East London.

Earlier research has demonstrated that naming a word (e.g. vase) several trials before naming a related object (e.g. jar) results in semantic interference. Two naming experiments are reported which examine the possible causes of this interference. Both experiments use a paradigm, in which a word is prime is presented three trials before a target picture. Participants were volunteer students from the University of East London. In Experiment 1, prime relatedness was manipulated (related versus unrelated words) as well as a prime task – half of the word primed trials required participants to name the prime. In Experiment 2, the prime words were homophones, which were either directly related to the picture target (e.g. sun and picture (SUN), indirectly related (e.g. flower and picture LEAF), or unrelated (e.g. bear and picture KNIFE). Target picture naming latencies were analysed using ANOVA procedures. For Experiment 1, compared to unrelated conditions, related word primes slowed the naming of target pictures,
irrespective of whether the counting task was required or not. An effect of the counting task was found in delayed recall test. In Experiment 2, there was some indication that naming indirectly related homophone words resulted in semantic interference during picture naming, but only when word frequency was high. This set of results suggest that the interfering effect of a word on subsequently naming a picture is not the result of processing the word in the immediate recall interval, and that it may in part be due to residual activation remaining in phonological representations shared by both words and pictures.

Eyewitness testimony: The interaction effect of ‘field dependence’ and time of recall upon accuracy and suggestibility

N.M. WAGER & A. WILLIS, Buckinghamshire Chelmsford University College

Objectives: The vulnerable and reconstructive nature of human memory was investigated in the context of eyewitness testimony, in delayed recall. It was proposed that individual differences in cognitive style, particularly field dependence/independence status, would significantly impact on the accuracy of recall and suggestibility in relation to misleading questions.

Method: An opportunity sample of 55 undergraduate students were drawn from three different academic departments (Information Technology, Social Science (N=24) and Policing (N=14). Field dependence/independence status was determined by performing a median split of the number of items endorsed on the 15-item field dependence/independence (Donders, 1950) Embedded Figures Test in a fixed time span of two minutes. The higher scorers were classified as field independent (N=29) and the lower scorers as field dependent (N=26). Participants were asked to view a short video clip and then at the end attempt to answer question about the video. Two sets of 10 questions comprised the questionnaire. Each set was designed to test the accuracy of their memory of the filmed event. Following a 50-minute delay the participants were then asked to answer another set of 10 questions. Both sets of questions contained two misleading questions. Thus, both fallibility and maladaptability of memory were assessed.

Results: The results from a two-way mixed ANOVA revealed a main effect of time of recall upon accuracy (F1,53=7.411, p=0.009, h2=0.123), but no significant interaction effect of field dependence/independence and time (F1,53=0.489, p=0.489). A significant interaction effect of time of recall upon accuracy (F1,53=0.489, p=0.489, h2=0.006). Although a significant interaction effect was found between field dependence/independence and time (F1,53=4.345, p=0.042), the moderate effect size of the interaction (h2=0.06), warns against the possibility of making a Type II error. With regards to suggestibility, the two-way mixed ANOVA did not reveal significant main effects for either time of recall (F1,53=0.354, p=0.555, h2=0.007) or field dependence/independence (F1,53=0.159, h2=0.03), respectively. However, a significant interaction effect (F1,53=5.951, p=0.018) between these two variables was found, which demonstrated a moderate effect size (h2=0.101). Overall the results suggest that there might be a trend whereby field dependent individuals are considerably more vulnerable to 50-minute delay between either time of recall and the recording of findings. Furthermore, whilst there was very little difference in the number of correct answers given to leading questions between field dependence/independence participants at the immediate recall stage, delayed recall results in a deterioration of field dependent participants’ resistance to the effects of leading questions over and above field independent participants.

Conclusion: Whilst this is only a preliminary investigation on a relatively small group of undergraduate students, the findings may have some real world value. It is conceivable that 50 minutes is a likely duration between a witnessed event and active engagement of police officers gathering eyewitness information from the witnesses. Consequently, the findings add further support to interviewing guidelines that warn of the negative consequences of using misleading questions. In particular, it is important to note that certain groups of people, by dint of their cognitive style are likely to be more suggestible.

A thematic analysis exploring the online realities and social support in breast cancer computer-mediated support groups

A. WALKER & N.S. COULSON, University of Derby

Objectives: The primary objective of this study was to explore the online realities of living with breast cancer through employing a thematic analysis on data retrieved from the two breast cancer support groups. The study was designed to test the accuracy of their memory of the filmed event. Following a 50-minute delay the participants were then asked to answer another set of 10 questions. Both sets of questions contained two misleading questions. Thus, both fallibility and maladaptability of memory were assessed.

Design: This study undertook an Internet-based thematic analysis of postings extracted from two breast cancer computer-mediated support groups within a 15-day period. Thematic analysis was deemed suitable for use in the study, as this methodology allowed systematic patterns in the data to be identified, thus enabling the formation of specific themes.

Methods: Participants were selected through an opportunity sample, however as participant’s real world value. It is conceivable that 50 were recruited from online breast cancer support groups. Additionally various techniques were identified in how to provide social support and their functioning. Furthermore to examine the techniques used to request and offer social support the study employed a social support behaviour code.

Results: Thematic analysis produced six themes, these included social support, impact of breast cancer, coping styles, treatment dilemmas, medical issues and the aftermath of breast cancer. Each of these themes contained various related sub themes. Additionally various techniques were identified in regards to how social support was requested and provided.

Conclusions: It became apparent through thematic analysis that the online reality was continually present within the breast cancer computer-mediated support groups, hence this was developed into an extensive theme. The remaining themes identified from the data were: challenges and consequences that can occur for those affected directly or indirectly by breast cancer. Despite the study’s success in identifying themes and subthemes, the chief implication concerned the use of an Internet-based sample which made generalising results problematic whilst emphasising various reliability and validity issues.

Emotional intelligence among psychology undergraduates – a competitive edge?

A. WEINBERG & A. PEARSON, Directorate of Psychological Science, University of Salford

Objectives: This paper explores the potential for undergraduate psychology degrees to play a key role in providing students with an advantage in both the development and use of competencies related to emotional intelligence. The development of a measure validated with undergraduate students in the UK and cross-cultural comparisons from a comparative study of students on psychology and non-psychology programmes are presented.

Design: A between-subjects design was used to compare the levels of five main educational competencies between a level one student cohort on a psychology undergraduate programme – which provided learning and teaching experiences in these competencies – and a cohort on an art and design undergraduate programme in their first year. The test-retest reliability properties of a new scale were explored within the psychology student cohort.

Methods: An opportunity sample of 22 first-year psychology undergraduates completed the emotional intelligence self-assessment questionnaire at four points during their first year of studies. At the end of this year, their scores were compared to those from a lower level one cohort of 17 art and design undergraduates attending the same university.

Results: The test--retest reliability and internal validity of the measure were established and comparison of the mean scores between the two undergraduate cohorts revealed no overall significant difference. However, differences approaching significance showed that psychology undergraduates were better at regulating their emotions and they were less motivated by ambition. Correlation tests highlighted statistically significant relationships between male gender, age and empathy, as well as between increased age and self-regulation of emotion.

Conclusions: The psychometric properties of the measure have been supported by the data. Furthermore there is evidence to suggest that psychology students possess baseline levels of emotional competencies which could be built upon during the course of their studies to maximise their marketability in the workplace.

The effectiveness of ZT-1 and donepezil in reversing scopolamine-induced cognitive impairment in elderly volunteers

A. ZANGARA, HCU, University of Northumbria, C. EDGAR, K. WESNES, Cognitive Drug Research, P. SCALFARO & H. PORCHET, Debiopharm SA, Switzerland

Objectives: The Cognitive Drug Research (CDR) computerised assessment system has proven sensitive to both severe and mild neurodegenerative disorders and also to compounds designed to treat cognitive impairment in the dementia’s. The aim of this study was to evaluate the ability of ZT-1 (a novel phosphodiesterase 4 inhibitor, a precursor of the alkaloid Huperzine A [a novel cholinesterase inhibitor], in reversing scopolamine induced cognitive and mood decrements in healthy elderly volunteers compared to Donepezil, the ‘lead’ drug for Alzheimer’s disease.

Design: This was a double-blind, randomised, placebo and positive controlled, cross-over study of ZT-1.

Methods: In each period, 12 healthy elderly volunteers received 0.5mg subcutaneous ZT-1. CDR task performance and mood scale were administered to all volunteers pre- and 45 minutes post-scopolamine. The volunteers were then dosed with either placebo, ZT-1 1.5mg or donepezil 10mg. CDR tests were re-administered at 0.5, 2, 4.5 and 6 hours to determine the extent to which the treatments could reverse the scopolamine impairments.

Results: All active treatments significantly reduced the impairments produced by scopolamine. Modest, however statistically significant improvements were made in regard to subjective measures, self-ratings of mood confirmed benefits for ZT-1 in reducing the magnitude of the peak scopolamine induced impairment, and improved recovery. The recovery scores showed a significant main effect of treatment, with a statistically significant benefit for ZT-1 1.5mg over placebo and also more limited evidence of a benefit for ZT-1 1.0mg. Benefits of donepezil were seen on both speed and accuracy measures. Thus, ZT-1 was able to reduce the impairment produced by scopolamine in a dose-dependent fashion, the size of the reduction with the 1.5mg dose being equivalent to that of donepezil.

Conclusions: ZT-1 demonstrated superior power compared to placebo in antagonising the scopolamine-induced cognitive impairments, and was comparable in direction and often magnitude to donepezil on some measures. There were also significant reduction of a third peak scopolamine-induced impairment, and improved recovery. These data indicate further clinical research with Huperzine A and related compounds against gos, ZT-1, should be undertaken.

