

The Science & Art of Psychology in Aotearoa New Zealand  
Tuia te pūtaiao, tuia te aronui

New Zealand Psychological Society  
2017 Annual Conference

30 August - 2 September  
Rydges Latimer Hotel  
CHRISTCHURCH



**New Zealand Psychological Society  
Annual Conference**  
30 August - 2 September 2017  
Rydges Latimer Hotel, Christchurch

***Tuia te pūtaiao, tuia te aronui***  
***The Science & Art of Psychology in Aotearoa New Zealand***

Proudly Sponsored by:

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Whakaaro Nui**



New Zealand  
**PSYCHOLOGISTS BOARD**  
Te Poari Kaimātai Hinengaro  
o Aotearoa



# Programme at a glance

## Thursday 31 August

- 9.00am - **Mihi whakatau**; opening speaker: Dr Philip Bagshaw, Charity Hospital
- 10.30am - Morning tea
- 11.00am - **Keynote: Gil Reyes - Savoy West**
- 12.00pm - **Symposia and streams:**  
Bicultural psychology - **Savoy West**  
ICJFP symposium - **Savoy 2**  
Professional issues- **Savoy 4**  
Counselling psychology stream - **Savoy 3**  
Professional competence - **Windsor**  
Educational psychology - **Clarendon**
- 1.00pm - Lunch
- 2.00pm - **Keynote: Devon Polaschek- Savoy West**
- 3.10pm - **Symposia and streams:**  
Organisational psychology- **Savoy West**  
ICJFP symposium contd - **Savoy 2**  
Leadership symposium contd - **Savoy 4**  
Counselling psychology stream contd.- **Savoy 3**  
Psychology Snippets - **Windsor**  
Educational psychology contd. - **Clarendon**
- 4.10pm Afternoon tea
- 4.40pm **Guest address: Kim McGregor - Savoy West**  
ICJFP symposium contd - **Savoy 2**  
Leadership symposium contd - **Savoy 4**  
Clinical psychology stream.- **Savoy 3**  
Psychology Snippets contd. - **Windsor**  
Educational psychology contd. - **Clarendon**
- 5.40pm - Whakawhanaungatanga (Foyer)**

## Friday 1 September

- 8.00am - Institute AGMs see timetable for rooms**
- 9.30am - **Keynote: Suzanne Pitama - Savoy West**
- 10.30am - Morning tea
- 11.00am - **Guest address: Martin Dorahy Savoy West**  
Health psychology - **Savoy 2**  
ICJFP symposium - **Savoy 4**  
Māori psychology - **Savoy 3**  
Bicultural issues - **Windsor**  
Clinical psychology - **Clarendon**
- 12.00pm - **NZPsS Awards -Savoy West**
- 1.00pm - Lunch
- 2.00pm - **Keynote: Michael Corballis - Savoy West**
- 3.10pm - **Symposia and streams:**  
Clinical psychology - **Savoy West**  
Health psychology contd. - **Savoy 2**  
ICJFP symposium contd - **Savoy 4**  
Educational psychology - **Savoy 3**  
Micronutrient treatments - **Windsor**  
Clinical psychology cont - **Clarendon**
- 4.30pm - Afternoon tea
- 4.50pm **NZPsS AGM - Savoy 4**
- 7.30pm Conference dinner at Casa Publica**

## Saturday 2 September

- 8.30am - Institute AGMs see timetable for rooms**
- 9.30am - **Keynote: Julia Ioane**
- 10.30 am - Morning tea
- 11.00am - **Symposia and streams:**  
Clinical psychology - **Savoy West**  
Religion & Psychology - **Savoy 2**  
Understanding suicide - **Savoy 4**  
Clinical psychology - **Savoy 3**  
**Guest address: Gordon Spence - Windsor**  
**Guest address: Michael Leiter - Clarendon**
- 12.00pm- **Keynote: Dan Murrie**
- 1.00pm - Lunch
- 2.00pm - **Symposia and streams:**  
Clinical psychology & ACC - **Savoy West**  
Ethical Issues - **Savoy 2**  
ICJFP symposium - **Savoy 4**  
Clinical psychology - **Savoy 3**  
Coaching and learning cont. - **Windsor**  
Health, safety & wellbeing cont. - **Clarendon**
- 3.00pm - **Psychologists Board presentation - Savoy West**
- 3.00pm- 4.40pm:  
Coaching and learning cont. - **Windsor**  
Health, safety & wellbeing cont. - **Clarendon**
- 4.40pm **Guest address: Stuart Carr - Windsor**

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# Conference Organisation

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This conference is the result of the efforts of dedicated and hardworking people.

Thanks go to:

**Dr Sarah Christofferson, Scientific Programme Convener**

**Reviewers:** Dr Sarah Christofferson, Dr Waikaremoana Waitoki, Dr Rosanne Black, Terence Edwards, Michele Blick, Iris Fontanilla, Sarah Colgan, Lisa Hoyle, Dr John Fitzgerald, John Eatwell, Serena Walker

Dr Pamela Hyde, NZPsS Executive Director

Heike Albrecht, NZPsS Professional Development Coordinator

Angus Macfarlane (NZPsS Kaihautu)

**Student assistants:**

Sofia Ayushi  
Sophia Bennetts  
Amanda Booth  
Emma Dear  
Melissa Derby  
Glorianne Koh  
Samantha Lee  
Corina Landon-Lane  
Katelyn Monk  
Darrell Quek  
Sophie Waretini  
Chris Wu

**Thank you also to all presenters**

We would like to thank **Te Pou**, the **Psychologists Board** and **ACC** for their sponsorship of this conference.

Many thanks also, to the **Institute of Clinical Psychology** for co-sponsoring the student breakfast.

## Exhibitors

NZCER

Rothbury Wilkinson Insurance

Te Pou

Werry Workforce Whāraurau

ACC

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# Floor Plan, Rydges Hotel, Conference Center

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All plenary sessions will be held in ***Savoy West***

Symposia papers will be held in the following rooms: ***Savoy 2, Savoy 3, Savoy 4, Windsor and Clarendon***

Registration, exhibition and catering will be in the Foyer.

# General Information for Delegates

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## Venue

Rydges Latimer Hotel, Conference Centre, Christchurch

## Registration

The registration desk opens at 8.00am Thursday 31 August and is located in the foyer of the conference centre.

## Location of programme activities

All plenary sessions will be held in Savoy west

Symposia papers will be held in the following rooms:

Savoy2, Savoy 3, Savoy 4, Windsor and Clarendon

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

Workshops will be held on Wednesday 30 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 satchel and contents
- Complimentary drinks and nibbles at the welcome function

## Name badges

All delegates and speakers will be provided with name badges that have to be worn at all times within the venue. Your name badge will indicate that you have registered for the conference. Name badges are stick on that can be taken off and re-fastened - please remember to bring them with you on each day.

## AGMs - Friday 1 September

The NZPsS AGM will be held in Savoy 4 at 4.50pm

Institute of Educational and Developmental Psychology AGM will be held in Clarendon at 8.00am

Institute of Criminal Justice and Forensic Psychology AGM will be held in Savoy 4 at 9.00am

Institute of Counselling Psychology AGM will be held in Savoy 3 at 8.30am

## AGMs - Saturday 2 September

Institute of Clinical Psychology AGM will be held in Savoy 3 at 8.30am

Institute of Organisational Psychology AGM will be held in Clarendon at 9.00am

Institute of Community Psychology Aotearoa AGM will be held offsite

Institute of Health Psychology AGM will be held offsite

**NZPsS Awards** - to be held Friday 1 September in Savoy West at 12.00pm

## 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.

## Catering

Morning and afternoon tea will be served in the foyer of the centre. Lunch is served in the Hotel's Bloody Mary's restaurant. Food is labelled as vegetarian, gluten/dairy free etc and on a separate buffet station/table.

## Student assistants

Our student assistants can be easily identified by their white t-shirts with the print: "ASK ME". 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.



# General Information for Delegates

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## Internet Access

There is Wifi available during conference hours.

Instructions for Wi-Fi:

- Turn on your wifi and connect to **Rydges Guest Wireless Network**
- Open up browser (IE, Chrome, Safari etc)
- Refresh the browser (this will direct you to Rydges Portal)
- Enter the password – **Latimer701**, scroll down then press connect.

## Health, Safety & Housekeeping

Toilets are located just off the foyer towards the accommodation rooms. Both Men's, Women's and disabled toilets are available. More toilets are located in the main hotel lobby.

In case the Fire Alarm goes off please evacuate the building in a calm and orderly manner. Take the stairs downstairs, please do not use lifts. Staff will be on the floor to assist you. Please follow Hotel Staff instructions.

The assembly point after evacuation for all Hotel Guest is the far side of the car park, by Gloucester Street.

What to do in the event of an Earthquake? Rydges Latimer Christchurch has been designed and built beyond the latest building code to be the safest hotel in the city. In the event of an earthquake remain calm. Stay inside the room and take cover under the table or desk or in the doorways. Keep away from windows or objects that could fall. Once the shaking has stopped hotel staff will advise of any requirements to evacuate the building.

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## Social Events

*We look forward to seeing you at the following social events*

### Student Breakfast

Thursday 31 August 7.30am

To be held in the Clarendon

Free for registered students. Sponsored by the Institute of Clinical Psychology (ICP) and the Society.

### Whakawhanaungatanga - Conference Welcome Function

Thursday 31 August 5.40pm

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

Friday 1 September 7.30pm

Casa Publica, Cnr Armagh and New Regents Streets

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

Tickets \$75.00 available from the registration desk.

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# Keynote Speakers

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## Gil Reyes



Gil Reyes, PhD is a clinical psychologist in Santa Barbara, California. He is involved with the Terrorism and Disaster Center at the University of Missouri and the National Center for Child Traumatic Stress at UCLA, and is a longstanding member of the task force on the Core Curriculum in Childhood Trauma.

