



TE AO TŪROA - THE WORLD IN FRONT OF US

NZPsS Annual Conference

28-31 August 2015

The University of Waikato, Hamilton

About the conference

Welcome

Welcome to the New Zealand Psychological Society's annual conference.

The New Zealand Psychological Society is the largest professional association for psychologists in New Zealand with over 1500 members and students. Our aim is to "improve individual and community wellbeing by representing, promoting and advancing the scientific discipline and practice of psychology".

The theme of this year's conference is ***Te Ao Tūroa - The World in Front of us*** which recognises that as well as responding to the past and the present, psychology needs to consider the world unfolding before us. We need to adapt our professional and social justice focus to address the issues which are likely to impact on us as individuals, whanau, communities and nations through our psychological practice, research, teaching and learning.

Keynote speakers at the conference include:

John Briere, Dawn Darlaston-Jones, Julian (Joe) Elliott, Willem Kuyken, Gerald Monk and Barry Smith.

We also welcome our guest speakers: JaneMary Castelfranc-Allen & Barry Parsonson; Nadine Kaslow, Alison Towns & Neville Robertson as well as the many presenters at conference.

Special thanks goes to the opening speaker, Mere Balzer and Academic Programme Convenor Dr Carol Barber as well as to her team of reviewers, Cate Curtis, Jeannette Berman, Robert Isler, Ian Lambie, James McEwen, Mike O'Driscoll, John Perrone, Elizabeth Peterson, Neville Robertson, Maree Roche, Rebecca Sargisson, Kyle Smith, Armon Tamatea, Jo Thakker, Waikaremoana Waitoki.

Many thanks also to Dr Pamela Hyde, NZPsS Executive Director, Heike Albrecht, NZPsS Professional Development Coordinator and Angus Macfarlane (NZPsS Kaihautu)

The following student assistants are helping with the smooth operation of the conference:

Jonathon Ashe, Shevon Barrow, Juliana Brown, Gabrielle Cornelius, Jane Currie, Amanda Drewer, Hannah Finnigan, Pare Harris, Veronika Lang, Nasalifya Namwinga, Leah Oh, Jess Steadman. You will be able to identify them by their yellow name badges.

We would like to thank the Psychologists Board and ACC for their sponsorship of this conference and Wilkinson Insurance, NZCER, Overeaters Anonymous, the Women's bookshop and Sage Publications for their support.

Agenda

FRIDAY

John Briere Full day workshop

Friday - 28th Aug 2015

09:00 - MSB 1.01

This workshop introduces an empirically-based treatment for multiply traumatized, multi-problem adolescents and young adults, Integrative Treatment of Complex Trauma for Adolescents (ITCT-A). This components approach includes relational, cognitive-behavioral, affect regulation, and mindfulness interventions that are specifically crafted to engage and assist seriously traumatized -- and sometimes alienated -- young people. It offers a flexible, nonjudgmental, but focused approach to issues such as substance abuse, tension reduction behaviors (e.g., self-mutilation), dysfunctional sexual behavior, and other avoidance responses. Interventions are individually adapted and customized according to the youth's current challenges, specific symptoms, and functional capacities. Treatment outcome results will be reviewed.

Learning objectives:

After this presentation, the attendee will be able to:

- (1) Describe three major effects of complex trauma on adolescents and young adults
- (2) List three core components of Integrative Treatment of Complex Trauma for Adolescents (ITCT-A)
- (3) Define "trigger identification and intervention"
- (4) Describe three principles of the ITCT-A approach to substance use/abuse

Joe Elliott - Full day workshop

Friday - 28th Aug 2015

09:00 - MSB 1.02

This workshop will permit more detailed analysis of scientific research into reading disability/dyslexia. It will examine the evidential basis for different psychological theories that seek to explain such difficulties and the relevance of this work for informing intervention. It will also consider common misunderstandings and misappropriations of the dyslexia label in higher education settings.

The workshop will then consider the merits of various critical responses to the book's conclusion that dyslexia is an unhelpful term that should be discontinued. Finally, it will seek to explain the reasons for the sometimes vituperative and hostile ad hominem attacks that have been made by those who are resistant to this suggestion.

Willem Kuyken - Full day workshop

Friday - 28th Aug 2015

09:00 - MSB 1.05

This one-day workshop will explore a number of questions and themes:

What is compassion?

Compassion as understood in evolution and animal behaviour

Contextualizing compassion

- Traditional understandings of compassion

- Contemporary understandings of compassion

Can compassion be trained?

How is compassion trained in mindfulness-based interventions?

Embodiment and personhood

Gerald Monk - Full day workshop

Friday - 28th Aug 2015

09:00 - MSB 1.13

Introduction to Narrative Mediation

Narrative mediation is a culturally focused practice that is based upon the notion that our lives are shaped by the stories that people tell about us and by the stories that we tell ourselves. The goal of the narrative mediator is to co-author stories that highlight strengths and competencies, rather than conflict. It helps people separate themselves from conflict-saturated stories and gives them the opportunity to re-author relationships in more peaceful, cooperative, and respectful ways. From this alternative position, the resolution of conflict can often happen much more smoothly and effectively than in traditional problem-solving approaches.

The one-day workshop will include a mixture of lecture, small group activities, discussion and participants will view a live demonstration of the narrative mediation method.

Participants attending this workshop will learn about:

- some commonly held assumptions that impact people in conflict
 - the ideas that underpin a narrative mediation approach to resolving conflict
 - how to help people separate themselves from the divisiveness of a dispute and create shared meaning
 - opening new possibilities within the midst of a conflict
 - how to acknowledge the cultural influences that impact the parties in conflict.
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Dawn Darlaston-Jones - Workshop 1

Friday - 28th Aug 2015

09:00 - MSB 1.03

Theory into practice: Incorporating critical reflexivity and decolonisation theory into the therapeutic alliance

Associate Professor Dawn Darlaston-Jones PhD MAPS

There has been an increasing awareness that service provision for Indigenous peoples globally is not achieving the necessary outcomes in order to close the range of disparity gaps that exist.

Numerous reports and investigations suggest that mainstream theory and practice might not offer the best approach in working effectively with Indigenous persons and communities. The history of colonisation and the resulting legacies that accrue to Indigenous and non-Indigenous persons in a settler context often contribute to oppositional binaries that can lead to misunderstandings and confusion in the therapeutic relationship and service provision. In this workshop participants will be encouraged to critically reflect on their own position relative to the settler context and how to work

towards a decolonisation framework that allows for the emergence of a third space that respects and incorporates multiple knowledges and ways of working. Such an approach to practice offers the potential for psychologists and psychology to achieve greater relevance in contributing to a broader social change agenda.

Morning Tea

Friday - 28th Aug 2015

10:30 -

Lunch

Friday - 28th Aug 2015

12:30 -

Dryden Badenoch - Half day workshop

Friday - 28th Aug 2015

13:30 - MSB 1.15

1:30pm to 5pm

Most psychologists have little presentation training. Or so we think.

Inexperience, time pressure and anxiety lead us into bad habits: text-heavy slides, unreadable graphics, reading our slides aloud. These distract our audiences and impair their retention of the information we're presenting.

Applying principles of perception, cognition and interaction we learned as undergraduates can make our presentations more engaging and so more effective.

In this workshop, we'll review and redesign, slide-by-slide, an actual conference research presentation. We'll observe the gains due to a psychological approach to presenting, while learning some useful frameworks and techniques.

It's suitable for any psychologist: student, intern, researcher or clinician, however often you give presentations.

While not essential, you'll derive most benefit from this workshop if you bring one of your presentations on your laptop or tablet, in your usual presentation program.

Afternoon Tea

Friday - 28th Aug 2015

15:30 -

Dawn Darlaston-Jones - Workshop 2

Saturday - 29th Aug 2015

13:30 - MSB 1.03

(Re)Constructing curriculum for decolonisation education in psychology

Associate Professor Dawn Darlaston-Jones PhD MAPS

This workshop is designed to assist academics to create integrated content in the delivery of psychology courses whether in a stand-alone unit of study or across an entire degree. There is a particular focus on embedding Indigenous knowledges within and alongside psychological theory so that students have a more critical understanding of the importance and value of these perspectives. Participants will be introduced to a method of mapping a psychology curriculum in order to incorporate a decolonisation framework into the degree. Each unit of study will be deconstructed to demonstrate the foundational principles as well as the pedagogical structure, disciplinary knowledge and generic skill development required to contribute to conscientisation. Such an approach to education echoes the work of Freire and captures the intent of both critical psychology and critical education so that graduates have the capacity to contribute to the creation of a good society. Participants will gain a detailed understanding of how to build curriculum from scratch and how to retrofit content to an existing course. Emphasising the three interconnected strands of disciplinary knowledge, Indigenous perspectives, and generic skills within a sound pedagogical structure permits educators and students to clearly identify the learning journey and to see how this applies to their professional and personal lives. This in turn increases the benefit of psychological literacy in contributing to a decolonisation agenda.

SATURDAY

Registration Desk Opens - MSB (School of Management) Foyer

Saturday - 29th Aug 2015

08:00 -

Welcome & Mihi Whakatau

Saturday - 29th Aug 2015

09:00 -

Opening speaker: Mere Balzer

Keynote address: John Briere "New Developments in the Treatment of Complex Trauma" (PWC)

Saturday - 29th Aug 2015

10:30 - PWC

As our field has discovered the complexity of trauma effects, a variety of new approaches have been developed to treat them. This keynote will outline clinical developments in three areas: titrated exposure, affect regulation training, and mindful processing as they apply to the treatment of traumatized people.

Learning objectives

After this presentation, the attendee will be able to:

- (1) Define complex trauma
 - (2) Describe affect regulation
 - (3) Outline an approach helpful in reducing trauma-related "acting out" behavior
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Morning Tea

Saturday - 29th Aug 2015

11:30 -

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Guest address: Nadine Kaslow "Uniting Psychology for the Future" - Chair: Kerry Gibson

Saturday - 29th Aug 2015

12:00 - PWC

Guest Speaker - Nadine Kaslow

Nadine J. Kaslow, Ph.D., ABPP is a Professor with tenure, Emory University School of Medicine Department of Psychiatry and Behavioral Sciences; Chief Psychologist, Grady Health System; and Vice Chair of the Department of Psychiatry and Behavioral Sciences. In 2012, she received a Doctorate of Humane Letters from Pepperdine University. Past-President of the American Psychological Association (APA), she is the Editor of the Journal of Family Psychology. Dr. Kaslow is Past President of APA's Divisions of Clinical Psychology (12), Family Psychology (43), and Psychotherapy (29), as well as the American Board of Clinical Psychology and the American Board of Professional Psychology. She is the Former Chair and Board Member Emeritus of the Association of Psychology Postdoctoral and Internship Centers (APPIC). She was a Primary Care Public Policy Fellow through the United States Public Health Service, a fellow of the Executive Leadership in Academic Medicine Program, and a Fellow of the Woodruff Leadership Academy. She has received numerous awards including APA's Distinguished Contributions for Education and Training Award, an APA Presidential Citation for assisting displaced interns and postdoctoral fellows in the aftermath of Hurricane Katrina, APPIC's Award for Excellence in Postdoctoral Training, a Heiser Award for her legislative advocacy efforts, the Elizabeth Hurlock Beckman Award for inspiring her junior colleagues to develop effective programs in the community, the Grady Health Foundation's Inspiring Mentor Award, and Emory University's Thomas Jefferson Award. The recipient of multiple federal and foundation grants, she has published over 300 articles and three books. A member of Rosalynn Carter's Mental Health Advisory Board, she is a nationally recognized expert in suicide, intimate partner violence and child maltreatment, depression in children and adolescents, posttraumatic stress disorder, and psychology education and training. Dr. Kaslow is the psychologist for the Atlanta Ballet and a frequent media guest.

Uniting Psychology for the Future

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

Mini-workshop: Treating Chronically Traumatized Children: Don't let Sleeping Dogs Lie!

Saturday - 29th Aug 2015

12:00 - Room: MSB1.13

Arianne Struik, Director ICTC

This mini-workshop for practitioners working with chronically traumatized children provides an introduction to the Sleeping Dogs method. Sleeping Dogs method is developed for stuck cases of the most difficult, resistant, not-motivated chronically traumatized children. Growing up with their families they have witnessed violence and have been abused and neglected. These children can be very avoidant or deny, 'forget' or dissociate their traumatic memories. Trauma processing seems impossible and the temptation to 'let sleeping dogs lie' and not focus on processing the traumatic memories can be strong.

With a Six Test Form to analyze these stuck cases six items are considered: safety, daily life, attachment, emotion regulation, cognitive shift and nutshell to discover why the child is resistant or why treatment does not have the expected effect. Sleeping Dogs also provides interventions to improve the stability and motivation of the child. This method integrates all interventions and structures its coherence: therapy for the child, parental guidance, parent-child interaction and attachment work and decision making by Child Protection. Sleeping Dogs combined with EDMR has been successfully used internationally and with Indigenous families in the outback of Western Australia.

Research data of a pilot study show that this is a promising and relatively short method.

Struik, A. (2014) Treating Chronically Traumatized Children: Don't let sleeping dogs lie! London: Routledge

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Clinical psychology stream, Chair: John Fitzgerald

Saturday - 29th Aug 2015

12:00 - MSB1.02

Pediatric traumatic brain injury symposium - Chair: Kelly Jones

Saturday - 29th Aug 2015

12:00 - MSB1.05

Bicultural psychology stream - Chair: Waikaremoana Waitoki

Saturday - 29th Aug 2015

12:00 - MSB1.01

Psychology of Wellbeing symposium - Chair: Michael Philipp

Saturday - 29th Aug 2015

12:00 - MSB1.03

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Clinical psychology - Mana Moana - applying a pacific indigenous theory of psychology in clinical contexts

Saturday - 29th Aug 2015

12:00 - Room: MSB1.02

Evangelene Daniela -Wong, Clinical Psychologist, CCDHB

Background:

Mana Moana is an indigenous pacific psychological theory of well-being, based upon Motu-tapu – a metaphorical landscape that embodies pacific ways of knowing, including archetypal narratives, proverbs, and words. Underpinning the Motu-tapu landscape is Mana Moana cohesive indigenous theory of well-being and intervention. The Motu Tapu landscape is based on the collation of material by Dr Karlo Mila involving consultancy with over 112 Pasifika peoples and groups, including matua, consumers and practitioners- both traditional and clinical. Subsequently this information has been operationalised and applied in both clinical and non clinical populations, with preliminary research in non-clinical populations producing promising results. This approach has been developed for use in contemporary contexts with pacific peoples, who live largely urbanized and multicultural lifestyles.

This presentation will briefly outline the Mana Moana theory and Motutapu therapeutical landscape, and two clinical cases in both group and individual will be presented and discussed.

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Bicultural stream - Australian Aboriginal and Torres Strait Islander health and wellbeing: implications for a CBT framework

Saturday - 29th Aug 2015

12:00 - Room: MSB1.01

Meegan Kilcullen, James Cook University, Lecturer in Clinical Psychology; Clinical Psychologist

Dr Anne Swinboure, James Cook University

Professor Yvonne Cadet-James, James Cook University

Background: The mental health of Australian Aboriginal and Torres Strait Islander people has been 'bedeviled' by the inappropriate application of non-Indigenous models of mental health. Culturally safe practice requires non-Indigenous practitioners to understand the points of similarity and divergence in perspectives of mental health across cultures. The current study explored urban Aboriginal and Torres Strait Islander's understandings of mental health to identify cross-cultural similarities and differences using Social Emotional Wellbeing and Cognitive Behavioural frameworks.

Method: A qualitative research project was conducted with a sample of 19 Australian Aboriginal and Torres Strait Islanders people. Individual semi-structured interviews and focus groups were conducted and analysed via thematic analysis.

Results: Four themes emerged as reflecting health and wellbeing – coping skills, knowledge, social support, and connectedness. The theme of connectedness to culture emerged as reflecting a unique contribution to Indigenous health and wellbeing. However, the themes of coping skills, knowledge and social support shared cross-cultural meaning. In particular, reported behavioural, emotional and cognitive coping skills were cross-culturally applicable.

Conclusions: Non-Indigenous practitioners will be able to provide safe interventions at the cultural interface of shared understandings of mental health in concert with referral for culturally-specific interventions.

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Psychology of Wellbeing - 1. PERMANent Happiness: using Seligman's PERMA model to explore the multidimensionality of well-being

Saturday - 29th Aug 2015

12:00 - Room: MSB1.03

Michael Philipp, Massey University, School of Psychology

Jared Viljoen, Massey University, School of Psychology

Andy Towers, Massey University, School of Public Health

The study of well-being has increasingly become a focus for governments and policy makers, with the argument that seeking to improve the overall well-being of a population is just as legitimate a goal as seeking to increase economic growth. Population-level well-being is generally measured through constructs like life satisfaction. However, Seligman (####) argues that 'life satisfaction' scores only tap into the emotional aspect of well-being, overlooking vital aspects of the well-being. This research investigates a multidimensional tool for investigating well-being, the PERMA model, to examine how different dimensions of wellbeing are similar to, and different from, the notion of "life satisfaction" that is commonly measured in population surveys. The findings indicate that although global PERMA scores correlate strongly with "life satisfaction" scores, the PERMA subscales reveal considerable variation, especially between Maori and non-Maori respondents. Topics: well-being, life satisfaction, positive psychology
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Pediatric traumatic brain injury symposium - 1. Post-concussive symptoms after a mild TBI during childhood and adolescence

Saturday - 29th Aug 2015

12:00 -

Nicola Starkey *a,

Kelly Jones *b, Alice Theadom *b, Suzanne Barker-Collo * c, Valery Feigin *b

*a School of Psychology, University of Waikato, Hamilton, New Zealand

*b National Institute for Stroke and Applied Neurosciences, AUT University, Auckland, New Zealand

*c School of Psychology, University of Auckland, Auckland, New Zealand

Background

Mild traumatic brain injury (mTBI) is a common injury occurring during childhood and adolescence but the long term outcomes of these injuries are poorly understood.

Aims

To examine behavioural outcomes and post-concussive symptoms in children and adolescents up to 24 months after mTBI.

Method

Children aged 8-15 years with mTBI (and their parents) completed assessments at baseline, 1, 6, 12 and 24 months post-injury. An age-matched TBI free cohort was recruited and assessed at the 12 and 24 month time points for comparison purposes. Parents completed measures of child behaviour (BASC-2) and post-concussive symptoms (Rivermead Post-Concussion Symptoms Questionnaire; RPQ).

Results

At 24 months, parents of 55 children with mTBI (mean age = 13.52, SD=2.9; 22 female) and 55 TBI free children (mean age 13.49 years SD= 2.9; 22 female) completed assessments. Children with mTBI obtained significantly higher scores on the acute and chronic symptoms subscales of the RPQ ($p<.001$) and for externalising and internalising behaviours ($p<.01$) compared to the TBI free cohort. Over 20% of the mTBI group reported problems with irritability, feeling frustrated or impatient, forgetfulness and headaches. A quarter of the mTBI group met DSM-IV criteria for post-concussion syndrome compared to only 2% of the matched cohort. Higher scores on the RPQ were associated with more externalising ($r=.53$, $p<.001$) and internalising behaviours ($r=.64$, $p<.001$).

Conclusions

Post-concussive symptoms appear to be relatively common even two years after a mild TBI in childhood or adolescence. Given the chronicity and likely impact of these symptoms on day-to day functioning, additional intervention and support is needed for some families post-injury.

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Pediatric traumatic brain injury symposium - 2. Parent-child agreement on children's externalising and internalising behaviours after mild traumatic brain injury (mTBI)

Saturday - 29th Aug 2015

12:15 - Room: MSB1.05

Kelly Jones¹

Alina Gheorge², Alice Theadom¹, Nicola Starkey³, Dawn Willix-Payne¹, Priya Parmar¹, Valery Feigin¹, for the BIONIC Study Group

¹National Institute for Stroke and Applied Neurosciences, AUT University, Auckland, New Zealand

²Department of Psychology, University of Bath, Bath, England

³School of Psychology, University of Waikato, Hamilton, New Zealand

Background

Every year 100-300/100,000 children sustain a Traumatic Brain Injury (TBI), with 70-90% of injuries classified as mild severity. Parent report suggests that adverse outcomes most commonly include child behaviour problems. Little is known about the extent to which children agree with parent ratings of their behaviour following mild TBI.

Aims

To compare parent and child ratings of child behaviour and identify predictors of disagreement over a 1-year period following injury.

Method

At 1, 6 and 12 months post-TBI, age-appropriate parent and self-report versions of the Behavioural Assessment System for Children were completed. The current analysis examined the externalising and internalising behaviours of 112 children (aged 8-11 years at injury) with mild TBI.

Results

Parents and children reported significant reductions in externalising and internalising ($p < .001-.01$) over time, with better agreement for externalising behaviour. Increasing age ($p < .001$), time since injury ($p = .001$), and male gender ($p < .001$) predicted disagreement on externalising. Younger age ($p = .004$) and female gender ($p = .04$) predicted disagreement on internalising that remained stable over time ($r = .483$, $p = .985$). Parents tended to report more behaviour problems than children at each time point.

Conclusions

Discrepancies in parent-child ratings highlight the importance of incorporating children's perspectives on their behaviour to obtain a broader overview of behavioural outcomes post-TBI.

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Clinical psychology - Effectiveness of Eye Movement Desensitization Reprocessing Therapy– A positive Refugee transformation

Saturday - 29th Aug 2015

12:20 - Room: MSB1.02

Sangita Wadnerkar, Refugee as Survivors, New Zealand, Psychologist/ Clinical Team Leader
There is extensive research to prove that EMDR is effective treatment to process various kinds of traumas.

The writer has used EMDR on clients with diagnosis such as post-traumatic stress disorder, major depressive disorder, panic disorder etc. The clients belonged to different ethnicities and presented with issues such as, sexual abuse, grief, torture, traumas, domestic violence, somatic complaints, dissociation, physical illnesses etc. Some of the clients have witnessed gruesome traumas such as genocide, physically & sexually tortured by police in the prison etc. It is very common for clients from various cultural backgrounds to somaticize their pain. Most of the symptoms the clients presented with, reduced or they became asymptomatic post EMDR sessions. Also there was a moderate reduction in physical symptoms and chronic pain especially in cases where chronic pain was as a result of trauma. All the clients were able to cope with life more effectively, study as well as seek employment. Their self-confidence and self-esteem increased drastically and have been able to lead a normal life.

EMDR is effective therapy as it avoids clients from being re- traumatized. The clients don't need to discuss trauma details and may involve fewer sessions compared to interventions such as CBT. Compared to other population refugees in general experience more gruesome traumas. It should be possible to achieve similar results with other traumatised and have with mental health disorders.