Tone, the stamp on the envelope?

B. ZENG & S. MATTYS, University of Bristol

Objectives: Tone is a supra-segmental source of information challenges current word-recognition models. The present cross-linguistic study investigates the characteristics of tone perception in Mandarin and compares the tone processing differences between native Chinese and English speakers.

Method: In a rhyme-judgment experiment, Mandarin and English speakers heard two
consecutive monosyllables, e.g. ‘dun4’ – ‘san3’ (where the number denotes the tone level) and were asked to judge whether the two syllables rhymed or not, regardless of tonal differences. The syllables within a pair had either the same onset or a different onset (the Onset factor), e.g. ‘kou4’ – ‘kou1’. Conversely, the syllables had either the same tone or a different tone (the Tone factor), e.g., ‘dun4’ – ‘shun4’, ‘dun1’.

Results: Latency results showed main effects of both Onset and Tone. Rhyme judgment was faster when the onset of the two syllables was the same and when their tone was the same. Furthermore, Onset and Tone interacted, indicating that the size of the tone effect was larger in the same-onset than different-onset condition (146ms vs. 69ms). Accuracy results mimicked latency results, except that, in this condition, English speakers were more sensitive to whether the tone was the same or different than were Chinese speakers. In a subsequent judgment experiment, participants were required to decide whether the tone of two consecutive syllables were the same or not, regardless of the segmental information. As before, the onset was varied (the Onset factor). The rhyme was varied as well (the Rhyme factor). The lickencies showed an interaction similar to that in the first experiment, in which same-onset facilitation was particularly large in the same-onset condition (414ms vs. 202ms). Accuracy results showed that the rhyme effect was larger in the same-onset than different-onset condition only for English speakers.

Conclusion: These findings suggest that tonal and segmental sources of information are processed interactively in both Chinese and English groups, with onsets playing an initial role in the perception of rhyme and tone, and rhyme tending to bind with tone. In addition, Chinese speakers may separate tone and rhyme more automatically than English speakers during speech perception, which has implications for whether tonal information and segmental information are represented separately in the Chinese mental lexicon.

Independence of executive control processes involved in prospective memory and task switching
S.A. ZLOTOWITZ, S. CHANNON, S.J. GILBERT & P.W. BURGESS, University College London.

Objectives: The present study investigated the relationship between two potentially dissociable sets of executive control processes: (a) those involved in remembering to carry out an intended action in the future (i.e. ‘prospective memory’); and (b) those involved in switching from one task to another (i.e. ‘task switching’). Studies of task switching paradigms (e.g. Rogers & Monsell, 1995), participants are provided with an external cue telling them which task to perform. By contrast, prospective memory requires self-initiated switching from an ongoing task to an intended future behaviour. Thus, we investigated whether the executive control processes involved in self-initiated switching behaviour (i.e. prospective memory) could be dissociated from those involved in externally cued task switching.

Design & Methods: 32 undergraduate participants performed an arithmetic verification task in a 2 x 2 within-subjects factorial design, independently manipulating two factors: (a) the requirement to maintain and act upon prospective memory instructions, and thus carry out self-initiated task switches; and (b) the requirement to switch between tasks (i.e. alternating between addition and subtraction problems).

Results: Both prospective memory and task switching had reliable effects on reaction time in the arithmetic verification task. However, the effects of these two factors combined additively (i.e. there was no significant interaction). These results suggest that there may be little overlap between executive control processes involved in prospective memory and those processes involved in externally cued task switching. Prospective memory may depend on self-initiated task switching, which may be more common in everyday life than the externally-cued switches conventionally studied in the task-switching paradigm. The results are discussed in relation to previous neuropsychological data.

POSTERS

Themes: Cognitive, Developmental and Educational

Inclusion in Australia: What teachers say they need and what educational psychologists can offer
C.K. ANDERSON, South Gloucestershire Psychology Service & R.M. KLASSEN, University of Alberta, Edmonton, Alberta, Canada.

Sleep characteristics of patients attending a pain management programme
K. BROOKFIELD, S. TEDMAN, E. GHADIALI, A. MURPHY, Pain Management Programme, Department of Neuropsychology, P. CRESSWELL, Department of Clinical Neurophysiology, Walton Centre for Neurology and Neurosurgery & T. L. HART, Department of Neurosciences, University of Liverpool.

Alcohol-related attentional bias and problem severity is negatively correlated in problem drinkers: A new finding using the flicker paradigm for inducing change blindness
G. BRUCE, S. LIVINGTON, M. O’RAE, A. BOYD, B.T. JONES, Psychology Department, Glasgow University & T. REED, Department of Clinical Psychology, Lothian National Health Service Trust.

Encoding of matched emotional expressions reveals repetition blindness
H. BUTTLE, Massey University, New Zealand.

The relationship between physiological measures of heart rate and electro dermal activity and self-regulation in typically developing and hard to manage pre-school children
G. CASE, Northumbria University.

Repetitive Behaviour, Sensory Processing and Weak Central Coherence in Children with Autism Spectrum Disorder
Y. CHEN, J. RODGERS & H. McCONACHI, University of Newcastle-upon-Tyne.

Spirituality/Religion and counselling psychology: course directors’ views
A. DE ACUTIS, University of Northumbria.

Reasoning deficits in ecstasy (MDMA) users
J.E. FISK, C. MONTGOMERY, Liverpool John Moores University, M. WARING & P.N. MURPHY, Edge Hill College of Higher Education.

Maintaining the status quo: The indirect influence of family and school interactions on career choice among young people
R.L. GERVAIS, University of Manchester.

The neuropsychological effects of radiotherapy in head and neck cancer patients
B.D. GOODALL, D.J. FRIZELLE, Department of Clinical Psychology, University of Hull & N. STAFFORD, Postgraduate Medical Institute.

Social support networks, loneliness and cognitive ageing

Memory for rhythm, short-term memory, and phonological awareness in young children
D. HALL & S.E. GATHERCOLE, University of Durham

Cognitive and mood effects of Guaraná (Paullinia cupana) and Panax Ginseng alone and in combination

Cognitive and mood effects of caffeine and theanine alone and in combination

Don’t send teenagers shopping! The effects of excessive alcohol use on everyday remembering in 16 to 19-year-olds
T.M. HEFFERNAN, J. BARTHOLOMEW, Northumbria University & J. LING, University of Teeside.

Self-rated prospective memory and central executive deficits in alcohol users
T.M. HEFFERNAN, J. BARTHOLOMEW, Northumbria University & J. LING, University of Teeside.

Prospective memory deficits in ecstasy-users: A comparison of self-report and objective measures
T.M. HEFFERNAN, J. JARDINE, Northumbria University & G. BETNEY, Open University.

Common visual defects and peer victimisation in children
J. HORWOOD, A. WAYLEN, D. HERRICK, C. WILLIAMS, University of Bristol & D. WOLKER, Jacobs Foundation Williams & The Alsop Study Team.

Children and adults’ processing of implausible and anomalous thematic relations during reading

Anxiolytic and mood effects of single doses of sage (Salvia officinalis) in healthy volunteers
D.O. KENNEDY, S. PACE & A.B. SCHOLEY, Human Cognitive Neuroscience Unit, Division of Psychology, Northumbria University.

Psychoactive effects of single doses of Puullania cupina (Guaraná) during intense mental demand.

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The use of clarification requests in negotiation between children with impaired hearing and their typically developing peers

The career paths of tomorrow’s psychologists: Formalising the career preparation of undergraduate students through coursework
A. LOUTSIOU-LADD & G. PANAYIOTOU, University of Cyprus.

Shape discrimination in rats
L. MININI, J. WATTAM-BELL & K.J. JEFFERY, University College London.

Improved psychomotor function in children following a mid-morning snack: A semi-naturalistic study
T. MULLINGER, D.O. KENNEDY & A.B. SCHOLEY, Human Cognitive Neuroscience Unit, Northumbria University.

Learning objects: A new approach to teaching observation skills
J. OATES, V.A. LEWIS & S.E. MARTIN, The Open University.

Glucose and memory function: A role for insulin?
L. OWEN, D.O. KENNEDY & A.B. SCHOLEY, Human Cognitive Neuroscience Unit, Northumbria University.

Promoting inner stillness: The value of a school-based self discovery programme designed for children with emotional behavioural difficulties
L.A. POWELL & J.H. BARLOW, Interdisciplinary Research Centre in Health, Coventry University.

Single doses of panax ginseng (G115) produce an opposing glucose response and enhance cognitive performance during sustained mental activity
J.L. REAY, D.O. KENNEDY & A.B. SCHOLEY, Human Cognitive Neuroscience Unit, Northumbria University.

The effect of panax ginseng (G115) on mood and cognitive performance following acute and sub-chronic daily dosing
J.L. REAY, D.O. KENNEDY & A.B. SCHOLEY, Human Cognitive Neuroscience Unit, Northumbria University.

I get by with a little help from my friends: An exploration of young maltreated children’s development whilst engaged in pair play therapy
C.L. RUSSELL & C. PROTOGEROU, University of Bath.

Early cognitive outcome in children treated for brain tumours in comparison with matched normal controls
R. SHORTMAN, R.J. McCARTER, Frenchay Hospital Bristol, A. PENN, Frenchay Hospital, Bristol Royal Hospital for Children, University of the Witwatersrand, S. LOWIS, Bristol Royal Hospital for Children, A.L. CURRAN, Frenchay Hospital & P.M. SHARPLES, Frenchay Hospital & Bristol Royal Hospital for Children.