He was the lead editor of the four-volume Handbook of International Disaster Psychology (2006) and The Encyclopedia of Psychological Trauma (2008). His areas of expertise include psychological trauma, and the psychosocial effects of disasters, terrorism, torture, and mass violence. Gil has provided psychosocial disaster support in several national and local disasters throughout the past decade, including the

September 2001 response to the destruction of the World Trade Center, and has worked in a consulting capacity with the World Health Organization and the International Federation of Red Cross and Red Crescent Societies. He serves as the Disaster Relief Committee Chair for the American Psychological Association's Division of Trauma Psychology, is the 2012 President of the American Psychological Association's Division of Peace Psychology, and is the 2014 President-Elect of the Santa Barbara County Psychological Association. In all areas of life, Dr. Reyes emphasizes social support and attachments as the essential tools for resilient coping in the face of adversity.

*Keynote: The necessity of a longitudinal public health approach to responding to disasters: An all-hazards model of resilience to pervasive adversities*

*Thursday 31 August 11.00am*

The most common and widespread conceptualization of how people are affected by disasters is based on a theory that traumatic stress reliably induces pervasive impairment of psychological and emotional functioning (e.g., PTSD). There is no consistent evidence for this proposition. Rather, as have often been stated by empirical researchers, most people recover without ever exhibiting symptomatology of psychopathology. From this perspective, many go on to conclude that most disaster survivors recover rapidly and completely without substantive impairment for any significant period of time. There is also no evidence for this rosy perspective of the profound resiliency of the majority. The more accurate perspective appears to fall between these darker and lighter extremes. Many survivors report struggling for some extended time to cope with immediate and subsequent stressors, and that the grieving process is episodic across time in an ebb and flow of loss saliency. A clinical perspective on these phenomena is misdirected to the extent it is categorical in dealing with phenomena that appear to be more dimensional across time and levels of burden. It also appears to err on the side of unfoundedly specific inferences as a function of the causal nature of the events themselves, leading to overemphasis on categories of potentially traumatic events. A public health model can address this by investigating the ecological and personal factors that elevate risks and by discerning the common-factor risks from those that may be situation-specific. Moreover, by monitoring and responding to events across time and development, we can better understand the dynamic and evolving nature of post-disaster psychosocial needs. This presentation describes a model of monitoring and responding to all-hazards of disastrous events across time with an emphasis on subclinical manifestations of coping, stress, and adaptation. Recommendations will be made for avoiding conceptual traps that detract from accurate investigation of these phenomena and methods of better engaging the affected populations on behalf of ensuring their own health and that of those for whom they care.



# Keynote Speakers

## Devon Polaschek



Devon Polaschek is a clinical psychologist and professor of psychology in the School of Psychology and the New Zealand Institute of Security and Crime Science, at Te Whare Wananga o Waikato (The University of Waikato). Her current research interests include theory, intervention, and intervention evaluation with serious violent and sexual offenders, family violence, psychopathy, desistance, reintegration and parole. She is the author of more than 110 journal articles, book chapters and government reports, and a fellow of the Association for Psychological Science. Her research has been supported by a decade of funding from the Department of Corrections, in order to develop a better understanding of high-risk violent male prisoners: their characteristics, and what works to reduce their risk of future offending.

She is currently co-editing the Handbook of Correctional Psychology for Wiley.

***Keynote: Twenty-five years into the correctional rehabilitation revolution: Keeping the science and art of psychology relevant***

***Thursday 31 August 2.00pm***

The last 30 years has seen the rapid adoption of empirically-based correctional psychology principles and practices across many jurisdictions, especially with reference to rehabilitation. Much of this change was driven by the work of a small group of Canadian psychologists, who undertook the initial research that now underpins much of our correctional rehabilitation: including “what works” meta-analyses, and the Risk-Need-Responsivity model of rehabilitation.

But more recently, this rehabilitation-focused correctional psychology has become something of a victim of its own success: often badly implemented, and misunderstood even by psychologists. Perhaps it is simply “too old” to be thought of as interesting or useful in a world prone to the allure of “shiny new things”. And this same success has increasingly led to role confusion and ethical dilemmas for psychologists, to overclaiming about “what we know”, and to external challenges to the ongoing relevance of psychology to corrections. In this address, I consider where we are now, both in New Zealand and internationally, and outline some of the most pressing issues for the future development and application of both the science and the art of correctional psychology.

## Suzanne Pitama



Suzanne Pitama (Ngati Kahungunu) is the Associate Dean Māori and Associate Professor at the University of Otago, Christchurch. Suzanne joined the University of Otago in 2001 from a clinical background in child psychology. She has since developed a keen interest in medical education and completed her PhD (Otago) on examining the place of indigenous health within medical education.

Suzanne is the Hauora Māori Faculty Representative on the University of Otago Faculty of Medicine Curriculum Committee. In this role, Suzanne chairs the Hauora Māori sub-committee, whilst also contributing to other areas within the medical education field including the curriculum mapping, the culture, self and diversity working group and has an interest in measuring social accountability.

Suzanne has a passion for teaching, winning a University of Otago teaching award in 2014, a national AKO Aotearoa tertiary teaching in excellence award in 2015 and the 2015 Prime Ministers Supreme Award for tertiary teaching excellence.

Suzanne is also the Director of the Māori/Indigenous Health Institute.

Suzanne has been involved in Māori health research for 18 years. Suzanne is currently leading an HRC funded

# Keynote Speakers

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project that is focusing on the prevalence of cardiovascular disease in Māori communities and is a co-investigator on an international collaboration project (New Zealand, Australia and Canada) looking at the role of medical education in addressing health disparities (Educating for Equity).

Suzanne is also involved in a number of other research projects based within the University of Otago, Christchurch focussed on indigenous experiences in the health system and patients living with chronic illnesses. She is a keen advocate for Kaupapa Māori based methodologies and has interests in child mental health, medical curriculum development and Māori health community based projects.

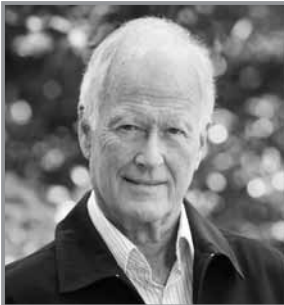
Suzanne is a member of the New Zealand Health Research Council (HRC) and Chairs the HRC Māori Health Committee.

## *Keynote: The role of health professional education in addressing Māori health inequities*

*Friday 1 September 9.30am*

There is much discussion about Māori health inequities and specifically those that exist within mental health statistics. So how do our training programmes enable our graduates to contribute to health equity? And how do our ongoing professional development and training contribute to health equity? How do we know that we are ‘doing no harm’? How do we move from a ‘benevolence’ model to one that supports the Māori patient, whānau and community? This presentation will highlight the need to deconstruct current ‘ways’ of teaching about Māori mental health and understand the impact of current educational programmes. It will also suggest ways forward for the discipline of psychology based on other health professional programmes, in order for new graduates and clinicians to actively contribute to Māori health equity.

## Michael Corballis



Michael Corballis received an MSc in mathematics from Victoria University College (now University) before going on to an MA in psychology from the University of Auckland and PhD in Psychology from McGill University in Montreal, Canada. He taught at McGill from 1966 to 1978, when he returned to the University of Auckland as Professor of Psychology. He has worked primarily on perception, memory, imagination, brain asymmetry, and language. In 1998 he received an honorary LLD from the University of Waterloo, Canada, and in 2002 was created Officer of the New Zealand Order of Merit for contributions to psychological science. In 2016 he was awarded the Rutherford Medal by the Royal Society of New Zealand.

## *Keynote: Mental travels in space and time*

*Friday 1 September 2.00pm*

About half the time, our minds spontaneously wander away from the present, and from on-going tasks. Spontaneous activity of the brain is also revealed in dreams and hallucinations, and may well be responsible for creative thinking, the discovery of new and unusual combinations of ideas. It has been argued mind wandering, at least in the form of mental time travel, is unique to humans, but I will summarize data from hippocampal recordings suggesting that even rats appear to “play back” earlier experiences, and perhaps “preplay” new ones. Our minds can wander not only in space and time, but also into the minds of others, allowing us to construct and even fabricate stories from different perspectives. What is unique to humans is the ability to share our mental wanderings through the invention of language. Stories, soap operas, gossip, and even conference presentations, help us understand each other and the worlds we live in, and generate social cohesion and culture in the form of folklore, creation myths, and religions—and science.

# Keynote Speakers

## Julia Ioane



O le ala is pule o le tautua - In order to lead, one must serve.

Julia Ioane is a first generation NZ born Samoan from the villages of Fasitootua and Leauvaa, Samoa. As a clinical psychologist, her main practice is conducting assessments and therapy for children in care and protection; and youth justice including Family Court and Youth Court reports. She recently joined the psychology department at AUT including teaching in the violence and trauma, and counselling programmes. Her research experiences mainly include children and youth in forensic settings and is currently looking at long term outcomes of Pacific children and youth with offending behaviour. Her role at AUT has led to a growing interest in the experiences of Pacific students within tertiary institutes from a curriculum and environmental perspective; and how

well prepared (or not) are students/interns for working and engaging with Pacific clients as new clinicians. She has also been involved in looking at psychological theories and how they may be adapted with Pacific ideologies, principles and practice. She remains actively involved in a number of community organisations with large client base of the Pacific population and is a member on a number of boards including Lifewise, Brainwave Trust, SAFE Network Ltd and the NZ Police Commissioner's National Pacific Advisory Group.

*Keynote: Pacific and psychology - Through the lens of a Samoan psychologist  
Are we there yet?*

*Saturday 2 September 9.30pm*

Most of us in our work with Pacific will know the importance of relationship among Pacific communities. But what does that actually mean? Engagement plays a critical role in whether Pacific people respond genuinely to our role as psychologists. While they are a heterogenous population, there are also the challenges of understanding the growing diversity within each Pacific island. How do we as psychologists respond appropriately from a clinical and cultural perspective? How readily prepared are we to work with Pacific people as new psychologists? Using Pacific cultural and spiritual values including my journey as a psychologist, this presentation will focus on the importance of the first engagement highlighting the concept of va. The presentation will explore the potential biases we may have when working with Pacific and by incorporating a Pacific worldview, it will propose ways in which we can contribute effectively and genuinely to build our psychology and va with Pacific communities in Aotearoa.

