Annual Conference 2015

5-7 May
ACC, Liverpool

Programme & Abstracts

www.bps.org.uk/ac2015
Welcome to the 2015 Annual Conference, at the Arena and Convention Centre (ACC), overlooking the River Mersey from the King’s Dock. The ACC opened in 2008 during Liverpool’s year as European Capital of Culture and the Foundation of Artistic and Creative Technology (FACT) will be featuring their work during the programme. Our programme has the usual mix of symposia, workshops, oral and poster presentations around the themes of Disaster, Trauma and Crisis (continuing the theme from the centenary of the start of the First World War last year); Behaviour Change; Culture & Identity; and the Social Brain.

Our keynote speakers this year are Professors Sir Cary Cooper, Edgar Jones, Sarah-Jayne Blakemore and Richard Crisp. Professor Blakemore kicks off the programme with the social brain in adolescence. There will also be a lunchtime debate on bad writing, with representatives from The Psychologist and Research Digest. Baroness Finlay is joining a symposium on end-of-life care and there will be several special lectures from those who have received Society awards, recognising outstanding contributions to the discipline and profession.

There will be a networking reception on Tuesday evening. The gala dinner is at the Rum Warehouse and Titanic Hotel, with an informal meet-and-greet with the Society Trustees. The guest speaker at the gala dinner is the Rev. Richard Coles. As the final day of the conference coincides with the General Election, I hope you remembered to register for postal voting.

In 2016, we hope to welcome you to the East Midlands Conference Centre in Nottingham for our next annual conference.

As usual, many individuals have contributed to the planning of this conference. I’d like to thank the members of the Standing Conference Committee, the BPS Conference and Events Team and the PR and Media Team for their hard work. As this is my first year as chair of SCC, I’d like to thank Emeritus Professor Ken Brown for his chairmanship over the last six years.

Dr Peter Branney
Chair of Standing Conference Committee

Standing Conference Committee

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<th>Chair</th>
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<td>Immediate Past Chair</td>
<td>Ken Brown</td>
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<td>Education and Public Engagement Board rep</td>
<td>Catriona Morrison</td>
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<td>Communications community</td>
<td>Mark Sergeant</td>
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Ordinary members

Catherine Loveday
Karl Wall
Sinead Rhodes
Gelisse Bagnall
Samaneh Sadeghi
Michael Smith
David Murphy
Stephen McGlynn
Natalie Gough
Ian Bushnell

BPS Conferences Team

Thomas Elton, Professional Development Centre Manager
Lianne Bruce  Mandy Hemsill  Kerry Wood  Bijal Vaghela
Emma Robinson  Claire Woodward  Hollie Moore
I have great pleasure in welcoming you to the Society's 2015 Annual Conference at the ACC, Liverpool. I hope you will make the most of all that's on offer at the conference as well as making time to explore the city.

There are four highly topical and important themes for this conference:

- Behaviour change
- Culture and identity
- Disaster, trauma and crisis
- The social brain.

The Annual Conference is the Society’s flagship event, representing the best in psychology and uniquely brings together academic researchers and educators, practitioner psychologists and many Society staff. Across the three days of the programme there are high-profile keynote speakers, the BPS Awards Ceremony, ‘hot topic’ sessions, a mix of symposia, workshops and poster presentations. Please check through the varied programme so that you don’t miss anything.

I’d particularly draw your attention to the Society’s AGM which will be held at 15:20 on Wednesday 6 May. I look forward to seeing you at that event where we’ll be discussing what the Society has achieved over the last year.

My thanks for the organisation of this conference go to the Standing Conference Committee chaired by Dr Pete Branney and the BPS Conference and Events team led by Thomas Elton. Thanks also to Lucy Chaplin and her team for ensuring good quality media exposure.

I trust that this conference will be memorable for us all and that we will leave refreshed and enthused for psychology.

Professor Dorothy Miell
President 2014–15

Open Meeting following the AGM – Wednesday 6 May, 15:20
The open meeting will respond to members’ submitted questions as well as having a brief presentation on key aspects of the work of staff and Trustees over the last year to begin discussion with members on the progress on the Society’s priorities.
Our Board of Trustees

The Board of Trustees has ultimate responsibility for the running of the Society. It ensures that we conform to the terms of our Royal Charter and Statutes and comply with charity law. It is responsible for ensuring that the Society’s objectives are met and for the financial transactions of the Society. Our Trustees meet regularly (the photo above was taken at a recent meeting) in both London and Leicester.

This is a time of transition for the Board, with several Trustees stepping down at the end of their terms of office and new members joining.

Networking with Trustees at the conference

The Trustees also invite you to a wine reception on Tuesday 5 May at 18:00 in Hall 2B when they look forward to meeting delegates and discussing the exciting plans for the future of our organisation.

What’s happening at the 2015 AGM?

The Trustees encourage you to attend this year’s AGM and Open meeting on Wednesday 6 May, starting at 15:20 in Hall 3B – your opportunity to hear the Trustees answer questions on topics of current concern and interest to members.

- Trustees will deliver an update about work on the strategic objectives.
- Hear a detailed briefing on options for the Member Networks Review.
- Have your say in the discussion.
- Take part in a conference-special poll on the review options.
- Find out about the full consultation.

The Trustees

Professor Dorothy Miell CPsychol FBPsS
(becomes Vice President at the AGM)
Professor Jamie Hacker Hughes CPsychol CSci FBPsS
(becomes President at the AGM)
Dr Richard Mallows CPsychol FBPsS*
Professor Pam Maras CPsychol FBPsS*
Professor Ray Miller CPsychol FBPsS
Dr Lyndsey Moon CPsychol
Dr Catriona Morrison CPsychol AFBPsS
Professor Judi Ellis CPsychol FBPsS*

Dr Ian Gargan CPsychol AFBPsS
Dr Mark Forshaw CPsychol CSci FBPsS FIHPE
Professor Jill D. Wilkinson CPsychol CSci FBPsS
Emeritus Professor Ken Brown CPsychol FBPsS *
Dr Gene Johnson CPsychol FBPsS *
Dr Gerry Mulhern CPsychol FBPsS *
Observer
Nicola Gale CPsychol CSci AFBPsS
(Chair of Representative Council)

* term of office ends after the 2015 AGM (new Trustees will be announced and confirmed at the AGM at 15:20 on Wednesday 6 May, held during the conference).
50th anniversary of our Royal Charter

Our President, Professor Dorothy Miell, on behalf of the Society, sent a letter of Loyal Greeting to Her Majesty The Queen, on the occasion of the 50th anniversary of the Society’s Royal Charter.

The letter highlights some of the milestone achievements of the Society under the objectives set out in the Royal Charter.

We shall be marking this anniversary at our conference and at the Gala Dinner.

Madam

On behalf of the members of the British Psychological Society, I send loyal greetings to Your Majesty on the occasion of the 50th anniversary of the granting of the Society’s Royal Charter.

On the 26 February 1965, Your Majesty was pleased to approve the grant of the Charter of Incorporation setting out the objectives by which the British Psychological Society still operates. As the representative body for psychology and psychologists in the United Kingdom, we continue to advance and promote our science and to further the efficiency and usefulness of our members by upholding high standards of professional education and knowledge. Our membership complement has recently reached the milestone total of 50,000.

We are proud of our 114-year history, developing, supporting and promoting a knowledge of psychology both pure and applied.

Recent achievements which we would particularly like to highlight include:

• Our 11 scientific journals and our award-winning Research Digest blog, which together have attained a significant world-wide readership.
• Our Professional Development Centre, which last year delivered continuing professional development opportunities to nearly 7,000 psychologists and other professionals.
• Our public engagement grant scheme, which helps our members to promote the relevance of evidence-based psychology to the wider public.
• A major collaboration with the Science Museum – Mind Maps: Stories from Psychology – which demonstrated key breakthroughs in scientists’ understanding of psychological well-being.

Our Annual Conference in this landmark year takes place in Liverpool (5–7 May). As well as a programme of keynote speakers, presentations of new research and our awards ceremony, we shall be marking the 50th anniversary of our Royal Charter at our Gala Dinner. One of our guests at the dinner will be Professor Peter Venables, who was a member of the first Council of the Society to be appointed following the grant of our Royal Charter by your Majesty.

I have the honour to be, Madam, Your Majesty’s humble and obedient servant.

Yours sincerely,

[Signature]

Professor Dorothy Miell
President 2014–2015
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<th><strong>General information</strong></th>
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<th><strong>First Aid</strong></th>
<th>There will be first aider’s onsite at the ACC. If you require medical assistance please speak to a staff member at the ACC or BPS staff on the conference registration desk.</th>
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<tr>
<td><strong>Badges</strong></td>
<td>All delegates must have their conference badge visible at all times when on-site at the event. Your badge should be collected from the Registration Desk. You can help the environment by recycling your badge in boxes in the foyer at the end of the conference.</td>
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<tr>
<td><strong>Car parking</strong></td>
<td>Please use L3 4BX for sat nav directions to the Liverpool Waterfront multi-storey car park, open 24 hours a day, 7 days a week. Follow the signs to the pedestrian exit on Level 1 (there are two exits marked B and C).</td>
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<tr>
<td><strong>Cash machine</strong></td>
<td>The cash machine is located near to the Galleria.</td>
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<tr>
<td><strong>Catering</strong></td>
<td>All tea/coffee and lunch breaks will take place in Hall 2B. Water will be provided throughout the conference.</td>
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<tr>
<td><strong>Cloakroom/luggage</strong></td>
<td>The cloakroom is at the entrance to the Galleria; there is a charge of £1 per item.</td>
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<tr>
<td><strong>Conference press office</strong></td>
<td>The communications team is running a conference press office in Room 11A. We have a media interview room which can be booked. Please contact the press office if you have been asked to do media interviews. We shall be keeping delegates informed about media coverage of research presented at the conference.</td>
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<tr>
<td><strong>Delegate card</strong></td>
<td>You will find a Visit Liverpool card in your delegate bag which offers discounts in local restaurants and hotels.</td>
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<tr>
<td><strong>E-newsletter</strong></td>
<td>Delegates will receive a daily e-newsletter during the conference, updating them on activities and keynote sessions.</td>
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<tr>
<td><strong>Fire evacuation</strong></td>
<td>Housekeeping, including the fire evacuation procedure, will be announced at the beginning of each day of the conference. The fire evacuation point is on the plaza area outside Jurys Inn. Delegates with access requirements will be guided to the nearest refuge point by a venue steward, where they will receive further assistance.</td>
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<td><strong>Jurys Inn</strong></td>
<td>If you booked accommodation via the BPS Conference Team you will be staying at Jurys Inn, a short walk from the conference venue. Check-in time is 14.00 and check-out is 12.00. B&amp;B has been pre-paid for all bookings made via the BPS Conference Team. Any extras must be settled on departure.</td>
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<tr>
<td><strong>Messages</strong></td>
<td>It will not be possible to deliver messages personally to individuals attending the conference. Messages received by the organisers will be placed on a message board close to the main registration desk.</td>
</tr>
<tr>
<td><strong>Mobile phones</strong></td>
<td>We respectfully request that all mobile phones are turned to silent mode whilst you are in any of the conference sessions.</td>
</tr>
<tr>
<td><strong>Posters</strong></td>
<td>Posters will be displayed in the Exhibition Hall (Hall 2B). All posters have been allocated a date and time for presentation; they should be set up on arrival on each day for maximum exposure and should be removed at the end of the day.</td>
</tr>
<tr>
<td><strong>Prayer room</strong></td>
<td>Please see staff at the registration desk if you wish to use this.</td>
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<tr>
<td><strong>Smoking policy</strong></td>
<td>Smoking (including using e-cigarettes) is not permitted anywhere within the ACC. Smokers will be directed outside the Galleria doors.</td>
</tr>
<tr>
<td><strong>Travel &amp; Taxis</strong></td>
<td>See the Guest Relations Desk for taxi/bus or train information. The taxi drop-off point is on the riverside of the venue.</td>
</tr>
<tr>
<td><strong>Twitter</strong></td>
<td>You can find us at @BPSConference. We are using #bpsconf and tweets will be displayed around the venue.</td>
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<tr>
<td><strong>Wi-fi</strong></td>
<td>Wi-fi is complimentary; you will need to connect to the ACC network and accept the terms and conditions.</td>
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Social activities

Tuesday 5 May
Our networking drinks reception will be held from 18:00 in the exhibition Hall 2B. All delegates are welcome.

This is also a great opportunity to meet and chat with the Trustees, and find out about topics they will be presenting and discussing at the Society’s AGM, which takes place during this conference.

Wednesday 6 May – Gala Dinner
The three-course Gala Dinner and pre-dinner drinks, kindly sponsored by Wiley, will be held at the iconic Rum Warehouse and Titanic Hotel, situated on Stanley Dock.

Delegates booked for the dinner will be taken to the venue by coach, where they will be greeted by the Endymion Strings trio and a wine reception. With the grand staircase, you will feel you are aboard the Titanic.

Our after-dinner speaker – the Rev. Richard Coles
Richard Coles is a broadcaster, writer and Church of England priest – but he’s best known for having been one half of the 1980s band, The Communards. He has served up advice as ‘agony uncle’ on BBC London and won a Sony Gold as presenter of The Mix on Radio 5 Live.

With a successful media career already established, Coles trained for the priesthood, becoming what could only be described as a ‘very modern’ vicar. He was Curate at St Boltoph’s in Lincolnshire before moving to St Paul’s Knightsbridge and becoming Chaplain to the Royal Academy of Music.

Richard Coles continues to work in broadcasting, as an opera reviewer and frequent contributor to Newsnight Review. He has been a panellist on Have I Got News For You and presents Radio 4’s Saturday Live. He also makes time for the odd Songs of Praise special.

(Biography details courtesy of JLA.)

Important information for the Gala Dinner
Coaches: Coaches will leave Keel Wharf at Jurys Inn at 19:00 prompt and will return from the Rum Warehouse and Titanic Hotel at 00:00.

Dress code: Smart, no jeans.

Tickets: You will be given a ticket when you register for the Gala Dinner. Please bring this with you and hand it in upon arrival.

Times: The evening will start at 19:30, guests will be seated at 20:00. The evening will close at 00:00.

WILEY

The Endymion Strings will greet guests upon arrival. Later on the Beatles tribute band The Counterfeit Beatles will give you a real taste of the sounds of Liverpool.
Keynote speakers

Professor Sarah-Jayne Blakemore

Tuesday 5 May: 10:10-11:10

Sarah-Jayne Blakemore is a Royal Society University Research Fellow and Professor in Cognitive Neuroscience at University College London. She leads the Developmental Cognitive Neuroscience Group and is deputy director of the UCL Institute of Cognitive Neuroscience. Her group’s research focuses on brain development in human adolescence. Professor Blakemore studied experimental psychology at Oxford University (1993–96) and then did her PhD (1996–2000) at UCL and a postdoc in Lyon, France. Since 2003 she has held a series of Royal Society Research Fellowships at UCL.

Professor Blakemore has published over 100 papers in scientific journals and has won multiple awards for her research. She has a long-standing interest in the links between neuroscience and education. She worked with the Select Committee for Education in 2000 and co-authored a book with Professor Uta Frith called The Learning Brain: Lessons for Education. She sat on the Royal Society BrainWaves working group for neuroscience, education and lifelong learning, and the Royal Society Vision Committee for Science and Mathematics Education.

Professor Sir Cary Cooper, CBE, FAcSS

Wednesday 6 May: 11:50-12:50

Cary L. Cooper is Distinguished Professor of Organisational Psychology and Health. He is the author/editor of over 120 books (on occupational stress, women at work and industrial and organisational psychology), has written over 400 scholarly articles for academic journals, and is a frequent contributor to national newspapers, TV and radio. He is founding editor of the Journal of Organizational Behavior, founding editor of the International Journal of Management Reviews, immediate past editor-in-chief of the medical journal Stress & Health and currently co-editor of the Journal of Organizational Effectiveness: People and Performance.

He is a Fellow of the British Psychological Society, The Royal Society of Arts, The Royal Society of Medicine, The British Academy of Management and a Fellow of the Academy of Social Sciences. Professor Cooper is Past President of the British Academy of Management, is a Companion of the Chartered Management Institute and one of the first UK-based Fellows of the Academy of Management (having also won the 1998 Distinguished Service Award for his contribution to management from the Academy of Management). In 2001, Cary was awarded a CBE for his contribution to occupational health. He holds honorary doctorates from Aston University (DSc), Heriot-Watt University (DLitt), Middlesex University (DocUniv), Sheffield University (DSc), Wolverhampton University (DBA) and Bath University (Doctor of Laws); in 2005 he awarded an Honorary Fellowship of the Royal College of Physicians (Hon FRCP) in 2006, a Lifetime Achievement Award from the BPS Division of Occupational Psychology in 2007, an Honorary Fellowship of the Royal College of Physicians of Ireland (College of Occupational Medicine) in 2008, the Richard Whipp Award for Lifetime Achievement by the British Academy of Management in 2009, an Honorary Fellowship of the European Academy of Occupational Health Psychology and an Honorary Fellowship of the British Psychological Society in 2010. Professor Cooper is Chair of the UK’s Academy of Social Sciences (an umbrella body of 47 learned societies in the social sciences, comprising 90,000 social scientists) as well as Past Chair of the Chronic Disease and Well-being Global Agenda Council of the World Economic Forum in Geneva (2009–2010); on the GAC on mental health and well-being of WEF (2010-). In November 2010, he was awarded the Lord Dearing Lifetime Achievement Award by the Times Higher Education for his distinguished contribution to higher education. In 2014, HR Magazine voted him the Most Influential HR Thinker in the UK. In 2014 Professor Cooper was awarded a Knighthood by the Queen for services to the social sciences.

Professor Cooper is the Editor-in-Chief of the international scholarly Blackwell Encyclopedia of Management (13 volume set; now in its third edition), the Editor of Who’s Who in the Management Sciences and on the editorial boards of many scholarly journals. He has been an adviser to two UN agencies (the World Health Organisation and the ILO); published a major report for the EU’s European Foundation for the Improvement of Living and Work Conditions on ‘Stress Prevention in the Workplace’, produced a scientific review for the WHO/ILO on workplace violence in the health sector internationally, and was a special adviser to the Defence Committee of the House of Commons on their Duty of Care enquiry (2004–05). He was joint recipient of the Shingo Prize for Excellence in Manufacturing
Research in April 2005. Professor Cooper is former Chair of The Sunningdale Institute (a think-tank on management/organisational issues) in the National School of Government (2004–09). He was also the lead scientist to the UK Government Office for Science on their Foresight programme on Mental Capital and Well-Being (2007–09), and was appointed a member of the expert group on establishing guidance for the National Institute for Health and Clinical Excellence on ‘promoting mental well-being through productive and healthy working conditions’, 2009.

Professor Cooper is also President of the Institute of Welfare, Immediate Past President of the British Association of Counselling and Psychotherapy, President of RELATE, former national Ambassador of The Samaritans, and a patron of Anxiety UK. He was elected President of the British Academy of Management, January 2015.

Professor Richard Crisp

Wednesday 6 May: 17:00-18:00

Richard Crisp read Experimental Psychology at the University of Oxford and carried out his doctoral research at Cardiff University. His research has developed a range of cognitive interventions to help improve tolerance, group productivity, creativity, confidence and leadership. This work has been published in over 130 articles, chapters and books, including papers in American Psychologist, Psychological Science, Psychological Bulletin and Science. He is former winner of the Gordon Allport Intergroup Relations Prize from the Society for the Psychological Study of Social Issues (for the best paper of the year on intergroup relations), the British Psychological Society Social Psychology Mid-Career Prize and the British Psychological Society Spearman Medal. He is Fellow of the British Psychological Society, Fellow of the Academy of Social Sciences, and Fellow of the Association for Psychological Science. Richard is also former Deputy Chair of the British Psychological Society Research Board, author of an international textbook Essential Social Psychology, and Editor-In-Chief of the Journal of Applied Social Psychology. In his 20-year career he has held Chairs in Psychology at the Universities of Kent and Sheffield and is a former Head of School. In 2014 he was appointed Professor of Psychology at Aston Business School.

Professor Edgar Jones

Thursday 7 May: 12:15-13:15

Edgar Jones is professor of the history of medicine and psychiatry at the Institute of Psychiatry, Psychology and Neuroscience. He originally trained as an historian at Nuffield College Oxford before completing a doctorate in clinical psychopathology at Guy’s Hospital and training as a psychodynamic psychotherapist. He is programme leader for the MSc in War and Psychiatry at King’s College London. His research has focused on how both soldiers and civilians cope with the stress of war and explores its impact on their psychological health in the aftermath of conflict. He is the co-author of Shell Shock to PTSD, Military Psychiatry from 1900 to the Gulf, (Hove: Psychology Press, Maudsley Monograph, 2005). Using war pension files and in-patient records, Edgar Jones is currently studying how UK service personnel managed the transition to civilian life in the post-1945 period. For those veterans suffering from psychological disorders, this research will investigate what aspects of daily life facilitated or inhibited recovery.

International accreditation

The Society has recently extended its accreditation function to cover UK awards delivered internationally. The scheme covers a range of modes of delivery, including branch campus, franchise and flying faculty models. The Society now accredits undergraduate and conversion programmes in Malaysia and Hong Kong, and visits are planned to Singapore and Greece before the end of the current academic year.

Further information on international accreditation is available at www.bps.org.uk/internationalaccreditation.

If you are involved in the development or delivery of international programmes, and think you would like to put them forward for accreditation in the future, we would encourage you to get in touch with Lucy Horder, the Society’s Partnership and Accreditation Manager, to discuss any questions you may have and to ensure that your provision is included in our schedule of work for the coming years.
Phil Banyard
Tuesday 5 May 16:00-17:00
Phil Banyard is Reader in Psychology at Nottingham Trent University and Fellow of
the BPS. He was Chief Examiner for GCSE and then A-Level Psychology for 20 years,
and is the author of several textbooks for students. He is a regular contributor to
conferences for A-Level students around the country. His research interests have
been in education and specifically the impact of digital technologies on learning and
teaching. In 2014 he was given the Award for Distinguished Contributions to
Psychology Education by the BPS.

Professor Sarah-Jayne Blakemore
Tuesday 5 May: 10:10-11:10
See page 8 for biography.

Professor Susan Golombok
Tuesday 5 May 13:15-14:15
Susan Golombok is Professor of Family Research and Director of the Centre for
Family Research at the University of Cambridge, and a Professorial Fellow at
Newnham College, Cambridge. Her research has not only contributed to theoretical
understanding of family influences on child development but also has addressed
social and ethical issues that are of relevance to family life. She has pioneered
research on lesbian mother families, gay father families, single mothers by choice
and families created by assisted reproductive technologies including in vitro
fertilisation (IVF), donor insemination, egg donation and surrogacy. Her research
has challenged commonly held assumptions about these families as well as widely
held theories of child development. The desire to obtain high-quality empirical data
in order to examine the consequences for children of growing up in different family
environments has been a major driving force behind her research, i.e. to shed
empirical light on areas where people hold strong opinions, often without full
knowledge of the facts. In addition to academic papers she is the author of Parenting: What really counts? and co-
author of Bottling it Up, Gender Development, Modern Psychometrics and Growing up in a
Lesbian Family. Her latest book is Modern Families: Parents and Children in New Family
Forms, published by Cambridge University Press.

Professor Sophie Scott
Tuesday 5 May: 14:15-15:15
Sophie Scott is a Wellcome Trust Senior Fellow at the ICN, UCL, where she is a
Group Leader of the Speech Communication Lab, and Deputy Director of the ICN.
Professor Scott’s research addresses the neural basis of human spoken
communication, from speech and language to emotions and auditory processes,
and as part for this she has been investigating the neural basis of laughter and the
functional uses of laughter.
Trainee Conference
Keynote Speaker
Susan Van Scoyoc
Wednesday 6 May 14:20–15:20

Susan van Scoyoc is a counselling and health psychologist in independent practice. As a psychologist specialising in psychotherapy she has carried out work within the legal system for over a decade. Her work often involves carrying out assessments and advising on sentencing for those accused of society’s most serious crimes. Susan believes this work is an opportunity for psychologists to provide psycho-education to those within the court system. For this work and for her efforts in training of psychologists Susan was awarded Practitioner of the Year 2012–13 by the BPS Professional Practice Board.

Supervision Conference
Keynote Speaker
Robin Shohet
Thursday 7 May 12:15–13:15

Robin Shohet is co-author with Peter Hawkins of Supervision in the Helping Professions (fourth edition, Open University Press, 2012), and editor of Passionate Supervision (Jessica Kingsley, 2007) and Supervision as Transformation (Jessica Kingsley, 2011). His latest book, Clinical Supervision in the Medical Profession, is co-edited with Dr David Owen. He has been using appreciative inquiry with teams and organisations for the last ten years, and is currently writing about the spiritual dimension of supervision.

Organised by BPS Conferences
BPS conferences are committed to ensuring value for money, careful budgeting and sustainability

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<td>Division of Forensic Psychology</td>
<td>1–3 July</td>
<td>Manchester Metropolitan University</td>
<td><a href="http://www.bps.org.uk/dfp2015">www.bps.org.uk/dfp2015</a></td>
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<tr>
<td>Psychology of Women Section</td>
<td>8–10 July</td>
<td>Cumberland Lodge, Windsor</td>
<td><a href="http://www.bps.org.uk/pows2015">www.bps.org.uk/pows2015</a></td>
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<tr>
<td>Division of Counselling Psychology</td>
<td>10–11 July</td>
<td>Majestic Hotel, Harrogate</td>
<td><a href="http://www.bps.org.uk/dcop2015">www.bps.org.uk/dcop2015</a></td>
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<tr>
<td>Qualitative Methods in Psychology Section</td>
<td>2–4 September</td>
<td>Anglia Ruskin University, Cambridge</td>
<td><a href="http://www.bps.org.uk/qmip2015">www.bps.org.uk/qmip2015</a></td>
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<tr>
<td>Developmental Section &amp; Social Section</td>
<td>9–11 September</td>
<td>The Palace Hotel, Manchester</td>
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<tr>
<td>Division of Health Psychology</td>
<td>16–18 September</td>
<td>Radisson Blu Portman, London</td>
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<td>Faculty for Young People and their Families</td>
<td>6–7 October</td>
<td>Crowne Plaza – Birmingham NEC</td>
<td><a href="http://www.bps.org.uk/cyp2015">www.bps.org.uk/cyp2015</a></td>
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<tr>
<td>Division of Sport and Exercise Psychology</td>
<td>14–15 December</td>
<td>The Queens Hotel, Leeds</td>
<td><a href="http://www.bps.org.uk/dsep2015">www.bps.org.uk/dsep2015</a></td>
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<tr>
<td>Division of Occupational Psychology</td>
<td>6–8 January</td>
<td>East Midlands Conference Centre, Notts</td>
<td><a href="http://www.bps.org.uk/dop2016">www.bps.org.uk/dop2016</a></td>
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<tr>
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<td>6–8 January</td>
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<td><a href="http://www.bps.org.uk/dop2016">www.bps.org.uk/dop2016</a></td>
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Our award-winning lecturers

Ethics Committee
Award for Promoting Equality of Opportunity
Prof Til Wykes
Wednesday 6 May 10:00
Til Wykes is Professor of Clinical Psychology and Rehabilitation and Vice Dean Psychology and Systems Sciences at the Institute of Psychiatry, Psychology and Neuroscience, King’s College London. She has been involved in research on rehabilitation for many years both in the development of services and the evaluation of innovative psychological treatments. She is the director of the Centre for Recovery in Severe Psychosis (CRiSP) which has carried out a number of randomised controlled trials into the efficacy of cognitive remediation therapy (CRT), group cognitive behaviour therapy for voices as well as motivational interviewing techniques in compliance and therapy to reduce the effects of stigmatisation. She is also co-director in a new collaborative venture, the Service User Research Enterprise (SURE), which encourages consumers of mental health services to become more involved in all the aspects of research from the priorities for funding to the actual design and execution of the study.

Til Wykes is the editor of the Journal of Mental Health and the first director, NIHR Clinical Research Network: Mental Health which is a Department of Health-funded research network responsible for providing the national NHS infrastructure for RCTs and other high quality research studies in mental health.

Research Board
Presidents’ Award for Distinguished Contributions to Psychological Knowledge
Richard Crisp
Wednesday 6 May: 17:00–18:00
See page 9 for biography.

Research Board
Award for Outstanding Doctoral Research Contributions to Psychology
Dr Andreas Jarvstad
Wednesday 6 May 10:20
Andreas Jarvstad studied psychology at Cardiff University, where he obtained his BA, MSc and PhD and was able to pursue his cross-disciplinary interest in low- and high-level cognitive processes, by exploring the extent to which ‘cognitive’ and ‘perceptuo-motor’ decisions are similar. Andreas subsequently moved to the University of Bristol, where he is a Research Associate. Here, he has been part of building a large interdisciplinary decision-making research network. He has continued to work across domains, using neuroimaging (fMRI) and eye-tracking to study the cognitive control of eye movement decisions. He is also involved in a large project exploring what determines how we choose what to eat, and how such factors might partly determine why some of us become overweight whilst others do not.
Tom Stafford & Dr Vaughan Bell
Wednesday 6 May 14:20

Tom Stafford (left) is a Lecturer in Psychology and Cognitive Science in the Department of Psychology, University of Sheffield. He is the co-author of the best-selling popular science book *Mind Hacks* (2004) and writes for the award-winning blog http://mindhacks.com as well as a regular column for BBC Future. You can follow him on twitter @tomstafford.

Vaughan Bell (right) is a Senior Clinical Lecturer at University College London and Principal Clinical Psychologist in the South London and Maudsley NHS Trust.

Dr Tali Sharot
Wednesday 6 May 16:00

Tali Sharot is a Reader in Cognitive Neuroscientist at the Department of Experimental Psychology, University College London, where she is the director of the Affective Brain Lab. She is currently a Wellcome Trust Fellow and previously a British Academy postdoctoral fellow. She received her PhD in psychology and neuroscience from New York University and her BA in psychology and economics from Tel Aviv University. Her research focuses on how emotion, motivation and social factors influence our expectations, decisions and memories. Her papers on the neuroscience of optimism, emotional memories and cognitive dissonance have been published in top scientific journals including *Nature, Science, Nature Neuroscience* and *Psychological Science*.

Dr Sharot is the author of *The Optimism Bias*, *The Science of Optimism* and co-editor of *The Neuroscience of Preference and Choice*. She was a speaker at TED's annual conference 2012 and has written essays for the popular media such as *Time Magazine*, *The New York Times*, CNN, *The Guardian*, Observer, the BBC and more.

John Cromby, David Harper & Paula Reavy
Wednesday 6 May 16:20

John Cromby is in the School of Management at Leicester University and was previously Reader in Psychology in the School of Sport, Exercise and Health Sciences at Loughborough University. He has also worked at the Universities of Bradford and Nottingham and as a researcher in mental health, intellectual impairment and drug addiction settings. His current research concerns the character of experience; in particular, how experience gets jointly constituted and organised at the intersection of social influence and the body. This involves engaging with topics such as feeling, emotion, mental health, moral distress and well-being in the workplace, and experimenting with methods of jointly analysing textual data and embodied activity. John is the author of *Feeling Bodies: embodying psychology* (Palgrave, 2015), the co-author of *Psychology, Mental Health and Distress* (Palgrave, 2013), and a former co-editor of the journal *Subjectivity*.

David Harper is Reader in Clinical Psychology and Programme Director (Academic) on the Professional Doctorate in Clinical Psychology at the University of...
East London (UEL). David gained both his undergraduate degree in psychology and his master’s degree in clinical psychology at the University of Liverpool and worked as a clinical psychologist in National Health Service psychological therapies and Community Mental Health Teams in the North West for nine years. During this time he combined work as a clinician with part-time study for a PhD entitled Deconstructing Paranoia at Manchester Metropolitan University. He has been at UEL since 2000 and his research interests are in using qualitative research methods and applying critical psychology and social constructionist ideas to the understanding both of distress (particularly paranoia and unusual experiences and beliefs) and the work of mental health professions. He was a member of the British Psychological Society working party on the reform of the Mental Health Act and is a co-author of Psychology, Mental Health & Distress (Palgrave Macmillan, 2013) and Deconstructing Psychopathology (Sage, 1995) and a co-editor of Qualitative Research Methods in Mental Health and Psychotherapy: An introduction for students and practitioners (Wiley, 2012). He is editor of Beyond ‘Delusion’: Exploring unusual beliefs and experiences (ISPS/Routledge, forthcoming). He worked in a systemic therapy service in Newham, East London from 2002 to 2014.

Paula Reavey is Professor of Psychology at London South Bank University, as well as leading and consulting on projects at the Maudsley and Royal Bethlem hospitals. She has created and taught on courses relating to the psychology of mental health and distress for a number of years and is developing a master’s in mental health and clinical psychology, which has a firm focus on experts by experience and service users. She has co-edited two volumes, New Feminist Stories of Child Sexual Abuse: Sexual Scripts and Dangerous Dialogues (with Sam Warner, Routledge, 2003) and Memory Matters: Contexts for Understanding Sexual Abuse Recollections (with Janice Haaken, Psychology Press, 2009), and a sole edited volume, Visual Methods in Psychology: Using and Interpreting Images in Qualitative Research (Routledge, 2011). She has also published two monographs, Psychology, Mental Health and Distress (with John Cromby and Dave Harper, Palgrave, 2013) and Vital Memory and Affect: Living with a Difficult Past (with Steven D. Brown, Routledge, 2015). Paula has also published numerous articles on social remembering, child sexual abuse and sexuality, mental distress, and embodiment and space, using a variety of methodologies, including visual methods, memory work and discourse analysis.

Presidential Address
Professor Dorothy Miell
Tuesday 5 May: 17:20

Professor Dorothy Miell is Professor of Social Psychology at the University of Edinburgh and the Vice-Principal and Head of the College of Humanities and Social Science there. She took her first degree and PhD at Lancaster University and then moved to the Open University where she contributed to the development of large-scale courses in Introductory, Social and Developmental Psychology and was part of several research groups. Professor Miell is a social psychologist, interested in patterns of communication in both children’s and adults’ relationships. In recent years her research has focused increasingly on collaborative working in creative areas such as music making. She is particularly interested in processes of identity development and communication as these play out in collaborative, often multidisciplinary, working relationships.

Professor Miell has been involved with the BPS since being a student, helping to organise some of the first postgraduate conferences and then being a member of the Social Psychology Section Committee and the Developmental Psychology Section. She has served over the years on the Editorial Strategy Group, the Admissions Committee and the Graduate Qualifications and Accreditation Committee and was most recently Chair of the Psychology Education Board and, in this capacity, on the Board of Trustees.

Follow us... #BPS2014 tweets will be displayed around the venue

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Other award winners

Society awards will be presented on Wednesday at 12:50 in Hall 3. The following will receive awards but are not lecturing at the conference.

Research Board
Lifetime Achievement Award for Distinguished Contributions to Psychological Knowledge

Peter Venables

Peter Venables was born 1923. He was apprenticed as a telephone engineer, and served in Royal Navy during WWII. He read Psychology at UCL 1948–1951 and gained a PhD at the Institute of Psychiatry in 1953. He worked at the MRC Social Psychiatry Research Unit from 1951–1964. He was appointed Reader, later Professor, at Birkbeck College University of London 1964–1974.

His honorary appointments included presidencies of the Experimental Psychology Society 1968–1970, Society of Psychophysiological Research (US) 1977-1978 and the British Psychological Society 1979–1980; Research Associate at the Psykologisk Institut Copenhagen and Research Professor at the University of Southern California. His honours include the Award for Distinguished Contributions to Psychophysiology (Society of Psychophysiological Research, US), the Zubin Award for Distinguished Contributions to the Discipline (Society for Research In Psychopathology, US), Honorary Membership of the Experimental Psychology Society and Honorary DSc, University of Bradford.

Following work with the Psykologisk Institut in Copenhagen on children at high risk for schizophrenia, Venables and colleagues founded the Child Health Research Project in Mauritius in 1972 which is still active today.

In 1974, Venables started the Psychology Department at the University of York. From very modest beginnings with only three staff in the first year, the Department has grown, achieving five-star ratings in 1987 and is rated fourth in the country overall and second for research in the recent REF exercise. He served as Pro Vice-Chancellor of the University of York from 1981–85, Honorary Research Professor University of York from 1988–96 and Emeritus Professor University of York from 1996 to the present.

Professional Practice Board
Lifetime Achievement Award

Neil Frude

Neil Frude graduate in Psychology and Philosophy at the University of Newcastle in 1968 and then qualified as a clinical psychologist two years later at the Institute of Psychiatry. He moved to Cardiff University and completed a PhD (on biofeedback) in 1973.

Neil then followed an academic career in South Wales for 30 years, with research interests including aggression, family dynamics and social responses to ‘intelligent’ systems. He has published over 80 articles in scientific journals and has written a dozen books including a textbook on clinical psychology. Shortly before 2000, Neil became the Clinical Research Director on the South Wales Clinical Psychology Training Programme. In 2003 he devised a book prescription scheme for the delivery of psychological therapy which became a government-funded national scheme in Wales and has been widely emulated in several countries (and became a national scheme in England in 2014).

His current interests include the development of psycho-educational packages and the application of positive psychology ideas and strategies to clinical practice. Neil has supervised 80 doctoral projects (mostly DClinPsy.) and has examined a similar number. He is an Honorary Professor in the School of Psychology at Cardiff University and a Visiting Professor at the University of South Wales. He became a Fellow of the BPS in 1987 and Fellow of the BABCP in 2014.
**Psychology Education Board**

**Lifetime Achievement Award**

**James Hartley**

James Hartley is Emeritus Professor of Psychology at the University of Keele, Staffordshire. He obtained his first degree and PhD in Psychology in 1964 from the University of Sheffield, supervised by Harry Kay. His main research interests today lie in written communication, with especial reference to academic writing, typography and layout, and he is also well known for his research into teaching and learning in the context of higher education. Professor Hartley is a prolific writer and he has published over a dozen books and over 350 papers. These include *Teaching and Learning in Higher Education* (1984 – fourth edition) with Ruth Beard, *Designing Instructional Text* (1994 – third edition), *Learning and Studying: A Research Perspective* (1998), *The Applied Psychologist* (2000 – with Alan Branthwaite), and *Academic Writing and Publishing* (2008). Professor Hartley is a Fellow of both the British Psychological Society and the American Psychological Association.

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**Research Board**

**Spearman Medal**

**Roi Cohen Kadosh**

Dr Roi Cohen Kadosh received his PhD in Neuropsychology (*summa cum laude, direct track*) on the mental operations and neuropsychological mechanisms of numerical and magnitude processing under the supervision of Avishai Henik from the Ben-Gurion University in 2006. During this time he also had the opportunity to gain experience with neuroimaging techniques, such as fMRI and ERP, under the supervision of David Linden at the Max Planck Institute for Brain Research (Frankfurt, Germany), and practiced for one year as clinical neuropsychologist at the Traumatic Brain Injuries Unit, Beit Lowenstein Rehabilitation Center in Israel. During his PhD period he also completed the European Diploma in Cognitive and Brain Sciences (EDCBS, 2003-4). He received funding from several sources including the International Brain Research Organization, and the European Union (Marie Curie Intra European Fellowship) to investigate the neural substrate of numerical representations using brain stimulation and neuroimaging during my postdoctoral training at University College London. Roi joined the Department of Experimental Psychology, University of Oxford as a Wellcome Research Career Development Fellow in 2009 where he established the Cohen Kadosh Lab. Roi’s current (main) research focuses on the psychological and biological factors that shape learning and cognitive achievements, and how we can use this understanding to enhance learning and cognition.

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**Professional Practice Board**

**Practitioner of the Year Award**

**Emma Donaldson-Feilder and Rachel Lewis**

Emma Donaldson-Feilder and Dr Rachel Lewis received the award jointly for their research, with colleagues at Affinity Health at Work (Rachel also works at Kingston Business School), which looked at how best to support and develop managers to create sustainable employee engagement, health and well-being. The research brought together two existing frameworks of management behaviours and competencies that enhance engagement and prevent and reduce employee stress. The research has shown that managers are important for health, well-being and engagement of employees. There is now a strong body of evidence to suggest that developing management capability can make a major contribution to achieving sustainable employee engagement, health and well-being. The recent research has helped organisations to improve the effectiveness of their management development programmes. All these projects have been designed to generate practical, evidence-based tools that contribute to understanding of the field and provide materials and guidance for other practitioners.
Practitioner of the Year Award

Hamilton Fairfax

Dr Hamilton Fairfax is a Chartered and Registered Counselling Psychologist, and Associate Fellow of the British Psychology Society, working in adult mental health. His interests include trauma, mindfulness, OCD, personality disorder, neuropsychology and the therapeutic process, and he was published in these areas. He is part of the Division of Counselling Psychology, Practice Board, with a particular role in developing neuropsychological practice in counselling psychology. A major research and practice interest is adaptation-based process therapy (APT), an approach developed with a colleague, and its application to complex client presentations.

ATSiP/BPS Technicians Award

Haulah Zacharia

Peter Moore

Haulah Zacharia has been working as a Psychology Technician at the University of Westminster since completing her undergraduate degree in 2005. She is responsible for supporting students and staff in teaching, learning and research, and for the smooth running of all psychology laboratory facilities and resources. Haulah’s passion for research in psychology is evident through range of ways in which she supports students and staff in all stages of their research. She proactively assists teaching of all psychology courses, and is particularly active in helping with teaching of research methods. Haulah also provides additional one-to-one tutorials for undergraduate and postgraduate students and understands importance of good base knowledge of research methods.

Haulah believes that exposing students to available resources early in their studies will encourage them to apply this knowledge. She is particularly interested in enriching students’ experience by enabling them to use range of equipment and software such as Cantab, PowerLab, Eye-Tracker, EEG, EPrime and SuperLab. She looks for innovative ways of engaging students and encouraging them to be more technologically ambitious in their research.

Haulah has been active member of the ATSiP for 10 years and enjoyed collaborating with the technical staff in psychology form universities cross UK. Haulah said: ‘I am delighted and humbled to be nominated and to receive this award. I am very lucky to be working with a brilliant team of technicians and academics, and this award is a result of a team effort.’ She would like to thank Kathryn Waddington, Angela Clow, Laura Boubert and Catherine Loveday for nominating her for the award and supporting here through this process.

Peter Moore is Psychology technician for the Department of Psychology at the University of East Anglia (UEA). Psychology at UEA being a new department, he has been involved in the setting up of new labs, as well as providing support for both teaching and research. With a background in Psychology and Brain Sciences, he is also looking to conduct his own research using TMS to explore language processing.

Professional Practice Board

Distinguished Contributions to Psychology in Practice

Guy Holmes

Dr Guy Holmes has been recognised for his exceptional work as a clinical psychologist in NHS mental health services in Shropshire for the last 20 years. Whilst working full-time as a clinician in community mental health teams offering a service to people with complex and challenging mental health problems, he has also published over 50 academic articles in areas as diverse as: the medicalisation of distress, psychiatric medication, patients’ councils, service users’ experiences of and views on mental health services, sexual abuse of males, community psychology, and various aspects of groupwork. His community-based groupwork was profiled on Radio 4’s All in the Mind.

He has also worked to ensure that information about any of his work is easily accessible, for example, by co-creating, with service user colleagues, the Psychology in the Real World website at www.psychologyintherealworld.co.uk with information about the groupwork he has facilitated, as well as his articles and publications.
The 'street children' of Latin America
Graham Pluck
with a story of challenge and survival for millions

radical behaviourism

mindfulness in psychology

mental illness – head to head debate

looking back: Asch's line studies

Letters

news

Interview

Reviews

www.thepsychologist.org.uk
www.twitter.com/psychmag
### 2015 CPD Workshops
Professional development opportunities from your learned Society

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<td>Sharing best practice of diagnosing and assessing adults with neuro-diversity in the workplace (DOP)</td>
<td>18-May</td>
<td>London</td>
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<tr>
<td>Behaviour management in a trauma context (Developmental)</td>
<td>19-May</td>
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<tr>
<td>Self-publishing: How can psychologists harness the opportunities? (SGIP)</td>
<td>21-May</td>
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<td>Essential neuro-linguistic skills for coaching psychologists (SGCP)</td>
<td>27-May</td>
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<td>Parenting across cultures (DCP)</td>
<td>01-June</td>
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<td>Working with offenders with intellectual disability in a forensic setting (DFP)</td>
<td>03-June</td>
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<td>Peer group supervision: A structured model for facilitation of community working and professional development (Cross network)</td>
<td>15-June</td>
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<td>Meta-synthesis (QMiP)</td>
<td>16-June</td>
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<td>Cognitive Assessment of Children and Young People (Day 1) (Cross network)</td>
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<td>Self-composition coaching: A method for leadership development (Cross network)</td>
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<td>Co-creating change through dialogue (DOP)</td>
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<td>Working with gender and sexual minorities in therapy (Sexualities)</td>
<td>20-July</td>
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<td>From ‘ice-breakers’ to creating connections to farewells: An experiential workshop to increase your skills and confidence in group facilitation (DFP)</td>
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<td>Overcoming resistance to change using process consultation (Cross network)</td>
<td>08-Sept</td>
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<td>Engaging effectively with the supervision and reflective practice process (Cross network)</td>
<td>23-Sept</td>
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<td>Working with refugees and asylum seekers (Cross network)</td>
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<td>An introduction to sleep: Psychobehavioural assessment and treatment strategies for people with insomnia (Cross network)</td>
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<td>Pluralism in qualitative research (Cross network)</td>
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<td>Person-centred planning: A practical introduction for psychologists (Cross network)</td>
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<td>A Somatic Approach to Integral Life Theory Practice (ILP) – Taking theory into Practice (Cross network)</td>
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<tr>
<td>Introduction to Ethics and Professional Practice: Ethical decision making (DFP)</td>
<td>20-Oct</td>
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<td>Psychological interventions for a variety of contexts: Issues of design and implementation (SGCP)</td>
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<tr>
<td>Cognitive Assessment of Children and Young People (Day 2) (Cross network)</td>
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<td>An introduction to mindfulness-based interventions for health psychologists (DHP)</td>
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<td>CYP-IAPT and Clinical Psychology (DCP)</td>
<td>30-Oct</td>
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<td>Counselling skills for sport and physical exercise (DSEP)</td>
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<td>Expert Witness: Using psychometrics (Workshop 4)</td>
<td>06-Nov</td>
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<td>Supervision Skills: Enhancing supervision skills (Workshop 2)</td>
<td>06-Nov</td>
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<td>Don’t Get Caught out: Ethical and professional dilemmas for psychologists and psychotherapists in 2015 (Cross network)</td>
<td>09-Nov</td>
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<td>Devising an effective performance appraisal system (DOP)</td>
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<td>Sexualised behaviour: An integrated approach to supporting families and schools (DECP)</td>
<td>16-Nov</td>
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<tr>
<td>Mixed methods research for the quantitative researcher (Cross network)</td>
<td>27-Nov</td>
<td>London</td>
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For more information on these CPD events and many more visit [www.bps.org.uk/findcpd](http://www.bps.org.uk/findcpd).
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<th>Time</th>
<th>Room 3B</th>
<th>Room 3A</th>
<th>Room 4A</th>
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<tr>
<td>10:00</td>
<td><strong>PLENARY Room 3</strong>&lt;br&gt;Opening Welcome (President, Professor Dorothy Miell) &amp; Trustee introductions</td>
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<td>10:10</td>
<td><strong>PLENARY Room 3: 101 OPENING KEYNOTE:</strong>&lt;br&gt;Professor Sarah-Jayne Blakemore, Deputy Director, University College London Institute of Cognitive Neuroscience. The social brain in adolescence  &lt;br&gt;<strong>Chair by:</strong> Karl Wall. Sponsored by the Division of Neuropsychology</td>
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<td>11:10</td>
<td><strong>REFRESHMENT BREAK</strong> in Hall 2B</td>
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<td>11:30</td>
<td>Oral Presentations 102 Emotional expression and eye gaze combine to influence visual working memory for faces in culture-specific ways  &lt;br&gt;Margaret Jackson, School of Psychology, University of Aberdeen</td>
<td>Workshop 105 Applying psychology to enhance well-being in the fashion industries  &lt;br&gt;Carolyn Mair, London College of Fashion</td>
<td>Oral Presentations 106 Parenting Programmes: Do parental behaviour changes impact children's behaviour?  &lt;br&gt;Katy Smart, University of Bristol</td>
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<td>11:50</td>
<td>103 The role of experiential avoidance in coping with perceived ostracism  &lt;br&gt;Daniel Waldeck, University of Chichester</td>
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<td>107 Attention bias, alcohol expectancies and alcohol use in adolescent social drinkers  &lt;br&gt;Annie Melaugh McAteer, Queen’s University, Belfast</td>
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<td>12:10</td>
<td>104 The role of neuroimaging in consumer science: Predicting sales from the brain  &lt;br&gt;Robert Blakey, University of Oxford</td>
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<td>108 What is Happiness? Perceptions of Bolton residents in 1938 and 2014  &lt;br&gt;Sandie McHugh, University of Bolton</td>
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<td>12:30</td>
<td><strong>LUNCH</strong> in Hall 2B</td>
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<td>13:15</td>
<td>Symposium 115 An international declaration for global lesbian, gay, bisexual, and transgender (LGBT) psychology and psychotherapy standards  &lt;br&gt;<strong>Convenor:</strong> Elena Manafi, University of Surrey  &lt;br&gt;Markus Bidell, Regent's University</td>
<td>Symposium 117 Psychological literacy: a multi-faceted perspective  &lt;br&gt;<strong>Convenor:</strong> Simon Goodson, Huddersfield University  &lt;br&gt;117a Paper 1: Psychological literacy: bringing psychology to life  &lt;br&gt;Julie Hulme, HEA  &lt;br&gt;117b Paper 2: Making psychologically literate citizens: the Stirling experience  &lt;br&gt;Roger Watt, Stirling University  &lt;br&gt;117c Paper 3: Giving psychology away. How George Miller's vision is being realised by psychological literacy  &lt;br&gt;Philip Banyard, Nottingham Trent University  &lt;br&gt;117d Paper 4: Potential implications of the new A-level psychology syllabuses: could the more contemporary topics introduced enhance psychological literacy?  &lt;br&gt;Helen Kitching, Heathfield Community College</td>
<td>Symposium 119 Cognitive and social influences on alcohol consumption and food intake: implications for behaviour change  &lt;br&gt;Matt Field, University of Liverpool</td>
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<td>13:35</td>
<td>115a Paper 1: LGBT mental health disparities and minority stress  &lt;br&gt;Joy Whitman, Walden University  &lt;br&gt;115b Paper 2: Current state of affairs: Psychology and LGBT affirmative psychology</td>
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<td>119a Paper 1: Inhibition training as an intervention for problem drinking  &lt;br&gt;Andrew Jones, University of Liverpool</td>
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<td>115c Paper 3: Why international action is needed</td>
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<td>119b Paper 2: ‘Don’t look at the chocolate!’: Can attentional bias modification help us to eat less?  &lt;br&gt;Charlotte Hardman, University of Liverpool</td>
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<td>14:15</td>
<td>Martin Milton, Regent’s University London  &lt;br&gt;115d Paper 4: Charting a course forward: International declaration for LGBT psychological standards  &lt;br&gt;Markus Bidell, Regent’s University</td>
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<td>119c Paper 3: Perceived eating norms and energy intake: from laboratory to behaviour change  &lt;br&gt;Eric Robinson, University of Liverpool</td>
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<td>14:35</td>
<td>Christina Richards, Nottinghamshire Healthcare NHS Trust  &lt;br&gt;115e Paper 5: Why international action is needed</td>
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<td>119d Paper 4: Controlling alcohol consumption: The role of beliefs  &lt;br&gt;Paul Christiansen, University of Liverpool</td>
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<td>Time</td>
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<td>11:30</td>
<td><strong>Oral Presentations</strong>&lt;br&gt;109 What is the stereotype of a ‘good’ student and a ‘good’ teacher in Kazakhstan?&lt;br&gt;Liz Winter, Faculty of Education, University of Cambridge</td>
<td>Workshop&lt;br&gt;112 Research ethics; necessary but not sufficient&lt;br&gt;Kate Bullen, Chair, Ethics Committee&lt;br&gt;Abigail Locke, Deputy Chair, Ethics Committee&lt;br&gt;Outlining the principles underpinning the development of the new Ethics Committee Guidance on Teaching and Assessment of Ethical Competence in Psychology Education. Participants will be invited to consider how they might use the guidance in their teaching practice.</td>
<td>Student Conference&lt;br&gt;113 Spotlight on careers&lt;br&gt;Research Psychology&lt;br&gt;Matt Field, University of Liverpool&lt;br&gt;Clinical Psychology&lt;br&gt;Sara Finlayson, MerseyCare NHS</td>
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<td>11:50</td>
<td>110 Semantic priming effects in monolingual Greek speaking children with reading difficulties&lt;br&gt;Georgia Niolaki, Coventry University</td>
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<td>12:10</td>
<td><strong>Oral Presentations</strong>&lt;br&gt;111 Primary to secondary school transitions for children with special educational needs: The importance of listening to concerns and promoting resilience&lt;br&gt;Melody Terras, University of the West of Scotland</td>
<td><strong>Workshop</strong>&lt;br&gt;122 Psychological reactions after the Canterbury earthquakes 2010-11: Perspectives from the doctor’s surgery&lt;br&gt;Sarb Johal, Joint Centre for Disaster Research, Massey University/GNS Science, New Zealand</td>
<td><strong>Oral Presentations</strong>&lt;br&gt;124 Evaluation of the use of text messages to inform members of public about emergencies&lt;br&gt;Emma Jones, Public Health England</td>
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<td>12:30</td>
<td>LUNCH in Hall 2B&lt;br&gt;&lt;br&gt;114 Lunch discussion: Words and sorcery – the causes and impact of bad writing in psychology&lt;br&gt;<em>Bring your lunch for an informal debate with representatives from The Psychologist and Research Digest</em></td>
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<td><strong>Keynote Address</strong>&lt;br&gt;127 Modern families: parents and children in new family forms&lt;br&gt;Prof Susan Golombok, Centre for Family Research, University of Cambridge</td>
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<td>13:15</td>
<td>Symposium&lt;br&gt;121 Psychology and behaviour change: Environmental issues&lt;br&gt;<em>Behaviour Change Advisory Group</em>&lt;br&gt;<em>Convenor: David Uzzell</em>&lt;br&gt;Lorraine Whitemarsh, School of Psychology &amp; Tyndall Centre for Climate Change Research, Cardiff University&lt;br&gt;Gregory R. Maio, School of Psychology, Cardiff University</td>
<td>Oral Presentations&lt;br&gt;123 Psychological well-being in carers of someone with cancer: a process review&lt;br&gt;Jenny Young, University of the West of Scotland</td>
<td><strong>Keynote Address</strong>&lt;br&gt;128 The science of laughter&lt;br&gt;Prof Sophie Scott, Institute of Cognitive Neuroscience, UCL</td>
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<td>13:55</td>
<td>Cathy Davidoff, Clinical Psychologist, Change4Chalfont Behavioural Insight Team</td>
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<td>14:15</td>
<td><strong>Oral Presentations</strong>&lt;br&gt;125 Exploring the impact on health services following the Canterbury earthquakes: comparing GP and nurse experiences&lt;br&gt;Sarb Johal, Joint Centre for Disaster Research, Massey University/GNS</td>
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<td><strong>Keynote Address</strong>&lt;br&gt;126 FACT&lt;br&gt;Emily Gee, Foundation for Art and Creative Technology</td>
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<td>14:55</td>
<td><strong>Oral Presentation</strong> 116 Culture and Identity: The space of tension for Zimbabwean women in the UK Loreen Chikwira, Manchester Metropolitan University</td>
<td><strong>Oral Presentation</strong> 118 Psychological processes leading to activation or avoidance: Protective and vulnerability factors to depression Aurelie Wagener, University of Liege, Belgium</td>
<td><strong>Oral Presentation</strong> 120 The psychology of debt Ben Harkin, University of Sheffield</td>
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<tr>
<td>15:15</td>
<td><strong>POSTER SESSION</strong> in Hall 2B. Including afternoon tea/coffee</td>
<td>Sponsored by the Division of Neuropsychology</td>
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<td>16:00</td>
<td><strong>Symposium</strong> Supporting a troubled world Crisis, Disaster &amp; Trauma Psychology Section Convenor: Tina Buxton, University of Chester Chair: William Yule 132a Paper 1: The challenge of military peace building: the move from negative to positive peace David Curran, Centre for Trust, Peace and Social Relations, Coventry University 132b Paper 2: At a child’s pace: therapeutic work with traumatised child refugees Zack Eleftheriadou, Private Practice 132c Paper 3: Psychosocial care for volunteers responding to international catastrophes Mark Snelling, King’s College London Discussant: Noreen Terhani</td>
<td><strong>Symposium</strong> Understanding the impact of technology on behaviours Mathematical, Statistical and Computing Section Convenor: Benjamin R. Cowan, University College Dublin 133a Paper 1: Goals, nudges &amp; habits: Designing digital behaviour change technologies Anna L. Cox, University College London Interaction Centre 133bc Paper 2: At a child’s pace: therapeutic work with traumatised child refugees Zack Eleftheriadou, Private Practice 133c Paper 3: Psychosocial care for volunteers responding to international catastrophes Mark Snelling, King’s College London Discussant: Noreen Terhani</td>
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<td><strong>Symposium</strong> Understanding the impact of technology on behaviours Mathematical, Statistical and Computing Section Convenor: Benjamin R. Cowan, University College Dublin 133a Paper 1: Goals, nudges &amp; habits: Designing digital behaviour change technologies Anna L. Cox, University College London Interaction Centre 133bc Paper 2: At a child’s pace: therapeutic work with traumatised child refugees Zack Eleftheriadou, Private Practice 133c Paper 3: Psychosocial care for volunteers responding to international catastrophes Mark Snelling, King’s College London Discussant: Noreen Terhani</td>
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**Please note:**
The conference programme is subject to change at any point before or during the conference itself. We are unable to accept responsibility for changes made which are outside