Long-lasting effects of MDMA on impulsivity
L. TAURAH, M. HESLIN, C. CHANDLER, London Metropolitan University & S. PAL, King’s College Hospital.

The use of clarification requests in negotiation between children with impaired hearing and their typically developing peers
S. BOOKER, University of the West of England.

The majority of critical writings about the sex industry focus on women sex workers. There are only a handful of studies examining men as consumers of the sex industry. The reasons for this are clear: men are less likely to disclose themselves as consumers of the sex industry and risk the condemnation that may bring. For this dissertation I wanted to explore the views, opinions and experiences of men who are consumers of lap dancing. I interviewed five men who self reported visiting lap dancing clubs and buying private dances from women who worked there as dancers. I also carried out an interview with the male manager of a lap dance club. The interviews were semi-structured, transcribed verbatim and analysed from a critical feminist position using critical discourse analysis. The discursive accounts provided by the men are described extensively here and subsequently unpacked in relation to social and cultural positionings. I also explore my role as a researcher/woman and the impact I believe that may have had on the interviews and the stories that the men told me.

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S. BOOKER, University of the West of England.
Cognitive Behavioural Case Management (CBCM) in first episode schizophrenia and related psychotic disorders – The Eurphrosia Pilot Study

S. SULLIVAN, Academic Unit of Psychiatry, University of Bristol.

Aims: To carry out a pilot study to test the feasibility of running a multicentre randomised controlled trial (RCT) to evaluate a manualised cognitive-behavioural treatment delivered within a therapeutic case management framework, for young people with first episode psychosis.

Background: Effective intervention in the early stages of psychosis may help to prevent the biological, psychological and social deterioration that can occur in the early years of the illness (Birchwood & Macmillan, 1983). Previous studies have evaluated multicomponent early intervention programmes (Addington et al., 2003; McGorry et al., 1996; Nordenfelt et al., 2003) but have been inconclusive since treatments given were not randomised and insufficient attention was paid to treatment fidelity. The early psychosis field now needs RCTs using more highly specified interventions, delivered in real clinical settings.

Hypothesis: The hypothesis is that the group receiving CBCM will report lower levels of psychopathology, better psychosocial functioning and quality of life, greater service satisfaction and be more engaged with treatment than the group receiving treatment as usual (TAU).

Method: This is a pilot study using a RCT to compare CBCM with TAU.

Results: This study has only just started and has not yet produced any results.

Welsh Branch 35th Annual Student Conference

Welsh Branch 35th Annual Student Conference, University of Glamorgan, 22 April 2005.

KEYNOTE SPEAKER

Dancing hot on Ecstasy: The neuropsychobiological implications of taking MDMA at dance clubs and raves

PROFESSOR A. PARROTT, Swansea University.

MDMA 3,4-methylenedioxymethamphetamine or ‘Ecstasy’, is a ring-substituted amphetamine derivative which is used recreationally by young people, particularly at dances and raves. Around 80 to 95 per cent of dancers/ravers report using Ecstasy/MDMA users. Other factors will also be heighten the likelihood of adverse neuropsychological sequelae in recreational Ecstasy/MDMA users. Other factors will also be discussed, including the potential contributory roles of other psychoactive drugs, such as cannabis, nicotine, alcohol and amphetamine.

INDIVIDUAL PAPERS

The effects of collective self-esteem and status on psychological commitment to group

G. HALL, University of Glamorgan.

For most sports fans their self-concept is also related to their identity as a supporter of a specific sport team (Wann, 1996). The Collective Self Esteelem Scale (CSES) (Luhtanen & Crocker, 1992) was evaluated a predictor of supporter identification with their team, and their commitment to the group. Measures taken on subscales of the CSES (group membership, private self-esteem, public self-esteem, and identity) were correlated with a recently developed psychological commitment scale (Thomson, 2004) with four subscales (Lovality, Attendance, Individualisation, and Identification). A negative correlation was found between public self-esteem and loyalty subscale (R=0.537, p<0.001), a positive correlation was found between private self-esteem and group membership (R=0.636, p<0.001), and a positive correlation was found between group membership and attendance (R=0.695 p<0.001). Correlations suggested a strong link between attitudinal factors that contribute to being a supporter with actual behavioural responses of the supporters. Results also suggest supporters gain some perceived identity value from being associated to the team but this is displaced in response to identity threat although commitment remained the same. Results will be discussed in terms of identity theories links with self-esteem, status, and commitment within social groups.

Paranormal beliefs, reasoning ability and scientific education: An exploration of the cognitive deficits hypothesis

E. KRISTIN ANDERSSON, University of Glamorgan.

This study aimed to investigate the negative relationship between paranormal belief and reasoning ability observed in the literature (e.g. Blackmore & Troscianko, 1985; Brugger et al., 1998). Belief in the paranormal, education and task content was proposed to influence reasoning performance on a conditional reasoning task and a scientific reasoning task. In a sample of 91 science and non-science undergraduates, no support was found for the predictions. Science-students tended to perform better on scientific reasoning but not conditional reasoning. Non-believers performed better on conditional reasoning but were less critical than believers on the scientific reasoning task. No content effects were found in either of the reasoning tasks. The findings may be explained by limitations in the method such as task difficulty, belief measure used and experimenter effects. In addition, the findings may question the cognitive deficits hypothesis.

How individuals manage identity representation with perceived threat: A qualitative study using both sports team and non-sports team members

P. NASH, University of Glamorgan.

This investigation aimed to assess the attitudes held by individuals and the identity management strategies they used when they perceived a threat to their identity. Based on social identity theory (Tajfel et al. 1986) this investigation posited...
that sports groups would have beliefs, values and attitudes that are more explicitly evident than non-sports groups and thus use different strategies to manage identity. The participants were three males and three females from the University of Glamorgan rugby team and three males and three females not from the rugby teams. The investigation was a one-to-one semi-structured interview focusing on team and social identification beliefs, attitudes and experiences towards measures of diversity. Potter’s discursive discourse analysis was used to analyse the interviews. Four themes were identified (direct experience, locus of identity, social roles and attribution). These findings enhance their awareness and ability to detect lies in high-stake situations. Results were discussed in two low and two high-stake (a replica of those seen in the high self-monitoring group. Thirty undergraduates (attending Glamorgan University) were asked to view the videos, and they were found ‘no significant differences’ in cigarette smoking, sleeping. There was a ‘significant difference’ in alcohol consumption, with those lower in perceived stress consuming more alcohol than those high in perceived stress. Significant differences were noted in confidence in mpg were found with the high stress group reporting a more negative mood.

Mirror, mirror on the body image across the lifespan: A reflection of social identity? K. SHORD, University of Glamorgan.

This study examined the brief effect of viewing magazine photographs of attractive models on a female’s body image, compared to landscapes. A sample of 60 females aged 12 to 75, split into three age groups, completed body image satisfaction questionnaires before and after viewing the photographs, with a larger change in scores indicating less body image satisfaction. The results were that the youngest group in the experimental condition had a lower body image after viewing the images. The hypothesis was not supported. This study also contained qualitative data relating to media influence on body image. Participants cited a number of individuals they considered as appropriate role models. Provides support for the role of social comparison, in the development of body image, particularly for the adolescent.

Space or time–space representation

P. STYRKOWIEC, University of Glamorgan.

Navigating through any space always takes time. Very often people use a measure of time taken for movement for judging a distance. The aim of this research was to investigate whether there is a link between spatial representations and time–information processing, i.e. do humans use time in their spatial behaviour. The experiment used spatial orientation task (quadrangle completion) in a virtual environment, spatial speed conditions as a method of providing different time conditions while navigating. Accuracy of performance was measured. Results showed no difference in performance in different time conditions. In particular performance was impaired when speed of navigation was varied (vs. constant speed) these results are discussed in terms of spatial representations, time representations and path integration model. Implications for further investigation are provided.

The effectiveness of practice in playful and formal conditions

L. THOMAS, University of Glamorgan.

Play is seen by many theorists as an important element of learning. Although play Bruner (1972) believed children would be unable to achieve their full potential. There is little empirical support for the relationship between play and learning. This study investigates the relationship between play and the effectiveness of practice using a problem solving task (Jigsaw puzzles) under formal and playful conditions. Children aged three to seven years (mean age 4.6 years) participated in this study. The procedure comprised four stages: (1) initial time taken to complete test puzzle; (2) use of the test puzzle and others in either condition; (3) immediately timed on test puzzle; and (4) timed on test puzzle a week later. The results of the present study indicated a significant increase in accuracy. Participants were exposed to a film clip and presented with three questionnaires over a period of a month. The percentage of accurate recall and the mean reported confidence levels suggested that the older participants showed a significant decrease in confidence. In addition, confidence levels were shown to decrease over time and within subjects. A significant correlation was established between the confidence of participants in their own recall and the actual accuracy of their recall. Results suggest that the elderly are not reliable witnesses and, therefore, their credibility in court is undermined. However, individual cases suggest that this cannot be generalised, in some cases elderly participants performed significantly better than younger ones. Future research should attempt to accurately predicts what makes a witness credible, both to prevent further misidentification of inaccurate witnesses, and to allow a fair trial without discrimination and prejudice.

POSTERS

Patriotism and intergroup discrimination

M. NEWTON-HILL, University of Glamorgan.

The purpose of the present study was to measure the effect of a short bout of intense exercise on cognitive functioning and arousal. A repeated measures pre-test/post-test design was performed on 168 undergraduate students, finding a direct relationship between identity and discrimination in the Welsh, but not the English. Also, identity was a predictor of discrimination in the Welsh, but not the English. Proximity, however, was not significant for either nation.