## Daniel Murrie



Daniel Murrie, PhD serves as Director of Psychology at the Institute of Law, Psychiatry and Public Policy (ILPPP), a Professor in the Department of Psychiatry and Neurobehavioral Sciences at the University of Virginia School of Medicine, and an instructor in the UVA School of Law. Dr. Murrie's teaching duties at the ILPPP involve directing the UVA postdoctoral fellowship in forensic psychology, and supervising other psychiatry and psychology trainees at ILPPP. He oversees the state-wide training program—a unique state/academic partnership—for psychologists and psychiatrists learning to perform court-ordered forensic evaluation. As a forensic psychologist, Dr. Murrie performs a variety of criminal and civil forensic evaluations of juveniles and

adults, both within the ILPPP's forensic clinic and in a private practice. These include evaluations addressing adjudicative competence, legal sanity, capital sentencing, sexual offender risk assessment, violence risk assessment, and psychological injury. He also provides threat assessment and related consultations for universities and businesses. As a researcher, Dr. Murrie has co-authored 50 peer-reviewed scientific publications, three books, and numerous book chapters, all addressing forms of forensic mental health evaluation. Much of his recent work

# Guest Speakers

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comprises programmatic research addressing reliability and bias in forensic psychological evaluations. Recently, this work has expanded to include collaboration with the forensic science community to consider bias and reliability in other forensic disciplines as well. He can be reached at [Murrie@Virginia.edu](mailto:Murrie@Virginia.edu)

## ***Keynote: How reliable and objective are forensic psychological evaluations? Saturday 2 September 12.00pm***

The justice system often relies on expertise from psychologists. But how reliable are expert conclusions about an offender's competence, sanity, or violence risk? Can forensic psychologists really offer objective opinions in an adversarial legal system?

Dr. Murrie's lecture summarises a programme of research addressing the reliability, accuracy, and objectivity of forensic evaluations. Much of this emerging research reveals that evaluators differ in important ways, and that biases are deeply ingrained in ways that influence expert conclusions – even on ostensibly objective forensic tests and evaluations. However, this research programme documenting problems in forensic psychology also serves as a step towards improving the practice of forensic psychology. Thus, the lecture explores not only problems, but potential solutions, considering lessons from the broader forensic science disciplines.

## **Kim McGregor**



Dr Kim McGregor, QSO, has worked as a therapist with survivors of sexual abuse for 30 years. She is the author of: *Warriors of Truth* a self-help book for adult survivors of child sexual abuse (1994); the up-dated version *Surviving and Moving On* (2008); the first set of ACC national therapy guidelines *Therapy Guidelines: Adult Survivors of Child Sexual Abuse* (2001). She has published several papers including in the *Journal of Child Sexual Abuse*, and *Journal of Trauma and Dissociation*. She is the co-author of the book *Powergames* (published in NZ & UK 2001). Her doctoral thesis *Therapy It's a Two-Way Thing* (2003) explored what a sample of women survivors of child sexual abuse found helpful and unhelpful in therapy. Her post-

doctoral thesis explored the health impacts of child sexual abuse and the types of responses survivors wanted from health care professionals. Kim currently runs her own research and therapy company *Tiaki Consultants* alongside her partner *Russell Smith*. She also has a part time role as the *Chief Victims Advisor to Government*. From 2005-2015 Kim was the *Executive Director of Rape Prevention Education Whakatu Mauri*, 2005-2013 was a founding and executive member of the *Te Ohaakii a Hine - National Network Ending Sexual Violence Together*, and the *Tauiwī Caucus Chair*, 2007-2009 was a member of the *New Zealand government's Taskforce for Action on Sexual Violence* and was a founding and executive member of *Project Restore* 2004-2013. Kim has worked alongside *Louise Nicholas* since 2006 and wrote the foreword for her book *Louise Nicholas My Story*.

## ***Guest address: Introductory Overview of an Abuse-focussed Trauma Therapy Framework Thursday 31 August at 4.40pm***

This presentation will provide a brief introductory level overview of an abuse-focussed trauma therapy framework developed from key international experts including *Briere*, *Herman*, *Courtois*, and *Dalenberg*. Alongside this high-level framework will be voices from NZ survivors of childhood sexual abuse describing what they found helpful and unhelpful from therapy.



## Martin Dorahy



Martin Dorahy, PhD, DClinPsych, is a clinical psychologist and professor in the Department of Psychology, University of Canterbury, Christchurch. He has a clinical, research and theoretical interest in self-conscious emotions, and complex trauma and dissociative disorders. He has published over 100 peer-reviewed journal articles and book chapters, and Co-edited three books in the area of psychotraumatology. He is a member of the New Zealand Psychological Society, the New Zealand College of Clinical Psychologists and New Zealand Association of Psychotherapists. He is a Fellow, Board member and current President of the International Society for the Study of Trauma and Dissociation (ISSTD). He maintains a clinical practice, focused primarily on the adult sequelae of

childhood relational trauma.

***Guest address: The impact of shame for those exposed to trauma: Dissociation, intimate relationships and implications for treatment***

***Friday 1 September at 11.00am***

This paper first outlines the psychological aspects of shame and how it is related to other emotions and exposure to traumatic stress. Focus will then be given to the exploration of research examining shame and responses to trauma, with specific attention given to dissociation as a central initial and chronic reaction to especially interpersonal trauma. Studies utilizing both survey designs and experimental methods have found 1) moderate correlations between shame and dissociation (e.g.,  $r = .35-.55$ ) in both traumatized and non-traumatized samples and 2) suggest a bi-directional causal relationship between shame and dissociation with some contextual qualifiers, such that shame appears to activate dissociation, and dissociation in the context of close interpersonal relationships activates shame. These results will be discussed in terms of their implications for the treatment of shame, especially in traumatized groups. Research examining shame interventions will also be outlined. Clinical examples will be provided.

### **Guest Speakers in the organisational psychology symposium are:**

**Gordon Spence PhD:** *The exploration of coaching outcomes: Key findings from two studies examining goal ownership and “sleeper effects”*. Saturday, 2 September, 11.00am, Windsor

In this talk, two related studies will be described. In study 1, self-determination theory (SDT) was used to test a central hypothesis that coaching for the support of basic psychological needs would facilitate employee engagement through the need satisfaction and autonomous work motivation. Explored using a quasi-experimental, controlled 10-week (5 session) coaching trial, need supportive coaching was found to facilitate the internalization of important work goals, along with improvements in work and wellbeing outcomes. In Study 2, an opportunity was taken to study an unexplored outcome of coaching; namely the existence of delayed (or “sleeper”) effects that emerge from coaching. In this pilot study, 15 coachees from Study 1 were followed-up and interviewed about the short and longer-term effects of coaching. Analysis of the data revealed several effects from coaching that appeared to have an enduring or a continuously developing quality. However, whilst some signs of sleeper effects were found in the data, some methodological adjustments were identified as being important to their further investigation

**Michael Leiter PhD,** Professor of Organisational Psychology, Deakin University: *Improving workplace culture for reducing job burnout* Saturday, 2 September, 11.00am, Clarendon

Job burnout reflects two related processes: chronic exhaustion and frustrated aspirations. Recent research has demonstrated that the quality of collegial and supervisor relationships have implications for both processes. Respectful workplace relationships help employees to maintain an energetic participation with work while disrespect exhausts energy through emotional distress that further disrupts recovery cycles. Similarly, respectful relationships provide the means through which employees may fulfil core motives pertaining to relatedness,

# Guest Speakers

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autonomy, and efficacy. This presentation will reflect on relevant research on these topics, especially how it informed the development of an innovative approach to improving workplace social cultures as a means of preventing and alleviating burnout

**Stuart Carr**- RSNZ, Project GLOW (Global Living Organisational Wage), End Poverty & Inequality Cluster (EPIC), Humanitarian Work Psychologist, School of Psychology, Massey University

*Is Working Poverty any of our Business?* Saturday 1 September, 4.40pm, Windsor

Work psychology has been criticised for being a servant of power rather than empowering the majority of workers in the world today. Many of those workers, including in New Zealand, are trapped in working poverty. Finding more sustainable livelihoods is a core focus for the United Nations. This presentation argues it should be for work psychology too. An example of why and how is Living Wages. These claim to offer a solution to eradicating poverty, yet remain widely contested between living wage campaigns, labour groups, government Treasuries and employer groups, and so on. Project GLOW (Global Living Organisational Wage) aims to close the gaps with policy-relevant evidence and theory. An international, inter-generational network with foundations in NZ, GLOW is focused on charting links between wages-and-income on the one hand, and quality-of-life, including work life, on the other. Crucially perhaps, we are also exploring the Business case for a living wage: Are there benefits and costs to business from perceived wage (in)justice, job (dis)satisfaction, workplace (dis)empowerment, work-life (im)balance? These questions are rhetorical, of course. We know their answers. Nonetheless they appear to have been overlooked in much of the living wages debate, including in New Zealand. As a profession, we bear some of the responsibility for such oversights; for our in-visibility. The presentation concludes that we must expand our borders and embrace the United Nations Sustainable Development Goals, including the eradication of working poverty. This is very much the business of work psychology.

## Opening Speaker, Thursday 9.30am

*Dr Philip Bagshaw, Charity Hospital*

Phil Bagshaw will talk about why and how the Canterbury Charity Hospital Trust was established. He will describe how it has responded, often rapidly, to the changing nature of unmet secondary healthcare need. He will also cover some of the research they have been doing into the quantity and quality of such national unmet need.

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## WORKSHOPS, Wednesday 30th August

1. Reducing bias in pursuit of more objective and accurate forensic evaluations - *Dan Murrie*
2. Practical applications of Psychological First Aid (PFA) within a Compassionate Community Framework (CCF) - *Gil Reyes*
3. A framework for practising coaching psychology - *Sam Farmer*
4. “Mahia te mahi” – A guide to establishing and developing collaborative relationships with Māori - *Aroha Waipara-Panapa*
5. Introduction to working with survivors of childhood sexual abuse - *Kim McGregor*

*See page 60 for full workshop descriptions*



# 2018 JUBILEE CONFERENCE



**5-8 September 2018, Auckland**  
Come and join us for an exciting  
jubilee programme looking back  
and moving forward.