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Bicultural stream - Mana ki te Mana: Relational based intervention, a school wide trial

Saturday - 29th Aug 2015

12:20 - Room: MSB1.01

Sonja Macfarlane & Porsha London & Angus Macfarlane

Sonja Macfarlane University of Canterbury, Senior Lecturer

Porsha London Te Tapuae o Rehua, Researcher

Angus Macfarlane University of Canterbury, Professor Maori Research

Given the theme; 'Te Ao Tūroa – the world in front of us' and the focus on understanding the changing nature of society by acknowledging the move away from a problem-centered approach (deficit theorising) towards more strength-based solution focused approaches, we present the findings from the implementation stage of an indigenous (Māori) whole school behaviour intervention project, Huakina Mai; Opening Doors. In March 2012, the Ministry of Education awarded the University of Canterbury the Huakina Mai contract as part of the Positive Behaviour for Learning (PB4L) programme. The brief was to develop a comprehensive kaupapa Māori severe behaviour intervention framework. The initial stages of the project required the project team to outline the key elements of this framework and formal criteria for integrity of implementation. One aspect of Huakina Mai includes teacher professional learning, and is intended to support teachers to critically reflect on and adapt their teaching practice so that it becomes more attuned to a set of core beliefs, values and behaviours that are known to work for Māori. This presentation will report primarily on the early data findings by focusing on the professional learning component and the impact of context as an exemplar of the development of an indigenous (Māori) approach to positive behaviour. Classroom observations and qualitative interviews from teachers and school leaders, coupled with student surveys, demonstrate school wide impacts to date.

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Psychology of Wellbeing - 2. The effect of subjective affective labelling on emotion

Saturday - 29th Aug 2015

12:20 - Room: MSB1.03

Peter Cannon, Massey University, School of Psychology

Kim Wright, University of Exeter, U.K.

Giovanna Colombetti, University of Exeter, U.K.

Models of emotion predict that the act of labeling emotions leads them to be more differentiated. Eighty-nine participants were randomized to undergo training to prompt emotional labeling, or one of two control conditions (description without labeling, and distraction). For all participants the training phase involved listening to music selected to evoke either anger or fear. In the test phase we examined the effect of this training on emotion differentiation to anger and fear evoking stories and music. Emotional response in this test phase was measured using non-verbal response scales and cardiac stroke volume. Individuals in the emotion labeling condition exhibited greater differentiation of self-reported emotional response in the test phase, relative to those in the distraction condition. Individuals in the emotion labelling condition showed greater differentiation of stroke volume response. The findings are consistent with models that emphasize a role of top-down processes in the construction of specific emotional episodes.

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Pediatric traumatic brain injury symposium - 3. Caregiver knowledge about paediatric TBI terminology and symptoms

Saturday - 29th Aug 2015

12:30 - Room: MSB1.05

Dawn Willix-Payne, School of Psychology, University of Waikato

Kelly Jones, National Institute for Stroke and Applied Neurosciences, AUT University

Nicola Starkey, School of Psychology, University of Waikato

Background

Yearly, traumatic brain injury (TBI) affects about 40,000 children in New Zealand. These children are often dependent on their caregivers to seek medical attention for TBI. Help-seeking behaviour can be influenced by knowledge of symptoms or misconceptions about TBI. Little is known about caregivers' knowledge of TBI in NZ.

Aims

To determine caregiver understanding of key terminology related to mild TBI and TBI symptoms, as well as awareness of misconceptions about concussion.

Methods

A survey of 205 caregivers (63% female) of primary/intermediate children was conducted in the Hamilton area.

Results

More than 60% of caregivers did not associate the term 'concussion' with 'brain injury'.

Generally, caregivers were able to correctly identify symptoms of TBI from a list of possible symptoms. Physical and cognitive symptoms were more commonly identified than behavioural symptoms. More acute symptoms were recognised than chronic symptoms.

When asked to rate the truth of misconceptions about concussion, caregivers varied considerably in their answers. Most were certain that "it is safe to return to sport as soon as confusion clears" was untrue.

Age predicted 3.1% of variance in symptom knowledge. Experience with concussion predicted 2.4% of variance in concussion misconception knowledge.

Conclusion

There is need for education about TBI in caregivers of children to improve knowledge of behavioural symptoms of TBI and the fact that symptoms may persist for some time post-injury.

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Clinical psychology - Mentalizing in Whare Spaces: MBT at a Māori Mental Health Service

Saturday - 29th Aug 2015

12:40 - Room: MSB1.02

Ingo Lambrecht & Charmaine Gupta

Mentalization Based Treatment (MBT) has been an effective evidence based practice challenging the DBT dominance in the field of borderline personality disorders. It has also been successfully applied to other areas of mental health. At Manawanui Oranga Hinengaro, Mental Health Service for Māori at ADHB, a MBT group called Rapu Whakaroo Hui, has been active on a weekly basis since 2013. The presentation will focus on adaptation of MBT to Manawanui, moving from explicit to implicit mentalizing, and providing some reflections, experiences, and insights. Feedback from tangata whai ite ora and facilitators will be provided.

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Bicultural stream - Psychology of the relational and interconnected Māori sense of self

Saturday - 29th Aug 2015

12:40 - Room: MSB1.01

Mohi Rua The University of Waikato
Darrin Hodgetts Massey University

Māori men are on the wrong side of the ledger when it comes to illness and crime rates. There is a significant amount of research into issues such as abuse and premature death involving Māori men, who are also often characterised in public discourse as inarticulate, deviant and incapable of maintaining positive relationships. There is very little research on positive practices among Māori men who are caring and expressive, and who do not harm their partners, families, and communities. This presentation explores how Māori men negotiate a positive sense of self, relationships and a place in our society, which is awash with negative characterisations of Māori men. I document how Māori men's identities are pluralistic and on-going projects negotiated within the settler society and within the Māori world. This study was guided by kaupapa Māori research, Māori cultural concepts, Māori relational understandings of being and health, and relevant social science theory. Overall findings demonstrate how participants construct a positive sense of self that extends beyond the deficit-orientated characterisations offered by academic research and mainstream media depictions. My participants emphasise their meaningful relationships with partners, children, colleagues, friends and communities. These men invoke a positive sense of self through accounts of belonging, reciprocity, dialogue, intimacy, and care for themselves, their whānau, and traditions.

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Psychology of Wellbeing - 3. Healthy body, healthy mind: The effect of dualistic beliefs on health behaviors

Saturday - 29th Aug 2015

12:40 - Room: MSB1.03

Olivia Sievwright, Massey University, School of Psychology

Bengu Korkut Yalcin, Massey University, School of Psychology

Michael Philipp, Massey University, School of Psychology

Yusuke Kuroda, Massey University, School of Sports and Exercise

Dualism is a philosophical stance that humans are made of two different components—an immaterial mind and a material body. Research suggests that there is a considerable link between dualistic beliefs and health attitudes and behaviours (Forstmann, Burgmer, & Mussweiler, 2012). However, the reason for this link is unclear. Our research examines the link between dualistic beliefs and health behaviours using both cross-sectional and experimental designs. First, we examined the correlation between beliefs in physical dualism and self-rated health among 100 randomly selected Wellington residents between the ages of 50 and 60. Second, we conducted an experiment that either provided information to participants about mind-body dualism or the notion of physicalism (that philosophical stance that the mind and body are one). Participants then elected to receive a food voucher from a more healthy or less healthy restaurant. Findings of both studies suggest that beliefs in mindbody dualism are connected with poorer health outcomes.

Topics: health behaviours, dualism

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Pediatric traumatic brain injury symposium - 4. Persistent sleep difficulties in children following mild traumatic brain injury

Saturday - 29th Aug 2015

12:45 - Room: MSB1.05

Kelly Jones¹

Alice Theadom¹, Nicola Starkey², Mark Cropley³, Valery Feigin¹, for the BIONIC and COBIC Study Groups

¹National Institute for Stroke and Applied Neurosciences, AUT University, Auckland, New Zealand

²School of Psychology, University of Waikato, Hamilton, New Zealand

³School of Psychology, University of Surrey, Surrey, UK

Sleep quality can significantly impact of all areas of everyday functioning, yet little is known about sleep quality in children post-traumatic brain injury (TBI)

Aims

To determine the prevalence of sleep difficulties over time and to compare sleep quality with controls.

Methods

Longitudinal study of 110 children, aged 8-16 years, who had experienced a mild-TBI. Parents completed assessments of the child's sleep quality and behavior at baseline, 1, 6 and 12 months post-injury. Control children were recruited and assessed at the 12 month time point.

Results

Sleep difficulties were common in children post-TBI, with 39% experiencing significant sleep problems at 1-month post-injury and 28% at 12-months. TBI cases were 3 x more likely to have sleep difficulties than controls. Poor sleep quality was associated with poorer behavioural outcomes.

Conclusions

Identifying children with sleep difficulties post-injury and providing support to facilitate sleep may improve longer-term functioning post-injury.

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Lunch

Saturday - 29th Aug 2015

13:00 -

Keynote address: Julian (Joe) Elliott "The dyslexia debate"

Saturday - 29th Aug 2015

14:00 - PWC

This presentation will outline the problematics of the term dyslexia, as examined in *The Dyslexia Debate* (Elliott and Grigorenko, 2014). This text, four years in the production, provides a detailed analysis and synthesis of research in dyslexia across the domains of genetics, neuroscience, cognitive science, educational science, and educational and social policy. There are a number of reasons why scientific understandings are often confused and occasionally misrepresented by researchers, practitioners/clinicians and lay public.

1. Researchers in genetics and neuroscience are primarily involved in examining the biological underpinnings of reading disability rather than a) the nature of a definable condition that is manifest within a subgroup of poor readers identified as dyslexia or b) a condition that reaches beyond literacy to include a wide range of cognitive and behavioural difficulties;
2. While dyslexia is seen as having a neurobiological origin, there is currently little means of drawing upon extant knowledge in genetics and neuroscience to make a meaningful diagnosis of dyslexia in the case of an individual;
3. There is a strong desire for the dyslexic label on the part of those encountering literacy difficulties, not least because of lay misunderstandings about the relationship between reading disability and intelligence;
4. A dyslexia diagnosis is often based upon lengthy lists of indicative symptoms that, in reality, are inappropriate for this purpose;
5. Studies of a number of key underlying psychological processes (e.g. working memory, rapid naming) have often provided contrasting findings that have limited value for the design of effective forms of reading intervention;
6. There is a misplaced belief that, in line with the medical model, a diagnosis of dyslexia will point to appropriate forms of intervention that would otherwise fail to be identified.

In the light of this, the presentation will conclude by stating that it is now time to dispense with the term dyslexia. An alternative way of conceptualising reading difficulties that can address many of the above problems, will be proposed in its place.

Public debate - Dyslexia, Chair: Roger Moltzen

Saturday - 29th Aug 2015

15:00 - PWC

Panel members: Joe Elliott, Rose Blackett, Guy Pope-Mayell, Tom Nicholson

Julian (Joe) Elliott is Principal of Collingwood College, and Professor of Educational Psychology, at Durham University, UK.

Tom Nicholson is a Professor of Education in the Institute of Education at Massey University.

Guy Pope-Mayell is Chair of Trustees of the Dyslexia Foundation of New Zealand and Director of Cookie Time and eTime Limited.

Rose Blackett is a registered educational psychologist. She has spent time as a classroom teacher, a Resource Teacher of Learning and Behaviour (RTLb) and a specialist educator in settings for students with significant special needs.

Roger Moltzen is Professor and Dean at Waikato University NZ. He teaches in courses on human development, individual differences and the education of gifted children and is the Director of Graduate Special Education Programmes.

Professional Psychology: Research & Practice - Chair: Barbara Kennedy

Saturday - 29th Aug 2015

15:00 -

Sustainable Communities Symposium- Chair: Jane Furness

Saturday - 29th Aug 2015

15:00 -

Clinical psychology continued

Saturday - 29th Aug 2015

15:00 -

Speaker

No Bio Image

John Fitzgerald

Bicultural stream ctnd

Saturday - 29th Aug 2015

15:00 -

Speaker

No Bio Image

Waikaremoana Waitoki

Psychology of Wellbeing ctnd.

Saturday - 29th Aug 2015

15:00 -

Working with relationship issues- Chair: Nic Beets

Saturday - 29th Aug 2015

15:00 - MSB1.15

Professional Psychology: Research & Practice - 1. Emerging Voice: Exploring the experiences of mothers bereaved by suicide within the sociocultural context of Aotearoa

Saturday - 29th Aug 2015

15:00 -

Diane Lee Conway

Historically, psychological research has paid little attention to the experiences of mothers following the loss of their child in adolescence or early adulthood through suicide. The main focus of research that has attended specifically to mothers has been on coping strategies. This paper is grounded in the 'missing voices' of mothers through the use of Interpretative Phenomenological Analysis (IPA) - a method of analysis widely used in healthcare research. IPA enables the inclusion of an insider's perspective, and allows Māori principles and values to be attended to. Based on four case studies (both Māori and Pākehā), this research enabled the voice of this silent group to emerge – a group who have significant influence within their families. The analysis drew attention to the harm of silence when 'silence' is also perpetuated by our disciplinary focus on grief. Maintenance of the socially normative code of silence, that surrounds and silences open conversations about suicide, is understood through the metaphor of 'the elephant in the room'. This paper offers challenges to our practices, asking us to hear rather than assess, to listen to the pain for real, and opens space for speaking into the silence in meaningful ways.

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Clinical psychology - An ecological approach to formulating presenting problems

Saturday - 29th Aug 2015

15:00 - MSB1.02

Jackie Feather Auckland University of Technology

Elizabeth du Preez Auckland University of Technology

In recent years there has been a move towards a more contextual understanding of clinical presentations. This is evident for example in indigenous, feminist and counselling psychology frameworks. Ecological approaches offer the potential to view the client's life world in a holistic manner and identify the various factors that may be contributing. Also, ecological approaches specifically emphasise systems of strength and protection that can be built on to enhance resilience and wellbeing. This approach is in line with research that supports the efficacy of therapeutic interventions that are based in an ecosystemic understanding. A clinical case presentation of an initial session and formulation with a client will be used to demonstrate this approach.

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Bicultural stream ctnd - An excluded worldview: Kaupapa Māori programmes and external evaluations

Saturday - 29th Aug 2015

15:00 - MSB1.01

Bridgette Masters-Awatere Maori & Psychology Research Unit

Linda Waimarie Nikora Maori & Psychology Research Unit

Neville Robertson School of Psychology

Worldwide the major influence on evaluation practice has come from the United States of America. Their absence of non-dominant (or indigenous) culturally constructed evaluation frameworks has been replicated around the world. The role and place of the Treaty of Waitangi has differently influenced the culturally-centred development of evaluation in New Zealand.

Successive New Zealand governments have adopted neo-liberal policies that have shaped health service delivery for, and by, indigenous people. The ability to design and deliver Maori-oriented health services for their own people was an opportunity embraced wholeheartedly. Unfortunately communities were ill-prepared for the additional requirements demanded as a result of accepting those contracts.

Within this paper examples from four indigenous, "By Maori for Maori", externally evaluated health and wellbeing programmes highlight the vulnerable and contentious position indigenous service providers and indigenous evaluators placed themselves, and their communities, when they accepted government service-provider contracts.

In this paper I highlight that while there was a desire for these service contracts to express an inclusive approach, the continued application of culturally-blind frames maintained an exclusionary practice on indigenous people.

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Psychology of Wellbeing ctnd - 4. Will climate change increase or decrease suicide rates?

Saturday - 29th Aug 2015

15:00 - MSB1.03

Matt N. Williams, Massey University, School of Psychology

Stephen R. Hill, Massey University, School of Psychology

John Spicer, Massey University, School of Psychology

Anthropogenic climate change is likely to impact human well-being in a variety of ways. Some previous studies have found a positive relationship between temperature and suicide rates, suggesting that one potential impact may be an increase in suicide rates. In this study we report an investigation of temperature and suicide in New Zealand over the period 1988–2007. Days that were hotter than average for a particular location and time of year were associated with higher suicide rates (estimated effect: 1.8% increase per °C). Paradoxically, warmer geographical locations were associated with lower suicide rates when controlling for demographic differences. This intriguing conflict between the effects of temporal and geographical variation in temperature echoes the findings of several prior studies. The possibility that the effect of warmer temperatures may vary depending on the time of exposure makes it difficult to predict how suicide rates will change in a warming world.

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Sustainable Communities Symposium - Who is the community when we are all threatened?

Saturday - 29th Aug 2015

15:00 - MSB1.05

Jeanette Fitzsimons

There are straightforward principles for organising a community response to a localised and immediate issue, and you don't even have to be a psychologist to master them! But when the threat is global, spans decades and generations and we cannot see directly the effects of our own actions, then who is the community, and how does one organise? I will compare the psychology of a community in the Coromandel mobilising to protect their valley from industrial gold mining, to the psychology that is needed to address global destruction.

Working with relationship issues - An integrative approach to working with relationships

Saturday - 29th Aug 2015

15:00 - MSB1.15

Guest speaker - Paula Dennan

Professional Psychology: Research & Practice - 2. Relationships between father-son interactions, ADHD symptoms and social competence in early to middle childhood

Saturday - 29th Aug 2015

15:20 - MSB1.13

Lynda Crisford

Dr Louise Keown

Dr Annette Henderson

The present study investigated whether the quality of early father-child interactions would predict later behaviours of inattention and hyperactivity, and be associated with social competence in early and middle childhood. Control (N = 28) and symptomatic (N=23) father-son groups yielded data when the boys were aged four and seven years. At Time 1, parent and teacher ratings of child ADHD symptoms and social competence were collected as well as video footage of father-son interactions during a ten minute puzzle task, and coded for fathers' quality of assistance, supportive presence and intrusiveness, as well as child engagement of the father. Similarly at Time 2, parent and teacher ratings of child ADHD symptoms and social competence were collected as well as fathers' perceptions of child-father conflict. Among other observations, the results indicated that fathers' quality of assistance predicts teacher-rated inattention problems in primary school, as well as being associated with teacher-rated prosocial behaviour at preschool. In middle childhood, between-group differences in mother rated positive peer relations and teacher rated prosocial behaviour were partly explained by son-father conflict and child ADHD symptoms. The importance of investigating father-child and child-father interactions in relation to the behavioural and social development of boys at risk for ADHD is underscored.

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Clinical psychology - Avoiding a “Tower of Babel”: Applying an Abductive Method of Formulation to Unify Case Conceptualisation in Behaviour Support Work

Saturday - 29th Aug 2015

15:20 - MSB1.02

Saul Gibney Explore Specialist Advice

An application of the abductive perspective of case conceptualisation to the area of behaviour support.

The ability for a clinician to clearly conceptualise a case is an asset across a variety of disciplines, not the least in psychology where it is often a vital part of drawing together information from a number of sources in order to understand a client's presenting problem. Behaviour support work is one such area where a comprehensive method of case conceptualisation can provide a lens through which pertinent information is viewed and utilised. Previous work by authors Vertue and Haig (2008) presented a model of case conceptualisation based on the abductive theory of scientific method, which offers a process of looking at data to detect phenomena and then reasoning abductively from the presence of such phenomena to underlying causal mechanisms. This presentation seeks to show an application of this model to case conceptualisation in the area of behaviour support, including an illustrative case example. Alongside this the clinician will provide their experience of translating this method of case conceptualisation to this area of practice.

Additional Information

- Data presentation is based on: A mixture of theory/literature review and clinical case presentation
- Appeal: This talk will likely appeal to clinicians looking to improve their skills in case conceptualisation or explore additional ways of moving from assessment through to treatment plan.

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Bicultural stream ctnd - Oranga Rangatahi: Family functioning, cultural orientation and depression among NZ adolescents

Saturday - 29th Aug 2015

15:20 - MSB1.01

Miriama Ketu-McKenzie Ngati Raukawa, Ngati Tuwharetoa

Jhanitra Gavala Ngati Kahu, Nga Puhi

Risk factors for adolescent depression (such as poor family functioning) are usually assumed to be equal across cultures. However, the majority of studies in this area have failed to account for the role that cultural orientation plays in the relationship between family functioning and depression. The present study examined whether or not cultural orientation (i.e. individualism or collectivism) would act as a moderating variable in the relationship between family functioning and depression among Maori (primarily collectivistic) and European (primarily individualistic) adolescents in New Zealand. 299 adolescents aged 15-19 completed a questionnaire designed to capture levels of family functioning, cultural orientation and depression severity. Results indicated that for Maori females, increased levels of collectivism mitigated the risk associated with family dysfunction and depression. In contrast, for Maori males, increased levels of individualism augmented the adverse relationship between poor family functioning and depression. These results support the hypothesis that differential risk factors for depression among adolescents may be significantly influenced by cultural orientation.

This presentation will appeal to those interested in young people and depression. It will also appeal to those with an interest in bicultural issues.

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Psychology of Wellbeing ctnd - 5. What role does pleasant touch play in our social experience?

Saturday - 29th Aug 2015

15:20 - MSB1.03

Stephen Fraser-Clark, Massey University, School of Psychology

Peter Cannon, Massey University, School of Psychology

Joshua Ziolkowski, Massey University, School of Psychology

Francis McGlone, Liverpool John Moores University, UK

Susannah Walker, Liverpool John Moores University, UK

Ralph Pawling, Liverpool John Moores University, UK

There has been a recent discovery of a set of neurons that exist to exclusively detect gentle, and slow moving touch to the skin. It is hypothesized that these neurons may play a role in our social experiences. In humans these cells may play an important role in social development, providing pleasurable sensations when caregivers and infants interact, and a positive signal during social interactions. The aim of this project was to measure emotional responses to receiving friendly touch. Participants provided a subjective rating response of 'pleasantness' to various 'touch' conditions. Measurements of facial muscle activity (EMG), heart rate, blood impedance and skin temperature, as well as questionnaires, were recorded to gauge responses to these stimulations. The data that was collected will hopefully offer an important insight into the immediate emotional consequences of feeling socially relevant touch.

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Working with relationship issues - Gender, power and politics in relationship therapy

Saturday - 29th Aug 2015

15:20 - MSB1.15

Guest speaker - Verity Thom

Professional Psychology: Research & Practice - 3. Talking health with 'traditional' men

Saturday - 29th Aug 2015

15:40 - MSB1.13

Heather Heron-Speirs

Most men with serious or chronic health issues belong to the older generations, and many have traditional gender values and limited education. Traditional masculine values emphasise strength and control, which clash with the experience of 'weakness' and dependency which commonly accompany such illness. Men can find themselves floundering in the health care system, which may be is foreign to them, and experiencing many losses, including loss of identity as a man. How can helping professionals best communicate with these men about their psychological and medical needs?

This presentation draws on literature about men's health knowledge and help-seeking behaviour, as well as informal observations and formal findings from our recent research with cancer patients, to offer practical 'tips' for communicating with traditional men and to support their sense of masculinity. A mini poster will be provided to delegates which summarises the tips and is suitable to display in work settings.