The effect of 12-minute periods of relaxation juggling or step-ups on speed and accuracy

M. NEWTON-HILL, University of Glamorgan.

The current study was to determine whether age has an effect on the accuracy of a witness’s ability to recall an event and if confidence is a predictor of accuracy. Participants were exposed to a film clip and presented with three questionnaires over a period of a month. The percentage of accurate recall and the mean reported confidence levels suggested that the older participants showed a significant decrease in confidence. In addition, confidence levels were shown to decrease over time and within subjects. A significant correlation was established between the confidence of participants in their own recall and the actual accuracy of their recall. Results suggest that the elderly are not reliable witnesses and, therefore, their credibility in court is undermined. However, individual cases suggest that this cannot be generalised, in some cases elderly participants performed significantly better than younger ones. Future research should attempt to accurately predicts what makes a witness credible, both to prevent further misidentification of inaccurate witnesses, and to allow a fair trial without discrimination and prejudice.
Rule learning and moral development in young children
K. THOMAS & B. ELIAS, University of Glamorgan.

When children enter school one objective from the early years curriculum states they must understand what is right, what is wrong and why (QCA, 2003). Stern and Peterson (1999) found with increasing age children are more likely to recognise negative consequences associated with moral misconduct. This study explores rule learning and moral development in young children examining differences between knowing and understanding rules and whether these are gender or age orientated. Four- and five-year-old children identified and gave moral-based responses to a picture book depicting commonly enforced rules. Results indicated interactions between gender and age revealing children aged five were significantly more moral than children aged four suggesting important developmental changes in rule learning and morality within the early years.

The changing nature of social identities in psychological research
I. SCHERMBRUCKER, Queen’s University Belfast.

Background: The original conception of the social identity, established by Tajfel, was necessarily a simplification of a complex aspect of human nature. In recent years psychologists have moved away from this original conception when the definition of the social identity, and to explore new perspectives from which this construct can be viewed.

Aims: To provide a brief overview of recent research into various aspects of social identities.
Main Contribution: To examine research on chronic and acute aspects of social identities, explicit and implicit manifestations of social identity processes and research on cognitive and emotional aspects of social identities.

Conclusions: That the study of social identities is at a very early stage, and that there is a need for broadening our conceptions of the nature of social identities if we are to fully characterise their complexity.

Perceived identity threat and collective identity: A cross-border comparison
K. SCHMID, Queen’s University Belfast.

Background: While collective identity has long been found to play a pivotal role in the Northern Ireland conflict, less research to date has focused on the underlying role of perceived identity threat.

Aims: This paper explores perceptions of identity threat and collective identity in view of people’s experience of the Northern Ireland conflict, both sides of the border.

Method: A telephone survey was administered to 3000 respondents’ representative of Northern Ireland and the border counties in Ireland, and included measures of perceived identity threat, self-categorised national identity, prototypicality, self-evaluation, importance, values and experience of conflict.

Results: Results highlight the relationship between perceived identity threat and collective identity, as well as between the different dimensions of identity and experience of conflict.

Conclusions: Findings of the study highlight the relative importance of perceived identity threat in Northern Ireland and point to the need for including in the social-psychological literature.
The minority-majority conundrum in Northern Ireland: An Orange perspective

C. STEVENSON, Queen’s University Belfast.

Background: Social identity research has faced longstanding criticism, with notable studies listing 'minority' or 'majority' status of each community in Northern Ireland. This has been further complicated by the emphasis placed on student-Catholic rather than groups more central to the conflict.

Aims: The present research examines the strategic deployment of identities in speeches delivered by the Orange Order.

Method: Recordings of speeches delivered from the Belfast 12th July platform from 1993–1998 and 2004–2006 were transcribed and analysed from a 'discursive' perspective.

Results: Speakers flexibly use status to describe intergroup relations, though this differs according to the political or religious ideology being deployed.

Conclusions: In these speeches, status and ideology are demonstrably 'identity-resources' rather than determinants of intergroup relations in Northern Ireland can be viewed as a bid for the 'symbolic power' to define the conflict to the ingroup's advantage rather than being simply a product of their status.

Symposium: Experiences of growing up Irish

Convenor & Chair: C.A. LEWIS, University of Ulster at Magee College.

Background: The experiences of young people in Ireland are currently under-researched by psychologists.

Aims: The symposium contained six empirical papers that examined some of the experiences of young people growing up in Ireland.

Method: Papers from years 8, 9, and 10 were asked questions regarding their experiences of bullying at school, as well as questions measuring the Eysenckian personality dimensions of Narcissism, Neuroticism, and Extraversion.

Results: Findings indicated that boys were significantly more likely to bully than girls, and year 8 pupils were significantly more likely to be bullied than year 9. With regard to personality, bully/victims scored significantly higher on Extraversion than their peers in the same group, as well as significantly higher than 'victims' on Neuroticism.

Conclusions: Results are consistent with previous research, with the exception of personality, and are discussed in terms of limitations and ideas for further research.

‘Who’s the psycho?’ Personality profiles of children involved in bully/victim problems

C. McGUICKIN, Dublin Business School & C.A. LEWIS, University of Ulster at Magee College.

Background: Relatively little of the prevention/intervention literature has focused upon building personality profiles of those children directly involved in bully/victim problems as either a bully, a victim, or as a bully/victim. Knowledge of the personality profiles of these actor groups would enable the development of bespoke prevention/intervention programs that could better help these children develop more positive peer interactions.

Aims: To explore the personality profiles of pupils categorised as bullies, victims, or bully/victims.

Method: 7000 Northern Irish primary and post-primary school pupils completed the seven most popular bully/victim instruments and four leading personality measures.

Results: Whilst consistent patterns were often uncovered between a number of the bully/victim instruments utilised and each of the personality instruments utilised, no consistent pattern emerged across all of these personality measures.

Conclusions: These findings highlight the value of exploring the personality profiles of those pupils directly involved in bully/victim problems.

WORKSHOP

Publishing and disseminating research

Chair & Discussant: D. HANNA, Queen’s University Belfast.

Northern Ireland: An Orange perspective

N. SHEEHY, Queen’s University Belfast; C.A. LEWIS, University of Ulster at Magee College.

Findings have always been an important part of academic life. Increasingly, however, publications are viewed as essential to survival in academia. This workshop introduced postgraduates to the various issues that authors have to consider when attempting to secure publication in peer reviewed journals. The two presentations in the session covered a range of issues related to publication. In the first presentation, Noel Sheehy, Co-editor of Current Psychology outlined the publication process, the peer review process and factors that increase the favourability of editors' views when they are considering submitted manuscripts. In the second presentation, Christopher Alan Lewis, Co-editor of Mental Health, Religion and Culture, outlined strategies for securing publication, how best to respond to reviewers’ comments, and outlined some of the wider issues potential authors should consider when writing a research article. He also outlined the value and limitations of Journal Citation Reports. The workshop concluded with a question and answer session.

INDIVIDUAL PAPERS AND POSTERS

Mental health and psychosocial well-being in a student population

A.YLWARD & S. McGILLOWAY, NUI Maynooth, Ireland.

Background: There has been growing concern about the progressive increase in the number and severity of mental health disorders amongst students.
Aims: The aims of this study were to assess the mental health status, psychosocial functioning, self-esteem and alcohol abuse in a student sample and to identify potential contributory factors.

Method: Currently, 108 participants (18 to 25 years) have been recruited from the student population of two urban- and rural-based universities. Participants completed a Background Questionnaire; the Multi-dimensional Health Profile-Psychosocial Functioning (MHP-P); the GHQ-12; the CAGE; and the Rosenberg Self-Esteem Scale.

Results: Preliminary findings indicate that 14 per cent exceed a mental health threshold whilst the same proportion was unsure about their mental health status. Almost half (46/108) were identified as ‘cases’ on the GHQ-12, whilst a similar proportion obtained scores on the MHP-P suggestive of problems.

Conclusion: The findings, to date, suggest alarmingly high levels of mental ill health amongst students which has important implications for university support services and for academic staff. Further analysis will consider the influence of background factors and undertake relevant sub-group comparisons.

The role of emotional intelligence in speech anxiety and self-focused attention
M. BARKLEY & M. McROIRIE, Queen's University Belfast.

Background: Claims made about the influence of Emotional Intelligence (EI) on personal and social functioning remain, to some extent, untested.

Aims: This study examines the claim that high EI scorers are better able to manage negative affect, in this instance speech anxiety, than low EI scorers.

Method: EI and speech anxiety measures were administered. Focus of attention was manipulated during a speech task within a non-clinical sample of 30 pairs of undergraduates.

Results: As hypothesised, a negative correlation was observed between EI and speech anxiety. Focus of attention was found to increase anxiety, however, no relationship was found between EI and self-focus.

Conclusions: Results suggest that high EI may play a protective role against speech anxiety. Self-focused attention appears to play a causal role in exacerbating speech anxiety. However, no support was found for a relationship between EI and self-focused attention, surprising given EI is proposed as a set of emotional cognitive abilities.

Stress and social support in traditional and non-traditional students
H. BRAIDEN & K. TREW, Queen's University Belfast.

Background: Many college students find the academic experience stressful, however for non-traditional students combining both student and parental roles may lead to additional stress. The role of in-group identity, cross-group contact, and parents simultaneously and 73 traditional students.

Aims: The aim was to identify the specific perceptual information used to guide observational learning of a cricket bowling task.

Method: Sensory tasks were made in order to highlight, isolate or remove between- and within-limb RM. The time frame for presentation of this information was also varied.