2015 Annual Conference
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<tr>
<th>Time</th>
<th>Room 4B</th>
<th>Room 11C</th>
<th>Room 11B</th>
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<tbody>
<tr>
<td>14:55</td>
<td>Symposium 121 Psychology and behaviour change: Environmental issues continued</td>
<td>126 FACT continued</td>
<td>Keynote Address 128 The Science of laughter continued</td>
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<td>15:15</td>
<td>POSTER SESSION in Hall 2B. <em>Sponsored by the Division of Neuropsychology</em></td>
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<td>Including afternoon tea/coffee</td>
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<td>16:00</td>
<td>Symposium 134 Applying social psychology to contemporary society Social Psychology Section <em>Convenor: Abigail Locke, University of Huddersfield</em> 134a Paper 1: ‘You'll have to bear with me, I'm a bit of a technophobe': Officers' disclosures of personal information in investigative interviews Carrie Childs, University of Derby 134b Paper 2: Contemplating adoption in 21st Century Britain: A pluralistic analysis Donna Peach, University of Salford 134c Paper 3: Constructions of breast cancer in the UK media J. Montague, University of Derby 134d Paper 4: Mothers, fathers and parents: Defining caregiving categories amongst stay-at-home-fathers in the United Kingdom Abigail Locke, University of Huddersfield</td>
<td>Keynote Address 135 Everything you know about psychology is wrong Phil Banyard, Nottingham Trent University</td>
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<td>17:20</td>
<td>136 <strong>PRESIDENTIAL ADDRESS</strong> in Room 3 Professor Dorothy Miell <em>Chaired by: Jamie Hacker Hughes, President Elect 2014/15</em></td>
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<td>18:00</td>
<td><strong>NETWORKING RECEPTION</strong> in Hall 2B All delegates are welcome, pre-booking is not necessary</td>
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<td>19:00</td>
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<td>Informal meet and greet with the Trustees</td>
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The conference programme is subject to change at any point before or during the conference itself. We are unable to accept responsibility for changes made which are outside
### Posters – Tuesday 5 May

Sponsored by the Division of Neuropsychology

<table>
<thead>
<tr>
<th>Board Ref</th>
<th>Student Posters</th>
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</table>
| 001       | The damaged man? An examination of the impacts of the male gender and gender role conflict on men’s mental well-being and emotional processing  
Callum Cairns, University of Liverpool |
| 002       | Individual differences and public opinions of policies attracting media attention. Do personality, locus of control and other individual differences impact our opinions of offender rehabilitation and punishment?  
Fiona Cameron-Mackintosh, University of Bedfordshire |
| 003       | Social and economic disadvantage in childhood and psychotic-like experiences in later life; perceived inequality in childhood and resilience as mediating factors  
Yasmin Edwards, University of Liverpool |
| 004       | Assessment of motor competence in young adults: Development of a self-report questionnaire  
Rachel Egloff, Oxford Brookes University |
| 005       | Is the Dark Triad of Personality a protective factor against the impacts of stressful life events  
Kate Evans, University of Liverpool |
| 006       | Predictors of irregular word reading and spelling in children  
Lorraine Groves, Oxford Brookes University |
| 007       | Aspects of mentalising: Performance on adult theory of mind tasks and mind mindedness  
Katie Hannam, Oxford Brookes University |
| 008       | The relationship between perceptions of the future self and grit personality  
Jessica Hinds, Oxford Brookes University |
| 009       | Detecting concealed information via EEG using the P300 and a criminal identity parade  
Calum Jones, University of Bedfordshire |
| 010       | Behavioural measures of compulsivity in rats  
Julie Lee, University of Bristol |
| 011       | Lie detection accuracy and confidence: The role of the Dark Triad of Personality  
Minna Lyons, University of Liverpool |
| 012       | Effects of retrieval processes on a suspended or finished prospective memory task  
Ingrun T. Miljeteig, Oxford Brookes University |
| 013       | Effects of music on physiological and perceived stress levels in university students  
Jessica Palmer, Anglia Ruskin University |
| 014       | How does context reinstatement facilitate memory in ageing?  
Jens Ruud, Middlesex University |
| 015       | How does pre-sleep media have an effect on adolescents sleep quality and alertness? Assessing device, activity, duration, experience and engagement  
Emma Sellers, Oxford Brookes University |
| 016       | Perception of reverse speech in an untrained population  
Aimee Shaw, University of Bedfordshire |
| 017       | Deception detection: The effect of cues on accuracy  
Hannah Shaw, University of Liverpool |
| 018       | Better the devil you know: Evidence for an assortative mating effect for self-reported psychopathy  
Sergio A. Silverio, University of Liverpool |
| 019       | The potential for musical desensitisation  
Christina Soderberg, University of Bedfordshire |
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<tr>
<th>Board Ref</th>
<th>The Social Brain</th>
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<tbody>
<tr>
<td>020</td>
<td>What am I thinking? Theory of mind development in autism</td>
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<td>021</td>
<td>Imagined steps: Can mental simulation of coordinated rhythmic movement foster cohesive social effects?</td>
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<td>022</td>
<td>Joint attention enhances visual working memory in non-anxious individuals</td>
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<td>023</td>
<td>Chinese males rate other males with a healthy scalp as more confident than males with dandruff, even in the absence of any visible symptoms: A gender-specific dissociation between implicit and explicit judgements of self-confidence</td>
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<td>024</td>
<td>The vicarious experience of social touch: Evidence from behavioural and physiological responses</td>
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<td>025</td>
<td>Evaluative conditioning reveals the rewarding properties of C-tactile afferent stimulation</td>
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<td>027</td>
<td>Investigating the relationship between perceived pleasantness of observed interpersonal touch and eating disorder symptoms in a healthy female population</td>
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<th>Board Ref</th>
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<tr>
<td>028</td>
<td>Flexible work practices and retirement decisions</td>
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<td>029</td>
<td>Psychosocial correlates of reading comprehension and metacognitive competence in a sample of pupils with dyslexia</td>
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<td>030</td>
<td>The relationship between attentional control, incubation, and creative problem solving</td>
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<td>031</td>
<td>A multinominal approach to assessing the role of inhibitory ability and thinking dispositions in delusion-proneness</td>
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<td>032</td>
<td>Psychological mindedness, mind-mindedness, and career interests in undergraduate students</td>
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<td>09:00</td>
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<td>201 A learning perspective on behaviour change</td>
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<td></td>
<td>Deborah Talmi, University of Manchester</td>
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<td>201a Paper 1: Using Pavlovian-instrumental transfer to understand how emotion influences cigarette seeking</td>
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<td>Stephen Jeffs, University of Sussex</td>
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<td>201b Paper 2: Cue-elicited food seeking and obesity</td>
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<td>Poppy Watson, University of Amsterdam</td>
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<td>201c Paper 3: Using attentional biases to understand human sign-tracking and its relation to reward processing and alcohol use</td>
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<td>Jay Joseph Duckworth, University of Liverpool</td>
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<td>201d Paper 4: Using counter-conditioning to understand emotion regulation</td>
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<td>Deborah Talmi, University of Manchester</td>
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<td>205 Psychology without borders: Psychology in the international arena</td>
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<td>Susan van Scyoc, S&amp;S Van Scyoc LLC</td>
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<td>205a Paper 1: It’s a small world after all (and it’s getting smaller)</td>
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<td>Mark Burdick, California Licensed Ed Psychologists</td>
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<td>205b Paper 2: Personal experiences of working psychologically in four transnational settings</td>
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<td>Jamie Hacker Hughes, Veterans and Families Institute, Anglia Ruskin University</td>
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<td>205c Paper 3: Crossing borders: visions of the future</td>
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<td>Oral Presentation</td>
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<td>202 The incorporation of visual and verbal semantics in quantitative and qualitative visual change-detection tasks</td>
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<td>Laura Jenkins, Northumbria University</td>
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<td>211 Developing a mindful eating practice</td>
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<td>Cinzia Pezzolesi, University of Hertfordshire</td>
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<td>212 Environmental influences on food and</td>
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<td>alcohol-related behaviour</td>
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<td>Rachel Pechey,</td>
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<td>09:20</td>
<td>212a Paper 1: Do supermarket end-of-aisle</td>
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<td>displays increase purchases of alcoholic</td>
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<td>Rachel Pechey,</td>
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<td>09:40</td>
<td>212b Paper 2: Shaping alcohol behaviour</td>
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<td>change: It’s in your hands</td>
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<td>David M. Troy,</td>
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<td><em>University of Bristol</em></td>
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<td>212c Paper 3: The effect of covertly reducing</td>
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<td>Amy L. Ahern,</td>
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<td><em>MRC Human Nutrition Research</em></td>
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<td>10:20</td>
<td>212d Paper 4: ‘Beware’: The impact of colour</td>
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<td>of nutritional labels and injunctive norms</td>
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<td>Milica Vasiljevic,</td>
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<td><em>University of Cambridge</em></td>
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<td>Five-minute Challenges</td>
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<td>213 A Reflection on Group Working</td>
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<td>Gayle Robinson,</td>
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<td><em>Roseberry Park Hospital</em></td>
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<td>214 Strategising sensitive field research:</td>
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<td>A workplace bullying partnership</td>
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<td>Lynn Lansbury,</td>
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<td><em>University of Portsmouth</em></td>
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<td>215 Reflection on completing trauma work</td>
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<td>and the therapeutic relationship</td>
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<td>Gayle Robinson,</td>
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<td><em>Roseberry Park Hospital</em></td>
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<td>11:00</td>
<td>216 Masculinity and Qualitative Methodologies</td>
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<td>Deborah Earnshaw,</td>
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<td><em>University of Derby</em></td>
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<td>11:20</td>
<td>REFRESHMENT BREAK Hall 2B</td>
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<td>11:30–11:40</td>
<td>Launch Pad – Investigating Psychology: A resource for studying CHIP</td>
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<td>Rose Capdevila, <em>Open University</em>, Katherine Hubbard, Surrey &amp; Eleni Andreouli, <em>Open University</em></td>
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<td>11:50</td>
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<td>221 KEYNOTE: Professor Sir Cary Cooper, CBE, FAcSS</td>
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<td><em>Distinguished Professor of Organizational Psychology and Health, Lancaster University Management School</em></td>
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<td>Gross national well-being: Enhancing mental capital and well-being at work</td>
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<td><em>Chaired by: Richard Mallows</em></td>
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<td>Presentation of Society Awards</td>
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<td>LUNCH in Hall 2B</td>
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<td>POSTER SESSION in Hall 2B. <em>Sponsored by the Division of Neuropsychology</em></td>
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<td>228 The Workplace Integration Questionnaire for Eastern European migrant workers</td>
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<td>Monica Hess, <em>University of Chichester</em></td>
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<td>231 When ‘We’ becomes ‘I’: Multiple social identities and self-affirmation in the amelioration of stereotype threat</td>
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<td>Charlotte Pennington, <em>Edge Hill University</em></td>
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<td>234 Environment preference and environment type congruence: Effects on perceived restoration likelihood and restorative outcomes</td>
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<td>Stephanie Wilkie, <em>University of Sunderland</em></td>
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<td>236 Expert Witnesses: Current Issues Facing Psychologists</td>
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<td>Dee Anand, <em>Chair of the Division of Forensic Psychology</em></td>
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<td>Expert Witness Advisory Group (EWAG)</td>
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<td>Oral Presentations</td>
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<td>229 Alcohol use of immigrant youths in the Netherlands: The roles of parents and peers across different ethnic backgrounds</td>
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<td>Panagiotis Spanakis, <em>University of Liverpool</em></td>
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<td>232 Discrepancies between implicit and explicit measures of cultural identity predicting eating disorders symptoms in Emirati women</td>
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<td>Justin Thomas, <em>Zayed University, United Arab Emirates</em></td>
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<td>235 Any age on the Inside? Exploring the existence, extent, and correlates of subjective age identification</td>
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<td>Sengul Kupeli-Holt, <em>University of Southampton</em></td>
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<tr>
<td>15:00</td>
<td>Oral Presentations</td>
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<tr>
<td></td>
<td>230 Construct validity and utility of Islamophobia</td>
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<td></td>
<td>Sophie Jenkins-Anderson, <em>Adelphi International Research</em></td>
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<td></td>
<td>233 Within and without – considering the power of competing educational discourses in our understanding of adolescent literacy practice, policy and research</td>
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<td>Kathy Hall, <em>University College Cork</em></td>
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<tr>
<td>15:20</td>
<td>REFRESHMENT BREAK in Hall 2B</td>
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<td>AGM in Room 3B <em>(the Open Meeting will follow immediately after the AGM)</em></td>
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## Room 11B (Trainee Conference) 11:50–13:20

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>11:50</td>
<td><strong>15 MINUTE ORAL PRESENTATIONS</strong></td>
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</tbody>
</table>
| 11:50 | 222 Outcomes of Team Formulation: Community Mental Health Professionals' Perceptions  
      | Tinemakomboreroashe Blee, *University of Lincoln*                        |
| 11:50 | 223 Joy and laughter in the therapy room: a grounded theory study       |
| 11:50 | Elena Arora, *Metanoia Institute*                                        |
| 11:50 | 224 A qualitative study to explore motivations and barriers to physical activity in Malaysia  
      | Kheng Ban Ng, *Liverpool John Moores University*                         |
| 13:20 | **FACILITATED POSTER SESSION**                                           |
| 13:20 | *(Posters displayed within the room)*                                   |
| 13:20 | 225 Responding to advanced cancer: the trauma of living while dying, A Q-methodology study  
      | Fiona Elizabeth Broderick, South Staffordshire and Shropshire Healthcare NHS Foundation Trust |
| 13:20 | 226 The differences of strategy use and perceived usefulness of learning strategies across different subject areas  
      | Keigo Oshio, *Hosei University, Japan*                                   |
| 13:20 | 227 The role of psychological formulation meetings with Domestic Staff in an inpatient unit  
      | Alison Booth, *Rathbone Rehabilitation Centre, Liverpool*                |
| 13:20 | **LUNCH in Hall 2B**                                                    |
| 13:35 | **POSTER SESSION in Hall 2B. Sponsored by the Division of Neuropsychology** |

### Room 11C

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>14:20</td>
<td><strong>Oral Presentations</strong></td>
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<tr>
<td>14:20</td>
<td>237 Low-carbon Lifestyles and behavioural spillover</td>
</tr>
<tr>
<td>14:20</td>
<td>Nick Nash, <em>Cardiff University</em></td>
</tr>
</tbody>
</table>
| 14:20 | 222 Outcomes of Team Formulation: Community Mental Health Professionals' Perceptions  
      | Tinemakomboreroashe Blee, *University of Lincoln*                        |
| 14:20 | 223 Joy and laughter in the therapy room: a grounded theory study       |
| 14:20 | Elena Arora, *Metanoia Institute*                                        |
| 14:20 | 224 A qualitative study to explore motivations and barriers to physical activity in Malaysia  
      | Kheng Ban Ng, *Liverpool John Moores University*                         |
| 15:00 | **FACILITATED POSTER SESSION**                                           |
| 15:00 | *(Posters displayed within the room)*                                   |
| 15:00 | 238 Campus citizenship behaviours: Predicting students' prosocial actions  
      | Chris Stiff, *Keele University*                                          |
| 15:00 | **Award Lectures**                                                       |
| 15:00 | *Chaired by: Professor Catriona Morrison, Chair, Education & Public Engagement Board* |
| 15:00 | 240 Public Engagement and Media Award  
      | Adventures in research blogging  
      | Dr Tom Stafford & Dr Vaughan Bell |
| 14:40 | **Keynote Address**                                                     |
| 14:40 | 241 Making the most of the supervisory journey  
      | Susan van Scoyoc                                                    |

### Room 11B

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tr>
<td>15:20</td>
<td><strong>REFRESHMENT BREAK in Hall 2B</strong></td>
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<tr>
<td>15:20</td>
<td>AGM in Room 3B <em>(the Open Meeting will follow immediately after the AGM)</em></td>
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<td>Time</td>
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<tr>
<td>16:00</td>
<td>Oral Presentation</td>
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<td>Linda Kaye, Edge Hill University</td>
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<tr>
<td>16:20</td>
<td>Five-minute Challenges</td>
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<td>244 The effect of clothing sizing on a customer’s confidence and self-esteem</td>
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<td>Nida Ehsan, London College of Fashion</td>
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<td>245 Androgyny in fashion</td>
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<td></td>
<td>Joel Masson, UAL: London College of Fashion</td>
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<td></td>
<td>246 The mixed-ethnicity bias: Who is and isn’t represented in reality TV and teen dramas?</td>
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<td>16:40</td>
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<td>17:00</td>
<td>PLENARY Room 3</td>
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<td>253 KEYNOTE: Professor Richard Crisp.</td>
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<td></td>
<td>Director, Behavioural Science Laboratory Work &amp; Organisational Psychology Aston Business School Aston University, Birmingham</td>
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<td>Adapting to Diversity</td>
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<td>Chaired by: Natalie Gough</td>
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<td>18:00</td>
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<td>19:30</td>
<td>CONFERENCE GALA DINNER AT THE RUM WAREHOUSE &amp; TITANIC HOTEL</td>
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<td>Pre-booking is a requirement for this event – Coaches will be provided (see page 7)</td>
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</table>

**Please note:**  
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We are unable to accept responsibility for changes made which are outside
| 16:00 | Room 11C | Workshop  
249 Mindfulness in positive psychology: The science of meditation and well-being  
Itai Ivtzan, *UEL* | Room 13 | Award Lectures  
*Chaired by: Professor Judi Ellis, Chair, Research Board* 
*Book Award:*  
249 Popular Science:  
The Optimism Bias  
Good news and bad news: how humans incorporate information  
Tali Sharot | Room 11B | 252 Trapeze Session and Panel Forum  
Kathryn Waddington & Angela Carter |
| 16:20 | | | | |
| 16:40 | | | | |
| 17:00 – 18:00 | Room 3 | PLENARY  
253 KEYNOTE: Professor Richard Crisp, Director, Behavioural Science Laboratory Work & Organisational Psychology Aston Business School Aston University, Birmingham  
Adapting to Diversity  
*Chaired by: Natalie Gough* | |
| 19:30 | | CONFERENCE GALA DINNER AT THE RUM WAREHOUSE & TITANIC HOTEL  
*Pre-booking is a requirement for this event – Coaches will be provided (see page 7)* | |

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### Disaster, Trauma & Crisis

<table>
<thead>
<tr>
<th>Board Ref</th>
<th>Title</th>
<th>Author(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>001</td>
<td>Psychological First Aid (PFA): Public Health England and NHS staff training for mitigating the short and long-term psychological effects of traumatic experiences</td>
<td>Samantha Bredbere, Public Health England</td>
</tr>
<tr>
<td>002</td>
<td>Effective responder communication improves efficiency and psychological outcomes in a mass decontamination field experiment: implications for public behaviour in the event of a chemical incident</td>
<td>Holly Carter, Public Health England</td>
</tr>
<tr>
<td>003</td>
<td>Is the ‘trauma-film’ paradigm really simulating intrusions in PTSD?</td>
<td>Carolyn Choudhary, Queen Margaret University, Edinburgh</td>
</tr>
<tr>
<td>004</td>
<td>Perceived community resilience following multiple community traumas</td>
<td>Suzanne Day, Lancaster University</td>
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<tr>
<td>005</td>
<td>The effect of mental set on anomaly identification in a simulated security environment</td>
<td>Robert Leadley, University of Sussex</td>
</tr>
<tr>
<td>006</td>
<td>Post-traumatic stress disorder (PTSD) in violent trauma is associated with intrusive symptoms</td>
<td>Emma-Jane Mallas, Queen Mary University of London/Barts Health NHS Trust</td>
</tr>
<tr>
<td>007</td>
<td>The likely concerns, behavioural responses and information needs of employees during extreme events</td>
<td>Lorna Riddle, Public Health England</td>
</tr>
<tr>
<td>008</td>
<td>Decontaminating casualties in chemical emergencies: understanding the physiological and psychological effects of the decontamination process</td>
<td>Charles Symons, Public Health England</td>
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<tr>
<td>009</td>
<td>A qualitative study of parental responses to child experiences of trauma</td>
<td>Victoria Williamson, University of Reading</td>
</tr>
<tr>
<td>010</td>
<td>Exploring men’s experience of coping with multiple miscarriage: An interpretative phenomenological analysis</td>
<td>Kevin Wilson-Smith, University of Cumbria</td>
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### Culture & identity

<table>
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<tr>
<th>Board Ref</th>
<th>Title</th>
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<tr>
<td>011</td>
<td>Exploring the influence of ethos and identity on career motivation of Royal Navy personnel</td>
<td>Elizabeth Bewley, Royal Navy</td>
</tr>
<tr>
<td>012</td>
<td>Chinese breast cancer patients: Psychological outcome differences between patients who had mastectomy or lumpectomy treatment</td>
<td>Irene K.M. Cheung, Hong Kong University</td>
</tr>
<tr>
<td>013</td>
<td>Think about a good cross-ethnic friend: could ethnic minority youth’s future academic motivations increase with cross-ethnic friendships?</td>
<td>Sabahat Cigdem Bagci, Goldsmiths, University of London</td>
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<tr>
<td>014</td>
<td>Adapting to changes in organisational culture: a longitudinal study</td>
<td>Claire Lavelle, University of Hertfordshire</td>
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<td>015</td>
<td>Positive ingroup contact norms and high quality contact increase support for reparation policies via forgiveness</td>
<td>Sam Pendleton, University of Greenwich</td>
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<tr>
<td>016</td>
<td>Relationship between identity and generativity of elderly Japanese people</td>
<td>Yuko Takahama, Ochanomizu University</td>
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<tr>
<td>017</td>
<td>Second language acquisition and acculturation amongst bilingual college students in the United Arab Emirates</td>
<td>Justin Thomas, Zayed University – United Arab Emirates</td>
</tr>
<tr>
<td>018</td>
<td>Self-defining memories and self-concept clarity: A comparative study of depressed patients, bipolar patients and healthy subjects</td>
<td>Aurelie Wagener, University of Liege, Belgium</td>
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<tr>
<td>019</td>
<td>Identity in crisis: Exploring the lived experience of dual occupational identities in civilian vs uniformed service</td>
<td>Kevin Wilson-Smith, University of Cumbria</td>
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<td>Board Ref</td>
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<tr>
<td>020</td>
<td>Royal Navy ethos: Understanding interactions between ethos, engagement and career motivation Elizabeth Bewley, Royal Navy</td>
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<td>021</td>
<td>Impact of online exposure to adverse experiences on memory characteristics and activation of self-representations Soljana Çili, University of Southampton; University of the Arts London</td>
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<td>022</td>
<td>The TRAMS: The Team-Referent Attributions Measure in Sport Pete Coffee, University of Stirling</td>
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<td>023</td>
<td>Trait and social influences in the relationship between social support, self-confidence and performance Adam Coussens, University of Exeter</td>
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<tr>
<td>024</td>
<td>Retrieval-induced forgetting and eyewitness memory in a real world context Coral Dando, University of Wolverhampton</td>
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<td>025</td>
<td>Understanding persuasion across cultural and cognitive divides Coral Dando, University of Wolverhampton</td>
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<td>026</td>
<td>Autonomy and competence frustration in the classroom: different associations with active and passive disengagement Stephen Earl, University of Kent</td>
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<td>027</td>
<td>Maternal folic acid supplementation during pregnancy and children’s psychological well-being Lesley-Anne Henry, Ulster University</td>
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<td>028</td>
<td>Exploring the meaning of spirituality in Chinese schizophrenic patients Rainbow T. H. Ho, University of Hong Kong</td>
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<td>029</td>
<td>Little green lies: Compensatory beliefs about environmentally significant behaviours Aimie Hope, University of Sheffield</td>
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<tr>
<td>030</td>
<td>Stressors, stress reactivity and mental health in Emirati university students Justin Thomas, Zayed University</td>
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<thead>
<tr>
<th>Board Ref</th>
<th>Undergraduate Research Assistantship Scheme 2014</th>
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<tr>
<td>031</td>
<td>A longitudinal assessment of organizational stressors in elite athletes Axel Vittersø, University of Bath</td>
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<tr>
<td>032</td>
<td>Anxiety as a predictor of analgesic dependence: A mixed methods study Ada Dys, University of Derby</td>
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<td>033</td>
<td>Not the best news for theories of sarcasm processing Hannah Howman, University of Nottingham</td>
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<tr>
<td>034</td>
<td>Risk-taking behaviours and anxiety in children, adolescents and adults Anna Kolesnik, University of Sheffield</td>
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<td>035</td>
<td>Does body weight predict memorability for and appetitive response to television food advertisements? Rachel Smith, University of Liverpool</td>
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<td>036</td>
<td>Testing the validity and reliability of a new language monitoring and assessment tool: The BabyTalk app Katie Brewin, University of Liverpool</td>
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<td>037</td>
<td>Prior outcomes and risk propensity Katie Thompson, University of Leeds</td>
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<td>038</td>
<td>The role of gender in hiring situations: The preference for potential Fatima Tresh, University of Kent</td>
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<td>040</td>
<td>Exploring the jumping to conclusions bias in adolescents and children Victoria Theobald, University of Wolverhampton</td>
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<tr>
<td>09:30</td>
<td>Symposium</td>
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<td>301 Sport and adventure activity</td>
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<td>to support military personnel</td>
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<td>and veterans recovering from</td>
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<td>injury and/or trauma</td>
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<td>David Carless,</td>
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<td>09:50</td>
<td>301a Paper 1: Perceptions</td>
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<td>military personnel of a five-day</td>
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<td>Suzanne Peacock,</td>
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<td>301b Paper 2: A dialogical</td>
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<td>301c Paper 3: ‘Peace amidst the</td>
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<td>chaos’: An ethnographic creative</td>
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<td>Nick Caddick,</td>
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<td>Loughborough University</td>
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<td>10:30</td>
<td>301d Paper 4: A case study</td>
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<td>Kitrina Douglas,</td>
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<td>11:10</td>
<td>Oral Presentation</td>
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<td>302 Vicarious secondary</td>
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<td>traumatic stress: The impact of</td>
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<td>Pam Ramsden,</td>
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<td>University of Bradford</td>
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<td>13:15</td>
<td>Closing Remarks – Jamie Hacker</td>
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<td>Hughes, President – 2015/16</td>
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<td>13:25</td>
<td>LUNCH in Hall 2B</td>
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<th>Room 11C</th>
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</thead>
<tbody>
<tr>
<td>09:30</td>
<td>Oral Presentations 305 Developmental improvement and age-related decline in unfamiliar face matching Ahmed Megreya, Qatar University</td>
<td>Symposium 309 Communities of hope: How community change the world Co-hosted by the Branches Forum and Community Psychology Section Sue Northrop, Dementia Friendly East Lothian</td>
<td>Supervision Conference Welcome Kathryn Waddington</td>
</tr>
<tr>
<td>09:50</td>
<td>306 The LIFE model: A meta-theoretical conceptual map for applied positive psychology Tim Lomas, University of East London</td>
<td>309a Paper 1: ‘Now that you’re here, make yourself USEFUL’ Paul Gaffney, Assessment, Consultation &amp; Therapy Service, TUSLA, Ireland &amp; Trinity College, Dublin University</td>
<td>Workshop 311 Safe uncertainty – How as supervisors do we help supervisees embrace safe uncertainty in applied practice? Moira E. Lafferty, University of Chester</td>
</tr>
<tr>
<td>10:10</td>
<td>307 Can behaviours be changed by asking about them? A systematic review and meta-regression Sarah Wilding, University of Leeds</td>
<td>309b Paper 2: Stories of hopes – a narrative practice in wider communities Ho Law, University of East London</td>
<td>Workshop 308 Introducing the OBS-LDASC: an innovative tool to monitor behaviour that challenges in autism spectrum conditions and learning disability Debbie Coton, Autism Spectrum Partners, The Disabilities Trust, West Sussex</td>
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<tr>
<td>11:00</td>
<td>Oral Presentation 310 Under the shadow of recession Sophia Kariotaki, Bradford Teaching Hospitals</td>
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<tr>
<td>11:30</td>
<td>POSTER SESSION in Hall 2B. Sponsored by the Division of Neuropsychology Including morning tea/coffee</td>
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<tr>
<td>12:15 – 13:15</td>
<td>PLENARY Room 3 313 KEYNOTE: Professor Edgar Jones, Institute of Psychiatry, Psychology and Neuroscience, King’s College London Air-raids, terrorism and the crowd: Citizens at war Chaired by: Jamie Hacker Hughes</td>
<td>Keynote Address 314 Why can’t you just follow the rules? The illusory quest for certainty Robin Shohet</td>
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<tr>
<td>13:15</td>
<td>Closing Remarks – Professor Jamie Hacker Hughes, President – 2015/16</td>
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**Symposium**
315 Psychology and the Fire and Rescue Service
Lisa Sanderson, Nottingham Trent University
315a Paper 1: Investigating occupational impacts of the firefighting occupation on relatives and families
Rowena Hill, Nottingham Trent University
315b Paper 2: Walking where the devil dances: A pilot study of resilience in the fire and rescue service (FRS) in Canada and the United Kingdom
Leigh Blaney, Vancouver Island University
315c Paper 3: Post-traumatic growth in Fire and Rescue Service personnel
Lisa Sanderson, Nottingham Trent University
315d Paper 4: Decision making on the fireground
Geoff Sallis, Centre for Research in Applied Cognition, Knowledge, Learning and Emotion (CRACKLE), University of Gloucester

**Symposium**
316 Understanding and managing psychological trauma, what have we learned and how can it be applied in Northern Ireland?
Hosted by Northern Ireland Branch
Susan Lagdon, University of Ulster
316a Paper 1: Associations between conflict, trauma and suicidal behaviour in Northern Ireland
Siobhan O’Neill, University of Ulster
316b Paper 2: Childhood adversity profiles and adult psychopathology in a representative Northern Ireland study
Cherie Armour, University of Ulster
316c Paper 3: Adult experience of mental health outcomes as a result of intimate partner violence victimisation: A systematic review
Susan Lagdon, University of Ulster
316d Paper 4: Psychological trauma, cannabis use and pre-trauma psychopathology: Investigating environmental interactions in the aetiology of psychosis
James Houston, University of Ulster

**Symposium**
317 Using psychological evidence to understand educational transitions
Rob Klassen, University of York
317a Paper 1: Parent and teacher ratings of communication and attention skills in children learning English as an Additional Language (EAL) and monolingual English speaking children at the early stages of schooling
Claudine Bowyer-Crane, University of York
317b Paper 2: Boys’ and girls’ mathematics self-efficacy and motivation in the transition from elementary to middle school in Norway
Rob Klassen, University of York
317c Paper 3: Genetic and environmental influences on readiness to leave school
Kathryn Asbury, University of York
317d Paper 4: Students’ perceptions and experiences of university: Implications for enhancing student resilience
Poppy Nash, University of York

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**Posters** – Thursday 7 May
Sponsored by the Division of Neuropsychology

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<td>Does contemplation encourage people to seek feedback at work? Thomas L. Webb, University of Sheffield</td>
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<td>002</td>
<td>Development of a co-produced intervention to prevent alcohol misuse in adolescents: A think aloud study Emma Davies, Oxford Brookes University</td>
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<td>A service evaluation of friends &amp; family participation in a tertiary level pain management programme Lucinda Mawdsley, The Walton Centre NHS Foundation Trust</td>
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<td>Tailored onscreen ‘pop-up’ warning messages of specific loss amounts reduce expenditure in online roulette Paul McGivern, Derby University</td>
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<td>005</td>
<td>Why won’t they exercise more? Understanding factors that impact on interventions in the elderly Lucy Moss, Northumbria University</td>
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<td>321 A longitudinal examination of UK trainee applied psychologist change and development Hayley McEwan, University of the West of Scotland</td>
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<td>324 Evaluating a trauma training and supervision package for IAPT Ruth Cocksedge, Ministry of Defence</td>
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<td>320 The use of a computer simulation of an actual workplace as a research tool in the context of social ostracism and destructive leadership Peter Crellin, Institute of Work Psychology</td>
<td>326 Supervisor development: Proposed characteristics of experienced and effective supervisors Helen Beinart, Independent</td>
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<td>323 Supporting employees' informal learning: A qualitative exploration of how others support learning in a UK energy firm Stephen McGlynn, Institute of Work Psychology</td>
<td>325 The beneficial role of supervision with new counselors in Greece Anastasia Kotsopoulo, Synchronous Support Center</td>
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<td>Kathryn Waddington</td>
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<td>Information-seeking behaviour in people with lung cancer and the world wide web: Does Dr Google promote early help seeking? Julia Mueller, University of Manchester</td>
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<td>Assessing the impact of a fire safety intervention Thomas Simcock, Faculty of Education and Children’s Services, University of Chester</td>
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<td>Effect of impulsivity, evidence type and message framing on implicit self-control over snack food Joanna Slodkowska-Barabasz, University of Chichester</td>
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<td>Correlational investigation of the relationship between dispositional mindfulness and key facets of eating behaviour Karis Vaughan, Cardiff University</td>
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<td>Can the Question-Behaviour Effect be used to promote positive intergroup behaviour? Chantelle Wood, University of Sheffield</td>
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**John Hudson**, University of Salford |
| 012       | Mothers’ and fathers’ perceptions of co-parent support and undermining: associations with preschool children’s behaviour  
**Rachel Latham**, University of Sussex |
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**Sondos Metwally**, Nottingham Trent University |
| 014       | Impairment of prospective memory by lavender aroma is not related to mood or detectable blood borne active compounds  
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| 015       | Parenting, bullying, and the moderating role of callous-unemotional traits  
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| 016       | Quantitative video analysis of group interaction in nonverbal and verbal group therapies for schizophrenia using digital video annotation software  
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**Rhian Worth**, University of South Wales |
The social brain in adolescence

Professor Sarah-Jayne Blakemore, Deputy Director, UCL Institute of Cognitive Neuroscience
The brain has evolved to understand and interact with other people. This talk focuses on how the social brain, that is the network of brain regions involved in understanding others, develops during adolescence. Adolescence is a time characterised by change – hormonally, physically, psychologically and socially. Social cognitive processes involved in navigating an increasingly complex social world continue to develop throughout human adolescence. In the past 15 years, neuroscience research has shown that the human brain develops both structurally and functionally during adolescence. Areas of the social brain undergo significant reorganisation in terms of structure, function and connectivity during the second decade of life, which possibly reflects a sensitive period for adapting to the social environment. The changes in social environment that occur during adolescence might interact with increasing executive functions, heightened social sensitivity and the developing social brain to influence a number of adolescent behaviours, including risk-taking, peer influence and self-consciousness. I will discuss the importance of considering the social environment and the social brain when considering adolescent-typical behaviour.

Emotional expression and eye gaze combine to influence visual working memory for faces in culture-specific ways

Margaret Jackson, Samantha Gregory, School of Psychology, University of Aberdeen;
Stephen Langton, School of Psychology, University of Stirling; Sakiko Yoshikawa, Kokoro Research Centre, Kyoto University

Objectives: Previous work in our lab showed that visual working memory (VWM) for happy faces was influenced by gaze direction (better for averted than direct). Gaze did not modulate VWM for angry faces. That study used Caucasian participants and Caucasian face stimuli. Here we investigated whether this effect is specific to the Western culture. Direct eye contact is considered important in Western cultures, while Eastern cultures prefer to avoid eye contact as a sign of respect. We therefore hypothesised that gaze would differentially influence WM for emotional faces in Eastern versus Western cultures.

Design: We conducted three between-group VWM experiments in which participants viewed different race faces (Caucasian participants/Japanese faces; Japanese participants/Caucasian faces), or same race faces (Japanese). Faces at encoding were angry or happy with direct or averted gaze (within-subjects).

Methods: Two faces were presented for 2000ms encoding (same emotion and gaze). After a 1000ms blank retention interval, participants stated whether a single neutral test face matched or not in identity to one of the encoding faces.

Results: Caucasian participants showed the same pattern of results with Japanese faces as they did previously with Caucasian faces. In stark contrast, Japanese participants viewing Caucasian faces showed better VWM for angry direct than averted gaze faces, while memory for happy faces was unaffected by gaze. Japanese participants viewing own-race faces showed no singular or combined influence of emotion and gaze on VWM.

Conclusions: Findings are discussed in terms of differences in social interaction and display rules between Eastern and Western cultures.

The role of experiential avoidance in coping with perceived ostracism

Daniel Waldeck, Ian Tyndall & Nik Chmiel, University of Chichester
Ostracism, being ignored or excluded, is a painful experience for many individuals that may lead to higher levels of psychological suffering. There is little research at present into moderators of the positive relationship between perceived ostracism (PO) and psychological distress (PD). The influence of three potential moderators: experiential avoidance (EA) which refers to a tendency to actively avoid or suppress unwanted negative thoughts and feelings; psychological capital (PsyCap) which comprises four factors of hope, optimism, resilience and self-efficacy; and locus of control (LOC), were examined using a two-wave survey design (N = 299). As expected, PO had a strong positive relationship with PD. However, the only significant moderator was that of EA. Specifically, at high levels of EA the relationship between PO and PD was significant, but at low levels of EA it was insignificant. Therefore, people who tend to have low levels of EA may not become more distressed from ostracism regardless of how much it occurs. Such individuals may be more willing to allow such painful experiences and attendant negative thoughts and feelings to pass-by without emotional struggle and thus withstand such unpleasant events more proficiently.

The role of neuroimaging in consumer science: Predicting sales from the brain

Robert Blakey & Charles Spence, University of Oxford;
Purpose: The aim was to identify the roles of neuroimaging in consumer science.
Background: Over 150 firms provide neuroimaging facilities to serve the marketing needs of clients, such as Google, Intel, DaimlerChrysler and Microsoft. Their unpublished commercial research is reported in the media and popular books rather than journals. However, there has been a recent surge in the number of academic studies of consumer neuroscience published through the peer-review process. Therefore, it is now possible to examine the role of consumer neuroscience beneath the popular hype.

Methods: Literature searches were conducted on
keywords relating to neuroimaging in consumer science. Studies that cited the initially identified research were also included. Consumer science was defined as the generation and testing of explanations and predictions regarding the behaviour of humans acquiring products and services for personal use. The role of functional magnetic resonance imaging (fMRI) was the primary focus. Avenues for future research were outlined. **Conclusions:** Neuroimaging should not dominate future research in consumer science. Instead, neuroimaging should be an additional research tool, the findings of which are especially revealing when self-report and neural predictions differ. As such, neuroimaging may serve two valid roles in consumer science: first, the more applied role of providing neural indicators of product preferences and future purchases, and second, the more theoretical role of dissociating behavioural mechanisms. In order to fulfill these roles, the field must overcome questionable practices in the ethics, methods, communication and interpretation of applied neuroimaging data, including reverse inference.

**105 WORKSHOP**

**Applying psychology to enhance well-being in the fashion industries**

**Carolyn Mair,** London College of Fashion

**Background:** Humans are involved in every aspect of fashion including design, manufacture, retail, consumption and disposal. Fashion affects us as individuals, in relationships, groups, societies and communities at home, work and leisure. What we wear influences our own and others’ perceptions, our emotions, self-esteem, body-image and confidence. Fashion is powerful and its addictive appeal can lead to economic and environmental problems. However, the potential for harnessing its power to enhance well-being, through applying psychological principles and theories, has not been attempted.

**Aim:** To consider how psychology can be applied in the fashion industries to enhance well-being.

**Expected outcomes for participants:** Participants will discuss the application of psychology to fashion, discuss existing problems, contribute to an action plan and be invited to join a network to work towards promoting well-being through fashion.

**Key points:** Fashion matters! The fashion industry employs almost one million people in the UK and contributes more than £25 billion a year to the British economy. It influences and is influenced by psychological factors of individuals, groups and communities, yet traditionally, psychology has been ignored in fashion studies. Existing problems related to fashion include, but are not limited to, social and beauty ideals lacking diversity, unregulated cosmetic treatment and surgery, unethical fashion production, consumption and disposal leading to environmental problems, issues of self-esteem, dysmorphia, eating disorders, and so on.

**Conclusions:** The workshop will identify and discuss existing problems, develop action plans and establish a network of psychologists who wish to apply psychological theory to enhance well-being in fashion.

**106 ORAL PRESENTATION**

**Parenting programmes: Do parental behaviour changes impact children’s behaviour?**

**Katy Smart,** University of Bristol

Government commissioned reports by Desforges and Field suggest parental input impacts on children’s lifelong learning, behaviour and developmental outcomes. These reviews contributed to government initiatives aimed at promoting children’s attainment through parental interaction with their children and their children’s school, with emphasis on local authorities’ engagement with parenting programmes. This research explores parents and trainers perceptions of the impact of parenting programmes by following families through one of three parenting programmes (Triple-P, Incredible Years and PEEP). The research questions investigate parents’ and trainers’ views on the parenting programme process, parental behaviour changes taking place post intervention and any subsequent behavioural, developmental and/or educational impact this has on their children. Parents attending one of these programmes were invited to complete questionnaires before, immediately after and one year after the programme. A subsample of semi-structured interviews with parents and trainers provided richer supporting data. Prior to commencing analysis of the transcripts a provisional start list of thematic codes was created; the interviews were then analysed to extract further themes. Results suggest parents are adopting skills learnt on the course and already observing a difference in both their own behaviours as well as their child’s. Since attending a parenting programme parents have reported that: they feel more confident dealing with their child’s behaviour; there is a calmer atmosphere at home; they spend more time with their child and that they have a better relationship with their child. Are these behavioural changes realising the aspirational motivation behind the government’s rationale for supporting parenting programmes?

**107 ORAL PRESENTATION**

**Attention bias, alcohol expectancies and alcohol use in adolescent social drinkers**

**Annie Melaugh McAteer, Donncha Hanna & David Curran,** Queen’s University Belfast

**Objectives:** The overall aim was to examine alcohol attention bias in adolescent social drinkers. It was predicted that those who consumed alcohol would demonstrate preferential attention for alcohol stimuli compared to abstainers and that this bias would be associated with alcohol related expectancies.

**Design:** A between groups design was used to examine differences between drinkers and non-drinking adolescents.

**Methods:** Forty four participants (aged 16 –19 years) were recruited from post primary schools in Northern Ireland. An eye tracker was used to measure attention during presentation of stimuli pairs which included an alcohol stimuli and control stimuli. Expectancies were measured using the alcohol expectancy questionnaire and the alcohol use disorders identification test was used to measure alcohol use.
Results: Adolescent drinkers spent significantly more time fixating on alcohol related stimuli compared to non-drinker ($F(2, 43) = 6.91, p = .003$). Increased fixation time to alcohol stimuli was apparent in the latter half of stimuli presentation ($F(2, 43) = 4.108, p = .024$). Strength of alcohol attention bias was significantly correlated with more positive expectancies about alcohol use ($r(43) = .419, p = .005$).

Conclusions: Adolescent social drinkers demonstrated an attention bias for alcohol stimuli, similar to that found in adult studies. The strength of this bias was related to amount of alcohol consumed and expectancies about alcohol use. Absence of automatic orienting to alcohol stimuli suggests, contrary to theoretical predictions, attention bias in this population was underpinned by controlled attentional processes.

108

ORAL PRESENTATION
What is happiness? Perceptions of Bolton residents in 1938 and 2014
Sandie McHugh & Jerome Carson, University of Bolton

Objectives of research: What does happiness mean for you and yours? First asked in Bolton in 1938 and repeated in February 2014. What was the concept of happiness different 76 years later with changes in culture and identity? The findings will contribute to a positive psychology educational package and to the domain of happiness and well-being studies with a unique approach based on the Mass Observation archive in Bolton.

Design and Method: The 2014 questionnaire retained the 1938 content with changes only where necessary for modern discourse. Participants ranked 10 aspects of happiness in their preferred order of importance. They also stated the frequency, time of week, place; role of luck and importance of material possessions to their happiness and well-being. 2014 data was collected on an on-line survey or a paper questionnaire ($N = 480$).

Results: In 1938 security, knowledge and religion were the three most important aspects of happiness; in 2014 religion was 10th, with good humour, leisure and security the most important. Initial results indicate that a similar percentage in 1938 and 2014 (40 per cent) regarded luck as playing a part in happiness. Seventy-six per cent of contemporary respondents stated their happiness was not directly related to wealth. Further quantitative analysis and qualitative investigation of participants’ comments will provide more insight into present day perceptions. Examination in conjunction with the information from the 1938 data will give an indication of cultural changes in Bolton in 76 years.

Conclusions: Although the self report nature of the data is a limitation it will inform research into perceptions and measurement of happiness/well-being. The economic and social conditions in 1938 Bolton were very different to 2014. Similarities and contrasts between the two sets of results will inform urban health initiatives on the components of well-being that can be targeted for enhancement, and add to debate on the role of materialism.

109

ORAL PRESENTATION
What is the stereotype of a ‘good’ student and a ‘good’ teacher in Kazakhstan?
Liz Winter, Faculty of Education, University of Cambridge

Objectives: The aim was to capture school students’ perceptions of what makes a good student and a good teacher. Once an individual’s stereotype has been presented, mapping of the self onto this can inform on the aspirations of students and their relationship with teachers. Additionally, common features across the dataset can begin to define the qualities present and valued within a Kazakhstani culture.

Design: Working in both Kazakh and Russian, suggested a language-independent means to gather exploratory data on this topic. Hence, a return to the ‘picture in the mind’ definition of a stereotype allowed open inquiry by the collection of participants’ drawings.

Methods: 1200 participants aged 11–18 years from six schools around Kazakhstan drew an image of a ‘good’ student and a ‘good’ teacher which was then coded according to a data-led scheme. An additional scale to position pedagogy between student-centred and teacher-centred was also delivered, with translations, to the oldest age group of around 300 participants.

Results: The predominant finding was that girls and boys mainly drew same-gender images of ‘good’ students but more girls than boys drew opposite-gender pictures. This was an effect that increased with age. Additional features of good students were: evidence of success in academic Olympiads; wearing spectacles; standing by the board; briefcases; smart attire; and books. There were a significant number of metaphor drawings. Teacher images were mainly female but men were more common from the older students. Teachers generally adopted a student-centred approach which was not significantly related to matches between participants and the gender of the pictures they produced.

Conclusions: The method proved popular and insightful as to how students construe themselves and the teaching profession to reflect the low numbers of male teachers in Kazakhstan and those currently entering the profession. It also returned first empirical evidence from a social psychological standpoint and introduced ‘student voice’ to researchers in Kazakhstan. As Kazakhstan is one of the very few countries that does not present a gender difference in international performance indicators such as PISA 2012, the preference for good students to be boys is a particularly interesting finding.

110

ORAL PRESENTATION
Semantic priming effects in monolingual Greek speaking children with reading difficulties
Georgia Niolaki, Coventry University; Aris Terzopoulos, Dundee University; Jackie Masterson, Institute of Education, University of London

Characteristics of written English (the presence of irregularly spelled words such as yacht, debt, mortgage, for instance) allow the observation of whether children with reading difficulties are relying on phonic decoding or whole word lexical processes. The writing system in Greek is very transparent and this means that the
thematically analysed. We carried out a priming study employing visually presented primes and targets. Participants were Greek-speaking children with reading difficulties aged 9 to 11 years old and typically developing age-matched control children. There were four experimental conditions in which the relationship between prime and target differed: 1) same identity (where the prime and target were the same), 2) orthographically/phonologically associated, 3) semantically associated and 4) unrelated. The aim was to see whether a lack of semantic priming would be observed for the Greek-speaking dyslexic children, as has been reported for English dyslexic children by Betjemann and Keenan (2008). The results revealed robust priming effects for the control children in the present study but no evidence of semantic priming effects for the dyslexic children. In order to ensure that the findings were not due to item characteristics, in Experiment 2 we used a different set of stimuli. The result replicated the findings from the first experiment.

111 ORAL PRESENTATION
Primary to secondary school transitions for children with special educational needs: the importance of listening to concerns and promoting resilience
Melody Terras, University of the West of Scotland

Objectives: Although the importance of successful transitions for academic and psycho-social functioning is well recognised, the evidence base concerning transition for children with special educational needs (SEN) is limited and little is known about children’s actual concerns and experiences of transition.

Design: This longitudinal study compared the transitional concerns, bullying experiences and psycho-social functioning of children with SEN (N = 16) with matched (age, gender) Typically Developing children (N = 16) at two time points: Pre (primary) and Post (high school) transition.

Methods: At both time points children completed objective measures of functioning (Strengths and Difficulties Questionnaire, Children’s Self Concept Scale 2), and subjective measures (semi-structured interviews supported by visual props) to explore concerns about transition and adjustment to high school. Questionnaires utilised standard scoring and interviews were thematically analysed.

Results: Children with SEN reported more social concerns, bullying, behavioural difficulties and lower popularity self-esteem both pre and post transition than their Typically Developing peers. In comparison to pre transition scores, children with SEN reported less pro-social behaviour and Typically Developing children reported lower intellectual self-esteem post transition. Pre transition subjective concerns were significantly associated with objective measures of psycho-social functioning post transition for all children.

Conclusions: Subjective concerns about transitions and Objective psycho-social adjustment patterns were different for children with SEN both pre and post transition. Therefore, listening to children’s concerns may help identify potential risk factors for transition and inform interventions to support resilience and effective coping strategies. Adopting a resilience-based approach to transition may be beneficial for all pupils.

112 WORKSHOP
Research ethics; necessary but not sufficient.
Professor Kate Bullen, Chair, Ethics Committee;
Dr Abigail Locke, Deputy Chair, Ethics Committee

Teaching research ethics is a key component of psychology teaching from pre-tertiary to professional level. The BPS Code of Human Research Ethics (2014) is robust and well regarded by many disciplines. Although students are well trained in research ethics, many are far less familiar with the BPS Code of Ethics and Conduct (2009). This workshop outlines the principles underpinning the development of the new Ethics Committee Guidance on Teaching and Assessment of Ethical Competence in Psychology Education. Participants will be invited to consider how they might use the guidance in their teaching practice. One of the outcomes of the workshop will be to initiate the development of a toolkit for use in psychology education across the UK.

113 SPOTLIGHT ON CAREERS
Words and sorcery – the causes and impact of bad writing in psychology

Find out about what careers in psychology are really like. This year, Matt Field will be talking about his career in psychological research and his day-to-day work at the University of Liverpool. We will also hear from clinical psychologist Sara Finlayson about working in the SaFE Clinical Business Unit at Merseycare NHS Trust. Our expert speakers will tell you what they love about their jobs and how they got to where they are today. There will also be a Q&A session.

114 LUNCH DISCUSSION
Word and sorcery – the causes and impact of bad writing in psychology

Back in 1971 Stanislav Andreski’s Social Sciences as Sorcery slammed academics for their inability to write clearly. There was, he argued, an ‘abundance of pompous bluff and paucity of new ideas’, a use of ‘obfuscating jargon’ to conceal a lack of anything to say. Fast forward to 2013 and social psychologist Michael Billig complains that ‘The big concepts which many social scientists are using – the iifications and the isations – are poorly equipped for describing what people do. By rolling out the big nouns, social scientists can avoid describing people and their actions. They can write in highly unpopulated ways, creating fictional worlds in which their theoretical things, rather than actual people, appear as major actors.’ So is bad writing rife in psychology? Which writers do you admire? How can you use The Psychologist to engage and inform, and to ensure that your writing has impact? Bring your lunch along to this informal discussion session, hosted by Dr Jon Sutton (Managing Editor, The Psychologist) and Dr Catherine Loveday (Chair, The Psychologist and Digest Editorial Advisory Committee).
SYMPOSIUM

An international declaration for global lesbian, gay, bisexual and transgender (LGBT) psychology and psychotherapy standards

Convener: Elena Mafi
University of Surrey

Markus Bidell, Regent’s University London

Western psychology has been at the vanguard of both oppressive and ameliorative LGBT public policy and social science. Psychologists were amongst those that helped develop ideologies that castigated LGBT individuals as immoral, aberrant, and deviant and such perspectives reinforced legal and psychosocial oppression, and also directly influenced LGBT clinical treatment. In a historic reversal, major Western psychological professional organisations now reject biased heterosexist notions that being LGBT is representative of a mental disorder, inferior status, immorality, or social deviancy and affirm LGBT people have a sexual orientation or gender identity that is normal, healthy, and legitimate (Bidell & Whitman, 2014). In fact, many western psychological societies are ardent advocates for LGBT human rights. There remains a critical need to advance ethnically based LGBT affirmative psychology and psychotherapy standards globally. Recently the United Nations concluded that prejudice and stigmatisation ‘often combined with a lack of adequate legal protection against discrimination on grounds of sexual orientation and gender identity, expose many LGBT people of all ages and in all regions of the world to egregious violations of their human rights’. The purpose of this symposium is to examine and reenergise the role of professional psychology respective of LGBT social justice, human rights, and social science, specifically by:

1) reviewing the need for global LGBT psychology and psychotherapy standards;
2) examining the actions taken by psychological organisations to support LGBT social justice; and,
3) charting a path for global LGBT psychological and psychotherapy standards.

115a Paper 1: LGBT mental health disparities and minority stress

Joy Whitman, Walden University; Drs Michael Mobley, Salem State University

From youth to old age, LGBT people living in western industrialised countries encounter strikingly similar forms of stigmatisation and experience significant mental health disparities. For example, in the US and UK, LGBT individuals have disproportionately higher occurrences of serious psychological problems including mood and anxiety disorders, substance abuse, and suicidal behaviours compared with non-LGBT individuals (Elliott et al., 2014; Institute of Medicine, 2011). These elevated levels of mental health problems among LGBT individuals are now being connected to ‘a minority stress model that explains the higher prevalence of mental disorders as caused by excess in social stressors related to stigma and prejudice’ (Meyer, 2003, p. 691). Increasing attention by professional psychologists is being given to LGBT issues and this paper explores current research that outlines the psychosocial disparities negatively impacting LGBT clients globally.