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Clinical psychology - An Evaluation of Professional Supervision in Aotearoa/New Zealand

Saturday - 29th Aug 2015

15:40 - MSB1.02

Beverley Burns Registered Psychologist, Private Practice

Janet May Senior Lecturer Centre for Health and Social Practice Waikato Institute of Technology

Allyson Davys Registered Social Worker , Private Practice

Michael O'Connell Clinical Nurse Director Mental Health and Addiction Services, Lakes District Health Board

The growth of professional supervision within health and social services in Aotearoa/New Zealand has been well documented (Maidment & Beddoe, 2012) and at the same time the importance of evaluating professional supervision has been promoted as best practice. How this evaluation is translated into practice remains unclear and there have been repeated calls for further research into the place, role and process of evaluation in supervision (O'Donoghue, 2006). Yet more recently Watkins and Milne (2014) have commented that the evaluation of supervision has advanced from "nuisance to necessity" and suggest that it is occurring "within supervision, across individuals and within systems" (page 690).

A three stage research project was designed to explore and document current practices in evaluating supervision across four professions, psychology, social work, counselling and nursing, in Aotearoa/New Zealand. In contrast to Watkins and Milne the preliminary findings suggest that the evaluation of supervision is ill defined and occurs in an adhoc manner.

This paper will present the findings of the first stage of this interprofessional study. The preliminary results of twenty four semi- structured interviews conducted with supervisors, supervisees and managers indicate a range of practice from formal evaluation to no evaluation at all. A number of participants expressed an interest in evaluation of supervision but were uncertain as to how this could be achieved in practice.

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Bicultural stream ctnd - Matauranga Māori: Indigenous psychology in practice

Saturday - 29th Aug 2015

15:40 - MSB1.01

Waikaremoana Waitoki

Linda Waimarie Nikora

Maori and Psychology Research Unit

University of Waikato

Matauranga Māori: Indigenous psychology in practice.

Over the last three decades there has been a small, but growing, global intellectual movement concerned with the colonising hegemony of Western psychology and the need for non-Western cultures to solve their local problems through indigenous practices and applications. While there have been repeated calls for schools of psychology in Aotearoa to include Māori-focused education in the curriculum and in research outputs, the change has been slow and the pathway difficult.

This paper describes the results of a project funded by Nga Pae o te Maramatanga that sought to explore how Māori psychologists work with Māori clients. Using a critical incident technique derived from the training needs analysis methodology, our findings show that Māori psychologists are successfully using matauranga Māori cultural practices with their clients in an attempt to rectify gaps in training and in response to the cultural imbalances in therapeutic settings. We will describe the unique features of Māori psychological practice and propose that an indigenous curriculum is needed to transform teaching, learning and practice and to promote full participation by Māori in psychological endeavours.

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Psychology of Wellbeing ctnd - 6. Can spotting a tuatara, smelling flowers or listening to bird calls inspire us?

Saturday - 29th Aug 2015

15:40 - MSB1.03

Lai Yin Carmen Leong, Massey University, School of Psychology

Stephen Hill, Massey University, School of Psychology

John Spicer, Massey University, School of Psychology

Ronald Fischer, University of Victoria, Wellington, School of Psychology

According to the biophilia hypothesis, humans may benefit from their exposure to nature and therefore have an innate affinity with the natural environment (Wilson, 1984). Current research on nature exposure has been extended from its restorative effects (e.g., well-being and memory) to its enhanced creative effects. Little is known, however, about how engagement with nature may impact on creative performance. People choose a variety of ways to engage with nature; all of which may have different effects on creativity. This presentation describes an experimental study which examines impact on creative performance by manipulating two types of engagement in nature: active versus passive. Our study is the first to explore the effect of a short, intense spell of exposure to nature on nature-related creative performance. Discussion will include practical implications for educators, parents and individuals who are seeking a healthy lifestyle.

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Sustainable Communities Symposium - Climate Change Psychology

Saturday - 29th Aug 2015

15:40 - MSB1.05

Marg O'Brien Independent Consultant, Nelson

We have quite a challenge ahead. The scientists are clear about the evidence in support of human induced climate destabilization. Fundamental changes in our behaviour, our attitudes and values are required if we are to avoid catastrophic future scenarios. We are beginning to experience extreme environmental changes so why is responding to this reality being so resisted? Have we not fully understood the significance of what is happening? Are we faced with the fact that understanding our human response to climate change is as important as understanding climate change itself?

To start answering these questions, I hope to review some of the interesting work available on the psychology of climate change. This will be briefly covering:

- the impact of our behaviour on climate change
- the impact of climate change on us
- our need to adapt/transform
- our resistance to this change

Lastly, I would like to reflect on where this information takes us and what we might want to do in our own response to the unprecedented 'people' problems we may anticipate with climate disruption.

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Working with relationship issues ctnd - Why "two becoming one" is a bad idea and "doing my own thing" is just as bad

Saturday - 29th Aug 2015

15:40 - MSB1.15

Guest speaker - Nic Beets

Afternoon Tea

Saturday - 29th Aug 2015

16:00 -

Guest Speakers: Barry Parsonson & JaneMary Castelfranc Allen

Saturday - 29th Aug 2015

16:30 - PWC

Building Skills to Create and Sustain Social Change: The History, Philosophy and Achievements of The Children of Georgia Project
1997-2015

The “Children of Georgia” (“Saqartvelos Bvavshebis”) Project was conceived, like so many things in the history of the World, because of a woman! In 1996 we fulfilled an invitation from Professor Marine Chitashvili to go to Georgia to present a workshop on standards of professional practice in psychology and then invited us back a year later to teach her clinical psychology students. The subsequent search for practicum settings eventually led us to the so-called “orphanages”, for children who were abandoned, illegitimate and/or disabled, that had been set up under the Soviet Union and now, after the 1991 collapse of that state, languished as Georgia tried to emerge from a recent, bloody, civil war. We could not simply walk away from what we found in these institutions and, out of this, “Children of Georgia” (CoG) was born. This presentation tells the story, in words and pictures, of what happens when you step into a situation that you cannot ignore and how, with the support, courage and determination of a team of Georgians committed to the same goals, better outcomes for children and families were achieved. It also demonstrates that psychology has much to offer when applied for humanitarian purposes in an international context.

Professional Psychology: Research & Practice ctned.

Saturday - 29th Aug 2015

16:30 -

Sustainable Communities Symposium ctned.

Saturday - 29th Aug 2015

16:30 -

Criminal Justice and Forensic Psychology- Chair: Armon Tamatea

Saturday - 29th Aug 2015

16:30 - MSB1.01

Psychology of Wellbeing ctned

Saturday - 29th Aug 2015

16:30 -

Clinical psychology - Chair: Saul Gibney

Saturday - 29th Aug 2015

16:30 - MSB1.02

Working with relationship issues ctnd.

Saturday - 29th Aug 2015

16:30 -

Professional Psychology: Research & Practice ctnd - 4. In partnership for children: NZ Police and Psychology

Saturday - 29th Aug 2015

16:30 - MSB1.13

Megan Laing

The Police Child Case Manager aims at increasing capacity to intervene early and effectively with children. This early intervention targets children who have come to Police notice and have a medium to high risk of re-offending. They pay attention to the causes of offending as well as addressing accountability and restorative matters. Using an observer-participant approach, his presentation will explore key issues from the experience of a Child Case Manager developing from a paraprofessional within the police to intern psychologist. This will extend to include discussion of meeting the challenges of maintaining a psychologist identity in a workplace in which the predominant personnel are sworn officers, and the modus operandi is necessarily strongly shaped by legal parameters and the responsibility to reduce crime and increase community safety. Finally, the added value that an intern psychologist in this role offers the police will be considered whilst attending to the opportunity this innovation provides the psychology profession to demonstrate how it can contribute to the prevention first focus of the New Zealand Police.

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Clinical psychology - Effective regulation of daily stress: Dispositional mindfulness predicts lower depressed mood and social withdrawal in the face of daily stress and difficulties

Saturday - 29th Aug 2015

16:30 - MSB1.02

Holly Dixon University of Auckland

Nickola Overall University of Auckland

Previous research has indicated that dispositional mindfulness attenuates the negative impact of stress on wellbeing. Mindfulness involves pausing, reflecting, and evaluating the present situation rather than reacting hastily to it. Accordingly, people with higher levels of trait mindfulness are theorized to cultivate a non-judgmental awareness of their present situation and more constructively regulate their emotions. The present studies extend prior research by testing whether dispositional mindfulness produced more effective emotion regulation when faced with daily stress and difficulties. In two independent daily diary studies (Study 1, N = 72 and Study 2, N = 87), participants completed an end-of-day record for 10 days. Each day for 10 days, individuals reported on the degree to which they faced stress and difficulties, experienced depressed mood and withdrew from their close others that day. Greater daily stress and difficulties were associated with increases in daily depressed mood, but the negative impact of daily stress was attenuated for people higher in dispositional mindfulness (Studies 1 and 2). Moreover, when experiencing increases in depressed mood, people higher in dispositional mindfulness were less likely to withdraw from sources of support (Study 2). These results highlight the importance of dispositional mindfulness in producing more constructive emotional and behavioural reactions to everyday stressful events.

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Criminal Justice and Forensic Psychology - Using the Dynamic Appraisal of Situational Aggression with New Zealand Offenders

Saturday - 29th Aug 2015

16:30 - MSB1.01

Veronika Lang The University of Waikato

Institutional aggression in correctional environments is a hazard to the wellbeing of staff and other offenders. However, the ability to systematically assess for dynamic aggression in these settings has not been widely established. The Dynamic Appraisal of Situational Aggression was created for use among psychiatric inpatients. This research, along with the New Zealand Department of Corrections, aimed to evaluate the use of the DASA by custody staff in acute risk assessment and offender treatment in different corrections units. Predictive accuracy of the measure in relation to aggressive behaviour was examined, and custodial staff were surveyed on the ease of administration, their perception of the measure's effectiveness with their unit, and whether its addition improved offender management. Staff nominated offenders on agreement of them being of highest management concern.

Results found moderate predictive validity, with a correlation between highly aggressive offenders and high scores on the DASA. The DASA is able to identify those offenders who are a daily high risk and who are likely to be more aggressive overall. Staff identified that when an offender was scored as high risk for aggression, strategies were set up to mitigate the likelihood of a violent incident. Some staff identified the DASA as assisting in identifying those offenders, and other staff relied on their own judgement. Implications for practice in corrections settings will be discussed.
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Psychology of Wellbeing ctnd - 7. Thirsty minds: the effects of voluntary dehydration on cognition and mood

Saturday - 29th Aug 2015

16:30 - MSB1.03

Stephen R. Hill, Massey University, School of Psychology

Toby Mündel, Massey University, School of Sport and Exercise

Stephen Legg, Massey University, School of Public Health

The literature examining the effects of dehydration on human cognitive function is replete with inconsistent and contradictory results. In order to provide a clearer picture this study measured the cognitive consequences of simply not drinking enough when other confounding factors such as sleep, diet and caffeine are controlled. In a randomized, cross-over design 24 males were tested for cognitive performance (logical reasoning, working memory, executive processing) and mood state following 24-h where only fluid consumption differed: usual ad libitum (euhydration) vs. complete restriction (hypohydration). Hypohydration led to a reduction in body mass and an increase in urine specific gravity. All measures of mood state were detrimentally affected by hypohydration (all $p < 0.01$), whilst performance of working memory and executive processing (both $p < 0.05$) but not logical reasoning ($p > 0.05$) was adversely affected by hypohydration.

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Sustainable Communities Symposium ctnd - The community meal as a space for care

Saturday - 29th Aug 2015

16:30 - MSB1.05

Rebekah Graham Massey University (Albany)

Focusing on a local community meal for precariat families in Hamilton, this presentation explores the emplaced nature of psychological wellness in the cityscape. Based on my ethnomethodological research, I document how the community meal offers more than just a site for feeding the hungry. Instead, I approach meal-sharing as a socialising force which materialises networks of support, creating a sense of community, belonging, dignity, participation and inclusion that is crucial for psychological health. Situated within the broader landscape of despair created by neoliberal austerity, the community meal becomes a space for care. Particular attention is given to the various ways in which meal attendees and volunteers collaborate to create an intersectional enclave, a *communitas*, where people meet as equal and unique human beings in order to generate a space that offers respite from the psychological strain of living in urban poverty. This presentation will be of particular interest to practitioners working within landscapes of despair, with food insecure households and/or looking to create sustainable *communitas* of care within their own communities.

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Working with relationship issues ctnd - Assessment and Teaching tool/exercise

Saturday - 29th Aug 2015

16:30 - MSB1.15

Guest speakers - Paula Dennan and Nic Beets

Professional Psychology: Research & Practice ctnd - 5. Creating a community of Practice

Saturday - 29th Aug 2015

16:50 - MSB1.13

Benita Stiles-Smith

Barbara Kennedy

Establishing and maintaining psychologist competency is a process which occurs both intra- and inter-individually within the community of psychology. Gaining a community for oneself takes time and effort, and is frequently a less than straightforward task. Utilising intentionally created pathways for assisting in this task can be useful, and one such pathway has been created with the construction of a virtual psychologists' community using My Portfolio. This method of connecting psychologist interns, recently registered post-interns, intern supervisors, and university staff in the process of discussion and resource sharing, has been launched by the Postgraduate Diploma Psychology Programme. A portion of the community site also allows for tracking and maintaining one's own continuing competency records, thus encouraging ease of connection between discussion and resource review, and one's personal plans, commitments, and accomplishments. Although various generic platforms allow asynchronous group discussions by email, the purpose-designing of this community of practice offers value-added potentials. Symposium presentation and participant discussion is hoped to further contribute to the on-going development of this creative initiative.

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Clinical psychology - Delivering the Mindfulness and Awareness Aotearoa Course In Primary Health Care in Auckland

Saturday - 29th Aug 2015

16:50 - MSB1.02

Lila O'Farrell

Linshan Gu (Jessica)

Shwetha Nair

Mindfulness and Awareness Aotearoa is an eight week stress reduction course, which derived from the Mindfulness Based Stress Reduction Programme (Kabat-Zinn, 1982), was delivered in Auckland's Primary Health Care setting by the psychological service of East Tamaki Health Care (ETHC). GP referred patients attended the course in the lower socio-economic areas of Otago, Mangere or Henderson.

This study took the form of an internal, observation audit to investigate the association between anxiety, depression and the Mindfulness and Awareness Aotearoa course, and the course's ability to meet the needs of ETHC patients referred to the PHO's psychological service.

Methods

This observational audit selected (N=35) participants who had completed the ETHC mindfulness course. Four outcome measures; the mindfulness questionnaire FFMQ-SF, PHQ15, GAD7 and PHQ9 were completed across two time periods (baseline and 8 weeks post-intervention). The participants also completed an exit survey at 8 weeks.

Results

In the audit sample, there were 11% males and 71% females with a mean age of 41.34 years. At baseline, 45% participants had moderate to severe somatisation disorder, 49% had moderate to severe anxiety, 40% had moderate to severe depression. The findings indicate significant improvements in somatic, anxiety and depressive symptoms at 8 week post-intervention. There were also significant interactions between levels of mindfulness and completion of the mindfulness course.

Conclusion

To conclude, somatic, anxiety and depressive symptoms and levels of mindfulness are likely to be improved by the mindfulness course offered by the ETHC psychological service. Our findings implicate the potential opportunities of delivering the mindfulness course within Primary Health Care, and to those experiencing the challenges of living in lower socio-economic areas.

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Criminal Justice and Forensic Psychology - Why Culture Matters in Sex Offender Risk Assessment: Issues for Research and Practice

Saturday - 29th Aug 2015

16:50 - MSB1.01

Armon Tamatea University of Waikato

Doug Boer University of Canberra

Sexual offending against children is a global social concern. Injunctions against specific sexual acts are commonplace suggesting that the harms incurred by this behaviour are universally understood. Sexual offending behaviour is typically defined in legal terms, but invariably occurs in a cultural context. Furthermore, despite great advances in the psychological assessment of individuals who present with these behaviours as well as risk prediction techniques, these activities are also culturally-informed and shape psychologists' practice and research that reinforces power differentials between the assessor and the assessed. It is argued here that a culturally responsive understanding of sexual offending behaviour, especially committed by individuals from indigenous, non-dominant, and/or marginalised ethnic communities would add value to the comprehensiveness of assessments, the meaningfulness of findings, and contribute to broader discussions of community engagement and participation in offender management. This presentation discusses issues related to cultural difference and diversity that are all too commonly encountered in the research and practice of assessing risk with sex offenders.

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Psychology of Wellbeing ctnd - 8. The effect of hydration status on pain perception

Saturday - 29th Aug 2015

16:50 - MSB1.03

Tracey Bear, Massey University, School of Psychology

Michael Philipp, Massey University, School of Psychology

Stephen Hill, Massey University, School of Psychology

Toby Mündel, Massey University, School of Sport and Exercise

Pain is a complex medical issue that can be affected by various factors. Mild dehydration (at little as a loss of ~2% of body weight) can affect cognition, sleep, memory, and mood; some of which are related to pain perception. Based on this, we hypothesised that mild dehydration would affect pain perception. This pilot study investigated the effect of mild, voluntary dehydration (~24h of limiting fluid intake, mimicking someone simply not drinking enough) on a person's pain experience. Seventeen males ($27 \pm 5y$) performed a cold pressor task (feet were placed in cold water 0-3° C) to test pain sensitivity in a within subjects crossover design. The control condition was their usual hydration. Bivariate analyses of change scores (dehydration – control) confirmed that changes in hydration were positively correlated with changes in pain sensitivity ($R^2=.28$). Multiple regression analysis controlling for individual differences accounted for two-thirds of the variance in pain sensitivity.

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Sustainable Communities Symposium ctned - Sustainable settlements

Saturday - 29th Aug 2015

16:50 - MSB1.05

Marg O'Brien Independent Consultant

The urgent sustainability problems we face, including climate change, loss of biodiversity, polluted waterways and ocean acidification (to name just a few), are projected to affect future generations for many years to come. But the enormity of these potentially catastrophic events can overwhelm our ability to act. It is easier to become absorbed in day-to-day affairs and leave the problems to others. So, in fact, the greatest challenge we face is to become engaged, to become informed, and through this greater understanding, respond in a way that takes us on the road to a more sustainable future. It was this engagement that was at the heart of a government funded programme on Sustainable Settlements (2009-13). In this presentation I discuss some of the opportunities and barriers to achieving community sustainability that we experienced. I draw on the work of a number of reports that cover issues like:

- creating the capacity to change in individuals and groups;
- developing this adaptive capacity through 'learning networks'; and,
- building resilience and progressing towards sustainability as a result of the above.

In theory, a community network can 'learn its way to sustainability', and when this work is replicated over many networks, a learning culture can develop – a culture associated with successful cities. I discuss why it is that, in practice, this remains difficult.

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Cognitive Neuropsychological Functioning in New Zealand Māori Diagnosed with Schizophrenia

Saturday - 29th Aug 2015

16:50 - MSB1.15

Karahipi Tumuaki recipient 2013

1. Dr Tai R. Kake, Research Fellow, Department of Psychological Medicine, University of Otago, Mein St, Wellington 6021, New Zealand, P.O Box 7343 Wellington South.

Co-Authors:

1. Dr Nicholas Garrett, Senior Research Fellow, AUT University, Auckland 1142, New Zealand, Private Bag 92006, Auckland.

2. Menetta Te Aonui, Research Nurse, Department of Psychological Medicine, University of Otago, Mein St, Wellington 6021, New Zealand, P.O Box 7343 Wellington South.

Objective: Previous research suggests New Zealand Māori may have an elevated rate of schizophrenia and poorer outcomes. However, there is limited evidence on important clinical features of the illness in this population. This study examined cognitive neuropsychological functioning in 54 adult Māori diagnosed with schizophrenia and 56 Māori controls. This study also examined associations between cognition, medication, and symptoms of psychosis in the schizophrenia group.

Method: A consultation process involving kuia, kaumatua, tangata whaiora representatives, and

staff from Māori mental health services in South Auckland and Porirua/Wellington took place before any research procedures were carried out. The schizophrenia participants were recruited from mental health services while the 'control' participants were recruited from the Māori electoral roll, Te Wananga o Aotearoa, or the Anglican Church (tikanga Māori branch). The participants were matched on socio-demographic variables, handedness, and premorbid cognitive ability. Participants were assessed on neuropsychological tests of attention, executive ability, motor, premorbid ability, verbal/non-verbal memory, and verbal fluency (English/Māori versions). The Positive and Negative Syndrome Scale (PANSS) was used to assess psychotic symptoms. Information on cultural identity, duration of illness, duration of untreated psychosis, medication, and substance abuse was collected.

Results: The performance of the schizophrenia group was significantly lower than the control group on all the neuropsychological tests, except the test of attention. The effect sizes were moderate to large, 0.78 for motor function; 1.3 for executive ability, verbal fluency, and visual memory; 1.6 for verbal learning; and 1.8 for verbal memory. These differences remained after adjustment for multiple comparisons and covariates. A higher dose of antipsychotic medication, and a higher anticholinergic load were associated with greater verbal memory impairment ($r = -0.38$) and ($r = -0.38$) respectively. A longer duration of illness was associated with greater impairment of verbal memory ($\rho = -0.48$), verbal learning ($\rho = -0.41$), and visual memory ($\rho = -0.44$).

Conclusions: The findings for the schizophrenia group show a profile of generalised cognitive impairment with greater impairment of verbal memory. The cognitive impairment in this group was independent of psychotic symptoms, but was associated with a higher antipsychotic dose, higher anticholinergic load, and longer duration of illness. These findings have implications for clinical prescribing practices and rehabilitation for New Zealand Māori diagnosed with schizophrenia.

Clinical psychology - Low Energy Neurofeedback System (LENS)

Saturday - 29th Aug 2015

17:10 - MSB1.02

Larry Honig, PhD Waikato DHB

The Low Energy Neurofeedback System (LENS) is a passive form of neurofeedback. It has applications for neurological conditions including traumatic brain injury, attention deficit disorder and psychiatric conditions including major depression and anxiety disorders. It has been approved by the FDA in the United States as a Class-II Medical Device. The system measures brain waves and feeds back a signal in the form of a very tiny electromagnetic field in the radio frequency range that is slightly offset in real time from the person's own average dominant frequency.

The presentation will provide information about clinical applications of LENS and review several published research studies.

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Criminal Justice and Forensic Psychology - Altruistic offending: a qualitative study of New Zealand animal rights and environmental activists

Saturday - 29th Aug 2015

17:10 - MSB1.01

Svetlana Feigin University of Auckland

The present study aimed to answer the following research question: How does someone make sense of their personal experience with high-risk animal liberation and/or activism? The study was of an exploratory nature informed by phenomenology and Interpretative Phenomenological Analysis (IPA). The research project was concerned with the in-depth exploration of personal and lived experience of the participant from their point of view and ways in which the participants made sense of their experience.