# 2018 JUBILEE CONFERENCE

# THURSDAY 8.00AM - 2.00PM

8.00am	<b>Registration Desk Opens</b>					7.30am - 8.45am <b>STUDENT BREAKFAST -</b> sponsored by the Institute of Clinical Psychology (ICP)"		
9.00am	<b>Welcome &amp; Mihi Whakatau; in plenary Room: Savoy West</b> <b>Opening Address: Philip Bagshaw</b>							
10.30am	<b>Morning Tea</b>							
11.00am	<b>Keynote Speaker: Gil Reyes (plenary Room: Savoy West)</b>							
	<b>Room Savoy West</b>	<b>Room Savoy 2</b>	<b>Room Savoy 4</b>	<b>Room Savoy 3</b>	<b>Room Windsor</b>	<b>Room Clarendon</b>		
	<b>Bicultural</b> Chair: Waikaremoana Waitoki	<b>ProQuest &amp; ICJP symposium</b> Chair: Sarah Christofferson	<b>Experimental &amp; Professional Issues</b> Chair: Fiona Howard	<b>Counselling</b> Chair: Serena Walker	<b>Professional Competence</b> Chair: Fran Vertue	<b>Educational Psychology</b> Chair: Terence Edwards		
12.00pm	Cultural transportability of an evidence-base parenting intervention supporting the Māori workforce in New Zealand- Tania Anstiss	<b>ProQuest presentation - Taani Lin</b>	Why does long-term positive priming disappear, while long-term negative priming stays intact? - Sandila Tanveer	The experiences and events that contribute to the developing identity of counselling psychologists in Aotearoa New Zealand - Amanda Gilmour		Supporting early learning experiences in graduate psychology training: The Krongold Outreach Program Career Assessment Service - Shane Costello		
12.20pm	<u>Karahipi Tumuaki 2016 Recipient</u> How young Māori women cope with parenthood- Jessica Gerbic	Findings from a qualitative investigation into formerly incarcerated women's experiences of rehabilitation- Julia Campbell	Female (for the most part): A cost/benefit analysis of inclusive gender identity measures in quantitative research- Gloria Fraser	BDSM and Help-Seeking - Walter Hamer	Mini-workshop Competent Communities: The Why and the How - Fran Vertue & Zoe Wilton	Teaching for Reflective Practice in Educational Psychology - Terence Edwards & Jeanette Berman		
12.40pm	Historical Trauma Regaining Personal Power- Penelope Hayward	Does the threat of hanging influence murder rates? New Zealand's naturalistic experiment - Stewart Forsyth	Performing, Perfecting, and Pleasing Others: Understanding the Impacts of Gender on the Careers of Female Psychologists - Megan Anderson & Kirsty Agar-Jacomb	Constructions of racial (micro) aggressions by Indian adults in interethnic relationships in the New Zealand context - Ashleigh Prakash		Clients' experience of therapy with interns - David Dawn		
1.00pm	<b>LUNCH</b>							
2.00pm	<b>Keynote Speaker: Devon Polaschek</b>							

# THURSDAY 3.10PM - 5.40PM

	Room Savoy West	Room Savoy 2	Room Savoy 4	Room Savoy 3	Room Windsor	Room Clarendon
3.10pm		<b>ICJFP symposium cont.</b>	<b>Leadership symposium</b>	<b>Counselling</b> Chair: Bill Farrell	<b>Psychology Snippets</b> Chair: Julie Wharewera-Mika	<b>Educational Psychology cont.</b>
	<b>Networking Space</b>	<b>Psychology in the New Zealand Police</b> 1. Psychologist Scope Boundaries and Police Organisational Culture - Inspector Iain Saunders 2. Police Competency-Based Assessment - Kate Milburn 3. Police Career Progression: Identifying What Good Leadership Looks Like - Iain Saunders	<b>Leadership in Psychology – Future-proofing our profession</b> 1. Barriers and incentives to psychologists' leadership in health and related sectors: what are the challenges and what can we offer? - Fiona Howard 2. Mini-workshop Finding Solutions to Performing, Perfecting and Pleasing Others: Female Psychologists as leaders in the 21st Century- Kirsty Agar-Jacomb & Megan Anderson	Mini-workshop Developing Relational Practice in Applied Psychology - Bill Farrell	1. The Theory of Planned Behaviour and Healthy Eating: A Dyadic Analysis - Jessica Gunby 2. The only thing to fear? Fear of Missing Out (FoMO) and event-specific alcohol use - Louise Cody 3. Addressing the Cause: a Quantitative Evaluation of Ward and Siegerts Pathways Model of Sexual Offending against Children - Jacinta Cording 4. Bullying, suicide and issues of identity disclosure within the Furry community - Moses Simpson	Experiences of Preschool Children Engaged in an Intergenerational Programme - Kate Heberton
3.30pm						Collaborative Creation of Community Accessible Psychology - Benita Stiles-Smith & Julie Burgess-Manning
3.50pm	<b>Organisational Psychology</b> Organizational Reality Perception Scale: Support is what newcomers are expecting - Julie Viviana Cedeno Bustos					How psychology shaped the development of a new real-world game: Hungerball - Sandu Iordache
4.10pm	<b>Afternoon Tea</b>					
	<b>Guest address</b> Chair: Neville Blampied	<b>Psychology in the New Zealand Police</b>	<b>Leadership symposium</b>	<b>Clinical</b> Chair: Gen Numaguchi	<b>Psychology Snippets</b>	<b>Educational</b> Chair: Damian Scarf
4.40pm	<b>Guest address:</b> Kim McGregor Introductory Overview of an Abuse-focussed Trauma Therapy Framework	4. The Child Sex Offender Register: The First Nine Months - Detective Margaret-Anne Laws 5. Whangaia Nga Pa Harakeke: the New Police Response to Family Harm - Detective Inspector Ann Wilkie 6. Risk Assessment of Family Violence (FV) in New Zealand - David Scott	3. Leadership research in the 21st century: Contributions to practice - Joana R. C. Kuntz 4. Mini- workshop Positive Psychology in Leadership - John Eatwell	Mini- Workshop Fear and Empathy: Use of Motivational Interviewing skills to bring us closer - Gen Numaguchi	5. Through the looking glass of coaching psychology - Bridget Jelley 6. Psychometric Evaluation of the VASE-R NZ Using Training Outcome Data - Emma Dear 7. A Bicultural Supervision Model - Maria Davey 8. Where psychology meets pharmacy care: Asthma education and the Health Action Process Approach (HAPA) - Kate Heberton	Increasing the resilience of Māori and New Zealand European adolescents through Adventure Education Programs (AEPs) - Damian Scarf
5.00pm						Using dynamic assessment in practice in educational and developmental psychology - Jeanette Berman
5.20pm						
5.40pm	<b>Whakawhanaungatanga (complimentary drinks and nibbles)</b>					

# FRIDAY 8.30am - 1.00pm

8.30am	Registration Desk Opens		IEDP AGM, start at 7.45 with breakfast, meeting at 8.00am in the Clarendon room		
9.00am		ICJFP AGM, 9-9.30am	ICounsPsy AGM, 8-9.00am		
9.30am	<b>Keynote Speaker: Suzanne Pitama</b>				
10.30am	<b>Morning tea</b>				
	Room Savoy West	Room Savoy 2	Room Savoy 4	Room Savoy 3	
	Guest address Chair: Neville Blampied	Health Chair: Dryden Badenoch	ICJFP symposium Chair: Sarah Christofferson	Māori Psychology Chair: Waikaremoana Waitoki	
11.00am	<p>Guest address: Martin Dorahy The impact of shame for those exposed to trauma: Dissociation, intimate relationships and implications for treatment</p>	<p>Mini-workshop Not because it's easy: goal setting, goal pursuit &amp; maintaining motivation in physical rehabilitation - Dryden Badenoch</p>	<p>Child sexual abuse pre-habilitation: A discussion of the rationale, viability, and challenges in the New Zealand context - Sarah Christofferson</p>	<p>Mini-workshop for Māori He Paiaaka Totara, He Paiaaka Tipu Māori psychologists practice workshop - Waikaremoana Waitoki, Julie Wharewera-Milka, Luke Rowe &amp; Hukarere Valentine</p>	
11.20am			<p>Children presenting with Concerning Sexual Behaviour - Shreena Hira</p>		<p>Mini-workshop for Tauwiwi Psychology, Psychologists and Te Tiriti o Waitangi - Rose Black &amp; Raymond Naim</p>
11.40am			<p>Responding to Disclosures of Child Sexual Abuse: Why Some Mothers Fail To Protect - Anna Speet</p>		
12.00pm	<b>NZPsS Awards</b>				
1.00pm	<b>Lunch</b>				