115b Paper 2: Current state of affairs: Psychology and LGBT affirmative psychology

Martin Milton, Regent’s University London; Lyndsey Moon, Roehampton University

LGBT individuals experience serious disparities and inequalities across broad health, psychosocial, and human service indices (Institute of Medicine, 2011). Currently, all Western psychological professional ethics codes and accreditation standards endorse LGBT affirmative psychology and psychotherapy. This paper examines the past and current role of Western psychological societies respective of LGBT theory, research, treatment, and clinical standards of care. In particular, LGBT affirmative policy and position statements by leading Western psychological societies are examined.

115c Paper 3: Why international action is needed

Christina Richards, Nottinghamshire Healthcare NHS Trust

Only recently have human rights and social justice organisations examined global psychosocial issues impacting LGBT people. Consider that it was only two years ago that the UN published its first report on LGBT global human rights. The report concluded that prejudice and stigmatisation ‘often combined with a lack of adequate legal protection against discrimination on grounds of sexual orientation and gender identity, expose many LGBT people of all ages and in all regions of the world to egregious violations of their human rights … around the world, they are singled out for physical attack – beaten, sexually assaulted, tortured and killed … and in some 76 countries, discriminatory laws criminalise private, consensual same-sex relationships – exposing individuals to the risk of arrest, prosecution and imprisonment’ (United Nations High Commissioner for Human Rights, 2012, p. 7). This paper provides an overview of LGBT psychosocial issues and outlines the urgent need for psychologists to take a leading role in developing international LGBT psychology and psychotherapy standards.

115d Paper 4: Charting a course forward: International declaration for LGBT psychological standards

Markus Bidell, Regent’s University, Pedro Costa

The psychological professions initial aberrancy and stigmatization of LGBT people was founded chiefly on preexisting moralistic viewpoints based on outdated social views, discredited scientific theories, conservative religious beliefs, and public policy. Western psychological organizations now condemn such prejudicial perspectives and universally support LGBT affirmative treatment and research. As such, LGBT affirmative psychology and psychotherapy resolutely reject biased notions that LGBT people are mentally disordered based on their sexual orientation or gender identity. Instead, LGBT affirmative psychology and treatment affirms LGBT people have a sexual orientation and gender identity that is normal, healthy, and legitimate (Bidell & Whitman, 2013). The preeminent role played by Western psychologist and professional organizations to usher in
these standards has been transformative not only for the field of psychology, but also for LGBT social justice. Based on the symposium presentations, this paper outlines concrete action for the development and adoption of an international declaration for global LGBT psychology and psychotherapy standards to advance LGBT human rights and ameliorate the serious problems, disparities, and inequalities negatively impacting LGBT people throughout the world.

116

ORAL PRESENTATION

Culture and identity: The space of tension for Zimbabwean women in the UK

Loreen Chikwira, Manchester Metropolitan University

Objective: To identify and explore cultural resources, migrants use to construct their cultural identity in the UK.

Research question: What does it mean to be a Zimbabwean woman in the UK?

Design: The research utilises qualitative research methods and is informed by intersectionality approach underpinned by African feminist principles. Intersectionality deconstructs the experiences of black women and recognises the interplay of multiple identities and contexts in their everyday experiences.

Methods: Recruitment of participants was through social media and word of mouth. Five focus group interviews were conducted with naturally occurring groups of Zimbabwean women in the North West, who fitted the participant criteria. The data were analysed using interpretive phenomenological analysis.

Results: Main themes found were the influences of colonization on Zimbabwean cultural beliefs and values, gender roles and consequently the impact on identity construction. Secondly, these cultural beliefs have resulted in an ‘essentialised, gendered identity’, which places Zimbabwean women in relation to men and family and is devoid of changing contexts. Thus, creating tensions and resistance between the ‘ascribed’ gendered identity based on cultural beliefs and the recognition of multiple identities experienced in a globalised world.

Conclusions: Although globalisation impacts cultural identity, the changing geographical contexts have further created tensions and conflict in the women’s cultural identity construction. Additionally, research theories and methodologies in cultural identity studies of African women have to be built on understanding colonial history, cultural influences and various complex contexts that African women construct their identities, in-order to produce knowledge that is contextually relevant.

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SYMPOSIUM

Psychological literacy: a multi-faceted perspective

DAFTP

Simon Goodson, Huddersfield University

Psychological literacy has been defined as the adaptive application of psychological science to meet personal and societal needs and many have suggested that this is the key skill that should be the ultimate aim of an undergraduate psychology degree. However, is there more to psychological literacy than this? This DAFTP lead symposium will consider the issue of psychological literacy from a range of perspectives. The first paper will explore practical ways to embed it in teaching. The second paper reflects on psychological literacy and its integration in an undergraduate degree course. The third paper assesses the impact of psychological literacy on students who may only experience the study of psychology at pre-tertiary level. The fourth paper will examine the potential impact of the changes to the A level specification in terms of psychological literacy.

117a Paper 1: Psychological literacy: bringing psychology to life

Julie Hulme, Higher Education Academy

Psychological literacy relates to the skills, knowledge and attributes that students acquire through studying psychology, with a focus on students’ abilities to apply their learning from psychology in a real-world context. This important concept has strong links to global citizenship, employability and internationalisation, and as such has been welcomed particularly within the higher education sector at undergraduate level, although it is increasingly emphasised at postgraduate level and in schools and colleges. This growing emphasis on psychological literacy has led to its inclusion as an element of good practice within the Society’s undergraduate psychology degree accreditation framework, and as a core element within some new A-level specifications, with the consequence that many psychology educators are now looking for creative ways to embed it within their own teaching.

This interactive session will introduce delegates to the theoretical concepts underpinning psychological literacy, and explore practical examples of ways in which embedding this into psychology teaching can improve students’ engagement, foster critical thinking and independent learning, and facilitate their success both during and beyond their educational programmes.

Delegates will be encouraged to think about applications to their own teaching practice, and discussion will be encouraged to consider the challenges and opportunities that arise from teaching and assessing psychological literacy. Some helpful resources on the topic will be signposted.

117b Paper 2: Making psychologically literate citizens: the Stirling experience

Roger Watt, Stirling University

The joint concept of psychological literacy and being a citizen (PLC) strongly appealed to teaching staff at Stirling. We felt that it gave the discipline an appropriate importance in the lives of our students and graduates regardless of their professional destinations. And we adopted it wholesale. PLC does not work like other topics: it’s a doing and having attitude thing rather than a knowing and explaining thing. That means that its inclusion in degree programmes has to be a matter of embedding not attaching.

The culmination of our degree programme for each student is an entirely unsupervised group research project, situated in the real world with a question of relevance to a community, an organisation, or society generally. The students are given a brief – a paragraph explaining the question – and six weeks to devise a methodology and find an answer to the question. During this six weeks, they have no contact with academic staff
except in the rare circumstance of a group failing to work together. The project is itself an opportunity to be a PLC. It is also a demonstration to the students themselves of how far they have come; how little they need academic staff; and what they have to contribute to their world.

The key lesson in our experience is that PLC requires secure confidence and independence. Our programme is designed to deliver these, in various ways to suit various temperaments. Many of our students take on leadership roles; they can and do design and deliver their own credit-bearing modules to their peers; they do the bulk of our stats teaching to second years. All our students learn how to face challenges and how to develop by being willing to fail and learn. All our students learn how to collaborate, with peers and with staff. They discover the importance of being honest with self and others. Our experience is that these attitudes – collaborative, honest, independent and confident – are the ingredients for success in PLC.

My personal opinion is that this approach which works very differently, brings a much needed dignity to the role of university teacher.

117c Paper 3: Giving psychology away. How George Miller’s vision is being realised by psychological literacy
Philip Banyard, Nottingham Trent University
One consequence of the growth in psychology courses at all levels is the increasing proportion of the population of the UK who have taken a programme of study in the subject. It is estimated that for the last 15 years over 13 per cent of each cohort of 18 year olds have taken a qualification in the psychology (BPS, 2013) and if you add in the number taking psychology as part of their courses in health and social care for example then a picture develops of a population with a growing awareness of the basic ideas of psychology.

Many A-level Psychology students go on to apply to read the subject at university but the majority do not. As a result, the A-level is the only psychology they will study and so these courses are in a position to have a profound effect on the nation’s understanding of psychological concepts. With over 100,000 people taking these courses every year for over a generation the nation is becoming psychologically literate through this route. The question to consider is what this psychological literacy means in practical terms. What are representations of psychology that are held by these students and how do they differ from those held by psychologists?

George Miller (1969) argued that ‘the people at large will have to be their own psychologists and make their own applications of the principles we establish’ (p.1071).

The growing psychological literacy of the subject brought about by its position as an important part of general education is beginning to fulfil Miller’s vision of giving it away.

117d Paper 4: Potential implications of the new A-level Psychology syllabuses: could the more contemporary topics introduced enhance psychological literacy?
Helen Kitching, Heathfield Community College
The A-level Psychology specifications have received criticism from certain sectors in the past for an over emphasis on historical content. However, change is afoot and with brand new specifications due for teaching from September 2015, significant modifications have been introduced, which include the provision of more contemporary content.

The specifications have been designed with input from pre-tertiary teachers as well as colleagues in higher education with a view to increasing students’ statistical and numeracy skills as well as analytical and essay writing skills. Although each exam board has approached the changes with a different stance, there is a view to providing students with the skills that will prepare them for university and provide lifelong skills. This is consistent with the concept of psychological literacy (McGovern, 2011), which proposes that studying psychology enables students to: act ethically; be insightful about their own and others’ behaviour and mental processes; recognise, understand and foster respect for diversity; and apply psychological principles to personal, social and organisational issues in everyday life. The new specifications will be evaluated with regard to the extent to which they are likely to facilitate the development of psychological literacy in A-level students. Old and new syllabuses will be compared to identify key changes. These will then be evaluated for their contemporary nature, defined by those published in the last 20 years, as opposed to ‘classic research’, with a view to identifying the possible implications of the changes.

The different ways that each board has approached the contemporary input will be considered. The nature of ‘contemporary’ research will be addressed.

We will discuss approaches to assessing their impact as the new syllabuses are introduced (i.e. what would need to be done to monitor impact; what measures of impact would be used? How this could be implemented? These issues will be in monitoring impact of the specification changes.

118 ORAL PRESENTATION
Psychological processes leading to activation or avoidance: Protective and vulnerability factors to depression
Aurélie Wagener, University of Liege, Belgium; Celine Baeyens, University Pierre Mendes, France; Sylvie Blairy, University of Liege, Belgium

Kinderman (2005, 2013) elaborated a psychological model of mental ill-health according to which biological, social and circumstantial factors lead to mental disorders through their conjoint effects on psychological processes (PP). Our research adopted the same framework. It focused on PP which characterise depression. More precisely, since inactivity (also conceptualised as behavioural avoidance) is one of the main feature of depression, the present research focused on PP which influence the behavioural avoidance (vulnerability factor to depression) and the behavioural activation (protective factor for depression).

Three main aims were pursued: to investigate the influence of the biased PP on the behavioural avoidance; to find the PP which have a positive influence on the behavioural activation; and to present an integration of our results with Kinderman’s model.
Some 477 community adults (358 women, 119 men; $M_{age} = 34.25, SD = 11.85$) completed an online survey assessing PP (negative repetitive thoughts, emotion regulation strategies, environmental rewards, self-image, inhibition/approach), avoidance, activation and depression. Since several questionnaires were used to assess each PP, factorial scores were computed for each one.

Overall, confirmatory factor analyses highlighted that avoidance is positively linked to ruminations, negative emotion regulation strategies and poor environmental rewards and that activation is positively linked to positive self-image and high environmental satisfaction. Results will also be discussed according to the sex. According to their influence on both avoidance and activation, the environmental reward and the emotion regulation strategies appear to be important variables to work on during the treatment of depression.

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SYMPOSIUM

Cognitive and social influences on alcohol consumption and food intake: implications for behaviour change

Matt Field, University of Liverpool

Excessive alcohol consumption and overeating are important public health concerns given the rising prevalence of obesity, diabetes, and alcohol-related harm. Psychologists have much to offer as they can devise behaviour change interventions that target social and cognitive processes that are known to have a causal influence on food and alcohol intake. In this symposium we will present an overview of laboratory, translational and applied research that has been conducted at the University of Liverpool and elsewhere. Andrew Jones will discuss inhibitory control training interventions that help problem drinkers to reduce their alcohol consumption. Continuing the cognitive theme, Charlotte Hardman will discuss studies of attentional bias modification and its effects on food intake, and consider its potential as an applied intervention. Eric Robinson will discuss social influences on food intake and summarise results from studies that investigated the effects of social norm messages on food intake. Finally, Paul Christiansen will discuss a series of studies that are linked by virtue of each of them demonstrating the importance of beliefs about self-control on alcohol intake. The discussant, Andrew Jones, will integrate the different types of interventions within a coherent theoretical framework, before discussing the opportunities and barriers for translating this research into viable behaviour change interventions.

119a Paper 1: Inhibition training as an intervention for problem drinking

Andrew Jones, University of Liverpool

Purpose: I will discuss findings from recent studies that investigated the effects of inhibition training on alcohol consumption, and will describe an ongoing randomised controlled trial of an inhibition training intervention for problem drinkers who are trying to reduce their alcohol consumption.

Background: Inhibitory control – the ability to stop, change or delay inappropriate behaviours – is impaired in alcohol use disorders, and it is also associated with food intake and obesity. Laboratory, naturalistic and longitudinal studies with computerised measurements of inhibitory control have revealed that it may exert a causal influence on alcohol intake and on the development of alcohol problems. This has sparked interest in the therapeutic potential of inhibition training, which involves repeated practice of computerised tasks that can boost inhibitory control in the presence of alcohol-related cues.

Methods: I will report a meta-analysis of laboratory studies that established proof of concept and identified psychological mechanisms that underlie the effects of inhibition training on alcohol intake. This will be followed by a discussion of theoretical implications and consideration of how inhibition training can be applied in the real world.

Conclusions: Poor inhibitory control may have a causal influence on alcohol intake and the development of alcohol use disorders. Laboratory demonstrations of the effectiveness of inhibition training should be applied to develop interventions for behaviour change.

119b Paper 2: ‘Don’t look at the chocolate!’: Can attentional bias modification help us to eat less?

Charlotte Hardman, University of Liverpool

Purpose: The increasing prevalence of obesity highlights the importance of developing interventions to promote behaviour change. I will consider whether the modification of food-related attentional bias is likely to be an effective strategy to reduce unhealthy food intake.

Background: Experimental studies indicate that preferential attention to food cues (attentional bias) is associated with craving for food, consumption and obesity. Food-related attentional bias may therefore play a causal role in over-eating, a prospect which is consistent with theoretical models of addictive behaviour. Recent studies have begun to investigate the causal influence of attentional processes on eating behaviour by experimentally manipulating attentional bias (attentional bias modification (ABM)).

Methods: To date, food-related ABM has been most frequently investigated in single-session laboratory studies that use modified versions of computerised tasks (e.g. the visual probe task) to modify attentional biases for food cues.

Conclusions: Several studies reported promising effects of ABM whereby participants who were trained to avoid chocolate cues subsequently ate less chocolate relative to participants who were trained to attend to these cues. Other studies, however, indicate weaker or null effects on consumption, which question the robustness of the ABM approach. Most importantly, if ABM is to be a viable behaviour change intervention, it is crucial to establish that its effects persist over time and generalise to contexts outside of the laboratory.

119c Paper 3: Perceived eating norms and energy intake: from laboratory to behaviour change

Eric Robinson, University of Liverpool

Purpose: I will review cross sectional and experimental studies that attempted to quantify the causal influence of perceived eating norms on energy intake, and examine the applied relevance of these findings for behaviour change.
Background: Evidence has accumulated which suggests that energy intake is governed by perceived eating norms and that altering such norms can have substantial and reliable effects on food intake or food choice.

Methods: Cross-sectional studies indicate that frequency of consumption of energy dense foods (high calorie sweet snack foods) and sugar-sweetened beverages (soda) are predicted by perceived peer consumption norms. Laboratory studies which manipulate perceived eating norms produce a strong bi-directional influence on intake of a variety of food and drink types, with a recent meta-analysis of fifteen experimental studies conducted by our group yielding moderate to large sized effects. Moreover, recent semi-naturalistic studies suggest that making use of perceived eating norms in public health messages can ‘nudge’ healthy weight adults towards making healthier food choices and eating less.

Conclusions: These data are interpreted using an informational account of social influence on behaviour. It is suggested that: 1) food intake is at least partially governed by socio-cognitive constructs & 2) we may be able to make use of perceived eating norms to promote behaviour change and improve nutrition.

119d Paper 4: Controlling alcohol consumption: The role of beliefs
Paul Christiansen, University of Liverpool

Purpose: I will review recent studies that investigated the influence of beliefs about one’s ability to regulate behaviour on alcohol consumption and desire to drink.

Background: Beliefs about the ability to regulate behaviour, which can fluctuate over time, have a significant influence on desire to drink and alcohol consumption. Therefore, altering these beliefs may be a useful target for behaviour change interventions.

Methods: I will review recent laboratory studies that show that the belief that alcohol has been consumed can increase desire to drink as well as voluntary alcohol intake, even in the absence of pharmacological effects of alcohol. Furthermore, experiments that manipulate perceptions of depletion of self-control resources lead to increased alcohol consumption, regardless of whether self-control resources were actually depleted. Finally, if individuals are primed with the belief that they can control their own behaviour, this influences their subsequent alcohol intake.

Conclusions: These data suggest that the ability to regulate alcohol consumption is at least partially attributable to beliefs about the ability to control behaviour. Changing these beliefs may offer a simple approach capable of reducing alcohol consumption in non-dependent drinkers, and it may also mitigate the ‘loss of control’ that occurs during alcohol binges.

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ORAL PRESENTATION

The psychology of debt
Ben Harkin, University of Sheffield

The extant literature on debt lacks clarity regarding the role that psychological factors play in debt. To provide a solution we propose that: (i) It is likely that psychological factors do influence indebtedness; (ii) Previous failures to identify psychological factors are due (in part) to using inappropriate measures and/or to the type of sample measured; and (iii) To identify the psychological factors that predict indebtedness these necessarily have to be related to the measure of indebtedness. I will discuss my present research which uses the receipt (vs. non-receipt) of a Warning of Court Action (WOCA) to distinguish debtors from non-debtors and then examines the psychological factors that distinguish debtors for non-debtors. As a result, we identified key and novel (to the debt literature) psychological measures which differentiated those who received a WOCA from those who did not. Measures that endorsed avoidance (e.g. ‘Have you ever thought: If I don’t think about the debt-related problem, then it does not exist?’) were the key factors in discriminating debtors from non-debtors. In addition, a novel Financial Word Association Task (FWAT) revealed that debtors associations with financial cues (i.e. debt, saving, spending, banks, and credit cards) were consistent with the likely causes (i.e. negative associations for credit cards) and outcomes (i.e. negative associations for debt) of receiving a WOCA. In contrast, non-debtors had significantly more positive associations with financial cues. Our novel psychological measures successfully differentiated those who received a WOCA from those who did not. I will then discuss how we have used this data to inform indebtedness interventions and how we can employ it with our collaborating debt-help agencies (i.e. the Citizens Advice Debt Unit Sheffield) to help individuals with debt problems.

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SYMPOSIUM

Psychology and behaviour change: Environmental issues

Convener: David Uzzell
Dr Lorraine Whitmarsh, School of Psychology & Tyndall Centre for Climate Change Research, Cardiff University; Prof Gregory R. Maio, School of Psychology, Cardiff University; Dr Niamh Murtagh, School of Construction and Project Management, UCL Bartlett Faculty of the Built Environment, University College London; Cathy Davidoff, Change4Chalfont; Behavioural Insight Team

Behaviour change has had a long and distinguished history in psychology research and practice, with psychologists contributing to individual welfare as well as public policy. This symposium, convened by Prof David Uzzell and promoted by the Society’s Behaviour Change Advisory Group, focuses on behaviour change in respect of critical environmental issues facing society today, with speakers who are at the cutting edge of research and behaviour change initiatives.

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ORAL PRESENTATION

Psychological reactions after the Canterbury Earthquakes 2010–11: Perspectives from the doctor’s surgery

Sarb Johal, Zoe Mounsey, Robyn Tuohy & David Johnston, Joint Centre for Disaster Research, Massey University/GNS Science, New Zealand

Objectives: To explore General Practitioner (GP) perceptions of the impact of the 2010/2011 Canterbury earthquakes on primary care clinic patients.

Design: A qualitative research methodology was used to
explore the GPs’ experiences and perceptions following the earthquakes. The data were collected from November 2012 to February 2013. Two years had passed since the start of the earthquake sequence, which enabled the research to include longer term impacts and challenges. Interviews took place with eight GPs from across the Canterbury area and included practices from different socio-economic areas (poorer to more affluent suburbs). Research ethics criteria were met and approved.

Results: Patients experienced significant strain and anxiety following the earthquakes. The impact of this differed due to personal circumstances. Secondary stressors such as insurance and housing issues contributed to experiences of distress. Many patients just wanted to talk through their experience and get reassurance that their feelings were normal. Some GPs identified ‘waves’ of different patient groups consulting at different times with higher levels of psychological distress coming some weeks after the earthquake. The GPs also identified particular demographic groups that had been affected by the earthquake such as children and older adults. However, four of the eight GPs reported that people who had previously experienced mental health issues or who had attended the GP practice following the earliest earthquake in the sequence appeared to cope well.

Conclusions: The GPs identified significant impacts on patients as a result of the earthquakes with significant levels of strain and anxiety being due to the on-going recovery process. It appears that a significant proportion of the affected population felt comfortable talking with the GPs about the earthquakes, secondary stressors and their effects upon them – a critical consideration given that family doctors are a key gatekeeper to other services. GPs also reported that the extra resources made available (counseling services and extended consultation time) helped them to cope with their increased workload, and were appreciated and well-used by patients.

123 ORAL PRESENTATION
Psychological well-being in carers of someone with cancer: a process review
Jenny Young, University of the West of Scotland
Purpose: To review the attributes associated with psychological well-being in carers of someone with a cancer diagnosis.
Background: There is an overarching focus in the literature on the negative outcomes associated with caring for someone with cancer. There is less understanding around the process that generates, accompanies and maintains positive outcomes within carers.
Methods: A systematic review of the following databases was conducted in accordance with the Preferred Reporting Items in Systematic Reviews and Meta Analyses (PRISMA): Cochrane Library, CRD Database, PubMed, CINAHL, PsycINFO, SociINDEX, Medline and NHS Knowledge Network. The search included studies published in English from 1990–2014. 1229 titles were identified. Removal of duplicates, irrelevant papers and those not reporting empirical research left 51 articles.

Rodgers’ method of evolutionary concept analysis was used as the theoretical framework in order to focus on the process factors associated with well-being in carers.

Conclusions: The key attributes of well-being were: ‘personal resources’, ‘finding meaning’ and ‘social context’. Consequences of positive well-being included ‘discovery of growth’. Many of the subthemes associated with the attributes align with Salovey and Mayer’s theory of emotional intelligence. As this theory suggests that emotional intelligence involves the ability to appraise, express and regulate emotion in the self and others it allows for a testable conceptual model to inform interventions and guide further investigation into carer well-being. Strengths and limitations of these claims are discussed.

124 ORAL PRESENTATION
Evaluation of the use of text messages to inform members of public about emergencies
Emma Jones, Henry Womersley Smith, Samantha Bredbere & Charles Symons, Public Health England; David Barnes & Charlotte Lawrence, Civil Contingencies Secretariat, Cabinet Office; Richard Amlot, Public Health England

The Civil Contingencies Act (2004) requires government organisations to warn and inform citizens about emergencies and disasters. An internal report commissioned by the Civil Contingencies Secretariat (CCS), UK Cabinet Office identified text messaging as the most effective method of alerting citizens about large-scale emergencies, such as: floods, terrorism, accidental or deliberate release of hazardous materials. This method is advantageous due to the prevalence of mobile phones, the ability to target phones based on geographic location and the speed with which messages can be sent. CCS, with support from three mobile network operators, ran trials in three UK locations to examine the feasibility of text message alerts. Evaluation of public response was conducted alongside the trials and included: 17 focus groups (N=102), an online survey (N= 445) and a short telephone survey (N = 1000, representative sample). The aim of the evaluation was to increase understanding of public acceptability, perception of risk and likely behavioural responses to text message alerts. Analysis of the focus group data identified six key themes: intentions to comply, trust, perceptions and expectations, information needs, practicalities, criticisms and compliments, which were examined further in the telephone survey. Resulting recommendations to policy-makers included: trust in messages can be enhanced by increasing public awareness about the system and by supplementing messages with other sources of reliable information (e.g., official webpage). Compliance with message content can be improved by ensuring content is appropriate and action focussed. Overall the public acceptance of the proposed text message alert system was high.

125 ORAL PRESENTATION
Exploring the impact on health services following the canterbury earthquakes: comparing gp and nurse experiences
Sarb Johal, Zoe Mounsey, Robyn Tuohy & David
Johnston, Joint Centre for Disaster Research, Massey University/GNS Science, New Zealand

**Objectives:** To explore the impact on health care professionals and delivery of health services of the 2010/2011 Canterbury earthquakes in New Zealand.

**Design:** Both General Practitioners (GPs) and nurses played a significant role in the Canterbury health care system during both the earthquakes and recovery process. This qualitative research sought to explore their experiences of providing care whilst also being personally affected by the disaster. Semi-structured open-ended interviews took place with eight GPs (November 2012–February 2013) and eleven nurses (September – October 2013) from across Christchurch. The transcripts were analysed using a grounded theory approach to derive themes from the data rather than pre-existing conceptualisations. Research ethics criteria were met and approved.

**Results:** There were similarities in the GP and nurse experiences such as significant impact to living arrangements and increased workload both immediately following the earthquakes and into the recovery process. As a direct or indirect result of the earthquake some of the participants had changed roles or reduced their working hours. The GPs demonstrated greater awareness of their personal stress and self-care behaviours with both groups acknowledging the risk of empathy exhaustion. The GPs and nurses identified a number of sources of support both formal and informal that they had found beneficial. The GPs and nurses commented on the longer term implications for their patients and for Christchurch.

**Conclusions:** The earthquakes impacted significantly on both the professional and personal lives of GPs and nurses and the research provides insights into how GPs and nurses are coping with the dual challenge of personal and work demands while delivering health services during and after a major disaster. This valuable information can support the development of disaster education, preparation and planning resources for health care professionals.

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**Foundation for Art and Creative Technology (FACT)**

**Emily Gee,** Health and Communities Manager, FACT

I will outline FACT’s work within mental health. Originating from FACT’s extensive work within mental health and well-being, our current exhibition *Group Therapy: Mental Distress in a Digital Age* explores the complex relationship between technology, society, and mental health and includes a project funded by the BPS Public Engagement Grant, *MadLove*, with artist James Leadbitter (aka the vacuum cleaner). FACT is the UK’s leading media arts centre, based in Liverpool. It offers a unique programme of exhibitions, film and participant-led art projects, and uses the power of creative technology to inspire and enrich lives.

The award-winning FACT building is home to three galleries (showing four exhibitions a year) and four state-of-the-art film screens, programmed by our cinema partners Picturehouse and showing the best in independent and mainstream film.

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**KEYNOTE ADDRESS**

**Modern families: Parents and children in new family forms**

**Prof Susan Golombok,** Centre for Family Research, University of Cambridge

The lecture will summarise research on parenting and child development in new family forms including lesbian mother families, gay father families, families headed by single mothers by choice and families created by assisted reproductive technologies such as in vitro fertilisation (IVF), egg donation, sperm donation, embryo donation, and surrogacy. The research will be examined in the context of the issues and concerns that have been raised regarding these families. The findings not only contest popular myths and assumptions about the social and psychological consequences for children of being raised in new family forms but also challenge well-established theories of child development that are founded upon the supremacy of the traditional family. It will be argued that the quality of family relationships and the wider social environment are more influential in children’s psychological development than are the number, gender, sexual orientation or biological relatedness of their parents or the method of their conception. The lecture will be based on Susan Golombok’s recently published book with the same title.

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**KEYNOTE ADDRESS**

**The science of laughter?**

**Prof Sophie Scott,** Institute of Cognitive Neuroscience, UCL

I will address the psychology of laughter, addressing laughter from an acoustic as well as an evolutionary viewpoint. I will show how laughter is used across development, and outline some surprising characteristics of adult human laughter (for example, most laughter is not associated with humour). I will describe the differences between voluntary and involuntary laughter, and put forward a framework for thinking about the neural basis of laughter.

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**ORAL PRESENTATION**

**A comparison of children’s and adults’ understanding of police interviews**

**Julia Hüsken,** University of Sheffield

Young children are often interviewed as witnesses to or victims of a crime, so it is essential that they understand the fundamentals of police interviews and can testify to the best of their ability and in a manner that is evidentially appropriate. This study aimed to compare children’s and adults’ understanding of 12 factors that can positively or negatively affect, for example, accuracy, the amount of information or interview stress. It was predicted that (i) participants in all three age groups would find it easier to explain the motivation behind beneficial, rather than detrimental factors; (ii) participants would classify factors more accurately as beneficial or detrimental with increasing age; (iii) participants would provide better explanations for the classification with increasing age. 157 young children (M age = 6.14, SD = 0.39), 184 older children (M age = 9.47, SD = 0.56) and 91 adults.
that women have evolved a mechanism to avoid rape.

Previous research has demonstrated fertility-related changes in behaviour have been shown to be associated with reproductive costs. Thus, costs of rape to reproductive fitness are highest during peak fertility. Evidence of domain specificity is necessary to conclude the evolution of an adaptive trait. This study therefore aimed to understand the cognitive mechanisms that underlie the avoidance behaviour previously documented.

Secondly, we aimed to determine whether any fertility-related cognitive mechanisms were specific to stimuli associated with rape, i.e. threatening males, or generalised to all threats, i.e. snakes and spiders. Using a dot-probe paradigm, a measure of attentional bias, we assessed the speed of detection of angry (i.e. threatening) and emotionally neutral male and female faces. Faster detection of threat would enable faster avoidance. Faster detection of threatening compared to neutral males or females regardless of emotion in fertile compared to nonfertile women would support the hypothesis that females have evolved a mechanism to avoid aggressive males at peak fertility due to the associated reproductive costs. We also compared the detection of threatening and neutral animals. Faster detection of threatening animals in fertile compared to nonfertile women would suggest the mechanism is not domain specific. Fifty-eight naturally cycling and hormonal contraceptive using women were pre-screened for cycle regularity. Eligible women participated twice, during days 12–14 (peak fertility) and days 1–3 or 21–23 (low fertility) of their menstrual cycles. There was no effect of fertility on detection of threatening animals. However, against expectations, fertile women were significantly faster to detect neutral compared to angry faces whilst, in keeping with previous research, nonfertile women were significantly faster to detect angry compared to neutral faces. Results suggest domain specificity in fertility-related attentional biases to fitness-related stimuli, and fertility-related avoidance of reproductive threats.

130 ORAL PRESENTATION
Identity change and engagement with MS: psychological adjustment interventions
Alex Barker & Kathryn Smale, University of Nottingham

Objectives: People living with multiple sclerosis can experience significant identity loss following diagnosis. This study investigated the implications of identity change on the timing and social context of psychological adjustment interventions.

Design: Semi-structured interviews

Method: People with MS and low mood were randomly allocated to attend either six group or six one-to-one psychological adjustment sessions. Participants were interviewed upon completion and thematic analysis undertaken.

Results: There were 16 participants, aged 28 to 66. Five were men. The degree to which MS posed an identity threat appeared significant to perceptions of the intervention. Identity threat was reduced in participants who either: 1) had a strong primary social identity, commonly formed from a family group; 2) incorporated MS into their self-concept over time and as symptoms progressed; 3) embraced a positive MS identity. These participants had more positive perceptions of the intervention content and found benefit in meeting others with shared experiences.

Conclusions: Identity threat led to more negative perceptions of the intervention content and a lack of willingness to engage, particularly with group delivery. This threat tended to reduce over time as symptoms worsened. Those who were able to maintain a valued pre-diagnosis identity without hiding the condition reported less identity threat. Equally, those who embraced positive aspects of MS as a social identity felt less threatened. These participants were more willing to engage and reported benefitting from the group delivery.

131 ORAL PRESENTATION
Fertility-related detection of fitness-related stimuli: Evidence for the fertility-related rape-avoidance hypothesis
Hannah Ryder & Heather Flowe, University of Leicester

Previous research has demonstrated fertility-related behavioural changes believed to support the hypothesis that women have evolved a mechanism to avoid rape specifically at peak fertility, when chance of conception and thus costs of rape to reproductive fitness are highest. Whilst fertility-related changes in behaviour have been well documented, research lacks focus on the cognitive mechanisms which may underlie these behavioural changes. Furthermore, research has lacked specificity. That is, it is unclear whether the apparent mechanism is rape-specific, or whether women become danger avoidant more generally during peak fertility. Evidence of domain specificity is necessary to conclude the evolution of an adaptive trait. This study therefore aimed to understand the cognitive mechanisms that underlie the avoidance behaviour previously documented.

Secondly, we aimed to determine whether any fertility-related cognitive mechanisms were specific to stimuli associated with rape, i.e. threatening males, or generalised to all threats, i.e. snakes and spiders. Using a dot-probe paradigm, a measure of attentional bias, we assessed the speed of detection of angry (i.e. threatening) and emotionally neutral male and female faces. Faster detection of threat would enable faster avoidance. Faster detection of threatening compared to neutral males or females regardless of emotion in fertile compared to nonfertile women would support the hypothesis that females have evolved a mechanism to avoid aggressive males at peak fertility due to the associated reproductive costs. We also compared the detection of threatening and neutral animals. Faster detection of threatening animals in fertile compared to nonfertile women would suggest the mechanism is not domain specific. Fifty-eight naturally cycling and hormonal contraceptive using women were pre-screened for cycle regularity. Eligible women participated twice, during days 12–14 (peak fertility) and days 1–3 or 21–23 (low fertility) of their menstrual cycles. There was no effect of fertility on detection of threatening animals. However, against expectations, fertile women were significantly faster to detect neutral compared to angry faces whilst, in keeping with previous research, nonfertile women were significantly faster to detect angry compared to neutral faces. Results suggest domain specificity in fertility-related attentional biases to fitness-related stimuli, and fertility-related avoidance of reproductive threats.

132 SYMPOSIUM
Supporting a troubled world
Disaster, Crisis and Trauma Section

Convenor: Tina Buxton, University of Chester

The world is in turmoil in many ways facing natural disasters, epidemics, wars and terrorism. This symposium will examine the ways that psychologists are supporting adults and children caught up in these traumatic events. The three presentations will look at different aspects of how psychology can be, and is being, used to reduce the impact and incidence of these disastrous events. In outline the papers will examine in the changing nature of dealing with conflict and its aftermath in relation to the psychological tensions in the changing role of the military. Secondly the effects of traumatic events on one of society’s most vulnerable groups will be considered in relation to child refugees. The impact of traumatic events and subsequent displacement is an important component of an examination of the impact of crisis disaster and trauma. This second paper will present the most recent neurological evidence and relate this to the
impact trauma has on children’s psychosocial development and well-being and consider the role of relational therapeutic interventions in overcoming these effects. The final longer section longer of the symposium aims to provide a forum for considering the psychosocial support offered to aid workers deploying to Ebola-affected areas. It will examine the differing approaches that aid organisations and other international agencies take in both psychologically preparing and supporting the humanitarian workers. In combination the presentations in this symposia aim to provide an opportunity for discussion on current issues in relation to the psychological impact of supporting a troubled world and to those involved in, and most vulnerable to its effects.

132a Paper 1: The challenge of military peace building: the move from negative to positive peace
David Curran, Centre for Trust, Peace and Social Relations, Coventry University
This paper looks to examine the training of military personnel in conflict resolution skills for United Nations (UN) peacekeeping operations. In particular, it examines UN approaches to training in civil–military coordination. It is in this nexus where military personnel arguably provide a critical link between the provision of ‘negative peace’ (i.e. the cessation of violence) and ‘positive peace’ (i.e. the process of peace building). This linkage has notable implications on the training and preparedness of military personnel involved in peacekeeping, as personnel are required to have increasing understandings of principles of peace building, and skills in non-violent resolution of potentially violent situations. It is also in this area that the field of conflict resolution has made valuable contributions. The paper will be split into three parts: firstly, it will outline current policy directions in the United Nations towards civil–military coordination in peacekeeping operations; secondly it will outline the role that conflict resolution theory and practice have played in developing training in this area, and; thirdly, it will look at the implications of training military personnel in principles of conflict resolution and non-violence.

132b Paper 2: At a child’s pace: therapeutic work with traumatised child refugees
Zack Eleftheriadou, Chartered Psychologist, Private Practice
This paper has three main aims in relation to an examination of the therapeutic work carried out with child refugees who have experienced a range of traumatic events. The paper firstly aims to examine the concept of trauma and how it can derail a child’s psycho-social development, including the impact at different developmental stages. Secondly the recent neurological evidence will be examined to further explain the nature of the impact on children’s development and their well-being. Thirdly this evidence will be related to case vignettes of traumatised child refugees and an examination of the ways in which relational psychological therapy can support these traumatised children in importantly creating a safe inner space and make new and positive inter-personal links to aid recovery.

132c Paper 3: Psychosocial care for volunteers responding to international catastrophes
Mark Snelling, King’s College London & William Yule, Emeritus Professor of Applied Child Psychology, King’s College London Institute of Psychiatry
This longer final section will present the differing views on the role of psychology in improving psychosocial care for volunteers responding to international catastrophes. These discussions will centre on the guidelines produced by many international and other NGOs which seek to prepare and support the volunteers. While many of these contain useful practical advice, much of this is not evidence-based. An aim therefore of the discussion is to identify the needs for better scientific studies that will improve the quality of the advice. Particular attention will be paid to the preparation and support of volunteers who are helping ameliorate the effects of the Ebola outbreak in West Africa. Current medical and psychosocial support services for deploying aid workers will be presented and the need for this to be a pivotal art of all stages of involvement from initial engagement through to return and subsequent readjustment. In particular the role of resilience briefing and the identification of psychological risk factors will be considered.

133 SYMPOSIUM
Understanding the impact of technology on behaviours
Mathematical, Statistical and Computing Section
Convenor: Benjamin R. Cowan, University College Dublin
Behaviour change has become a significant area of research in psychological and human-computer interaction fields. The proliferation of smartphone technology and the growth of wearable computing has led to a significant growth in technology interactions designed to change our behaviours, be it dietary, exercise or energy saving. Indeed the discipline of human-computer interaction has not only been researching how technology may change our ‘bad’ behaviours but how technology in general impacts and augments our behaviours and social interactions. The symposium looks to take a wide view of how technology changes our behaviour by showcasing cutting edge HCI research on areas relevant to both psychology and human-computer interaction. Topics focus on such as how behavioural psychology theory can be used to design technology to break habits, how technology affects our linguistic behaviours in dialogue, how social media impacts the diversity of our networks and network maintenance as well as how time costs of interaction affect our behaviours and can be influenced by technology design. The symposium will also include a question and answer session where the panel of speakers will explore the future of HCI related behaviour research and how the combination of psychological research and developments in computer science is needed fundamentally understand behaviours in the 21st Century.
133a Paper 1: Goals, nudges and habits: Designing digital behaviour change technologies
Anna L. Cox, Interaction Centre, University College London
Habit formation is an important part of behaviour change interventions: to ensure an intervention has long-term effects, the new behaviour has to turn into a habit and become automatic. Smartphone apps could help with this process by supporting habit formation. Our research highlights the gap between the theory and practice: existing technologies such as activity trackers facilitate the recording of behaviours but fail to incorporate functionality based on behaviour change theories that could more effectively support the adoption of new behaviours. This talk will describe our research that investigates the functionality provided by existing personal informatics and habit formation technologies, and provides design recommendations for technologies of the future.

133b Paper 2: The effect of media on grounding in task-related computer-mediated conversation
Oscar De Brujin, Manchester Business School, University of Manchester
Common ground, as in ‘the things we know about what is known by the person we are talking to’ (Clark, 1996), is the result of a social process in which conversational partners endeavour to provide the evidence necessary to establish that they agree on what the conversation is about. This process, also called ‘grounding’, is by no means deterministic in that neither partner can be 100 per cent confident that there is common ground regardless of the amount of evidence suggesting there is. The degree of uncertainty that conversational partners are willing to accept is referred to as the ‘grounding criterion’ (Clark & Brennan, 1991). In this talk, I will discuss recent work carried out at the University of Manchester investigating how conversational partners use the grounding criterion to structure their conversation and, particularly, how this can explain why conversations are often structured differently when they are conducted using different communication media.

133c Paper 3: Technology and behavior: it’s all about time
Duncan Brumby, Interaction Centre, University College London
Interaction science seeks to understand how people interact with computing devices. In this talk I will argue that our behavior is influenced by the time costs associated with performing elementary interactive actions on a device. First, I will consider how the auto-locking feature, common to many current generation smartphones, can dissuade users from regularly interleaving attention between other ongoing activities. Second, I will consider how smartphones handle incoming calls, and explore alternatives to the dominant full-screen notification model in use today, which forcibly interrupts whatever activity the user is already engaged in. Finally, I will present recent work investigating how system lockouts can be effectively implemented to encourage error-checking behaviour to avoid costly ‘fat finger’ mistakes. In all, understanding behavior can improve the design of the technology that is used by millions of people every day.

133d Paper 4: Managing online network diversity: The complexities of social spheres
Jens Binder, Sarah Buglass & Moon Halder, Nottingham Trent University
Basic constraints on the maintenance of personal social networks are thought to operate both in the offline and online world. While the implications for optimal network sizes have been discussed extensively, there are other psychological consequences as networks grow and proliferate. Online social networks, as facilitated by social media, are characterised by fewer social boundaries, far higher levels of broadcasting of information and better visibility of content concentrated in one online location, as compared to offline, face-to-face networks. The concept of conflicting social spheres provides an account of (i) how maintenance demands grow together with network diversity and (ii) how this generates unintended side effects online in terms of increased social tension, decreased trust, and changes in user strategies. As the social diversity of network contacts increases, social spheres with vastly different communication norms and interaction goals are more likely to get in contact with each other, which can pose challenges for the user maintaining the network. Findings from three studies on Facebook networks, combining survey data with a social network analysis of system-generated information, are presented that demonstrate the central role of social diversity and its associations with negative, unintended side effects of social media use.

134 SYMPOSIUM
Applying social psychology to contemporary society
Social Psychology Section
Convenor: Abigail Locke, University of Huddersfield
This symposium takes as its focus the application of social psychology to contemporary society, showcasing research projects that have applied social psychology to real world phenomena. Acting under the theme of ‘Culture and Identity’, the four papers presented here offer a diverse and distinctive approach to areas of concern within contemporary society, considering how issues around identity are managed within our particular culture. The first paper is a conversation analytic study of police-witness interviews with children and offers insight into how police officers manage their disclosures as interactional functions in these settings in order to put the children at ease. The second paper uses open ended interviews to study accounts of prospective adopters, a group who have not been studied in any detail. Using a pluralistic dialogical analysis that combines phenomenological analysis and discourse analysis, the paper offers both a novel trialectical approach to the data. The third paper demonstrates how contemporary social psychology uses alternative sources of data, in this case an analysis of British newspapers to see how breast cancer and issues around breast reconstruction are depicted. The final paper is a critical discursive psychological study that focuses on fathers as primary caregivers for their children. The paper considers how these fathers navigate through our intensive mother-centric parenting culture and how they are positioning themselves within it as ‘parents’ rather than ‘fathers’. The diverse mix of topics, methodological approach and
papers demonstrate how applied social psychology can work as a way of enabling an understanding of culture and identity in contemporary society.

134a Paper 1: ‘You’ll have to bear with me, I’m a bit of a technophobe’: Officers’ disclosures of personal information in investigative interviews
Carrie Childs & Dave Walsh, University of Derby

Objectives: We examine how police officers implement best practice guidelines in interviews with children reporting alleged sexual abuse. Specifically, we examine how officers disclose personal information about themselves – an essential element of building rapport. We explicate when, how and for what functions officers reveal personal information to interviewees.

Design: A conversation analytic field study.

Methods: Ethical approval was granted by the University of Derby Law Research Ethics Committee. The authors understand and adhere to the Society’s Code of Ethics and Conduct. Thirty anonymised recordings of police witness interviews were collected from one UK constabulary. Interviews were transcribed using the Jefferson transcription system and analysed using conversation analysis.

Results: Officers use second stories (‘Don’t be nervous. If it makes you feel any better to start off with, I do feel a little bit nervous.’) in the ‘rapport’ phase of the interview. During the questioning phase second stories may disrupt progressivity and preclude further information being produced. During the questioning phase officers’ disclosures take the form of accounts when initiating repair and asking children to clarify or repeat information (‘I’m a bit of a technophobe, what’s Instagram?’). These accounts indicate that problems in hearing or understanding lie with the interviewer, not the child. These accounts also work to manage the tension of clarifying details while appearing engaged and attentive.

Conclusions: Interviewers’ revelations of personal information are not organised randomly. They have clear interactional functions in specific environments. We conclude with an outline of the application of conversation analysis to practice in investigative interviewing.

134b Paper 2: Contemplating adoption in 21st century Britain: A pluralistic analysis
Donna Peach, University of Salford; Abigail Locke & Adele Jones, University of Huddersfield

Objectives: Since its legal inception in 1926, British adoption has traversed changes in social cultural attitudes. For the past 15 years adoption has been at the forefront of government policy resulting in significant legislative and social change. Similarly, the vibrant advancement of social psychology over the last century provides researchers with multifaceted and interchangeable research methods.

Design: A pluralistic qualitative design.

Method: This paper explores the interface of a pluralistic qualitative methodology to explore the dialogic experiences of prospective adopters. Using interviews with 21 prospective adopters, it examines the contemporary challenges experienced by adults who are looking to adopt a child. In doing so, it interweaves the subjective experience of the individual and the social discourses they draw on to construct their identity. The trialectical model is completed by exploration of intersubjective dialogues which contribute to sense making processes.

Results: The findings reflect the dichotomous existence of prospective adopters and the varied subject positions they take up as they navigate cultural expectations. They demonstrate the importance of dialogue as a means of sense making and of reconstituting our self.

Conclusions: The study reflects how the methodological richness of contemporary social psychology can illuminate the complex experience of prospective adopters.

134c Paper 3: Constructions of breast cancer in the UK media
J. Montague, Fiona Holland & Meghan Linscott, University of Derby

Objectives: This paper applies a social psychological lens to the ways in which breast cancer surgery is depicted in the media. In 2007, 82 per cent of all women with a breast cancer diagnosis underwent surgery. Both aesthetic and health considerations are important when making decisions around mastectomy, breast reconstruction and non-reconstruction, and the medical literature suggests that offering reconstruction is the best strategy. Despite this the number of women seeking immediate or delayed reconstruction, though rising, remains relatively small.

Design: This ethnomethodologically informed media-based analysis explores constructions of the engagement with mastectomy, reconstruction and non-reconstruction of women diagnosed with breast cancer.

Methods: The dataset consists of articles published in the UK popular press (both tabloid and broadsheet) throughout Breast Cancer Awareness Month (October, 2013) sampled using the database Proquest International Newstand.

Results: Preliminary findings indicate that the majority of articles are constructed around three main themes: (a) those autobiographical details (such as age, occupation and appearance) necessitated through the main message of the story (who she is); (b) the construction of emotion around the decisions that have been, or are yet to be, made (what she did); and (c) the protagonist’s personal approach to dealing with her situation (why she did it).

Conclusion: In support of the statistical evidence, which suggests that only small numbers of women seek reconstruction, stories focusing on that aspect were much less prevalent in the UK media than those focusing on mastectomy itself. The women featured in the articles, whether they had undergone breast reconstruction or not, were constructed as positive fighters who refused to be bowed down by their disease.

134d Paper 4: ‘Mothers, fathers and parents’: Defining caregiving categories amongst stay-at-home-fathers in the United Kingdom
Abigail Locke, University of Huddersfield

Objectives: This paper sets out to consider how a group of stay-at-home-fathers in the United Kingdom define their primary caregiving role, in particular setting out to
consider the ways in which primary caregiving fathers define different parenting categories of ‘mother’, ‘father’ and ‘parent’.

**Design:** A critical discursive psychological study.

**Method:** The data is drawn from a set of unstructured interviews where fathers were talking about adopting a caregiving role for their children (most were fully stay-at-home fathers, whilst others engaged in part-time paid-work).

**Results:** Fathers, in the main defined themselves as ‘parents’ and ‘parenting’ through performing a nurturing role. Fatherhood, in comparison, tended to be defined as a biological act of ‘fathering’ and something distinct to their parenting role. When discussing their partners, once more it was discussed in gender neutral terminology of ‘parenting’, instead of ‘mothering’. Gendered norms around parenting roles were invoked but also discounted on the basis of their gains from ‘being there’ for their children.

**Conclusions:** The paper discusses how ‘parenting’ are being re-constructed in some quarters of contemporary society, as gender neutral, considering wider societal implications of this shift and what it means to be a ‘mother’ and a ‘father’. This is particularly pertinent given discourses around ‘involved fatherhood’ and documented changes in some countries (in particular the UK) towards a system of shared parental leave.

**KEYNOTE ADDRESS**

**Everything you know about psychology is wrong**

**Phil Banyard, Nottingham Trent University**

Psychology textbooks have developed myths that create a particular view of people and behaviour. Some of these stories such as the cases of Little Albert and Phineas Gage are more than 100 years old but still appear in many text books. Some myths such as the Hawthorne effect have been exposed yet persist in popular retelling. Alongside this back catalogue are we creating new myths? Do conditions such as ADHD or dyslexia really exist in the way they are commonly presented? This presentation will take a sideways look at psychology and try and sift the science from the pseudoscience.

**PRESIDENTIAL ADDRESS**

I’m Professor of Social Psychology at the University of Edinburgh and the Vice-Principal and Head of the College of Humanities and Social Science there. I took my first degree and PhD at Lancaster University and then moved to the Open University where I contributed to the development of large-scale courses in Introductory, Social and Developmental Psychology and was part of several research projects.

I’m a social psychologist, interested since being a student in patterns of communication in both children’s and adults’ relationships. More recently my research has focused on collaborative working in creative areas such as music making. I’m particularly interested in processes of identity development and communication as these play out in collaborative, often multidisciplinary, working relationships.

I’ve been involved with the BPS since being a student, helping to organise some of the first postgraduate conferences and then being a member of the Social Psychology Section Committee and the Developmental Psychology Section. I’ve served over the years on the Editorial Strategy Group, the Admissions Committee and the Graduate Qualifications and Accreditation Committee and was Chair of the Psychology Education Board until being elected President.
**The damaged man? An examination of the impacts of the male gender and gender role conflict on men’s mental well-being and emotional processing**

Callum Cairns, Rhiannon Corcoran & Maria Haarmans, University of Liverpool

**Objectives:** With the changing face of modern masculinity, upholding traditional male roles has been shown to have patterns of negative consequences known as gender role conflict (GRC). While the negative social impacts associated with GRC are well documented, the impacts on mental health are perhaps less well understood. Emotional suppression as a traditionally masculine attribute is an example, where research shows a high suppression score correlates with high depression/anxiety scores, and results in a socialised form of alexithymia that exists throughout the male population.

This study seeks to investigate the assertion that because the male cannot achieve all of these ‘male gender’ attributes, or perhaps because the attributes are in their very nature damaging, the individual will experience symptoms of depression, reduced experience of pleasure from activities, emotional numbing, and reduced capacity to empathise and recognise one’s own and others’ emotions.

**Design:** The online study comprises a series of short videos of dynamic facial expressions that are responded to on a scale of 1 to 5. These identify an emotional overshoot effect in the general population, and thus examine capacity for affective empathy. These are followed by a series of questionnaires exploring male gender role, feelings of low mood and other capacities that are typically associated with emotional under-responsiveness.

**Method:** Participants are being recruited opportunistically via social media, research websites, and a research participation programme at the University of Liverpool. The study aims for between 150 and 300 participants. Results will be analysed using measures of correlation and regression.

**Social and economic disadvantage in childhood and psychotic-like experiences in later life; perceived inequality in childhood and resilience as mediating factors.**

Yasmin Edwards & Minna Lyons, University of Liverpool

**Objectives:** Previous research has demonstrated a link between poverty in childhood, and adverse mental health outcomes in adulthood. Rather than the actual socioeconomic status, subjective social status in childhood may be a better predictor of adult mental health. We aim to investigate the relationship between actual socioeconomic status earlier in life, and psychotic-like experiences in adulthood, using self-reported resilience and perceived inequality in childhood as mediating variables.

**Design:** This study employs a cross-sectional, correlational, self-report online questionnaire.

**Methods:** We aim to collect data from 300–500 non-clinical voluntary participants through social media and online participation websites. The survey consists of validated questionnaire measures to assess psychotic-like symptoms, perceived inequality in childhood and resilience, and demographic measures to assess socioeconomic status.

**Results:** Data will be analysed with regression analyses and mediational models. We expect that a lower socioeconomic status during childhood will lead to a higher prevalence of psychotic-like symptoms in later life, but only in individuals who have low resilience, and high perceived inequality in childhood.

**Conclusions:** Conclusions and any implications that can be drawn from the study will be discussed in terms of the importance of perceived inequality and mental health.
**Assessment of motor competence in young adults: Development of a self-report questionnaire**

**Rachel Egloff**, Oxford Brookes University

**Objectives:** Motor development is an integral part of child development. Some children experience motor difficulties, which impact daily living and academic achievement. Developmental coordination disorder (DCD) is a motor disorder which is acknowledged to continue into adulthood. However, as daily life is different for children and adults, the impact of a motor disability is different also. There is not yet a suitable tool to identify and describe motor difficulties in adults. Therefore, the objective of this study was to develop a self-report questionnaire to assess motor competence in young adults and to examine the validity and reliability of this new tool.

**Design:** A questionnaire was drafted by drawing on previous work and creating new items. Items were divided into sections including motor competence in activities of daily living, static and dynamic environments, writing skills, recreational activities, and driving. Most items were rated on a four-point scale, as used previously in the Movement ABC-2 Checklist for children. The questionnaire was piloted to ensure the clarity and relevance of items, and content validity was established through expert opinion.

**Methods:** 120 participants aged 18–35 years, mainly Oxford Brookes University students, completed the questionnaire. A balance of male and female participants was striven for. Twenty percent of the participants completed the questionnaire a second time after one to two weeks. Factor analysis will be used to explore the number of constructs assessed. Internal consistency and test–retest reliability will also be examined.

**Predictors of irregular word reading and spelling in children**

**Lorraine Groves & Vincent Connelly**, Oxford Brookes University

**Objective:** A recent study (McGeown et al., 2014), suggested that nonword reading and orthographic processing were powerful joint predictors of irregular word reading and spelling. However, children in the study had 13 out of 20 irregular words read out to them in the orthographic choice task that were then also presented as part of the irregular word reading task. Previous studies have found that as little as one exposure of an irregular word is enough for a child to learn to read the word. Therefore, the aim of this study is to replicate the McGeown et al. design while controlling for potential order effects of the shared irregular word set.

**Design:** One group of children will receive the orthographic choice task first as per the original study and the other group will receive the irregular word reading task first. It is hypothesised that children who receive the orthographic choice task first will be more accurate at reading the irregular words.

**Method:** Sixty children, aged six to eight, will take part. The four experimental tasks from McGeown et al. (2014) will be presented, the orthographic choice task, an irregular word reading task, a nonword reading task and an irregular word spelling task. Data from the British Picture Vocabulary Scales and the British Ability Scales Spelling and Word Reading tasks will verify literacy and language abilities.
The relationship between perceptions of the future self and grit personality

Jessica Hinds, Oxford Brookes University

Objectives: The term ‘grit’ refers to perseverance and passion for long-term goals and has been associated with a number of positive long-term outcomes. Previous research has investigated the role of grit alongside intelligence and personality traits; however, associations between grit and the future self have yet to be established. The current study aims to amalgamate these two topics with the aim of finding out whether an individual’s attitude about the future is related to how gritty they are as a person. In addition, the research will investigate whether self-reported grit is an accurate measure of behavioural grit and whether an individual’s opinions of themselves is a reflection of how they behave given an impossible task.