Results: Analyses of kinematics (i.e. co-ordination and control features), outcome scores and gaze behaviours were focused on the end-effector rather than on whole-body RM per se, as indicated through accurate replication of the bowling arm over and above other movement features (such as between-limb co-ordination).

Conclusions: Learners adopt a local and somewhat restricted perception-reproduction strategy in order to reproduce the arms movement and achieve outcome success. It may be that the specific RM co-ordination pattern between the limbs (i.e. the arms) emerges through the action and being specified a priori through perceptual information.

A psychometric evaluation of prayer measures
M.J. BRESLIN & C.A. LEWIS, University of Ulster at Magee College.

Background: Although prayer is the most often practiced form of religiosity (Miesenholzer & Chandler, 2000), its use in scientific research has often been employed as a background variable, a single item question on frequency. More recently however, multi-dimensional measures of prayer have emerged.

Aims: To conduct an empirical psychometric evaluation of existent prayer measures, and to investigate respondents’ prayer type and to whom they pray.

Method: 452 respondents, ranging in age from 13 to 85, from the Republic of Ireland and Northern Ireland, completed a 31 item questionnaire designed to measure various aspects of prayer activity.

Results: Although reliability of all measures was satisfactory, factor structures failed to emerge. Petitionary prayer was engaged in most frequently. Thanksgiving prayer was perceived to be most important. A dead relative was the third most frequently prayed to ‘divine being’, with Jesus and God prayed to most frequently.

Conclusions: There is benefit in the development of a single multi-dimensional measure of prayer that is psychometrically robust, which incorporates most aspects of existing measures.

In-group bias among adolescents: The role of in-group identity, cross-group contact and segregation
A. CAMPBELL, E. CAIRNS & J. MALLETT, University of Ulster at Coleraine.

Background: There remains a lack of consensus concerning the relation of in-group and out-group affect. This ambiguity has recently been noted in the developmental literature.

Aims: The present study set out to examine the relation between in-group and out-group affect among adolescents and subsequently explore the role of in-group identity, cross-group contact, and revised self-esteem and socioeconomic status in in-group bias.


Results: The results were consistent with previous research on adults suggesting a modest but positive correlation between in-group and out-group affect. This relationship was also moderated by strength of in-group identity. Further analysis revealed that in-group identity, cross-group contact and desire for segregation were significant predictors of in-group bias.

Conclusions: The limitations and usefulness of the study will be discussed, as will the implications for further investigations.

Social inclusion: Undergraduate attitudes towards employment in the Northern Ireland Civil Service
N. CARRAGHER, T. CAMMOCK, University of Ulster at Jordanstown & G. PRENTICE, Dublin Business School.

Background: The Northern Ireland Civil Service (NICS), a major employer, has reported partially favourable fair participation data and stressed its continuing commitment to promoting equality of opportunity.

Aims: Using the extended theory of planned behaviour (TPB) to identify issues for affirmative action, particularly speech, have used actors to generate 20 and verbal intelligence differences in respect of students’ intentions to apply for NICS posts.

Method: 618 students completed the Grammatical Reasoning Transfer to Natural Speech Questionnaire.

Results: The ETBP direct components accounted for 50 per cent of the variation in intention. ANOVAs, utilising gender, religious intelligence and social intelligence as predictor variables and ETBP direct measure components as criterion variables, revealed only one significant difference: students scoring higher in favourable female evaluation of NICS employment outcomes. Overall, the participants were unimpressed with NICS employment outcomes and were indifferent to apply.

Conclusions: The NICS may have successfully conspired its problem of social inclusion to history, but it lacks appeal as a potential employer.

Exploring emotionally coloured discourse
C. COX & R. COWIE, Queen’s University Belfast.

Background: Emotion plays a significant part in human interaction. Thus far, most research addressing the effects of emotion on interaction, particularly speech, have used actors to generate samples of emotional data to study. It has, however, become apparent that research applications based on acted material do not transfer to natural speech.

Aims: In response to this, the HUMAIN project at QUB are developing a ‘Sensitive Artificial Listener’, for use in scenarios where real human interaction is not possible.

Main Contribution: The user interacts or ‘converses’ with a computer simulation consisting of four characters. The object is to capture a broad spectrum of day to day emotions, states in ‘emotionally coloured discourse’ (ECD) likely to be displayed in everyday conversation, rather than the classical approach which emphasised data collection of episodic emotion, e.g. fear, anger, joy, etc.

Conclusions: The SAL approach has been used to generate audio-visual databases involving 20 speakers, totalling approximately nine hours of discourse.

No sex (differences) please – we’re Irish! The role of gender orientation in self-estimated intelligence
S.M. CRUISE & C.A. LEWIS, University of Ulster at Magee College.

Background: It has been suggested that observed sex differences in self-estimated intelligence may reflect gender orientation differences. However, limited results have been conflicting.

Aims: To examine sex differences in self-estimated intelligence, and to assess the role of gender orientation, in a sample of Irish adolescents.

Method: 253 secondary students completed measures of sex-identified intelligence and gender orientation (Personal Attributes Questionnaire).

Results: Significant sex differences were confined to females who rated themselves higher in body-kinesthetic and interpersonal intelligence.

Significant differences were observed between gender orientation groups, with masculine and androgyrous participants scoring higher in the majority of intelligences. Higher ratings by
feminine participants were confined to female domains of intelligence.

Conclusions: Contrary to previous research, these results indicate that males do not always rate themselves significantly higher in intelligence. Additionally, these findings further highlight the role of gender in IQ assessments, especially in ratings of male and female domains of intelligence.

Does similarity of accent, gender and location influence empathetic concern, helping and blaming behaviour  S. DOHERTY, University of Ulster at Magee College.

Background: Little attention has been given to the influence of gender, similarity of accent, and location on the processes of helping and blaming, especially in the area of psychophysiology.

Aims: To investigate these processes, by examining levels of GSR in students.

Method: Students listened to stressful event and completed the Helping Attitude Scale and Vicarious GSR scales. High GSR was indicative of empathetic rather than distress reactions. Accents and locations were manipulated.

Results: Attacker-blame demonstrated two significant interactions of gender/accent and gender/location. Victim-blame showed a main effect of location: Helping behaviour yielded a significant interaction of accent and location of females. Although males were more physiologically aroused than females for Belfast pub victim, they self-reported less empathy; the reverse was so for females.

Conclusions: Further research is needed to explain the precise role that GSR plays in helping behaviour, emotional expressiveness and regulation.

The detection of dissociative identity disorder by Northern Irish clinical psychologists and psychiatrists: A clinical vignettes study  M.J. DORAHY, NewhBhSocial & Queen’s University Belfast, C.A. LEWIS, University of Ulster at Magee College & C. MULHOLLAND, Queen’s University Belfast.

Background: Previous work has found that while most Northern Irish psychologists and psychiatrists believe in the existence of Dissociative Identity Disorder (DID), they generally view the condition as rare, with iatrogenesis and misdiagnosis accounting for recent increases in prevalence rates.

Aims: To assess whether Northern Irish clinicians could accurately detect DID when presented in clinical vignettes.

Method: Northern Irish clinical psychologists (N=27) and psychiatrists (N=26) were presented with clinical vignettes which consequently presented more characteristic and discriminating symptoms of DID.

Results: Psychiatrists and clinical psychologists were able to detect DID when discriminating and characteristic symptoms were present. However, the majority of clinicians still failed to diagnose DID as the most likely condition in a clear-cut case.

Conclusions: The lack of DID information given to clinical psychologists and psychiatrists during training is considered a central problem in the failure to accurately detect cases of DID.

Post-traumatic stress disorder among survivors of war and political violence: A review  C. DOWNES, O. MULDONN & K. TREW, Queen’s University Belfast.

Background: Post-traumatic stress disorder (PTSD) is a highly prevalent diagnostic category, which was added to the Diagnostic and Statistical Manual of Disorders (DSM) in 1980. For the first time, it was accepted that extremely traumatic and stressful events could lead to a clinical anxiety disorder, to discuss the symptoms associated with PTSD and to discuss prevalence rates in situations of war and political violence.

Aims: The aims of this review are to provide an overview of PTSD among survivors of war and political violence, to discuss the symptoms associated with PTSD and to discuss prevalence rates in situations of war and political violence.

Main Contribution: A special focus will be given to research on PTSD in Northern Ireland.

Conclusions: Further research in the area of PTSD in Northern Ireland is necessary in order to inform the public and professionals of the severity of this disorder among otherwise normal individuals.

Recognition of facial expressions of emotion in children with an intellectual disability  S. DUNLEAVY & J. WYLIE, Queen’s University Belfast.

Background: Individuals with a intellectual disability have difficulties interpreting facial expressions of emotion. As disability increases, ability to recognise facial expressions decreases. This ability is crucial to develop social/emotional competence which is vital for integration and learning in social situations.

Aims: To investigate the effect of intellectual disability on the recognition of facial expressions of emotion. It was hypothesised that ability to recognise expressions of emotion would influence social interactions.

Method: Children (seven- 18-years-old) were assessed through a recognition and production task. A questionnaire was administered to the class teacher to measure social interaction.

Results: Individuals with a mild intellectual disability were better able to recognise the emotion of happiness and fear and had better overall ability to recognise expressions of emotion than those with a moderate intellectual disability. Further, males were better able to recognise facial expressions of emotion than females. Ability to recognise or produce expressions of emotion had no effect on social interactions.

Conclusions: Implications and future directions are discussed.

The influence of olfactory enrichment on cats in an animal rescue shelter  S. ELIS & D.L. WELLS, Queen’s University Belfast.