# FRIDAY 2.00pm - 4.50pm

	Room Savoy West	Room Savoy 2	Room Savoy 4	Room Savoy 3	Room Windsor	Room Clarendon
<b>Keynote Speaker: Michael Corballis</b>						
2.00pm	<b>Clinical</b> <b>Chair: Fiona Howard</b>	<b>Health</b> <b>Chair: Damian Scarf</b>	<b>ICJFP symposium cont.</b>	<b>Educational</b> <b>Chair: Alex Gosteva</b>	<b>Micronutrient treatments</b> <b>Chair: Julia Rucklidge</b>	<b>Clinical</b> <b>Chair: Arianne Struick</b>
3.10pm	<i>Self Love Approach - A mindfulness Based Approach to therapy - Bhavna Nagar</i>	<i>Spouses involvement in patient diabetes management: the role of illness coherence and support - Roeline Kuijer</i>	<i>Sex offender risk assessment with STABLE-2007: Overview of new norms and new combination rules - Maaike Helmus</i>	<i>Beginner Teacher Preparedness for the Inclusion of Students with Disabilities - Sophia Attwood</i>	<i>Broad Spectrum micronutrient treatment of health problems. Evidence from 4 clinical trials across addiction, ADHD, PMS and insomnia.</i>	<i>Mini-workshop Treating Chronically Traumatized Children with the Sleeping Dogs method and EMDR - Arianne Struick</i>
3.30pm	<i>Working with Dreams in CBT: Expanding the Art of the Behaviorists - Tobias Schulze</i>	<i>The Cat Effect: Investigating the relationship between cat ownership and health - Gweneth Taylor</i>	<i>Prospective field study comparing predictive validity of Static-99R and STABLE-2007 with Canadian Indigenous and non-Indigenous sex offenders - Maaike Helmus</i>	<i>Mini-workshop Therapeutic dimensions of Play Therapy for young children with developmental disabilities - Alex Gosteva</i>	<i>1. Mineral-Vitamin Treatment for assisting with smoking cessation - Phillipa Reihana</i>	
3.50pm	<i>2 FAST 2 Māori? Impact of the FAST campaign on stroke presentations by Māori - Dryden Badenoch</i>	<i>Myopia and Memory: Ecological Momentary Interventions (EMIs) Aimed at Reducing University Students Alcohol Consumption - Damian Scarf</i>	<i>Bringing balance to reoffending risk assessment: Conceptualising and measuring protective factors - Gwenda Willis &amp; Sophie Dickson</i>		<i>2. Vitamin-mineral treatment of ADHD in children: A double-blind, randomized, placebo-controlled trial - Kathryn Darling</i>	
4.10pm	<b>Sponsor TE POU presentation:</b> <i>GPs Get Talking: Psychologically Informed Brief Intervention Resources for Mild Mental Health Difficulties in Primary Care - Malcolm Stewart &amp; Jo van Leeuwen</i>	<i>Collect 200µg/L before you pass GO: An intercept study to measure the extent to which university students pre-game before Orientation Week events - Louise Cody</i>	<i>Do conceptually dynamic risk factors change during community reintegration, and does change predict recidivism? - Caleb Lloyd</i>		<i>3. Natural Mood Boosters: Treating Premenstrual Syndrome with Vitamins and Minerals, a randomized control trial - Hannah Retallick-Brown</i>	
4.30pm	<b>Afternoon Tea</b>					
4.50pm	<b>NZPSS AGM in Savoy 4</b>					
7.30pm	<b>Conference Dinner</b>					
	<b>Networking Space</b>					

# SATURDAY 8.30AM - 1.00PM

8.30am									
9.00am	Registration Desk Opens								IOP AGM, 9.00- 9.30am
9.30am	<b>Keynote Speaker: Julia Ioane</b>								
10.30m	<b>Morning Tea</b>								
	Room Savoy West	Room Savoy 2	Room Savoy 4	Room Savoy 3	Room Windsor	Room Clarendon			
	<b>Clinical</b> Chair: Ryan San Diego	<b>Religion &amp; Psychology</b> Chair: Myron Friesen	<b>Understanding suicide - symposium</b> Chair: Kerry Gibson	<b>Clinical</b> Chair: Ruth Gammon	<b>Coaching and Learning</b> Chair: Jonathan Black	<b>Health, Safety and Wellbeing</b> Chair: Katharina Naswall			
11.00am	A Longitudinal Investigation of Cumulative Risk in CHYLD (Children with Neonatal Hypoglycaemia and their Later Development) Cohort - Ryan San Diego	Assessing religious and spiritual psychological salience among Christian young people in New Zealand - Myron Friesen	Understanding youth suicide from the perspective of young people 1. Reasons young people feel suicidal: A thematic analysis of posts to an internet suicide helpline - Aamina Ali 2. An analysis of young people's suicide conversations on a text counselling service - Jeanne van Wyk 3. Resisting the silence on suicide: An analysis of young people's talk about youth suicide - Kerry Gibson	Mini-workshop How do you know if it is really Wraparound? - Ruth Gammon	Guest Speaker <b>Gordon Spence</b> Exploring different outcomes from coaching: Key findings from two studies examining goal ownership and "sleepier effects".	Guest Speaker <b>Michael Leiter</b> Improving Workplace Culture for Reducing Job Burnout			
11.20am	A Sisyphean task: in the endless challenges of working with high-risk families, what works? - Sarah Whitcombe-Dobbs	Why psychology and religion are fundamentally incompatible - Anthony Winning							
11.40am	Seeing Beyond Their Actions - The Work of the Regional Youth Forensic Service (RYFS) - Clare Calvert & Hermione Roy	Spirituality and religion in clinical practice: The experiences of psychologists in the integration of spirituality and religion in therapy in Aotearoa New Zealand - Dana Lee							
12.00pm	<b>Keynote Speaker: Dan Murrie</b>								
1.00pm	<b>LUNCH</b>								



# SATURDAY 2.00PM - 5.40PM

	Room Savoy West	Room Savoy 2	Room Savoy 4	Room Savoy 3	Room Windsor	Room Clarendon
	<b>Clinical</b> Chair: Ryan San Diego	<b>Ethical Issues</b> Chair: Michele Blick	<b>ICFP symposium</b> Chair: Lesley Ayland	<b>Clinical</b> Chair: Wendy Kelly	<b>Coaching and Learning</b>	<b>Health, Safety and Wellbeing</b>
2.00pm	<b>Networking Space</b>	<i>Slippery slopes and greasy poles: challenges to quality - Raymond Nairn</i>	<i>Mini-workshop The Good Way mode: An approach to treatment with children, youth and adults with an intellectual disability who have engaged in harmful behaviours - Lesley Ayland</i>	<i>Mini-workshop Understanding children in foster care using the Relational Learning Framework - Wendy Kelly</i>	<i>How do we leverage culture to enhance giving and receiving of feedback? - Lisa Stewart and Vino Ramkissoon</i>	<i>Play to your strengths: Exploring profiles of character strengths and their association with work performance and wellbeing- Jennifer Wong</i>
2.20pm	<i>The psychology of risk communication: The importance of how we deliver critical messages - Ian de Terte</i>	<i>Our hands are tied: The complaints process for Health Practitioners Competence Assurance Act - Debra Ridgway</i>				<i>The pressures and challenges of being a successful young professional woman in NZ: Implications for wellbeing in organisations - Nilima Chowdhury</i>
2.40pm	<b>Sponsor ACC presentation</b> Recent developments and initiatives within ACC Kris Fernando & Selena Dominguez	Royal Society Te Apārangi's 150th Anniversary- Kenneth Strongman			A Preliminary Examination of Occupations and Interests in the Australian and New Zealand Standard Classification of Occupations- James Athanasou	The Dark Triad in Personnel Selection- Geoff Sutton
3.00pm						Mini-workshop How to improve mental safety and fitness for work in High Risk workplaces- Frank O'Connor, Bridgitte Baker & Andrea Gardner
3.20pm					Mini-workshop Thorny Coaching Challenges- Barbara Kennedy & Jonathan Black	
3.40pm					<b>Afternoon tea IOP stream only</b>	
4.00pm					Application of coaching psychology in elite sport- Jason Yuillproctor	Incivility breeds incivility- Jarrod Haar & Michael Leiter
4.20pm					Stress and recovery in Sports Coaches - Fleur Pawsey	Mana and Leadership: A Māori case study - Api Taiapa
4.40pm					<b>4.40-5.40pm Closing Address- Stuart Carr</b> <i>Is Working Poverty any of our Business?</i>	
5.40pm						

# Posters

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Posters will be displayed in the Foyer on Level 1 for the entire conference

Poster Board 1

**The relationship between dual self-construals and mental health in New Zealand adolescents**

*Andrea Chin*

Poster Board 2

**What Assistance is Needed? Assessment for Literacy Learning Difficulties in Aotearoa/New Zealand Schools**

*Angela Neville*

Poster Board 3

**Vicarious Futurity: Identifying strengths in adolescent with Autism, a parents**

**perspective**

*Jan Hastie*

Poster Board 4

**Health behaviour and weight gain in first-year university students: the role of stress, appraisal and self-compassion**

*Katie Sullivan*

Poster Board 5

**How complex is negative priming?**

*Lin Li*

**Poster abstracts are on page 59**



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Friday 1 September in the Board room.  
Pre-registration was required.

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## Te Pou o te Whakaaro Nui

Te Pou o te Whakaaro Nui means The Pillar of Contemplation, of Reflective Thinking. Beginning in 2005, Te Pou is a national centre of evidence based workforce development for the mental health, addiction and disability sectors in New Zealand. Te Pou includes Matua Raki and together we form part of the Wise Group family of charitable organisations. We work with a range of organisations and people including service providers (DHB and NGO), training and education providers, researchers and international experts. Organisations can use Te Pou's resources, tools and support to improve their services.

*see their presentation abstract on page 44*



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For more information about the type of help available from ACC, please call 0800 101 996 or visit [www.acc.co.nz](http://www.acc.co.nz). See Kris Fernando at the ACC stall.

*see their presentation abstract on page 53*



New Zealand  
**PSYCHOLOGISTS BOARD**  
Te Poari Kaimātai Hinengaro  
o Aotearoa

### The Psychologists Board

The Psychologists Board is, in accordance with the responsibilities and functions defined in the HPCA Act, the body mandated to oversee the training, registration, continued competence and conduct of psychologists in New Zealand. The principal purpose of the HPCA Act is “to protect the health and safety of members of the public by providing for mechanisms to ensure that health practitioners are competent and fit to practice their professions.”

The Board is directly accountable to the Minister of Health in his or her role as the guardian of the health and safety of the public. This orientation of the Board can be contrasted with other professional organisations such as the New Zealand Psychological Society and the New Zealand College of Clinical Psychologists which represent the interests of their psychologist members. Although the Board may guide the profession, their primary mandate is the protection of the public. Contact: Phone: +64 4 471-4580, email: [info@nzpb.org.nz](mailto:info@nzpb.org.nz)

*see their presentation abstract on page 55*

# Exhibitors

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this sector. This support focuses on a wide range of service improvement projects and workforce development initiatives informed by evidence-based practice, research and culturally responsive practice.