Design: This study employs an experimental, between-subjects design of three conditions. The three conditions involve asking participants to name five hopes, five worries or five descriptors of the future (positive, negative and neutral conditions). Participants will be randomly assigned to one of the three conditions.

Methods: An online survey comprising three sections will be administered to 100 participants over the age of 18, recruited via social media. The first section will concentrate on the future, asking participants to think about their future either positively, negatively or neutrally. The second section assesses grit using a 12-item grit scale and an impossible word search. The final section will assess how certain individuals feel about their future, either how certain they feel about achieving their hopes, avoiding their worries or how they feel about their future generally.

Detecting concealed information via EEG using the P300 and a criminal identity parade

Calum Jones, University of Bedfordshire

Objectives: This study examines whether the P300 event-related potential can be used to detect deception in individuals who are actively trying to conceal their recognition of faces in a mock eyewitness line-up. This research builds on a general shift in the literature, which has largely discredited the polygraph and turned research efforts towards other potential biological indicators of deception.

Design: This is a repeated measures, within-subjects, experimental design. Participant responses on the P300, as measured by an electroencephalograph, for a deceptive and truthful condition are compared. The design was selected because it has been successfully applied in a very similar legal context by LeFebvre and colleagues (2009).

Lie detection accuracy and confidence: The role of the Dark Triad of personality

Minna Lyons, Amanda Croft, Katie Varley & Clarissa Wilson, University of Liverpool

Objectives: Although there has been much interest in individual differences in lie detection, it is still not clear
what contributes to accuracy. We investigated the role of the Dark Triad of personality (i.e. narcissism, Machiavellianism and psychopathy) in lie detection accuracy and confidence.

**Design:** Our design was correlational online experiment

**Methods:** Participants (N = 149) were recruited via psychology research participation scheme and social media advertising. On entering the survey, participants completed a 28-item Short Dark Triad questionnaire, followed by 20 video clips on real-life, high-stakes missing person-situations. After viewing each clip, participants indicated whether they thought the person was lying or telling the truth, whether they were familiar with the case, and how confident (1 = Not confident at all, 6 = Very confident) they were with their response. We used signal detection approach for obtaining a bias-free measure of accuracy, and analysed the results with regression analyses.

**Results:** None of the Dark Triad variables related to increased accuracy. Psychopathy was associated with a bias towards thinking that people are telling lies. Machiavellianism and narcissism linked with increased, and psychopathy with decreased confidence in one’s own ability to detect lies.

**Conclusions:** The Dark Triad does not affect lie detection accuracy, although aspects of it link with increased or decreased confidence. We discuss the results in terms of personality and social perception, linking with the evolutionary framework.

**012 Effects of retrieval processes on a suspended or finished prospective memory task**

**Ingrun T. Miljeteig, Oxford Brookes University**

**Objectives:** The purpose of the study is to build on current understanding of prospective memory (PM), i.e. remembering to execute a future task. Evidence suggests that different retrieval processes can be applied to execute the PM intention, namely spontaneous retrieval or preparatory attentional processes (i.e. monitoring). This can be achieved by emphasising the PM task, where monitoring is encouraged, or emphasising the ongoing task which encourages spontaneous retrieval. Recent research has also examined the failure to end a prospective memory intention. Commission errors is one way in which individuals fails to stop responding to previous PM words, namely responding to the target word in an irrelevant block. Recent studies suggest that commission errors are due to spontaneous retrieval mechanisms being activated. However, no research has examined the effect of emphasising either the PM task or the ongoing task on commission errors in a subsequent, irrelevant task.

**Design:** A between-subjects experimental design with two independent variables will be employed. The average reaction time in each condition will be measured. Furthermore, in a second block participants will either be told that the PM intention is suspended or finished, measuring the amount of times the PM task is performed wrongly.

**Methods:** Approximately 60–80 students will be recruited. A lexical decision task will be employed, including two different PM words. Two different retrieval processes will be encouraged by emphasising the PM task (encouraging monitoring) or the ongoing task (encouraging spontaneous retrieval).

**013 Effects of music on physiological and perceived stress levels in university students**

**Jessica Palmer, Anglia Ruskin University**

**Objectives:** Can music lower perceived and physiological stress levels? Does music style matter? How often is music used by university students as a coping mechanism? I hypothesise that self-selected music will lower perceived and physiological stress levels most, followed by classical, silence and then rock music.

**Design:** Sixty participants (students awarded course credits) will be assigned to four different groups (rock music, classical music, silence and self-selected music). Physiological stress responses will be measured three times via alpha-amylase levels in saliva and heart rate will be recorded using electroencephalography. To measure perceived stress levels, participants will complete a ‘perceived stress levels’ questionnaire three times.

**Method:** The experiment has three stages: (1) relaxation phase – participants sit and relax, alone, for ten minutes, after which a saliva sample and questionnaire will be collected; (2) stressor phase, during which participants will prepare (2 mins) and give a speech (2 mins) to a video camera, defending themselves against cheating on an exam. They will be told that their defence will be judged by lecturers from the department. This evaluation will not occur and they will be informed about this deception in the debrief. A second saliva sample and questionnaire will be collected. (3) Music phase – participants will be left alone to listen to the music/silence for ten minutes, after which the third saliva sample and questionnaire will be collected. Data will be analysed using an ANOVA, t-tests and correlations.

**014 How does context reinstatement facilitate memory in ageing?**

**Jens Ruud & Emma Ward, Middlesex University**

**Objectives:** Reinstating encoding context facilitates memory for targets (a word studied on a particular background is more likely to be remembered later if it is presented on the same rather than a different background). This effect is strong in older adults, even though they are worse than younger adults at remembering target-context associations. We investigated the mechanisms of the context effect, asking whether the target-context associations built in memory are implicit. Explicit (conscious) memory declines with age, while implicit (unconscious) memory is preserved, so although the notion of implicit associations explains previous findings, this has never been directly tested.

**Design:** Extending the paradigm used in prior studies, we examined age-differences in the context effect and the ability to explicitly remembering target-context associations using a 2(age)*4(context) mixed factorial design.

**Methods:** Twenty young adults (18–35 years), recruited from the student population at Middlesex University, and 20 older adults (65+ years), recruited from an existing database, studied 40 words on background scenes. They then witnessed 80 words (half previously
studied) on either the original background (previously studied only), a switched background, a new background, or no background, and were asked (1) whether the word was previously studied, irrespective of the current background, (2) whether the current word-background pairing was the same as in the study phase. The task was computerised, and data collected/analysed using Matlab. The study sheds light on whether, for correctly recognised words on original backgrounds, individuals can explicitly remember the associations, elucidating the nature of the target-context associations in memory.

015 How does pre-sleep media have an effect on adolescents sleep quality and alertness? Assessing device, activity, duration, experience and engagement
Emma Sellers, Oxford Brookes University

Objectives: Previous research has identified that electronic media use has a negative impact upon sleep quality, which can have detrimental effects on daytime functioning. It is not known, however, which particular aspects of media use are most disruptive to sleep. Evidence suggests that adolescents increasingly use various electronic devices before sleeping. This research therefore aims to explore the associations between pre-sleep media use and adolescents’ pre-sleep cognitive and somatic arousal and sleep quality.

Design: This correlational study involves data collection via two self-report online questionnaires longitudinally over two days. This will enable partial trends to be established regarding adolescents’ pre-sleep arousal, sleep quality and media usage. The questionnaire shall specifically assess the extent to which five different aspects of media use are differently associated with pre-sleep arousal and sleep quality: assessing the device being used, the activity someone is doing on the device (e.g. social media, texting), the duration of the activity, the individual’s rating of their experience whilst doing the activity and their engagement in the activity.

Method: All adolescents aged 13–16 years old at a secondary school (493 adolescents) will be invited to take part in the study, after parental consent to contact the student is granted. The questionnaire will be administered to the participants on two consecutive mid-week mornings. Participants will be asked to report their media use in the two hours before sleeping from the evening before, in addition to their pre-sleep arousal levels and sleep quality from the night before.

016 Perception of reverse speech in an untrained population
Aimee Shaw, University of Bedfordshire

Objective: The aim of this study is to test if reverse speech can be identified by an untrained audience. If this can be identified then it could be developed into a therapy and dramatically cut down counselling times. When human speech is recorded and reversed, among the gibberish very clear speech can be heard. The more distressed the human is when their recorded, the more reversals will occur. It refers to C J Jung, the Collective Unconscious, where the psyche thinks in metaphors and images. The hypotheses will be tested under experimental conditions. Hypothesis 1: Intelligent reverse speech will be heard by participants. Hypothesis 2: Participants will hear more intelligent reversals in the negative condition than in the positive condition.

Design: The study will use an independent measures design. The independent variables identified are: Views on the death penalty in the positive condition (Against, speaker’s true opinion) or negative condition (For, speaker lying about their opinion). The dependent variables identified: words which can be clearly identified within the recordings and at what time they’re heard.

Method: Participants will be recruited by opportunity and volunteer sampling. The materials which will be used include Reverse Speech Pro 2.6 and reverse recordings of for and against arguments from a speaker. I will begin analysis with a chi square. I will then test for normality by looking at Shapiro-Wilk. If the data is normal I will carry out an independent t- test. If the data is not normal I will carry out an independent Mann Whitney.

017 Deception detection: The effect of cues on accuracy
Hannah Shaw & Minna Lyons, University of Liverpool

Objectives: Literature surrounding the accuracy of deception detection has produced markedly inconsistent findings, and the majority of investigations have been based upon low-stakes lies. Although previous findings have suggested the implication of intuitive and unconscious processing, this area remains relatively unexplored. This research utilises real-life, high-stake lies to investigate the effects of cues on the accuracy of deception detection. It is hypothesised that if participants are made aware of previously established cues to deception they will be significantly less accurate at detection than those who are told to make judgements on instinct.

Design: An online-experiment, in the form of a survey, employed a between subjects design to assess participant’s ability to detect lies in public appeals for help with missing or murdered relatives. The survey collects demographic variables before randomly allocating participants to one of two conditions (presented with cues or instructed to make judgements on instinct).

Methods: An opportunistic sample of participants (to date, N = 199) is being obtained through an online participation scheme at the University of Liverpool, as well as social media and a psychological research website. Participants are presented with 22 video clips of public appeals (11 truthful and 11 deceptive). They are then asked to indicate whether they believe the person in the clip is lying or telling the truth, how confident they are in their judgement and if they are familiar with the case. In order to provide a bias-free measure for accuracy, results will be analysed utilising signal detection analysis.

018 Better the devil you know: Evidence for an assortative mating effect for self-reported psychopathy
Sergio A. Silverio & Minna T. Lyons, University of Liverpool

Objective: Previous research suggests both men and women show assortative mating for anti-social personality
traits, such as psychopathy. However, this has not yet been investigated with regards to secondary psychopathy (i.e. anti-social impulsivity) and primary psychopathy (i.e. callous predisposition). We expect for both sexes, there will be a homogenous mating preference for both psychopathy subtypes in short- and long-term relationships.

Method: In an online study, participants (N = 281; 241 women, 40 men) rated opposite-sex dating vignettes, differing for high- and low-primary and secondary psychopathy. These character statements read by participants and judged on suitability on an 11-point Likert scale (1 = extremely unlikely, 11 = extremely likely) for short-term relationships (affair/one-night stand and spontaneous dating); and for long-term relationships (marriage and parent of future children). Finally, participants completed the Levenson Self-Report Psychopathy Scale (Levenson, Kiehl, & Fitzpatrick, 1995).

Results: We found an assortative mating effect for male and female primary psychopathy in both short- and long-term relationships. Interestingly, high secondary psychopathy men showed no preference for high psychopathy adverts. Women high in secondary psychopathy, in turn, had a robust assortative mating preference, rating both secondary and primary psychopathy men desirable in short- and long-term relationships.

Conclusion: We demonstrated that assortative mating extends to both psychopathy subtypes, with some interesting sex-specific effects. Unexpectedly, secondary psychopathy in men related to a more discriminative mating style, indicating that the likes-attract hypothesis does not extend to secondary psychopathy men. Findings are discussed in line with social and evolutionary perspectives on mate choice.

019 The potential for musical desensitisation
Christina Soderberg, University of Bedfordshire
Desensitisation has been found to occur both psychologically and neurologically to violence in video games, and real life (McLean & Griffiths, 2013; Engelhardt et al., 2011). Therefore it is plausible that an individual could become desensitised to another medium, such as music. It is hypothesised that there will be a reduction in responsivity both neurologically and psychologically to the music track with repetition, and that there will be a statistically significant difference in the degree of desensitisation between the neurological and psychological conditions. A one-minute piece of music will be played three times for participants, with a minute break between each playing. The results will be captured by an EEG machine, and the GEMS 45 questionnaire which will be completed twice by participants, after the first and final playing of the piece. The implications of the findings will be discussed in relation to the potential longevity of music therapy as a viable treatment option, and the potential of desensitisation as a threat to the long term effectiveness of other similar therapeutic interventions.

020 What am I thinking? Theory of mind development in autism
Gray Atherton, University of Houston
Objectives: This study aimed to uncover similarities in the experiences of adolescents with autism spectrum disorder (ASD) related to mentalisation. The qualitative research question asked whether life events influenced Theory of Mind (ToM) development in participants.

Design: Since 1985 researchers have attempted to explain ToM deficits in individuals with ASD. Therefore, this study included a qualitative inquiry to clarify discrepant theories and reveal participants’ ToM experiences.

Methods: 17 adolescent students with a diagnosis of ASD were tested using the ToM battery. Results showed 12 of the 17 students as having a more advanced ToM, and these students received the Strange Stories test as part of a semi-structured interview. All interviews were recorded and transcribed, and two researchers applied a system of consensual qualitative coding which yielded an interrater reliability of 1.0. The primary researcher determined five themes post-coding.

Results: Five themes were of particular importance: (1) Overreliance on a priori justifications related to deceit. (2) Positive a posteriori justifications for sarcasm. (3) The role of fantasy. (4) Anthropomorphism in executive functioning. (5) The relationship between tone and body language in mentalisation.

Conclusions: As demonstrated in previous research, participants had difficulty accommodating information into new schemas and showed an overreliance on preferred processing models. However, students were able to use a posteriori justifications and alternative processing styles when discussing sarcasm, which all participants cited as a milestone for adolescent communication. Further development in this area through narrative discourse may be an important therapeutic tool for individuals with ASD.

021 Imagined steps: Can mental simulation of coordinated rhythmic movement foster cohesive social effects?
Liam Cross, Andrew Wilson & Sabrina Golonka, Leeds Beckett University
Objectives: This study investigated whether mental simulation of coordinated rhythmic movement (CRM) fosters the same cooperative effect as actual engagement in a CRM task has been shown to do.

Design: We report three experiments to investigate if imagined or observed CRM fosters increased cooperation as has been shown with actual CRM. In Experiment 1 participants imagined synchronised or solitary walking. In Experiment 2 participants observed synchronised or solitary walking and in Experiment 3 participants both observed and imagined synchronised or solitary walking.

Methods: A volunteer sample of 140 undergraduate students either observed, imagined or observed and imagined synchronised or solitary walking and then engaged in a public goods game as a measure of cooperation. We also measured perceived task difficulty and engagement.
Judgements of self-confidence and specific dissociation between implicit and explicit measures of self-confidence may differ. To address this, we measured self-reports of individuals with and without dandruff, then compared these to judgements made by third parties. In phase one, Chinese male \((N=60)\) and female \((N=60)\) participants completed self-perception questionnaires that included ratings of self-confidence, before giving a video recorded talk about an important achievement (interview scenario). Participants were also recorded whilst waiting to talk (waiting scenario) but were not told this was important. Participants were dressed uniformly and had no visible signs of dandruff. General measures of self-perception revealed no significant difference between participants with and without dandruff. In the second phase, naive third party assessors \((N=62)\) rated 10 second muted videos of participants from phase one talking, and waiting to talk. Findings revealed male raters rated males with dandruff as less confident than males with a healthy scalp in both the interview \(F(1,49.9) = 9.51, p = 0.0033\) and waiting scenarios \(F(1,50.1) = 4.74, p = 0.0400\). We concluded that Chinese males were adept at detecting subtle behavioural differences in other males, even though self-perception measures did not differ between healthy and dandruff groups. This finding did not translate to female raters, who did not rate male or female participants with dandruff as less confident. These findings reveal a gender-specific dissociation between implicit and explicit judgements of self-confidence.

**Results**: Participants who either imagined or observed synchronised walking showed no more cooperation than those who imagined solitary walking \((p's > 0.05)\). However, those who both imagined and observed synchronised walking showed significantly more cooperation \((M = 4.83, SD = 1.62)\) than those who observed and imagined solitary walking \((M = 3.73, SD = 1.62)\). \(t(44) = 2.63, p < 0.05, d = 0.79\). There were no differences in task difficulty or engagement in any experiment.

**Conclusions**: Both imagining and observing synchronised walking were needed to foster increased cooperation in participants. We hypothesise that observing videos of synchronised walking helped the participants produce more focused and more elaborated imagined activity. This in turn enabled the imagined activity to affect cooperation.

**022**

**Joint attention enhances visual working memory in non-anxious individuals**

*Samantha Gregory & Margaret Jackson, School of Psychology, University of Aberdeen*

**Objectives**: Joint attention refers to the mutual focus of two individuals on an object, person, or event. It is often initiated and sustained using eye gaze, and speeds detection and discrimination of target information. Here we investigated for the first time whether joint attention influences working memory (WM).

**Design**: Using a unique paradigm combining gaze cues with a visual WM task, we measured WM for coloured squares as a function of whether squares were looked at or not by a cue face during encoding. The cue face was neutral or emotional (angry/happy), between groups.

**Methods**: A central cue face shifted gaze from direct to left/right or stayed direct (control). Then 500ms later three or four coloured squares were presented on both sides of the face for 100ms encoding (loads 6 and 8 respectively). Participants were instructed to remember all colours. After a 1000ms blank retention interval, a single test square was centrally presented and participants stated whether it was present or not at encoding. The Liebowitz social anxiety scale was also administered.

**Results**: Overall, WM was significantly enhanced for looked at versus looked away from items. This effect was not influenced by the emotional expression of the cue face. Further analyses showed that this effect was absent among socially anxious individuals, suggesting reduced impact of social cues on WM.

**Conclusions**: This study provides the first evidence that sharing the gaze of another individual establishes a point of social reference from which information is advantageously encoded into WM.

**023**

**Chinese males rate other males with a healthy scalp as more confident than males with dandruff, even in the absence of any visible symptoms: A gender-specific dissociation between implicit and explicit judgements of self-confidence**

*Amanda Godbehere, Unilever; Tim Andrews, University of York; Lorraine McDonald, Unilever*

Perceived self-confidence plays an important role in social interactions. Previous studies suggest that implicit and explicit measures of self-confidence may differ. To address this, we measured self-reports of individuals with and without dandruff, then compared these to judgements made by third parties. In phase one, Chinese male \((N=60)\) and female \((N=60)\) participants completed self-perception questionnaires that included ratings of self-confidence, before giving a video recorded talk about an important achievement (interview scenario). Participants were also recorded whilst waiting to talk (waiting scenario) but were not told this was important. Participants were dressed uniformly and had no visible signs of dandruff. General measures of self-perception revealed no significant difference between participants with and without dandruff. In the second phase, naive third party assessors \((N=62)\) rated 10 second muted videos of participants from phase one talking, and waiting to talk. Findings revealed male raters rated males with dandruff as less confident than males with a healthy scalp in both the interview \(F(1,49.9) = 9.51, p = 0.0033\) and waiting scenarios \(F(1,50.1) = 4.74, p = 0.0400\). We concluded that Chinese males were adept at detecting subtle behavioural differences in other males, even though self-perception measures did not differ between healthy and dandruff groups. This finding did not translate to female raters, who did not rate male or female participants with dandruff as less confident. These findings reveal a gender-specific dissociation between implicit and explicit judgements of self-confidence.

**Results**: Participants who either imagined or observed synchronised walking showed no more cooperation than those who imagined solitary walking \((p's > 0.05)\). However, those who both imagined and observed synchronised walking showed significantly more cooperation \((M = 4.83, SD = 1.62)\) than those who observed and imagined solitary walking \((M = 3.73, SD = 1.62)\). \(t(44) = 2.63, p < 0.05, d = 0.79\). There were no differences in task difficulty or engagement in any experiment.

**Conclusions**: Both imagining and observing synchronised walking were needed to foster increased cooperation in participants. We hypothesise that observing videos of synchronised walking helped the participants produce more focused and more elaborated imagined activity. This in turn enabled the imagined activity to affect cooperation.

**024**

**The vicarious experience of social touch: Evidence from behavioural and physiological responses**

*Connor Haggarty, Ralph Pawling, Susannah Walker & Francis McGlone, Liverpool John Moores University*

**Objectives**: Recently, a class of nerve fibres have been discovered which respond preferentially to gentle stroking touch that is typically perceived as pleasant. It has been proposed that these C-tactile afferents (CTs) encode socially relevant and rewarding tactile information resulting from affiliative interactions. However, to date there is little empirical evidence to support this theory.

**Design**: Here we used both third party ratings and objective measures of facial muscle activity to examine whether affective responses to social touch reflect the velocity tuning of CTs, which discharge optimally to a stimulus moving at between 1 and 10 cm/sec.

**Methods**: Participants \((N=16)\) viewed and rated a sequence of short (5 sec) videos depicting one individual being touched by another at four different skin sites (back, shoulder, forearm and palm) at three different velocities (static, 3cm/sec, 30cm/sec). During initial passive viewing, activity was recorded from facial muscles that reflect positive and negative emotions. Subsequently videos were viewed again and participants asked to rate how pleasant they perceived each touch to be.

**Results**: CT-optimal touch (3cm/sec) was rated significantly more pleasant than other speeds at all body sites except the glabrous skin of the palm, where CTs have not been found. Interestingly, all facial muscles recorded relaxed more when viewing CT-optimal than non-CT-optimal touch.

**Conclusions**: These results indicate that seen touch produces the same subjective and affective responses as
felt touch, suggesting humans have a learned preference for a CT optimal caress, perhaps as a result of its rewarding arousal reducing properties.

025 Evaluative conditioning reveals the rewarding properties of C-tactile afferent stimulation

Ralph Pawling, Paula Trotter, Susannah Walker & Francis McGlone, Liverpool John Moores University

Objectives: The rewarding sensation of touch in affiliative interactions is hypothesised to be underpinned by a specialised system of nerve fibres called C-tactile afferents (CTs), which respond optimally to slowly moving, gentle touch, typical of a caress. However to date, there is little empirical evidence to support the theory that CTs encode socially relevant and rewarding tactile information.

Design: We employed an evaluative conditioning paradigm and psychophysiological measures, to examine whether CT activation carries innate reward value and could act to mediate autonomic arousal levels.

Methods: Participants (N = 34) rated the approachability of faces pre and post conditioning. During conditioning a subset of each participant’s most neutrally rated faces was paired with tactile stimulation of their forearm, delivered by a stroking robot. For half the faces stroking was at CT-optimal 3cm/sec, for the other half, stroking was faster, 30cm/sec. Heart rate and skin conductance were recorded during conditioning.

Results: A significant touch-type by time interaction was found. Whilst rated equally approachable at first, post-conditioning faces paired with CT-optimal touch were judged significantly more approachable than those paired with CT-non-optimal touch. Physiologically, we observed significantly greater heart rate deceleration and lower skin conductance responses to CT-optimal than CT-non-optimal touch.

Conclusions: These results offer the first empirical evidence that tactile stimulation which optimally activates CTs carries affective value that can be imbued to socially relevant stimuli. Furthermore, our findings support the theory that CT activation can reduce arousal levels, perhaps underpinning their role in social support and nurture.


Manuela Thomae, Michael Wood & Nathali Immelman, University of Winchester

The research aim was to replicate published findings on the effects of group communication and type of economic game on token allocation. We used a 2 (communication vs. no communication) by 2 (Intergroup prisoner’s dilemma (IPD) vs. Intergroup prisoner’s dilemma – Maximising Difference (IPD-MD)) between participants experimental design. The dependent variables were the number of tokens kept versus contributed to two different pools (W and B). Twenty groups of six participants (N = 120) arrived in the laboratory and were randomised into smaller groups of three. Each smaller group was escorted into a separate laboratory, where participants read the game instructions and completed a token allocation example. Participants then made their token allocation in private (no communication condition) or engaged in a five-minute group discussion before making their token allocations in private (communication condition).

We largely replicated the findings of the original study. In the IPD-MD condition, participants overall allocated more tokens to the cooperative within-group Pool W than the competitive between-group Pool B. Moreover, the contribution rate to Pool B in the IPD-MD game was significantly lower than the contribution rate to Pool B (the only pool) in the IPD game. In contrast to the original study, we did not obtain any effects of within-group communication on token allocation.

Our findings demonstrate the importance of replication studies in psychology and corroborate the main findings from the original study in a different cultural context and with a different participant sample.

027 Investigating the relationship between perceived pleasantness of observed interpersonal touch and eating disorder symptoms in a healthy female population

Paula Trotter, Paul Lattimore, Andrew Marshall, Francis McGlone & Susannah Walker, Liverpool John Moores University

Objectives: Increased touch sensitivity and avoidance has been reported in anorexia nervosa (AN). C-tactile afferents (CTs), present only in hairy skin, respond optimally to the slow, gentle stroking sensations typical of a caress. We hypothesised healthy individuals with differing levels of eating disorder symptoms would differ in their responses to observed CT optimal touch.

Design: The experimental design had two within-subject factors: touch location (back, upper arm, ventral and dorsal forearm and palm) and stroking speed (0, 3 and 30cm/s). Eating disorder symptoms and BMI were added as covariates.

Methods: 78 healthy female undergraduates completed the study online. Participants watched short video clips of interpersonal touch and rated how pleasant they perceived each interaction to be for the receiver. Eating Disorder Inventory-3 (EDI-3) scales, including Drive for Thinness (DT), were completed by all participants.

Results: A significant location x speed x DT interaction was identified. Further investigation found a significant speed x DT interaction for back and upper arm, but not forearm or palm. Participants with higher DT scores showed greater discrimination between stroking speeds. A significant BMI x speed interaction was identified with a significant main effect of speed for underweight and healthy individuals, but not for overweight or obese individuals.

Conclusions: These results suggest individuals with higher DT scores and lower BMIs are more responsive to observing affective touch. As AN patients have high DT scores and low BMIs, we hypothesise AN patients have heightened CT touch sensitivity, reflecting CT dysregulation. This hypothesis requires further investigation.
Flexible work practices and retirement decisions
Fiona Alpass & Christine Stephens, Massey University; Judith Davey, Victoria University; John Spicer, Massey University

There is considerable evidence that participation in meaningful and appropriate work is beneficial to the well-being of older people. The past few decades has seen a significant increase in labour force participation rates by older workers. Work practices, such as the availability of flexible work arrangements (FWAs), can operate as a facilitator or a barrier to continuing in the workforce for older workers. This paper looks at the importance and availability of FWAs for a group of older New Zealand workers and their impact on retirement planning. The present sample was taken from the Health Work and Retirement (HWR) study. HWR has tracked a representative sample (aged 55–70 years in 2006) for nine years as they transition from work into retirement. In 2013, 38 per cent of participants aged 61 to 77 years were still working, with a majority (89 per cent) satisfied with their present job. Workers rated the importance of a number of FWAs and indicated whether they were offered in their workplace. Despite 54–85 per cent of workers rating these FWAs as important, less than half reported that their employer offered them in the workplace. Recognition of experience, knowledge, skill and expertise was rated as important by over 80 per cent of older workers yet only 40 per cent of indicated this was offered in their workplace. Flexible work schedules were rated as important by 60 per cent of older workers, with phased in retirement and reduced work hours also highly rated by a large proportion of workers. However, less than half reported that their employer offered any of these FWAs. The key FWAs that were related to the intention to retire after age 65 were the availability of challenging and meaningful tasks and the recognition of experience and knowledge. Flexible work arrangements are a strong preference for many older workers; however, our research suggests that few workers have access to these arrangements. If employers want to recruit and retain older workers, they will need to ensure that the organisation recognises and appreciates the expertise and experience that older employees bring to the workplace. This can be achieved with minimal financial cost to the organisation.

Psychosocial correlates of reading comprehension and metacognitive competence in a sample of pupils with dyslexia
Katerina Antonopoulou, Stamatina Georgovrettakou & Katerina Maridaki-Kassotaki, Harokopio University

Objectives: The present study investigates the extent to which certain psychosocial characteristics, such as self-esteem and behavioural strengths and difficulties, can influence dyslexic children’s ability to regulate their learning (metacognitive competence) and respond successfully to factual and inferential questions which refer to a written story (reading comprehension). Furthermore, the study examined possible differences in these variables between children with dyslexia and their non-dyslexic peers.

Design: The present study adopts a descriptive research design.

Methods: The participants were 61 Year 5 and Year 6 primary school pupils, 25 diagnosed with dyslexia. Pupils’ mean age was 11.02 years old (SD = 0.38). Pupils responded to a written communication tasks, the Strengths and Difficulties Questionnaire (SDQ), the Junior Metacognitive Awareness Inventory (Jr-MAI) and the Self-Perception Profile for Children (SPPC). Parental social status was largely white collar.

Results: Statistically significant differences in reading comprehension, self-esteem and behavioural characteristics were found between the two groups of pupils, with pupils with dyslexia scoring lower than their non-dyslexic peers. Additionally, significant effects of child prosocial behaviours and self-esteem on reading comprehension and metacognition were revealed for both groups of children.

Conclusions: Pupil psychosocial growth can have a positive impact on learning skills and school performance. Pupils with and without dyslexia may improve their reading and metacognitive abilities in a supportive psychosocial school-environment.

The relationship between attentional control, incubation, and creative problem solving
Lindsey Carruthers, Alexandra Willis & Rory MacLean, Edinburgh Napier University

Objectives: Incubation, a period of time spent away from a problem, can be beneficial to formulating a solution, as non-conscious processing of the problem may continue whilst conscious processing is distracted. The concept of attention has been alluded to in explanations of how incubation may work, though never tested. The aim of this study was to examine attentional control, and how this may be beneficial or detrimental to incubation during a creative problem-solving task.

Design: A between-subjects design was employed. Participants were randomly assigned to one of four incubation conditions; cognitively demanding, cognitively undemanding, rest, or control (no incubation).

Methods: Fifty-two participants were recruited using opportunity sampling at Edinburgh Napier University. Creative problem-solving was assessed using an Unusual Uses Task (UUT): a divergent thinking task scored for fluency, flexibility, and originality. The UUT was interrupted by a five-minute incubation period in test conditions. Tests of sustained, divided, and selective attention, along with questionnaires on mind-wandering, measured attentional allocation and control. Between-subjects ANOVA and correlations were calculated.

Results: There were no significant differences in fluency, flexibility, or originality between conditions. There were, however, significant group differences in mind-wandering ($F(2,34) = 6.898, p < .01$) and attention allocation ($F(2,34) = 10.385, p < .01$). Behaviours during incubation, with the rest group scoring highest.

Conclusions: The results indicate that incubation type can invoke variation in attention behaviours, but this does not appear to affect creative problem-solving. Clarification of the nature of incubation, and the role of attention, is pending the extension and completion of this study.
A multinominal approach to assessing the role of inhibitory ability and thinking dispositions in delusion-proneness

Daniel Da Silveira, University of Wolverhampton

Objectives: Delusional beliefs are a debilitating symptom of schizophrenia. The conflict modulation failure (CMF) model argues that a failure to detect conflict between intuitive and analytic responses underpin the aetiology of delusional beliefs. Evidence suggests that poor inhibitory control and intuitive thinking dispositions also characterise delusional ideation. The study aimed to assess the validity of excluding inhibitory ability and thinking dispositions in the CMF model.

Design: A two-way independent measures design was deployed.

Method: 79 undergraduates were separated by median split into high (N = 49) and low (N = 39) scoring groups on a measure of sub-clinical delusional ideation, the Peters et al. Delusions Inventory (PDI). An Implicit Association Test (IAT) was deployed. A multinominal model analysed IAT error rates, whereby parameter estimates assessed group differences in inhibitory ability and conflict detection. The disposition to think reflectively was measured using the Cognitive Reflection Test (CRT).

Results: High-PDI scorers showed significantly lower ‘Overcoming Bias’ parameter estimates than low-PDI scorers, indicative of poor inhibitory ability (p = .05). There were no group differences in ‘Detection’ parameter estimates, indicating both groups detected conflict similarly (p = .84). A Mann-Whitney U test revealed high-PDI scorers performed significantly worse on the CRT than low-PDI scorers (p = .03).

Conclusions: Contrary to the CMF model, findings suggest that high-PDI scorers may detect conflict between the plausibility and implausibility of their beliefs, but fail to inhibit and/or override such beliefs through analytical thinking. Future models of delusions should consider inhibitory ability and thinking dispositions.

Psychological mindedness, mind-mindedness, and career interests in undergraduate students

Kasia Kowalska & Charlotte Stride, Oxford Brookes University

Objectives: This study aimed to determine whether there is a relationship between a set of ‘mentalling’ measures including mind-mindedness (MM), psychological mindedness in relation to self (PMS), psychological mindedness in relation to others (PMO), and empathy and how these concepts relate to strength of career interests in undergraduate students. Further, it aimed to establish whether there are differences between psychology students and non-psychology students in their levels of MM, PMS, PMO, and Empathy and interest in working with people.

Design: The design was correlational, using an online questionnaire.

Methods: Eight-six undergraduates studying psychology or other disciplines completed a questionnaire assessing PMS, PMO, Empathy, MM, and interest in ‘social’ career.

Results: MM, PMS, PMO, and empathy were all positively correlated. MM was not correlated with ‘social’ career interests but PMS, PMO and empathy were, albeit negatively. Of these measures, only PMS significantly predicted interest in a ‘social’ career. Psychology scored higher that non-psychology students on PMS, PMO and empathy but not on MM. They also rated ‘social’ careers more highly than non-psychology students.

Conclusions: MM is usually described as a product of a specific, and close relationship, however its relationship with PM and empathy suggests it includes some trait-like characteristics. The data also suggest that psychology students may be drawn into the discipline by a greater degree of awareness of their own or others’ psychological states as well as by more general career motivations.
A learning perspective on behaviour change

Deborah Talmi, University of Manchester

Interventions for behaviour change appear far removed from the body of knowledge acquired in animal learning laboratories. Yet animal learning has provided us with fundamental knowledge that is at the core of current work on human behaviour in the laboratory and beyond. In this symposium experimenters using animal learning paradigms gather to demonstrate the extent to which our work can inspire intervention design.

Each presentation would help the audience appreciate a variety of human responses, including instrumental responding and its latency, eye movements, psychophysiological arousal and fMRI. In each presentation laboratory experimentation is designed to mimic key aspects of real-world behaviour which society targets for change, including food seeking, drug use, and emotion regulation. For example, what is the theoretical mechanism that underlies the predicted impact of cigarette health warnings – and do those really work? What is the impact of cues associated with food and drugs? How do information given to people and therapeutic interventions change our brain’s ability to regulate negative emotions? We aim to show that insights from the laboratory can be useful in designing interventions addressing socially important behaviours.

201a Paper 1: Using Pavlovian-instrumental transfer to understand how emotion influences cigarette seeking

Stephen Jeffs & Dora Duka, University of Sussex

Objectives: For cigarette-packet health warnings to be maximally effective, a greater understanding of the learning mechanisms underpinning their effects is required. Two experiments were therefore completed to test the role of emotionally salient stimuli in reward-seeking behaviour.

Design: A Pavlovian-instrumental transfer (PIT) design was combined with a counter-conditioning procedure. The rationale for using PIT was that it creates ideal conditions for emotion to influence behaviour. Counter-conditioning was used because it is effective in manipulating emotion.

Methods: Experiment 1 used 32 participants, selected for being currently healthy. Experiment 2 used 16 daily-smokers, smoking > 5 cigarettes/day. In Experiment 1, participants associated a novel stimulus with money, before this stimulus was counter-conditioned with an unpleasant image. Participants then learned to button-press for money, before button-pressing in the presence of the counter-conditioned stimulus. In Experiment 2, participants learned to button-press for cigarettes, before button-pressing in the presence of cigarette health-warnings.

Results: In Experiment 1, participants liked the novel stimulus after Pavlovian conditioning, but significantly (p = .04) reduced their liking after counter-conditioning. All participants displayed consistent button-pressing, but response-rate was significantly (p = .04) reduced by the counter-conditioned stimulus. In Experiment 2, cigarette-dependence correlated negatively (r = -.69) with health-warning anxiety, but button-pressing was unaffected by health-warnings.

Conclusions: In healthy populations, reward-seeking is sensitive to the emotional qualities of environmental stimuli. But in dependent smokers, cigarette-seeking is less amenable to anxiety-provoking health-warnings. Therefore, cigarette health-warnings should be targeted at early-stage smokers, to prevent dependence before it develops.

201b Paper 2: Cue-elicited food seeking and obesity

Poppy Watson & Reinout Wiers, University of Amsterdam; Bernhard Hommel, Leiden University; Sanne de Wit, University of Amsterdam

Objectives: We live in an obesogenic environment surrounded by Pavlovian cues that remind us of food rewards (e.g. advertisements). Previous studies have shown that these types of cues can trigger instrumental responding for the signalled food reward. This Pavlovian-to-instrumental transfer effect is not diminished by satiety and it may therefore be important for understanding excessive food-seeking behaviours in obesity.

Design: A between-group design was used.

Methods: A group of obese individuals (N = 19, mean BMI = 43.9) was compared to a group of gender, age and education-matched controls (N = 19, mean BMI = 22.9). Participants were first trained to make instrumental responses for both high and low-calorie food pictures. In a separate Pavlovian training phase, they learnt the relationships between abstract logos and these same food pictures. During a transfer test phase, the degree to which the logos triggered the corresponding instrumental response for that food picture was examined.

Results: Preliminary results from the transfer test show an interaction between calorie (high/low) and BMI group (obese/healthy). The logos associated with high-calorie rewards were more likely to trigger the corresponding response than low-calorie logos, but this effect was only observed in the obese group.

Conclusions: The importance of Pavlovian-to-instrumental transfer in understanding (over)eating behaviours is suggested by the fact that obese individuals showed a stronger transfer effect for cues signalling high-calorie foods, relative to healthy controls. Future studies in our lab will examine novel ways to reduce this cue-elicited food-seeking response.
201c Paper 3: Using attentional biases to understand human sign-tracking and its relation to reward processing and alcohol use
Jay Joseph Duckworth & Abi Rose, University of Liverpool

Objectives: There are similarities between sign-tracking behaviours – attending to stimuli that no longer predict an appetitive unconditioned stimulus – and key indications of drug abuse (e.g. drug-seeking despite harm). We aimed to identify sign-tracking in humans by administering an already validated cognitive task alongside a newly constructed task, and assessing whether participants’ tracking propensities correlated with known risk factors for drug abuse and heavy alcohol consumption.

Design: A within-subjects design assessed whether sign-tracking was identifiable across tasks.

Methods: Opportunistic sampling was used to recruit social drinkers. Participants (N = 98) completed two cognitive tasks designed to measure ability to disengage from a CS+, an obstacle to obtaining rewards. Attentional bias was assessed via eye-movement monitoring and questionnaires measured whether tracking was associated with risk factors for hazardous alcohol use.

Results: Sign-tracking behaviour was identified in the validated tracking task, but not in the newly constructed task. In the former, sign-tracking was indicated by slower latencies on high-value compared to low-value trials, as well as increased omissions on high-versus low-value trials. Performance on neither task was associated with risk factors for drug abuse nor heightened consumption.

Conclusions: Sign-tracking can be distinguished from goal-tracking in humans using a short cognitive task. This result extends the findings in the animal literature to humans and suggests that we too vary in our reward processing when placed in Pavlovian sign-tracking paradigms. However, whether or not human sign-tracking relates to risk factors and consumption remains unclear, and is an area for future research.

201d Paper 4: Using counter-conditioning to understand emotion regulation
Robert Hoskin & Deborah Talmi, University of Manchester

Objectives: Emotion regulation is the ability to use information about long-term goals to change how we feel. We investigated the neural mechanism that underlies this ability by examining how participants respond to fear-inducing stimuli that subsequently predict long-term monetary reward.

Methods: Participants took part in a standard fear conditioning paradigm where images of faces and houses acted as conditioned stimuli, being either associated with the threat of electric shock (CS+) or with safety (no shock: CS-). In the second, counter-conditioning part of the experiment participants were given instructions about the likelihood of monetary reward each CS+ predicted. They then completed a similar fear conditioning paradigm to that previously presented, but with rewards gained as instructed.

Results: All participants were aware of the contingencies between the CS and the shock, manifested in their shock expectancy ratings. Participants learned the fear-conditioning association in the first part of the experiment, manifested in greater sympathetic physiological arousal (as measured in skin conductance responses, SRCs) to CS+ than to CS-. The reward instructions and subsequent experience of reward did not attenuate SCRs.

Conclusions: Present results suggest that monetary reward expectancy is unable to overcome the fear associated with impending pain. However, it is possible that SCRs were not attenuated to reward-predicting stimuli because they elicited an orienting response, an interpretation we are currently investigating.

201e Paper 5: Using real-time fMRI neuro-feedback to train emotion regulation
Annette B. Bruelhl, University of Cambridge/University of Zurich; Sigrid Scherpiet, University of Zurich; Steffi Weidt, University Hospital of Zurich; Antonia Scheiblich & Philipp Staempfli, University of Zurich; James Sulzer, University of Texas at Austin; Michael Rufer, University Hospital of Zurich; Erich Seifritz & Uwe Herwig, University of Zurich

Objectives: The amygdala is a key structure in the processing of emotional information and the target of a number of emotion regulation strategies. In mood and anxiety disorders, the amygdala is hyperactive, an effect which resolves with successful therapy. Improving emotion regulation by giving direct feedback to people on regulatory success at the neural level can support psychotherapeutic emotion regulation training.

Design: We began with a pilot study, and replicated our findings in a larger sample including a non-feedback control group. We utilised a within-participant longitudinal analysis to study the effects of feedback over time.

Methods: All participants underwent four training real-time weekly fMRI neuro-feedback sessions. The pilot study included six and the second 12 participants. The control study (without feedback) included 12 participants. The amygdala was stimulated using negative emotional faces (pilot) and negative emotional pictures (study 2 and control study). Participants were given feedback on the intensity of amygdala activity, presented by a change in the colour of blocks displayed next to the emotive stimuli. The effect of regulation on the amygdala was tested by comparing two conditions: regulate vs. passive view. We examined the effect of real-time fMRI neuro-feedback training on amygdala regulation over time, and compared groups with and without neuro-feedback.

Results: Amygdala regulation improved over the four sessions in the neuro-feedback groups but not in the control group.

Conclusions: We could show in an initial pilot study and then in a replication study that it is possible to improve amygdala regulation in healthy participants using real-time fMRI neuro-feedback. Future studies will address possible optimisations of the study design and will analyse involved neural circuits.
The incorporation of visual and verbal semantics in quantitative and qualitative visual change-detection tasks
Laura Jenkins, Tim Eschle, Joanna Ciafone & Colin Hamilton, Northumbria University

The separation of visual and verbal components in the architecture of working memory models was suggested by earlier accounts of working memory (Baddeley & Hitch, 1974). This account suggested that representations use only a single component such as the visuo-spatial sketch pad or the phonological loop alone.

In more recent years, the presence of verbal semantics in a visual working memory task has been demonstrated in task performance with the Visual Patterns Test (Brown & Wesley, 2013).

The aim of the current research is to identify the working memory components used during the completion of a qualitative visual change-detection task. This will be achieved by using a dual task procedure with a 4000 msec second task. These secondary tasks (visuospatial attention, verbal attention and dynamic visual noise) are presumed to make demands upon different working memory component and could highlight the potential use of visual and verbal representations.

In a previous study of the current doctoral thesis, a quantitative change-detection task was shown to use both visual and verbal representations within working memory. The current research aims to identify the working memory components used during the contrasting qualitative change-detection task.

Results of the previous quantitative change-detection and the current quantitative size change-detection task will be compared and discussed in relation to the theoretical accounts which emphasise the use of both modality specific representations (Baddeley, 2012) and also modality specific and general representations of visual working memory (Brown & Wesley, 2013; Logie, 2011).

Number of participants: Overall: 43 participants aged 18–40, all students at Northumbria University. Seventeen participants in study 1 (quantitative task), 15 participants in study 2 (qualitative task), 11 participants in study 3 (repeat of study 2 with more difficult interference tasks).

Analysis: Repeated Measures ANOVAs to compare the interference task scores with the baseline task scores. Mu Scores were also calculated (using Orme, 2009) so that considerations could be made regarding the dual task performance.

Mixed factor ANOVAs were used to compare the scores between the study 1 and 2.

First steps towards assessment of resistance to miserly processing
Vladimíra Cavojová & Robert Hanak, Institute of Experimental Psychology

For some time there has been a debate about ability of intelligence test to measure aspects relevant to everyday functioning or decision making and rationality more broadly. The result of this growing literature is increasing understanding that intelligence tests measure only limited aspects of cognitive functioning that are in no way proxies for rationality or effective decision-making in real life and call for measure that would reliably assess the rational thinking. On the bases of this extensive body of research, Stanovich and his colleagues proposed a framework for measuring rational thinking and assert there are no obstacles preventing development of a rational thinking test. In this paper we present a preliminary effort of assessment of rational thinking, which is based basically on this framework. A total of 596 participants (mean age = 19.8 years) took part in the study. To assess resistance to miserly processing we used six tasks from heuristics and biases literature: belief bias, outcome bias, denominator neglect, cognitive reflection, disjunctive reasoning, and confirmation bias. We explored internal consistency of such measure and its relationship to cognitive ability and some of the thinking styles associated with (i)rationality. Results showed inconsistent performance of participants (success rates ranging from 0.3 per cent to 51.9 per cent) among the six tasks together with very low internal consistency (Gronbach’s alpha = .04). We identified three major factors accounting for 58.9 per cent of total variance. However, the composite score for resistance to miserly processing correlated modestly with cognitive ability and motive for rational integration. We discuss our results in relation to the model of rationality proposed by Stanovich (2011) and implications for educating rationality.

What we have seen or what we have done: Aggression, media and ERPs
Kirstie Turner, Sarah Pearson & Simon Goodson, University of Huddersfield

Objectives: To investigate whether aggressive traits and life time experience mediated neurological responses to affective visual images. It has been reported that the media has both detrimental (increased aggression) and pro-social effects (cathartic relaxation) on information processing and behaviour.

Design: An independent groups design study investigated neurological differences in response to affective images, between participants with different life experiences. Due to limited research in the area, the current study aimed to further understanding, and address methodological flaws associated with some of the previous research.

Method: 32 participants (16 male and 16 female), from an opportunity based sample, completed the BPAQ, FFI and a life-experience questionnaire. The stimulus set consisted of 120 randomised images from the IAPS (30 each of neutral, violent, erotic and gore). The participants performed a standard picture view task for 1000ms. ERPs were recorded using a 256 channel dense-array EEG, across the 100, 200, 300ms and LPP epochs.

Results: Sex, previous life experience and personality traits had a significant effect on ERP amplitude in response to affective images. No evidence was found for theories suggesting that the personality traits demonstrate a causal link to aggressive behaviour. However, the results support the Catalyst Model of
Aggression and demonstrated an early female negative bias towards affective imagery.

**Conclusions:** The IAPS and current research paradigms should be re-evaluated. Future research investigating the morphological, physiological and psychological basis of personality and aggression is required to construct neurologically viable models of aggressive and sexually aggressive behaviour and relational personality.

### SYMPOSIUM

**Psychology without borders: Psychology in the international arena**

**Susan van Scoyoc,** S&S Van Scoyoc LLC

In the real world people travel and relocate to different countries. They use the internet. People using psychological services (e.g. wilderness treatment, residential, recovery) and those offering them are increasingly crossing borders. Psychologists are cooperating across international domains to provide expertise and guidance. This movement challenges the present insular, national way of thinking about training, continuous professional development, qualification and regulation of psychologists.

**205a Paper 1: It’s a small world after all (and it’s getting smaller)**

**Mark Burdick,** California Association of Licensed Educational Psychologists

**Purpose:** The author presents his experience of working with migrating clients and examples of practices that encourage collaboration between therapists and psychologists in provision of treatment.

**Background:** This author/psychologist has had multiple experiences with ‘migrating’ families who receive treatment at home travel between nations, creating barriers in the local psychologist’s ‘status’ in working responsibly with the same within and outside national boundaries in finding treatment (e.g. wilderness, residential, recovery, etc.) The predicament is in how licensure and registration is ‘fixed’ to business and professions codes in both the US and Britain.

**Method:** The author suggests an opportunity arises for the American Psychological Association and the British Psychological Society to form cooperative international agreements allowing clinicians meeting unified standards to work across borders with clients in assessing, coaching, and treating international clients.

**Conclusions:** Successful collaborations with therapists and psychologists in treating families across boundaries are encouraged and open to review. Examples of cross country and cultural treatment plans will be cited and discussed, including this author’s recent journal article on wilderness treatment with a UK student to be previewed.

**205b Paper 2: Personal experiences of working psychologically in four transnational settings**

**Jamie Hacker Hughes,** Veterans and Families Institute, Anglia Ruskin University

**Purpose:** The author will present personal experiences of working psychologically in four transnational settings.

**Background and Methods:** Example 1. As a military psychologist, working with 35 other military mental health professionals from 24 separate nations in a four year project for NATO and Partnership for Peace on the topic of stress and psychological support in modern military operations (SPSIMMO). The team worked via six-monthly Research Task Group meetings with subgroups working in between meetings, generally, by video and teleconference.

As part of the process the group hosted a NATO Human Factors and Medicine (HFM) symposium. The end product was a Military Leaders (Commanders) Guide on stress and psychological support in modern military operations which has since been adopted as a NATO Standardised Agreement (STANAG) in several languages and now forms the basis for training in military academies around the world.

The author also took part in the NATO military mental health expert panel (formerly the NATO military psychiatry panel!) which produced a number of further standardised agreements. Here, the work was carried out on a multi professional basis alongside military psychiatrists, nurses and social workers.

**Example 2.** How an international group of psychologists to produce guidance on psychological support following disasters and major incidents. This work, carried out entirely by psychologists, has since been adopted by NATO and forms the Department of Health (England) guidance on the subject.

**Example 3.** Working in a capacity building role providing supervision for foreign nationals in trauma psychotherapy and in delivering on site (simultaneously translated) teaching training and supervision for health professionals working with that country’s military veterans and their families.

**Example 4.** Providing assistance to another country in developing training for their psychologists in working with military veterans. A consortium of British psychologists and various training organisations was assembled to deliver this training effectively.

**Conclusions:** This paper demonstrates a number of ways in which it is possible for psychologists to work efficiently with colleague psychologists from other nations on national and international issues.

**205c Paper 3: Crossing borders: visions of the future**

**Susan van Scoyoc,** S&S Van Scoyoc LLC

**Background:** The author has been involved in the development and application of standards for the training and practice of British psychologists and in the creation of European Federation of Psychologists’ Association training requirements for psychologists specialising in psychotherapy. Whilst this work is of importance in ensuring minimum standards it has raised important questions for the author: How relevant are national standards in the internet age? How do psychologists offer services across international boundaries? What will this mean for international clients when considering how to choose an appropriately qualified psychologist?

**Method:** The author will explore her use of videoconferencing and web-based means of communication to participate in online training and to provide supervision and therapeutic services across national borders.
Conclusions: National organisations will need to address the increasing use of technology by psychologists and clients and consider the increasing need to have international recognition of qualifications and experience.

206 PANEL DEBATE
Palliative and end of life care: Where is the psychology?

Palliative and end of life care is everybody’s business. This panel debate will explore themes around palliative and end of life care, including the role of psychological interventions and whether there is ‘enough psychology’ in palliative and end of life care services.

Panel members:
- Chair: Simon Chapman, Director of Policy, Intelligence and Parliamentary Affairs, National Council for Palliative Care
- Prof Baroness Finlay of Llandaff, Professor of Palliative Medicine and Palliative Care Clinical Lead for Wales and Vice-Chair of All-Party Parliamentary Group on Hospice and Palliative Care (Westminster)
- Dr Rachel Stocker, University of Durham and former BPS/Parliamentary Office for Science and Technology (POST) Fellow and author of the POSTnote on palliative and end of life care
- Dr Elaine McWilliams, Head of Clinical/Health Psychology, North Tees & Hartlepool NHS Foundation Trust and Chair of the British Psychological Society End-of-Life Care Working Party
- Prof Celia Kitzinger, Department of Sociology, University of York.

207 ORAL PRESENTATION
The Health and Care Professions Council: Standards, renewal and audit

Jonathan Jones, Stakeholder Communications Manager, Health and Care Professions Council
This presentation from the Health and Care Professions Council will explain the role and purpose of the Council, and the registration renewal process. It will cover the standards which all registered practitioner psychologists must meet including the standards of competence, and the standards of conduct, performance and ethics. It will also explain the HCPC’s standards for continuing professional development (CPD) and the CPD audit process.

208 ORAL PRESENTATION
A retrospective investigation of the parents’ reasons for non-participation in cardiac screening

Yasemin Hirst, Lada Timotijević & Richard Shepherd, University of Surrey; Steven Cox, Cardiac Risk in the Young (CRY)
Despite increased efforts to communicate risks clearly, the ways to increase participation in health screenings remain debatable (Marteau et al., 2010). Research in the area of non-participation in general is scarce and provides limited understanding of why offers of screening are declined.

The current study aims to investigate reasons for non-participation in screening for the early detection of cardiac conditions that can cause sudden cardiac death among adolescents. The focus of the study is parents of adolescents aged 14 to 17, who are rarely a target of the screening for cardiac conditions unless they are professional athletes. Twelve participants were recruited from non-participants of a free cardiac screening programme, who have either received a letter invitation in the post, from school, made a decision in situ following the invitation, and also people who received a tailored leaflet and asked to make a decision to attend a free screening event. In accordance with Weinstein’s (1988) Precaution Adoption Process Model, barriers to screening were assumed as different for each stage, and people who were undecided (Stage 3), not intending to have screening (Stage 4), and intended and did not participate (Stage 5) were identified and their interviews were analysed using Braun and Clarke’s (2006) thematic analysis. The findings suggest that non-participation can be characterised through optimistic bias in people who do not intend to have screening, the limited choice in the offers to be screened for those who did not attend to their appointments, and also through undecided people who have not completed their decision-making process. The differentiation of the reasons for non-participation through a stage model of behaviour change offers comprehensive in-depth explanations to the barriers that could withhold engagement with the precaution action and could offer specific solutions to increase participation.

209 ORAL PRESENTATION
How do low income men present their positive health practices?

Mike Jestico, Leeds Trinity University/University of Leeds
Poor health and premature death in the UK remain most strongly predicted by gender and socioeconomic status, and the comparative life expectancy of low income men has worsened over the last thirty years. The re-framing of men’s health as in ‘crisis’ does not appear to have effectively mobilised health behaviour change. This study proposes a radical attentional shift to capture what low income men are doing for their health, so that more realistic and workable ways of ‘doing health’ can be supported in this population.

The aim of this study was to map and understand the ways that low income men engage in what they feel are positive health practices. The creative methodology of photo elicitation interviewing was used to overcome men’s reticence in research interviews. This method is proposed to: encourage men to talk about things that do not get talked about in interviews and allow participants to reflect from a distance on taken for granted things in their lives.

Seven low income men from West Yorkshire were recruited, and (with a loaned digital camera) were asked to photograph aspects of their lives which said something about their health and well-being. Images formed the basis of a participant-led interview. Analysis suggests that topics recognised in the literature as being rarely mentioned by men, including taboo subjects, were more easily accessed and discussed with this method. This paper discusses the strengths of this photo-elicitation interview and the relevance of outcomes for our understanding of men’s health.
Developing a mindful eating practice

Cinzia Pezzolesi, University of Hertfordshire

Mindful eating helps people achieve a balanced, respectful, healthy and joyful relationship with food and eating. Developed in Indiana University by Prof Jean Kristeller this approach utilises mindfulness, CBT, experiential eating exercises and inquiry method to achieve permanent and sustainable changes in our eating behaviours.