Background: There has been growing interest in the area of sensory enrichment for captive animals. Wild felids have been shown to benefit from enrichment and, in turn, the effect of olfactory enrichment on the behaviour of domestic cats remains unknown, despite literature suggesting it is needed.

Aims: To examine the effect of olfactory stimulation on the behaviour and welfare of domestic cats in an animal rescue shelter.

Method: Cats were exposed to four conditions of olfactory stimulation (control, catnip, lavender and the body odour of a prey animal). Each odourant was tested for 15 minutes and, at 15-minute intervals, the cats’ behaviour was recorded using a time-sampling technique at 10-minute intervals for three hours, on days 1, 3 and 5.

Results: The data will be analysed using ANOVA to determine the effect of olfactory stimulation on the cats’ behaviour and welfare.

Conclusions: The findings will be discussed in relation to enrichment and welfare of cats confined in an animal rescue shelter.

Community integration after brain injury: General public perceptions of community involvement  J. GEDDES, R. RAUCH, N. SHEEHY & M. LINDEN, Queen’s University Belfast, Community Brain Injury Team, Down Lisburn Trust and Royal Hospital for Neuro-disability, London.

Background: Community integration measurement following brain injury has highlighted a number of concerns with the domain. Further investigation is required in this area.

Aims: To explore the term community amongst the general public and determine how people see themselves and others as being either included or excluded in the community.

Method: A qualitative approach examined how the participating public viewed individuals who they saw as either included or excluded from their community. Participants were also asked to rank order a number of factors from a range of community integration measures, in order of most importance to their community involvement.

Results: After a random sample of 60 members of the public.

Conclusions: The results from this study, with particular focus on the public’s views own sense of community, and community involvement, we may ascertain how survivors of brain injury could be more fully integrated into such communities.

The impact of visual impairment on the developing child  C. GRAY & J. McLIMLOGY, Stranmillis University College.

Background: The last decade has witnessed a four-fold increase in the number of pre-school children identified as having a Visual Impairment (VI). While the impact of a Visual Impairment on child development is often profound, research affords the subject scant attention.

Aims: To inform the debate the present study sought to determine the number of pre-school children in early years settings in NI, the extent and nature of their VI and the impact that VI has on the child’s development.

Method: Quantitative (a postal questionnaire survey) to 550 pre-school settings and qualitative (interviews with early years, N=12 and health professionals, N=7) data collection.

Results: ANOVA revealed a highly significant increase in the number of young children with a VI in day care, playground settings.

Conclusions: These findings further highlight the types of VI reported, though wide ranging, included conditions such as myopia, cancer of the eye and blindness. Physical development was thought to be more severely affected than social or emotional development, whilst cognitive development was thought to be more affected. The findings are of relevance to those interested in child development, inclusive education and the early years.


Background: Evidence throughout the last decade documents a shift from female academic underachievement to male underachievement. Various attributed to the introduction of a gender neutral Common Core Curriculum in NI in 1989, the impact of Equality Legislation and to Fair Employment Legislation, research reveals that girls from Key Stage 1 to tertiary level are now outperforming boys. To redress this imbalance, a number of strategies have been employed by schools.

Aims: This paper reports on the results of the strategy aimed at reducing the gender gap.

Method: Quantitative (parent and teacher, questionnaire) and qualitative (interviews with teachers) methods were employed to explore perceptions and attitudes to single-sex classes.

Results: Findings suggest that teachers do not support the single-sex class initiative. They prefer to teach co-education classes.

Conclusions: Further research is required to identify why teachers believe the initiative has not raised levels of academic achievement and would like the strategy abandoned. In contrast, the majority of parents (especially those of girls) support the single-sex class initiative, and believe it has raised achievement (43 per cent). ANOVA revealed a significant difference in achievement perceptions, with parents of top band children believing the initiative has had a more positive impact on performance than parents of middle or low band children (F,2,234)=2.10, p<0.001, especially in the male band.

Evaluation of the Parents Plus Early Years programme (PPEY)  C. GRIFFIN, S. GUERIN, J. SHARRY & M. DRUMM, University College Dublin & Mater Hospital, Dublin.

Background: The PPEY was developed as a broad parent training initiative that could be relevant for both children with behavioural problems and children with a range of mild developmental difficulties.
Aims: To evaluate the effectiveness of the PPEY in addressing the needs of parents and their pre-school children.
Method: A repeated measures design was used to identify significant changes in behaviour and functioning after treatment.
Results: Results showed a significant drop in conduct problems and hyperactivity and decreased parental stress. In addition, before and after video observation showed an increase in positive parent-child attention and a decrease in parent-child instructions as measured by independent observers. Gains were maintained at five-month follow-up.
Conclusions: In order to make any firm conclusions about treatment effects, the results of the PPEY would need to be compared with a matched group of children who received no treatment and/or a group who receive alternative treatment. A multi-site controlled study of PPEY is currently addressing this issue.

The role of social support in stress prevention: Buffering effects or main effects?
Background: Research examining the mechanisms through which social support impacts life stress has produced mixed results. Aims: In this study, we tested a buffering model vs. a main effects model of social support.
Method: The study used seven social support indicators measured during a survey assessment of a small Dublin commuter town. Results: To establish the impact of marital status and gender on perceived stress, the sample was divided into single (N=153) and non-single (N=451) respondents. An analysis of covariance revealed that single females reported higher stress than respondents. An analysis of covariance revealed that single females reported higher stress than respondents. An analysis of covariance revealed that single females reported higher stress than respondents.
Conclusions: There is a relationship between word recognition and reading ability but this relationship is dependent on word frequency. Evidence suggests that homophone effects occur due to feedback from phonology to orthography.

The family lives of children: Are their rights being met?
R. KILPATRICK, C. DAVEY, C. DWYER & S. MCALISTER, Institute of Child Care Research, Queen's University Belfast.
Background: for the Northern Ireland Commissioner for Children and Young People examining Children's Rights in Northern Ireland against the United Nations Convention on the Rights of the Child, a computer based analysis on one aspect of this large study namely, children's perceptions of their family lives. Aims: To identify how children perceive their rights within the family are underplayed or ignored in Northern Ireland. Method: Children in mainstream and special schools across Northern Ireland were asked to write stories, draw pictures or group posters on what they see as unfair in their family life. Results: Children identified several issues which they felt were unfair in their family including: not having enough say in family decisions, issues with siblings and parents, and divorce and separation issues.
Conclusions: These issues can be seen as contravening Articles as laid down in the UNCRC and will be discussed in this context.

Benefits of assistive software for students with reading difficulties
A.A. LANGE, M. McPHILLIPS, G. MULHERN & J. WYLIE, Queen's University Belfast.
Background: Assistive software programmes are commonly used to help people with reading difficulties overcome their weaknesses. However, many of these programmes have not been tested empirically.
Aims: The present study examined the benefits of using an assistive software package for 14- to 15-year-old students with reading difficulties.
Method: The study involved including a group trained on the software, a group trained on a word processing programme, and a control group without training. Some of the elements measured in pre- and post-tests included proof-reading, reading comprehension and word meanings.
Results: The assistive software and word processing groups both showed an improvement in performance.
Conclusions: Assistive software and word processing programmes assist those with literacy difficulties, but clear instruction is required to ensure proper use.

Developing and evaluating data capture formats
C. LOUGHLIN, G. ADAMSON & M. SHEVLIN, University of Ulster at Magee College.
Background: Homophone and homonym measures have been used to investigate the role of phonology and orthography in the process of word recognition. A homophone effect refers to faster response times to homophones (e.g. blue and blew) than to non-homophones.
Aims: This study examined the relationship between reading ability and word recognition in a lexical-decision task with high and low frequency homophones.
Method: 50 10-year-olds were assigned to either the high or low frequency homophone group. The computer based analysis compared the two groups matched for reading and verbal ability. Results: Reaction times were significantly faster for high frequency homophone groups than controls. More recently, there has been an increased use of computer based software to record homophones, which allow for more dynamic display options.
Aims: To use various methodologies to assess the utility of computer-based response formats in maximising reliability and validity.
Main Contribution: Development and evaluation of response format characteristics, identifying conditions leading to optimal data quality.
Conclusions: The issue of data reliability and validity is of vital importance in every piece of research. The identification of response formats characteristics for optimal data quality will inform and improve research practice, particularly in the area of computerised administration.

Is computer-based treatment for anxiety and depression in primary care an effective alternative to face-to-face intervention?
D. MAIRS, E. MCCULLOUGH, B. McCURUM & M. GALLAGHER, Homefirst Community Trust.
Background: The treatment effectiveness of Cognitive Behaviour Therapy (CBT), delivered in a traditional face-to-face method for anxiety and depression, is well supported by research evidence. NICE (2002) considered evidence from studies using computer-based CBT, concluding it supported the potential value. Previous exploratory research in primary care had indicated it was effective in the treatment of both anxiety and depression.
Aims: To explore the effectiveness of cognitive behavioural therapy provided by a computer-based intervention across three primary care settings in patients with mild to severe anxiety and depression.
Method: Opportunity sampling – participants were referred by their general practitioner. Trials of 30 individuals were then screened for suitability based on their responses to a structured interview, standardised inventories and questionnaires.
Results: Pre- post- and follow-up treatment scores indicate a statistically significant improvement in both depressed mood and anxiety.
Conclusions: These results support the effectiveness of a computer-based therapy in a primary care setting.