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- Online Skill Development through E-skills Plus Competency Framework
- Skill Development for Trauma-Informed Care
- Supporting Parents Healthy Children (previously COPMIA)
- Guidance for working with Co-existing Problems in Youth
- National training and support for the Incredible Years Parent Programme
- National coordination of the Triple P Primary Care Parent Programme
- National training days with a specific focus on topics of interest
- Youth-led resource development
- Annual Stocktake of all ICAMHS services

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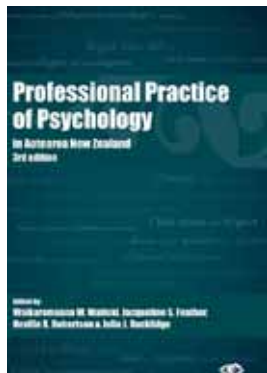
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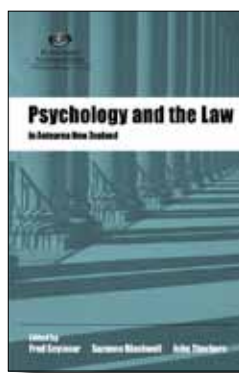
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# Programme & Abstracts, Thursday 31st

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9am - 10.30am	Mihi whakatau
10.30am	Morning Tea
11am	Keynote Speaker
12.00pm-1.00pm	Symposia
1.00pm	Lunch
2.00pm	Keynote speaker
3.10pm - 5.40pm	Symposia
4.10pm	Afternoon Tea
4.40pm`	Guest address
5.40pm	Whakawhanaungatanga

## Afternoon 12.00pm- 1.00pm

### Bicultural Psychology

*Chair: Waikaremoana Waitoki*

12.00pm - 1.00pm Savoy West

12.00pm

#### **Cultural transportability of an evidence-base parenting intervention supporting the Māori workforce in New Zealand**

*Tania Anstiss - Senior Advisor/Clinical Psychologist, Auckland University/Waitemata DHB*

This presentation will be of interest to psychologists involved in workforce development and those considering the appropriateness and effectiveness of evidence-based parenting interventions offered to Māori whanau. In Aotearoa/New Zealand, Nga Tau Miharo (The Incredible Years) parent programme has been delivered to families for the past 12 years. Outcomes indicate this programme can be equally effective for Māori whanau, if an appropriately culturally responsive approach is taken. The aim of this project was to seek feedback from Māori practitioners in order to evaluate how cultural programme enhancements, culturally appropriate training and culturally enhanced support can be provided to the Māori workforce to improve outcomes for whanau. A co-design process has been undertaken involving relationship-building, consultation, set up of evaluation methodology and review in partnership with key cultural stakeholders.

Conclusions: This extended process has identified successes and highlighted challenges in supporting the workforce to deliver an evidence-based parenting intervention to improve mental health outcomes for whanau. Key messages

in feedback from Māori practitioners will inform ongoing workforce development and support.

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12.20pm

#### **Karahipi Tumuaki 2016 Recipient**

#### **How young Māori women cope with parenthood**

*Jessica Gerbic, Doctor of Psychology student, School of Psychology, University of Auckland. Ngati Pukenga, Ngati Pikiao*

Background: Research using Māori cultural views and frames is limited in regards to what is commonly defined as teen parenthood. The research that does exist highlights the need to understand teen parenthood within a framework of whakapapa, whānau and tamariki. Western frames that position teen parenthood as a poor life choice, to be prevented and controlled portray negative and deficit thinking that overlooks the transformative role of parenting, and the support provided by whānau.

Aims: The research aimed to explore how young Māori woman living in a rural area are coping as young parents. Focusing on the supports that are beneficial, along with the worries and challenges they experience as young mothers. Finally, looking at the hopes for these mothers and their tamariki in the future.

Method: This paper will draw on a Kaupapa Māori framework and thematic analysis of interviews with young Māori mothers (16 to 25 years) and community members who provide support.

Findings: The analysis sheds light on the day-to-day experiences of how these young Māori mothers have coped in rural areas. The provisional analysis of the findings suggests that whānau, and other community supports like health professionals play an important role in helping these young mothers. However domestic violence, isolation and financial need, high deprivation in the community, the presence of gangs, and lack of job opportunities remain significant challenges. The research suggests that these mothers would benefit from having safe spaces outside of the home where they can receive support from others. These supports could be educational, emotional, and advocacy. Conclusions: This talk will be of interest to those who work with young Māori mothers or their tamariki, in gaining insight and an understanding of their lives. Particularly, those who are looking at gaining a greater understanding of the supports and challenges these mothers and service providers face. It also highlights the benefits and relevancy of using Māori frames when working with these mothers and their whānau.

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12.40pm

#### **Historical trauma regaining personal power**

*Penelope Hayward - Psychologist  
Barbara Kennedy*

For many clients who have a history of traumatic childhood

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sexual abuse, working with a psychologist may be a last resort, having been severely affected by the trauma for many years. In this presentation, case histories will be used to outline the use of narrative, including metaphor and analogy to address early childhood sexual trauma. In this approach, the aim is first to raise awareness in the mind of the client, to help them identify the past trauma, recognise when the trauma response is in control and then to release the hold that trauma has on their lives thus allowing them to begin to take control of their future. As a Māori psychologist working often with Māori clients, art and metaphor provides a way of separating the past trauma from the current life experience this helps to separate the trauma responses from the personality and helps the client regain some control over his/her life.

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## ProQuest presentation

12.10pm- Savoy 2

Live demonstration of searching and finding useful full text journals on the ProQuest Platform for professional development and research.

*Taani Lin, Training & Consulting Partner, ProQuest Customer Experience, Australia, New Zealand and South East Asia*

## Institute of Criminal Justice and Forensic Psychology (ICJFP) Symposium

*Chair: Sarah Christofferson*

12.20pm - 1.00pm - Savoy 2

12.20

### Findings from a qualitative investigation into formerly incarcerated women's experiences of rehabilitation and reintegration

*Julia Campbell, Researcher, Dr Gwen Willis, Supervisor, Prof Fred Seymour, Supervisor, The University of Auckland*

In 2011, the now Prime Minister, Rt Hon Bill English called the prison system a fiscal and a moral failure. In 2012, the Department of Corrections embarked on a mission to reduce reoffending by 25% by 2017 through innovations and investment in areas such as rehabilitation and reintegration. Whilst it was an ambitious target to meet, it has fallen short and reoffending rates remain high. Statistical analyses of the effectiveness of interventions for women in New Zealand have show inconsistent results, highlighting a need to understand what's behind the numbers. On the Outs was a doctoral research project that aimed to explore women's experiences across rehabilitation programmes and reintegration services. In particular, the project focused on what aspects of programmes women found most helpful in preventing their reoffending and

what they found useful in transitioning from prison into the community. Semi-structured interviews were conducted with 20 formerly-incarcerated women who lived in the community. Data was then analysed thematically. In this presentation, key findings will be discussed in terms of theoretical implications for understanding women's journeys out of the criminal justice system and clinical implications for working with criminally involved women.

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12.40pm

### Does the threat of hanging influence murder rates? New Zealand's naturalistic experiment

*Stewart Forsyth, FX Consultants*

Background: Over the period 1936 to 1957 New Zealand abolished capital punishment, then re-introduced it, then in 1957 finally discontinued hanging for murder. From 1926-1967 New Zealand reported rates of both Māori and non-Māori homicide. This provides the opportunity to use an ABAB methodology to evaluate the effectiveness of capital punishment in both populations.

Aims: New Zealand homicide rates are considered as dependent variables in evaluating the impact of the risk of capital punishment.

Method: Homicide rate data were obtained from NZ Official Yearbooks. Other time series data were obtained from the Department of Statistics and economic, climate and social development reviews. Linear models were developed to identify the contribution of variables beyond the use of capital punishment on homicide rates for the two populations (and the combined population).

Results: The differences between "Hanging" and "No-Hanging" conditions were tested statistically - for the raw homicide rate data, and for data corrected for the variables that contributed to the different models for the different populations.

Conclusions: The value of capital punishment is contentious. New Zealand provides a fascinating naturalistic experiment to empirically evaluate whether the threat of hanging makes a difference to murder rates.

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## Experimental & Professional Issues

*Chair: Fiona Howard*

12.00pm - 1.00pm Savoy 4

12.00pm

### Why does long-term positive priming disappear, while long-term negative priming stays intact?-

*Sandila Tanveer, PhD Student in Psychology, Ewald Neumann, University of Canterbury*

This research examines the temporal dimension of identity priming using ignored repetition (IR) and attended repetition (AR) conditions in selective attention tasks. With lower-versus upper-case words as the selection cue, participants were

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required to name the prime target word followed by a making a word/non-word judgement to the probe target. Experiment1 explored short-term priming effects by contrasting the results of the Control condition (in which all four of the words in a prime-probe couplet were different from one another) with the AR and IR manipulations. Experiment2 explored the longevity of priming effects obtained in Experiment1 wherein positive and negative priming were both observed. In Experiment2 the probe pair of words for the conditions of interest was moved 151 prime-probe couplets (302 attentional displays) later than their yoked prime pair of words, in order to fulfil long-term AR and IR conditions using exactly the same stimuli as in the short-term experiment. Although no long-term positive priming was observed, long-term negative priming was fully intact, and no different than the negative priming effect observed in the short-term condition. Implications for the two main theoretical accounts of negative priming are discussed. By furthering our understanding of how selective attention and memory interact, our findings should ultimately have applications for individuals with maladies of attention and/or memory.