Research showed that mindful eating has been successfully applied to

- binge eating and bulimia;
- emotional or stress-related eating;
- diet management;
- diet management after bariatric surgery; and
- weight loss.

The experiential workshop of one hour represents an introduction to:

- the principles of mindful eating;
- the theoretical framework of mindful eating; and
- use of mindful eating in clinical practice.

It includes a mindful eating exercise and group discussion.

Environmental influences on food and alcohol-related behaviour

Rachel Pechey & Milica Vasiljevic, University of Cambridge

In this symposium, we present evidence addressing environmental influences on behaviours relating to diet (including alcohol consumption). Given the limited impact of many population health interventions to date, including educational campaigns, environmental interventions offer an alternative way of impacting the population as a whole. Across four papers, we examine potential interventions aimed at modifying certain characteristics of the environments that surround us. To begin with, Pechey et al. demonstrate that supermarket environments can impact on purchasing behaviour amongst a large sample of UK shoppers, with increased sales of alcoholic drinks when displayed on aisle ends. Troy and colleagues offer us insights into the effects of glass shape in naturalistic drinking environments, indicating that pub patrons show a tendency to drink less from straight-sided as opposed to curved glasses (following perceptions of volume). Ahern et al. explore a similar phenomenon in the realm of food consumption, whereby their results suggest that curving portion sizes could provide an effective strategy to reduce energy intake. Finally, Vasiljevic and colleagues highlight the potential for food labels to evoke normative information, by using frowning emoticons to signal disapproval of less healthy snack options. Bringing together the preliminary evidence for a range of possible interventions targeting different environments (home, supermarket, public houses) indicates the potential for such interventions to change multiple food and alcohol-related behaviours across the population. This symposium highlights the need for researchers and policy-makers to engage more with these multiple environmental influences, long exploited for commercial interests.

Do supermarket end-of-aisle displays increase purchases of alcoholic drinks?

Rachel Pechey, University of Cambridge; Ryota Nakamura & Marc Suhrcke, University of York; Susan A Jebb, University of Oxford; Theresa M. Marteau, University of Cambridge

Objectives: In-store product placement is perceived to be a factor underpinning impulsive food purchasing but empirical evidence is limited. We present the first in-depth estimate of the effect of end-of-aisle display on sales, focusing on alcohol.

Design: Secondary data analysis, using multiple regression techniques to estimate the effect of end-of-aisle display on sales, controlling for price, price promotion, and the number of display locations for each product.

Methods: Data on store layout and product-level sales during 2010–11 were obtained for one UK grocery store, comprising detailed information on shelf space, price, price promotion and weekly sales volume in three alcohol categories (beer, wine, spirits) and three non-alcohol categories (carbonated drinks, coffee, tea).

Results: End-of-aisle display increased sales volumes in all three alcohol categories: by 23.2 per cent (p = 0.005) for beer, 33.6 per cent (p < 0.001) for wine, and 46.1 per cent (p < 0.001) for spirits, and for three non-alcohol beverage categories: by 51.7 per cent (p < 0.001) for carbonated drinks, 73.5 per cent (p < 0.001) for coffee, and 113.8 per cent (p < 0.001) for tea.

Conclusions: End-of-aisle displays appear to have a large impact on sales of alcohol and non-alcoholic beverages. Restricting the use of aisle ends for alcohol and other less healthy products might be a promising option to encourage healthier in-store purchases, without affecting availability or cost of products.

Shaping alcohol behaviour change: It's in your hands

David M. Troy, Olivia M. Maynard, Matthew Hickman, Angela S. Attwood & Marcus R. Munafo, University of Bristol

Objectives: Excessive alcohol use is a major public health concern. Glassware has the potential to be a modifiable factor for public health interventions targeting alcohol consumption. Research conducted in our laboratory found that social alcohol drinkers consumed alcoholic drinks slower from a straight-sided glass compared to a curved glass, and that this effect may be driven by errors in perceiving volume for curved glasses. Following on from this, a 'real-world' study was conducted to determine if it is feasible to investigate the effects of glass shape in naturalistic drinking environments.

Design: Real-world feasibility study.

Methods: Straight and curved glasses were delivered to three public houses over two weekends. Glass type was counterbalanced over the weekends and between the public houses, and monetary takings were recorded as an indirect measure of consumption.

Results: The study showed that it is feasible to carry out a randomised controlled study investigating glass shape in naturalistic environments. Results, although exploratory in nature, were in the direction predicted from the laboratory findings, with lower takings when drinks were served from straight-sided glasses (-24 per cent, 95 per cent CI -77 to 29).
Conclusions: We are conducting further research to investigate whether marking volume points on curved glasses slows drinking rate to levels similar to when drinking from straight glasses. These findings will inform alcohol policy and offer a viable public health intervention, which provides consumers with information that enables them to better self-regulate their own alcohol consumption.

212c Paper 3: The effect of covertly reducing food portion size at a single meal on daily energy intake and appetite control in overweight and obese adults
Amy L. Ahern, Hannah B. Lewis, Ivonne Solis-Trapala & Celia G. Walker, MRC Human Nutrition Research; Frank Reimann & Fiona M Gribble, University of Cambridge; Susan A. Jebb, University of Oxford
Objectives: To investigate impact of covertly reducing portion size (PS) of a single meal on subsequent energy intake (EI), postprandial gastrointestinal hormones and perceived appetite responses.
Design: Randomised crossover design involving three PS conditions: a control PS based on 25 per cent of gender-specific estimated daily energy requirements (condition A); PS reduced by 20 per cent (condition B); and PS reduced by 40 per cent (condition C).
Methods: 33 overweight and obese adults received each of three PS conditions in a randomly allocated order, at a standardised breakfast time, on separate days at least a week apart. Energy intake was measured at an ad libitum lunch (240mins) and snack (360mins), and by weighed diet diaries until bed. Perceived appetite was measured using visual analogue scales. Twenty participants gave blood samples until lunch, for analysis of gastrointestinal hormones.
Results: EI at lunch (A: 2930±203; B: 2853±198; C: 2911±179kJ) and later that day (A: 3865±332; B: 4011±569; C: 3798±357kJ) did not differ between conditions. Postprandial profiles of PYY, GLP-1, GIP, insulin and fullness were lower and hunger, desire to eat and prospective consumption higher in condition C compared to A. Perceived appetite profiles, but not hormone concentrations were associated with subsequent EI.
Conclusions: Reducing PS at a single meal alters psychological and biological markers of appetite, but there is no energy compensation later in the day. Reducing PS of a single meal could be an effective strategy to reduce daily EI. However, the effect on perceived appetite and gastrointestinal hormones questions the sustainability of this strategy in free-living conditions.

212d Paper 4: ‘Beware’: The impact of colour of nutritional labels and injunctive norms on perceptions and choice of snack foods
Milica Vasiljevic, Rachel Pechey & Theresa M Marteau, University of Cambridge
Objectives: Using green labels to denote healthier foods, and red to denote less healthy foods influences consumption of labelled foods. Other symbols (e.g. emoticons conveying normative information) could also be used to signal the healthiness of foods. The present study tested the combined effects of using emoticons and colours on labels.
Design: A 3 (emoticon expression: smiling vs. frowning vs. no emoticon) x 3 (colour label: green vs. red vs. white) x 2 (food option: chocolate bar vs. cereal bar) between-subjects experiment.
Methods: The study was conducted online amongst a nationally representative sample of 955 UK residents. Participants rated the level of desirability, healthiness, tastiness, and calorific content of a snack bar they had been randomised to view. At the end they were further randomised to view one of nine possible combinations of colour and emoticon labels and asked to choose between a chocolate and a cereal bar.
Results: Regardless of label, participants rated the chocolate as tastier and more desirable when compared to the cereal bar, and the cereal bar as healthier than the chocolate bar. A series of interactions revealed that a frowning emoticon on a white background decreased perceptions of healthiness and tastiness of the cereal bar, but not the chocolate bar. In the explicit choice task selection was unaffected by label.
Conclusions: Colour labels have no significant effect on snack perceptions and choice. Emoticon labels implying injunctive norms affect perceptions of health and taste. Frowning emoticons may be more potent than smiling emoticons for certain foods.

213 FIVE-MINUTE CHALLENGE
A reflection on group working
Gayle Robinson, Roseberry Park Hospital
From working as an assistant psychologist for three years I have facilitated many different groups with a range of outcomes, treatment targets and dynamics. Recently I have noticed how much I have learnt from each group session, group member and the noticeable and more subtle differences between the groups. I initially believed that the content was the crucial factor whereas now I understand that the process of the group as a whole and as individual members is just as important. I am more aware of the significance of the women discussing examples or their histories within a group and how crucial it is as a facilitator to manage these disclosures in a safe, empathetic and contained manner. The key point is that group working is more than just people sat discussing a topic it involves detailed self-reflection, group reflection and ever changing dynamics that need to be acknowledged and managed.

214 FIVE-MINUTE CHALLENGE
Strategising sensitive field research: A workplace bullying partnership.
Lynn Lansbury, University of Portsmouth
Workplace bullying often occurs with other co-workers looking on or hearing. The bystanders are well placed to intervene. Unfortunately, they often do nothing and their inaction contributes to the perpetuation of bullying. Bystander intervention exist for school bullying and college sexual violence, with implemented and measured bystander preparation programmes. In workplace bullying there have been suggestions in the literature but no reports of implemented and measured bystander interventions. Research took place to address this. Therein lay a problem, unlike schools and colleges, there is little enthusiasm for inviting academics to test strategies in sensitive subjects in the adult world of work.
This presentation describes a successful strategy for recruiting a participating organisation for sensitive workplace research. Positive impact for practice and the organisation was achieved through collaboration on a new bystander intervention strategy.

215
FIVE-MINUTE CHALLENGE
Reflection on completing trauma work and the therapeutic relationship
Gayle Robinson, Roseberry Park Hospital
I worked in a low secure hospital for women with complex needs. Due to the women’s histories they developed insecure attachment styles, which affected their views of themselves and how they perceived others. The work that I am reflecting on was not initially focussed on addressing trauma, but it became evident that the trauma impacted on all aspects of the woman’s life. When we first discussed her history I was struck at how matter-of-fact she was. This was in contrast to the range and depths of emotions that her words had triggered for me. I was aware of how discussing her history had impacted on our therapeutic relationship. It had strengthened it, but also made it more sensitive. This was demonstrated by increased engagement and also the more profound impact that being late for a session had on the relationship, which would not have occurred previously.

216
FIVE-MINUTE CHALLENGE
Masculinity and qualitative methodologies
Deborah Earnshaw, University of Derby
Background: Masculinity is commonly researched using quantitative methodologies through characteristic questionnaires. However, questionnaires do not consider categorisation of gendered behaviour or allow for elaboration. Qualitative methodologies, such as the ethnomethodology approach of membership categorisation analysis (Sacks, 1995) is deemed suitable as Baker (2000) and Lepper (2000) suggest it persists in analysing the doing of descriptions, organisation of social life, and social and moral order: gendered behaviour is all of these.

Methods: Participants of varying sex were recruited online using social networking sites and via email. Thirty one participants completed an online survey on Qualtrics of one ‘essay-style’ question of ‘What makes a man ‘a man?’ They varied in occupations and age. Answers were analysed through MCA to understand their social categorisations and organisation of doing gender.

Results: Participants frequently categorised masculinity as an opposition to femininity; virtually all answers mentioned women, more often as part of a positional category placing men above women. Collections of appearance, society, characteristics and traditional masculinity were categorised and elaborated upon as part of ‘doing’ gender.

Conclusion: For gender research to progress, both quantitative and qualitative methodologies should be utilised to allow a detailed and well-rounded understanding of this gendered behaviour. Allowing participants to provide their own ideas and understandings of masculinity means psychological research can include this.

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AWARD FOR PROMOTING EQUALITY OF OPPORTUNITY (Wednesday 6 May 10:00)
Great expectations for participatory research: What have we achieved in the last ten years?
Prof Til Wykes
Service user involvement in research used to be of the kind where individuals would be the ‘subjects’ of research implying a sense of exposure and even subjugation in a research study where all the power lies with the experimenter. It has now been more than ten years since Premila Trivedi and I provided a guide on how to move research from individuals being passive subjects to equal partners. But has anything really changed? The involvement of service users was thought to be beneficial. In health care research it makes the results more relevant to the community which it is aimed to benefit. But in the new world of reduced research resources it is also likely to save money because research involving consumers in formulating the questions, and particularly how the questions are asked, makes the research more valid and the science likely to proceed at a quicker pace. We have learnt one lesson – to call our subjects ‘participants’ and in the UK support for service user involvement has grown. It has taken three components: (i) investment by the National Institute for Health Research to garner early support, (ii) clear guidance to researchers on what is expected for public and patient involvement and (iii) an understanding that an assessment of involvement is a significant part of the grant review process.

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OUTSTANDING DOCTORAL RESEARCH AWARD (Wednesday 6 May 10:20)
The illusory perception-cognition ‘gap’: decision-making across domains
Dr Andreas Jarvstad
Just like us, our ancestors would have needed to make different types of choices. They had to make ‘cognitive’ decisions in, for example, choosing what to hunt (e.g. rabbit or deer). They also had to make ‘perceptuo-motor’ choices, traversing a rocky ridge, for example, would involve choosing where to put one’s feet. A great number of studies in psychology, behavioural economics and neuroscience have identified failings of the former type of ‘cognitive’ choice. More recently, however, researchers studying perceptuo-motor choice have found near-optimal performance. This implies a strong dissociation in human choice: a perception-cognition ‘gap’. The gap suggests, for example, that our ancestors were much better at choosing where to put their feet on a rocky ridge, compared to choosing which prey to hunt. I will discuss work that probes the apparent dissociation between cognitive and perceptuo-motor decisions. We used a paradigm that allowed us to precisely match choice tasks across domains and found very little evidence for a ‘gap’. Similar violations of rationality was apparent across both types of choice. Surprisingly, however, these violations were relatively inconsequential to participants actual earnings. This suggests that the catalogue of fallacies and biases uncovered in the cognitive literature, whilst theoretically informative, are not very costly and therefore that this literature has resulted in a an unduly pessimistic view of human
Aim: The aim of this workshop is to explore the supervisee journey focusing on the role of the supervisor, the difficulties faced at various stages and how their relationship with the supervisor changes and the fears post-formal supervision finishes.

Outcomes: (i) provide a discussion forum for supervisees to share experiences; (ii) generate information which can be used in supervisor and supervisee training; (iii) to allow supervisees through discussion to develop informal support networks, within and cross divisions.
**15 MINUTE ORAL PRESENTATION**

**Joy and laughter in the therapy room: a grounded theory study**

Elena Arora, Metanoia Institute

**Objective:** The purpose of this research project is to study a therapist’s experience of joy and laughter during therapy sessions when it is experienced simultaneously with their clients.

**Design:** The aim is to describe and to explain therapist’s subjective experience of shared moments of joy and laughter during therapeutic hour. A grounded theory methodology has been chosen as its principles are aligned with the purpose and aim of this project. An in-depth account of the phenomenon experienced by the participants will be produced with a view to generate a theory that would help other practitioners to understand the place and the role of the phenomenon in question within a therapeutic process.

**Methods:** The study is at the stage of selecting participants with a view to conduct semi-structured interviews.

**Results:** N/A

**Conclusions:** In the context of this study interpersonal joy and laughter experiences are considered as heightened positive affective moments that play an important part in organisation of interactive encounters between individuals. When these moments occur in therapy, many theorists describe them as non linear, surprising and, often, transformative. Furthermore, these moments are considered to be at the core of the process of therapeutic change.

Whilst heightened affective moments, predominantly negative, have been addressed theoretically within the field of counselling psychology and psychotherapy, no empirical data beyond observational studies of mother and infant interactions has been produced so far. This research project attempts to fulfil this gap.

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**15 MINUTE ORAL PRESENTATION**

**A qualitative study to explore motivations and barriers to physical activity in Malaysia**

Kheng Ban Ng, Liverpool John Moores University

**Objectives:** To identify the motivating and barriers to maintaining physical activity in Malaysia

**Design:** Data collection was carried out in Malaysia in 2012. Semi-structured group and individual interviews were conducted to explore the motivation and barriers associated with initiating and maintaining physical activity.

**Method:** The study involved 29 participants in three categories: 20 attendees; 7 organisers and 2 health officials. Organisers were recruited from NGOs who received grants from the Health Promotion Board Malaysia and each NGO then allocated some members as participants (attendees). The health officials were recruited from two health departments under the Ministry of Health Malaysia. Interviews were recorded, transcribed and translated into English before analysis. Data were analysed using thematic analysis.

**Results:** Analysis revealed the following themes for attendees: enjoyment, activity, time, social interaction, money and health. As for the organisers the following themes were found: money, activity, health, instructors and members. For the officials, themes discovered were empower community, engage community, supportive environment and capacity building. In the integrated analysis, combining themes from each category of participants overlapping and independent themes were identified.

**Conclusion:** The study indicates several motivators for participants to engage in physical activity and the organisers are providing these platforms through their NGOs. Several implications for future development of physical activity promotion programmes by the health department are suggested based on these findings.

**225**

**FACILITATED POSTER SESSION**

**Responding to advanced cancer: the trauma of living while dying. A Q-methodology study**

Fiona Elizabeth Broderick, South Staffordshire and Worcestershire Cancer Trust, South Staffordshire and Worcestershire Cancer Trust

**Objective:** To identify the motivating and barriers to physical activity in Malaysia

**Design:** A Q-methodological approach was adopted, which combines quantitative and qualitative analysis to capture subjective experience.

**Method:** This study used strategic sampling (N = 11), gathering data from eight individuals living with AC and three partners caring for a loved one with this diagnosis. Participants rated a set of 62 statements, drawn from trauma theories, based on the extent to which these statements resonated with their own personal experience of living (or caring for someone) with AC.

**Analysis:** Quantitative and qualitative data was analysed by Q-factor analysis and interpretation. This revealed four differing viewpoints: ‘fearful yet adapting’, ‘accepting death’, ‘resigned and grieving’ and ‘traumatised’. Factor interpretation revealed a variety of positive and negative consequences of living with AC and suggested that theories of both PTS and PTG resonate with the real experiences of this population.

**Implications:** This is the first known UK based study on AC and trauma which provides both quantitative and qualitative information on the positive and negative impact of incurable illness for use in clinical practice.

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**FACILITATED POSTER SESSION**

**The differences of strategy use and perceived usefulness of learning strategies across different subject areas**

Keigo Oshio, Hosei University, Japan

**Objectives:** The purpose of the present study was to examine the differences of undergraduate students’ strategy use and gaps between strategy use and perceived usefulness of strategy in types of learning strategies like organisational strategies or metacognitive strategies.
across different subject areas. Much of self-regulated learning in plural contexts research has indicated that there were strong and positive correlations in mean level of strategy use across subject areas, but there were little evidence about the differences of strategy use and perceived usefulness of strategy in the relationships of types of learning strategies and subject areas.

**Design:** The participants served in a 4×4 factorial design that included four types of strategies (rehearsal strategies, organisational strategies, elaboration, and metacognitive strategies) and four subject areas (Statistics, English, Psychology, and general situation).

**Methods:** Participants were 139 undergraduate students (1st–4th grades) from a university Psychology course. The questionnaire included 20 items, selected from the LASSI, MSLQ, MAI, ILS, and SPQ, and constructed by five each items for four strategies. The participants rated how frequently they use and how much they perceive usefulness in each of strategies on the six-point Likert scale when they study in each of areas.

**Results:** A 4×4 analysis of variance found significant interactions between types of strategy and subject areas for strategy use, $F(9, 1242 = 15.260, p < .01)$ and for perceived usefulness of strategy, $F(9, 1242 = 14.922, p < .01)$.

In organisational strategies, both strategy use and perceived usefulness of strategy in English were lower than other three subject areas. And, in elaboration, strategy use in Statistics were lower than two other subject areas, but perceived usefulness of strategy in Statistics were close to them. On the other hand, there were no difference across subject areas in metacognitive strategies.

**Conclusions:** There were clear differences in strategy use across subject areas in terms of types of learning strategies. Future study to examine the relationships with other factors like motivation is required.

**228 ORAL PRESENTATION**

**The Workplace Integration Questionnaire for Eastern European migrant workers**

**Monica Hess,** University of Chichester

**Objectives:** British organisations have hired Eastern European migrant workers since the enlargement of the European Union in 2004 and 2007. The main aim of the current paper was to develop a Workplace Integration Questionnaire for Eastern European migrants working in UK.

**Design:** The Workplace Integration Questionnaire’s items were based on the semi-structured interviews that were conducted with Eastern European migrant workers. This approach was chosen as the workplace integration concept had not been previously described theoretically or empirically.

**Methods:** The Workplace Integration Questionnaire and other questionnaires measuring similar (i.e., organisational identification) and different (i.e., workplace cognitive failures) concepts were administered to 100 (64 female and 36 male) Eastern European migrant workers with a mean age of 34.38 (SD = 8.29). Participants were recruited through different methods (i.e. ethnic community adverts, personal networks). Participants completed the questionnaires online or on paper. The data were analysed using exploratory factor analysis, with maximum likelihood as a method of factor extraction and direct oblimin as a method of factor rotation, retaining only factor loadings greater than .630.

**Results:** Results indicated a two-factor solution, with the first factor (six items) describing work relationships and with the second factor (three items) representing attitudes towards the workplace. The solution was checked for its convergent and discriminant validity.

**Conclusions:** The current paper presents the development of the Workplace Integration Questionnaire. Employers hiring Eastern European workers might benefit from using it. However, the number of participants is relatively small and confirmatory factor analysis needs to be used in future studies.

**229 ORAL PRESENTATION**

**Alcohol use of immigrant youths in the Netherlands: The roles of parents and peers across different ethnic backgrounds**

**Panagiotis Spanakis,** University of Liverpool; **Monique Delforterie,** VU University, Department of Developmental Psychology and EMGO Institute for Health and Care Research, Amsterdam; **Hanneke**
**Creemers**, Research Institute of Child Development and Education, University of Amsterdam; **Anja Huizink**, VU University, Department of Developmental Psychology and EMGO Institute for Health and Care Research, Amsterdam

**Objectives**: The influence of peers and parents in youth’s drinking habits is a well-established pattern in the literature. However, minority groups are very often underrepresented in research papers. This study focuses on the roles of parents and peers in relation to alcohol use of both native and non-western immigrant youths in the Netherlands

**Design**: Participants were asked to fill in a questionnaire on their alcohol use, their parents’ alcohol use, affiliation with alcohol using peers and parental alcohol-related permissiveness.

**Methods**: Participants were recruited in schools, youth organisations, on the streets and in public and via acquaintances. They had to meet the following inclusion criteria: a) aged 15–24, b) Moroccan, Turkish, Surinamese, Antillean or Asian origin, and c) resident of the urban areas of the Netherlands. Later, a subsample of native Dutch participants, who met criteria a) and c) was also included. $N = 670$ (46 per cent males) participants were included in the analysis. The majority was identified as Turks or Moroccans (39 per cent, $N = 261$) and Surinamers (24.6 per cent, $N = 165$). The rest of the sample was identified as Asians (14.6 per cent, $N = 98$), Dutch (11 per cent, $N = 74$) or Antilleans (10.7 per cent, $N = 72$). Data analysis was conducted using the Statistical Package of Social Sciences version 20.0 for Windows (SPSS Inc., Chicago, IL). Multiple and Logistic Regression analysis was used.

**Results**: Affiliation with alcohol-using peers was related to drinking (Turks and Moroccans: $OR = 2.27$, Asians: $β = .42$, Dutch: $β = .52$, all $p's < .05$). For most immigrant youths parental permissiveness was significantly related to youths’ alcohol use (Turks and Moroccans: $OR = 1.14$, Surinamese: $β = .38$, Asians: $β = .34$, all $p's < .05$). In contrast, parental alcohol use was overall not associated with youth’s alcohol use.

**Conclusion**: We could propose that different ethnic subpopulations in the Netherlands do not need intervention and prevention programs with different orientation, since most of these groups share common social influences on youths’ alcohol use.

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**ORAL PRESENTATION**

When ‘We’ becomes ‘I’: Multiple social identities and self-affirmation in the amelioration of stereotype threat

Charlotte Pennington, Derek Heim, Andy Levy, Derek Larkin & Rebecca Monk, Edge Hill University

Two decades of stereotype threat research has demonstrated the deleterious effects that negative stereotypes exert on standardised test performance. However, stereotype threat has been largely considered as a single process phenomenon; similarly experienced across situations, individual and groups. Due to this, the efficacy of stereotype threat interventions have been met with mixed support. This oral presentation details two experiments that examined the debilitating performance effects that arise when female participants are primed with the negative societal stereotype that they have less mathematical aptitude compared to males. Articulated through the broader theoretical framework of social identity theory, this research also explored the effectiveness of two remedial strategies; self-affirmation and multiple social identities as a means of ameliorating stereotype threat. Across both experiments, results showed that the mathematical ability of females’ was depleted by manipulating the salience of a negative group stereotype. However, although the intervention of multiple social identities successfully eliminated stereotype threat effects, self-affirmation did not. These results suggest that stereotype threat inhibits performance through qualitatively distinct operational pathways. As such, in order to be effective, interventions should be tailored to target the salient source of threat.
### Discrepancies between implicit and explicit measures of cultural identity predict eating disorders symptoms in Emirati women

**Justin Thomas**, Zayed University, United Arab Emirates

**Objectives**: Previous research has shown that, within the same individual, implicit and explicit evaluations of cultural identity can be discrepant. It has been proposed that conflicts related to cultural identity are implicated in the onset of eating disorders. This study aimed to explore if discrepancies between implicit and explicit assessments of in-group (cultural) bias are associated with eating disorders symptoms.

**Method**: Female college students (N = 118), all citizens of United Arab Emirates (UAE), completed an affective priming task designed to implicitly assess in-group bias. Additionally, participants completed an explicit measure of in-group bias (the multicomponent in-group identification inventory) a measure of disordered eating (the eating attitudes test) and a general measure of psychological well being (the WHO 5).

**Results**: In-group bias (r = -0.20) and out group bias (r = .19) were associated with eating disorders symptomology in the expected directions. Discrepancies between implicit and explicit in-group bias (explicit positive, implicit negative) were not associated with abnormal eating attitudes, but were associated with poorer psychological well-being in general (r = -.17).

**Conclusions**: These findings partially support the idea that eating disorders may emerge during times of social change, in contexts where cultural identity is viewed as being under threat. The results are discussed with reference to the massive socio-economic changes witnessed in the United Arab Emirates over the past few decades.

### Environment preference and environment type congruence: Effects on perceived restoration likelihood and restorative outcomes

**Stephanie Wilkie & Laura Clouston**, University of Sunderland

**Objectives**: The study confirmed the environmental preference/environment type congruence effect on perceived restoration likelihood and explored if it applied to actual restorative outcomes.

**Design**: A quasi-experimental design consisted of two independent variables: environment type (nature/urban green space/urban street) and environmental preference (nature/urban). Restorative outcomes were proofreading, mood, fatigue, and perceived restoration likelihood.

**Methods**: Students were randomly allocated to an environment. Measures of fatigue, mood and proofreading were obtained before/after viewing a seven-minute imagery slideshow. They rated the perceived likelihood of restoration for similar environments and provided demographics. Finally, they viewed a video of a baby laughing to counteract any negative effects.

**Results**: Previously, congruent nature preference/nature imagery exposure resulted in the highest restoration potential ratings and was replicated here. This congruence effect also influenced positive mood and data trends indicated nature persons experienced better outcomes in their congruent nature condition compared to the urban street condition. There was little evidence of a congruence effect for those with an urban preference, who perceived and achieved equivalent benefits in all three locations.

**Conclusions**: Perceptions of restoration likelihood and actual restoration outcomes were partially due to an environmental preference/environment type congruence effect, particularly for those with a nature preference. The results emphasised the importance of individual factors in nature and urban green space usage. A perceived lack of restoration likelihood may stop engagement with even well-designed resources and prevent individuals from realising restorative benefits. However, this congruence effect should be replicated using real-world exposure to these three environment types.
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ORAL PRESENTATION

Any age on the inside? Exploring the existence, extent and correlates of subjective age identification

Sengul Kupeli-Holt, University of Southampton

**Background:** People have an age on the outside (objective age: OA) and, on the inside too (subjective age: SA). Previous research on SA has assumed everyone has a SA – the universal subjective age (USA) assumption. But do people vary in their subjective age identification (SAI), making them, subjectively speaking, relatively ageless or agebound? I suggest that not everyone has a SA. That is, some people may not have ‘any’ age on the inside that could ever be part of their identity.

**Objectives:** To examine whether: (a) non-trivial variation in SAI exists and characterise SAI by examining its associations; (b) SAI was related to other indices of identity – the mental accessibility and emotional importance of age (Gregg, Sedikides & Gebauer, 2011); (c) SAI matters when trying to predict key psychological outcomes, i.e. self-rated health and age satisfaction.

**Design & Methods:** The study conducted as an online survey and a total of 1520 people recruited via CrowdFlower. The data was screened conservatively and 406 participants were excluded.

**Results:** SA and SAI vary substantially, disproving the USA assumption. Moreover, SAI correlated with other identity indices, predicted key psychological outcomes independently of OA and SA, and moderated SA’s prediction of them.

**Conclusions:** Contrary to what many researchers have assumed, many people simply do not have an age on the inside. Only for some people is age part of their identity. This is an interesting fact in itself and also makes a practical difference when trying to predict key outcomes. SAI varies, and it matters.

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SYMPOSIUM

Expert witnesses: Current issues facing psychologists

Dee Anand, Chair of the Division of Forensic Psychology, Member of Expert Witness Advisory Group

A symposium convened by the Society’s Expert Witness Advisory Group (EWAG) exploring the current issues and challenges facing psychologists working as expert witnesses across the UK. The EWAG has considered issues including guidance for psychologists as expert witnesses, accreditation and links with expert organisations, mentoring and support for experts and record keeping in medico legal cases. However, we are aware that this is a challenging field of work susceptible to the winds of political change and economic challenge. This session is convened to consider these issues and prompt discussion and debate.

This is a great opportunity for psychologists engaged in this work to listen to and question experts engaged in this field of work.

Full programme of speakers TBC.

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ORAL PRESENTATION

Low-carbon lifestyles and behavioural spillover

Nick Nash, Cardiff University

Responding to climate change requires profound changes to individual behaviour; yet policies to achieve these changes have so far met with limited success. One of the challenges for environmental psychology is in understanding how to help bring about behaviour change in ways commensurate with the scale of the climate change challenge. My presentation will summarise the latest findings from an ongoing cross-cultural research on ‘pro-environmental behavioural spillover’; the idea that taking up a new environmentally-friendly behaviour (e.g. recycling) may lead on to the adoption of additional environmentally-friendly behaviours.

Whilst the idea of behavioural spillover may hold the promise of advancing behaviour change, there are significant questions over both whether, and how the phenomenon occurs, whilst the theoretical and empirical research is mainly limited to correlational studies. In addressing gaps in the inchoate literature on spillover, our research uses a novel mixed-methods approach to focus on differences in individual identity processes and individual perceptions of environmentally-friendly behaviours as potentially significant factors influencing spillover. In addition, our research extends the empirical enquiry across seven culturally diverse nations around the world, in order to examine how the culture and context affects environmental behaviour and spillover processes.

In summary, I will report on environmental behaviour and spillover findings across cultures, outline a new theoretical framework for pro-environmental behavioural spillover, summarise the development of a novel qualitative methodology, and evaluate future prospects for behaviour change in light of our investigations.
scale. Scales measuring internal traits (e.g. empathy) and institutional factors (e.g. support from authority) that predict pro-social behaviour were combined with our CCB scale to form our online survey.

**Results:** All predictors were correlated with CCBs. Stepwise regression indicated that the most powerful predictors of CCBs were gratitude for being a member of that university, empathy, and clarity of role within the institution.

**Conclusions:** This study offered a unique contribution to our understanding of pro-social behaviour in a large group context by indicating what best predicts students’ spontaneous philanthropy whilst at university. How this methodology may be extended, and how these findings may be utilised by university authorities to enhance the student experience are then discussed.

### 239 ORAL PRESENTATION

**Military influence operations: Not just selling toothpaste!**

**Mike Rennie, RMAS**

The current use of propaganda by IS has thrown into sharp relief the use of influence operations in asymmetrical warfare. It is not just insurgents that use influence operations, they are widely used by the legitimate military to counter enemy propaganda, illicit tactical and strategic behavioural change in enemy forces and to persuade and inform the local civilian population.

Currently in the literature there is a debate regarding the best approach to military influence operations. The American approach is towards a more attitudinal change approach and the RAND corporation have advocated that military influence operators should look to advertising agencies for the techniques required for influence. This idea has not been universally accepted and influence operators such as Steve Tatham have argued that this is not an appropriate approach; a more behavioural focus for shorter term gains is required in most military situations. This paper proposes to consider the opposing aspect of the debate; by discussing the requirements of military influence and how psychology can inform operators of theories and techniques to improve the impact of influence products.

From this examination of the current literature, a proposal for a new way of considering the messaging aspect of influence will be examined. Most of the literature considers messaging as a mono-dimensional construct; the influence product is either designed to send a particular message in itself in order to illicit a particular behavioural response, or, to counter enemy influence messaging. However, the target audience is under a large number of different influencers both for and against a particular outcome. In order to plan influence operations, the planners must take into consideration the multi-dimensional aspect of the messaging. This paper proposes a simple model that can be used in collaboration with target audience acquisition tools to plan more effective and targeted influence product.

### 240 PUBLIC ENGAGEMENT AND MEDIA AWARD

(Wednesday 6 May 14:20)

**Adventures in research blogging**

**Dr Tom Stafford and Dr Vaughan Bell**

mindhacks.com has been publishing psychology news and views since 2004. Described by Ben Goldacre as ‘surely the best popular psychology content anywhere, not just on the net’, the blog is the winner of the BPS Public Engagement and Media Award 2014. This is the first time a website/non-human has won the award. Vaughan Bell and Tom Stafford are currently the two main writers of the blog. In this talk they’ll talk about their adventures writing about psychology research on the internet, and how opportunities in digital publishing are invigorating public engagement.

### 241 KEYNOTE ADDRESS

**Making the most of the supervisory journey**

**Susan van Scoyoc**

Over the years of learning, clinical placements and supervision, trainees face a challenging journey which inevitably results in great change. The training journey can be helped or hindered by the trainee’s use and engagement with supervision. This presentation will examine the trials and tribulations of the supervisory journey and suggest ways to combine the skills and experience of the supervisor with the new and developing skills of the trainee.

### 242 ORAL PRESENTATION

**Social identity as a predictor of self-esteem and psychological well-being in a sample of digital gamers**

**Linda Kaye, Edge Hill University**

**Objectives:** Digital gaming research has largely been focused on the negative outcomes of the activity, and somewhat neglected the wider positive impacts. Drawing on social identity theory, the current research aimed to study the psychosocial impacts of digital gaming.

**Design/Method:** This was undertaken through the implementation of two online studies, which considered these issues for specific types of digital game. Within this, samples of digital gamers completed measures of social identity, quality of friendships with other players, self-esteem and psychological well-being. Additionally, social identity was examined in relation to online and offline gaming groups.

**Results:** Findings indicated that social identity to specific gaming groups was positively associated with players’ psychological well-being.

**Discussion:** This research highlights the potential for social identity theory to further explore psychosocial well-being. Specifically in relation to digital gaming experiences, these findings suggest developing this as a framework for further theoretical and empirical understanding of the outcomes of digital gaming.

### 243 FIVE-MINUTE CHALLENGE

**Attachment theory applied to clothing**

**Rebecka Fleetwood-Smith, University of the Arts London**

In the UK alone around £140 million worth of used clothing goes to landfill every year; however, when a person...
is attached to a product she/he does not desire to throw that item away. Adult attachment theory predicts that varying levels of attachment can be placed on a product, attachment being described as the extent to which an object is owned. Studies into generic consumer-product relationships have been conducted, yet the focus of this study was to use garments belonging to the participants. This presentation explores consumer attachment during the ownership of garments, based on a study in which photographs and semi-structured interviews, informed by the adult attachment interview, were used for data collection. These were conducted with male and female participants, using two garments. The relationship between the participant and their clothing was explored verbally and photographically. The photographs were taken after the interview, themes were analysed.

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FIVE-MINUTE CHALLENGE
The effect of clothing sizing on a customer’s confidence and self-esteem
Nida Ehsan, London College of Fashion
There is a known connection between clothing and cognition. Clothing acts as a schema to categorise people and is strongly linked to identity. Recent studies have shown that what we wear subconsciously affects our performance, and interactions. While these experiments provide valuable insight, it is important to continue studying the non-verbal communication of clothing and how it affects the wearer’s self-image. Many consumers are frustrated in discrepancies between clothing sizing across different retailers. Retail sizing is known to negatively influence women’s self-esteem, despite their understanding of the illogical nature of their reaction. This presentation will present evidence on the effect of clothing sizing on participants’ confidence and self-esteem. Preliminary findings will be presented from a study using male and female participants aged 18–25 who completed an amended, existing Rosenberg self esteem and confidence likert scale before and after trying on clothing.

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FIVE-MINUTE CHALLENGE
Androgyny in fashion
Joel Masson, London College of Fashion, University of the Arts London
This proposal for presentation is to evaluate critically the role gender has within the fashion sector. In doing so, the aim is to highlight the various social and cultural implications that go along with gender non-conformity. As clothing can be seen as one of the main forms of non-biological gender identification, it has widely stayed true to typical male/female characteristics. However in recent years there has been a shift towards either unisex, or gender-neutral clothing. My proposal aims to better understand the aforementioned phenomena of androgyny in fashion, and what implications positive or negative this has on individuals who fall within this grouping of society. This proposal aims to highlight the fact that certain groups of people may not identify with societal stereotypes associated with their biological gender. It can subsequently be hypothesised that through the use of clothing, certain individuals are better able to identify with elements of the opposite gender.

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FIVE-MINUTE CHALLENGE
The mixed-ethnicity bias: Who is and isn’t represented in reality TV and teen dramas?
Lea Opatz, University of Bremen; Michael Lewis, Cardiff University
Casting directors are often careful to ensure that a variety of ethnic groups are included in many TV shows. We analysed the ethnic backgrounds of actors in dramas aimed at children and contestants on reality TV shows. This revealed a bias towards people with a mixed ethnicity over those of a single minority ethnicity. While people who have a mixed-black-and-white ethnicity make up just 1.06 per cent of the population, compared to 3.35 per cent who are black, they are significantly over represented in the media, appearing more often than people who are black. This trend was stronger for women than for men. The reason for this bias are considered. It may be that individuals who are more similar to the white majority are considered to be the acceptable face of ethnic diversity. A consequence of this bias is that people who are black are more rarely seen in the media.

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WORKSHOP
Tailoring traumatic stress treatments
Michael Scott
Aim: The aim of this workshop is to enable clinicians to ensure fidelity to an evidence-based protocol whilst retaining flexibility.

Objectives: Participants will learn:
1. The key constituents of an evidence-based treatment (EBT) protocol
2. How fidelity can be measured
3. That comprehensive assessment can sometimes mean that there is a need to move outside an EBT
4. That the use of a coping skills approach to facilitate a trauma focussed intervention is an example of flexibility.

Background: Trauma focussed CBT and EMDR are the NICE treatments of choice for PTSD, but a significant minority of sufferers fail to either engage or respond. PTSD is only one, of a wide range of possible trauma responses, but treatment of these others is much less proscribed. Debility following extreme trauma usually involves significant comorbidity which is largely unaddressed in current protocols.

Key Points:
1. PTSD sufferers can be socialised into trauma focused treatment by initial use of a coping skills intervention.
2. Sometimes the coping skills intervention alone may result in resolution of the PTSD.
3. Avoidance is a commonality across the spectrum of trauma responses and can be tackled by DARE’s (Don’t Avoid Realistic Experiments) to disconfirm negative predictions and relinquish safety behaviours.
4. There are fidelity (adherence plus competence) scales not only for PTSD but also for other trauma triggered disorders.
5. It is possible to provide both evidence-based treatment and remain sufficiently flexible to address the needs of clients with multiple disorders – flexibility within fidelity.
Conclusions: A coping skills approach to PTSD is client friendly and can act as a catalyst for a trauma focussed intervention or be sufficient on its own. Avoidance is a commonality across trauma induced disorders (e.g. phobias, body dysmorphic disorder, panic disorder) and can be targeted by DARES to disconfirm negative predictions (and not necessarily to show a decrement in response–habitation). It is possible to interweave protocols for different disorders with fidelity and flexibility.

249 WORKSHOP
Mindfulness in positive psychology: The science of meditation and well-being
Itai Ivtzan, University of East London
Mindfulness meditation has become more and more popular as an intervention enhancing well-being and it is important for us to examine some of the fundamental characteristics of such work. How do we apply mindfulness interventions in a safe and rigorous manner? What are the benefits and the actual experience of these interventions?

This session incorporates three dimensions:
1. Theoretical discussion over mindfulness, its meaning and role in positive psychology, and its relationship with well-being in general.
2. Research dimension where we discuss methodological and other practical questions regarding mindfulness within the scientific framework of positive psychology. Data and methodology from research we conducted in UEL will be presented here; studies investigated mindfulness in relation to subjective well-being, meaning in life, resilience, strengths, and positive emotions.
3. Experiential dimension where, throughout the workshop, we apply and experience mindfulness meditation techniques that could be used as interventions. This would be highly useful and relevant for clinical and counselling psychologists, psychotherapists, educational psychologists, coaches, and anyone else working with clients. This would also enable policy makers realise the benefits and importance of the topic.

250 BOOK AWARD: POPULAR SCIENCE
(Wednesday 6 May 16:00)
The Optimism Bias. Good news and bad news: how humans incorporate information
Tali Sharot
We are constantly flooded with information (e.g. via the web, advertising, colleagues and friends) that helps us form predictions about the future and make decisions. Classic theories in psychology, economics and machine learning all implicitly assume that beliefs are adjusted in a similar manner in response to desirable and undesirable information. In this talk I will provide evidence challenging these assumptions. I will show that while people incorporate good news into their existing beliefs in a normative manner, they display an aversion to incorporating bad news, discounting the strength of the information leading to noisy posterior beliefs. This asymmetry in how we incorporate information can have important societal implications including the generation of financial market bubbles and ill preparedness in the face of natural disasters. However, we find that the asymmetry is not set in stone, but rather fluctuates in response to threats in the environment, in a way that may be adaptive. Using a combination of fMRI, TMS and DTI we characterise the neural system supporting this asymmetry and show that changes in this circuit are related to individual differences in behaviour and mental health, with more balanced coding of information observed in depression and middle age.
BOOK AWARD: TEXT BOOK

PSYCHOLOGY, MENTAL HEALTH & DISTRESS
From disorder to experience: Changing the way we teach about mental health

John Cromby, David Harper and Paula Reavey

Most textbooks used to support the teaching of mental health to psychology undergraduates and postgraduates are structured by psychiatric classification systems such as the American Psychiatric Association’s (2013) fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM–5). However, the Society’s responses to the DSM-5 consultation and the recent Division of Clinical Psychology’s position statement on functional psychiatric diagnoses have called for a paradigm shift away from diagnosis towards a formulation approach. Indeed this is the approach recommended by the Society’s accreditation criteria for clinical psychology programmes. As people involved in the teaching of both undergraduate psychologists and trainee clinical psychologists we thought a new approach to the coverage of this important topic was long overdue. We decided to base our approach on experiences of distress where there appeared to be some shared phenomenology rather than disorders pre-theorised as separate psychiatric diagnostic categories. We placed these experiences in their historical and cultural context. We also aimed to provide an alternative approach to one where biology was seen as the most foundational level of explanation. Instead we view biology as enabling rather than simply causal. We also included the views of the users of services who have, over the last few decades built an impressive movement including important self-help approaches like the Hearing Voices Network. In this paper we explain why we thought a new kind of textbook was needed, describe the consistently psychological perspective we developed, and briefly outline some examples of our alternative approach.

TRAPEZE SESSION AND PANEL FORUM

Kathryn Waddington and Angela Carter

Background: The art of trapeze performance was developed by Jules Leotard, a French acrobat in the mid-1800s. He invented the flying trapeze, which often takes place over a net, and where a performer takes hold of the trapeze bar and jumps off a high platform, often releasing the bar to be caught by another performer. The trapeze session allows for exploration of ‘art’ and ‘performance’ in professional and interprofessional practice.

Aim: This concluding session will use the metaphors of trapeze and supervision journey along a twisting turning road introduced in Dr Moira Lafferty’s workshop (session 220) to elicit core themes from the trainee conference.

Outcomes: Potential benefits include creative, critical thinking, reflexivity and fresh insights into the supervision journey.

KEYNOTE ADDRESS

Adapting to diversity

Prof Richard Crisp, Director, Behavioural Science Laboratory Work & Organisational Psychology, Aston Business School, Aston University, Birmingham

Our world has become one of intense intercultural exchange, difference and diversity. Some argue this diversity brings disharmony, others that it fosters tolerance and mutual respect. I discuss a programme of empirical work that challenges the parameters of this debate. I show how diversity can have benefits that extend beyond intercultural relations: How it can inspire confidence, creativity, productivity and performance. This work suggest that adapting to diversity may have much broader significance than previously thought, and hold the potential to tackle many of the challenges that face our communities, groups and organisations.
**001 Psychological first aid: Public Health England and NHS staff training for mitigating the short and long-term psychological effects of traumatic experiences**

Samantha Bredbere & Emma Jones, Public Health England; Richard Williams, Welsh Institute for Health and Social Care, University of South Wales; Richard Amlot, Public Health England

The effects of a traumatic experience can involve both short and long-term psychological distress on people directly and indirectly involved in an emergency. Whilst distress is a common response, most will recover, but a minority may go on to experience lasting psychological effects including depression, anxiety, post-traumatic stress disorder (PTSD) and/or substance abuse.

Psychological first aid (PFA) is one approach to providing the support required in the immediate aftermath of an incident. It involves meeting the needs of affected people in a compassionate way and offering practical help that can empower people and encourage social support. This approach has been recommended for NHS and Public Health England (PHE) staff involved in the response to a disaster or traumatic experiences, such as a chemical, biological, radiological, nuclear or explosive (CBRNE) incident.

The Behavioural Science Research Team in the Emergency Response Department at Public Health England was asked to develop a PFA e-learning module, which could be available to all PHE and NHS staff. Through extensive discussions with subject matter experts, the e-module covers six core areas of the PFA approach, including PFA overview, at risk populations and staff welfare. Consequently, the team was asked to develop training materials for staff members deployed to Sierra Leone during the Ebola crisis.

The poster will present the psychosocial effects of experiencing a disaster and an overview of the PFA e-learning module as a professional intervention. It will also highlight the preventative measures staff can take before, during and after deployment to West Africa.

**002 Effective responder communication improves efficiency and psychological outcomes in a mass decontamination field experiment: implications for public behaviour in the event of a chemical incident**

Holly Carter, Public Health England; John Drury, University of Sussex; Richard Amlot, Public Health England; James Rubin, King’s College London;

Richard Williams, University of South Wales

**Objectives:** Mass decontamination is an intervention which would be employed by the emergency services in the event of a chemical, biological, radiological, or nuclear release. Planning for such incidents has focused on the technical issues involved, rather than psychosocial concerns. This study examined the effect of three different responder communication strategies on public experiences and behaviour during a novel mass decontamination field experiment. Specifically, the research examined the impact of social identity processes on the relationship between effective responder communication, and relevant outcome variables (e.g. public compliance, public anxiety, and cooperative public behaviour).

**Design:** A mixed between- and within-subjects design was used, with one between-subjects variable (quality of communication; three levels: theory-based, standard practice, and brief), and one within-subjects variable (time; two levels: time 1, before decontamination; time 2, after decontamination).

**Method:** Participants were undergraduate students from the University of Sussex. All participants (N = 111) were asked to visualise that they had been involved in an incident involving mass decontamination. Participants then received one of the three different communication interventions, before undergoing the decontamination process. Four types of data were collected: timings of the decontamination process; observational data; and quantitative and qualitative self-report data.

**Results:** The communication strategy which resulted in the most efficient progression of participants through the decontamination process, as well as the fewest observations of non-compliance and confusion, was that which included both health-focused explanations about decontamination and sufficient practical information. Further, this strategy resulted in increased perceptions of responder legitimacy and increased identification with responders, which in turn resulted in higher levels of expected compliance during a real incident, and increased willingness to help other members of the public.

**Conclusion:** This study shows that an understanding of the social identity approach facilitates the development of effective responder communication strategies for incidents involving mass decontamination. This could save lives during a real life incident involving mass decontamination.

**003 Is the ‘trauma-film’ paradigm really simulating intrusions in PTSD?**

Carolyn Choudhary & Hope Christie, Queen Margaret University, Edinburgh

**Objectives:** Ethical concerns inevitably limit modelling of trauma, but lab analogues may thus be compromised. Early work investigating intrusions used footage of the aftermath of real-world RTAs, but this appears qualitatively different from direct experience of an RTA. Movies targeting fear also generate intrusions and may be more relevant to mechanisms underlying PTSD. We tested the ability of different film stimuli to generate intrusions, including qualitative analysis of the experience.

**Design:** This was a mixed methods, between-subjects design with three film conditions analysed by ANOVA (movie/first-person video game play-through targeting fear; footage of aftermath of real-world RTA) and correlational analysis of potential risk factors (for PTSD) in relation to intrusions experienced.

**Methods:** Volunteers (N = 63) were randomised to one of three film conditions and rated emotions immediately afterwards. Semi-structured interviews took place after
004 Perceived community resilience following multiple community traumas
Suzanne Day, Lancaster University

Objectives: To investigate perceived community resilience following three traumatic events occurring within a seven-month period.

Design: A mixed methods approach was used to produce quantitative data about the proportion of people affected by the events, and qualitative data about the participants’ perceptions of their community and its resilience.

Methods: Adults who were living and still live in the area at the time of the events were recruited using snowball sampling. A questionnaire survey was used to assess the degree to which people were directly affected (N = 77), followed by unstructured interviews with selected participants (N = 10). Survey data was statistically analysed using SPSS and interview data were coded and analysed using grounded theory.

Results: All participants were affected at some level by at least one of the events. Interviews provided evidence of community resilience being perceived as being present. Self and collective efficacy was evident, enabling communities to mobilise collective action. Practical support from external agencies was recounted to have been offered to and accepted by selected communities. Where support was perceived not to have been offered, evidence of relative deprivation was present. The role of the media impacted on how the community responded, with local media reportedly being sensitive and helping to facilitate community resilience and the national media largely being invasive.

Conclusions: Perceptions of support can impact upon the way communities respond and cope with traumatic events. Sensitivity of eternal bodies can also impact on perceived resilience. Recommendations for research and emergency planning were made.

005 The effect of mental set on anomaly identification in a simulated security environment
Robert Leadley & Thomas Ormerod, University of Sussex

Objectives: The aim of this study was to examine the effect of mental set on the ability to identify anomalies in security contexts, and to test a novel decision-making paradigm.

Results: All films were equally capable of generating intrusions (in 57 per cent of the sample) although frequency of intrusions declined rapidly over time. The movie and game elicited fear, while the RTA elicited sadness. Watching the RTA was qualitatively different to the movie/game with reports of detachment, disengagement and non-equivalence to actual experience of RTAs. No measures of risk factors for PTSD were related to the experience of intrusions.

Conclusions: These findings raise questions about the relevance of laboratory-induced intrusions to PTSD. The use of RTA-related stimuli appears particularly problematic. After an adverse experience, re-experiencing is common and usually settles; lab analogues may be modelling this, and not intrusions as experienced in PTSD.

006 Post-traumatic stress disorder (PTSD) in violent trauma is associated with intrusive symptoms
Emma-Jane Mallas, Karen Hoffman, Queen Mary University of London/Barts Health NHS Trust; Anita West, Barts Health NHS Trust; Eleanor Bruce & Karim Brohi, Queen Mary University of London/Barts Health NHS Trust

Background: Major physical trauma is a serious public health problem. There are an estimated 20,000 cases of major trauma annually in England, caused by both blunt and penetrating force. The prevalence of PTSD following major trauma is relatively high, however the differences in symptom development between different types of injury remain unexplored.

Methods: A prospective cohort study of 256 patients admitted to a London major trauma centre were followed-up by postal questionnaire at 3–6 months post-discharge from hospital. The cohort was divided into ‘violent’ or ‘non-violent’ trauma groups; violent trauma was defined as blunt assault or penetrating gunshot wound or stabbing. Patients were screened for symptoms indicative of PTSD using the IES-R and the PTSD scale.

Results: PTSD was prevalent in 37 per cent of the whole sample irrespective of mechanism of injury. There was a significant difference in PTSD prevalence between violent (68 per cent) and non-violent (30 per cent) trauma (RR: 2.30(CI 1.73-3.05). Analysis of individual symptom clusters revealed that violent trauma patients score significantly higher (Mean = 18.6, SD=9.5) on the intrusion components of the IES-R than non-violent trauma (Mean = 9.7, SD = 9.5) (t(72) = -1.98, p = 0.05).

This suggests that intrusive symptoms of PTSD in violent trauma may be contributing to the increased prevalence of PTSD in this patient group.
007 The likely concerns, behavioural responses and information needs of employees during extreme events
Lorna Riddle & Richard Amlot, Public Health England; Brooke Rogers, King’s College London

Objectives: The study aimed to understand the likely concerns, behavioural responses and information needs of employees in response to a hypothetical bioterrorism scenario by drawing on theories of risk perception and risk communication, alongside theoretical frameworks from health psychology and social psychology.

Design: Eight scenario-based focus groups (N= 53) were conducted with employees of organisations that operate in the health, energy, financial services and central Government sectors of UK national infrastructure.

Methods: Participants were presented with a series of media injects (mock television broadcast, news website and social media page) containing information about the hypothetical deliberate pneumonic plague release scenario. Participants were prompted to discuss their reactions and concerns, expectations of their employer, behavioural intentions, information needs and preferred information sources with the other participants in the group. In addition, they were asked to discuss their willingness and ability to report to work.

Results: The results revealed that staff will face a variety of psychological and practical barriers during a CBRN incident, and will expect a great deal from their employer, including medical interventions and accurate, scientific information.

Conclusion: At present, it is possible that national infrastructure organisations’ plans will not meet the expectations of their staff and will fail to address their numerous practical, psychological and communication needs in the event of a CBRN terrorist attack. A series of recommendations have been suggested for UK national infrastructure organisations’ business continuity plans and activities, including strategies that could be used to motivate and support staff in their return to work during an extreme event.

008 Decontaminating casualties in chemical emergencies: understanding the physiological and psychological effects of the decontamination process
Charles Symons, Public Health England

Following an incident where large numbers of people are suspected to have been exposed to hazardous contaminants such as dangerous chemical, biological, radiological or nuclear material (CBRN), emergency services will perform rapid, improvised emergency decontamination. This intervention involves creating an improvised shower using water delivered via fire hoses. Whilst studies have shown that rapid decontamination is critical to minimising injury and saving life, it is likely to be physically and psychologically demanding. Affected casualties would be instructed to remove their clothing, shower in the presence of emergency service professionals and other casualties, and re-dress under conditions of significant time pressure and anxiety. The shower itself, when constructed rapidly, uses water drawn directly from fire hydrants, providing an additional physiological stressor even for healthy adults. To date no work has examined the psychological and physiological burden of undergoing this type of decontamination.

In two controlled experiments, 160 participants were ‘contaminated’ with a non-toxic chemical simulant and underwent a 10°C shower. Salivary cortisol was used to assess physiological stress. Standardised tests of cognitive function, mood, and psychological arousal were used to assess the psychological burden of undergoing decontamination. A questionnaire assessed volunteers’ perceptions of the efficacy of the showering process. The findings from this series of studies will be used to inform guidance for emergency responders in the US and UK. This poster will discuss the findings of these experiments and recommendations for emergency responders tasked with managing members of the public through decontamination processes in emergencies.