A series of qualitative semi-structured in-depth interviews were conducted with four participants followed by transcription and a thorough analysis of the interviews using IPA. Findings revealed a series of superordinate and subordinate themes in relation to the personal 'lived' experiences of activists. Altruism and altruistic motivation were present in the meanings participants ascribed to their roles as activists however, elements of selfish motivation were also present such as attempting to 'prove' oneself to other activists. These selfish elements were outweighed by the overall selfless goals of participants which were often achieved in detriment to their freedom and safety. Importantly, the present study highlighted the need for differentiation between altruistically motivated activism and terms such as 'radical' and 'terrorist'.

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Sustainable Communities Symposium ctnd - Doing and insisting on community engagement: Principles and practices for our challenging futures

Saturday - 29th Aug 2015

17:10 - MSB1.05

Jane Furness University of Waikato

The New Zealand Government has recently exemplified how not to engage communities in conversations about environmental matters that affect them by hastily arranging and poorly publicising a round of public consultation meetings on climate change. Further, I count myself among those members of the public whose ears were not sufficiently to the ground to pick up on this opportunity. This missed chance alerts us to the need for the principles and practices of community engagement to be foregrounded in any discussion of sustainable communities. Whether in supporting living harmoniously with our environment, facilitating responsible actions in the face of climatic changes, or helping the processes of coping and recovery when 'acute' traumatic environmental events occur, psychologists are inevitably involved and can play a crucial role in fostering a collective approach as we deal with the need to reframe our relationships with our environment. This paper discusses forms of community engagement that psychologists might promote and enact as we play our part in responding to our challenging environmental circumstances. I argue that it is essential for psychologists to act ecologically, to take the lessons from our ancestral and indigenous forebears, to draw on the knowledge and mechanisms we have today, and to take a lead in 'doing' and 'insisting on' the involvement of the collective in what are problems affecting everyone.

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Whakawhanaungatanga (complimentary drinks and nibbles)

Saturday - 29th Aug 2015

17:30 -

SUNDAY

Registration Desk Opens

Sunday - 30th Aug 2015

08:30 -

Institute AGMs

Sunday - 30th Aug 2015

08:30 -

see details for these in the Information Center

Keynote Speaker: Dawn Darlaston-Jones

Sunday - 30th Aug 2015

09:30 - PWC

"White voices Black spaces: Authenticity, legitimacy & place in a shared decolonisation project"
By employing the terms 'voice' and 'space' I am inviting conversations around who has the right to speak and in what context; who is privileged and who is silenced by that speech? This includes the deeper ideologies of hierarchical privilege that are constructed, reinforced and legitimised through various discourses. I also draw attention to the spaces in which we work, acknowledging that both Australia and Aotearoa are Black spaces where Indigenous peoples need to be acknowledged as First Nations with Sovereign rights. Accepting this foundational truth though means that the dominant non-Indigenous positions and voices need to be deconstructed to understand how they emerged and became embedded in the national psyche. By employing critical reflexivity, scrutiny of the unearned power and privilege that is the legacy of the settler in a colonised space becomes possible. Bringing this into focus enables a decolonisation process to occur that permits legitimate and authentic partnerships' for change to emerge. This removes the binary constructions that currently exist and moves Indigenous and non-Indigenous peoples into a third space where alternate options are possible. Such a decolonisation process occurs at the individual level but it also needs collective level processes in order to embed a new ideology of substantive and sustainable reconciliation. It is within this framework of possibility that psychologists (and psychology) need to find an authentic and legitimate voice that is guided and informed by Indigenous peoples, knowledges and values to become a partner in that change agenda.

Morning tea

Sunday - 30th Aug 2015

10:30 -

Mini workshop - Chair: Rose Black : “Kupu a Lau”: Fostering Identity and Self-Esteem in Hawai i’s Adolescents Through a Modern Interpretation of Indigenous Hawaiian Cultural Values and Practices

Sunday - 30th Aug 2015

11:00 - MSB1.13

Erin Turoa Tahauri, PsyD, LCSW

Pacific Islander adolescents originate from societies and cultures that have often been occupied and controlled by an outside, dominant. These societies have been required to assimilate to the controlling government and culture. Health, well-being, and functioning of young people in societies such as these warrant concern. Youth in the Pacific Islands have shown to have significant social problems that can lead to psychosocial stress and risky behaviors.

The “Kupa a Lau” program is designed to address identity formation and self-esteem among Hawai’i’s young adolescents. This program explores the development of self-esteem and identity in adolescence and the factors that influence this development. The research that supports the development of this program examines the possible outcomes when adolescent identity formation and self-esteem are not secure and will be presented.

This workshop would propose a pilot program that uses a combination of psychological techniques and modern interpretations of indigenous Hawaiian values and cultural practices to foster confident adolescent identity formation and self-esteem. This program has been written to allow for modification so that other indigenous cultural values and practices may be used depending on need and population targeted.

This workshop would include a didactic presentation, discussion, and participation in practice activities and would appeal to a variety of practitioners.

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Cyber-psychology- Chair: Armon Tamatea

Sunday - 30th Aug 2015

11:00 - MSB1.02

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General Mental Health - Chair: Barry Parsonson

Sunday - 30th Aug 2015

11:00 - PWC

General Mental Health - Is Childhood An Abnormal Condition?

Sunday - 30th Aug 2015

11:00 - Room - PWC

Dr Barry Parsonson Applied Psychology International

A DSM diagnosis and prescription of psychotropic medications for children with "challenging behaviour" is, typically, the "first choice" intervention provided when children present with behaviours of concern to parents and/or teachers. Given the widespread use of "open label" prescribing and an paucity of sound research to support this practice, especially when multiple medications are prescribed, this is an important issue for psychologists working with such children and their families. This presentation challenges the practice and offers suggestions on consultation with medical practitioners as an aspect of education and client advocacy.

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Mini workshop - Chair: Carrie Barber - Demystifying work with OCD clients: Using different approaches to understand

Sunday - 30th Aug 2015

11:00 - Room: MSB1.15

Shona Harvey

Emma Barker

I work as a Senior Psychologist in a clinic that specializes in the treatment of anxiety. I see many clients with OCD 'obsessional thinking and behaviours' in their presentation. The workshop presentation is to demonstrate how to utilize a range of approaches to work with this particular client group. I work with children young people and adults so the topic would appeal with clinicians across different work settings. There are some striking themes that emerge when working with OCD clients in the way they present and also in the experience of the therapist with this group of clients. It is these themes that I wish to present in reference to some clinical material and drawing upon data from actual sessions. I would also like to show what a mixed therapy approach looks like when working with the client group; using both a strategic approach and interpreting what the clients brings to the session to show how the past is influencing the development of OCD symptoms. As it is a workshop presentation I would draw upon some case material with the group to see how participants would approach some of the issues and what works and what doesn't with this group of clients and whether a mixed approach is the most valid way to manage some of the complexities with OCD sufferers'.

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Cyber-psychology - Who is at Risk? The Role of Bystanders in Cyberbullying Behaviour

Sunday - 30th Aug 2015

11:00 - Room: MSB1.02

Emma-Leigh Hodge University of Waikato

Rebecca J. Sargisson University of Waikato

Over recent years, researchers have sought to better understand cyberbullying, which is increasingly recognised as a social problem. To date, the cyberbullying researchers have focused on the experiences of young people using self-report methodologies that may misrepresent and underestimate the extent of cyberbullying behaviour. I conducted a content and thematic analysis of 800 public comments made on 40 different YouTube® videos featuring young people (18 or under) in a singing or dancing performance. I coded each comment according to nine factors, including its positivity/negativity towards both the performer in the video, as well as towards the other commenters. Interestingly, comments made to other commenters were, on average, more negative than those to the performers featured in the videos. I aim to further quantify cyberbullying behaviours and to investigate the mitigating, or escalating, effect that bystanders may have on cyberbullying.

Acknowledgements

The data collection component of this research was supported by a Faculty of Arts and Social Sciences Small Research Grant.

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Speaker

No Bio Image

Armon Tamatea

Youth help-seeking - A qualitative exploration of stress and coping among Chinese migrant youth in NZ

Sunday - 30th Aug 2015

11:00 - Room: MSB1.05

Yan Yan Lei School of Psychology, University of Auckland

Background: Chinese migrant youth face challenges relating to adolescence, acculturation and belonging to a minority cultural group. However, they underuse psychological services.

Aim: To explore how Chinese migrant youth experience stress and coping and what they think of psychological services.

Methods: 13 Chinese migrant youth participated in focus groups and/or individual interviews. Data was analysed with thematic analysis.

Results: Participants' described several stresses during their growing up, such as language expectations, academic pressure, having a different parent-child relationship to their European peers, discrimination and making sense of their identity. Participants' accounts indicated that they tend to cope with stress on their own by problem-solving, soothing their emotions, adjusting their thoughts and shifting across cultural values. Participants felt reluctant to use psychological services due to limited knowledge, perceptions that their problems are small, stigma, inconsistencies with Chinese culture and lack of trust in professionals. Strategies to increase their help-seeking include advertising appropriately, providing parental education, and ensuring that professionals have an open and supportive approach.

Conclusions: Chinese migrant youth face many stresses and tend to cope on their own. It is important to promote their coping and help-seeking.

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Young people's experiences of psychological help and help-seeking symposium - Chair: Kerry Gibson

Sunday - 30th Aug 2015

11:00 - MSB1.05

ACC presentation

Sunday - 30th Aug 2015

11:00 - MSB1.03

Kris Fernando – National Manager: Psychology and Mental Health

ACC's presentation will focus on the following topics. There will be opportunity for feedback from delegates.

- An update on ACC's approach to establishing improved relationships with the sector – initiatives which are currently being undertaken such as the Mental Health Sector Liaison Group
- Role of Branch Advisory Psychologists
- ACC's approach to Supplier/provider applications – moving beyond scopes
- An update on the Integrated Services for Sensitive Claims contract
- Broadening role for psychologists within ACC internally and externally – work related mental injury, early intervention and incapacity assessments.
- Ideas as to how to develop the psychology work force

Mental Health & Well-Being symposium - Chair: Tatiana Tairi

Sunday - 30th Aug 2015

11:20 - MSB1.01

General Mental Health - Folly, Mental Health and Disembodiment

Sunday - 30th Aug 2015

11:20 - Room - PWC

Seonaid Abernethy Mental Health Lawyer Auckland

Malvolio 's madness in Shakespeares' 'Twelfth Night' is cured by a compulsory detention, assessment and treatment carried out by embodied household figures. There is a performative quality inherent in both the offence of Malvolios grandiose delusions, and its' recognition and correction by Maria, Sir Toby and the Fool. The "treatment" is a rough Aristotelian justice, a proportionality aimed at the Good , being 'the fit', the proportionality of our relations with one another and Nature. Finally, Malvolio 's painful self-knowledge arrives through his embodied relationship with persons known to him. In modern psychiatry, compulsory detention, assessment and treatment has become disproportionate to folly. The patient is deprived of the art of personal performance and an embodied response. Folly and Misrule cease to be subject to the Good which is known by its proportionate relationship to the will, its fit , but are examined now by a Foucault-identified clinical gaze , and subject to tempering values imposed by service professionals. Values can be more or less. They assume a point zero from which negative as much as positive values can be elaborated. The psychiatric gaze disembodies the patient. The professional imputes bodily experience , perception to the patient based on medical analysis and assesses risk although risk is not a somatic condition. 2013 NZ statistics: 10,270 people in contact with the Mental Health Act. seonaid@ihug.co.nz

Cyber-psychology - Beneath the Planet of the Apps: Smartphones, mobile technologies, and professional issues for clinical psychology

Sunday - 30th Aug 2015

11:20 - Room: MSB1.02

Armon Tamatea University of Waikato

Dennis de Jong Hauora Waikato

Application software ('apps') are programmes designed to allow smartphone and portable device users to perform a range of functions, tasks, or activities, and includes a variety of interactive educational environments, high definition games, media platforms, and enhancements of workplace activity amongst others. With New Zealanders engaging in the new technology with a sweeping acceptance, the increased accessibility of this tele-technology means that mobile phones are becoming an increasingly important platform for the delivery of health interventions and have been developed to facilitate and/or monitor activity such as diet, exercise, meditation, vitamin intake, smoking cessation, as well as assist with more complex clinical issues such as social anxiety, obsessive-compulsive disorder, suicidality, and borderline personality disorder. Starting from the emerging mHealth literature, we discuss the issues at the interface of clinical practice and mobile app technology and comment on some of the foreseeable possibilities and potential problems with the adoption of smartphones and portable devices in clinical contexts.

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Mental Health & Well-Being - Adolescent suicide attempts in Northern Greece

Sunday - 30th Aug 2015

11:20 - Room: MSB1.01

Tatiana Tairi, School of Psychology, Massey University

Nikos Zilikis, Child and Adolescent Psychiatry, Aristotle University of Thessaloniki, Greece.

Suicide attempts are a significant public health problem, especially among adolescents. They are associated with psychiatric morbidity and result in significant use of health care resources.

Systematic study of suicidal behavior among Greek adolescents remains limited. As part of a continuing research on adolescent suicide attempts among adolescents in Northern Greece, the present study describes the characteristics of such a clinical population as assessed right after the attempt. Our sample consists of 160 adolescents (28 males, 132 females; age range 12-19 years, $M= 15.14$, $SD= 1.73$), addressed through the Consultation-Liaison Service to the Child and Adolescent Unit of the 3rd Psychiatric Department of the AHEPA University Hospital in Thessaloniki. Results indicated a higher attempt rate at ages 13 (19.4%), 14 (19.4%), and 17 (18.8%). Most attempts occurred in adolescents living in intact biological families (69.4%), and drug ingestion was the predominant method (81.9%). There was a family history of suicide in 5% of cases. Severe dysfunction or impairment of family context was the most frequently recorded parameter (60.6%), followed by school failure/drop (58.1%), and adolescent-parent conflict (53.8%). In a clinical perspective, active psychopathology was found in 56.8%, with affective disorder ranking first (31.9%), while one in five adolescents (20.6%) had made a previous suicide attempt. Findings from this ongoing research enable us to gain a greater understanding of suicidal behavior among adolescents, thus contributing to a better clinical and psychosocial approach, and, consequently, more effective prevention and care.

Keywords: adolescent, attempted suicide, family and psychosocial factors.

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Youth help-seeking - Young people's views on stress, coping and seeking help

Sunday - 30th Aug 2015

11:20 - Room: MSB1.05

Emma Edwards School of Psychology, University of Auckland

Background: In New Zealand, most young people do not seek help for mental health problems and there is limited understanding regarding how youth cope with stress in general.

Aim: The current research explored how young people themselves understand sources of stress, experiences of helpful and unhelpful coping, peer coping processes, and help-seeking.

Method: Four focus groups and 16 interviews were conducted across two Auckland high schools. A total of 32 Year 12 and 13 students, aged 17-18 years, took part in the focus groups. Sixteen of these students also took part in the semi-structured individual interviews.

Results: The focus groups and interviews were analyzed using thematic analysis. Themes regarding stress young people experience were: pressure to succeed, family expectations and responsibilities, family culture and relationship stress, peer relationship stress, financial pressure, and society and self. Coping themes were: helpful coping, unhelpful coping, learning to cope, gender and generational differences in coping, and peer support. Help-seeking themes were: characteristics of help-seeking, peer help-seeking, views on informal help-seeking sources, views on formal help-seeking sources, and help-seeking attitudes.

Conclusions: The themes and subthemes evident in the results will be discussed from a strengths-based, positive youth development approach, providing implications and recommendations for enhancing the wellbeing of New Zealand youth.

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NZPsS Awards

Sunday - 30th Aug 2015

11:40 - Room - PWC

The NZPsS will be conferring the following awards: The Balin Award, The Dame Marie Clay Award, the Goddard Early Career Research and Scholarship Award; the International Psychology Award; the Karahipi Tumuaki President's Scholarship.

Meeting re "Psychology Week" follows Awards

Psychology Week is a new NZPsS initiative based on a well established Australian Psychological Society (APS) tradition. Across the Tasman, this has resulted in demystifying psychology and has raised public awareness of the roles and contributions

of psychology across all areas. We are starting Psychology Week in a small way in Aotearoa New Zealand during the week of 9-15 November 2015. Initial responses to the idea have been very positive. Branches are encouraged to offer one event for the public

during the week 9-15 November. Institutes are encouraged to support and work with Branches.

National Office will help with advertising and small funding grant. The session will be led by Jackie Feather.

Lunch

Sunday - 30th Aug 2015

13:00 -

Keynote Speaker: Gerald Monk

Sunday - 30th Aug 2015

14:00 - Room PWC

"Consumer-led perspectives and actions in delivering psychological services. Where are we heading?" (PWC)

Within the last 5 years in California USA, there has been a dramatic transformation in how mental health services are being delivered by mental health professionals to mental health consumers. This transformation is undergirded by a consumer-led effort that demands the utilization of a nonpathologizing strength based approach to addressing mental illness. This effort is described as a recovery movement that represents a significant paradigm shift in the treatment of severe mental illness. This watershed change in service delivery invites opportunities for specific strength-based approaches to be applied in a consumer-professional recovery partnership for clinical assessment, case

conceptualization, recovery planning, recovery intervention and recovery maintenance.

The key note presentation showcases powerful practices that utilize strength-based approaches in a recovery partnership between mental health professionals and mental health consumers in San Diego, California in 2014-2015.

Young people's experiences of psychological help and help-seeking cont

Sunday - 30th Aug 2015

15:00 -

Speaker

No Bio Image

Kerry Gibson

Sexuality, psychology and "fringe" intimacies - Chair: Panteá Farvid

Sunday - 30th Aug 2015

15:00 - Room: MSB1.02

This symposia examines various forms of contemporary intimacies and sexualities, such as men who buy sex, individuals who "cheat" on their partners and young women's use of "dating apps" to develop and expand psychological theory as well as discussing the implications of this work for the therapeutic setting.

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Developmental psychology- Chair: Ryan San Diego

Sunday - 30th Aug 2015

15:00 - Room: MSB1.13

Health psychology - Chair: Carrie Barber

Sunday - 30th Aug 2015

15:00 - Room: MSB1.15

Mental Health & Well-Being cont

Sunday - 30th Aug 2015

15:00 - Room: MSB1.01

Institute of Clinical Psychology (ICP) Ethics Panel Discussion - Chair: Juanita Ryan

Sunday - 30th Aug 2015

15:00 - Room - PWC

Panel members - Tanya Breen, Kirsty Dempster-Rivett, Glen Kilgour, Nick Lascelles
Armon Tamatea

He Paiaka - Maori psychologists in practice - Chair: Waikaremoana Waitoki & Erana Cooper

Sunday - 30th Aug 2015

15:00 - Room: MSB1.03

Case discussions

Youth help-seeking - A hard pill to swallow: Young women's experience of taking antidepressants

Sunday - 30th Aug 2015

15:00 - Room: MSB1.05

Celine Wills School of Psychology , University of Auckland

Background: Young women are increasingly being given antidepressants as a treatment for depression and other psychological problems.

Aim: This presentation will explore the experiences of young New Zealand women who have taken antidepressants, focusing on how these experiences affected their sense of self and how they understood their difficulties.

Methods: Narrative interviews with 16 young women, aged 18-25, who used antidepressants were used to identify the different types of narratives women used to describe their experiences.

Results: The narrative analysis suggested that taking antidepressants affected these young women's sense of self in a variety of different ways. Some described antidepressant use as being able to restore or enhance participants' sense of self and to assist them to meet normative expectations of young women. This narrative suggested the risk that young women might be forced to remain on antidepressants in order to maintain this valued self. For others, antidepressant use led to a view of themselves as either damaged, helpless, or no longer themselves. These narratives were accompanied by a sense of powerlessness and failure. In some cases, however, participants described increased agency as they rejected a biomedical conceptualisation of selfhood.

Conclusions: Health professionals should acknowledge the impact of antidepressants on young women's developing sense of self and strive to create a space where young women are able to make an informed choice about antidepressants.

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Developmental psychology - Parents' perception of executive function in two-year-olds born at risk of neonatal hypoglycaemia

Sunday - 30th Aug 2015

15:00 - Room: MSB1.13

Judith Ansell Liggins Institute, University of Auckland

Trecia Wouldes Department of Psychological Medicine, University of Auckland

Jane Harding Liggins Institute, University of Auckland

the CHYLD Study Group Liggins Institute, University of Auckland

Background: Executive function (EF) better predicts school readiness and achievement than IQ. Impaired EF has been associated with neonatal risk. Neonatal hypoglycaemia (NH) is a common metabolic disorder associated with developmental delay, yet little is known about the effect on EF among children born at risk for this disorder. Aims: To investigate whether parental perceptions of EF varied according to risk factor among infants born at risk of NH. Methods: Participants were 395 children enrolled in the Children with Neonatal Hypoglycaemia and their Later Development (CHYLD) Study, born at risk of NH (infants of diabetic mothers, babies born large (LGA), small (SGA) or late preterm (≥ 35 weeks)). Parents completed the Behavior Rating Inventory of Executive Function–Preschool version (BRIEF-P) when children were 24 (± 1) months. The BRIEF-P is a standardised measure of EF behavior with five scales, and a total Global Executive Composite (GEC) score. Results: Rates of EF-related behavior problems were higher than published norms. Overall, 25% had clinically significant GEC scores, with 46% of SGA having clinically significant working memory scores. Overall, SGA children were most, and LGA least, likely to have clinically significant scores. Conclusions: Parents of children born at risk of NH perceive a high rate of problem behaviour associated with EF in the everyday lives of their children. The implications of these results for future learning and behavior will be discussed.

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Sexuality, psychology and “fringe” intimacies - 1. The downsides of the “fling” experience: Psychological distress in accounts of heterosexual men and women who have engaged in extra-relational sexual involvement

Sunday - 30th Aug 2015

15:00 - Room: MSB1.02

Shahin Payam PhD Candidate, Psychology, Auckland University of Technology

Dr Panteá Farvid Psychology, Auckland University of Technology

Associate Professor Deborah Payne Women's Health, Auckland University of Technology

Background: Extra-relational sexual involvement (ERSI) refers to engaging in sexual contact with someone other than one's exclusive romantic, sexual or monogamous partner (often referred to as sexual 'infidelity' or 'cheating'). Despite acknowledgement that ERSI can have a life changing impact and trigger strong reactions, little is known about the experience of those who have engaged in it.

Aims: This project sought to examine the experiences of ERSI amongst heterosexuals in New Zealand in order to address the gap in current psychological literature.

Methods: This paper draws on data collected for a larger social constructionist project examining ERSI. For this presentation, thirty six in-depth responses (11 men aged 20–74; 25 women aged 21–60) to an open-ended qualitative questionnaire were collected. The data were analysed using synthesised discourse analysis and here we focus on the ways participants discussed psychological distress and how these related to broader discourses of ideal relationships and personhood.

Results: The respondents tended to draw on discourses of morality, addiction, transgression, revenge, and sexual variety to construct versions of personhood that encompassed: psychological pathology, vulnerability, remorse and regret and personal deficiency.