Children's temporal understanding: What does it mean to have a concept of time and when does it develop?
K. MCCOLGAN & T. MCCRACK, Queen's University Belfast.
Background: There is a diverse body of literature that has examined temporal understanding, and how a concept of time develops in children. A concept of time is not an automatic process, but is actually a rather complex set of abilities.
Aims: This review outlines previous research into the development of an understanding of time, and in particular, focuses on one promising line of research – young children's understanding of time. This is the ability to reason about the causal relations between events.
Main Contribution: Time is a limited number of studies into children's ability to make temporal-causal inferences. These have demonstrated that this ability emerges sometime around the age of four.
Conclusions: Whilst research into young children's temporal-causal understanding promises to shed light on children's overall temporal understanding, the majority of research has focused on events in the past. The issue of temporal-causal understanding of future events has thus far been ignored. A possibility for future research is to look at young children's ability to make temporal-causal inferences for future events, and to compare children's temporal-causal understanding for past and future events.

Neurobehavioural effects and incidence of trauma following domestic fires
N.C. McCONNELL, K.E. BOYCE, FireSERT, University of Ulster at Jordanstown & T.M. RUSHE, University of Manchester.
Background: Many survivors of domestic fire refuse to attend hospital despite potentially harbouring neurobehavioural effects of carbon monoxide (CO) through the medium of smoke inhalation.
Aims: (1) To indicate potential neurobehavioural effects of inhaling smoke in domestic fire incidents; and (2) To estimate the incidence of post-fire trauma symptoms.
Method: 35 smoke inhalation survivors of domestic fires for 2003–2004 consented to take part in the
study. Participants, matched for age and demographics, were recruited for a control group. Participants were assessed using Repeatable Assessment of Neuropsychological Status, Trails-Making Test, and subtests of the Test of Everyday Attention. Trauma symptomology was assessed by the Impact of Event Scale. Results: Visuospatial/construction and executive function abilities were significantly poorer in comparison to a control group. Moderate/severe post-fire trauma was displayed in 40 per cent of participants up to 1.5 years post-fire. Conclusions: Smoking inhalation survivors can potentially be left with subtle neurobehavioural and traumatic issues to manage long after the fire has been extinguished.

Problems with cannabis in adolescence

P. MCRYSTAL, A. PERCY, K. HIGGINS & M. THORNTON, Queen's University Belfast.

Background: Young people who experiment with drugs are a very vulnerable group for drug abuse. Cannabis is currently the most frequently used substance in many parts of the world, particularly among young people in adolescence. Aims: An examination of young people's experience of regular, high level cannabis consumption to identify lessons that be learned for addressing this problematic group.

Method: The study will draw upon the experience of the Belfast Youth Development Study, a longitudinal study of adolescent drug use, which is tracking a cohort of 301 young people of 15 schools who entered secondary education in the autumn of 2000. Results: A substantial proportion of young people may be developing high level cannabis use patterns and behaviours.

Conclusions: The findings suggest that a group of young people vulnerable to the development of drug abuse is developing relatively unnoticed in early adolescence.

Children's everyday experiences and well-being: Relationships with poverty and political conflict

N. McCULLOUGH & O. MULDOON, Queen's University Belfast.

Background: Children's social circumstances are believed to be fundamental in determining life experiences and well-being.

Aims: To investigate the unique effects of poverty and political conflict on children's everyday experiences and mental health.

Method: 302 children aged eight to nine years (mean = eight years nine months) from affluent and deprived wards of Northern Ireland (presence of political violence) and Scotland (no political violence) completed self report measures of experience and perceptions of negative life events and self esteem, and teachers rated each child's behavioural adjustment.

Results: Children growing up in circumstances of poverty and political conflict and the experience of misadventure events than children from middle income backgrounds. However, it was females from Northern Ireland who found these events to be most distressing. Experience of these events were found to be negatively correlated to self perceptions of physical and behavioural competencies and positive teacher reports of behaviour.

Conclusions: The predictive value of these findings will be discussed.

An application of the theory of planned behaviour to chronic obstructive pulmonary disease and asthma client's dietary behaviour

A. McDaid, Quayside Medical Practice, Londonderry, G.R. PRENTICE, Dublin Business School; O. MULDOON, University of Ulster at Magee College & C. MCGUIN, Dublin Business School.

Background: A perennial and perplexing question for health professionals is: 'How can we know if an individual client has responded to advice given?'. The theory of planned behaviour (TPB: Ajzen, 1991) have been reported as successful.

Aims: This investigation aims to apply the TPB model to the criterion behaviour of relevance (i.e. chronic obstructive pulmonary disease and asthma client's ability/ willingness to change dietary behaviours) in an effort to enhance the prediction of behavioural intentions and actual behaviours over a 12-month period.

Method: A preliminary baseline analysis of the questionnaire data (N=77) was conducted. Results: The TPB model (attitude, subjective norm and control) in explanation of variation in behavioural intentions was significant.

Conclusions: In addition to the further evaluation of TPB, psychological and clinical data are addressed and discussed.

A risk management approach to occupational stress

E. McGEE, C. McCLEANAHAN & M. GILES, University of Ulster at Magee College.

Background: Traditional approaches to stress management have tended to focus on the individual, attempting to treat the problem and its effects and largely ignoring the sources of stress. The risk management approach, focused on prevention, proposes that the sources of stress can be tackled through improvements to the design and management of work and empowering individuals to identify what these improvements should be.

Aims: To provide an overview of the risk management approach to occupational stress, highlighting the importance and relative merits of adopting this systematic and comprehensive approach.

Main Contribution: To offer an alternative approach to managing occupational stress that benefits both the individual and the organisation. Risk management approaches must make the aim of making a difference to employee's working conditions and well-being and to enable organisations to find a practical and feasible way to comply with their legal duty of care.

Conclusions: While stress at work will remain a major challenge, our role as a manager that challenge is in line with the adoption of such models.

What influences self-esteem? A study of body image dissatisfaction, exercise and nutritional beliefs in young adults

L. McGOWAN, A. FORSYTHE & R. LOWRY, Queen's University Belfast.

Background: Research documents increasing pressures to attain the ideal body image and the consequences it exerts on individual self-esteem. Risk management approaches must make the aim of making a difference to employee's working conditions and well-being and to enable organisations to find a practical and feasible way to comply with their legal duty of care.

Aims: The rationale for this study was to increase understanding of self-esteem in young adults in order to facilitate the development of interventions that improve self-esteem and – by consequence – combat potential secondary problems that may arise.

Main Contribution: To offer an alternative approach to managing occupational stress that benefits both the individual and the organisation.

Method: 178 undergraduate students completed a questionnaire examining self-esteem, body image dissatisfaction, nutritional beliefs and exercise habits.

Results: Regression analyses showed body dissatisfaction, discrepancy between current and ideal figures and other positive health–behaviour variables explained a modest amount of the variance of self-esteem (25.3 per cent for all 178 cases). Body dissatisfaction made the strongest unique contribution.

Conclusions: Gender differences and the differing importance of variables for males and females are discussed with implications and future research.

Undergraduates' presentation anxiety in the career decision-making process

D. McLROY, Liverpool John Moores University & L. TAGGART, University of Ulster at Coleraine.

Background: The study was designed within the context of Social Cognitive Career Theory (SCCT) and addressed an emotional aspect of career decision-making. Aims: To provide initial validation for an 11-item Presentation Anxiety Measure (PAM); to identify a potential barrier for students in the career decision-making process; to highlight a learning activity that links educational and occupational pursuits.

Method: Participants (N=362) were psychology and nursing students from two universities, and both groups were required to bring formal presentations in their study programs.

Results: An exploratory factor analysis demonstrated acceptable factor loadings supported by high reliabilities. All subscales of the PAM measure provided criterion validity in identifying students likely to have high presentation anxiety.

Conclusions: The study has provided a validated measure that could be used as a focal point in career counselling, and results are discussed with reference to their potential applied value.

The relationships between emotion, cognition and action: A review

E. Mahon, Queen's University Belfast.

Background: Traditional thought regarded emotions as primitive impulses that compete with reason. Modern psychology tends to regard it instead as a form of cognition.

Aims: However, it seems necessary to add that emotion may be the primary indication function – notably attention, perception, and judgment, and, therefore, shapes ongoing activity.

Main Contribution: Neurobiological literature describes some types of interaction.

Conclusions: These are difficult to study using traditional laboratory methods, but driving provides a context where they can be studied, and methods of experiencing in that context are outlined.

Quality of life and the response shift phenomenon in liver patients

S.E. MILLEN, Queen's University Belfast.

Background: During the last two decades there has been a recent surge within the field of quality of life (QoL) research. It is now standard to include QoL measures in health-related research. In fact, the impact on QoL may be the primary indication of the effectiveness of a therapy, especially in chronic patients.

Aims: However, it is now recognised that QoL research often produces unexpected findings, for example, chronic liver patients who have recently received a transplant often report similar or higher QoL to that of a control group of chronic liver patients who have healthy population. The emergence of the ‘response shift’ phenomenon may explain these discrepancies.

Main Contribution: The response shift phenomenon highlights other consequences of emotion which have not been studied in the modern era, e.g. ‘impulsive’ action.

Conclusions: These are difficult to study using traditional laboratory methods, but driving provides a context where they can be studied, and methods of experiencing in that context are outlined.

The impact of education on pupils’ moral development and attitudes to forgiveness

W. Moore & U. Niens, University of Ulster at Coleraine.

Background: Previous research on forgiveness in Northern Ireland focused on attitudes to intergroup forgiveness from the perspective of two religious communities. This research aims to investigate how education may impact upon Northern Irish pupils attitudes towards forgiveness.

Aims: It explores the possible impact of education in Northern Ireland on the relationship between intergroup attitudes, moral development and forgiveness.