009 A qualitative study of parental responses to child experiences of trauma
Victoria Williamson & Cathy Creswell, University of Reading; Sarah Halligan, University of Bath

Objectives: To explore parents’ perceptions and experiences of caring for and supporting their child following a traumatic event.

Design: Qualitative study making use of semi-structured telephone interviews with parents of children who experienced a trauma.

Methods: Twenty children, aged 6–16 years, and their parents were recruited via Accident and Emergency departments following a single event trauma. Parents and children completed measures of psychological adjustment, which were used to describe the sample. Primary outcome measure interviews were subjected to Themetic Analysis to identify relevant themes.

Results: Parents reported concerns about the child’s traumatic illness or injury reoccurring or having long-term adverse effects. Parents concerns reflected interpretations of medical information, lay beliefs, and a responsibility to protect their child from further harm. Parents reported employing several supportive strategies, such as providing opportunities to talk and confidence building exercises, to facilitate their child’s recovery and a return to ‘normal’ family life.

Conclusions: Clinical practice may be informed by providing health care professionals with a greater understanding of parental experiences of parenting a child who has experienced a traumatic event and the challenges they face.

010 Exploring men’s experience of coping with multiple miscarriage: An interpretative phenomenological analysis
Kevin Wilson-Smith & Susan Wilbraham, University of Cumbria

The aim of this research was to explore the experience...
of multiple/reoccurring miscarriage from the father’s perspective. Considerable research in the area has historically focused on the mother’s lived experience and has often had a qualitative and clinical focus. A small number of studies have been conducted to explore the male perspective on pregnancy loss but many can be viewed as out of date. An interpretative phenomenological analysis was conducted using an homogenous sample of eight men who had experienced multiple miscarriage prior to a successful birth of their first child. Data analysis is underway but initial themes indicate a shift in masculine stereotyped behaviours on coping with grief, particularly in terms of experiences of sharing sadness with other male friends.

011 Exploring the influence of ethos and identity on career motivation of Royal Navy personnel
Elizabeth Bewley, Royal Navy
Identity and ethos are used interchangeably within the Royal Navy (RN). Ethos, the underlying ‘spirit’ or organisational values of the RN, is a crucial element of life within the RN. A link has been suggested between ethos and one’s sense of self, i.e. identity. However, this interaction within the RN is unknown; particularly how these factors influence career motivation. This study looked to understand how identity, ethos and career motivation interact in order to inform the development of people strategy within the RN. A quantitative approach was taken, with data collected via an anonymous self-reporting questionnaire. A stratified sample was used based on the Arms of the RN – (Ships (S), Submarines (SM), Fleet Air Arm (FAA) & Royal Marines (RM)) – with a random selection from within each stratum, resulting in 647 participants. Ethos accounted for 74 per cent of the variance in identity. Ethos and identity were also found to account for over two fifths of the variance in career motivation (46 per cent), with ethos the most influential. Split by Arms, ethos and identity accounted for 53 per cent of the variance in career motivation for S and 48 per cent for SM. Only ethos was significant for RM (32 per cent variance); and only identity for FAA (27 per cent variance). Against career stage, ethos accounted for 61 per cent of the variance in career motivation for those early-career (0–4 years); and both ethos and identity accounted for career motivation mid- (5–11 years; 44 per cent variance) and late-career (12+ years; 39 per cent variance). Overall, identity and career motivation accounted for 31 per cent of the variance in turnover. This study demonstrates a link between ethos and identity, and their influence over career motivation and turnover within the RN. Building and retaining ethos throughout career was found to be important for identity and career motivation. This is particularly important due to the influence of identity on turnover intentions. In order to encourage career motivation and retention it will be important for people strategy to consider the differences between Arms and career stages.

012 Chinese breast cancer patients: Psychological outcome differences between patients who had mastectomy or lumpectomy treatment
Irene K.M. Cheung, Rainbow T.H. Ho, Paul S.F. Yip, Caitlin K.P. Chan, M.Y. Luk & Cecilia L.W. Chan, University of Hong Kong
Objective: In Hong Kong, surgery and adjuvant treatments (mainly chemotherapy and radiotherapy) are the standard treatment for breast cancer patients. Although the choice of lumpectomy and mastectomy surgery which related to the preservation of the breast had huge psychological influence on patients, less is known on the difference. This study aims at investigating the difference on psychological outcome of mastectomy versus lumpectomy among Chinese breast cancer patients.
Design: 140 Chinese breast cancer patients who had completed the mastectomy or lumpectomy surgery were recruited in this study. All of them were asked to fill in a set of self-reported questionnaires including fatigue, emotional distress (anxiety and depression), pain, sleeping quality and quality of life scale before their commencement of radiotherapy treatment.
Methods: Independent sample t-test had been conducted to investigate the difference on psychological outcomes among breast cancer patients undergo different surgery.
Results: 61 per cent of participants had lumpectomy and 39 per cent (55 participants) had total mastectomy surgery. Result showed that patient had lumpectomy surgery in general had better psychological outcome than patient had mastectomy. They had significant difference on the functional well-being domain in Quality of Life scale (t(137) = -2.368; p < .05).
Conclusions: Breasts are an important part of women’s sexual identity. Removing part or whole of the breast would affect patient’s perception of identity and psychological well-being. In Hong Kong, women still found breast cancer as a taboo. Our research found out that breast cancer patients who underwent different breast removal surgery had different viewpoints on their daily living functioning ability. Functional well-being is highly related to the recovery process of breast cancer patients. It may relate to how patients constructed their self-image and self-identity. Clinician and practitioner must be alert on the influences on different cancer treatments on patients.

013 Think about a good cross-ethnic friend: could ethnic minority youth’s future academic motivations increase with cross-ethnic friendships?
Sabahat Cigdem Bagci, Adam Rutland, Madoka Kumashiro, Goldsmiths, University of London
Objectives: Previous research has shown ethnic minority youth to be reluctant to apply for predominantly White universities. Given the benefits of cross-ethnic friendships among ethnic minority children and adolescents, we examined whether these friendships would relate to increased academic motivations towards applying for a predominantly White university among ethnic minority youth in the UK.
Design: We used a 2x2 experimental design in which we investigated whether mentally representing either a
cross-ethnic or same-ethnic friend (between-subjects) would affect motivations and confidence levels towards applying for a predominantly White and ethnically diverse university (within-subjects).

**Methods:** Forty-two female South Asian students (M age = 16) were recruited from a secondary school in London. Participants received questionnaires including friendship priming procedure and were asked how much they would like to apply for two hypothetical universities varying in terms of ethnic diversity.

**Results:** Findings showed that in general ethnic minority young adolescents had higher levels of motivation towards applying for an ethnically diverse university compared to a predominantly White university. While further information request and the importance of application did not significantly differ across conditions, confidence to get an acceptance from a predominantly White university was higher in the cross-ethnic friendship condition compared to the same-ethnic friendship condition.

**Conclusions:** Findings represent initial evidence for the possible positive effects of cross-ethnic friendships among ethnic minority groups in increasing academic confidence among ethnic minority youth.

014 Adapting to changes in organisational culture: a longitudinal study
Claire Lavelle & Christeen George, University of Hertfordshire
The ability to adapt to change has been identified as a key factor in the survival of the species. Individuals who are described as resilient, as having mental toughness demonstrate a capacity to adapt, whereas an inability to adapt can lead to stress. The aim of this study is to understand the factors that influence the adaption to a change of organisational culture. The study takes a social constructionist approach and was based within one large organisation. It was a longitudinal study within the organisation where the main researcher was employed and was thus ethnographic in nature.

The sample consisted of thirty newcomers to the organisation. They were chosen randomly on the basis that they were the first thirty to join following the start of the research and include individuals from all divisions. Twenty of the group joined in 2013 and ten in 2014. Six participants came from the Sales Division, 11 from the Software Division, 11 from the Corporate Division and two from the Service Division. The ages of the participants ranged from 18 to 65.

In order to investigate the process of adaptation to organisational study, it was decided to interview participants at three separate stages: on induction, at three months and at six months. These points in time were selected as at induction people’s expectations would be still fresh in their mind; at three months the probation period has ended and at six months newcomers would have had three months as permanent employees. Participants were interviewed in a private meeting room. Interview transcripts were analysed using Nvivo.

Factors influencing a successful adaptation to organisational culture were found to be multi-factorial and were found to be at the individual, organisational, and wider business environment level. These factors included individual expectations, the hiring of a new CEO, the behaviour of line managers and the recent financial crisis. The stages of adaptation to organisational culture were identified as Mindful (from induction to the first month), Mimic (1–3 months), Self (3–6 months), Belonging (6–12 months) and Expert (12 months onward).

015 Positive ingroup contact norms and high quality contact increase support for reparation policies via forgiveness
Sam Pendleton, University of Greenwich; Senel Husnu Raman, Eastern Mediterranean University, Cyprus; Sofia Stathi, University of Greenwich
The primary objective was to investigate which factors are associated with forgiveness and reparation policy support in the context of Turkish and Greek Cypriot intergroup dissonance, focussing on the role of prior contact, ingroup contact norms, dehumanisation and intergroup threat. To achieve a preliminary examination of these variable roles, a cross-sectional correlational design was used. Participants were 86 native Turkish Cypriots (42 male, 44 female) aged 17–57 years, recruited through university student opportunity sampling. Participants completed questionnaire measures of prior contact with Greek Cypriots (outgroup), forgiveness, dehumanisation, intergroup threat, contact norms, and reparation policy support. Path analyses using Preacher-Hayes bootstrap tests analysed mediation models.

Positive ingroup contact norms (β = .26, p = .0001) and forgiveness (β = .22, p = .0002) predicted reparation policy support, with forgiveness partially mediating the contact norms and policy support relationship. Prior contact predicted symbolic threat (β = -.033, p = .006) and dehumanisation (β = -.04, p = .0025), which both predicted forgiveness when controlling for prior contact (β = -.36, p = .04; β = -.47, p = .0025, respectively).

Dehumanisation and symbolic threat fully mediated the prior contact and forgiveness positive relationship. These findings suggest that promoting forgiveness through increased high quality contact and positive contact norms could successfully increase reparation policy support and restore intergroup relations in intractable conflict contexts such as Cyprus. The study’s cross-sectional design is a key limitation as it cannot provide strong causal evidence; experimental studies testing the variable relationships and replication in other conflict contexts can complement this study.

016 Relationship between identity and generativity of elderly Japanese people
Yuko Takahama, Ochanomizu University; Kotomi Kitamura, Osaka University of Human Science; Takayuki Sasaki, Osaka University of Commerce; Fumika Kimura, Edogawa University
**Purpose:** This study’s purpose is as follows; Firstly, how do elderly people with adolescent grandchildren find balance between their identities (individual identity and relational identity)? Secondly, what is the relationship between identity and generativity?

**Background:** Three-generation households are
patients and healthy subjects in the United Arab Emirates (UAE), completed the Stroop task in Tokyo participated. Semi-structured interviews were performed. Using a matrix, the transcribed protocols were classified through three periods (from childhood until marriage, parenthood, and grandparenthood) and through the point of view from individual and relational identities in each period. Each description in the matrix was also analysed using thematic analysis.

Conclusions: The subject’s point of view regarding their lives was dominated by their relational identity. In addition to a cultural factor, the influence of their theme (lone survivor in his family of the firebombing of Tokyo, loss of his parents) in their life course until their marriages was apparent. Their theme as parents (loss of his daughter, entering her husband’s family business) was integrated. As a result, when they entered grandparenthood, they were motivated to pay attention to generativity. Finally, they referred to their identity as an individual in their twilight years.

017
Second language acquisition and acculturation amongst bilingual college students in the United Arab Emirates
Justin Thomas, Fiza Hameed, Andrew Perkins, Zayed University – United Arab Emirates

Objectives: There are concerns that learning English as a second language can have an impact on existing cultural values, resulting in acculturation. This study aims to assess the relationship between competence in the English language and degree of acculturation to western norms.

Methods: College students (N = 60), all citizens of United Arab Emirates (UAE), completed the Stroop task in English and Arabic to assess relative reading automaticity. Additionally, participant’s scores on a standardised English exam (International English Language Testing System) were collected. Both measures of second language acquisition were entered into a linear regression model with acculturation to western norms as a dependent variable.

Results: As hypothesised, acculturation was predicted by both reading automaticity and English language proficiency. These results are discussed in the context of the rapid social and economic change experienced in the United Arab Emirates in recent decades.

Conclusions: Amongst Emirati college students in the United Arab Emirates, acquiring greater proficiency in English as a second language appears to be associated with broader acculturation to western norms.

018
Self-defining memories and self-concept clarity: A comparative study of depressed patients, bipolar patients and healthy subjects
Aurelie Wagener, Marie Boulanger, Sylvie Blairy, University of Liege, Belgium

Depressed and bipolar patients suffer from autobiographical memory (AM) deficits. For instance, depressed patients present an overgeneralisation and a mood congruence biases. Indeed, these patients seem to have difficulties to recall specific and positive memories. The present study focusses on a particular kind of memories: the self-defining memories (SDMs). SDMs are highly pertinent for self-building: they help to define in the most clearly way our perception of ourselves. Because SDMs have not been studied a lot since yet in these two disorders, our goal is to assess the impact of general AM biases on SDMs. Then, the present study pursues two main aims: to assess SDM’s characteristics, and to assess the relationship between SDM and self-concept clarity.

To reach our objective, depressed and bipolar patients are compared to healthy subjects. Participants are asked to complete SDMs exercises that are recalling six important events which happened in their life. These SDMs are assessed on four variables: specificity, impact, meaning making, contain. Self-concept clarity and mood are also assessed. Until now, 17 depressed patients, 16 bipolar patients and 18 healthy controls participate in this study. Preliminary results do not highlight difference between our groups on specificity. Marginal effects appear for meaning making with healthy subjects recalling more meaning making events. Results show that depressed patients present a mood congruence. The final results will be presented during the convention, as data-collection is on-going and will end in April. Experimental and clinical implications of our results will be discussed.

019
Identity in crisis: Exploring the lived experience of dual occupational identities in civilian vs uniformed service
Kevin Wilson-Smith, University of Cumbria

According to Skorikov and Vondracek (2011) occupational identity refers to the ‘conscious awareness of ones self as a worker’, claiming that a strong occupational identity supports occupational success, social adaptation and psychological well-being. The process of forming one’s occupational identity is not straightforward, particularly for those engaged in more than one work role, as is the case for those serving in reserve and volunteer roles in the uniformed services. Research into the impact of being a reservist has highlighted the complexity of trying to co-exist with multiple occupational identity. One factor that has received attention in the US is the impact of going on an operational tour on reservist soldiers returning back to their civilian employment (McNutt, 2005). A longitudinal study conducted by Williamson and Mullhall (2009) indicates that reservists returning from combat tours are not promptly reemployed, with over 8 per cent of all reservists facing long periods out of paid work. They argue that training in the military offers skills of team work, focus and adaptability, skills which should appear attractive to employers, yet many reservist troops return from combat and have difficulty finding civilian employment.

Utilising IPA methodology, this research explores the lived experiences of workers engaged in part-time or
reserve service with the Army, Fire Service or Police. Ten semi structured interviews were conducted with the groups homogeneity defined by a shared experience of maintaining both a civilian and uniformed work identity. Initial findings suggests that participants compartmentalise their experiences of each occupational identity, but behavioural and cultural slips occur, causing internal conflict in identity.

020
Royal Navy ethos: Understanding interactions between ethos, engagement and career motivation
Elizabeth Bewley, Royal Navy
Ethos represents the underlying spirit that facilitates the day-to-day work of Royal Navy (RN) personnel. It is considered to be an essential element of Service life, but little is known about how it interacts with important organisational behaviours. This study looked to understand the relationship between ethos, engagement and career motivation within the four Arms of the RN (Ships (S), Submarines (SM), Fleet Air Arm (FAA), and Royal Marines (RM)). A quantitative approach was taken, where data were collected via an anonymous self-reporting questionnaire. A stratified sample was used based on the Arms, with a random selection from within each stratum, resulting in 647 participants. Analysis demonstrated significant differences between Arms in levels of ethos, engagement and intention to stay. Ethos was significantly and positively related to career motivation and engagement; and predicted a proportion of the variance in career motivation (44 per cent), engagement (30 per cent) and intentions to stay (23 per cent). Career motivation, ethos and engagement together were able to account for 33 per cent of the variance in intentions to stay for the RN as a whole. When split by Arm, the variables differentially predicted intentions to stay. The results support the perceived importance of ethos for the RN, highlighting a continued need to define and encourage ethos within new recruits and retain within those currently serving. The different influence of variables on intentions to stay, between the Arms, indicates a need to define and implement bespoke retention strategies in order to retain appropriate numbers to meet operational demands.

021
Impact of online exposure to adverse experiences on memory characteristics and activation of self-representations
Soljana Çili, University of Southampton & University of the Arts London; Lusia Stopa, University of Southampton
Objectives: This study aimed to investigate the impact of imagery and verbal exposure to adverse self-defining memories on the characteristics of these memories and on their impact on the self upon retrieval.
Design: The study used a mixed design which facilitated the comparison of the effects of imagery and verbal exposure.
Methods: One hundred and seven undergraduate students (92 females, 15 males) completed the study as part of a psychology course. Initially, they attended a group session in which they described in writing an adverse memory and completed self and memory measures. In the following week, they completed two online sessions in which they recalled their memory focusing either on the images associated with it or on the words they would use to describe it. Finally, they attended a follow-up group session. Data analysis consisted of mixed two-way ANOVAs with testing time (pre- vs post-exposure) as within-subjects factor and condition (imagery vs verbal exposure) as between-subjects factor.
Results: In the post-exposure session, all participants rated their memories as less negative, less distressing, less vivid, less central to their identity, and more intrusive. They also reported higher state self-esteem and reduced affect after recalling their memory. Participants in the verbal exposure condition reported a greater reduction in image vividness and lower reduction in positive affect than their counterparts in the imagery exposure condition. There was no significant effect of exposure condition on any of the self or memory characteristics.
Conclusions: Findings suggest that exposure may help modify the meaning of memories and reduce the accessibility of negative memory-related self-representations so that individuals are able to access more positive self-representations when the memory is retrieved. These findings need to be seen in the light of several limitations, including generalisability issues and the fact that the extent to which participants were able to focus exclusively on the words or images related to their memory was not assessed. Nevertheless, they highlight the importance of individuals’ sense of self for understanding mechanisms of change in exposure.

022
The TRAMS: The Team-Referent Attributions Measure in Sport
Pete Coffee, University of Stirling; Iain Greenlees, University of Chichester; Mark Allen, University of Wollongong
Objectives: To provide initial evidence for the validity of a 15-item, four-factor Team-Referent Attributions Measure in Sport (the TRAMS). The TRAMS assesses the attribution dimensions of controllability, stability, globality, and universality.
Design: Cross-sectional in Studies 1 and 2, and multiple time points in Study 3.
Methods: Study 1 required participants (N= 500) to complete the TRAMS for their ‘least successful’ and ‘most successful’ performances in the preceding three months. In Study 2, after performance, participants (N= 515) completed the TRAMS and the Causal Dimension Scale for Teams (CDS-T). Study 3 required participants (N= 165) to complete a measure of pre-competition collective-efficacy prior to performance (Day 1, Time 1), the TRAMS following performance (Day 1, Time 2), and a measure of subsequent collective-efficacy prior to subsequent performance (Day 7-9, Time 3).
Results: Study 1 supported the factor structure of the TRAMS across least successful and most successful conditions. Study 2 provided further support for the factor structure of the TRAMS, together with evidence of concurrent validity with subscales of the CDS-T. Study 3 revealed, following team defeat, interactions between controllability and generalisability dimensions:
Controllability had a significant effect upon subsequent collective-efficacy when causes of team defeat were also perceived to generalise across situations and/or across teams. Following team victory, stable attributions were positively associated with subsequent collective-efficacy.

Conclusions: These studies provide initial evidence for the validity of the TRAMS and demonstrate the theoretical advantages of examining a broader conceptualisation of generalisability attributes and interactive effects of attributions.

023
Trait and social influences in the relationship between social support, self-confidence and performance
Adam Coussens, Tim Rees & Paul Freeman, University of Essex
Objectives: The study examined the extent to which relationships between social support, self-confidence, and performance generalised across significant others (trait influences) or were unique to specific significant others (social influences).

Design: The study adopted a generalisability theory framework. Participants rated, and performed in front of, members of their own social network in a partially-nested design.

Methods: A convenience sample of 49 university hockey players (28 females; Mage 19.7 ± 2.4 years) participated, each accompanied by three significant others. The players rated the perceived support generally available from each individual. Meanwhile, the significant others devised a supportive message to help the player perform a hockey task. The player then received the message from their first significant other, completed measures of received support and self-confidence, and performed the task. This was repeated with the remaining significant others.

Results: Perceived support had significant trait and social influences. Received support only had a significant social influence. Both perceived and received support were associated with performance at the social level but via different pathways. Received support was associated with a significant indirect effect on performance via self-confidence. Perceived support had a significant effect on performance but this did not operate through self-confidence.

Conclusions: The findings emphasise the importance of support in performance contexts but that effects varied across significant others. If athletes perceived individuals to be particularly supportive, they performed better in their presence. The support received from those individuals was also beneficial through bolstering self-confidence and, in turn, performance.

024
Retrieval-induced forgetting and eyewitness memory in a real world context
Coral Dando, Jonathan Logsdail & Tom Mercer, University of Wolverhampton, Institute of Psychology;
Thomas C. Ormerod, Sussex University, School of Psychology
Objective: Using live scenarios, we investigated the occurrence/effects of retrieval-induced forgetting (RIF) on memory for offender information in intentional and incidental encoding conditions.

Design: A between subjects design with two independent variables; encoding (intentional & incidental) and practice (retrieval practice: RP+ and non-retrieval practice: Nrp). The dependent measure was memory for the amount of offender information recalled.

Methods: 179 adults were randomly allocated across conditions, and completed four phases (see Anderson et al., 1994): stimulus event (intentional/ incidental; recall practice (RP+/Nrp); distractor; and unexpected free recall, employing the same confederate (mock offender) and scenario (incidental condition was an unexpected live event the intentional were pre warned to expect a live event).

Results: Our results will be presented and discussed, but in brief, irrespective of condition, the benefits of retrieval practice were evident for the amount of information recalled (RP+: M = 2.05 > Nrp: M = 1.19), but no evidence of RIF emerged (Intentional: Rp- = 3.877 > Nrp =3.50, Incidental: Rp- = 3.319 > Nrp = 3.307).

Conclusions: Previous research suggests RIF can negatively impact criminal investigations. However, in conditions that mimic real-life crime, removing typical memory priming results, and using more complex retrieval pathways, our research indicates that witnesses/victims may be resistant to RIF.

Limitations: This research reports free-recall performance. Future research should investigate the use of cued recall similar to that used to assist witnesses/victims in real life.

025
Understanding persuasion across cultural and cognitive divides
Coral J. Dando, Claire Tranter, Daren Chadwick & Chris Fullwood, University of Wolverhampton
Objectives: The primary objective of this research was to investigate the role of culture and cognitive style upon persuasion in a dyadic face-to-face setting.

Design: We report a novel between subjects laboratory study with two independent variables, namely gender (male, female) and culture (Asian, Eastern European, English), and one dependant variable, persuasion (persuaded; not persuaded). We conducted post-hoc interactive effects of attributions.

Methods: A between subjects laboratory study with two independent variables, namely gender (male, female) and culture (Asian, Eastern European, English), and one dependant variable, persuasion (persuaded; not persuaded). We conducted post-hoc linguistic style matching (LSM), and Cognitive style (Peter’s Delusional Inventory; PDI and Need for Cognitive Closure; NFC) analyses to understand potential markers/predictors of vulnerability to persuasion.

Methods: 90 participants (15 males;15 females across each cultural groups), recruited from the University of Wolverhampton and surrounding area. Using the Jury Method (London, Meldman, & Lanckton, 1970), adapted to include a confederate within mixed-sex dyads and same cultural groups, participants discussed a criminal scenario, acting as a two-person jury. Persuasion was manipulated by the confederate claiming the opposing viewpoint (guilty v. not guilty) to the naive participants from the outset. Pre- and post-discussion data, and observational digital recordings (voice and video) of participant’ discussion performance, was collected.

Results: In brief, persuasion performance and post jury decisions differed significantly across cultural groups.
psychological control in classrooms. Disengagement and the importance of avoiding pregnancy and children's psychological well-being

Design:

processes would be associated with pupil perceptions of reduced vitality. We further hypothesised that these two distinct psychological correlates of different forms of classroom disengagement. Drawing from basic psychological needs theory and learned helplessness, we hypothesised pupils’ autonomy frustration would be directly associated with active disengagement (e.g. talking and making noise), whereas competence frustration would be associated with passive disengagement (e.g. daydreaming in class) via reports of reduced vitality. We further hypothesised that these two processes would be associated with pupil perceptions of teacher psychological control.

Conclusion:

Pupils’ autonomy frustration directly and positively associated with teacher-rated frustration in class. Pupils’ competence frustration was indirectly and positively associated with teacher-rated passive disengagement.

Method:

Participants were 647 pupils (age = 11–14 years) and their respective teachers from three secondary schools in the United Kingdom. Pupil questionnaires were administered during a single school lesson, with teachers rating each pupil’s active and passive disengagement in their class. Structural equation modelling was conducted to explore the study hypotheses using the M-Plus statistical software.

Results:

As expected, perceptions of teacher control positively predicted pupils’ autonomy and competence frustration in class. Pupils’ competence frustration was indirectly and positively associated with teacher-rated passive disengagement, via reduced subjective vitality. Pupils’ autonomy frustration directly and positively predicted active disengagement.

Conclusion:
The proposal that autonomy and competence frustration have different correlates may be important for the advancement of basic psychological needs theory. The distinct mechanisms proposed have important implications for teachers and schools, including potential causes of different forms of pupil disengagement and the importance of avoiding psychological control in classrooms.

Maternal folic Acid supplementation during pregnancy and children’s psychological well-being

Lesley-Anne Henry, Catherine McGarel, Kristina Pentieva, Helene McNutty, Sean Strain, Marian McLaughlin & Tony Cassidy, Ulster University

Objectives: Research suggests that folic acid supplements taken during the first trimester of pregnancy can have beneficial effects on children’s brain development. Little is known if continued supplementation throughout pregnancy has any additional effect, particularly psychological effects.

Design: Randomised controlled trial of folic acid supplementation in pregnancy, with parental rating of psychological well-being.

Method: Children aged 6 years whose mothers received folic acid throughout pregnancy (N = 23) were compared to those whose mothers only receive the supplement during the first trimester (N = 16) on parental ratings of resilience and emotional intelligence.

Results: Preliminary results showed children whose mothers received the supplement scored significantly higher on emotional intelligence (t = 2.487, p < .01) and resilience (t = 2.944, p < .01).

Conclusions: Folic acid supplementation continued throughout pregnancy may enhance aspects of psychological development in children.

Exploring the meaning of spirituality in Chinese schizophrenic patients

Rainbow T.H. Ho, Caitlin K.P. Chan, Phyllis H.Y. Lo, University of Hong Kong; P.H. Wong, Hong Kong Institute of Education; Eric H.Y. Chen, University of Hong Kong

Objectives: This study attempts to understand what spirituality means to individuals with schizophrenia. Literature so far has defined spirituality from the perspective of non-mental illness population. Spirituality in severe mental illness is underexplored, globally as well as among Chinese population.

Design: An exploratory qualitative design was employed because it allows researchers to study people’s spiritual experiences systematically. This study adopted grounded theory methodology by holding an open attitude to all kinds of perspectives throughout the entire investigation, without any presumed conceptual framework of spirituality.

Methods: Eighteen Chinese participants with a diagnosis of schizophrenia were recruited from a hospital outpatient clinic in Hong Kong through psychiatrist referral. Semi-structured interviews on the meaning and experiences of spirituality were conducted. Interviews were transcribed into verbatim and analysed for emergent themes based on grounded theory.

Results: Spirituality is conceptualised as a human being immanent which consisted of five components: sensibility/intuition, mentality/wisdom, personal quality, sense of peace, and beliefs and attitudes. Additionally, most participants believe that spirituality can be enriched through connecting to one’s own self, others, the external world, and the transcendent.

Conclusions: Three out of the five components (sensibility/intuition, mentality/wisdom, and sense of peace) are related to state of mind. The findings reveal that participants rarely associate spirituality to meaning/purpose in life and existential quest which are always mentioned in the existing literature. It is probably due to the cognitive impairments in schizophrenia and the influences of Buddhism (one of the major religions in China) which lays emphasis on state of mind.
Little green lies: Compensatory beliefs about environmentally significant behaviours

Aimie Hope, Christopher Jones, Thomas Webb, Matthew Watson & Daphne Kaklamanou, University of Sheffield

To date, studies have had limited success in assessing the nature and extent of compensatory beliefs concerning environmental behaviours (e.g. that recycling compensates for driving). It was unknown whether this suggested that low levels of compensation are likely with respect to environmental actions or whether previous study findings reflected something about the sensitivity of the measures being used to identify compensatory beliefs in this domain. The present research had two main objectives: 1) to explore whether, why and how people use compensatory beliefs to justify acting contrary to their environmental goals and values; and 2) to validate an existing measure of compensatory green beliefs. Participants were UK residents, contacted during spring 2013 via university mailing lists and community groups (e.g. school, charity). Forty participants reported their thoughts while completing a self-report measure of compensatory beliefs (a ‘think-aloud’ exercise) and took part in a semi-structured interview. Thematic analysis was conducted using NVivo 10. We found that participants used compensatory beliefs: 1) in order to reduce feelings of guilt with respect to their (assumed or actual) negative impact on the environment and; 2) to defend their green credentials in social situations. Whether participants considered the use of compensatory beliefs to be acceptable depended on a number of factors including moral and social norms and the personal cost of the pro-environmental behaviour. Taken together, these findings contribute to our understanding of the nature of compensatory beliefs in environmental domains, including how future measures of compensation may be improved.

Stressors, stress reactivity and mental health in Emirati university students

Justin Thomas & Eman Bahussain, Zayed University

Objectives: Epidemiological data from the Arabian Gulf region suggest that common mental health problems (depression and anxiety) have a relatively high prevalence amongst university students. However, the regional research exploring cognitive vulnerabilities for such problems is scarce. The present study explores the relationship between emotional reactivity to daily life stressors and depressive symptoms within Emirati university students.

Method: College students (N = 286), all citizens of United Arab Emirates (UAE), completed a culturally grounded measure of daily life stress (DLSS – UAE), along with measures of anxiety (KUAS) and depressive (CES-D) symptoms.

Results: As hypothesised, self-reported emotional reactivity to daily life stress was positively correlated with depression and anxiety scores, with mean reactivity per stressor emerging as a better predictor than total stress.

Conclusions: These findings support previous research and extending the stress reactivity literature to the Gulf region. Developing campus initiatives that help individuals manage responses to daily life stressors may play an important role in reducing the prevalence of common mental health problems amongst students.

A longitudinal assessment of organisational stressors in elite athletes

Axel Vittesser & Rachel Arnold, University of Bath

Organisational stressors, defined as the environmental demands associated primarily and directly with the organization within which an individual is operating, have been identified as a prevalent demand for sport performers. To elaborate, research has identified 606 organizational stressors that sport performers encounter. If these demands persist, then various negative consequences can occur, such as burnout, overtraining, dysfunctional psychological health and well-being, and impaired performance. In view of these negative consequences and the dynamic nature of stress, it is important for scholars to investigate organizational stressors longitudinally. Organisational stress in elite athletes is an area that has not yet undergone a large-scale longitudinal investigation, so little is known about the relationship between organizational stressors and various outcomes may fluctuate over time. The purpose of this study, therefore, is to track sport performers’ organisational stressors longitudinally and explore how the demands encountered relate to various outcomes (e.g. performance). In addition, the study will investigate potential moderators of this relationship. To achieve this aim, data is being collected from elite athletes in the six-month period leading up to a major athletic event (e.g. national championships), with collections occurring at five time-points (six months, three months, one month and one week prior to the event), in addition to gathering a performance rating one week post-competition. Self-report questionnaires (e.g. the OSI-SP; Arnold et al., 2013) are employed as well as gathering both objective and subjective measures of athletic performance. Regression analyses and modelling will be conducted to examine the relationship between organisational stressors and outcomes and a moderated hierarchical regression analysis will be used to examine moderations in this study. This research assistantship was conducted over an eight-week period in which the study was further designed, participants recruited and initial data collected. Due to the longitudinal nature of this study design, the data collection period is not yet finished; therefore, results will follow once the data has all been collected and analysed. It is anticipated that the results from this study will be able to inform sport psychologists working with elite athletes on the impact of organisational stressors on various outcomes over time.

Anxiety as a predictor of analgesic dependence: A mixed methods study

Ada Dys, Hannah Collins & James Elander, University of Derby

Objectives: To examine forms of anxiety as influences on analgesic dependence, and explore experiences of pain, anxiety and dependence.

Design: Online questionnaire survey plus semi-structured interviews.
Methods: 147 analgesic users in the general population completed measures of pain anxiety, social interaction anxiety, generalised anxiety, concerns about pain medication, and analgesic dependence. Six individuals with high anxiety and/or medication concerns were selected for interview.

Findings: Regression analyses showed that social interaction anxiety predicted analgesic dependence ($\beta = 0.17$, $p = 0.025$) independently of pain intensity, frequency of analgesic use, and risk of analgesic abuse. However, cognitive pain anxiety ($\beta = 0.20$, $p = 0.017$) and concerns about need for analgesics ($\beta = 0.25$, $p = 0.005$) were the strongest independent predictors of dependence. Interviews showed that participants’ anxieties and concerns influenced both the development of dependence and the process of recognition and recovery. These included decision making about analgesics (‘If I’m in a lot of pain my ability to reason about it becomes silly’); development of habitual use (‘I will almost take them like I’m not quite paying attention’); and reappraisals associated with change and recovery (‘I think some of what I am getting from the painkillers is a placebo effect’).

Conclusions: Pain anxiety and concerns about analgesics influence self-management decisions in the development of analgesic addiction and during recovery. These insights can inform preventative health education and treatment for pain and addiction.

034 Risk-taking behaviours and anxiety in children, adolescents and adults
Anna Kolesnik, Philippa Howsley, Glenn Waller & Liat Levi, University of Sheffield
During adolescence, there are dramatic increases in both risk-taking behaviours and anxiety levels. Recent research has demonstrated that anxiety attenuates risk-taking behaviours in adults. However, whether the same is true for children and adolescents is currently unknown. Consequently, this study examined the relationship between anxiety and risk-taking behaviours in children, adolescents and adults. Eighty-two participants aged 9–24 years completed the State-Trait Anxiety Inventory (Spielberger et al., 1980), Balloon Analogue Risk Task (Lejuez et al., 2002) and Youth Risk Behaviour Surveillance Survey (Lejuez et al., 2003). Adolescents had significantly greater state and trait anxiety levels than both children and adults. Moreover, adolescents and adults engaged in significantly more risk-taking behaviours than children. However, no differences were found between the age groups on the BART. Surprisingly, there were no significant relationships between anxiety and risk-taking behaviours for children, adolescents or adults. These results indicate that there are developmental differences in anxiety and risk-taking behaviours. The validity of the anxiety and risk-taking measures used are discussed in relation to the findings.

035 Does body weight predict memorability for and appetitive response to television food advertisements?
Rachel E. Smith, Craig Thorley, Stephen L. Brown & Emma J. Boyland, University of Liverpool
Objectives: Obese children have a better recollection of television food advertisements and greater food intake response to acute advertisement exposure than normal weight children. Little is known about the temporal nature of this effect, or whether it varies according to body weight. Using a laboratory paradigm, it was predicted that BMI would predict greater recall of chocolate advertising which would mediate greater chocolate consumption, immediately and a week after exposure.

Design: Between-participants experimental design with one week follow-up; 66 opportunistically-sampled participants.

Methods: Sixty-six participants were randomly assigned to watch a nature documentary interspersed with either ten chocolate ($N=32$) or car advertisements ($N=32$). Under the belief that the study was about the effect of TV viewing on taste perception, participants were invited to consume white and milk chocolate ad libitum and then recall as much as possible about the advertising. One week later the ad libitum chocolate intake and recall tasks were repeated and height and weight measurements taken.
Results: Moderated regression showed no interactive effects of condition and BMI on immediate or one-week recall of adverts or milk chocolate consumption. White chocolate consumption was lower in low-BMI participants immediately after advertisement exposure in the chocolate but not car advertising condition. This was not maintained after one week.

Conclusions: Findings suggest that lower BMI participants suppressed white chocolate consumption after exposure to chocolate advertising. Understanding the strategies that lower BMI participants used to do this may reveal new ways of innoculating audiences from the immediate effects of food advertising on consumption.

036 Testing the validity and usability of a new language monitoring and assessment tool: The BabyTalk app
Katie Brewin & Caroline Rowland, University of Liverpool
This project was the first step in making a new language monitoring and intervention tool (the BabyTalk app) fit for purpose by testing its criterion validity and ease of use. The app is a smartphone web-enabled language monitoring tool, which offers the facility to quickly and easily track the progress of young children’s language development over time.

To examine whether the BabyTalk app measures children’s language development accurately, 17 children (12–21 months) and their primary caregivers took part. Parents completed the UK–CDI, a checklist of words that their child can ‘understand’ and ‘say’, embedded within the BabyTalk app. Children’s language was then tested using the Preschool Language Scale 4UK, which measures auditory comprehension and expressive communication. We also administered an object selection task: children had to select an object from a choice of two in response to ‘where is the…’. This assessed children’s comprehension of 20 individual words from the UK–CDI.

There was a strong significant correlation between the PLS–4UK auditory comprehension scale and the ‘understand’ section of the UK–CDI (rs = 0.82) and between the PLS–4UK expressive communication scale and the UK–CDI ‘says’ section (rs = 0.92). There was also a significant correlation (rs = 0.63) between PLS–4UK auditory comprehension and the object selection task. We conclude that the BabyTalk app has high criterion validity and is fit for purpose. We also report the results of focus groups, which discussed future development plans for the BabyTalk app.

037 Prior outcomes and risk propensity
Katie Thompson, Charity Brown & Faisal Mushtaq, University of Leeds
This study investigated the effects of prior experience on future risk propensity. Thirty-one participants completed a two-choice gambling task on two sessions, separated by either one hour or one day. The task required participants to make a number of selections between a square and a circle presented on screen, one coloured yellow and one coloured purple. Participants were advised that selecting one colour would result in large gains or losses (risky) and the other would result in moderate gains or losses (safe). Reward probability in the first session was manipulated such that positive feedback was received on either 75 per cent of trials (win condition) or 25 per cent of the trials (loss condition). In the second session, reward probability fluctuated between periods of winning (RP = 75 per cent), periods of losing (RP = 25 per cent) and neutral periods (RP = 50 per cent). There was no significant effect of either delay (one hour or one day) or condition (win vs. loss) on risk propensity score and no significant interaction between delay and condition. Observation of the means did show a trend; when participants completed the gambling tasks with one hour between sessions, risk propensity increased from session 1 to session 2 in the win condition, and decreased in the loss condition.

Interestingly, the opposite pattern was observed when the two tasks were separated by one day, highlighting a potential influence of memory consolidation.

038 The role of gender in hiring situations: the preference for potential
Fatima Tresh, Georgina Randsley de Moura & Abigail Player, University of Kent
Objective: Previous research demonstrates that individuals have a preference for leadership potential over leadership achievement. What is not known is the extent to which this preference for potential is moderated by candidate gender.

Design: A 2 (applicant gender) x 2 (performance, potential) within–participants online survey design.

Methods: Ninety-eight (59 men, 39 women) took part in a hiring simulation study. Participants were recruited via Amazon’s Mechanical Turk, and were presented with simulated applications for a managerial role varying by applicant gender and assessments of Leadership Potential and Leadership Achievement. Participants evaluated each applicant for how successful they thought each would be in their career and which had the most impressive CV.

Results: The preference for potential effect was replicated (applicants with potential had the most impressive CV). This effect was moderated by applicant gender. Male applicants with potential were most likely to be perceived as successful and as having the most impressive CV (followed by female achievement, female potential, and then male achievement).

Conclusions: Individuals’ preference for job applicant potential is moderated by the applicant’s gender. The CVs for male candidates with potential have the highest evaluation. This has implications for gender equality in the workplace, and provides initial evidence that women’s leadership potential is not recognised by evaluators, a potential barrier to career progression and success.

Ashok S. Jansari, Goldsmiths College, University of London & Victoria Jefferies, University of East London
Objectives: This study aimed to evaluate the ability of a new ecologically-valid assessment the Jansari assessment of executive functions for children (JEF-C) for discriminating between typically developing children
and those with autistic spectrum disorder (ASD) and attention deficit hyperactivity disorder (ADHD).

**Design:** We used an experimental group design with children in three age- and IQ–matched groups: TD ($N = 64$), ASD ($N = 18$) and ADHD ($N = 11$).

**Methods:** JEF-C involves the child running a make-believe birthday party which takes place in a virtual reality environment on a computer resembling a game mimicking aspects of the multiple errands task (MET). It concurrently evaluates eight constructs central to executive function: Planning, Prioritisation, Selective-Thinking, Creative-Thinking, Adaptive-Thinking, Action-Based Prospective Memory (PM), Event-Based PM and Time-Based PM. In addition to JEF-C, participants completed the Six Parts test of the BADS-C and their parents completed the BRIEF.

**Results:** A one-way MANOVA on the compound JEF-C performance revealed a main effect of group ($F(18, 164) = 1.971$, $p = 0.014$, Wilks $\lambda = 0.676$ ($\eta^2$ of 0.178) with the power to detect the effect high (.970)). The TD group outperformed both the ASD and ADHD groups. JEF–C was more sensitive at discriminating between the three groups than the BADS-C and revealed a pattern that paralleled the subjective BRIEF parent evaluations.

**Conclusions:** JEF–C shows great potential for becoming a standard assessment of childhood executive functions and for assessing difficulties associated with atypical development. Since the assessment provides performance on eight measures, future research aims to evaluate how the profiles can be used to develop individualised support programmes to help the children.

**040 Exploring the jumping to conclusions bias in adolescents and children**

Chao-Hwa (Josephine) Chen-Wilson, Victoria Theobald, Niall Galbraith & Ken Manktelow, University of Wolverhampton

**Objectives:** The jumping to conclusions (JTC) bias was reported to moderate the relationship between anxiety and other delusions in adolescents. This study aimed to explore the development of the JTC bias and its relationship to other cognitive skills such as probability understanding, inhibition control and cognitive reflection from late childhood to adolescence.

**Design:** A cross-sectional design was used. The data were collated using computerised tasks to ensure standardised administrations of the tasks.

**Methods:** 442 participants aged 9–18 took part in the study. The pupils completed the computerised tasks in small groups at the schools after consent was given. The data collated were analysed in a regression analysis to examine the relationship between the JTC bias as measured by the beads task, inhibition control measured by the Stroop and Stop-Go tasks, the Cognitive Reflection Test, and probability understanding.

**Results:** Around 84 per cent of children showed the JTC bias by choosing one or two beads in the beads task. This tendency gradually reduced in secondary pupils to about 60 per cent. The age difference was significant ($\chi^2(8) = 25.65$, $p < .001$). However, the developmental trend was not linear across the age groups. Performances in the cognitive tasks along with the participants’ age were entered in a hierarchical regression analysis to predict their JTC bias. Understanding of probability was the only significant predictor ($\beta = 0.12$, $t(347) = 2.03$, $p < .05$) after Age ($\beta = 0.16$, $t(347) = 2.78$, $p < .01$) in the model ($R^2 = 0.06$, $F(1, 347) = 10.97$, $p < .001$).

**Conclusions:** The prevalence of the JTC bias was high among primary school children and gradually reduced with age. The participants’ age and their understanding of probability significantly predict their tendency to jump to conclusions whereas the measures of inhibition control and the ability to reflect did not. The contributions of other cognitive skills to the development of the JTC bias were not straightforward. Further research and methodological issues related to the tasks used will be discussed.
Presentations – Thursday 7 May

301 SYMPOSIUM

Sport and adventure activity to support military personnel and veterans recovering from injury and/or trauma

David Carless, Leeds Beckett University

Recent years have seen large numbers of military personnel and combat veterans facing the consequences of physical injury/impairment and/or psychological difficulties such as post-traumatic stress disorder. Concerns have been expressed in some quarters that existing provision may be inadequate or inappropriate to meet their needs. In response, interventions based around sport and/or adventure activity have been developed as an alternative way to provide psychosocial support for these individuals.

This symposium presents qualitative research that has explored the effectiveness of two particular interventions. The first is a programme of five-day residential courses using a variety of sport and adventure activities, initiated in 2011, known as Battle Back Lilleshall. Three papers present analyses of data concerning military personnel’s experiences on these courses, collected as part of an on-going service evaluation funded by the Royal British Legion. The second intervention uses surfing as an additional or alternative form of therapy for post-traumatic stress disorder for veterans. A fourth paper explores the veterans’ lived experiences of surfing within the context of their on-going life stories.

Together, the four papers show how participants found the interventions to be personally meaningful and valuable, revealing a range of positive psychosocial effects of participation. These include: improvements in psychological well-being; personal transformation through identity repair; a sense of peace; respite from trauma; increased agency; social validation and support; and a broadening of life horizons.

301a Paper 1: Perceptions of wounded, injured and sick military personnel of a five-day adapted sport and adventure recovery course

Suzanne Peacock, David Carless, Jim McKenna & Carlton Cooke, Leeds Beckett University

Objectives: To explore military personnel’s responses to and perceptions of a new five-day adapted sport and inclusive adventurous training course to support the recovery of wounded, injured and sick military personnel.

Design: Participant responses and perceptions were gathered in qualitative forms through intensive participant observation.

Method: Adopting the role of participant-as-observer, the lead researcher took part in 35 courses over an 18-month period. Participants’ perceptions and responses were documented through: (i) conversations and informal interviews recorded in a field diary; (ii) a noticeboard participants were invited to anonymously write their responses and perceptions; (iii) text messages sent to a dedicated feedback mobile phone number. Data gathering methods were chosen to: (i) provide accessible opportunities to give immediate feedback; (ii) avoid intruding on course delivery; (iii) generate information to inform course development.

Results: Thematic analysis revealed five themes in participants’ responses to and perceptions of the course: i) ‘it’s not what I expected’; ii) ‘I don’t know where I’m going, but I like what I’m seeing now’; iii) ‘I was doubtful about myself before, but I did it’; iv) ‘I put my life on the line and now want them to help me’; and v) ‘I want to be me again’.

Conclusion: Findings provide insights into WIS personnel’s experiences prior to and during the course, suggesting a range of immediate positive responses to and perceptions of the course. Insights were presented to the coaching team, allowing effective development of course delivery.

301b Paper 2: A dialogical narrative study of military personnel’s experience of an adapted sport and inclusive adventurous training course

David Carless, Leeds Beckett University

Objectives: To generate insights into the meaning and value of five-day residential adapted sport and inclusive adventurous training courses for military personnel who have experienced physical injury and/or psychological trauma.

Design: Dialogical narrative methodology to develop stories of participants’ personal experience. This supported rich and nuanced understandings while allowing participants to (a) co-construct what counts as ‘data,’ (b) share traumatic experiences under their own volition, within a trusting relationship, and (c) retain control over how their lives are portrayed.

Methods: As a participant-observer on six courses, I worked with one male soldier each week to create an account of his experiences through multiple informal interviews. Collaboratively, we developed and revised his account to create a faithful and evocative first-person story.

Results: Each story highlights the personal benefits, meaning, and value of the adventurous training and sport course by illuminating the individual’s experiences since injury/trauma, his experiences while on the course, and how these interact to affect psychological well-being and shape future life horizons. Taken together, the stories reveal a degree of personal transformation through involvement in the course, suggesting positive identity development and improved psychosocial well-being.

Conclusions: The stories expand current understanding of the psychosocial effects of physical activity for military personnel through: (i) revealing biographical connections to offer a holistic understanding of individual lives over time; (ii) preserving the multidimensionality and complexity that characterises lived experience of injury/trauma; (iii) offering an embodied representation as an ethical act of witnessing another’s life.
**301c Paper 3: ‘Peace amidst the chaos’: An ethnographic creative non-fiction of surfing and PTSD**

**Nick Caddick & Brett Smith**, Loughborough University  

**Objectives:** In recent years, surfing has been used with a group of combat veterans as an additional or alternative form of therapy for post-traumatic stress disorder (PTSD). Grounded in narrative theory, the objective of this paper was to share the veterans’ stories of surfing in a meaningful, engaging and impactful way through the genre of ethnographic creative non-fiction.

**Methods:** An exploratory qualitative investigation was conducted to understand the veterans’ lived experiences of surfing within the context of their ongoing life stories.

**Participants:** Participants were 16 male combat veterans aged 27–60 years, recruited through an ex-services surfing charity via a purposive sampling strategy. Data were collected using interviews and participant observations. A dialogical narrative analysis was conducted and represented in the form of a story as analysis.

**Results:** The ethnographic creative non-fiction tells the story of one veteran’s experiences of surfing as a form of therapy for PTSD. The story evokes the veteran’s thoughts and feelings as he struggles to understand and accept his suffering. It also portrays, in an immediate and visceral way, his embodied experiences of surfing and immersion in the natural environment as a way of experiencing respite from PTSD. The story highlights the impact of surfing on the veteran’s well-being.

**Conclusions:** The ethnographic creative non-fiction moves beyond previous research of combat veterans and surfing by showing, rather than telling, the effects of surfing on well-being. It offers a potentially fruitful form of knowledge translation and highlights the potential of stories to communicate empirical research to wider audiences.

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**301d Paper 4: A case study exploring the boundaries of sport/outdoor adventurous interventions**

**Kitrina Douglas**, Leeds Beckett University  

**Purpose:** The aim of this paper is to explore potential limitations of sport and outdoor adventurous training programmes when used as part of a recovery programme for recovering military personnel.

**Background:** Research documents a number of benefits of sport/adventurous training for military personnel recovering from physical and/or psychological trauma. However, these interventions are predicated on the assumption that participants value playing sport and, arguably, self-identify as strong, tough, powerful, and competitive. There is concern that individuals who do not value sport/adventurous activity may not experience benefits. This study explored (a) whether an individual in this position can benefit from a sport/adventurous training course and (b) what types of support they require.

**Methods:** A systematic case study approach was used to provide an empirically-rich, context-specific, in-depth examination of the experiences of one soldier attending a multi-activity course. Data were collected through participant observation, formal and informal interviews, and participant feedback. A narrative analysis of interviews was conducted along with a content analysis of all other data.

**Conclusions:** The case study shows how an individual who created an identity as artist and musician before joining the Army has their health, identity and narrative agency fractured by the identity expectations of becoming a soldier and going to war. Widening the activities provided on the course (coaches substituted art for wheelchair basketball) provided an opportunity for Luke to regain a valued dimension of his identity, gain social/peer validation for a non-sport, non-competitive activity, and begin the process of narrative repair.

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**302 ORAL PRESENTATION**

**Vicarious secondary traumatic stress: The impact of violent visual social media images**

**Pam Ramsden**, University of Bradford  

**Introduction:** This study examined the relationship between vicarious secondary traumatic stress and the impact of violent visual social media images. Secondary traumatic stress is the emotional duress that results when an individual hears about the first hand trauma experiences of another and is similar to the symptoms experienced by individuals affected by PTSD. The negative effects of being exposed to the suffering of others by professional health care workers has long been recognized and various studies have documented the negative psychological reactions following vicarious exposure to victimised populations called, vicarious traumatisation. Figley (1983) documented that vicarious traumatisation symptoms are nearly identical to those of post-traumatic stress disorder, with the exception that the person has not been directly exposed to trauma, but vicariously exposed to the traumatised person.

Social media via the internet allows violent stories and graphic images to receive focused attention and to provide the viewing public with horrific detail. As a result of watching these events and feeling the anguish of those who are directly experiencing them there is an impact on our daily activities whilst they are being broadcast and it is believed that a proportion of the population may suffer longer lasting effects such as negative stress reactions, anxiety and in some cases post-traumatic stress disorders.

**Design:** A quasi-experimental design was used in this study. Participants were asked to fill out a vicarious trauma measure, two standard clinical assessments for PTSD, a questionnaire concerning five different violent events on social media and a personality inventory.

**Results:** The results indicated that 22 per cent of the population studied (N= 189) were significantly affected by media events and these individuals scored high on clinical measures of PTSD even though none of the individuals had previous trauma and were not present at the traumatic events and had only watched them via social media/internet. There were high correlations to the number of times they had viewed the events in the media and the personality factor of extroversion appeared to be a factor in increased exposure risk to traumatic events.
Articulating and communicating a consistently psychological perspective on psychological health

Peter Kinderman, Institute of Psychology, Health & Society; University of Liverpool

It is a time of significant change in the field of mental health. The publication of DSM-5, the fifth edition of the American psychiatric diagnostic manual, has proved controversial, and has led many to question the creeping medicalisation of normal life, and to criticise the poor reliability, validity, utility and humanity of conventional psychiatric diagnosis. Reviews of the ineffectiveness and adverse effects of many psychiatric drugs as well as of the effectiveness of evidence-based psychological therapies have led many to call for alternatives to traditional models of care. Psychological science also offers robust scientific models of mental health and well-being. These integrate biological findings with the substantial scientific models of mental health and well-being. This symposium will outline the ‘state of the art’ of psychological and psychosocial alternatives to the traditional psychiatric or ‘medical model’ of mental health.

303a Paper 1: Rethinking biology

John Cromby, School of Sport, Exercise and Health Sciences; Loughborough University

**Purpose:** With respect to the functional psychiatric diagnoses, the disease model of psychological distress lacks consistent evidence. Biology is nevertheless still relevant to experiences of distress because it enables all experiences. This paper will suggest ways of including biology in psychological accounts of distress without invoking notions of disease.

**Background:** More than a century of well-funded research using increasingly sophisticated technologies and designs has failed to find consistent evidence for biological impairments in relation to any of the functional psychiatric diagnoses. Psychological accounts of distress must take account of biology in order to remain credible but evidence does not support psychiatric notions of distress as biological disease. Psychologists therefore need sophisticated ways of thinking about biology that allow its influence to be acknowledged without depending upon biological disease mechanisms.

**Methods:** Some alternative ways of including the influence of biology will be considered. Harre’s (2002) work in cognitive science offers conceptual tools, including the distinction between enabling and causing. Rose’s (1997) concept of the lifeline emphasises how biological systems are both self-organising and dynamically open to environmental influence. The rise of epigenetics during the last decade or so also contains useful potentials. Aspects of these works will be described and their relevance briefly explained.

**Conclusions:** Psychologists do not need to depend upon psychiatric notions of biological disease to include biology in their accounts of distress; alternative models of biological influence are available.

303b Paper 2: Formulation as one alternative to diagnosis

Lucy Johnstone, Cwm Taf Health Board, South Wales

**Purpose:** The advantages and limitations of using psychological formulation as one alternative to psychiatric diagnosis, as recommended by the Division of Clinical Psychology (2011, 2013), are discussed.

**Background:** The DCP Position Statement on Classification (2013) argued for a move away from functional psychiatric diagnosis. In parallel with the current controversy about diagnosis, formulation has achieved an increasingly high profile – mentioned in DSM 5 and in NICE guidelines, and the subject of a growing number of publications.

**Methods:** The principles of best practice formulation, based on the DCP Good Practice Guidelines on the Use of Psychological Formulation (2011), are briefly summarised. There is an ongoing tension about whether formulation is best seen as a supplement to, or an alternative to, functional psychiatric classification. It is argued that the principles of the two approaches are fundamentally incompatible, and simply lead to mixed messages and poor practice. The DCP guidelines (2011) support this position. A number of innovative projects have embedded psychological formulation within existing services with promising results.