Conclusions: The experience of ERSI involves contractions and tensions where dominant discourses of ideal relationships are implicated and shape individual psychologies in specific ways.

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Mental Health & Well-Being cont - Prevalence and characteristics of non-suicidal self-injury in a NZ university sample

Sunday - 30th Aug 2015

15:00 - Room: MSB1.01

John Fitzgerald, PhD, School of Psychology, Massey University

Cate Curtis, PhD, School of Psychology, University of Waikato

Self-injury, which is not in itself an attempt to end one's own life, can take many forms (e.g., cutting, burning, breaking bones, punching, picking, ingesting toxic substances). There is a well-established international literature on the prevalence of NSSI. However, New Zealand data regarding prevalence, attitudes, rationale, co-morbidities, etc., do not currently exist, although a recent report suggests that up to 50% of teenagers will self-injure at least once and as many as 15% will engage repeatedly in this behaviour (Duff, 2012). The primary purpose of this study was to examine NSSI, and specifically cutting behaviour, in a sample of New Zealand university students.

Using an on-line survey adapted from Whitlock et al. (2011) we collected data from approximately 850 university students regarding general demographics, risk and protective factors, co-morbidity (eating disorder, suicidality, severe mental illness), help-seeking, self-injurious behaviour, and addiction. In this presentation we focus on a description of the sample and the 293 individuals who reported some form of NSSI in their lifetime. Our data shows a lifetime prevalence rate in this population of 13%, elevated risk for females who are lesbian or bi-sexual, and different patterns of site and function of injury by gender. We provide details of these findings along with data on other key risk factors and associations. Comparisons are made to data reported in the international literature.

We conclude by outlining the next steps in our data analysis and make some observations regarding service implications and further research

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Health psychology - Feed your Brain!

Sunday - 30th Aug 2015

15:00 - Room: MSB1.15

Alexia Mengelberg PhD student

Janet Leathem Professor of Neuropsychology, Primary supervisor

John Podd Associate Professor, Co-supervisor

Several recent randomized, double-blind, placebo controlled trials have shown that omega-3, poly-unsaturated fatty acids (n-3 PUFAs) have a significant effect on cognitive performance in cognitively impaired older adults. While the evidence for n-3 PUFAs as a safe therapeutic agent is steadily growing, there is still a lack of n-3 PUFAs trials which investigate the moderating effect of the APOE4 allele on cognitive performance. This study aims to investigate the cognitive effects of a n-3 PUFA fish oil supplement in older adults with Mild Cognitive Impairment (MCI) by conducting a parallel 12-month, randomized, double-blind, placebo-controlled intervention trial with testing sessions at baseline, 6-months, 9-months and at the end of the trial. Seventy-five older adults between the ages of 65-90 with MCI will be recruited from Wellington, New Zealand. Participants will either given an n-3 PUFA supplement containing 1500 mg of DHA and 300mg of EPA per day or a placebo supplement of sunflower oil over the course of 12 months. Outcome measures will include the RBANS, Coin Rotation Test, Stroop Colour Word Test, Digits backwards test, GDS, GAI, the health-related quality of life survey, weight and blood pressure. A mixed one-way ANOVA and a chi-square test will be used to test for differences between the n-3 PUFA and placebo groups, and regression analysis will be used to investigate correlations between the presence of the APOE4 allele and cognitive outcomes.

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Youth help-seeking - Young people's priorities for engagement in psychological help

Sunday - 30th Aug 2015

15:20 - Room: MSB1.05

Kerry Gibson School of Psychology, University of Auckland

Background: Young people often fail to make use of counselling and psychotherapy services or have high drop-out rates. In order to reach young people more effectively it would be valuable to understand more about what they see as important in their experiences of receiving psychological help.

Aim: This study aims to identify the key concerns and priorities that young people have in relation to their engagement with psychological services and whether there is consistency or difference across a range of services available to young people in New Zealand.

Methods: This study draws from open-ended narrative interviews with 63 adolescents (aged 13-18) who had experienced at least one of a variety of intervention (school counselling, psychotherapy, telephone and phone text counselling). The interviews were thematically analyzed to identify common issues participants identified as priorities for them in using these services.

Results: Themes included young people's need to to maintain their autonomy and control, to have access to different ways of expressing themselves, to have a 'real' relationship and to have services that were accessible and flexible in meeting their needs.

Conclusions: The findings highlight the way that young people's priorities are shaped by developmental concerns as well as recent transformations in youth culture. Services need to adapt to fit better with the priorities of young people.

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Developmental psychology - Validation of the Bayley Scales of Infant and Toddler Development 3rd Edition in New Zealand children

Sunday - 30th Aug 2015

15:20 - Room: MSB1.13

Ryan Jim San Diego Department of Psychological Medicine, The University of Auckland

Judith Ansell The Liggins Institute, The University of Auckland

Jane Harding The Liggins Institute, The University of Auckland

Trecia Wouldes Department of Psychological Medicine, The University of Auckland

CHYLD Study group The University of Auckland

This paper presents the validation of the Bayley Scales of Infant and Toddler Development 3rd Edition (Bayley-III) in a New Zealand context. The Bayley-III consists of examiner-administered tasks that measure cognition, language, and motor functioning of young children (1-42 months), and parent reports of the child's socio-emotional functioning and adaptive skills. Participants were children enrolled in the Children with Neonatal Hypoglycaemia and their Later Development (CHYLD) Study (N=404). Confirmatory factor analysis was used to test the measurement model. The analysis supported the multifactorial nature of the Bayley-III with acceptable fit indices that were similar to the hypothesized construct. Scores on examiner-administered executive function (EF) tasks (Fruit Stroop, Ducks and Buckets, Multisearch Multilocation and Snack Delay) were hypothesized to covary with the Bayley-III Scale scores. Exploratory factor analysis confirmed three factors. The first factor grouped Bayley-III language scores with Fruit Stroop, Ducks and Buckets, and Snack Delay; the second factor grouped the Bayley-III parent-rated scale scores; and the third factor grouped the Bayley-III cognitive, and motor scores and Multisearch multilocation. Overall, the findings confirm the validity of the Bayley-III in this New Zealand group of children and support the hypothesis that EF performance tasks are associated differentially with the cognitive development of young children.

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Sexuality, psychology and “fringe” intimacies - 2. Examining the intersection of technology, identity and intimacy: Young women’s experiences of using the dating app “Tinder”

Sunday - 30th Aug 2015

15:20 - Room: MSB1.02

Kayla Asher Counselling Psychology Masters Student, Auckland University of Technology

Dr Panteá Farvid Senior Lecturer, Auckland University of Technology

Background: Online dating has become increasingly popular since the 1990’s and with the introduction of “dating apps” this practice has extended beyond personal computers to include Smartphones. Tinder is one of the most popular mobile dating apps which can be used to instigate social meetings, casual sex, hook ups, dating or romantic relationships. This app has recently exploded among heterosexuals and uses GPS technology to link individuals who are in the same physical vicinity. To date, there has been no research that looks at women’s experiences of using this app.

Aims: This exploratory qualitative study sought to examine the experiences of young heterosexual women in New Zealand who have used Tinder. The goal was to explore the opportunities and drawback, as well as implications for identity construction and psychological feelings, associated with its use.

Methods: Six heterosexual women aged 20-25 were recruited and interviewed about their experiences of Tinder use by the first author. The data were analysed using thematic analysis, within a critical realist framework.

Results: The women provided complex and contradictory accounts that highlighted the opportunities, pleasures and benefits of using Tinder, as well as the frustrations, risks and dangers. They also talked in some depth about the challenges of negotiating a new technological platform for managing and instigating social, romantic or sexual relationships. The impact of using Tinder on the women’s sense of self and the psychological responses to the process of using dating apps was also discussed.

Conclusions: Tinder provides a new platform for the expression of technologically mediated intimacies, which have several implications for understanding contemporary relationships, and the intersection of identity and technology related to these. The use of dating apps may well signal new psychological processes which we need to understand.

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Mental Health & Well-Being cont - Driving Miss Daisy: What impact does driving anxiety have on the health and wellbeing of older adults?

Sunday - 30th Aug 2015

15:20 - Room: MSB1.01

Joanne Taylor School of Psychology, Massey University

Megan Hempel School of Psychology, Massey University

Fiona Alpass School of Psychology, Massey University

Christine Stephens School of Psychology, Massey University

Driving anxiety can range from driving reluctance to driving phobia, and 20% of New Zealanders aged 55-72 experience mild driving anxiety while 6% report moderate to severe driving anxiety. However, we do not know what impact driving anxiety has on health and wellbeing, especially amongst older drivers. This is problematic given the growing proportion of older adult drivers in New Zealand and the potential for driving anxiety to result in premature driving cessation which can impact on health and mortality. The purpose of the current study was to examine the impact of driving anxiety on young older adults' health and wellbeing over and above the effect of socio-demographic factors. Data was from 2,473 young older adults (aged 55-72 years) in the Health, Work, and Retirement longitudinal study. Hierarchical multiple regression analyses showed that driving anxiety was associated with poorer mental health, physical health, and quality of life, even when socio-demographic variables were controlled for. Gender moderated the effect of driving anxiety on mental health and quality of life, and as driving anxiety increased, mental health and quality of life scores decreased more rapidly for men than women. Further research is needed to investigate whether driving anxiety contributes to premature driving cessation, especially because health declines associated with driving cessation could be prevented by improving driving self-regulation and treating driving anxiety.

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Health psychology - Experiences and Consequences of Facial Masking in Parkinson's disease: A Qualitative Analysis of the Psychosocial Implications for Close Relationships

Sunday - 30th Aug 2015

15:20 - Room: MSB1.15

Adrienne Wootton PhD Candidate, University of Waikato

Nicola Starkey Associate Dean Research (FASS), Deputy Chair (Psychology), Senior Lecturer, The University of Waikato

Carrie Barber Clinical Psychology Graduate Programme Director, The University of Waikato

Background/Aim: Facial masking is the absence of expression caused by reduced voluntary control and spontaneous movement of facial musculature. Consequences of masking for people with Parkinson's (PwP) and their families are not well understood. The present study is the first to investigate the views, experiences and consequences of masking for PwP and their spouse/partner.

Methodology: Eighteen individual semi-structured interviews were conducted with nine couples. Thematic Content Analysis was used to identify and organise data into thematic categories, before conceptual relationships were explored.

Results: Eight major thematic categories were identified. Key manifestations of masking included impoverishment of voluntary/spontaneous expressions, and a blank facial appearance. Partners experienced greater personal impact, misidentifying PwP emotions as negative (angry, sad, bored, disapproving) and misattributed causality (assuming it signalled regard towards the relationship or themselves). As part of a multifactorial process, masking was identified as harmful to relationship quality, principally by way of distancing/disconnection and reduced responsiveness. Participants had limited understandings of masking. PwP had particularly low cognizance of how and when masking was occurring, and of partner impacts. Several compensatory strategies were identified. Utilisation of voluntarily posed expressions was low, being reported as effortful and unauthentic. For some, recognition as a symptom was sufficient to reduce relationship strain.

Conclusions: Masking's individual and relationship consequences have implications for everyday life and wellbeing. Greater understanding and recognition of masking is necessary for PwP, families and clinicians alike. This presentation will be educative for those working with Parkinson's and those interested in flattened affect or nonverbal communication.

Keywords:

1. > Parkinson's disease

2. > Facial Masking

3. > Close Relationships

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Developmental psychology -The development and evaluation of a parenting program for managing sibling conflict

Sunday - 30th Aug 2015

15:40 - Room: MSB1.13

John Pickering The University of Queensland

Matthew Sanders The University of Queensland

Background: Public health researchers and practitioners face two major battles: the first is to ensure they have an intervention which can go to scale and fits with the diverse needs of the community; the second is to ensure the community actually utilise the intervention. One key element to address both of these issues is to make interventions brief, but as powerful as possible.

Aim: This presentation explores how a targeted variant of the Triple P-Positive Parenting Program can be simultaneously used to alleviate sibling conflict and engage a community in a population approach to parenting.

Main contributions: An iterative conceptual framework for the development of empirically supported intervention will be provided. A model of program development involving enhanced consumer involvement is presented to illustrate how evidence-based parenting interventions can be developed not only to meet the specific needs of parents who experience significant sibling conflict, but also to demonstrate the importance of adopting a public health mindset when developing and evaluating programs. Evaluation data emerging from the randomised clinical trial of the program will also be presented for the first time.

Conclusions: As the benefits of positive parenting programs become more apparent, there are increasing calls for such programs to be adopted as public health initiatives.

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Sexuality, psychology and “fringe” intimacies - Can't buy me love?: The role of intimacy in accounts of men who buy sex in New Zealand

Sunday - 30th Aug 2015

15:40 - Room: MSB1.02

Dr Panteá Farvid Psychology, Auckland University of Technology

Professor Kate Diesfeld Public Health, Auckland University of Technology

Background: Prostitution or 'sex work' is a highly polarising and emotionally charged topic. As a highly gendered industry, where heterosexual men are the primary consumers - most media attention and research has focused on the women who sell sex, versus the men who buy it.

Aims: This project examined the experiences of heterosexual men who purchase sex in NZ, and why, how and when they do this. As a pilot study, the project sought to open up space for a social and psychological examination of men who buy sex in NZ, within a decriminalised context.

Methods: This project was qualitative and interviewed six heterosexual men aged 24-52 (M=36.5) about their experiences of buying sex and the process involved in each transaction. Interviews ranged from one hour to three hours and were analysed using critical thematic analysis, for the purposes of this presentation, attending to the ways in which men talked about intimacy within in the interviews.

Results: The men's talk drew on various notions of sex and intimacy within and outside of the sex industry. Intimacy was both something that they desired, but could not easily obtain by traditional means such as dating. Evident was a desire to take the “transaction” out of transactional sex and this related to mirroring or re-constructing encounters that resembled romantic dates.

Conclusions: The men tended to display a softer version of masculinity that is often not talked about in relation to men who buy sex. The implications of this for psychology will be discussed.

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Mental Health & Well-Being cont - Mental health interventions for children in care: evidence-based treatments and beyond

Sunday - 30th Aug 2015

15:40 - Room: MSB1.01

Bernice Gabriel, PhD candidate, School of Psychology, Massey University
Ian M. Evans, Professor Emeritus, School of Psychology, Massey University

The high rate of mental health and behavioural problems that children in care present with is well documented. However, there is little evidence that current child and adolescent mental health interventions are appropriate and effective for children with complex bio-psycho-social problems related to early experiences of abuse, neglect, trauma and disrupted attachment development. This presentation will give an overview of the evidence-based treatments currently provided to children in care and their caregivers, and will discuss the related benefits, limitations and service constraints. To address the multiple needs of children in care and to build the capacity of their caregivers, a multi-level approach is required. A model outlining these various levels is therefore suggested to guide the mental health interventions of children in care. Implications for the implementation of such a model in child and adolescent mental health services in Aotearoa New Zealand are discussed.

Keywords: children in care, foster children, mental health interventions, evidence-based treatments.

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Health psychology - Premorbid Intellectual Functioning: Aiding in the Diagnosis of Mild Cognitive Impairment

Sunday - 30th Aug 2015

15:40 - Room: MSB1.15

Sandhya Fernandez University of Waikato

Fernandez, S. (University of Waikato), Starkey, N. (University of Waikato), Barber, C. (University of Waikato)

Background: Mild Cognitive Impairment (MCI) has been recognized as a risk factor in developing dementia (Peterson et al., 1997). The diagnosis of MCI is complex and different methods have been used based on neuropsychological testing and indicators such as premorbid intelligence.

Aim: The study aims to compare different methods of diagnosing MCI including the use of premorbid intelligence and examining levels of functioning and neuropsychological performance of individuals.

Methods: Ninety-four participants who met inclusion criteria (absence of dementia, other neurological conditions, alcohol abuse, or psychiatric disorder) were assessed on a wide range of neuropsychological tests and the Test of Premorbid Functioning (TOPF).

Findings: Ninety-four participants have been screened and their performance on neuropsychological assessments have been analysed. There were significant differences in the number of people diagnosed with MCI with conventional methods and when their performance was based on their premorbid IQ.

Conclusions: There is a need for consensus on diagnosing MCI and more research on the prevalence of MCI based on these diagnostic criteria. The participants were predominantly from the healthy older populations and there is a need to study populations who approach speciality clinics; this study is currently in its initial stage.

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Afternoon tea

Sunday - 30th Aug 2015

16:00 -

NZPsS AGM Room MSB1.02

Sunday - 30th Aug 2015

16:30 -

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Conference Dinner

Sunday - 30th Aug 2015

19:30 -

see the 'Information Center' for more information

MONDAY

Registration Desk Opens

Monday - 31st Aug 2015

09:00 -

Keynote Speaker: Willem Kuyken

Monday - 31st Aug 2015

09:30 - Room - PWC

"Mindfulness-based cognitive therapy: A promising approach to depression across the lifespan?" Depression typically has an early onset and runs a relapsing and recurrent course. Without ongoing treatment people with recurrent depression have a very high risk of repeated depressive relapses throughout their life, even after successful acute treatment. Mindfulness-based Cognitive Therapy (MBCT) is an innovative, empirically supported approach intended to prevent relapse in people with a history of depression (Segal et al., 2013). The last ten years has seen >10 RCTs, experimental work on mechanisms, growing implementation and adaptations to new populations and contexts across the life span. This keynote will overview the field and signpost future directions and describe our work at the Oxford Mindfulness Centre addressing some of the challenges in the field.

Guest speakers - Alison Towns & Neville Robertson - Chair: Jane Furness

Monday - 31st Aug 2015

11:00 - PWC

Making Sense of Men's Domestic Violence Against Women

Domestic violence is a widespread problem in New Zealand with one in three ever-partnered women experiencing physical and/or sexual violence from a male partner at some time in their lifetime. Psychologists working in clinical practice will have clients who present with this problem but many psychologists feel under-resourced to deal with this issue. This paper will assist psychologists to get up to date with current understandings of men's domestic violence against women and its impact on women and children. We describe some of the key issues and we outline a conceptual understanding of domestic violence that is useful for identifying domestic violence and for assessing parenting in the context of domestic violence. We provide some resources to assist safe practice.

Dr Alison J Towns is a clinical psychologist, a Director of Mt Albert Psychological Services Ltd and an Honorary Academic of Population Health, Social and Community Health Section, University of Auckland. She has more than forty publications on men's domestic violence against women. She is a Life member of the New Zealand Psychological Society and a member of the Institute of Clinical Psychologists. She was an inaugural member of the New Zealand Family Violence Death Review Committee. She currently works privately in Auckland.

Dr Neville Robertson is a community psychologist and Senior Lecturer at the School of Psychology at the University of Waikato where he teaches papers in family violence, community psychology and applied social psychology. He has over 30 years experience in domestic violence as a researcher, trainer, consultant and facilitator of stopping violence programmes. His research focuses on the efficacy of community and institutional responses to men's violence against women and children.

Trauma and psychology - Chair: JaneMary Castelfranc-Allen

Monday - 31st Aug 2015

11:00 - Room: MSB1.02

Mini workshop - A Relational Learning Framework for foster parents and foster care practitioners

Monday - 31st Aug 2015

11:00 - Room: MSB1.13

Wendy Kelly Victoria University

This workshop presents a Relational Learning Framework developed to assist foster parents and foster care practitioners to understand the foster child's psychological perspective. The aim of the framework is to assist participants to consider how children's expectations and behaviour towards a new foster family may be affected by the maltreatment and loss of previous relationships the child has usually experienced. Clinical material will be used to guide workshop participants through a brief Relational Learning Framework. Two pilot studies evaluating the framework as part of a foster care training programme will then be described. The first study with foster parents (N = 19) showed significant improvements in foster children's behaviour problems, attachment and overall functioning, but some of these gains were not maintained at follow up. The second study evaluated the training programme with foster care practitioners (N = 16) and found significant increases in practitioners' empathic and reflective comments and positive applications of the techniques with their clients.

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Educational psychology - Chair: Jeanette Berman

Monday - 31st Aug 2015

11:00 - Room: MSB1.03

Our vision and beginnings of a journey into Te Ao Tūroa (the world in front of us) in Educational Psychology

In this symposium of three papers we will share 1) our vision for culturally appropriate professional practice in Educational Psychology, 2) the beginnings of our journey as a professional education programme, and 3) an insight into the learning journeys of our intern psychologists as they take stock of, and plan for, their own cultural development, so that they are best able to engage with and support akonga (teachers and learners) and whanau (families).

Perinatal Mental Health - Chair: Tania Furstenburg

Monday - 31st Aug 2015

11:00 - Room: MSB1.01

I/O Psychology - Chair: John Eatwell

Monday - 31st Aug 2015

11:00 - Room: MSB1.05

Mini-workshop - Chair: Kyle Smith "Clinical Psychology Family Connections: the largest published evidence-based intervention for family of people with borderline personality disorder (BPD)"

Monday - 31st Aug 2015

11:00 - MSB1.15

Roy Krawitz RANZCP psychiatrist and Honorary Clinical Senior Lecturer, Auckland University

Dr Roy Krawitz is a RANZCP psychiatrist and Honorary Clinical Senior Lecturer, Auckland University. Roy is director and trainer with the DBT training company, DBTNZ, that is affiliated with Behavioral Tech, Linehan's international DBT training organisation. Roy has published 15 articles and 6 books on BPD including three by Oxford University Press (total 5 languages) and has published research on the effectiveness of his pre-DBT work, the effectiveness of his generalist mental health clinician BPD training and the effectiveness of the DBT service in which he works. Roy is part of the international Family Connections community and was instrumental in bringing Family Connections to New Zealand in 2012 and Australia in 2015 and has led 'train the trainer' Family Connections Leaders Training in New Zealand and Australia in 2015.

Family Connection is a 12 x 2 hr/week grassroots program run by family and/or professionals for family of people with BPD that has been running for more than a decade under the auspices of the National Education Alliance for BPD (NEA-BPD), the largest international BPD advocacy organisation. Family Connections provides psychoeducation, peer support and skills drawn largely from DBT. Three pre-post studies demonstrate statistically significant decreased burden, distress/depression, grief and increased mastery/empowerment with further gains made at 3 month follow-up.

Roy will provide 20 mins of information and research on Family Connections followed by a 20 minute moving (for many: inspiring, sad, happy, and very humorous) DVD of a conference presentation to professionals and family members by an amazing, articulate and funny family member and Family Connections leader; followed by 20 mins discussion time.

Trauma and psychology - Young men talk about abuse from women intimate partners

Monday - 31st Aug 2015

11:00 - Room: MSB1.02

Anna Shum-Pearce University of Auckland

Background: The scarce research thus far on abused men suggests many services and peers who may support such men are uncertain as to the legitimacy or significance of partner abuse by women against men. Men's decisions about, and experiences of, help-seeking for abuse may be affected by the scarcity of appropriate services, and by the men's and help-sources' gendered beliefs about partner abuse and help-seeking.