Method: A school-based questionnaire survey was piloted to a sample of 35 secondary school children. Results: High identification with the ingroup was associated with a lower propensity to forgive the outgroup. Level of moral development in pupils is
positively associated with forgiveness. According to pupils, History and Religious Education are the most important subjects, which influence attitudes towards the other community.

**Conclusions:** Though the sample for this pilot study was small it has provided encouraging results. The presentation concludes with possible indications for further research regarding the role of forgiveness in education.

The mental health consequences of spontaneous miscarriage

M. O’DONOGHUE & S. MCGILLOWAY, NUI Maynooth.

**Background:** Spontaneous miscarriage occurs in 12 to 20 per cent of pregnancies and can often be very distressing.

**Aims:** This study was undertaken to assess the mental health consequences of spontaneous miscarriage of women who had suffered a spontaneous miscarriage during the previous six to eight weeks and explore, for a smaller sub-group, the overall effects of this event on their lives.

**Method:** A cross-sectional survey was administered using: the Hospital Anxiety and Depression Scale (HADS); the GHQ-12; the Post-Traumatic Stress Disorder Checklist Scale (PCLS); and the Perinatal Grief Scale (PGS). In-depth interviews were conducted with a small sample.

**Results:** Preliminary findings (N=37) showed that whilst mean HADS scores were within the ‘normal’ range, 40 per cent (15/37) were identified as ‘cases’ on the HADS and the PGS indicated that participants displayed more symptoms of acute grief than difficulties in coping or despair. Almost 20 per cent (7/37) reported symptoms of PTSD.

**Conclusions:** The final results (N=60) and, in particular, the qualitative findings will provide an important insight into the psychological impact of miscarriage.

Admissions in higher education: A role for critical thinking tests as predictors of degree success?

L. O’HARE & C. McGUINNESS, Queen’s University Belfast.

**Background:** Increasingly universities are using aptitude tests to select students for courses as they feel A-levels are not discriminating between students effectively. Aptitude testing has become especially prevalent in high demand courses (e.g. Medicine) and high demand institutions (e.g. Cambridge University).

**Aims:** To investigate the ability of critical thinking tests to predict degree success over and above that which is explained by A-level scores.

**Method:** A Hierarchical Regression was applied. The independent variables were total A-level points and scores on a critical thinking skills test predicted an additional five per cent of the variance whereas scores on a critical thinking test on entry to a psychology degree was required to have a more general impact on admission practices.

**Conclusions:** Critical thinking tests can significantly improve the prediction of success in psychology degrees. Further research with other forms of critical thinking assessment and in other subjects is required to have a more general impact on admission practices.

Career-family attitudes, gender-role ideology and self-efficacy in new entrants to the workforce

D. O’SHEA & M. KIRRANE, Dublin City University Business School.

**Background:** While much research has looked at attained stress are balanced when they are well established in the workforce, very little research has focused on how and when these attitudes were formed, nor whether they are linked to gender roles.

**Aims:** The purpose of this study was to fill in the gap in the literature with regards to the relationship between family attitudes, gender-role ideology and self-efficacy in new entrants to the workforce.

**Method:** A project questionnaire-based survey was conducted in three third-level institutes around Ireland. Two-hundred-and-eighty-three final year undergraduate students completed the questionnaire (a response rate of 79.2 per cent).

**Results:** Findings strongly supported the hypothesised relationships, and attitudes towards career and family were found to be well established in the sample, despite the fact that they are encoded in the family workforce.

**Conclusions:** Findings are discussed in the light of prevailing literature and new insights into the relationships between the variables are identified. Suggestions for future research include a longitudinal research design to track changes in the variables over time and replication of the study using measures of domain specific self-efficacy.

Exploring the lightness induction effects in Adelson’s snake pattern

B.A. ROSS, Queen’s University Belfast.

**Background:** A phenomenon of lightness induction is explained in terms of mechanisms such as; contrast at the diamond edge, the type of junction available in the display, the luminance ratios within the pattern.

**Aims:** To examine the role these mechanisms play in complex and simple stimuli.

**Method:** Experiments were conducted to test these mechanisms in both complex (based on Adelson’s snake pattern) and simple stimuli (separated strips from these complexes).

**Results:** Results indicate that the lightness induction effect can be reduced (from 3.25 to 0.75 Munsell units) while maintaining the presence of these traditional mechanisms, and the complexity of the pattern.

**Conclusions:** Conclusions are drawn that the traditional model related to lightness induction (lightness induction) are insufficient, that in fact the phenomenon can be more easily explained in terms of a rescaling effect which is evident in the simplest displays and which may be enhanced in the presence of these other factors.

The effect of maternal smoking on response habituation in fetuses at 30 weeks gestation

L. SMITH & P. HEPPER, Queen’s University Belfast.

**Background:** Response habituation is a form of learning. It may, therefore, be used to assess the functioning of the central nervous system. Previous research has shown that compromised fetuses habituate differently compared with fetuses without problems; generally habituating faster, slower, or not at all. Furthermore, past research on fetuses of women who smoke show that they take significantly longer to habituate than fetuses of non-smokers.

**Aims:** The current study aims to replicate such research but also include analyses of reactions in terms of amplitude, latency, quality and body parts moved.

**Method:** A between groups design was implemented. Twenty non-smokers and 20 non-smokers were recruited for a 15-minute ultrasound scan. The reaction of the fetuses to 10 vibroacoustic stimuli were later analysed.

**Results & Conclusions:** Results will be discussed in the context of the implications for the developing fetus of smoking mothers.

Childhood parental perceptions and adult clergy stress

D.W. TURTON & L.J. FRANCIS, University of Wales, Bangor.

**Background:** Winnicott (1957), Bowlby (1995) and Bowlby (1995) have all indicated that there is a connection between adult health and behaviour and early childhood trauma and stress. However, there has been little research to empirically examine the relationship between perceived levels of current stress and childhood perceptions of parents.

**Aims:** This paper explores some of the childhood perceptions of parents by male Anglican clergymen and relates this to perceived levels of stress in adulthood.

**Method:** A questionnaire called the Maslach Burnout Inventory and specific questions about childhood perceptions of parents, was sent to 2000 stipendiary Anglican clergy.

**Results:** A response rate of 65 per cent was achieved. The data demonstrate a significant relationship between high levels of current stress and poor parental images of both fathers and mothers.

**Conclusions:** High levels of index violence are of order to enhance and validate or otherwise, popularly held views on Freud and post Freudian theories that bring together stress and childhood perceptions of parents.

Offence-related post-traumatic stress disorder in life sentenced prisoners

A. WATT, University of Westminster; Cardiff & E. PAYNE, Craigavon Health Care Group.

**Background:** It has been suggested that perpetrators of serious crime can often be traumatised by their offences.

**Aims:** To explore the relationship between serious crime and offence specific PTSD symptoms.

**Method:** Offence related post-traumatic stress disorder (PTSD) was assessed in 87 prisoners detained in a British Category B prison. Symptom measures included the Impact of Events Scale and the Post-traumatic Stress Diagnostic Scale. Index offence violence was categorised as either reactive or instrumental.

**Results:** Eight prisoners (31 per cent) met all DSM IV criteria for current PTSD diagnosis. Partial PTSD was common in the remaining prisoners. PTSD symptoms were unrelated to both the act of killing and the naturalness of the act prior to index offences was positively related to intrusive, avoidant and hyperarousal symptoms attributed by the prisoners to their index offence.

**Conclusions:** These results suggest that prior trauma sensitised prisoners to react traumatically to their offences.

Emotional labour and turnover intentions in call centres

J. WILSON & N. CHMIEL, Queen’s University Belfast.

**Background:** Emotional labour has been related to indicators of employee well-being. However, research has yet to investigate its associations with turnover intentions.

**Aims:** Using Grandey’s model of emotion regulation this study investigated whether emotional labour could explain additional variance in predicting turnover intentions.

**Method:** In total, 369 questionnaires were distributed to employees at the Northern Ireland base of an international call centre. Two-hundred-and-five employees replied giving a response rate of 56 per cent. Participants completed a range of self-report instruments assessing emotional labour, emotional exhaustion and traditional variables known to relate to turnover intentions.

**Results:** Two hierarchical regression analyses were estimated to investigate the extent to which emotional labour predicted turnover intentions. Surface acting (displaying required emotions without actually feeling them) was shown to be significantly and positively related to turnover intentions, explaining a significant proportion of the variance. Emotional exhaustion was also found to moderate this relationship. Deep acting, however, was not significant.

**Conclusions:** These findings are discussed in relation to the theoretical and practical implications.

**POSTER**

Physical attractiveness contrast effects and the moderating influence of differential personality factors

A. GREEN & N. RAINERY, Queen’s University Belfast.

**Background:** Research indicates a contrast effect in attractiveness contrast effects on appearance attractiveness contrast effect on appearance. How attractive people are perceived to be can often be influenced by various factors. Surface acting (displaying required emotions without actually feeling them) was shown to be significantly and positively related to turnover intentions, explaining a significant proportion of the variance. Emotional exhaustion was also found to moderate this relationship. Deep acting, however, was not significant.

**Conclusions:** These findings are discussed in relation to the theoretical and practical implications.

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photographs of females of high or low attractiveness (control group received no photographs). A questionnaire measuring state self-esteem and appearance evaluations examined contrast effects. Appearance Stereotypes, Sex Role Orientation, Appearance Orientation and Neuroticism were measured as potential moderators.

Results: Multivariate analyses supported the existence of a bi-directional contrast effect on Appearance State Self-Esteem and Appearance Evaluation. Regression analyses indicated the independent measures did not moderate this effect.

Conclusions: Findings were considered in relation to the mass media's promotion of unobtainable beauty standards.