**Conclusions:** Psychological formulation has widespread credibility and acceptability within services. It is important to resist the pressure to conceptualise it simply as an addition to traditional biomedical model hypothesising. It is best seen as one way, but not the only way, of creating narratives and listening to people’s stories.

303c Paper 3: Changing the story – engaging the public with a psychological perspective on ‘mental illness’

Anne Cooke, Doctoral Programme in Clinical Psychology, Canterbury Christ Church University

**Purpose:** Anne will describe a number of related projects that aim to engage the public with a psychological perspective on experiences such as paranoia and voice-hearing that are more commonly attributed to ‘mental illness’.

**Background:** The public commonly understand experiences such as voice-hearing, paranoia and mood swings as arising from brain disease. The Division of Clinical Psychology and a number of others are engaged in a number of initiatives to promote a more psychological understanding. One example is the recent publication by the DCP of a book-length report aimed at the public, service users and their families, policymakers and opinion formers such as journalists. The report is entitled *Understanding Psychosis and Schizophrenia: Why people sometimes hear voices, believe things that others find strange, or appear out of touch with reality, and what can help.*

**Methods:** Building on an earlier document, the report was prepared by a working party of over 20 leading researchers and clinicians, together with people who have themselves experienced psychosis. Summarising current research and debate, it outlines a consistently psychological perspective to experiences that people more usually assume are signs of brain disease. It is proving extremely popular, and a number of related
Conclusions: The early indicators are that the dominant narrative may be changing towards a more psychosocial understanding of the experiences that have hitherto been seen as ‘mental illness’.

303d Paper 4: Risk factors for psychosis do not respect diagnostic boundaries
Richard Bentall, Institute of Psychology, Health and Society; University of Liverpool
Purpose: In the case of the psychoses at least, psychiatric diagnoses seem to be unfit for the purposes of research into aetiology or mechanisms.
Background: The genetic risk of psychosis is massively polygenic (many genes, each with a small effect) and heritability fails to respect diagnostic boundaries, so that the same genes are associated with a wide range of diagnoses including schizophrenia, bipolar disorder, major depression, autism and even intellectual disability.
Methods: Recent research at Liverpool University has shown that, in contrast, social risks in both childhood and adulthood are highly symptom-specific. For example, we have found that childhood sexual abuse confers a specific risk of hallucinations (but not delusions) whereas attachment insults such as neglect and being raised in a children’s home confer a specific risk of paranoia (but not hallucinations). Living in a deprived urban area is a specific risk factor for depression and paranoia (but not hallucinations or mania) whereas being socially isolated confers a specific risk of thought disorder (but not hallucinations or delusions).
Conclusions: These patterns of association are inconsistent with a diagnostic model but can be explained in terms of the psychological mechanisms known to be important in each symptom. They can also be informative in the generation of individually tailored case formulations.

303e Paper 5: Complexities of developing practical alternatives to diagnosis
Kate Allsopp, Institute of Psychology, Health and Society; University of Liverpool
Purpose: Diagnosis serves (however successfully or unsuccessfully) a broad range of roles in mental health care; assessment, taxonomy, communication and record keeping, a basis for research, explanatory power, etc. If alternatives to diagnosis are to be developed, alternative ways of satisfying these roles are required, and this will inevitably involve complexities.
Background: Other papers in this symposium offer different possible alternatives, but need not be mutually exclusive; e.g. psychological formulation as an alternative method of assessing and creating understanding of people’s difficulties, may be combined with the research and pragmatic advantages of a symptom-based approach. A symptom or complaints based approach as a method of assessment has advantages in terms of data collection (for instance the prevalence of specific problems, important for commissioning and service design), as well as having greater explanatory power (for instance by invoking psychological processes mediating between social adversity and resultant specific problems).
Methods: This paper will discuss complexities revealed during a research project evaluating the development of such an assessment. These challenges include; how to assess heterogeneous types of processes or problems, using what measures of presence or absence, how to assess continuum of severity, and the use of ambiguous comparators in conventional assessment tools (loosely, which benchmark is chosen for ‘normal’ functioning).
Conclusions: In terms of the overall picture, complexities lie in maintaining a psychological thread throughout, using straightforward, non-pathologising language, and ways to structure or build in functionality that ensures the consideration of context and personal meaning in relation to the problems assessed.

304 SYMPOSIUM
Male gender blindness: time to open our eyes
John Barry, UCL Medical School
The rational of this symposium is to address the issue which might be termed male gender blindness, that is, the tendency not to fully notice the psychological health of men. It is argued that this blindness exists both in society as a whole and within amongst many psychologists. The symposium is founded in the belief that professional psychologists – both researchers and applied practitioners – should be taking a lead in drawing attention to the full gender spectrum of the human condition, which includes men and boys. This means moving beyond the still-prevalent idea that gender studies means primarily the study of women’s issues, equally important though these obviously are. Our belief is that without studying men too, and male psychology in relation to work, family life, relationships, health, welfare and masculine identity, we cannot hope to understand and promote true health and well-being for everyone in society.

As psychologists whose vocation is to promote the health and welfare of everyone, we want to raise awareness of the fact that being male is not just a story of power and privilege, but can also bring with it many gender-specific issues, pressures, problems and disadvantages. Most powerful people might still be men, but most men are not powerful people. For example, it is clear from the available statistics that men make up the vast majority of suicides, drug addicts, prisoners and homeless people. The paper reflect these issues and are on the subjects of: male-centric therapy; male-centric helplines; gender schemas and suicide; gender blindness in therapy; and the expression of depression in men.

304a Paper 1: Engaging with the emotional lives of men: designing and promoting male-specific services and interventions.
Roger Kingerlee, Norfolk and Suffolk NHS Foundation Trust
It seems probable that significantly poorer health outcomes in men must have some basis in meaningful sex and gender differences. There is evidence, for example, that males have different experiences of being parented and show different behaviours under stress compared to females. Gender for males, as for females, helps to shape life experience and behaviour, impacting

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most strikingly upon help-seeking and engagement with health service. Sex differences in help-seeking are shown to emerge by around age six. By the time of adulthood such differences may crystallise into recognisable patterns of avoidance, both in relation to help-seeking and psychotherapy.

304b Paper 2: Gender differences in first time calls to the Campaign Against Living Miserably (CALM) helpline
Jane Powell, Campaign Against Living Miserably

**Background:** Despite the large gender difference in suicide, we know surprisingly little about the relationship between gender and suicide. The Campaign Against Living Miserably (CALM) offers free anonymous and confidential support, signposting and information to male callers in the UK through its helpline, taking around 3,000 calls each month to the helpline and also helping through the CALM website and magazine.

**Methods:** This study was a cross-sectional exploration of an anonymised database of 1114 first-time callers, analysed using logistic regression. The outcome variable was sex (i.e. whether the caller was male or female). All other variables in the database (demographics, presenting issues, and outcomes) were entered as predictors of gender, using the backward likelihood ratio method.

**Results:** Sixteen (14.8 per cent) of the 108 variables were significant predictors of gender. This is roughly three times the number that would be expected by chance if there were no differences in calls from men and women. As well as some ethnic and regional differences, women were significantly more likely than men to use text than phone, and were significantly more likely than men to present with problems at work, eating disorders, children’s issues, domestic violence, problems with looked after situations, and housing. Men were significantly more likely than women to present with university issues, OCD, and debt problems.

**Conclusions:** Given that suicide risk is higher in men, these findings emphasise the importance of training helpline staff to deal with issues which appear to be more frequently seen in distressed men, and in digging deeper into what is currently the biggest killer of men aged under 50 in the UK.

304c Paper 3: Gender-related schemas and suicidality: Validation of the male and female traditional gender scripts questionnaires
Martin Seager, Central London Samaritans

**Background:** The issue of whether gender-related attitudes underlie the sex difference in suicide has been relatively unexplored. There may be taboos around acknowledging male vulnerability which impede a gendered exploration of suicide. Such taboos may be enculturated through unwritten rules and social scripts about what it means to be masculine, and how ‘real men’ are supposed to behave. This study sought to validate questionnaires measuring traditional male and female gender scripts in order to test the hypothesis that scores on these questionnaires predict suicidality.

**Methods:** Participants were recruited to an internet survey between Oct 2012 and June 2013 from several websites, including the Men’s Health Forum, Psychology on the Net, and Men’s Minds Matter. The responses of the participating 348 women and 170 men were analysed using factor analysis and hierarchical multiple regression.

**Results:** As hypothesised, men scored significantly higher on the overall male script than women, but there was almost no difference between men and women’s scores on the overall female script. After controlling for other variables, two male gender subscales predicted risk of suicidality (Fight & Win, \( p < .001 \); Mastery & Control, \( p < .042 \)), and one female gender subscale predicted reduced risk of suicidality (Happy Family, \( p < .003 \)).

**Conclusions:** These novel findings have implications for understanding and predicting suicidality in men and women, and may be valuable in the clinical context. For example, this study found that the Mastery and Control aspect of thinking is connected with increased suicidal thought. This means that clinical interventions could potentially be targeted towards helping men by either challenging this rule or applying it differently in their lives.

304d Paper 4: ‘I don’t want to generalise, but…’
The views of coaches on differences in treatment style for male and female clients
Sam Russ, Central London Samaritans

**Background:** Men are less likely than women to seek therapy, perhaps because doing so is seen as an admission of weakness, and therapy involves an uncomfortable degree of emotional self-disclosure. It is possible that men may be more amenable to coaching because it is less emotion-focused than a traditional psychological therapy. This study aimed to discover the degree to which coaches find that male and female clients differ in respect to treatment preferences and outcomes.

**Methods:** This qualitative study involved interviews with 20 coaches, mostly based in the UK. Interviews lasted roughly 20 mins on average, and were conducted by phone or in person between Oct 2013 and Feb 2014. Transcripts of the interviews were analysed using the grounded theory method. The study was approved by UCL’s Senate Research Ethics Committee.

**Results:** The resulting core category which emerged from grounded theory analysis was Ambivalence Towards Generalisations regarding gender differences. Thus although many coaches described gender differences in approaches to therapy (e.g. women find it easier to discuss painful emotional issues) ambivalence was demonstrated in the way that these generalisations were framed in terms of various caveats e.g. that personality is more important than gender. Findings are discussed in terms of Festinger’s theory of cognitive dissonance.

**Conclusions:** These findings have implications for coaches and therapists in general are trained in respect to maximising their efficacy in treating male clients.

304e Paper 5: Masculinity, alexithymia, and fear of intimacy as predictors of UK men’s attitudes towards seeking professional psychological help
Luke Sullivan, Barnet, Enfield and Haringey Mental Health NHS Trust

**Objectives:** Men’s reluctance to access health care services has been under researched even though it has
been identified as a potentially important predictor of poorer health outcomes amongst men. Male gender role socialisation and male development may be important in accounting for men’s underutilisation of mental health services in the United Kingdom.

**Method:** A cross-sectional online survey was used to administer standardized self-report measures that were subject to regression analysis. Five hundred and eighty-one men from the UK general population completed the survey, and 536 participants formed the final regression analysis.

**Results:** Men who score higher on measures of traditional masculine ideology, normative alexithymia, and fear of intimacy reported more negative attitudes towards seeking professional psychological help. Normative alexithymia fully mediated the effect of fear of intimacy on attitudes towards professional help seeking. In the final regression model, education significantly accounted for a proportion of unique variance in men’s help-seeking attitudes.

**Conclusions:** Hypothesised consequences of male emotional and interpersonal development and male gender role socialisation were associated with men’s attitudes towards seeking psychological help. These are important factors which could help to improve help seeking and mental health outcomes for men. Limitations of this study and implications for future research are discussed.

**305 ORAL PRESENTATION**

**Developmental improvement and age-related decline in unfamiliar face matching**

**Ahmed Megreya,** Qatar University; **Markus Bindemann,** University of Kent

Age-related changes have been documented widely in studies of face recognition and eyewitness identification. However, it is not clear whether these changes arise from general developmental differences in memory or occur specifically during the perceptual processing of faces. We report two experiments to track such perceptual changes using a 1-in-10 (Experiment 1) and 1-in-1 (Experiment 2) matching task for unfamiliar faces. Both experiments showed improvements in face matching during childhood and adult-like accuracy levels by adolescence. In addition, face-matching performance declined in adults of the age of 65. These findings show that developmental improvements and aging-related difficulties in face processing arise directly from a perceptual deficit. A clear face inversion effect was also present in all age groups. This indicates that those age-related changes in face matching reflect a quantitative effect, whereby typical face processes are engaged but do not operate at the best-possible level. These data suggest that part of the problem of eyewitness identification in children and elderly persons might reflect impairments in the perceptual processing of unfamiliar faces.

**306 ORAL PRESENTATION**

**The LIFE model: A meta-theoretical conceptual map for applied positive psychology**

**Tim Lomas, Kate Hefferon & Itai Ivtzan,** University of East London

**Purpose:** Recent years have seen the emergence of positive psychology (PP), a field focusing on happiness/well-being. A subset of this field is applied positive psychology (APP), which aims to promote happiness/well-being through positive psychology interventions. This paper offers a conceptual map that elucidates the diverse ways in which APP might attempt to enhance well-being, from cognitive exercises to structural recommendations (e.g. government policy).

**Background:** Despite being enthusiastically received in some quarters, PP has an uneasy relationship with psychology as a whole. This unease is partly due to a lack of systematic thinking within PP about its remit, scope, and domain(s) of application. The present paper aims to redress this lack.

**Methods:** The map is called the LIFE (Layered Integrated Framework Example) model. It is based on Wilber’s Integral Framework, which delineates the four main ontological ‘dimensions’ of the person: subjective mind, objective body/brain, intersubjective culture, and interobjective society. The paper stratifies these dimensions to produce a comprehensive map of the person, and of potential areas of application for APP. For example, it deconstructs the collective dimensions of Wilber’s framework using Bronfenbrenner’s experimental ecology (micro-system, meso-system, exo-system and macro-system).

**Conclusions:** The result is a detailed multidimensional framework which facilitates a comprehensive approach to promoting well-being within PP. Moreover, not only does the paper introduce PP to a wider audience in psychology, as a ‘map’ of the person, the model may be transferable to and useful within other psychological disciplines.

**307 Can behaviours be changed by asking about them? A systematic review and meta-regression**

**Sarah Wilding,** University of Leeds

**Background:** The question-behaviour effect (QBE) is the finding that answering questions about behaviour can alter subsequent behaviour performance. Recent reviews support the QBE as having a small significant effect (SMD = .09 Rodrigues et al., 2014; g = .24 Wood et al., submitted). However, these reviews were limited to RCTs in health behaviour or studies using specific QBE terminology. This review aims to address these limitations.

**Methods:** PsycINFO, MEDLINE and Embase were searched for papers from 1980 to April 2014. Papers were included if they used a condition measuring cognitions and/or behaviour without any other intervention, used cognitive or behavioural DVs and a non-assessed control. Papers were coded for potential moderators including study setting, sample type, question characteristics and behaviour type. Papers were double screened and moderators were double coded. Overall effect sizes were calculated using meta-analysis. Moderator and effect size associations were calculated using meta-regression.

**Results:** 381 papers were screened and 96 papers met the inclusion/exclusion criteria. An overall small but significant effect of the QBE was found $g = .144$, $(CI = .108, .18)$, $p < .001$ ($k = 96$). Type of behaviour targeted and methodological approach influenced effect
size. Large effects were found on flossing \((g = .61, k = 3)\), smaller effects in risky driving \((g = .39, k = 2)\) and physical activity \((g = .22, k = 4)\). Negative effects were found in drug use \((g = -.28, k = 2)\). RCTs that measured behaviour objectively and assessed only participants answering questionnaires \((k = 7)\), produced a small to moderate effect \(g = .476\).

There are potential issues with these findings due to significant heterogeneity and risk of bias effects. Studies rated as having a low risk of bias had a smaller effect size \((g = .07, k = 26)\) than studies rated as unclear/high risk of bias \((g = .219, k = 63)\).

**Conclusion:** The QBE has a small effect on behaviour; which may be increased depending on the target behaviour and whether participants are exposed to the intervention. Due to the association found between methodological quality and the QBE and given that the quality of studies in this area has typically been poor, there is an urgent need for high quality studies in the area.

### 308 WORKSHOP

**Introducing the OBS-LDASC: an innovative tool to monitor behaviour that challenges in autism spectrum conditions and learning disability**

**Debbie Coton & Stacey Parker**, Autism Spectrum Partners, The Disabilities Trust, West Sussex; **Sara Da Silva Ramos**, The Disabilities Trust, West Sussex

**Background:** Behaviours that challenge are common in residential services for adults with learning disabilities (LD) and autism spectrum conditions (ASC), and impact on quality of life. Behaviour monitoring is essential for clear identification of challenging behaviours and understanding factors which trigger and maintain behaviour. Existing monitoring tools for use in other populations require adaptation to reflect behaviours observed in LD/ASC.

**Workshop aims:** 1) to introduce an innovative, flexible behaviour monitoring tool; 2) to present psychometric properties of the tool and its clinical utility. Participants will have gained an understanding of the development and application of the tool.

**Key points:** This workshop presents a new behaviour monitoring system, the Overt Behaviour Scale-Learning Disabilities and Autism Spectrum Conditions (OBS-LDASC). The tool will be explained within the context of positive behaviour support, and UK National Institute for Health and Clinical Excellence (NICE) guidance for adults with autism. The session offers the opportunity to learn about the conceptual and psychometric principles underlying the development of the OBS-LDASC, and its use in clinical practice to continuously monitor antecedents, consequences, severity, frequency and duration of 13 specific challenging behaviours. The unique flexibility of the OBS-LDASC to be individualised will be demonstrated. A clinical data sample will illustrate the utility of the tool to capture a range of behaviours and inform effective intervention strategies.

**Conclusions:** The OBS-LDASC is a useful measure to inform interventions for reducing and maintaining low levels of challenging behaviour, ultimately enhancing quality of life of adults with learning disabilities and autism spectrum conditions.
project which aims to support 250 women-led, small and medium enterprises (SMEs) in London. The specific project reported here is to evaluate the CTTS’s community based peer coaching scheme in relation to its programme objectives, which are to: 1) increase peer coaching resources in Southwark; 2) get customer feedback; and 3) enable peer coaches to successfully carry out placements within their community. The approach involves the sharing of the participant’s stories in a group. It aims to help participants to improve their personal development, self-reflection and general functioning.

**Method**: The research used a mixed method. The quantitative part follows the conventional 2 x 2 quasi-experimental design for impact evaluation; and the qualitative part provides in-depth narratives on the individual participants’ experiences. Twenty people (males and females, aged 18–65) from ethnically diverse backgrounds in the local community were recruited. 10 took part in the coaching training provided by CTTS (Experiment/Coaching Group); and the other 10 were randomly assigned to the control group. The questionnaires used the Recovery-Stress Questionnaire (Kellmann & Kallus, 2001) to measure their general well-being and social recovery; and Cultural & Social Competence Self Review Questionnaire (Law, 2013) to measure their skill competences. As the quantitative analyses have not been completed, this presentation will focus only on the narrative part of the analysis.

**Conclusions**: The narrative method enables us to gain insight to the impact of the training upon the participants – their experiences, hopes and skills that they have developed to achieve their aspirations. From the analyses of the participants’ stories, three key themes emerge: change in self concept, meaning of suffering, and social identity. Their narratives show that the participants slowly started to open up, switching from the third person to the first to narrate his story (change in self concept). The training satisfies their need by giving meaning to their experiences of suffering. The training represented a space where their memories and values are being renewed and applied to the alien dimension in which undefined identities are re-shaped and contained by new social relations. It helped them to define a more positive narrative of mental illness, while representing a valuable tool for self – discovery through the eyes of others (social identity). Overall, the participants stories show a shift from the pessimistic and regressive optimistic tones (before the training) to more optimistic and progressive tones (after the training).

**309d Paper 4: Growing friendly communities in East Lothian**

**Sue Northrop**, Dementia Friendly East Lothian

**Purpose**: This paper describes the development of Dementia Friendly Communities, a community-led initiative. It examines how different communities have responded and the growing interest of third and public sector bodies in the approach and considers how the initiative might develop.

**Background**: Whilst a ‘cure’ for dementia is not yet available, community and social networks can fundamentally affect the quality of life for people with dementia and their carers. Community connections are supported in Scotland’s Dementia Strategy. Dementia Friendly East Lothian opens local community-led conversations about what life is like for people with dementia and empowers local action.

**Method**: The study is based on developing local stories of change, using in depth case studies.

**Findings**: A number of local communities have started dementia friendly conversations and the initiative has spread quickly. Each community develops the initiative in different ways, local dementia champions are emerging and making things happen in their communities. Some staff from public and third sector bodies are getting involved, primarily those acting as boundary spanners. As the initiative grows, the challenge is how to stay true to the community roots and approach that make it successful.

**310 ORAL PRESENTATION**

**Under the shadow of recession**

**Sophia Kariotaki**, Bradford Teaching Hospitals

**Objectives**: Since the recession has hit Greece, individuals have not only experienced financial loss but they have seen their whole life overhauled by the crisis. The purpose of this study was to explore the psychological impact of recession on how young Greek recent graduates perceive their lives and futures at this time of severe economic crisis. Research has shown that during periods of recession, young individuals are affected the most and for that reason I chose this population as the target group of my research. Coming from the perspective of developmental and life-span theories that in order to achieve healthy psychological development, individuals need to go through particular tasks during their life span; I was particularly interested to see how the recession has psychologically affected young individuals who, even though they have recently ended two of the main markers that identify their transition to adulthood (education and gaining a professional qualification), due to the recession they were unable to move to the stages which are employment and financial independence.
Design and Method: In a narrative framework, following an unstructured interview and asking the participants one main question, ‘What are your thoughts and feelings about your life and your future during the period of recession?’, the participants were allowed to express their stories and what they considered as important, creating in that way unique narratives that represented their own processes. This research project received ethics clearance from the University of Manchester Ethics Committee before any participants were approached to be interviewed.

Results: The main themes that were identified from the stories are: ‘Their career choice and their hopes for employment prospects’, ‘Broken dreams and collecting the pieces’, ‘Impact of recession on the individual’, ‘Impact of recession on other aspects of their life’ and ‘Participants’ feelings about their future’.

Conclusions: Presenting and exploring the participants’ stories the researcher attempted to gain a better understanding and awareness of how the recession has impacted them psychologically, investigating their psychological needs finding ways to support them.

311 WORKSHOP
Safe uncertainty – How as supervisors do we help supervisees embrace safe uncertainty in applied practice?
Moira E. Lafferty, Department of Psychology, University of Chester

Aim: The aim of this workshop is to explore how supervisors help their supervisees work towards, embrace and become comfortable working in and from positions of ‘safe uncertainty’.

Whilst supervision occurs within a theoretical paradigm, governed by the rules and requirements of the particular professional division the actual relationship between supervisee and supervisor is one that changes as the journey towards professional competence progresses. In the beginning the supervisee’s practice is secured through a safety net and safety line to the supervisor who ensures that practice is both safe and ethical. In effect supervisors act as gatekeepers, ensuring all elements of practice are professional, client safety is maintained and that supervisees operate within the governance of the qualification.

With experience, and as progress is made towards independence the supervisor faces the challenge of aiding autonomy and helping the supervisee realise that rarely in practice is there one solution, option or treatment and that seldom does the real social world mirror the text book case. In short, the supervisor must also work towards helping the supervisee embrace the notion of ‘safe uncertainty’.

Outcomes: 1. To provide a forum for supervisors to discuss the concept and issues surrounding ‘safe uncertainty’ in supervision. 2. To generate information which can be used in the future to provide ‘sound bites’ for supervisors. 3. To allow supervisors through discussion to develop informal support networks, within and cross divisions.

312 WORKSHOP
Interdisciplinary supervision and supervisor training
Ian Fleming, University of Manchester & Barbara Mason, University of Hertfordshire

This workshop will explore the issues arising in interdisciplinary supervision. Psychologists often work in settings where a part of their role is to provide supervision to colleagues whose professional background is different from their own. Within the profession we also may find ourselves supervising others from a different branch in the profession. In this workshop we will explore our own understandings of what supervision is and consider similarities and difference within the profession. We will go on to consider what issues might arise in interdisciplinary supervision and what the implications of this are for our approach to supervision and the frameworks we might adopt.

Participants will have opportunities to explore the links between inter-professional education and supervision, within a strategy of changing and improving professional practice. Participants will be urged to consider elements of the organisational environment that are important to establishing effective supervision.

Learning Objectives: Participants will consider the strengths and limitations of generic supervision skills; necessary competences for delivering inter-professional supervision; the need to clarify the purpose, role and nature of supervision; and factors within the organisational context that enhance and promote inter-professional supervision.

313 KEYNOTE ADDRESS
Air-raids, terrorism and the crowd: citizens at war
Prof Edgar Jones, Institute of Psychiatry, Psychology and Neuroscience, King’s College London

Tom Harrisson, a founder of mass observation and a witness to the effects of the Blitz, concluded that the majority of Londoners found that ‘they were much tougher than they had earlier thought’. However, he doubted the capacity of citizens, who had no military or emergency training, to withstand the stress of severe or prolonged air-raids. Using evidence from surveys conducted by the Ministry of Home Security and war pensions awarded to civilians, this presentation explores psychological casualties amongst the general population. This evidence is used to identify risk factors, whilst the ways that people protected themselves are also examined. Findings from the Second World War are presented in the light of current terrorist threat to cities, and government planning based on the ‘precautionary principle’. The presentation will explore the extent to which patterns of adaptation and coping from the past are applicable today, and whether our modern culture underestimates resilience.

314 KEYNOTE ADDRESS
Why can’t you just follow the rules? The illusory quest for certainty
Robin Shohet
How do we question everything in a way that is useful and not just an act of rebellion? How do we break rules
and still stay ethical? Or how do we keep rules and yet be unethical? What if the rules we are so sure about, are just attempts to deal with the chaos within and without? Can we plunge into not knowing? What beliefs would we have to let go of to do that? These are the sorts of questions we will be asking.

315 SYMPOSIUM

Psychology and the Fire and Rescue Service
Lisa Sanderson, Nottingham Trent University

Whilst academic psychology has taken an historic and continuing interest in matters relating to the Police Service and to emergency medicine, it has shown far less interest in issues relating to the Fire and Rescue Service (FRS). This is a pity given the rich opportunities the FRS provides for the application of psychological theory and understanding in an applied context; with research findings potentially benefiting not only those working within academia and the FRS but also the wider public given the FRS’ responsibilities for community safety. Thankfully, over the last decade this research situation has improved with a number of psychology driven research units being established that do attend to the FRS. This symposium showcases contemporary research from two such units: the Emergency Services Research Unit (NTU) and Centre for Research in Applied Cognition, Knowledge, Learning and Emotion (UoG); both of which take a specific interest in the FRS. The four presentations span diverse areas and include foci such as: work-life balance; resilience and coping; decision making under duress; and posttraumatic growth. Holistically they point to the important contributions psychology can make to an organisation that the wider general public, often without awareness, depends upon for their safety and well-being. In addition to the four empirical papers a discussant will comment on each and also make a case for the need for research psychologists to embrace further the potential the FRS has as a focus for psychological study.

315a Paper 1: Investigating occupational impacts of the firefighting occupation on relatives and families.
Rowena Hill, Nottingham Trent University

Objectives: Within emergency service workers the main inoculating and intervening phenomena for occupational and traumatic stress is spousal/family support (Beaton, Murphy, Johnson, Pike, and Conneil, 1999; Regehr, Dimitropoulos, Bright, George, and Henderson, 2005). Resources that families of firefighters draw upon to cope with the impacts of the firefighting occupation will be examined.

Design: A cross-cultural, sequential mixed methods design was used to identify and model resources used by relatives to maintain their resilience and well-being at both the macro and meso level.

Methods: A qualitative grounded theory study (N = 10) established a model of occupational impacts on relatives. A psychometric study then tested this model using path analysis (N = 120). Relatives participated from across Europe and Northern America.

Results: Grounded theory generated a model of impacts including perception of risk, effects of traumatic reactions, family functioning, social support, resilience and well-being. Statistical modelling of the conceptual factors yielded a good fit. Contrary to the limited literature published previously in this area, cross-cultural differences were not statistically significant.

Conclusions: Findings and implications will be discussed, concluding with recommendations to effectively support both firefighters and their families. The individual relative, the family, the social support systems and the fire service structures will be considered in the discussion if findings. Theoretical and policy implications will be explored as well as future directions for this research area.

315b Paper 2: Walking where the devil dances: A pilot study of resilience in the fire and rescue service (FRS) in Canada and the United Kingdom
Leigh Blaney, Vancouver Island University; Vivienne Brunsden, Nottingham Trent University

Objectives: This study conducted by researchers from Canada and England in collaboration with four Fire and Rescue Services explored firefighters’ experiences of distress, coping and resilience related to workplace traumatic events. Questions addressed in the research included: Are firefighters resilient? How do firefighters define resilience? Does stress education enhance/sustain resilience?

Design: A cross sectional, mixed methods study design was used with a qualitative theoretical drive supplemented with quantitative measures to compare and contrast firefighters’ phenomenological cross-cultural experiences.

Research outcomes include: a variety of diverse and intricate definitions for resilience reflecting the complexity of the concept yet demonstrating cultural commonalities across both countries; a range of reactions to critical incidents that generally fell into one or more domains: emotional, cognitive, physical, behavioural, and ‘spiritual’; a range of strategies that are implemented to cope with stress reactions - overwhelmingly ‘talking’ about the incident, reactions, and coping mechanisms is most helpful; personal and organizational attributes that assist in managing stress and stressful events within the culture of the fire service; and health promoting strategies for building resilience. Interdisciplinary research provided multiple lenses from which to view concepts of workplace health, and allowed for rich analysis and realistic yet evidence-informed recommendations.

Conclusions: The recommendation to utilise a health promotion lens and offers guidance in planning for, and responding to, traumatic events in high-risk professions. As with any pilot study, numerous questions arose which are foundational to future research further exploration

315c Paper 3: Post-traumatic growth in Fire and Rescue Service personnel
Lisa Sanderson, Nottingham Trent University

Objectives: Research has traditionally focused on the detrimental effects of trauma and particularly on notions of post-traumatic stress. However the idea that traumatic exposure can yield positive benefits, termed post-traumatic growth, is now widely accepted. Organismic valuing theory (Joseph, 2012) suggests that post-
traumatic growth occurs during the therapeutic process of resolving post-traumatic stress. However, research has general been conducted with clinical samples which may have biased and misdirected understandings of post-traumatic reactions and the origins of growth. It is also known that many individuals experience traumatic events without suffering post-traumatic stress. This research explores the possibility of growth in a non-clinical non-stressed population, specifically the Fire and Rescue Service (FRS) where it is established that despite routinely facing traumatic exposure the majority of personnel remain healthy with only rare cases of detrimental reactions (Brunsden et al, 2012).

**Methods:** The majority of research on posttraumatic growth remains quantitative and more idiographic research is needed. This research uses semi-structured interviews with twelve serving members of the FRS and the resulting data being analysed using grounded theory, chosen because the main aim of this method is to generate or discover a theory (Glaser & Strauss, 1967).

**Results:** A number of factors that promote posttraumatic growth were identified with these contributing to an overarching theoretical model of growth.

**Conclusions:** The relationship between post-traumatic growth and posttraumatic stress is more complicated than previously thought. Utilising non-clinical populations allows a more nuanced understanding of this which can then be taken back to inform clinical practice.

**315d Paper 4: Decision making on the fireground**

**Geoff Sallis,** Centre for Research in Applied Cognition, Knowledge, Learning and Emotion (CRACKLE), University of Gloucester

**Objectives:** Effective fireground decision-making requires good situation awareness (SA) and appropriate selection from the information available to the incident commander. Individuals can display different biases in their view of the operational incident: either a liberal bias towards accepting information as true and or a more conservative bias towards rejecting information. The former may carry risk of ‘false alarm’ errors and the latter of ‘misses’.

**Design:** Decision-making biases were examined for operational FRS incident commanders in a development/assessment simulated fireground incident in 2012 and again in 2013 in an assessed simulated fireground incident. The simulated incidents were based on a realistic and developing incident that each individual had to take over command of from the first attendance commander and move towards a successful conclusion from an operational, environmental and social perspective. In both studies, participants were required to answer true or false to a series of probe statements about the incident which were analysed by a signal-detection-type tool (QASA) to give a measure of SA and bias.

**Results:** In relation to the simulated fireground incidents; for SA: there was no significant correlation: \( r = -0.120 \) and \( p = 0.623 \); for Confidence: there was found to be a significant positive correlation: \( r = 0.577 \) and \( p = 0.012 \); and for bias there was found to be a strong significant positive significant correlation across the two sets of scores: \( r = 0.592 \).

**Conclusions:** Individuals hold dormant bias tendencies that will impact their decisions and behaviours during periods of operational command in stressful conditions.

**316 SYMPOSIUM**

**Understanding and managing psychological trauma, what have we learned and how can it be applied in Northern Ireland?**

**Susan Lagdon,** University of Ulster

Northern Ireland has been subject to a history of violent conflict as a result of religious differences between two communities, also known as the Northern Ireland ‘Troubles’. Direct effects of the troubles resulted in the death of thousands of individuals (both military active and civilian) with many people also injured or harmed both physically and psychologically as a result of violent exposure. The vast impact of this conflict on the socio-economic structure of this region reached awareness at a global level and became a major topic of concern by both researchers and policy makers alike. This symposium will explore the effects of various types of trauma exposure including co-occurring childhood adversities, intimate partner violence and conflict related and non-conflict related traumatic events in relation to mental health outcomes such as suicidal ideation and post-traumatic stress disorder. Four papers will be presented by Northern Ireland based researchers followed by an overarching discussion on the various types of trauma and their impact and importance for future research, intervention and prevention strategies. This symposium provides a unique opportunity for the exploration of a variety of traumatic events and their impact within a post-conflict setting.

**316a Paper 1: Associations between conflict, trauma and suicidal behaviour in Northern Ireland**

**Siobhan O’Neill, Finola Ferry, C. Corry, S. Murphy & B. Bunting,** University of Ulster

**Objective:** In this study data from the World Mental Health Survey’s, Northern Ireland (NI) Study of Health and Stress (NISHS) was used to assess the associations between conflict and non-conflict related traumatic events and suicidal behaviour, controlling for age and gender and the effects of mental disorders in NI.

**Design:** This was a survey using multi-stage, clustered, area probability household sample \( (N = 4,340, \text{response rate}, 68.4 \text{ per cent}) \).

**Methods:** DSM mental disorders and suicidal ideation, plans and attempts were assessed using the Composite International Diagnostic Interview (CIDI). Traumatic event categories were based on event types listed in the PTSD section of the CIDI.

**Results:** Suicidal ideation and attempts were more common in women than men, however rates of suicide plans were similar for both genders. People with mental disorders were significantly more likely than those without, to endorse suicidal behaviour. The odds of seriously considering suicide, and planning suicide were significantly higher for people with conflict and non-conflict-related traumatic events compared with people who had not experienced a traumatic event. Finally, the odds of suicide attempt were significantly higher for people who have only non-conflict related traumatic
events compared with the other two categories.

**Discussion:** Traumatic events associated with the NI conflict may be associated with suicidal ideation and plans, and this effect appears to be in addition to that explained by the presence of mental disorders. The reduced rates of suicide attempts among people who have had a conflict related traumatic event may reflect a higher rate of single, fatal, suicide attempts.

**316b Paper 2: Childhood adversity profiles and adult psychopathology in a representative Northern Ireland study**

**Cherie Armour & M. McLafferty,** University of Ulster; **A. McKenna,** National University of Ireland; **S. O’Neill,** University of Ulster; **S. Murphy & B. Bunting,** University of Ulster

**Objectives:** Research suggests that childhood adversities are key etiological factors in the onset and persistence of mental health disorders. The main aims of this study were to examine the prevalence of childhood adversities, to determine poly-adversity across 12 separate childhood adversities, and to investigate the relationship between the adversity classes and mental health problems in Northern Ireland (NI).

**Design:** The study utilised data from Part 2 of the NI Study of Health and Stress (NISHS), which is a cross-sectional epidemiological survey (N = 1,986).

**Methods:** The NISHS utilised the Composite International Diagnostic Interview (CIDI) to examine DSM mental health disorders and associated risk factors, including 12 retrospectively reported childhood adversities. Latent class analysis (LCA) was used to explore poly-adversity typologies. Multinomial logistic regression (MLR) models assessed the association between socio-demographic variables and group membership. Binary logistic regression (BLR) models assessed the association between profiles and mental health variables.

**Results:** The LCA revealed three distinct typologies; a low risk class (N = 1709; 86 per cent), a poly-adversity class (N = 122; 6.1 per cent), and a class that endorsed high levels of economic adversity (N = 155; 7.8 per cent). MLR and BLR models revealed a number of associations between profiles and socio-demographic and mental health variables.

**Conclusions:** The findings indicate the importance of considering the impact of co-occurring childhood adversities when planning treatment, prevention, and intervention programmes.

**316c Paper 3: Adult experience of mental health outcomes as a result of intimate partner violence victimisation: a systematic review**

**Susan Lagdon, C. Armour & M. Stringer,** University of Ulster

**Background:** Intimate partner violence (IPV) has been known to adversely affect the mental health of victims. Research has tended to focus on the mental health impact of physical violence rather than considering other forms of violence.

**Objective:** To systematically review the literature in order to identify the impact of all types of IPV victimisation on various mental health outcomes.

**Method:** A systematic review of 11 electronic databases (2004–2014) was conducted. Fifty eight papers were identified and later described and reviewed in relation to the main objective.

**Results:** Main findings suggest that IPV can have increasing adverse effects on the mental health of victims in comparison with those who have never experienced IPV or those experiencing other traumatic events. The most significant outcomes were associations between IPV experiences with depression, posttraumatic stress disorder, and anxiety. Findings confirm previous observations that the severity and extent of IPV exposure can increase mental health symptoms. The effect of psychological violence on mental health is more prominent than originally thought. Individual differences such as gender and childhood experience of violence also increase IPV risk and affect mental health outcomes in diverse ways.

**Conclusions:** Psychological violence should be considered as a more serious form of IPV which can affect the mental health of victims. Experiencing more than one form of IPV can increase severity of outcomes. Researchers should look at IPV as a multi-dimensional experience. A uniformed definition and measure of IPV could help advance knowledge and understanding of this disparaging global issue.

**316d Paper 4: Psychological trauma, cannabis use and pre-trauma psychopathology: Investigating environmental interactions in the aetiology of psychosis**

**James Houston, J. Murphy, M. Shevlin & G. Adamson,** University of Ulster

**Objectives:** Previous research investigating the aetiology of psychosis has identified risk factors such as childhood trauma, pre-trauma psychopathology and cannabis use. The current research examined the independent and multiplicative effect of these variables on clinically assessed diagnosis of psychosis from three large community samples.

**Design:** Cross-sectional analysis of three nationally representative samples from the United States and United Kingdom.

**Methods:** Data from the National Comorbidity Survey (NCS) and National Comorbidity Survey – Revised (NCS-R) were used. The NCS (1990-1992) was a nationally representative mental health survey assessing the prevalence and correlates of DSM–III–R disorders. NCS-R (2001–2003) was a follow-up to the NCS, and was designed to investigate the prevalence and correlates of mental health disorders using DSM–IV. The Adult Psychiatric Morbidity Survey (APMS; 2007) measured psychiatric morbidity among adults living in private households in the UK.

**Results:** Findings from four studies are reported, and suggest the importance of specific environmental interactions when investigating the aetiology of psychosis.

**Conclusions:** Findings suggest that childhood abuse and cannabis use may enhance an individual’s susceptibility/vulnerability to the experience of psychosis symptoms. Research findings based on reports from psychiatric patients has indicated that assessments of traumatic experiences, particularly childhood traumas, are not routinely taken. The findings of these studies highlight the importance of evaluating drug use history and
interpersonal victimisation experiences during clinical assessment to ensure comprehensive formulation of the patient’s difficulties, and appropriate treatment planning.

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SYMPOSIUM
Using psychological evidence to understand educational transitions
Rob Klassen, University of York
One of the life changes that is almost universal in childhood and adolescence is educational transition, starting in early childhood with entry into nursery or pre-school, and often continuing into late adolescence with entry into further or higher education. Although many children and adolescents adapt easily, some children and adolescents experience significant stress and developmental setbacks when encountering these transitions (e.g. Margetts & Kienig, 2013). The purpose of this symposium is to examine educational transitions across childhood and adolescence using a range of psychological perspectives and in a range of contexts. To begin, Bowyer-Crane examines the early communication and attention skills of children from English and non-English language backgrounds from the perspective of both teachers and parents. Next, Klassen explores the mathematics motivation and self-efficacy of children in the transition from elementary to middle school in a Norwegian context. Asbury used a genetically sensitive design to create a psychometrically robust measure of environmental influences on young people who are at the end of compulsory education. Finally, Nash and James report a study that sought to understand pre- and post-transition perceptions of university students’ academic and social life, health and well-being, and overall perceptions of the university experience. Together, these four studies examine the educational changes most commonly experienced by children and adolescents, providing insight into the psychological challenges that feature in many educational transitions.

317a Paper 1: Parent and teacher ratings of communication and attention skills in children learning English as an additional language (EAL) and monolingual English speaking children at the early stages of schooling
Claudine Bowyer-Crane, University of York; Silke Fricke & Blanca Schaefer, University of Sheffield; Charles Hulme, University College London
Objective: This paper explores the early communication and attention skills of EAL and monolingual (ML) children from the perspective of both teachers and parents.
Design: 180 children were recruited to take part in a language intervention study. As part of the study, class teachers were asked to complete the Children’s Communication Checklist – Short (CCC-S) and the Strengths and Weaknesses of ADHD and Normal-Behaviour (SWAN) scale for each child at three time points across Reception and Year 1. Parents were asked to complete a questionnaire that tapped into the home language environment. Data from parents and teachers of 128 children are reported here; N = 60 EAL and N = 68 ML English speaking children. Comparisons are made between groups and across timepoints for the CCC and SWAN measures.
Results: Results indicate that communicative competence increased over time in both groups. However the EAL children started school with weaker communicative competence than their monolingual peers, and maintained that disadvantage at each test point.
Conclusion: Children learning EAL lag behind ML peers in developing communication skills and further research is needed to identify how to support EAL children at the early stages of school. However, caution must be taken in interpreting these results due to the small sample size.

317b Paper 2: Boys’ and girls’ mathematics self-efficacy and motivation in the transition from elementary to middle school in Norway
Rob Klassen, University of York; Virginia Tze, University of Alberta; Roger Federici & Einar Skaalvik, Norwegian University of Science and Technology
Objective: Considerable research shows a decline for girls’ motivation and self-efficacy in mathematics in early adolescence (e.g. Nunes et al., 2009). However, most of the research has been conducted in culturally ‘masculine’ settings (e.g. the UK) where social pressure to conform to gender stereotypes may be strong (Hofstede, 2010). The purpose of the study was to examine early adolescent self-efficacy and motivation in Norway, a country ranked low in cultural masculinity.
Design: Participants were 1628 students from eighth elementary and middle schools in Norway. Data were collected using validated measures of mathematics self-efficacy and intrinsic motivation for students in grades 5-7 (elementary school) and 8-10 (middle school). Winter-term mathematics grades were collected for middle school students.
Results: There were no gender differences in mathematics self-efficacy or motivation in elementary school. Self-efficacy for all students declined over the transition from elementary school (M = 14.20, SD = 3.79) to middle school (M = 12.55, SD = 4.55), F(3, 1461) = 53.54, p < .001, np2 = .04. There was a significant school x gender interaction, with girls experiencing a sharper drop in self-efficacy than boys across the transition, F(1, 1461) = 17.72, p < .001, np2 = .01. The patterns for intrinsic motivation were similar. There was no difference in mathematics performance in middle school for boys and girls, F(1, 902) = 1.67, p = .20.
Conclusion: Boys and girls showed similar mathematics self-efficacy and motivation profiles in elementary school, but girls showed a sharper decline upon entry to middle school, despite displaying similar levels of mathematics performance. The decline in Norwegian girls’ math self-efficacy and intrinsic motivation mirrors findings from more culturally masculine contexts.

317c Paper 3: Genetic and environmental influences on readiness to leave school
Kathryn Asbury, University of York; Sundus Yerdelen, Kafkas University; Tracy Durksen, University of Alberta; Nicola Moran & Maria Turkenburg, University of York; Robert Plomin, King’s College London
Objectives: A genetically sensitive design was used to create a measure of environmental influences on young
people at the end of their compulsory education.

**Design:** We conducted two qualitative studies of monozygotic (MZ) twin differences. Because MZ differences can only be explained by experiences that are unique to individuals this approach was appropriate to generate hypotheses about experiences which may work independently of genes. We used a classical twin sample (MZ and DZ) to assess the psychometric properties of the new measure.

**Methods:** Participants (aged 16–19) were drawn from the UK Twins’ Early Development Study (TEDS). Screening questionnaires were administered to N = 501 families in which parents and twins identified areas of discordance and offered explanations. Telephone interviews were carried out with N = 100 particularly discordant families and a Framework Analysis was conducted to identify common themes. A quantitative measure (based on the qualitative data) was designed and piloted with N = 121 twin pairs. Exploratory Factor Analysis was used for item reduction and the revised measure was administered to N = 908 twin pairs and analysed using confirmatory factor analysis (CFA).

**Results:** We designed a 10-factor model of environmental influences on school leavers which CFA found to be reliable, valid and psychometrically robust. The model accounted for 63 per cent of the variance in participants’ scores. Factors included teacher quality, family influence and social media use.

**Conclusions:** We drew on genetically sensitive qualitative data to design a psychometrically robust measure of environmental influences on young people leaving school.

**317d Paper 4: Students’ perceptions and experiences of university: Implications for enhancing student resilience**

**Poppy Nash & Melissa James, University of York**

**Objective:** The study aimed to gather data from both sixth form and first-year university students, in seeking to understand pre- and post-transition perceptions of university.

**Design:** Two questionnaires were developed by the researchers for the project, to gather information on students’ perceptions of university pre- and post-transition to university. A total of 135 Year 12 sixth form students completed a paper questionnaire (pre-transition). A total of 699 undergraduate students completed an online student survey at the end of their first year (post-transition). Both questionnaires comprised closed and open-ended questions, which asked about aspects of the students’ academic and social life, health and well-being, understanding of the term ‘resilience’ and overall perceptions of university. Qualitative answers were analysed thematically.

**Results:** Over half of the sixth form student respondents did not know whether universities provide emotional support to undergraduates. The term ‘independence’ was reportedly articulated a great deal by sixth form staff to sixth form students but without further explanation. Ninety-six out of 135 students responded to the questionnaire with some reference to the word, when asked how being a university student would differ from being a sixth form student.

Regarding the term ‘resilience’, undergraduates generally focused more than Year 12 students on the concept of recovery and ‘bouncing back’. This may be because university may be one of the first times that students have had to handle relatively poor assignment marks, even after working hard. Another possibility is that university is the first time this has happened because parents are less able to intervene in any potential difficulties/‘failures’ in their child’s life.

**Conclusion:** The findings can be used to inform both schools and higher education institutions regarding how to improve the student transition and experience and enhance student support services.

**318 ORAL PRESENTATION**

**Digit processing is modulated by the size of flankers: Evidence for a common magnitude system?**

**Philippe Chassy, Michael Colwell & Rebecca Webb, Liverpool Hope University**

**Objectives:** The size of Arabic digits modulates the speed at which their value is accessed in memory. Such size–congruity effect (Besner & Coltheart, 1979) suggests that physical size and numerical magnitude share neural resources in the processing stream. The notion that a general magnitude module would account for numbers values and physical size is debated. To contribute to the debate we aimed to establish whether physical size of irrelevant digits alters the processing of values of target digits.

**Design:** We adapted the numerical flanker task (Huckauf et al., 2008) and manipulated the size of targets (small vs. large) and of flankers (small vs. large) within subject. The research was approved by the ethics committee of Liverpool Hope University.

**Methods:** Thirty-nine participants volunteered to undertake a numerical flanker task. They were instructed to compare the values of two central, target digits irrespective of targets’ and flankers’ size and to press a key to indicate which digit was bigger. Participants underwent 256 trials (64 per experimental cell) while reaction time and accuracy were recorded.

**Results:** A 2x2 within-subject ANOVA on performance revealed that size of the flankers significantly interacts with the size of the target, F(1,38) = 4.02, p = .05, MSE <.01 with large flankers being particularly detrimental for the processing of small-sized targets.

**Conclusions:** The fact that physical size of flanker digits influences the processing of the value of target digits supports the view that there is a common system in charge of processing magnitudes whether physical or symbolic.

**319 ORAL PRESENTATIONS**

**The impact of witnessing co-worker unacceptable behaviour on employee psychological well-being: A two-wave study**

**Christine Sprigg, University of Sheffield**

Using stressor-strain theory (Lazarus, et al., 1985) we investigate four moderators of the relationship of witnessing unacceptable behaviour at work on employee psychological well-being. We examine two contextual moderators namely social support from managers and
social support from co-workers, and two individual level moderators, namely trait negative affectivity (NA) and trait optimism. In our two-wave study involving 127 UK employees we found co-worker social support, managerial social support, negative affectivity (NA) and optimism were all significant moderators of the relationship of witnessing unacceptable behaviour at work on work-related depression. Those employees who reported greater social support (from co-workers and managers), less negative affectivity (NA) and more optimism at Time One were less depressed at Time Two (time-lag of six months). Work-related anxiety was significantly moderated by managerial support, negative affectivity, and optimism; again in the expected manner, with those employees reporting more managerial support, less negative affectivity (NA) and greater optimism reporting less anxiety at the Time Two measurement point. Finally, the only significant moderator of emotional exhaustion was co-worker support; again as expected support from colleagues limited the burnout from witnessing unacceptable behaviour at work. Taken together our findings show that social support, negative affectivity, and optimism are all important moderators of the relationship of witnessing unacceptable on employee psychological wellbeing. Our findings not only add to the growing body of research linking the witnessing of unacceptable behaviour at work with psychological ill health; but also provides an indication of those trait and contextual factors which act as psychological ‘buffers’ to ill health. Furthermore, this is suggestive of positive managerial strategies that could limit the impact of witnessed unacceptable behaviour.

320 ORAL PRESENTATION
The use of a computer simulation of an actual workplace as a research tool in the context of social ostracism and destructive leadership
Peter Crellin, Christine Sprigg & Malcolm Patterson, Institute of Work Psychology, Sheffield University Management School
Objective: The validation a computer simulated workplace as a practical, inexpensive research tool in the context of emergent destructive leadership.
Design: Both within- and between-subjects analyses were undertaken with experimental data. The design allowed for control and comparison.
Methods: The creation of a computer simulation facilitated tests regarding the importance of social ostracism in the emergence of destructive leadership. Supervising a simulated team, volunteers recruited from a university mailing list were randomly assigned to varying conditions concerning popularity, workload, and staff productivity. Pre- and post-simulation measures of feelings of control, exclusion, and affect were taken alongside indicators of trait narcissism and resilience to social rejection. Participants were supervised during a training period following which they were charged with monitoring incoming work whilst incentivising under-productive staff. A numerical indication of popularity was displayed throughout and, if unpopular, participants received emails from staff socially excluding them from events. Participants later discussed their experience in a debrief interview.
Results: Statistically significant changes in affect were apparent in terms of control and hostility between ostracised and non-ostracised participants; however, ostracised participants used more positive incentives than non-ostracised participants. Evidence also emerged of erroneously attributed reasons for events and staff behaviour and of biased leader interactions.
Conclusions: The results support the validity of computer simulations as social research, assessment, and training tools and highlight the importance of social context in leadership behaviour. Future extended trials would help address concerns regarding ecological validity caused by the short period of time participants spent interacting with the simulation.

321 ORAL PRESENTATION
A longitudinal examination of UK trainee applied psychologist change and development
Hayley McEwan, University of the West of Scotland
Objectives: We examined developmental changes experienced by clinical, counselling, and sport and exercise trainee psychologists during postgraduate training.
Design: Longitudinal qualitative study.
Methods: Following university ethics approval, we interviewed 26 trainee psychologists (6 counselling, 9 clinical and 11 sport) three times over two years regarding professional development changes during their training programmes. Semi-structured interviews allowed participants to explore their development. The interview schedule was informed by the professional development literature. The authors adhered to the BPS Code of Ethics and Conduct. Clinical and counselling participants were completing doctorate programmes, and sport and exercise trainees were enrolled on the BPS Qualification in Sport and Exercise Psychology. Interviews were transcribed verbatim and subject to a thematic content analysis.
Results: Developmental changes across the groups of trainees included reduced anxiety in meeting with clients; increased trainee-led supervision; greater flexibility in the use of interventions tailored to client needs; greater holistic understanding of the client-change process, and more nuanced ways of assessing change in clients. Through training, participants experienced critical incidents (e.g. receiving poor feedback from a client), changed service-delivery perceptions (e.g. realising the scope of the psychologist’s role and the competences required to work effectively), and increased awareness of their role in a wider service or organisation.
Conclusions: The findings of this research could provide new ideas to optimise education and training (e.g. sport psychology adopting a ‘teaching hospital’ model similar to clinical psychology).

322 Attitudes towards older patients and their care in English hospital settings
Rajvinder Samra, Imperial College London; Amanda Griffiths, University of Nottingham; Tom Cox, Birkbeck, University of London; Simon Conroy, University of Leicester; Adam L. Gordon & John R.F. Gladman,
University of Nottingham

Objectives: To conceptualise attitudes towards older patients and their care in secondary hospital settings.

Design: Qualitative research study with semi-structured interviews.

Methods: Twenty-five in-depth interviews with medical students and doctors in an English teaching hospital were conducted. A multidimensional model of attitudes was used to inform the interview schedule (affective, behavioural and cognitive information). Participants were asked about their beliefs, emotions and behavioural tendencies towards older patients. Data were thematically analysed and 50 per cent of the coded data was checked by another researcher.

Results: The findings showed that attitudes toward older patients and their care can be conceptualised under the headings: (1) beliefs about older patients; (2) older patients’ unique needs and the skills required; and (3) emotions and satisfaction with caring for older patients. The latter theme was often of a negative valence as participants described the challenges of providing care to older patients.

Conclusions: This study marks one of the first attempts in English settings to describe attitudes toward older patients and providing their care. The findings call into question the past measurement-focused literature which has typically used older people, as opposed to older patients, as the target of investigation whilst making conclusions about the older patient group. It is argued that there is a need to directly address these cognitions, emotions and behavioural tendencies toward older patients and consider the possibility they are distinct from the older people group.

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ORAL PRESENTATION

Supporting employees’ informal learning: A qualitative exploration of how others support learning in a UK energy firm

Stephen McGlynn. Institute of Work Psychology

Objective: This paper explores how employees are supported in their informal learning endeavours, exploring the sources and the types of support that are, and can be, provided.

Rationale: The paper adds to the sparsely researched area of informal learning, an area in which academic literature lags behind business practice. Whilst plentiful evidence underpins formal interventions, such as training, less is known about employees’ informal self-development - despite research highlighting that up to 80 per cent of development occurs informally.

Design: The study is of a qualitative design, so as to explore an under-explored topic in-depth.

Methods: Twenty employees from a ‘Big Six’ UK energy company were selected by purposive sampling, covering a range of demographic backgrounds. Participants’ past learning experiences were discussed through semi-structured interviews and the repertory grid technique.

Results: A number of sources and mechanisms of support for informal learning were identified, providing a novel contribution to existing literature. Interestingly, we identified support sources beyond the organisational-based sources typically considered, such as line managers and colleagues.

Conclusions: This study is the first of a number exploring how best to support employees’ informal learning. Although small scale and within a single organisation, the study sets the foundation for future research and suggests merit in the consideration of a wider array of learning support sources. In practice, the findings have immediate applications for development and coaching practitioners, providing evidence-based insight into how organisations and external agents can support informal learning, and contributing to growing trends of 70:20:10 and self-directed learning.