Aims: This project is the first to explore young men's experiences of physical, emotional/psychological and sexual abuse from female partners, and their decisions to seek help or not to seek help, as well as the wider context of views within which this occurs.

Methods: 9 young men who self-identified as having experienced abuse were interviewed. Focus groups with young people who had not experienced abuse explored their beliefs around abuse and gender. The data were analysed using thematic analyses.

Results: The men described fearing a negative reaction from others should they seek help, or that it could put them at risk, and frequently hiding their distress from others. They stressed education for men and the public as key. Men were frequently described by their peers as invulnerable and women as incapable of serious violence, and this was linked with how abuse from women towards men and the need for support services was evaluated.

Conclusions: This is an important area for public and service education, and future research, to encourage help-seeking by young men who experience abuse.

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Educational psychology - 1. Our vision for bicultural educational psychology

Monday - 31st Aug 2015

11:00 - Room: MSB1.03

Jhan Gavala

Jeanette Berman

Terence Edwards

Te Ao Tūroa (the world in front of us) in Educational Psychology is firmly embedded in a bicultural foundation of discipline knowledge. Aotearoa New Zealand presents a unique context for the practice of psychology related to learning and teaching - educational and school psychology. As a bicultural country that has an increasing body of psychological research based in Te Ao Maori (Māori worldview) and carried out through kaupapa Maori (Maori research approaches) the psychological profession continues to grapple with calls from the 1970s for a bicultural psychology. Responding to these calls purposefully and consciously will make psychological practice align with the realities of the cultural context within which it is practised.

Educational and school psychology is a discipline of psychology that is most closely related to communities through their schools, and which is able to work at all levels (prevention, early intervention and intervention). It is imperative that psychological knowledge is able to make sense of the world views of the communities and people with whom we work, assisting in designing and maintaining the most supportive contexts possible for realising learning potential and wellbeing of all learners within their whānau and schools.

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Perinatal Mental Health - A Feedback-Informed Treatment (FIT) approach to delivering perinatal mental health services

Monday - 31st Aug 2015

11:00 - Room: MSB1.01

Tanya Furstenburg Registered Clinical Psychologist

George Furstenburg Registered Clinical Psychologist

FIT is a pan-theoretical approach for evaluating and improving the quality and effectiveness of behavioural health services. It involves routinely and formally soliciting feedback from consumers regarding the therapeutic alliance and outcome of care. Utilizing a FIT approach implies capturing data regarding a number of treatment outcome and treatment alliance variables for each clinical contact, discussing these outcomes with consumers, and adjusting treatment accordingly. There are sufficient empirical evidence for the assumption that adopting a FIT approach improves treatment outcomes across a range of psychological intervention and case managements strategies. Data generated through feedback can be used to reflect on individual clinician's practice outcomes, and the overall effectiveness of services. This paper briefly discusses the development and empirical evidence for FIT, and how this approach was incorporated into the development of a secondary Perinatal Mental Health Service. The use of outcomes data in managing consumers' treatment at individual and team level are illustrated through the use of case studies. The use of outcomes data to enhance responsiveness to emerging trends in service delivery as well as differences in treatment response and how services are utilized, are discussed, specifically with regard the ethnicity and age of consumers. The adjustment of service delivery approaches, based on outcomes data, is briefly illustrated.

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I/O Psychology - Beyond Bazedrine and Booze: The Case for Comprehensive Cognitive-Fitness-to-Work Screening

Monday - 31st Aug 2015

11:00 - Room: MSB1.05

Andrew Barney Massey University Business School

The New Zealand Ministry of Transport recently released a discussion paper entitled “Clear heads: options to reduce the risks of alcohol and drug-related impairment in aviation, maritime and rail”. While a laudable step, neither the scope of the report nor the proposed solutions go far enough. The cognitive functioning of key staff in so-called ‘High-Consequence’ industries can be influenced by a range of conditions and agents far beyond the consumption of alcohol and drugs: Germanwings Flight 9525 crashed as a result of pilot depression, Air India Flight IX-812 as a result of pilot fatigue. Air New Zealand flight 175 came close to disaster when the pilot suffered a fatal brain aneurysm on landing. None of these conditions (nor many others) would be caught using proposed random drug and alcohol testing regimes, nor other commonly used methods of detection. The aim of this paper is to develop a construct called “cognitive fitness to work”, describe a range of agents known to cause cognitive deficits in working age populations and detail their epidemiology. It will be suggested that recent developments in the measurement of bio-markers may allow the development of practical broad-spectrum screening system, beyond limited tests for alcohol and drugs. Such a screening system could ensure workers employed in High-Consequence roles are rostered off-duty if they present with any detectable cognitive deficit, regardless of cause.

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Trauma and psychology - Testing memorial accuracy and clinical utility of the VCD: An investigative-therapeutic combination aimed at reducing trauma

Monday - 31st Aug 2015

11:20 - Room: MSB1.02

Dr JaneMary Castelfranc-Allen Applied Psychology International

The Visual Communication Desensitization (VCD) is a rapid evidence-based two-part investigative-therapeutic interview procedure. It aims to facilitate gathering accurate information from traumatised persons struggling with verbal modes of communication inherent in cognitive interviews. This paper traces the initial need to create a means to facilitate one woman's trauma account for the Criminal Court, its part-use facilitating accounts of war conflict by IDPs in ex-Soviet Georgia, the scientific assessment of its memorial component with a non-clinical sample in Georgia, and current ongoing evaluation of its clinical utility in reducing distress with trauma victims in Georgia. The aim is to determine the optimum standard format for eliciting detailed accurate accounts from traumatised persons in a way that respects their integrity and helps to reduce their distress in recounting events. The over-arching long term aim is to develop a procedure that is useful to help several end-users: The traumatised individuals; frontline responders collating accounts in challenging contexts; prospective therapists aiming to reduce psychological trauma; and, legal representatives in both local and international contexts.
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Educational psychology - 2. The beginning of our journey

Monday - 31st Aug 2015

11:20 - Room: MSB1.03

Terence Edwards

Jeanette Berman

Jhan Gavala

Judith Ansell

Massey University Educational Psychology Programme

An outcome of the internship year of professional learning for Aotearoa New Zealand psychologists is that they are required to demonstrate cultural competence as a foundation for all other competencies. They also work in an education system that is very conscious of the need for Maori and Pasifika cultural knowledge to be inherent in all professional work.

As a basis of this professional cultural development, psychologists need a bicultural psychology foundation. Tapping into the rich and growing body of mātauranga Māori, as lenses through which to enhance and strengthen the traditional western body of psychological knowledge, is an essential part of this journey. We will share some of the ways we are engaging and responding to this and the emerging partnerships that are needed for this to happen.

Our interns organise and manage their learning in reference to a range of cultural competence frameworks in educational and psychological professional contexts. They share and reflect on their learning journeys in peer supervision and with their supervisors through an electronic portfolio. In this talk we will outline the conceptual foundations that we have laid to respond to the call for bicultural psychology. We will share the beginnings of our journey and we invite feedback and comment to maintain the momentum.

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Perinatal Mental Health - Stress and Anxiety in dealing with medical complications in pregnancy-what can we do?

Monday - 31st Aug 2015

11:20 - Room: MSB1.01

Jane Currie University of Waikato

Dr Carrie Cornsweet Barber University of Waikato

Stress and Anxiety in dealing with medical complications in pregnancy-what can we do?

Medical complications during pregnancy are common, and may constitute a particularly stressful life experience, as women worry not only about their own health, but also that of the unborn child.

Design

The objective of this qualitative study was to understand the lived experiences of twelve women who had medical complications during their pregnancies. Six were hospitalised during their pregnancy, while a further six were community-based. The focus of the research was on perceptions of health, stress and mood using semi-structured interviews. Thematic analysis was performed on the set of twelve transcripts.

Results

The major themes included pregnancies being described as traumatic and being experienced as 'out of control'. Women discussed the importance of engagement with doctors and midwives. Women often felt scared rather than being prepared during difficult discussions about medical intervention. They described being wiser due to the experiences and making new informed choices for the future. Women who are asymptomatic (e.g. high blood pressure) tended to report higher anxiety levels. Different coping strategies and the importance of midwifery support were identified.

Conclusion

Understanding the experience of a woman with a pregnancy complication can assist in developing appropriate stress management strategies.

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I/O Psychology - A behavioural-economic analysis of corrupt acts

Monday - 31st Aug 2015

11:20 - Room: MSB1.05

Patrícia Luque Carreiro Universidade de Brasília - UnB

Corruption is a multi-faced phenomenon, with clandestine and illegal characteristics. There is always some possibility of punishment involved, matching to different probabilities of being caught. According to an economic model, the decision to commit a crime would be a result of a cost-benefit analysis, and as probability of punishment increases, number of crimes will most likely fall. Critics, however, argue that if such economic thinking often prevailed, corruption would be more frequent, as sanctions are usually mild and the probability of a criminal being detected and convicted is tiny. This paper aims to study the relation between probability and magnitude of punishment in corrupt acts. A framework based on the Behavioral Perspective Model was developed to include simultaneous positive and negative consequences to a corrupt behaviour. Experiments use games, in which risking is usual. Participants must choose between a legal alternative that offers smaller reinforcers, and an illegal alternative with larger reinforcers, associated with punishers of different magnitudes and probabilities of occurrence, in concurrent VI schedules. In Experiment 1, subjects are observed in relation to the shift in preference between alternatives. A pilot experiment is currently being conducted and preliminary data will soon be available.

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Trauma and psychology - Psychopaths in the Lecture Hall

Monday - 31st Aug 2015

11:40 - Room: MSB1.02

J. P. Graddy University of Waikato

A. J. Tamatea University of Waikato

A. Hill University of Waikato

D. P. Boer University of Canberra

There are few psychological concepts as misunderstood as that of the non-criminal psychopath. Much of this misunderstanding can be traced to common misconceptions regarding the nature of psychopathy and specifically the idea that psychopathy is synonymous with violence. Many of these misconceptions can be traced to the research in this area having been conducted largely with incarcerated male populations, and the use of a measure that includes antisocial behaviour in its diagnostic criteria; the Hare Psychopathy Checklist (PCL). This exploratory study administered the Triarchic Psychopathy Measure (TriPM), a new measure of psychopathy that has a much smaller focus on antisocial behaviour than the PCL, to a community population of 177 university students. Demographic information was collected around age, gender, ethnicity, marital status, sexual behaviour, and criminal history. Several hypotheses were tested looking at the relationship between TriPM score and known demographic patterns to assess the validity of the measure. Total TriPM score was higher for males, those with criminal charges, those with a higher number of sexual partners, and those with lower impression management: all of which were predicted from known demographic patterns. Hypotheses around age, ethnicity, and number of children were not confirmed. This paper discusses the implications of these findings for the usefulness of the TriPM in assessing psychopathy and its potential clinical utility.

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Educational psychology - 3. An insight into my journey towards cultural competence in my psychology internship

Monday - 31st Aug 2015

11:40 - Room: MSB1.03

Cathy Robson Ministry of Education, Christchurch

During my internship year the NZ Psychologists' Board Core Competencies were a springboard for my learning and MyPortfolio was the vehicle for capturing and reflecting on this learning journey. There was no set pathway for our cultural learning journey, but it was focused on the knowledge and skills of the second core competency, Diversity, Culture and Te Tiriti o Waitangi. Being completely self directed enabled us to use our own resources, connections and interests to plan our journey and document it. Each person in the class had their own way of learning and development which was really exciting to see at the block courses.

My learning journey started out small, attending the Māori language class, this then sparked an interest for me in sharing my learning with others and engagement with Māori language week at work. Learning a Mihi and finding out about my own beliefs, family and culture also came alongside a stocktake of my learning of the Māori culture to look at how this has an influence on my work as a psychologist. Having a better understanding of these key things, I went deeper to explore the Ministry of Education point of view surrounding success for Māori people and the frameworks that sit behind this goal of success, which I was able to apply directly to my work. In this presentation I will share some of my documented journey, in my electronic portfolio.

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Perinatal Mental Health - Challenge, Choice, Control, and Coping: Developing a model to help parents

Monday - 31st Aug 2015

11:40 - Room: MSB1.01

Carrie Cornsweet Barber University of Waikato

Bridgette Masters-Awatere University of Waikato

For the past several years, a small team at the University of Waikato has been working to explore the experience and impact of stress during pregnancy, with the intention of developing interventions to enhance wellbeing during the transition to parenting. This presentation will describe the development of an approach to helping parents manage stress and distress in pregnancy and early parenting. The approach is based on theory and research on stress and coping, the impact of perceived choice and control, and interventions and strategies that are effective in improving mood and wellbeing in the perinatal period. The presentation will discuss how this approach is being developed and tested with two modes of delivery: an interactive self-help mode, using a mobile phone app; and a psycho-educational group associated with antenatal education. We will also discuss future plans and directions for development, dissemination, and research on the model.

This talk will be of interest to clinical, community, and other psychologists with an interest in family and developmental issues, enhancement of wellbeing, and positive psychology.

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I/O Psychology - Māori women perspectives of leadership and wellbeing

Monday - 31st Aug 2015

11:40 - Room: MSB1.05

Stacey Ruru Māori and Psychology Research Unit, University of Waikato

ROCHE, M. (School of Psychology, University of Waikato).

WAITOKI, W. (Māori and Psychology Research Unit, School of Psychology, University of Waikato).

In New Zealand, Māori are in a constant state of negotiation with the dominant cultural other, which Māori women are in marginalised and undervalued groups in New Zealand Society that struggle to gain leadership recognition. Despite this, Māori women maintain their leadership roles in community and professional settings, yet little is known about their wellbeing practices. This study explores Māori women's wellbeing within leadership roles to identify Māori practices and values that Māori women implement within their leadership role. This research follows a qualitative kaupapa Māori/ indigenous design using values consistent with liberation psychology. The design is appropriate for working with Māori women. A kaupapa Māori, approach values the cultural practices of Māori as a collective and is a theoretical perspective from which to elicit notions of Māori leadership for women and their wellbeing practices. This will be explored by scenario based questions on six Māori women from multiple leadership backgrounds including organisational, community, academic and sports. This method will be guided by thematic analysis to derive patterns relating to Māori women's leadership and wellbeing. This research will strengthen the understandings of Māori leadership and will empower women's voice, openness and relatedness to leadership.

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Keynote Speaker: Barry Smith

Monday - 31st Aug 2015

12:00 - PWC

"Māori ethics frameworks and the research community: tensions and challenges"

This paper makes a plea for researchers to think more reflectively about Māori ethical frameworks, especially when refining research questions and designing their approaches to data generation and interpretation.

Failure to do this supports the perpetuation of a dimension commonly seen in research communities in New Zealand whereby 'normal practice' functions to undermine the value of Māori constructs in both research and ethics settings in a way that makes research activity of very limited importance and relevance to Māori aspirations and interests. In terms of most models of social justice, this state of affairs cannot continue to be viewed as being in anyway acceptable.

Lunch

Monday - 31st Aug 2015

13:00 -

Family Violence - Chair: Ruth Gammon

Monday - 31st Aug 2015

14:00 - Room - PWC

Mental Health- Chair: John Fitzgerald

Monday - 31st Aug 2015

14:00 -

Developmental psychology - Chair: Rebecca Sargisson

Monday - 31st Aug 2015

14:00 - Room: MSB1.13

Educational Psychology - Chair: Quentin Abraham

Monday - 31st Aug 2015

14:00 - Room: MSB1.03

Bicultural psychology - Chair: Waikaremoana Waitoki

Monday - 31st Aug 2015

14:00 - Room: MSB1.01

I/O psychology - Chair: Michael O'Driscoll

Monday - 31st Aug 2015

14:00 - Room: MSB1.05

Future Directions - Professional psychology university training programmes: Current issues and future directions

Monday - 31st Aug 2015

14:00 - Room: MSB1.15

Panel Discussion

Chair: Kerry Gibson & Fiona Howard

There are challenges for psychology training programmes driven by current and anticipated changes in the delivery of health and education services. This panel discussion will involve short presentations from representatives of professional training programmes who will identify key issues they are facing in preparing students for the new environment. Discussion will focus on innovative ways of responding to these challenges. This will provide a forum for consideration of factors such as curriculum design and delivery, provision of placements and internships and preparation for new roles as psychologists within the workforce.

Family Violence - 1. Damned if they do – Damned if they don't: The dilemma for women with children who have experienced family violence

Monday - 31st Aug 2015

14:00 - Room: PWC

Ruth A Gammon Massey University

Intimate Partner Violence (IPV) in NZ continues to be one of the highest among OECD countries. Women with children are in a particular bind in our Family Courts. Women who leave violent relationships are often at greater risk of serious harm (homicide or harm to their children) than staying in the relationship. However, CYF can remove children from women in violent relationships, as "failure to protect". Family Court is charged with the protection of children and women in violent relationships through protection orders, parenting orders and custody agreements. Unfortunately, Family Court often becomes the avenue for abusive partners to continue their psychological abuse, control and dominance over their victims even after the relationship ends. Psychologists play a key role in ending this cycle through their specialist reports, but unfortunately often are contributors to the abuse. Psychologists often don't have a thorough understanding of psychological abuse in IPV and frequently believe once the relationship ends the victim is no longer at risk. Psychologists often don't even mention IPV when doing custody evaluations because they do not believe it is relevant to the child. How can a violent man who abuses their mother not be relevant? This presentation will present the research on psychologists' Family Court reports and how they put women and their children at risk of harm and further abuse and explore the underlying dynamics of psychological abuse.

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Mental Health - Psychological phenomenology of non-pathological auditory hallucinations

Monday - 31st Aug 2015

14:00 - Room: MSB1.02

Luke Strongman Open Polytechnic

This presentation is about the psychological phenomenology of non-pathological auditory hallucinations. It will define auditory hallucinations on a continuum of normal and abnormal behaviour and describe the main characteristics of them. Qualitative analysis is employed to assess a range of scientific literature on the psychology of auditory hallucinations. The presentation makes the point, that 'hearing voices' is on a continuum of awareness. It is likely that the majority of people may experience some form of perception of auditory hallucination in their lifetime. The talk concludes that it is not that uncommon to 'hear voices' and the majority of people who do have no psychological disorder.

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Developmental psychology - Hiding in plain sight: Multi-informant evidence from the Strengths and Difficulties Questionnaire

Monday - 31st Aug 2015

14:00 - Room: MSB1.13

Rebecca J. Sargisson University of Waikato

The rate of emotional and behavioural problems of New Zealand adolescents is increasing. Fleming et al. (2014) showed that, from 2007 to 2012, the percentage of New Zealand secondary school students experiencing symptoms of depression increased from 10.6 to 12.8%; suicidal ideation from 14.0 to 15.7%, and self-harming from 20.3 to 24.0%. Using the student-informant version of the Strengths and Difficulties Questionnaire, Fleming et al. also reported an increase in emotional symptoms, hyperactivity, and peer problems during that time. Notably, in Fleming et al.'s research, girls reported experienced these problems at the same, or higher, rates as boys, and yet, leading up to adolescence, teachers tend to identify boys more often than girls as having externalising behaviour problems. All three informant versions (teacher, parent, and student) of the Strengths and Difficulties Questionnaire were completed for 74 Year 6 children in New Zealand in order to investigate differences between identified problems from the different sources. Results showed that teacher's perceptions of children's problems differed by gender, in that teachers rated boys as having more problems overall, and more externalising and internalising problems than girls, but perceptions of parents and the children themselves did not differ by gender. These results highlight the need to seek self-report information from young people about their emotional and behavioural difficulties.

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Educational Psychology - PeArLS: Enjoying a Prickly Pear - How to implement the competency of collaboration in a complex educational organisation

Monday - 31st Aug 2015

14:00 - Room: MSB1.03

Roxie Hanes St Peter's School, Cambridge

Carina Conradie St Peter's School/Private Practice

In our experience the 'World in Front of Us' expects increasing collaboration of professionals who do not usefully come from a similar professional background.

We are more and more confronted with the Interface of Education and Health.

In this PeArLS, we would like to explore what collaboration looks like and how we have implemented it in our organisation. We will cover our understanding and practice of 'External Collaboration' as well as 'Internal Collaboration'. We would also like to discuss the complexity of an educational organisation where all professionals are not accountable to similar professional requirements..

We would like to explain our experience of the 'place inbetween' being a psychologist in a complex non psychological environment/organisation.

Questions for discussion:

1. How do you practice external collaboration (with outside agencies) in an organisation where young people are involved?
2. How do you collaborate with co-workers within a complex organisation where the primary focus is not mental health?
3. As psychologists, working alongside counsellors, who are we ultimately accountable to i.e. our employers, and or the HPCA Act and the NZ Psychologists Registration Board – when membership for counsellors is not compulsory?

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Bicultural psychology - Giftedness from a Māori Perspective

Monday - 31st Aug 2015

14:00 - Room: MSB1.01

Rose Blackett Educational Psychologist

This presentation will overview giftedness from a Māori perspective. Dr Jill Bevan-Brown emphasises that Māori, like any ethnic group, are a diverse people. A single all inclusive "Māori" concept of giftedness does not exist, rather a set of components based on traditional and contemporary concepts of giftedness / special abilities is suggested.

These include the notion that giftedness is widely distributed throughout Māori society, it can be exhibited in both individual and group contexts. The areas of giftedness and talent recognised are broad and wide ranging. Bevan-Brown emphasises the importance of both personal "qualities" and "abilities". The concept of giftedness within Maoridom is holistic in nature and inextricably intertwined with other Māori concepts. In contrast to a mainstream understanding of giftedness, there is an inherent expectation that a person's gifts and talents will be used to benefit others. The Māori culture itself provides a firm foundation on which giftedness is grounded, nurtured, exhibited and developed. Mana tangata (power and status accrued through one's leadership talents, human rights, mana of people) is frequently accorded to gifted and talented people, especially in the areas of traditional knowledge and service to others.

Within the New Zealand education system students from minority groups are underrepresented in gifted programmes. Improving outcomes for gifted Māori students will offer a positive model of practice. Empowering gifted Māori students to stand tall by focusing on future potential and considering a strengths based worldview of "Māori learning as Māori" may offer a new chapter in education in Aotearoa, New Zealand.

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I/O psychology - The practices of newcomer socialisation

Monday - 31st Aug 2015

14:00 - Room: MSB1.05

Lisa Harris The University of Auckland

This study considers newcomer socialisation using a practice perspective. Practices are meaningful units of work, patterns of actions organised around shared practical understandings. They are social, and a way of behaving, interacting and understanding. The aim is to address the neglected issue of social context in newcomer socialisation research by explaining the social practices of socialisation, focusing on their dynamic nature and how they operate in context. Semi-structured interviews were used to gain insight into newcomer socialisation practices from the perspective of newcomers, their co-workers, their managers, and HR representatives. The analysis is a work in progress, with data being explored using thematic analysis. Emergent areas of importance in socialisation include: Practices of relationship building with socialisation agents, practices of relationship building with managers, and practices of applying prior knowledge and experience. So far, it can be concluded that the relationships with others in the workplace combined with prior relevance work experience help facilitate successful newcomer socialisation. This presentation will be of value to those with a specific interest in newcomer socialisation, and to those interested in the value of a practice perspective in organisational research.