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12.20pm

## **Female (for the most part): A cost/benefit analysis of inclusive gender identity measures in quantitative research**

*Gloria Fraser, School of Psychology, Victoria University of Wellington,  
Joseph Bulbulia, School of Art History, Classics, and Religious Studies, Victoria University of Wellington,  
Lara M. Greaves, School of Psychology, University of Auckland,  
Marc S. Wilson, School of Psychology, Victoria University of Wellington,  
Chris G. Sibley, School of Psychology, University of Auckland*

There is growing interest in quantifying the magnitudes of discrimination, violence, and health disparities experienced by transgender people. Despite this, most social science researchers assess gender identity using a categorical measure with two response options of male and female. This standard measure produces inaccurate gender identity data, which has significant implications for the social inclusion and wellbeing of transgender and non-binary people. Here, we argue for the implementation of inclusive gender identity measures across all fields of psychological research. After assessing options for collecting gender identity data, we present data from the New Zealand Attitudes and Values Study (N = 15,758), a national probability survey. We asked participants What is your gender? in an open-ended measure of gender identity. Results showed that a small minority of participants (n = 15) openly self-identified as transgender, or outside of the male/female binary. We propose a simple, cost effective coding scheme, and demonstrate that large-scale social science surveys can feasibly implement inclusive measure of gender without substantial increases in missing data or participant non-response. This research is relevant for any researcher who includes a measure of gender identity in their data

collection, and may be of particular interest to researchers using surveys or questionnaires, or to clinicians who use standard intake forms in their practice.

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12.40pm

## **Performing, perfecting, and pleasing others: Understanding the impacts of gender on the careers of female psychologists**

*Dr Helen Buckland-Wright Consultant Clinical Neuropsychologist, Neurology Department, Auckland City Hospital*

*Dr Kirsty Agar-Jacomb Principal Psychologist, Adult Mental Health Services, Waitemata DHB  
Megan Anderson Principal Psychologist, Child and Youth Mental Health Services, Waitemata DHB*

Background: The NZCCP and senior leaders in clinical psychology have identified leadership as an area for action within NZ. However, the American Psychological Association (2017) has reported that female psychologists do not achieve the same level of influence and recognition as their male counterparts. This is a common finding in most professions throughout the world. Clearly, being female can impact your chances of leading, and, as we are a female dominated profession, the advancement of psychology as a whole.

Aim: To understand historical, systemic and personal factors impacting women psychologists' ability to reach their potential.

Main Contribution: Female psychologists face some unique challenges that may affect their ability to lead. We are a female dominated profession which is considered less prestigious. We work in an area of medicine that, at times, has been used as a method of social control of women who wouldn't conform to expected norms. Also, it is only in the last 40 years that a female narrative has developed prominence in our understanding of psychology. In addition, drawing on evidence from the corporate environment, the cultural status quo conditions women, and those around them, to think and behave in ways that undermine their chances of leading, especially so with regards to communication style, perceived presence, and issues relating to managing their home life.

Conclusions: By understanding the gender-based barriers to female psychologists leading, we can improve the chances of psychology advancing in healthcare.

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## **Counselling Psychology**

*Chair: Serena Walker*

12.00pm - 1.00pm Savoy 3

12.00pm

## **The experiences and events that contribute to the developing identity**

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## of counselling psychologists in Aotearoa New Zealand

*Amanda Gilmour, registered counselling psychologist*

*Jackie Feather, Senior psychologist and lecturer, AUT University*

Counselling Psychology has a relatively short history in New Zealand. Its formal history began in 2003 with the formation of the NZPsS Institute of Counselling Psychology, which reflected the desire of those who identified as counselling psychologists to distinguish themselves as a unique domain of knowledge and professional practice.

This study explored the professional identity of counselling psychologists after graduation from Auckland University of Technology (AUT). The study was guided by two research questions: (a) how do counselling psychologists in New Zealand construct their professional identity? (b) what events and experiences do counselling psychologists in New Zealand perceive as contributing to their professional identities?

Using a qualitative research methodology, eight practising counselling psychologists were interviewed and the data thematically analysed. Results showed that despite counselling psychology's relatively brief history, one that has been characterised by a struggle to establish a clear identity, practitioners of this discipline have a strong identity, one that they feel is unique. As this is a new scope, the study's relevance is that it demonstrates evidence of the developing professional identity of counselling psychologists in New Zealand in comparison to other scopes of practice.

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12.20pm

## BDSM and help-seeking

*Walter Hamer, Auckland University of Technology  
Gareth Terry, Auckland University of Technology  
Pani Farvid, Auckland University of Technology*

Background: Awareness of the subculture of BDSM has grown considerably in recent years, particularly through media and fictional depictions of BDSM. Societal responses to BDSM have ranged from vilifying, to pathologising, to fictional glorifying, which contribute to barriers and considerations when BDSM practitioners seek help, particularly from therapists.

Aims: Explore how New Zealand BDSM practitioners experience and make sense of help-seeking. Then, inform the BDSM community and helping professionals on guidelines around help-seeking with this niche (and often marginalised) population.

Methods: Online qualitative survey with primarily Auckland-based, adult BDSM practitioners (n = 24), using Braun and Clarkes version of thematic analysis to construct an interpretive descriptive account of the data.

Results: The theme presented here draws on consent as an interpretive lens to show how BDSM practitioners engage with the perceived power difference between participants and helping professionals. This includes use or avoidance of

negotiation, limit setting, and aftercare within a therapeutic relationship and context.

Conclusions: This research supports the need for helping professionals to have cultural competence when working with this niche population. The cultural resources around consent held by the BDSM community can be an asset in improving help-seeking for BDSM practitioners, and improving the professional helping environment in general.

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12.40pm

## This is New Zealand, you wouldn't think that it's like that here: Constructions of racial (micro)aggressions by Indian adults in interethnic relationships in the New Zealand context

*Ashleigh Prakash, AUT University  
Rhoda Scherman, AUT University  
Janis Paterson, AUT University*

Interethnic marriages have traditionally been referred to in the literature as a measure of social proximity and improved race relations between ethnic groups. However, qualitative research exploring interethnic couples experiences of racism and discrimination suggest that their relationships, rather than indicating increased racial harmony, reflect a heightened salience of race in social contexts, rendering interethnic couples vulnerable to acts of racial aggression. This paper presents preliminary findings from a doctoral study that explored the views of Indian adults in interethnic relationships in New Zealand from a discourse analytic approach. The focus of this presentation is the participants experiences of, and responses to, racial (micro)aggressions. Data was collected using reflexive photography and semi-structured interviews with twelve Indian adults in New Zealand aged 21-65 years old. Foucauldian discourse analysis revealed the development of post-racial discourses constructing New Zealand as a raceless and colour-blind utopia, which influenced how participants reacted to racial tensions embedded within their relationships. This presentation will discuss the range of racial microaggressions perceived by these Indian adults, as well as the coping strategies used by participants and their partners to safely navigate these perceived racially threatening situations. These findings may have implications for those working in therapy, research, and public policy.

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## Professional Competence

*Chair: Fran Vertue*

12.00pm - 1.00pm - Windsor  
Mini-workshop

## Competent communities: The why and the how

*Fran Vertue, Department of Corrections  
Zoe Wilton, Department of Corrections*



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Professional psychologists have an ethical obligation to establish and maintain competence in those areas in which they practice. Internationally, regulatory bodies hold individual psychologists exclusively responsible for ensuring their competence to practice. However, there is good evidence to show that individuals are conspicuously inaccurate in their self-assessments of competency and that psychologists are at risk of deterioration in their competence due to distress, illness, or cognitive decline. Therefore, the suggestion is that individual notions of accountability should be augmented with communitarian perspectives on ethics, which balance individual responsibilities with community obligations. The practical application of these ideas results in every psychologist having a competence constellation, which is the cluster of relationships a professional has with people who take an active interest in, and acts towards, the advancement of the individuals well-being and professional competence.

The workshop will start with some exposition of these ideas, with a handout containing the main points. However, the majority of the workshop will be dedicated to small group work, where participants will discuss these ideas, do practical exercises to facilitate their thinking, and then work out how to apply these ideas to their own practice.

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## Educational Psychology

*Chair: Terence Edwards*

12.00pm Clarendon

12.00pm

### **Supporting early learning experiences in graduate psychology training: The Krongold Outreach Program Career Assessment Service**

*Shane Costello, Monash University*

*Zoe Morris, Monash University*

*Nicholas Gamble, Monash University*

Early learning experiences in graduate psychology programs have a significant impact on self-efficacy. There is a risk that early exposure to complex clinical presentations may negatively impact on the development of clinical skills. Scaffolding the experiences of provisional psychologists involves a careful balance of managing risk while fostering autonomy. This paper will present the development and implementation of the Krongold Outreach Program Career Assessment Service (KOP-CAS) at Monash University. Using freely available assessment tools, provisional psychologists under the supervision of faculty staff provided free vocational and personality assessments, and feedback sessions, for 300 clients. Including program development time, the hourly staff to student experience ratio was 1:12, which suggested that the program is also cost-effective. Provisional psychologists found the experience of conducting career assessments and feedback sessions highly valuable, increasing perceptions of confidence and

competence, as well as reducing subsequent stress when exposed to more complex presentations. Implications for the integration of teaching, clinical experience, and research opportunities will be discussed, as well as future directions for the KOP-CAS program.

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12.20pm

### **Teaching for reflective practice in educational psychology**

*Terence Edwards, Massey University & Jeanette Berman, University of New England*

Reflective Practice is one of the nine core competencies of the NZ Psychologists Board against which intern psychologists must demonstrate professional capability to be considered ready to practise as educational psychologists. Reflective practice is integrally linked to skills for engaging productively in supervision, is necessary for managing ongoing development of discipline knowledge, and essential for guiding ethical practice. In this presentation we will share the pedagogical approach used in the Massey University Educational & Developmental Psychology programme to explicitly teach for reflective practice; preparing psychologists for demonstration of their emerging competence and setting them up for a career within which they continue to practice reflectively. Working backwards from the Reflective Practice requirement for graduating psychologists we will illustrate how we have developed and promote reflective practice at all levels of study within the Educational & Developmental Psychology programme. Explicit reference is made to theoretical and professional frameworks that guide beginning psychologists in reflective practice. We will share the evidence that is gathered and presented in electronic portfolios (MyPortfolio Tertiary) by our intern psychologists that demonstrates their readiness for competent reflective practice in educational psychology.