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FACILITATED POSTER SESSION

Evaluating a trauma training and supervision package for IAPT

Ruth Cocksedge. Ministry of Defence

Objectives: Post-traumatic stress disorder (PTSD) is one of the most challenging conditions that primary care psychology services treat. This project aimed to test the effectiveness of a new model to better equip IAPT clinicians across the East of England region to treat PTSD, by training and supervising ‘trauma experts’ within services who would be able to treat and supervise more complex cases of PTSD.

Design and Methods: Twenty clinicians from ten IAPT services attended a six-month programme on trauma-focused cognitive behavioural therapy (TF-CBT) for PTSD, including face-to-face workshop events, webinars and specialist supervision. The training package was thoroughly evaluated on a number of levels, including acceptability, therapist knowledge, self and externally-rated competency and client outcomes.

Results: The evaluation showed significant improvements in therapist knowledge and skills in treating PTSD following the training. Follow-up data from one year after the training and supervision was completed (not currently available, but will be in advance of the May conference) will demonstrate whether these gains were maintained, and whether participants were able to disseminate their new skills back to their organisations.

Conclusions: The package may provide a useful opportunity for services aiming to up-skill their staff in treating PTSD, as well as improving their client outcomes for difficult to treat cases.

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FACILITATED POSTER SESSION

The beneficial role of supervision with new counselors in Greece

Anastasia Kotsopouloy. Synchronous Support Center

Supervision is used in counselling, psychotherapy, and other mental health disciplines. It consists of the regular meeting of a professional with other professionals, to discuss casework/incidents and other professional issues in a structured manner. This is often known as clinical or counseling supervision. The purpose is to help the practitioner to learn from their experiences and progress in his or her expertise, and to provide better customer service or patient. Education must apply for planning work and the work of diagnosis and therapeutic intervention. In Greece there is a gap in the role of clinical supervision due to the lack of regulations.
by the Greek law and the professional bodies. This study presents different case studies and the beneficial outcomes of supervision, the avoided mistakes in their practice and the raising self confidence of the new professionals., using a combination of the Proctor Functional Model and Padesky’s CBT Model.

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WORKSHOP

Supervisor development: Proposed characteristics of experienced and effective supervisors

Helen Beinart & Laura Golding

Supervision is a developmental process for both supervisees and supervisors. This workshop will explore how supervisors develop, and present the desired characteristics of experienced and effective psychology supervisors. The Society has adopted the Learning Outcomes for Introductory Supervisor Training that now forms the requirements for RAPPS (Register for Applied Psychology Practice Supervisors). The Division of Clinical Psychology’s Clinical Supervision Advisory Group (CSAG, formerly STAR) developed the initial criteria and has now developed guidance for more experienced supervisors to recognise supervision as a developmental process. A key aim of this guidance is to encourage good quality supervision and to highlight the importance of ongoing training and continuing professional development for supervisors. The workshop will include a presentation on the background and development of the guidance and a discussion of the characteristics identified. This will include the values, theory and evidence base underpinning the characteristics. The workshop will also include group work enabling participants to familiarise themselves with the desired characteristics and provide an opportunity for discussion about how they might apply the guidance to their development, training and practice as supervisors.
001
Does contemplation encourage people to seek feedback at work?
Betty Chang, Thomas Webb & Yael Benn, University of Sheffield

Seeking feedback can help people to improve their work performance. However, evidence suggests that people often do not seek feedback on their work performance because it might reflect badly on themselves or oblige undesired behaviour. Howell and Shepperd (2013) demonstrated that people, who are generally unwilling to receive potentially negative information (about their health risks in this case), are more willing to do so if they first think about reasons for and against learning about such information – a process which they call contemplation. The present research investigated whether the same intervention might lead employees to be more willing to seek feedback about their work performance. N = 111 employees at a large university in the UK were asked to think about reasons for and against receiving feedback (contemplation condition) or skills associated with their role (control condition). We then measured their willingness to seek feedback on their work performance. Results showed that, although university staff are generally in favour of receiving feedback, participants in the contemplation condition were significantly less willing to receive feedback than participants in the control condition. This may be because the effects of contemplation on feedback seeking are moderated by participants’ initial attitudes toward feedback. That is, contemplation makes people adopt a more balanced attitude towards receiving such information, so that those with initially positive attitudes toward seeking feedback actually become less willing to seek feedback.

002
Development of a co-produced intervention to prevent alcohol misuse in adolescents: A think aloud study
Emma Davies, Oxford Brookes University; Jilly Martin, Sheffield University; David Foxcroft, Oxford Brookes University

Development of a co-produced intervention to prevent alcohol misuse in adolescents: A think aloud study

Objectives: This study sought to gain feedback on a novel intervention, theoretically based on the Prototype Willingness Model (PWM), aimed at reducing alcohol misuse in adolescents. The intervention was developed in a series of structured steps, and consisted of an online quiz featuring 10 questions linked to PWM.

Design: A qualitative think aloud interview study with follow up semi-structured interviews was undertaken. The think aloud method has been used by behaviour change intervention designers to understand how users interpret theoretical techniques and relate intervention content to their own experiences.

Methods: In the think aloud part of the study, participants were prompted to talk out loud about what they were thinking while they worked through a prototype version of the intervention. Participants were 16 young people aged 11–15 (50 per cent female) and interviews lasted 30–40 minutes. Transcripts were analysed using thematic analysis.

Results: Themes relating to positive and negative features of the intervention were identified. Participants were positive about the mode of delivery and found the content of the intervention appealing because it was counter to their expectations that it would simply advise them against drinking because it was bad. There was evidence that a focus on drinker/non-drinker prototypes was too narrow because adolescents perceived drinking as inevitable during the teenage years.

Conclusions: An online intervention based on the PWM has the potential to engage and interest adolescents. A wide range of alcohol prototypes should be targeted and a focus on short-term harms should ensure intervention credibility.

003
A service evaluation of friends and family participation in a tertiary level pain management programme
Lucinda Mawdsley & Hannah Twiddy, The Walton Centre NHS Foundation Trust

Objectives: The objective was to assess perceived usefulness of friends and family (F&F) involvement in a chronic pain management programme (PMP). The evidence base suggests the importance of F&F involvement in such interventions and this research aims to add to the literature.

Design: A F&F session lasting 2.5 hours was added to an established PMP. A mixed method service evaluation was conducted enabling researchers to assess the usefulness and value of the session and to gain insight into any potential need for future amendments to service delivery.

Methods: For six months data was voluntarily collected using anonymous evaluation sheets involving 179 participants: 74 family members, 3 friends, 96 PMP patients and 6 unspecified. Quantitative data collection involved five-point Likert scales of satisfaction regarding session content, speed and usefulness. Descriptive statistics were obtained. Qualitative data collection involved open-ended questions and a thematic analysis was conducted.

Results: Quantitative data 65.4 per cent of participants rated session content as ‘very good’ (5), 48 per cent rated the speed as ‘very good’ (5) and 71 per cent rated usefulness as ‘very good’ (5).

Qualitative data: The most useful aspects covered included understanding self-management approaches to chronic pain (42.2 per cent), communication techniques (22.8 per cent) and having a family member present (13.3 per cent). Least useful themes were also noted.

Conclusions: The F&F session was valued by PMP patients and their F&F alike. This corroborates with previous findings that carer inclusion can be crucial in development of self-management strategies. Limitations of the study were its cross-sectional design and potential variation in session delivery by different staff.
004
Tailored onscreen ‘pop-up’ warning messages of specific loss amounts reduce expenditure in online roulette
Paul McGivern, Derby University

Objectives: The growing availability and accessibility of online gambling has contributed to increasing numbers of people at risk from problems caused by unplanned/unaffordable gambling. Onscreen warning messages have produced promising results in reducing gambling expenditure, with recent research showing support for personalised message content. The Diminished Sensitivity principle of Prospect Theory – whereby increased risk-taking can occur due to decreased sensitivity to losses – has been shown to be relevant in gambling situations. This study examined the use of personalised warnings of specific loss amounts, by comparison to generic and control warnings. It was predicted that bankroll-specific warnings would reduce diminished sensitivity effects and therefore reduce gambling expenditure.

Design: Between-subjects and mixed-subjects designs measured differences in overall expenditure and wager amounts at fixed bankroll positions, between message types.

Methods: 45 university students who were occasional gamblers, took part. Participants played a simulated game of online roulette that was fixed to lose, starting with £1000 credit. Participants received warning messages when reaching £750, £500, £250, and £100 bankroll positions. Wager amounts were recorded following the display of each message.

Results: Those who received bankroll-specific warning message wagered significantly less overall, and gambled less at the £500 position, than those who received generic and control warning messages.

Conclusions: Tailored warnings can facilitate reduced gambling expenditure and partially combat diminished sensitivity effects. Findings also provide general support for the use of warning messages in online gambling environments, demonstrating potential application in alignment with consumer protection gambling policies.

005
Why won’t they exercise more? Understanding factors that impact on interventions in the elderly
Lucy Moss, Sandy Wolfson, Mark Moss & Lynn McInnes, Northumbria University

Objectives: To understand the impact different factors have on the motivators and barriers to exercise experienced by older adults. This will aid the future development of personalised interventions to increase activity in this group.

Methods: A non-experimental design was employed. One hundred and forty four older adults (65 to 95 yrs) completed the newly developed Motivator and Barrier Questionnaire (MBQ), the Falls Efficacy Scale, the Penn State Worry Questionnaire, the Short Form Health Survey and the Physical Activity Questionnaire for Older Adults.

Results: Age was shown to have the biggest influence on both the motivators and barriers experienced; significantly increasing the number of barriers to exercise experienced by the oldest-old participants (80 to 95 years) compared to the young-old (65 to 79).

Considering the individual factors of the MBQ, the oldest-old participants reported higher barrier scores for health constraints, negative mindset, social constraints and age appropriateness. With regards to the motivating factors, the young-old participants were more motivated by intrinsic factors and practicalities. Regression analyses indicated that increased age, a poor health status and lower levels of physical functioning were associated with higher overall barrier scores. Vitality (from the SF-36) was shown to be the only predictor of total motivator scores. Participants with more vitality had more motivation to exercise.

Conclusions: These findings suggest that any future intervention studies designed to increase levels of physical activity in older adults, must acknowledge the very real differences between the ‘young’ older adults and the ‘oldest’ older adults, and tailor interventions accordingly.

006
Information-seeking behaviour in people with lung cancer and the world wide web: Does Dr Google promote early help seeking?
Julia Mueller, Chris Todd, Simon Harper & Caroline Jay, University of Manchester

Objectives: Lung cancer patients frequently present after having had symptoms for several months, which negatively impacts on survival. Online health information could be a key factor influencing individuals’ decisions to seek medical help. This study aimed to explore whether individuals with lung cancer research symptoms online prior to diagnosis, and how this impacts on help-seeking behaviour.

Design: This study adopted a mixed-methods approach, combining quantitative and qualitative methods to obtain holistic, real-life contextual insights.

Methods: 120 patients recently diagnosed (<6 months) with lung cancer were recruited from clinical sites in England. Patients completed a survey and a purposive sub-sample was invited for semi-structured interviews. Survey data were analysed quantitatively using descriptive statistics and interview data were analysed qualitatively to identify recurring themes and important topics.

Results: Although few patients reported researching their own symptoms online, in 22 per cent of cases a relative searched online for the patient. Many patients report family members played a crucial role in initiating help-seeking. Family members used online information to encourage presentation to health services and to monitor physicians’ advice. Most encountered difficulties in retrieving and assessing online information.

Conclusions: Our findings highlight the importance of significant others in triggering help-seeking for lung cancer symptoms, and that web-based information could contribute to this process. Accessing appropriate information prior to diagnosis could be crucial for timely help-seeking. Based on these findings, we plan to develop and evaluate a web-based behaviour change intervention based on psychological theory to trigger early help-seeking among those experiencing lung cancer symptoms.

007
Assessing the impact of a fire safety intervention
Thomas Simcock, Faculty of Education and Children’s Services, University of Chester

Objectives: Cheshire Fire and Rescue Service (CFRS) has
experienced a strategic shift in their community safety work and this has involved the delivery of a fire safety intervention, the Home Safety Assessment (HSA). The primary objective of this study was to explore the impact of this intervention. The second objective was to investigate the role of self-efficacy in the uptake of fire safe behaviours.

**Design:** This research was conducted within a wider mixed methods PhD study into the implementation of the HSAs by CFRS. This phase of the research employed a cross-sectional survey design investigating whether individuals changed their behaviour to be more fire safe in their home.

**Methods:** Participants completed a questionnaire, with questions focussing on the rating of the HSA, behavioural change in response to the advice, and their self-efficacy in continuing with the advice given. 2000 residents from across Cheshire were randomly selected to receive the postal questionnaire, and 311 completed questionnaires were returned.

**Results:** A majority of the participants agreed that they took steps to make their home safer since the HSA (N = 183), they still follow the majority of the advice (N = 211), and they regularly test their smoke alarm (N = 193). Self-efficacy was positively correlated with taking steps to make their homes safer (r = .495, p = .000), and, still following the advice given during the HSA (r = .523, p = .000).

**Conclusions:** The study highlights the usefulness of the HSA in promoting fire safety and suggests that those with higher self-efficacy are more likely to continue with fire safe behaviours after the HSA.

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**008 Effect of impulsivity, evidence type and message framing on implicit self-control over snack food**

Joanna Slodkowska-Barabasz, Sue Churchill & Nik Chmiel, University of Chichester

**Objectives:** Research has determined that effectiveness of health communication strategies – evidence type (non-narrative vs. narrative) and message framing (loss vs. gain) in promoting fruit and vegetable consumption (non-narrative vs. narrative) and message framing (loss vs. gain) in promoting fruit and vegetable consumption is contingent on the individual differences in impulsivity. However, it is not known whether the effect of health messages would hold across different eating behaviour – snacking avoidance. The aim of this study was to investigate the persuasive influence of evidence type (narrative vs. non-narrative) and message framing (loss vs. gain) in promotion of avoidance of snack foods for impulsive young people who experience impulsive mood (primed impulsivity).

**Design:** The study used 2 (Primng: neutral vs. impulsivity) X 2 (Evidence type: non-narrative vs. narrative) X 2 (Message framing: loss vs. gain) design.

**Methods:** Participants (from colleges that agreed for participation) whose score on impulsivity scale (UPPS-P) was above the mean (N = 111) were either primed with neutral or impulsivity stimuli and received one of four messages (narrative/gain; narrative/loss; non-narrative/gain; non-narrative/loss). Afterwards, participants’ implicit self-control over snack foods was measured with category judgment task (judging snacks as healthy or unhealthy by pushing/pulling the joystick). Data collected in this experiment was analysed with ANCOVA.

**Results:** Participants high on impulsivity primed with impulsive mood were more convinced by the non-narrative message than by the narrative message and exerted greater implicit self-control over the snack foods F(1, 100) = 4.19, p = .043, = .04.

**Conclusions:** The results demonstrated support for the persuasive effect of the non-narrative form of information presentation (as opposed to narrative) for impulsive young people.

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**009 Correlational investigation of the relationship between dispositional mindfulness and key facets of eating behaviour**

Karlis Vaughan & Geoff Haddock, Cardiff University

**Objectives:** Recent research has explored the links between dispositional mindfulness and eating behaviour. To help better understand the role of mindfulness in weight management, this research explored links between mindfulness and nutritional knowledge, food preferences, dietary restraint, and the importance individuals attach to the value of healthy eating.

**Design:** A correlational design was used to examine relations among core variables.

**Methods:** 121 undergraduate students participated in exchange for course credit. Standardised questionnaire assessments included the Mindfulness Attention Awareness Scale (Ryan & Brown, 2003); the Five Facet Mindfulness Questionnaire (Baer et al, 2008); the Food Neophobia Scale (Pliner & Hobden, 1992); the Consumer Nutrition Knowledge Scale (Dickson-Spillman et al., 2011) and the Dietary Intent Scale (Stice, 1998). Participants also indicated their preference for a variety of foods and the extent to which they endorsed specific health values (adapted from Schwartz, 1992).

**Results:** Mindfulness was positively associated with valuing healthy eating and negatively associated with dietary restraint. Non-significant associations were found between mindfulness and food preferences, nutritional knowledge and food neophobia.

**Conclusions:** The results suggest that mindfulness is related to the importance individuals associate with the value of healthy eating. This has potential applied implications for how to promote healthy eating behaviour. Further, more mindful individuals were less likely to practise dietary restraint. Overall, there is a need for additional work using more representative samples, as well as experimental studies examining the implications of induced mindfulness on health-related values, attitudes and behaviour.

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**010 Can the question-behaviour effect be used to promote positive intergroup behaviour?**

Chantelle Wood, Bethany Topham, Wenlin Wang & Nora Alturki, University of Sheffield

**Objectives:** The question-behaviour effect (QBE) refers to a phenomenon whereby questioning people about their intentions or predictions to engage in a behaviour significantly increases performance of that behaviour. The current study aimed to extend research on the QBE to intergroup behaviours.

**Design:** Participants were randomly allocated to one of three question conditions in a between-subjects design.
Participants were asked to predict whether they would support minority-group members (prediction group), whether they intend to support minority-group members (intention group), or to predict whether they would appreciate their friends/family (control group), in the future. The dependent variable was whether participants later signed up to participate in a purported LGBT mentoring scheme.

**Methods:** 110 undergraduate students participated in a study ostensibly investigating how personality type affects word-search ability. Participants endorsed/negated 15 personality statements including the condition-specific target statement above, then completed a word-search task. Participants were informed that the experiment was complete, but invited to sign up to be a mentor on an LGBT mentoring scheme, via an online form. Sign-up frequency data was subject to a chi-square analysis.

**Results:** Though differences were not significant, patterns indicated that participants who responded to target behavioural prediction or intention questions were more likely to sign up for the mentoring scheme than control group participants.

**Conclusions:** While the current experiment found no significant effect of the QBE on intergroup behaviour, the experiment was likely underpowered. Further research using a larger sample size is needed to examine whether the QBE is effective in promoting positive intergroup behaviours.

011  
Psychosocial conditions in a large public sector organisation during ‘austerity’: what’s the real problem?  
John Hudson, University of Salford

**Objectives:** Numerous psychosocial work stressors, such as excessive demands or insufficient manager support, have been linked with negative psychological health outcomes. However, if employers are to tackle stress-related issues, they need to know which of these generic psychosocial stressors are most significant in their workplace. This study assessed psychosocial stress-risks and their relationship with employee psychological health, in a large public sector organisation.

**Design:** A cross-sectional self-report survey collected quantitative and qualitative data from employees regarding the psychosocial work environment and psychological health.

**Methods:** 1,425 employees completed an online survey, incorporating validated measures (e.g. HSE stress-management standards indicator & GHQ-12). Qualitative data was analysed using thematic analysis, while structural equation modelling (SEM) was used to assess relationships between stressors and psychological health.

**Results:** Qualitative and quantitative data each suggested ‘demands’ as the main stressor, while ‘change’ was also prominent in both analyses. However, qualitative analysis indicated the main issue was more than simply the amount of work, with many employees citing a mismatch between resources and expectations. SEM analysis of quantitative data found some stressors had significant effects on psychological health, but via different pathways: ‘demands’ via its strong relationship with ‘job stressfulness’, while social and motivational factors (e.g. manager support) manifested their effects via job satisfaction.

**Conclusions:** Both qualitative and quantitative data implicated similar psychosocial factors, but the different perspectives they contributed highlights the unique insight that each may add. Furthermore, SEM indicated the relationship between psychosocial working conditions and psychological health is not straightforward.

012  
Mothers’ and fathers’ perceptions of co-parent support and undermining: associations with preschool children’s behaviour  
Rachel Latham & Bonamy Oliver, University of Sussex

**Objectives:** This study explored associations between children’s behaviour and parents’ reports of being supported and undermined by their co-parent, in order to examine the unique contributions of the perceptions of each parent.

**Design:** Cross sectional data was provided by mothers and fathers on all measures.

**Method:** 106 intact couples were recruited via birth records. Parents reported on their children’s behaviour and parenting practices via a postal questionnaire and co-parenting and relationship quality via telephone interview.

**Results:** Although not independent predictors of child behaviour, taken together, fathers’ – but not mothers’ – reports of co-parent support and undermining produced a significant change in R² (r = 0.07, p < 0.05), thus explaining 7 per cent of the variance in child behaviour problems within our sample even after accounting for parenting and relationship quality as well as maternal reports.

**Conclusion:** Fathers’ feelings of being supported and undermined by his co-parent are important factors in understanding individual differences in children’s behaviour. That this finding was true of fathers but not mothers may help explain previous null findings as studies rarely distinguish between maternal and paternal co-parenting support and undermining. The salience of the co-parent relationship for fathers can be understood in the context of maternal gatekeeping behaviour and father involvement. This study is limited by its reliance on cross-sectional data, future research utilising longitudinal designs is needed to better understand the associations found here.

013  
‘It won’t happen to me’ – the third person effect and cyberbullying  
Sondos Metwally & Lucy Betts, Nottingham Trent University

**Objectives:** The present research investigated whether the Third Person Effect (TPE) influences young people’s perceptions of online risk, primarily the risk of being subjected to cyberbullying. Despite a high awareness around issues of privacy, social media users continue to exhibit risky online behaviour. The TPE has been shown to effect an individual’s feelings of personal invulnerability to negative online experiences, perceiving others to be more susceptible.

**Design:** A 2x2x6 (sex [male v female] x optimistic bias [low v high] x 6 TPE (self, friends, younger students, students your age, people older v strangers) mixed ANOVA was conducted.
**Methods:** One-hundred and nine sixth form students (N = 109; 63 females, 46 males) ranging in age from 16 to 18 (M = 16.92, SD = 0.39) completed a questionnaire survey. The comparative optimism measure assessed the individual’s optimistic self-perception. The TPE measure determined the individual’s perception of cyberbullying vulnerability compared to five other groups.

**Results:** The analysis showed a significant main effect for TPE was found \( F(5,525) = 84.89, p < .001 \), with the self being rated to be at lower risk than all targets other than younger students. Sex and TPE also revealed an interactive effect \( F(1,105) = 5.17, p = .025 \), with females exhibiting a stronger TPE and significantly more optimistic scores than males.

**Conclusions:** The findings demonstrate the substantial role which the TPE plays, informing why young people have unrealistic perceptions of vulnerability to cyberbullying. The implications of these findings are to implement more measures to raise adolescents’ awareness of the risks which the cyberworld poses.

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**014 Impairment of prospective memory by lavender aroma is not related to mood or detectable blood borne active compounds**

**Mark Moss, Kamila Irvine & Mark Oliver,** Northumbria University

**Objectives:** To assess the impact of lavender aroma on prospective memory and investigate potential relationships with mood and absorbed volatiles.

**Design:** An independent groups design was employed with two conditions, lavender aroma and no aroma. Dependent variables were the ‘event based’, ‘time based’ and ‘total’ scales of the Camprompt test.

**Methods:** Forty healthy adult volunteers aged 21–58 yrs were randomly allocated to one of the two conditions. All participants completed a mood assessment prior to completing the Camprompt test. On completion of the test a second mood assessment was completed. Finally a 5ml sample of venous blood was drawn by a trained phlebotomist.

**Results:** The lavender aroma condition significantly impaired performance on the time based, event based and total scales from the Camprompt. No significant differences were found between the two conditions for changes in the alert, content and calm mood scales from pre to post test. No significant correlations were found between changes in any of the mood scales and the Camprompt measures in either condition. Furthermore no trace of active volatile components was detected in any of the serum samples.

**Conclusions:** The data clearly indicate that exposure to lavender aroma impairs prospective memory performance. Theoretical explanations of the impact of aromas on cognition have hitherto been in terms of mood, or more recently potential pharmacological mechanisms. Neither is supported by the data presented here, leading to consideration of quasi-pharmacological mechanisms mediated via neurological circuits directly or indirectly stimulated by the olfactory bulb to be considered.

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**015 Parenting, bullying, and the moderating role of callous-unemotional traits**

**Miltisa Nikforou,** University of Central Lancashire Cyprus

During the last few decades, bullying has become a worldwide concern for educators, researchers, school psychologists, and parents, mostly due to the prevalence rates but also due to the negative consequences on students involved. The purpose of the present study was twofold. First, we investigated whether positive and negative aspects of parenting predict bullying and victimisation. Second, we attempted a moderation analysis to examine whether the relationship between parenting and bullying is moderated by the child’s callous-unemotional traits. The participants were 535 fifth and sixth grade children with a mean age of 12.55 years and their mothers. Children completed the Revised Bullying and Victimization Questionnaire, the Parental Authority Questionnaire, and the Inventory of Callous-Unemotional traits. Their mothers completed the Parental Knowledge Questionnaire. The results showed that authoritarian parental style positively predicts bullying and victimisation while parental control and child disclosure predict negatively bullying. Moderation analysis revealed that the positive link between authoritarian parental style and bullying and victimization is significantly stronger for children with high levels of callous-unemotional traits. Furthermore, moderation analysis showed that the negative link between parental control and bullying was significantly stronger for children with high levels of callous-unemotional traits. The results are discussed within the framework of parenting and aggression theory, exploring the conditions in which negative parenting and bullying occurred during late childhood and early adolescence.

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**016 Quantitative video analysis of group interaction in nonverbal and verbal group therapies for schizophrenia using digital video annotation software**

**Stavros Orfanos & Stefan Priebe,** Queen Mary University of London

**Objectives:** Group therapies are commonly used in mental healthcare settings. However, despite a large literature exploring the social advantages of groups, no attempt has been made to empirically identify group interactions using video-annotation technologies. The objective of this study was to explore whether interactions between group members can be identified across different group therapies, using a novel video analysis approach. It was hypothesised that ELAN video-annotation software would provide a suitable platform to reliably measure group interactions.

**Design:** Quantitative annotation of interactive social behaviour from digital video recordings of five body psychotherapy groups (collected as part of a multi-centred randomised-controlled trial: NESS-Project) and one cognitive behavioural therapy group.

**Method:** A total of 48 participants (8 per group) with a diagnosis of schizophrenia, aged 18–65, were recruited from out-patient mental health services. ELAN annotation software was used to annotate and rate individual group member statements. Statements were categorised using an adaptation of the Individual Group Member Interpersonal Process Scale.

**Results:** Four main interactive categories were identified across both verbal and nonverbal treatment modalities:
i) disclosure of personal information, ii) expression of emotional affect, iii) interpersonal sensitivity and iv) enhancing other group member awareness. Ratings of interpersonal interaction were confounded by audio/video quality.

Conclusions: Novel digital video-annotation techniques can be used flexibly and efficiently to assess group interaction across verbal and nonverbal group treatment modalities for schizophrenia. Distinct categories of interactions can be identified across group treatments, however high quality video data is needed to further develop this approach.

017
The causal relationship between attentional manipulation and memory bias: Varying self-esteem and ERP findings
Matthew Pears, Sarah Pearson & Simon Goodson, University of Huddersfield

Objectives: To investigate the effects of self-esteem on attention towards negative stimuli, and the resulting causal role on memory. Contemporary research has yet to identify neural mechanisms and trajectories associated with opposing self-esteem levels, with neutral and negative stimuli. Modulations in electrophysiological indices of attention were investigated during single session attentional bias modification (ABM).

Design: An independent groups design study investigated changes in neurological activity in response to affective words, based on Beck Depression Inventory-II and Rosenberg Self-Esteem scores. Standard or ABM dot-probe tasks assessed the relationship between word valance and memory recall.

Method: A non-clinical sample of 40 participants (12 male) completed the questionnaires prior to a standard or ABM dot-probe task. 200 negative-neutral affective word pairs were used. A 256-channel dEEG recorded ERPs across the 200, 300 and 600-900ms epochs. After, 10 words of each valence were memorised, and participants later recalled the words in a free word recall task.

Results: There were significant differences in EEG profiles at key epochs. For example, topographical maps indicate a significant increase in ERN when low self-esteem participants responded incorrectly. However, significant differences in the behavioural measure of free word recall were not found, in relation to self-esteem scores or dot-probe condition.

Conclusions: Neurological measures revealed the adverse effects of negative stimuli on attentional deployment in low self-esteem individuals. Self-esteem is reported to be a vulnerability factor to depression. Superior to behavioural indices, neurological measures could be utilised with clinically depressed samples, enhancing understanding of neural similarities between self-esteem and depression.

018
A comparison between twin and non-twin sibling relationship quality
Katharine Shaw, Alison Pike, Bonamy Oliver & Rachel Latham, University of Sussex

Objectives: The aim of the current study was to test for differences in sibling relationship quality between twin and non-twin sibling relationships, alongside sibling sex constellation.

Design: Mothers and fathers provided cross-sectional data on their children’s SRQ.

Methods: Two samples were used. The first consisted of 118 families containing two non-twin children recruited via mainstream schools in Southern England (older siblings were \( M = 7.40 \) years, and younger siblings were \( M = 5.20 \) years). The second sample consisted of 212 families and their two twin children (\( M = 4.69 \) years), recruited via birth records. Parents were asked about demographic information, as well as SRQ, via a questionnaire or telephone interview. Two-way (sibling sex constellation X zygosity) ANOVAs were conducted, while controlling for child age.

Results: There was no main effect of sibling zygosity on SRQ positivity or negativity for either mothers’ reports or fathers’ reports. There was, however, a significant main effect of sibling sex constellation on sibling negativity, but not positivity, according to mothers (\( F(1,2) = 4.98, p = .007 \)), with male pairs showing more negativity than female and opposite-sex pairs. According to fathers, sibling positivity, but not negativity, was significantly influenced by sibling sex (\( F(1,2) = 3.99, p = .02 \)), with female pairs showing more positivity than male pairs. No interaction effects emerged.

Conclusions: The sibling sex constellation findings replicate previous research. The results relating to twinship are more novel and surprising. Our pattern of findings indicate that twins’ SRQ is not quantitatively different from that of non-twins, suggesting that it is acceptable to generalise from twin studies to studies on sibling relationships more broadly. Saying that, it is worth noting that the reliance on cross-sectional data here limits the potential importance of these conclusions.

019
Daily spiritual experience and mental health among healthcare workers: The role of burnout
Cheuk Yan Sing, Ted Chun Tat Fong, Friendly So Wah Au-Yeung, Kit Ying Law, Lai Fan Lee, Siu Man Ng & Rainbow Tin Hung Ho, Hong Kong University

Objectives: This study aimed to clarify the role of burnout on the relationship between daily spiritual experience and mental health among healthcare workers in Hong Kong.

Methods: Using a cross-sectional design, 312 healthcare workers in a mental rehabilitation institution completed a self-administered questionnaire composed of the Hospital Anxiety and Depression Scale (HADS), the Copenhagen Burnout Inventory (CBI) and the Daily Spiritual Experience Scale (DSES).

Among the respondents, 77.7 per cent were females, 22.3 per cent were males. The mean age of the participants was 38.6 years (SD = 9.91). Multivariate regression was used to test the role of burnout on spirituality and its mental health outcomes.

Results: Daily spiritual experience was negatively related to individuals’ levels of burnout and mental distress. Healthcare workers who reported higher levels of daily spiritual experience demonstrated significantly lower levels of burnout (\( \beta = -0.23, p < 0.01 \)), depression (\( \beta = -0.35, p < 0.01 \)) and anxiety (\( \beta = -0.23, p < 0.01 \)). After adjustment for age, education level, marital status and staff ranking, significant partial mediating effect of
burnout was found on the relationship between daily spiritual experience and depression ($z = -3.17, p < 0.01$), accounted for 26.1 per cent of the variation in depression. Besides, burnout completely mediated the relationship between daily spiritual experience and anxiety ($z = -3.25, p < 0.01$), accounted for 34.9 per cent of the variation in anxiety.

**Conclusions:** Burnout qualifies as a mediator, suggesting that considerable variance in depression and anxiety could be due to changes in burnout levels. In addition, day-to-day spiritual practice is protective against burnout and mental health problems. Future intervention could incorporate spirituality training to reduce burnout and thereby improving well-being among healthcare workers.

**020**

**Social inhibition is associated with elevated basal cortisol: The influence of increasing age**

Michael A. Smith, Victoria Riccalton, Denise H. Kelly-Hughes & Mark A. Wetherell, Northumbria University

**Objectives:** Type D (distressed) personality is characterised by high social inhibition (SI) and high negative affectivity (NA). It has been associated with physical health problems; most notably an increased risk of cardiovascular mortality in later adulthood. In the present study, we sought to investigate whether basal cortisol mediates the relationship between Type D personality and self-reported physical symptoms in healthy young adults.

**Design:** A cross-sectional design was employed.

**Methods:** A total of 72 individuals (34 males, mean age = 27.9 years, age range 20–44 years) completed self-report measures of Type D personality and physical health symptoms. Participants were also required to obtain saliva samples for the quantification of free cortisol at awakening, 30 minutes post-awakening, 45 minutes post-awakening and immediately prior to going to bed on two consecutive typical days.

**Results:** Type D personality was associated with distress from physical symptoms, but not basal cortisol. When the sample was divided into two groups on the basis of age, the SI component of Type D personality was associated with i) elevated cortisol at awakening, ii) a greater cortisol awakening response (CAR) magnitude and iii) a greater diurnal decline in cortisol in the relatively older sub-group.

**Conclusions:** These findings suggest that SI may have a greater influence on the CAR and diurnal cortisol rhythmicity with increasing age. Further longitudinal work is needed to validate this interpretation of the findings. The effects of Type D personality on basal cortisol with increasing age may have implications for physical health problems in later life.

**021**

**Job satisfaction and quality of care: The experiences of mental health support workers**

Melody Terras, University of the West of Scotland; Jade Dollochin, Caledonian University; Judith Ramsay, Leeds Beckett University

**Objectives:** Mental health support workers enable independent living. Existing research documents attitudes and factors that contribute to burnout in the nursing population. However, less is known about the experiences of mental health support workers who spend a large amount of time supporting individuals with longstanding mental health problems and therefore encounter a different range of experiences. How do they cope with these different experiences? Does experience influence attitudes towards their clients, job, and ultimately the quality of care provided?

**Design:** Qualitative study using semi-structured interviews with 15 mental health support workers to explore their attitudes and day-to-day experiences.

**Methods:** All interviews were audio record, transcribed verbatim and analysed using a framework approach that supports examination of *a priori* questions and the identification of emergent themes

**Results:** Five themes were identified: (1) Positive influence of experience on attitudes; (2) Stigmatisation experienced by people with mental health problems; (3) Advantages and disadvantages of community care, (4) Experiences of burnout; (5) Gender differences and job satisfaction with male support workers reporting less negative effects.

**Conclusion:** Attitudes were positive towards individuals with mental illnesses in general, but individuals with schizophrenia were frequently stigmatised. Familiarity and experience helped improve attitudes. All staff reported frequent experiences of occupational stress that left them feeling emotionally and physically exhausted. The nature of mental health support workers attitudes should be addressed. Appropriate training is essential to ensure that support workers retain positive attitudes towards their clients to reduce the potential influence of stigma on the quality of care provided.

**022**

**What makes information accessible within healthcare settings: insights from a learning disability context**

Melody Terras, University of the West of Scotland; Sharon McGregor, University of Strathclyde; Dominic Jarrett, NHS Ayrshire and Arran

**Objectives:** Low health literacy contributes to health inequalities within society. This study explored the role of accessible information (AI) in promoting health literacy among people with a learning disability as a starting point to consider the issue in relation to other client groups. Specifically, what are current practices in relation to the production and use of health related AI by clinicians, carers, and people with learning disabilities?

**Design:** Exploratory study using mixed methods and random sampling. 102 clinicians completed a questionnaire; 35 clinicians participated in focus group discussions; and 10 people with learning disabilities, and 10 carers were interviewed regarding their experiences of using accessible health related information.

**Methods:** An online questionnaire examined the nature, range, important aspects and involvement in production of AI and was quantitatively analysed. Focus groups and semi-structured interviews tapped information seeking behaviour and the use of AI to support inclusion and healthcare decision making and were thematically analysed, informed by a framework approach.

**Results:** Questionnaire data demonstrated variable use and understanding of AI, as well as correlations between knowledge of AI and views regarding its relevance.
Qualitative data highlighted the crucial role of communication partners when using AI and the deficits in current NHS information provision.

Conclusions: AI is traditionally regarded as a niche resource, particularly relevant within learning disability services. Our results highlight its potential to support empowering partnerships with service users and thereby help address persistent health inequalities. AI should therefore be considered as the default form of information provision.

023
The role of arousal in the ‘jumping to conclusions’ bias
Aoibhinn Tormey & Rob Dudley, Newcastle University
Background: Around 50 per cent of people with delusions exhibit a data-gathering bias where they gather less evidence in order to make decisions called the ‘jumping to conclusions’ bias (JTC). Delusional ideation has been identified in 10–15 per cent of the general population, indicating that clinical and non-clinical delusional experiences are linked. Increasing arousal levels may have a demonstrable effect on the decision making process and cause people to seek less evidence before a decision. Research suggests that JTC appears more prominent for emotionally salient rather than neutral material.

Hypotheses: It was hypothesised that a) arousal would decrease evidence gathering, and b) that this would particularly affect emotionally based materials.

Method: 24 students from Newcastle University were randomly assigned to a control or experimental condition. Participants completed the Beads Task (60:40 ratio) and salient words task before and after the arousal manipulation. Arousal levels were increased by watching a clip from The Blair Witch Project. The control condition watched a clip of Japanese flowers.

Results: The arousal manipulation was successful at significantly increasing arousal levels. No difference was found in decision making between the arousal and neutral conditions or between the beads task and salient words task. The hypotheses were not supported.

Conclusions: The findings suggest the amount of information required to make a decision is not altered under conditions of heightened arousal or by the content of the information. Key limitation was use of small analogue sample. Future work should develop a valid method to test emotionally salient material in the lab.

024
Digital analysis of mind-related words published in three areas of psychology
Thomas Wilson, Rebecca Herfferman & Victoria McMahon, Edge Hill University
A dilemma faced by modern psychology is how to regard the human person, as conscious being or neurophysiological mechanism. This exploratory study’s objective was to investigate concepts of mind across research areas of psychology. To this end, we conducted a digital analysis of recent journals to test the hypothesis that subdisciplines within psychology systematically vary in their publication of mind-related words (e.g. memory, awareness, mind, conscious).

Design: Following recent digital history research in psychology, we applied descriptive methods from the digital humanities to examine the content of journal articles. Samples of issues across three psychological research areas were contrasted in a one-way design: experimental, clinical, and educational psychology.

Method: A census was obtained of published papers over the years 2012 and 2013 in six peer-reviewed journals, purposefully selected, two upper-tier periodicals for each represented subdiscipline. Publications were accessed electronically and the frequencies of mind-related words in abstracts and methods counted. For this exploratory study, word counts were obtained by human observers with significant inter-observer reliability at 98 per cent.

Results: Chi-square analysis revealed the frequencies of memory, (d.f. = 2) = 25.19, awareness, 12.40, and cognition, 17.92, among other words, were reliably associated with research areas in psychology, p < .01.

Conclusions: As expected, systematic differences in the frequency of mind-related words revealed contrasting research domains among psychologists. We argue differences reflect distinct concepts of mind within psychology. For example, practitioners place greater emphasis on mental states whilst laboratory experimentalists emphasise memory, process, awareness, and the unconscious.

025
The role of retrieval-induced forgetting in bilingualism
Rhian Worth, University of South Wales; Victoria Wright, Aberystwyth University; Manon Jones, Bangor University
The objective of the current research was to examine the potential role for retrieval-induced forgetting in bilingualism. It was anticipated that participants would demonstrate forgetting for items which were related to items they had practiced. Two experiments were conducted with the aim of examining whether or not retrieval-induced forgetting occurs in relation to bilingualism. Across both experiments over 50 (English and Welsh bilinguals and English monolinguals) participants were recruited. Participants completed a three-phase, computer based study. During phase 1 participants studied the names of a range of objects in Welsh. In phase 2 participants practiced a sub-set of the objects from phase 1. In phase 3 participants completed a test phase, during which participants were shown prompts for object names and asked to recall the names of the objects. During the test phase accuracy and reaction times of the participants’ responses was recorded. In experiment 1 the frequency of word (high vs low), and number of times the objects was viewed (1, 5 or 10 times) was also examined. Experiment 2 replicated the methodology of experiment 1. The results demonstrated a retrieval-induced forgetting effect for items participants were exposed to 1 or 5 times but not for 10 times. Interestingly the results suggest an interaction between high and low frequency items with monolinguals and bilingualism. The findings therefore suggest a potential role for retrieval-induced forgetting in bilingualism. The findings will be discussed in relation to retrieval-induced forgetting and language theories. The study was funded by the College Gymraeg Genedlaethol.
BPS Stands and Member Networks

British Psychological Society Information Stand
Throughout the conference, Society staff will be pleased to meet you at our information stand in the Exhibition Hall.

Membership
Come and meet our membership team who will be available to help with your queries, and tell you about the membership benefits package. As well as meeting us at the Society’s exhibition stand, we will be available at various points each day within the student, trainee and supervision streams.
• Ask about your existing membership and fees
• Discuss ways to enhance your membership experience
• Join a network
• Find out about careers
• Have a chat.

General enquiries
All our staff at the conference will be happy to help you with any queries about the Society, or the conference. We look forward to seeing many of you during the conference.

The Psychologist and Research Digest
The team behind our monthly publication and successful blog is at the conference. Look out for Dr Jon Sutton, Ella Rhodes and Dr Christian Jarrett and join them at The Psychologist lunch discussion on Tuesday 5 May at 12.30 (see programme for details).

The Policy Team
Via the Professional Practice Board, Psychology Education Board, Research Board and Ethics Committee, the Policy Team provides support to public policy development, public policy engagement, public engagement and the support, promotion and advancement of the discipline.

We support the Society’s strategic objectives, by publishing guidance and supporting those working as psychologists, researching in the field and teaching or studying psychology. We provide support and advice on issues relating to professional practice across all Divisions and to support scientific endeavour in all areas of the discipline. We oversee and manage the Society’s consultation response process and public policy outreach activities, including relations with the Governments and legislatures of all four nations of the UK.

Our stand provides information on:
• Published guidelines and policies in psychology education, research and science, ethics and professional practice.
• How we support the discipline through our Boards and links with external organisations and stakeholders
• Learned Society activities
• Promotion of psychological science
• Supporting academics, teachers and researchers as well as practitioners.

Other work of the team will be showcased during the conference at the following events:
Tuesday 5 May:
• This is the Student conference day.
• Attend the launch and workshop on the Society’s new Guidelines on Ethical Competence at 11:30.
• Learn all about impactful psychological contributions to environmental behaviour change at 13:15.

Wednesday 6 May:
• Our fringe debate on ‘Palliative and End of Life Care’ at 10:00 will explore and debate the role of psychology in palliative and end of life care.
• Please join us in celebrating the achievements of all of our prestigious award winners at the award ceremony at 12.50 and the awards symposia throughout the day.
• Speak to the recipients of our Research Assistantship Scheme during their poster display at 13:35.
• Explore the current issues and challenges facing psychologists working as expert witnesses across the UK at the Expert Witness Advisory Group symposium at 14:20.
Professional Development Centre
Our expert team can help you with questions about your professional development and the opportunities available. Meet the team during the conference to pick up your copy of the 2015 Professional Development Directory. Talk to us about getting involved in delivering workshops, getting your training approved and extending your professional development. See our award-winning e-learning; find out about our exclusive conference discount for the 2015 workshop programme, and take part our prize draw with a chance to win a place at one of our workshops.

The Branches Forum & North West of England Branch
The Branches Forum represents the Society’s Branch Network and provides an arena and opportunity for Branch Chairs to meet four times a year to share ideas and work on projects of mutual interest.

The Society has Branches and Regional Offices in Northern Ireland, Scotland and Wales and active Branches in London, Wessex, South West, North West, West Midlands and North East.

During the conference representatives of the North West of England Branch (the host area for this year’s conference) and the rest of the Branch network invite you to visit their stand to find out more about Branch activities across the network. The Branches Forum, together with members of the Community Psychology Section, are pleased to be presenting a symposium on community psychology during the conference. If you would like to get involved with your local Branch or indeed assist with the development of the East Midlands Branch or East of England Branch please contact the Society’s Branch Advisor, Anne Kerr (anne.kerr@bps.org.uk).

The Division of Academics, Researchers and Teachers in Psychology
The Division of Academics, Researchers and Teachers in Psychology (DART–P) promotes the professional interests of psychologists who teach and/or conduct research, whether in a university, school, college or any other academic environment.

The Division aims to facilitate the professional development of academics, researchers and teachers in psychology. We assist our members in developing and disseminating their skills, professional knowledge and careers in psychology. We also provide opportunities for collaboration across different sectors within psychology education.

We support our members through the member publication, Psychology Teaching Review, and by providing regular continuing professional development events and workshops. We aim to keep members up to date with the latest divisional news and engaged in supporting the discipline of psychology across both domains of teaching and research.

We ensure that members are represented appropriately within the BPS through its committees. Externally the division is represented and promoted through national and international activity.

The Division of Counselling Psychology
The Division of Counselling Psychology (DCoP) seeks to promote the professional interests of our members – counselling psychologists and those in training.

As practitioner psychologists, our members can be found working in hospitals (acute admissions, psychiatric intensive care, rehabilitation), IAPT services, community mental health teams and child and adolescent mental health services. We also work in private hospitals, private practice, forensic settings, the third sector, education and corporate institutions. Within these settings, counselling psychologists work with individuals, couples, families or groups. Our work often involves research, teaching, supervision, consultancy, service leadership, development and training of practitioner psychologists or related professionals.

We work with the unique subjective psychological experience of individuals, to empower recovery and alleviate distress through collaborative tailored psychological formulations and evidence-based interventions. Our emphasis on reflective practice requires a high level of self-awareness and competence in relating the skills and knowledge of personal and interpersonal dynamics to the therapeutic context.

The Divisional Committee contributes to policy initiatives and external working parties, and responds to consultations from a variety of agencies including the government, the Department of Health and NICE. We aim to enhance employment and employability, in collaboration with the wider Society, by responding to common areas of concern such as service restructuring; recruitment by competence; and training related matters.

The Division of Health Psychology
The Division of Health Psychology (DHP) promotes the professional interests of health psychologists and increases awareness of health psychology to the public, students/trainees and health professionals.

Health psychology is a broad discipline which deals with all aspects of psychology in relation to health and illness. For example, it is concerned with:

- The promotion and maintenance of health
- Improving health-care systems and health policy
- Management of, and coping with, illness
The Division of Health Psychology aims to:
- Guarantee the quality and content of training and education in health psychology
- Facilitate the development of research in health psychology
- Develop professional roles, career structure and employment possibilities for health psychologists
- Deliver benefits and opportunities for members of the Division.

For more information visit our conference stand. You can contact us by email to dhp@bps.org.uk or on Twitter @divhealthpsych

The Division of Neuropsychology

Sponsors of Professor Sarah-Jayne Blakemore’s keynote presentation & the poster sessions

The Division of Neuropsychology (DoN) is the newest Division, and has more than 1250 members in both public and private practice. In recent years neuropsychology has been one of the most exciting areas of science. Advances in technology have revealed many of the secrets of structure-function relationships in the living brain, their development across the lifespan and the impact of disease, injury and degeneration. These rapid advances have opened up many new research and clinical possibilities and so staying informed and up to date has never been so important.

The Division of Neuropsychology supports Division members with training and advice, holds regular conferences and events, and contacts members with updates and news about the professional field throughout the year. Becoming a member of the DoN can be an active experience, where you can contribute to publications, committees and consultations. Alternatively, you may simply wish to enjoy the support of like-minded people through the rich web of personal and professional contacts awaiting you.

The Psychology of Education Section

The Psychology of Education Section was one of the first Sections of the Society. It aims to promote the study and discussion of psychology in education, stimulate research into matters related to the psychological aspect of education and offer members a forum to discussion and exchange ideas.

The Section also aims to support the Society in matters related to psychological aspects of education and training of teachers. These aims are achieved in three ways: communication of research findings, lively discussions on contemporary issues and the development of policy on key issues affecting psychologists in education.

The Section organises an annual conference, a twice-yearly peer-reviewed publication and publishes an annual Vernon-Wall lecture which is normally presented at our annual conference.

Membership to the Section provides a sense of belonging to a community who are committed to the psychology of education. Membership is £2 for student members and £10 for graduate members.

Keep up to date with Section events by following our twitter account @BPS_PES.

The Special Group in Coaching Psychology

The Special Group in Coaching Psychology supports coaching psychologists, coaches, individual clients and organisations who are interested in learning more about coaching psychology and coaching services.

Our aim is to promote the development of coaching psychology as a professional activity and clarify the benefits of psychological approaches within coaching practice. We are committed to fostering excellence in coaching practice through: research, events, publications, discussion and professional development.

The Launch Pad  Lightening session during the morning break

Exhibition Hall 2B, 11:30–11:40 Wednesday

Investigating Psychology: A resource for studying CHIP

http://www2.open.ac.uk/openlearn/CHIPs/index.html

Rose Capdevila, Open University; Katherine Hubbard, Surrey University & Eleni Andreouli, Open University

This session will introduce Investigating Psychology, an interactive tool designed to provide the user with an appreciation for how the historical and social context influences psychological inquiry. It has been developed as an online resource for the study of conceptual and historical issues in psychology as part of the new psychology curriculum at the Open University.

Although designed partly with students in mind, it is open access and free to use for anyone with an internet connection. It should be relevant for those interested in exploring the development of psychological thinking not only across time, but also within the context of social, conceptual and historical changes; the development and application of different perspectives and methods; and through chains of influence between researchers. It can be used for teaching, research or simply out of curiosity. An additional advantage is that it can be readily updated, so the resource will hopefully continue to grow over the coming years. We encourage the involvement of interested colleagues and students who might like to contribute material to improve and extend the resource.

If there is a person, context, perspective or method that you feel should be included, please contact us: rose.capdevila@open.ac.uk.
Sponsors and Exhibitors

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Edge Hill University was proudly crowned ‘University of the Year 2014’ by the Times Higher Education; no surprise, given that Psychology at Edge Hill University is ranked in the top 10 in the UK for both academic support and assessment and feedback (National Student Survey, 2014). This is testament to our dedicated and caring staff who take great pride in creating a stimulating and supportive learning environment with the development and future employability of our graduates at the heart of our programmes.
In the recent Research Excellence Framework (REF 2014) we obtained excellent results with 23 per cent of our research outputs judged to be ‘world-leading’ (4*), 27 per cent assessed as ‘internationally excellent’ (3*) and an additional 41 per cent judged to be ‘recognised internationally.’
We offer programmes with BPS accreditation at both undergraduate and postgraduate level across many areas within the field such as education, sport, offending behaviour, health and our very popular MSc Conversion Course which gives those students without a background in the area of Psychology Graduate Basis for Registration of the British Psychological Society and is the first step towards gaining Chartered Psychologist status
The department is housed in a purpose-built building equipped with cutting-edge technologies that are used for research, teaching, and student-led projects. All of our staff are active researchers seeking to advance and promote psychological knowledge, many are world-leading in their area.

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Founded in 1913, Harvard University Press is a leading publisher of convergent works in the sciences, humanities, and social sciences. HUP’s publication programme, which includes important new digital projects and platforms, is driven by the belief that books from academic publishers are more essential than ever before for understanding critical issues facing the world today.

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On display will be our extensive portfolio of assessments including the gold standard Wechsler family which includes the WAIS–IVUK, WASI–II, and the new WPPSI–IVUK; along with information on forthcoming measures for 2015 – BASC–3 and MCMI–IV.

Our sales consultants will be available throughout the conference answer your questions. We will also be offering 10 per cent discount on all orders placed during the conference.

Website: www.pearsonclinical.co.uk Tel: 0845 630 8888 Email: info@pearsonclinical.co.uk Twitter: @PsychCorpUK

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We’ll also be offering you a sneaky preview of the next big thing in digital learning technology. We’re calling it REVEL. It’s an immersive learning experience designed to enliven familiar and respected course content with media interactives and assessments. If you’re involved with the teaching of psychology degree programmes at university level, we’d like to invite you to sign up to our review panel of psychology experts. As a reviewer, we’ll ask you to help us with the development of REVEL throughout 2015 to make sure we get the best possible version out to you. We’ll ask members of the panel from time to time to test prototypes, answer difficult questions and play around with cool stuff.

We look forward to seeing you on our stand,

Natalia Jaszczuk, Commissioning Editor; Lina Aboujieb, Editor;
Claire Grange, Market Research Manager & Jas Kooner, Marketing Executive

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PsyPAG

PsyPAG is a national organisation for all psychology postgraduates based at UK institutions. Funded by the Research Board of the British Psychological Society (BPS), PsyPAG is run on a voluntary basis by postgraduates for postgraduates. Its aims are to provide support for postgraduate students in the UK, to act as a vehicle for communication between postgraduates, and to represent postgraduates within the BPS. It also fulfills the vital role of bringing together postgraduates from around the country.

● PsyPAG has no official membership scheme; anyone involved in postgraduate study in psychology at a UK institution is automatically a member.
● PsyPAG runs annual workshops and a conference and also produces a quarterly publication, which is delivered free of charge to all postgraduate psychology departments in the UK.
● PsyPAG is run by an elected committee, which any postgraduate student can be voted on to. Elections are held at the PsyPAG Annual Conference each year.
● The committee includes representatives for each sub-division within the BPS, their role being to represent postgraduate interests and problems within that division or the BPS generally. We also liaise with the Student Group of the BPS to raise awareness of postgraduate issues in the undergraduate community.
● Committee members also include practitioners-in-training who are represented by PsyPAG.
Robinson

Robinson, part of the Little, Brown Book Group, are the publishers of the UK’s market-leading self-help series, the Overcoming series. Written by expert clinicians, these help readers with common emotional, psychological and physical problems using CBT techniques. Topics range from depression, anxiety and OCD to chronic pain, bereavement and insomnia. Overcoming self-help books are recommended as ‘bibliotherapy’ by GPs and therapists across the UK and fifteen titles from the series were selected for inclusion in the national ‘Books on Prescription’ scheme launched in 2013.

The Robinson psychology list also includes: self-help titles using other techniques, such as ACT, IPT, CFT and mindfulness; and a growing list of popular psychology titles, including Carol Dweck’s bestselling *Mindset*, Tali Sharot’s *The Optimism Bias* (recipient of the 2014 BPS Book Award for Popular Science) and Richard Crisp’s forthcoming *The Social Brain*.

SAGE

Founded 50 years ago by Sara Miller McCune to support the dissemination of usable knowledge and educate a global community, SAGE publishes more than 800 journals and over 800 new books each year, spanning a wide range of subject areas. A growing selection of library products includes archives, data, case studies, conference highlights and video. SAGE remains majority owned by our founder and after her lifetime will become owned by a charitable trust that secures the company’s continued independence. Principal offices are located in Los Angeles, London, New Delhi, Singapore, Washington DC and Boston.

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Wiley

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We are proud to partner with the BPS to publish BPS Blackwell and BPS Textbooks imprints that deliver essential materials for those seeking information on the latest practices, research and methodology. Our partnership with the BPS also includes the publication of the Society’s 11 journals, each of which advances and disseminates psychological knowledge in line with the Society’s mission. A recent joint development is PsychSource, your searchable gateway to the Society’s journals and books, plus 32 other key psychology journals, together with multimedia resources. Learn more at psychsource.bps.org.uk.

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Dr Jennifer Wild, Consultant Clinical Psychologist & Senior Lecturer, Institute of Psychiatry

‘The selection of papers suits my eclectic mind perfectly, and the quality and clarity of the synopses is uniformly excellent.’
Professor Guy Claxton, University of Bristol
Annual Conference 2016

East Midlands Conference Centre, Nottingham, 26–28 April

The 2016 conference website is now live.
Details about the conference themes and keynote speakers will be available shortly.

Submissions open on 1 August.

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“This BPS conference was excellent and exceeded my expectations. The keynote talks were fascinating and the presentations provided lots of inspiration for my research. Thank you!”

“I would encourage all members of the Society to attend the annual conference. It’s an opportunity to hear about new ideas and research in psychology and engage in stimulating discussion with peers – all within a friendly and supportive atmosphere.”