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Family Violence - 2. Barriers and supports to the access of justice for Pasifika women affected by domestic violence

Monday - 31st Aug 2015

14:10 - Room: PWC

Jessica Gosche University of Waikato

Dr Neville Robertson University of Waikato

Bridgette Masters-Awatere University of Waikato

Domestic violence is a pervasive social issue in New Zealand with the majority of victims being women and children. Between 45 and 60 percent of Pasifika women are likely to experience violence in their lives: however, relatively few access services to assist them to navigate themselves and their children to safety. Our qualitative research is focused on identifying the barriers and supports as experienced by Pasifika women when attempting to access protection from their abusers and support in dealing with the impacts of abuse. Information has been collected from key informants and a small sample of Pasifika women.

The research has identified the following barriers to accessing justice: lengthy court processes; unfamiliarity with official systems; language difficulties; culturally inappropriate services; religious values regarding marriage and the role of women; and concerns about confidentiality. Often, the actual physical environment of services were alienating to Pasifika women.

Given the paucity of research on Pasifika women's experiences, let alone conducted by a Pasifika woman, this research will contribute new insights with a view towards improving service delivery in the state

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Developmental psychology - The predictive value of creativity, working memory and temperament on schizotypy: A study among school children

Monday - 31st Aug 2015

14:20 - Room: MSB1.13

Douglas Russell Middlesex University Dubai

Anita Shrivistava Middlesex University Dubai

Background: The notion of schizophrenic personality traits in non-clinical populations has received growing interest through the conceptualisation of three major schizotypy spectrum models. Researchers have investigated relationships with a range of cognitive functions, creativity and personality and temperamental traits. Studies examining the endophenotypes of schizotypy and its related disorders have typically utilised adult samples. Aims: A lack of research with samples consisting of children under 13 currently exists. This study aims to identify psychological constructs that predict schizotypy in children, explaining the predictive value of temperament, creativity and working memory. Methods: A sample of 225 primary school aged children ($M = 9.13$ years; $SD = 1.16$) was collected from a private school in Dubai. The Schizotypy Traits Questionnaire (STA) for children, the Creativity Attitude Survey (CAS), the Early Adolescent Temperament Questionnaire (EATQ-R), and the Alloway Working Memory Assessment (AWMA-2) were administered. Results: Hierarchical multiple linear regression revealed temperament as the best predictor of all 3 subscales of schizotypy, accounting for 19.3%, 41% and 20.8% of the three schizotypy subscales respectively. Creativity and working memory were not significant predictors of schizotypy in children. Conclusion: Temperament viewed as an inherited characteristic, plays the most important role in the development of schizotypy in school aged children.

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Educational Psychology - The nature of engaged teaching in New Zealand secondary schools

Monday - 31st Aug 2015

14:20 - Room: MSB1.03

Camille H Patterson Institute of Education, Massey University, Albany, New Zealand

Jeanette Berman Institute of Education, Massey University, Albany, New Zealand

Kama Weir Institute of Education, Massey University, Palmerston North, New Zealand

In this paper, a case is presented for New Zealand secondary school teachers to integrate social and emotional teaching principles. Traditionally schools in the Western world have taught for academic learning, based on the assumption that the aim of schools has been to develop a rational mind, where emotions were out of place and therefore 'unschoolable'. In more recent times, schools have placed greater emphasis on social and emotional learning (CASEL, 2014), teaching skills for recognising and managing emotions, making good decisions, behaving ethically and responsibly, and developing and maintaining positive relationships (Elias et al., 1997). How teachers in New Zealand schools are enacting engaged teaching was explored in a 2014 study. A sample of teaching staff were interviewed to determine their perceptions of how they integrate social, emotional and academic learning into their practice to underpin engaged teaching and promote student wellbeing according to the Engaged Teaching model (Weaver & Wilding, 2013). The findings indicated that these teachers prioritised interpersonal relationships, fostering connection, meaning and purpose for their students. While many of the teachers emphasised the importance of integrating social, emotional and academic learning, this terminology was generally unfamiliar for these teachers. The study found that the engaged teaching model was appropriate for use in the New Zealand secondary context but requires further implementation.

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Bicultural psychology - Reflections on respectful practice occasioned by studying mass media

Monday - 31st Aug 2015

14:20 - Room: MSB1.01

Raymond Nairn Te Roopu Whariki, M.U.

Background: The first principle of our Code of Ethics 'Respect for the Dignity of Persons and Peoples' - 'Te Whakanui i te Mana o te Tangata, o nga Iwi hoki', echoes the 'Universal Declaration of Human Rights' and other international instruments. Like those instruments NZ practitioners aspire to value 'each person and all peoples in their own right' yet I'm not sure we appreciate how that intent is impacted by social and political forces.

Aim: Drawing on findings about and my responses to mass media materials to identify particular threats that we should be able to help each other address

I intend to focus on 4 issues, getting fundamentals right - names, person's place in their social geography and their self-identification; issues around social categories - Maori, Samoan, etc; disparaging language; and our being embedded in a disrespectful social and political context. Getting these issues right is a large part of culturally competent practice but there is considerable evidence that the often unacknowledged or recognized social context may make it very difficult to achieve that goal as demonstrated by instances in which excellent intentions were sabotaged by everyday routines of thought or practice

Conclusions: there are obstacles to achieving the high standards of practice we psychologists aspire to although, if we address them together, they are not insurmountable.

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I/O psychology - The development and validation of the PATH personality questionnaire and cognitive ability assessments

Monday - 31st Aug 2015

14:20 - Room: MSB1.05

Cameron Beazley Talegent

Ken Alexander Talegent

John Austin Talegent

Psychometric assessments such as personality questionnaires and cognitive ability assessments have become increasingly important for the recruitment and development of employees. It is imperative that a rigorous development process is undertaken when developing psychometric assessments. This paper outlines the development and psychometric properties for the PATH personality questionnaire and cognitive assessments. The development of the PATH suite of assessments followed the construct validation framework suggested by Simms and Watson (2007) which is suggested to be a sufficient and exhaustive process for establishing the psychometric properties of assessments. The reliability and validity evidence gathered during the initial development of the PATH suite of assessment is presented and compared to other commercially available assessment tools. The PATH suite of assessments were developed with New Zealand and Australian partner organisations and validated against work performance.

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Mental Health - What mitigates the relationship between depression and suicidal ideation in a population of people who have been diagnosed with haematological malignancies?

Monday - 31st Aug 2015

14:20 - MSB1.02

Katie Maher Massey University

Ian de Terte Massey University

Depression and suicidal ideation are common in people with cancer, indeed, they frequently coexist. The incidence of suicide in cancer is almost twice that of the general public and it is claimed that depression is present in around 20%-30% of people with cancer. Depression and suicidal ideation add to the burden of cancer and may be alleviated by increasing protective factors. Interventions which validate and enhance protective factors have been known to lessen such distress and consequently improve psychosocial well-being. People with blood cancer have higher rates of psychological distress than people with other types of cancer. A cross-sectional pilot study aimed to (1) estimate the prevalence of depression and suicidal ideation among patients with Haematological Malignancies; and (2) investigate the moderating effect of three protective factors, self-efficacy, spiritual well-being and social support. Twenty-six adults participated in this research study. Data was analysed by correlational analysis and multiple regression. Preliminary analysis showed a relationship between depression and the social support of family and friends. There were no correlations between depression and any of the other constructs. The social support of family and friends might be fundamental to resilience in this population, by alleviating depression. The theoretical benefit of social support in the context of people with blood cancers will be discussed.

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Family Violence - 3. Navigating safety in the context of immigration: Indian women experiencing domestic violence in New Zealand

Monday - 31st Aug 2015

14:30 - Room - PWC

Sripriya Somasekhar University of Waikato

Neville Robertson University of Waikato

Jo Thakker University of Waikato

Along with new, positive opportunities, migration can present significant challenges. This is particularly so for women immigrants who experience domestic violence. This research investigates these issues in relation to Indian migrant women in Aotearoa/New Zealand. It investigates the ways in which Indian immigrant women in New Zealand who are experiencing domestic violence navigate the challenges they face in the context of family and community. Semi-structured face-to-face interviews were conducted with key informants in India and New Zealand and five case studies of Indian immigrant women who experienced domestic violence completed.

The key findings suggest that patriarchal attitudes and sense of male entitlement are pivotal in perpetuating and tolerating domestic violence. In-laws are heavily implicated in the abuse (emotional, physical and financial) of women. Women reported isolation as an integral aspect of power and control exercised by their spouse in a host country. This and the shame they might bring upon their family and community were key reasons for not seeking help. Uncertain immigration status of women hindered reporting domestic violence. Although some community members were helpful, too often the Indian migrant community colluded with the abuser and/or were tolerant of domestic violence. Culturally safe practices are paramount to ensure women are not further victimized when they approach services.

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Family Violence - 4. Finding practical solutions: An evaluation of the "Shine safe@home programme" for women experiencing domestic violence after separation

Monday - 31st Aug 2015

14:40 - Room - PWC

Dr Alison J. Towns Population Health, University of Auckland

When women and children experience men's domestic violence commonly psychologists and health professionals look to therapeutic interventions in an attempt to solve the problem. These interventions can fail if homelessness is an on-going consequence for women and children of repeated domestic violence after separation. An evaluation was conducted of the "Shine safe@home programme", a programme that assisted victims of domestic violence to remain in their own homes after separation from the offender. The programme involved interagency collaboration, securing the woman's home, ready access to police intervention, and supportive advocacy. Quantitative and qualitative data were collected to determine whether the programme improved perceptions of safety and fear of the man, and whether there were improvements in the quality of life and in mental health symptoms of women and children. Results indicate that practical solutions can work to improve the well-being and trauma symptoms of women and children suffering repeated and on-going domestic violence from the man after separation.

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Mental Health - A gentle introduction to meta-analysis

Monday - 31st Aug 2015

14:40 - Room: MSB1.02

Lisa Harris The University of Auckland

Sofia Garcia The University of Auckland

Meta-analysis is a statistical technique that allows the objective integration of empirical findings in an area of research. Unlike narrative reviews, procedures of meta-analysis follow a rigorous scientific approach to the analysis and synthesis of empirical studies. This is particularly important in the social and behavioural sciences because low control over study variables and variability in research designs limits the generalisability of findings. Meta-analysis provides a sophisticated integration of research across diverse contexts and helps to reveal the underlying patterns of relationships across variables of interest. Meta-analysis may be viewed as a formidable obstacle, but the idea behind it is simple: If we combine all effect sizes from a set of comparable studies using a standard effect statistic (e.g., Pearson's correlation coefficient) we can estimate a more accurate measure of the effect size in a population. This information is fundamental in building knowledge and in the development of science. In light of the preceding, we will provide a gentle introduction to the underlying process of meta-analysis using examples from our own research on Van Maanen and Schein's (1979) six socialisation tactics and newcomers' proactive work behaviours. Our presentation is suitable for a novice audience looking to increase their understanding of the procedures forming the fundamental building blocks of meta-analysis.

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Educational Psychology - The influence of different socioeconomic factors on the development of two-year-olds in Aotearoa/New Zealand

Monday - 31st Aug 2015

14:40 - Room: MSB1.03

Judith Ansell Liggins Institute, University of Auckland

Trecia Wouldes Department of Psychological Medicine, University of Auckland

Jane Harding Liggins Institute, University of Auckland

The CHYLD Study Group Liggins Institute, University of Auckland

Background:Socioeconomic status(SES) is associated with child development. SES definition and measurement are controversial with family income and parent education both reported as most predictive. Aims: To assess the effect of family income and parent education on the development of 2-year-olds. Methods:Participants were 404 children born at risk of neonatal hypoglycaemia, enrolled in the Children with Hypoglycaemia and their Later Development(CHYLD)Study. They were assessed at 2y with the Bayley Scales of Infant and Toddler Development – 3rd edition (Bayley-III). Socioeconomic status and parental education were obtained via questionnaire. Results:Bayley-III scores had a graded relationship with annual household income. Children in the high income group (>\$70,001) had Cognitive, Language, and Motor scores 4 to 6 points above those in the medium income group (\$40,000-\$70,000) and 5 to 13 points above those in the low income group.

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Bicultural psychology - Everyday lives of Eastern European women in New Zealand - from a psychological perspective

Monday - 31st Aug 2015

14:40 - Room: MSB1.01

Adrienna Ember Maori & Psychology Research Unit, University of Waikato

1st supervisor: Professor Linda Waimarie Nikora

2nd supervisor: Ass. Professor Roger Barnard

This study explores the everyday lives of seven Eastern European immigrant women from a psychological perspective filling the research gap in this area. The study aims to learn about women's concepts of health and well-being and psychological coping strategies. This research is supported by the NZ Diversity Counselling Trust the aim of which is to offer culturally appropriate counselling to people of various ethnicities. The insights received from this research should provide an example to conduct similar studies with other ethnicities.

Guided by the philosophies of Kaupapa Māori research and positive psychology, women from seven different Eastern European countries were interviewed three times (+ two focus group sessions) to learn about their everyday lives before and after coming to New Zealand. Research participants came from Bulgaria, former East Germany, Hungary, Poland, Romania, Serbia, and Slovakia. While still a work in progress, preliminary findings indicate the presence of strong family ties; strong community inclusion and involvement; aspirations and achievements of high academic and professional goals to secure independence; and a wide range of options concerning life style before coming to New Zealand. Coping strategies these women used to overcome difficulties in their everyday lives and how they envisioned their future lives in New Zealand (roles, level of integration, academic/professional careers) will be reported on and compared with how they live now.

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I/O psychology - Workplace bullying and cyber-bullying

Monday - 31st Aug 2015

14:40 - Room: MSB1.05

Michael O'Driscoll School of Psychology, University of Waikato

Tim Bentley

Bevan Catley

Helena Cooper-Thomas

Dianne Gardner

Maree Roche

Stephen Teo

Linda Trenberth

Bullying at work appears to be a significant issue in New Zealand. Previous research (in New Zealand and internationally) has demonstrated that destructive leadership and team conflict can play a major role in the development of bullying. The present research explored whether perceived support from an individual's organisation, along with psychological capital (PsyCap) and work engagement, functioned as buffering variables in the relationships of destructive leadership and team conflict with both bullying and cyber-bullying. Data were collected via an online cross-sectional survey completed by 2400 workers in 2014. Overall, 15.9% of the sample met the criteria to be categorized as having experienced workplace bullying, while 3.7% were categorized as having experienced cyber-bullying at work. Bullying and cyber-bullying were both significantly related to destructive leadership and team conflict. Perceived organisational support and PsyCap moderated the relationships of leadership and team conflict with bullying, but not with cyber-bullying. Work engagement demonstrated very few buffering effects. The findings have implications for managers and HR practitioners, suggesting that strategies to decrease destructive leadership and to reduce team conflict may have beneficial effects for the reduction of bullying, which in turn will lead to more positive outcomes.

m.odriscoll@waikato.ac.nz

New Zealand Psychologists Board's Annual Information and Consultation Forum

Monday - 31st Aug 2015

15:00 - Room: PWC

Main Presenters: Ann Connell (Chairperson) and Steve Osborne (Chief Executive & Registrar)

Board representatives will hold an interactive forum covering topics such as:

Governance matters: The Board's work with stakeholders; updates on the major reviews of the CCP and our standards and procedures for registration and accreditation; recent Board appointments.

Operational matters: Updates on registration growth, proposed fees/levy changes, and the Board's pending colocation with ten other Regulatory Authorities.

Guiding the profession: Updates on Best Practice Guidelines, and an overview of recent complaints (including "lessons learned").

Other matters of interest: An update on the development of the International Declaration of Core Competences in Professional, collaboration with the Psychology Board of Australia, and development of links in the broader Asia-Pacific region.

Time will also be provided for a general "Q&A" session.

CONFERENCE FINISHES

Monday - 31st Aug 2015

16:00 -

Information Centre

Speaker Biographies



Barry Smith

Keynote speaker

Of Te Rarawa and Ngāti Kahu descent, Barry has a PhD in sociology and degrees in chemistry, statistics and music and works as a Population Health Analyst in the Planning and Funding team at the Lakes District Health Board. His key interests are in health inequality, health ethics and data interpretation. A co-author of *Te Ara Tika (Health Research Council, 2010)*, he is involved with the Health Research Council of New Zealand supported research on attitudes of Māori to genomic research and biobanking and has just completed a three year Royal Society of New Zealand Marsden Fund supported project on ethics review culminating in a book with Martin Tolich entitled *The Politicisation of Ethics Review in New Zealand (Dunmore Publishing, 2015)*. Barry chairs the Health Research Council Ethics Committee and sits on a number of its science assessing committees as well as the Middlemore Hospital Biobank Governance Committee, the Advisory Committee on Assisted Reproductive Technology (ACART), the MBIE Science Challenge Assessment Panels, the NZ Ethics Committee, the Podiatrist Board of NZ and a number of university and government academic and policy advisory groups. He contributes to courses run by the Otago University Bioethics Centre and teaches on Victoria University's postgraduate Diploma of Clinical Research. Barry is a 'gigging' classical and jazz guitarist who received the QSM in 2008 for his contribution to both ethics and the performing arts.

Keynote: "Māori ethics frameworks and the research community: tensions and challenges"

This paper makes a plea for researchers to think more reflectively about Māori ethical frameworks, especially when refining research questions and designing their approaches to data generation and interpretation. Failure to do this supports the perpetuation of a dimension commonly seen in research communities in New Zealand whereby 'normal practice' functions to

undermine the value of Māori constructs in both research and ethics settings in a way that makes research activity of very limited importance and relevance to Māori aspirations and interests. In terms of most models of social justice, this state of affairs cannot continue to be viewed as being in anyway acceptable.



Associate Professor John Briere

Keynote speaker

Ph.D., is an Associate Professor of Psychiatry and Psychology at the Keck School of Medicine, University of Southern California, and Director of the USC Adolescent Trauma Training Center of the National Child Traumatic Stress Network. A past president of the International Society for Traumatic Stress Studies, he is recipient of the Award for Outstanding Contributions to the Science of Trauma Psychology from the American Psychological Association, the Robert S. Laufer Memorial Award for Scientific Achievement from ISTSS, and the William N. Friedrich Award for Outstanding Contribution to the Field of Child Psychology, from the Mayo Clinic. He is author or co-author of over 120 articles and chapters, 14 books, and 9 trauma-related psychological tests. At USC, he teaches and consults in the burn unit, inpatient psychiatry, and emergency services.

Keynote: New Developments in the Treatment of Complex Trauma

As our field has discovered the complexity of trauma effects, a variety of new approaches have been developed to treat them. This keynote will outline clinical developments in three areas: titrated exposure, affect regulation training, and mindful processing as they apply to the treatment of traumatized people.

Learning objectives

After this presentation, the attendee will be able to:

- (1) Define complex trauma
- (2) Describe affect regulation
- (3) Outline an approach helpful in reducing trauma-related “acting out” behavior



Professor Willem Kuyken

Keynote speaker

Willem Kuyken is Professor of Clinical Psychology at the University of Oxford in England and Director of the Oxford Mindfulness Centre. He is a mindfulness researcher, teacher and trainer. His work with people with mood disorders spans twenty years, he has been teaching MBCT since 2001 and his work is underpinned by a longstanding mindfulness practice. He has published on mindfulness mechanisms, clinical trials and implementation.

Indicative publications:

Kuyken, W., Hayes, R., Barrett, B., Byng, R., Dalgleish, T., Kessler, D., Lewis, G., Watkins, E.R., Brejcha, C., Cardy, J., Causley, A., Cowderoy, S., Evans, A., Grading, F., Kaur, S., Lanham, P., Morant, N., Richards, J., Shah, P., Sutton, H., Vicary, R., Weaver, A.E., Wilks, J., Williams, M.J., Taylor, R.S., & Byford, S. (2015).

Effectiveness and cost-effectiveness of mindfulness-based cognitive therapy compared with maintenance anti-depressant treatment in the prevention of depressive relapse/recurrence: results of the PREVENT randomised controlled trial. *Lancet*. Manuscript in press.

Kuyken W, Weare K, Okoumunne O, Lewis R, Motton N, Burnett R, Cullen, C., Hennelly, S., & Huppert, F. (2013). Effectiveness of the mindfulness in schools program: A non-randomized controlled feasibility study. *British Journal of Psychiatry*, 203, 126-131.

Kuyken, W., Watkins, E. R., Holden, E. R., White, K., Taylor, R. S., Byford, S., Evans, A., Radford, Teasdale, J.D. & Dalgleish, T. (2010). How does mindfulness-based cognitive therapy work? *Behaviour Research and Therapy*, 48, 1105-1112. doi.org/10.1016/j.brat.2010.08.003.

Allen, M., Bromley, A., Kuyken, W., & Sonnenberg, S.J. (2009). Participants' experiences of mindfulness-based cognitive therapy: "It changed me in just about every way possible." *Behavioural and Cognitive Psychotherapy*, 37, 413-430. doi.org/10.1017/S135246580999004X

Keynote: Mindfulness-based cognitive therapy: A promising approach to depression across the lifespan?

Depression typically has an early onset and runs a relapsing and recurrent course. Without ongoing treatment people with recurrent depression have a very high risk of repeated depressive relapses throughout their life, even after successful acute treatment. Mindfulness-based Cognitive Therapy (MBCT) is an innovative, empirically supported approach intended to prevent relapse in people with a history of depression (Segal et al., 2013). The last ten years has seen >10 RCTs, experimental work on mechanisms, growing implementation and adaptations to new populations and contexts across the life span. This keynote will overview the field and signpost future directions and describe our work at the Oxford Mindfulness Centre addressing some of the challenges in the field.



Professor Gerald Monk

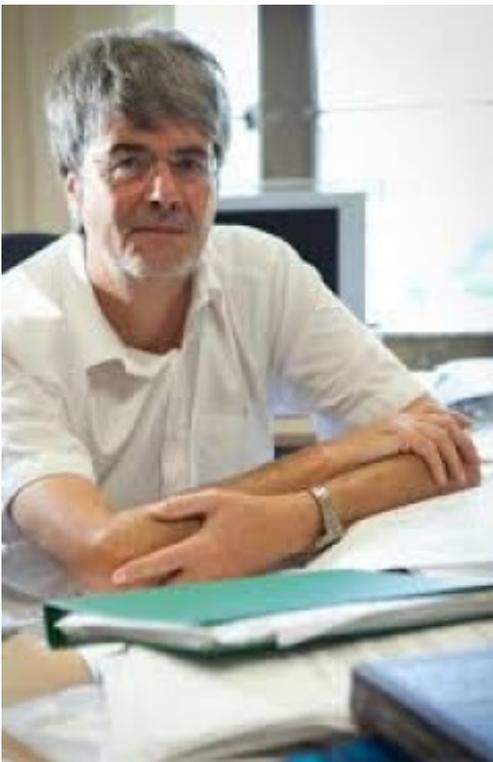
Keynote speaker

is a Professor in the Department of Counseling and School Psychology at San Diego State University and teaches in the Marriage and Family Therapy Program. Gerald is a practicing Marriage and Family Therapist in California and a mediator and trainer in collaborative divorce practices and mediation in health care. Gerald worked as a psychologist and counselor educator in New Zealand for fifteen years prior to moving to the United States in 2000. Gerald has a strong interest in promoting constructionist theories in counseling and family systems work. He is well known for his contributions in developing and expanding the applications of narrative therapy in New Zealand and in North America. His main professional commitment lies in the development and application of narrative mediation. Gerald is involved in a range of professional domains utilizing conflict resolution and mediation approaches. Specifically, he is a consultant to a large health-care system; a collaborative divorce specialist with

Collaborative Family Law Group in San Diego; Gerald teaches a range of conflict resolution and counseling courses at SDSU. He conducts overseas study abroad classes for the International Security and Conflict Resolution program for SDSU. - See more at: <http://www.taosinstitute.net/gerald-monkphd#sthash.Xk0f4mnG.dpuf>

Keynote: Consumer-led perspectives and actions in delivering psychological services. Where are we heading? Within the last 5 years in California USA, there has been a

dramatic transformation in how mental health services are being delivered by mental health professionals to mental health consumers. This transformation is undergirded by a consumer-led effort that demands the utilization of a nonpathologizing strength based approach to addressing mental illness. This effort is described as a recovery movement that represents a significant paradigm shift in the treatment of severe mental illness. This watershed change in service delivery invites opportunities for specific strength-based approaches to be applied in a consumer-professional recovery partnership for clinical assessment, case conceptualization, recovery planning, recovery intervention and recovery maintenance. The key note presentation showcases powerful practices that utilize strength-based approaches in a recovery partnership between mental health professionals and mental health consumers in San Diego, California in 2014-2015.



Professor Julian (Joe) Elliott

Keynote speaker

Julian Elliott is Principal of Collingwood College, and Professor of Educational Psychology, at Durham University. Initially, a teacher of children with special educational needs in mainstream and special settings, he subsequently practised in clinical work as an educational psychologist, before becoming a university lecturer in 1990. A Fellow of the Academy of Social Sciences, a Chartered Psychologist, and an Associate Fellow of the British Psychological Society, he is registered to engage in clinical practice as an educational psychologist by the Health Professions Council. His research primarily operates at the interface of educational psychology as both a discipline and a profession. His most recent book, *The Dyslexia Debate*, co-authored with Elena Grigorenko (Yale University) was published by Cambridge University Press in 2014. He is also recently author of: Elliott, J.G. & Place, M. (2012). *Children in Difficulty: A guide to understanding and helping* (3rd edition). London: Routledge, and: Garner, P., Kauffman, J, & Elliott, J.G. (Eds.) (2014). *The SAGE Handbook of Emotional and Behavioral Difficulties*. London: Sage.

Keynote: "The dyslexia debate"

This presentation will outline the problematics of the term dyslexia, as examined in *The Dyslexia Debate*

(Elliott and Grigorenko, 2014). This text, four years in the production, provides a detailed analysis and synthesis of research in dyslexia across the domains of genetics, neuroscience, cognitive science, educational science, and educational and social policy. There are a number of reasons why scientific understandings are often confused and occasionally misrepresented by researchers, practitioners/clinicians and lay public.

1. Researchers in genetics and neuroscience are primarily involved in examining the biological underpinnings of reading disability rather than a) the nature of a definable condition that is manifest within a subgroup of poor readers identified as dyslexia or b) a condition that reaches beyond literacy to include a wide range of cognitive and behavioural difficulties;
 2. While dyslexia is seen as having a neurobiological origin, there is currently little means of drawing upon extant knowledge in genetics and neuroscience to make a meaningful diagnosis of dyslexia in the case of an individual;
 3. There is a strong desire for the dyslexic label on the part of those encountering literacy difficulties, not least because of lay misunderstandings about the relationship between reading disability and intelligence;
 4. A dyslexia diagnosis is often based upon lengthy lists of indicative symptoms that, in reality, are inappropriate for this purpose;
 5. Studies of a number of key underlying psychological processes (e.g. working memory, rapid naming) have often provided contrasting findings that have limited value for the design of effective forms of reading intervention;
 6. There is a misplaced belief that, in line with the medical model, a diagnosis of dyslexia will point to appropriate forms of intervention that would otherwise fail to be identified.
- In the light of this, the presentation will conclude by stating that it is now time to dispense with the term dyslexia. An alternative way of conceptualising reading difficulties that can address many of the above problems, will be proposed in its place.
-



Dawn Darlaston-Jones PhD

Keynote speaker

Dawn is Co-ordinator of the Bachelor of Behavioural Science at the University of Notre Dame, Fremantle campus. Her PhD research combined her interests in both psychology and education, as she explored the undergraduate experience of psychology students. Dawn's research interests lie in the areas of critical psychology with particular emphasis on resistance and emancipation, decolonisation, and education. The focus of her current work is Indigenous education and the importance of curriculum change to encourage and support Aboriginal and Torres Strait Islander students in higher education as well as how the changing climate of higher education can lead to feelings of exclusion within the university context. Her current research is as Chief Investigator on a collaborative research project which received a \$350,000 grant from the Australian Government's Office of Learning and Teaching. The aim of the research is to investigate Indigenous participation levels in psychology and how this figure could grow through improved graduate outcomes in Aboriginal and Torres Strait Islander cultural awareness. She is an award winning educator receiving the ECU Vice Chancellors Award for Excellence in 2003, National Teaching Excellence Award (2003); the ALTC/APS Prize for Innovation in Teaching and Learning (2011) and has been nominated for the UNDA Vice Chancellors Award for Excellence (2012).

Recent Publications

Darlaston-Jones, D., Herbert, J., Ryan, K., Darlaston-Jones W., Harris, J., & Dudgeon, P (in press). Are we asking the right questions? Why we should have a decolonization discourse based on conscientisation rather than Indigenising the curriculum.

Accepted in Canadian Journal of Native Education.

Dudgeon, P., Darlaston-Jones, D., Clark, Y. (2011).

Changing the lens: Indigenous

perspectives on psychological literacy. In J. Cranney & D.

Dunn (Eds.) *The psychologically literate citizen: Foundations & global perspectives*. New York: Oxford

University Press. Breen, L., & Darlaston-Jones, D. (2010).

Moving beyond the enduring dominance of positivism in psychological research: An Australian perspective. *Australian Psychologist*, 45(1), 67-76.

Darlaston-Jones, D. (2007). *Introducing the Navigator, the*

Juggler, and the Analyst: A Q
Profile of Undergraduate Psychology Students within an
Australian University.
Australian Community Psychologist 19(2) 63-77.

Keynote Address:

White voices Black spaces: Authenticity, legitimacy & place
in a shared

decolonisation project Associate Professor Dawn Darlaston-
Jones PhD MAPS

By employing the terms 'voice' and 'space' I am inviting
conversations around who has the right to speak and in what
context; who is privileged and who is silenced by that
speech? This includes the deeper ideologies of hierarchical
privilege that are constructed, reinforced and legitimised
through various discourses. I also draw attention to the
spaces in which we work, acknowledging that both Australia
and Aotearoa are Black spaces where Indigenous peoples
need to be acknowledged as First Nations with Sovereign
rights. Accepting this foundational truth though means that
the dominant non-Indigenous positions and voices need to
be deconstructed to understand how they emerged and
became embedded in the national psyche. By employing
critical reflexivity, scrutiny of the unearned power and
privilege that is the legacy of the settler in a colonised space
becomes possible. Bringing this into focus enables a
decolonisation process to occur that permits legitimate and
authentic
partnerships' for change to emerge. This removes the binary
constructions that currently
exist and moves Indigenous and non-Indigenous peoples
into a third space where alternate options are possible. Such
a decolonisation process occurs at the individual level but it
also needs collective level processes in order to embed a
new ideology of substantive and sustainable reconciliation. It
is within this framework of possibility that psychologists (and
psychology) need to find an authentic and legitimate voice
that is guided and informed by Indigenous peoples,
knowledges and values to become a partner in that change
agenda.



Mere Balzer

Opening speaker

Mere is of Te Arawa, Ngāti Raukawa and Ngāti Ranginui and Maniapoto descent.

She is the Chief Executive Officer of Te Rūnanga o Kirikiriroa Trust, a Maori Urban Authority in Hamilton which recognises and acknowledges the sovereign rights of mana whenua and tangata whenua.

The Rūnanga was established in the mid 1980's under the direction and guidance of the late Maori Queen Te Atairangikaahu and Mayor Sir Ross Jansen to address Article III issues of the Treaty of Waitangi and to be a voice for Maori and Pasifika peoples within the environs of Kirikiriroa.

Mere's background is in health (RN) and education (HOD, Nursing and Education), she has sat on a number of local, regional and National committees including;

- Waikato DHB Board
- National Council of Maori Nurses
- Health Waikato Advisory committee
- Health Research Council Maori
- National Urban Maori Authority (NUMA) Executive member.

In her current role(s) Mere has been instrumental in developing and progressing a number of innovative and leading initiatives that include but are not limited to;

- Total organisation transformation – moving from a service specific contractual approach to a whanau driven and inclusive way of working. This included renovating our buildings to open office space that is more conducive with how she envisioned we would work with service users
- Going paperless in the office and the introduction of a Client Management System that includes a redesigned comprehensive assessment process which also provides for tracking progress
- Clustering with other Waikato social and health providers in a concerted effort to provide cohesive services to those whanau that are accessing more than one service
- Social and affordable housing developments that provide for Kaumatua and vulnerable whanau on lower incomes that otherwise might not have the opportunity to purchase their own home
- Maori Health and well being, including involvement in developing a culturally based Nursing Degree currently offered through Te Waananga o Awanui a Rangi, Maori & Pacific Health Services (Korowai Aroha Health & Kaute Pacifica) and sitting on Boards or committees Eastern BOP

Getting to the venue

The venue is the School of Management (MSB) of the University of Waikato, Gate 7, Hillcrest Road, Hamilton

There is public transport available from the city to the university – please see the [bus timetable](#).

Many delegates will arrive in their own car and they might be willing to take other delegates who stay in the same Hotel/Motel.

Parking is available by going through Gate 10 on Silverdale Road – please ensure you choose a public carpark.

Everyone else come through Gate 7. (see Floor plan)

Emergency Procedure

[Emergency-Procedures.pdf](#)

Housekeeping

Fire Evacuation, see here: <http://www.waikato.ac.nz/fmd/emergencies.shtml>

Catering

Morning and afternoon tea and lunch will be served in the foyer. Food is labelled as vegetarian, gluten/dairy free etc.

Student assistants

Our student assistants can be easily identified by their bright yellow name badges. During the sessions they will help presenters to set up their powerpoints. Don't hesitate to approach them if you are looking for a room or need help with anything else.

Mobile phones

As a courtesy to other delegates, please ensure your mobile phone is turned off or in silent mode during all sessions and social functions.

Internet Access

There is Wifi available during conference hours. Log into the Eduroam network. Username is: confuser; password: p5ych15

Registration

The registration desk opens at 8.00am Friday 28 August and is located in the foyer of the MSB.

Location of programme activities

All plenary sessions will be held in PWC Lecture Theatre.

Symposia papers will be held in the following rooms:

PWC, MSB.1.03, MSB.1.02, MSB.1.01, MSB 1.05, MSB 1.13 and MSB 1.15 – they are all on the ground floor in the same building.

Posters will be displayed in the foyer for the entire conference.

Workshops will be held on Friday 28 August from 9.00am - 5.00pm

Payment and refunds

Cash, cheques, and credit cards (Visa or MasterCard only) will be accepted at the conference venue. Any refunds will be processed after the conference at the NZPsS office.

Your conference fee includes:

Attendance at conference keynote and paper presentations, Morning/afternoon tea and lunch, Conference bag, Complimentary drinks and nibbles at the welcome function

Name badges

All delegates and speakers will be provided with name badges to be worn at all times within the venue as your name badge will indicate that you have registered for the conference. This year we have chosen self-adhesive name badges without a plastic case. The adhesive of the badges is long lasting and the one badge will last throughout the conference.

Posters

Poster Board 1 -

Julia Hill - [Young children's intuitive understanding of substances. Evidence from 3 dilution tasks in the UK](#)

Julia Hill - [Young children's intuitive understanding of substances. Evidence from Hong Kong](#)

Poster Board 2 -

Hiromi Hirata - [Body image, parenting behaviors and desire to be thin derived from social and media norms are associated with personality types of Japanese males and female students](#)

Juliana Brown - [Negotiating Sex: The Transition from High School to Halls of Residence](#)

Poster Board 3 -

Carmen Leong - [Are nature lovers more creative?](#)

Hetty Gaskell-Hahn - [Human-made Environmental Change and how it effects Millenials](#)

Poster Board 4 -

Gabrielle Cornelius - [Context, Identity and Connection: An Examination of Resilience in New Zealand Foster Children](#)

Wendy Kelly - [Foster parents' understanding of the foster child's perspective](#)

Poster Board 5 -

Larry Honig - [Emotional Transformation Therapy](#)

AGMs, Awards

AGMs - Sunday 30 August

The NZPsS AGM will be held in MSB 1.02 at 4.30pm.

Institute of Educational and Developmental Psychology (IEDP) AGM will be held in MSB 1.13 at 8.30am

Institute of Community Psychology Aotearoa (IComPA) AGM will be held in MSB 1.05 at 8.30am

Institute of Clinical Psychology (ICP) AGM will be held in MSB 1.02 1 at 8.30am

Institute of Industrial and Organisational Psychology AGM will be held in MSB 1.03 at 8.30am

Institute of Counselling Psychology (ICounsPsy) AGM will be held in MSB 1.01 at 8.30am

Institute of Health Psychology (IHP) AGM will be held offsite.

Institute of Criminal Justice and Forensic Psychology (ICJFP) AGM will be held offsite.

NZPsS Awards - to be held Sunday 30 August at 11.40am in the PWC

Changes to the programme

Any changes to the programme will be announced to delegates by email where appropriate and displayed on notice boards located in the registration and exhibition area.

Social Events

We look forward to seeing you at the following social events

Student Breakfast

Saturday 29 August from 7.30am

To be held in MSB 1.02

Free for registered students.

Whakawhanaungatanga - Conference Welcome Function

Saturday 29 August from 5.30pm

To be held in the foyer

Free for conference delegates, guest tickets \$40.00 available from the registration desk.

Keynote speakers, presenters and delegates are invited to meet up with friends and colleagues and enjoy complimentary drinks and nibbles at the Conference Welcome Function.

Conference Dinner

Sunday 30 August, 7.30pm

Iguana Garden Bar, 203 Victoria Street

The conference dinner provides an opportunity to enjoy good company over a relaxed evening meal. Dancing to follow.

Tickets \$75.00 available from the registration desk.

2016 NZPsS conference

The NZPsS 2016 conference will take place from 25-28th August in Wellington.

We hope you will be able to join us again!



The New Zealand Psychological Society
Te Ripa Mata Horoporo o Aotearoa

NZPsS Annual Conference 2016



Where: WELLINGTON,
Massey University



When: Thursday 25th to
Sunday 28th August



Photo Gallery

29/08/2015 3:42pm - delegates 2



29/08/2015 3:42pm - delgates



29/08/2015 3:42pm - dinner with John



30/08/2015 2:03pm - Having a break



30/08/2015 2:04pm - Lunch outside



30/08/2015 2:04pm - Lunch time



30/08/2015 2:04pm - Our exhibitors



29/08/2015 3:42pm - Student assistants



10/08/2015 2:18pm - The Womens bookshop



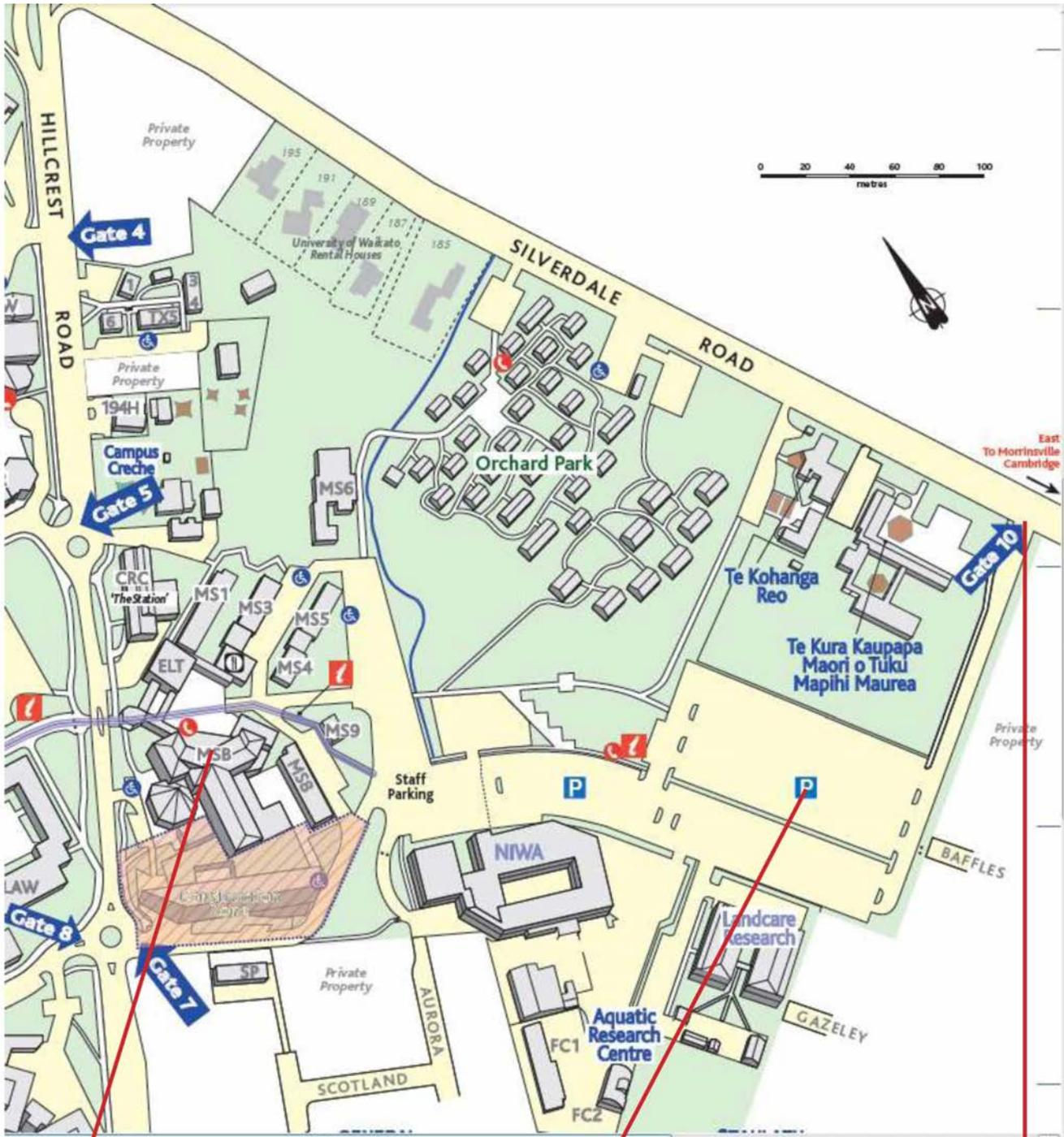
30/08/2015 10:12am - Welcome Function



30/08/2015 10:12am - Welcome Function2



Floor Plan



MSB= Management School=
Conference venue

Park here

If you are by car,
come through
Gate 10

Conference Evaluation

NZPsS Annual Conference 2015, 29- 31 August in Hamilton - Evaluation

We welcome your feedback on this conference; your responses will assist us in planning future conferences.

Please indicate your level of satisfaction below

Overall satisfaction with the conference?

- | | | | | |
|--|--|---|---|---|
| <input type="checkbox"/> 1 - Highly dissatisfied | <input type="checkbox"/> 2 - Moderately dissatisfied | <input type="checkbox"/> 3 - Neither satisfied nor dissatisfied | <input type="checkbox"/> 4 - Moderately satisfied | <input type="checkbox"/> 5 - Highly satisfied |
|--|--|---|---|---|

Satisfaction with keynote speakers?

- | | | | | |
|--|--|---|---|---|
| <input type="checkbox"/> 1 - Highly dissatisfied | <input type="checkbox"/> 2 - Moderately dissatisfied | <input type="checkbox"/> 3 - Neither satisfied nor dissatisfied | <input type="checkbox"/> 4 - Moderately satisfied | <input type="checkbox"/> 5 - Highly satisfied |
|--|--|---|---|---|

Satisfaction with quality of presentations?

- | | | | | |
|--|--|---|---|---|
| <input type="checkbox"/> 1 - Highly dissatisfied | <input type="checkbox"/> 2 - Moderately dissatisfied | <input type="checkbox"/> 3 - Neither satisfied nor dissatisfied | <input type="checkbox"/> 4 - Moderately satisfied | <input type="checkbox"/> 5 - Highly satisfied |
|--|--|---|---|---|

Usefulness to your professional role?

- | | | | | |
|--|--|---|---|---|
| <input type="checkbox"/> 1 - Highly dissatisfied | <input type="checkbox"/> 2 - Moderately dissatisfied | <input type="checkbox"/> 3 - Neither satisfied nor dissatisfied | <input type="checkbox"/> 4 - Moderately satisfied | <input type="checkbox"/> 5 - Highly satisfied |
|--|--|---|---|---|

Satisfaction with venue?

- | | | | | |
|--|--|---|---|---|
| <input type="checkbox"/> 1 - Highly dissatisfied | <input type="checkbox"/> 2 - Moderately dissatisfied | <input type="checkbox"/> 3 - Neither satisfied nor dissatisfied | <input type="checkbox"/> 4 - Moderately satisfied | <input type="checkbox"/> 5 - Highly satisfied |
|--|--|---|---|---|

Satisfaction with catering?

- | | | | | |
|--|--|---|---|---|
| <input type="checkbox"/> 1 - Highly dissatisfied | <input type="checkbox"/> 2 - Moderately dissatisfied | <input type="checkbox"/> 3 - Neither satisfied nor dissatisfied | <input type="checkbox"/> 4 - Moderately satisfied | <input type="checkbox"/> 5 - Highly satisfied |
|--|--|---|---|---|

What was the most positive aspect of the conference for you?

What would you like to see changed for future conferences?

Can you recommend a keynote speaker?

Any other comments

Notes