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12.40pm

### **Clients' experience of therapy with interns**

*David Dawn, Safe Network*

*Dr Jackie Feather, AUT University*

To develop the necessary skills of a counselling psychologist, students of the Postgraduate Diploma in Counselling Psychology programme, at the Auckland University of Technology (AUT), undergo internship training involving supervised psychological practice with clients. Several intern counselling psychologists have completed part of their internship practice requirements at the Akoranga Integrated Health (AIH) Clinic located at the AUT Akoranga Campus. To date there has been no formal examination into the ways clients may experience counselling psychology at AIH. Researching client experience may identify opportunities to further develop the AUT training program, as well as present implications for counselling psychology practice. This research project is a qualitative study, using thematic



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analysis as a method to analyse adult client interviews on their experiences of therapy with counselling psychology interns at the AIH Clinic. The participants of this study described being active agents in their own care, discussing their experiences of interacting with a range of healthcare services, and how therapy with the interns at the AIH Clinic presented an opportunity for mutual benefit for both client and intern psychologist. This presentation may be of interest for practicing psychologists and co-ordinators of psychological training programs.

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## Afternoon 3.10pm - 5.40pm

### Organisational Psychology

3.50pm - 4.10pm, Savoy West

3.50pm

#### Organizational reality perception scale: Support is what newcomers are expecting

*Julie Viviana Ceden Bustos, University of Canterbury*

The need to understand young professionals expectations gains more and more relevance in a world context, where the emerging workforce is posing new challenges to organizations when it comes to socialization, adaptation and advancement of their new employees. This PhD research is focused on developing and validating a scale that is able to identify expectations and perceptions of newcomers about their future job environments. The first study, presented last year (2016) at the NZPsS conference, showed a distinctive four factor structure for the scale identified through Exploratory Factor Analysis (EFA). This research has made further progress and it has been carried out a Confirmatory Factor Analysis (CFA) with participants with the same demographics used for the EFA, in order to prove the stability of the scale. The sample consisted of 93 final year university students from the following subjects: law, accounting, economics, finance, management, marketing, computer sciences, geological sciences, engineering, and psychology. Data was collected online using the Qualtrics platform. The results of the CFA analysis confirmed the stability of the four factors: employees well-being, career support, learning options and supervisors support. The results showed how newcomers expect support that ranges from specific aspects like assistance for performing job tasks to the necessary balance of a personal life that extends beyond work.

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4.40pm-5.40pm Savoy West

### Guest address: Kim McGregor

#### Introductory overview of an abuse-focussed trauma therapy framework

see abstract on page 12

### Institute of Criminal Justice and Forensic Psychology (ICJFP) Symposium continued

3.10pm - 5.40pm Savoy 2

*Chair: Iain Saunders*

#### Psychology in the New Zealand Police

The objective of this forum is to highlight some of the key areas that psychology is influencing New Zealand Policing.

3.10pm

#### Psychologist scope boundaries and police organisational culture

*Inspector Iain Saunders, Head of School – Initial Training, Royal New Zealand Police College*

As a Police psychologist in the I/O field I have often found myself brokering the relationship between managers or executive decision makers and a wide range of psychological providers practicing under, in the main, the general scope and the clinical scope of practice. An ongoing area of interest in my practice has been the safe operationalisation of clinical advice, and the management of scope boundaries. This session will discuss the potential risks presented when clinical consultants to public entities such as Police provide advice which is used outside individual settings and the impact their professional opinion has when applied in industrial settings. We will discuss the issue of cultural competence and scope boundaries in this context.

[iain.saunders@police.govt.nz](mailto:iain.saunders@police.govt.nz)

3.30pm

#### Police competency-based assessment

*Kate Milburn, Practice Leader – Core Policing Skills Royal New Zealand Police College*

The School of Initial Training (Royal New Zealand Police College) is gearing up to train an additional 880 recruits over the next four years. This will result in over 700 police recruits being trained annually. This will see a wider and more diverse population recruited into the New Zealand Police. In order to uphold their commitment to promote diversity and provide quality recruits to District Policing Teams, the School has embarked on a more holistic assessment framework. The assessment framework is based on eight competencies that have been identified through Job Analysis review. This session will discuss the development of the framework and its implementation from staff training through to operationalisation.

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3.50pm

## **Police career progression – identifying what good leadership looks like**

*Sarah Shannon, Senior Organisational Psychologist, Police National Headquarters*

*Inspector Iain Saunders, Head of School – Initial Training, Royal New Zealand Police College*

New Zealand Police's frontline leaders are critical to our success as an organisation. Our Career Progression Framework (CPF) is the process by which we identify and develop those future leaders. In 2013, Police Psychologists partnered with the School of Leadership, Management and Command from the Royal New Zealand Police College (RNZPC) to analyse the requirements for the rank of Sergeant and develop a better understanding what "good" looks like for our first line of leadership in terms of knowledge, skills, abilities and other attributes. This research formed the foundations on which our CPF has been built, from selection, through to leadership development and qualification for promotion. In this presentation we will share the New Zealand Police journey, as we navigate the successes and challenges of leading our organisation towards a more evidence-based approach to promotion.

[iain.saunders@police.govt.nz](mailto:iain.saunders@police.govt.nz)

4.40pm

## **The child sex offender register – the first nine months**

*Detective Margaret-Anne Laws, Psychologist, Behavioural Science Unit*

The Child Protection (Child Sex Offender Government Agency Registration) Act 2016 was enacted on the 14 September 2016, and commenced operation on the 14 October 2016. The law required the Commissioner of Police to establish a Child Sex Offender Register with the purpose of reducing sexual reoffending against child victims and the risk posed by serious child sex offenders. The enactment of this law resulted in a significant shift from traditional policing, and has required Police and the Department of Corrections to work together in a collaborative manner, on a scale never seen before. This presentation will discuss the implementation of the register to date, and the challenges faced by Police, with a focus on the cultural shift from apprehension and prosecution, to risk assessment and management.

[margaret.anne@laws@police.govt.nz](mailto:margaret.anne@laws@police.govt.nz)

5.00pm

## **Whangaia nga pa harakeke – the new police response to family harm**

*Detective Inspector Ann Wilkie, Director – Whangaia Nga Pa Harakeke, Counties-Manukau Police*

In April 2016 the New Zealand Police launched Whāngaia Ngā Pā Harakeke. This is an innovative Police pilot in partnership with local iwi and government agencies tasked with reducing Family Harm. Whāngaia has developed a coordinated inter-agency response to Family Harm incidents

according to risk of further harm as well as the needs of the family at risk. Kaiawhina roles are embedded in the Whāngaia response in order to reduce barriers to reporting and assist Police with keeping the victim(s) safe and preventing further Family Harm. Where possible treatment services are wrapped around the family in order to break the cycle of violence and get the victim(s), offender, and whanau the assistance they need. This presentation will discuss the development of Whāngaia Ngā Pā Harakeke and its impact based upon an interim evaluation and qualitative reporting. E hara taku toa, I te toa takitahi ēngari he toa taku tini My strength is not from myself alone, but from the strength of the group

[ann.wilkie@police.govt.nz](mailto:ann.wilkie@police.govt.nz)

5.20pm

## **Assessment of Family Violence (FV) in New Zealand**

*David Scott, Clinical Psychologist, Behavioural Science Unit*

The ability to accurately predict criminal behaviour is order to prioritise limited justice sector resourcing. Due to the prevalence and catastrophic consequences of Family Violence in New Zealand, the Police have developed a static risk assessment measure of Family Violence recidivism. It is well documented however, that static risk assessment alone is not sufficient to assess risk of re-offending. This presentation will discuss the operational application of the static Family Violence measure in conjunction with a dynamic recidivism risk screen in the Whāngaia Ngā Pā Harakeke pilot.

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## **Symposium: Leadership in Psychology – Future-proofing our profession**

*Chair: Fiona Howard*

3.10pm - 5.40pm Savoy 4

This symposium is the first of its type on the theme of leadership development in psychology since the identification of this need within the profession. The conference is seen as an ideal place to bring psychologists of different scopes and fields together to collaborate on this topic of mutual interest. The symposium consists of a collection of presentations, which are designed to integrate practice experience with the latest research to provide inspiration and direction to those who are interested in building leadership competence within either themselves or their colleagues. It is hoped that this array of presentations provide some stimulating input and impetus to those keen to advance the agenda for psychologists' leadership development.

3.10pm

## **Barriers and incentives to psychologists' leadership in health and related sectors: What are the challenges and what can**

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## we offer?

*Fiona Howard, School of Psychology, University of Auckland*

*Veronica Tone, School of Psychology, University of Auckland*

Background: The Future of Psychology Initiative conducted a series of workshops across 2014 and 2015 where psychologists from a variety of contexts reported that the profession needed greater leadership to contribute more effectively to service delivery, and remain robust, resilient and relevant into the future. A national survey of psychologists has since been conducted to investigate psychologist's views on leadership in the non-corporate sector.

Aims: To investigate the perceived incentives and barriers to leadership and gain a description of what constitutes both informal and formal leadership in organisations by psychologists working in non-corporate sectors such as health, education and justice. Furthermore, opinion was sought on preferred methods of training and preparation for leadership across the career.

Main contributions: The results indicated that incentives included having a sense of achievement, a willingness to take responsibility, and a 'fit' between roles amongst other things. Key barriers reported include the pressure of workload, need for work-life balance and a lack of training and career structure. Beyond this, respondents also described what they perceived to be psychology's unique contributions to either formal or informal leadership in organisations. Dominant themes included competence in effective communication, problem analysis and problem solving, research-based practice and a good understanding of group or team dynamics amongst others.

Conclusions: This paper presents the survey results and reflects on how psychologists can enhance their leadership within the workplace beyond taking formal leadership roles and how the profession as a whole could strengthen leadership competence. It is argued that psychologists perform many informal leadership roles and that strengthening awareness and uptake of these will enhance the impact of psychology in the workplace. Efforts in terms of training, preparation and active mentoring and support need to be extended both within tertiary training and across the career spectrum.

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3.30pm

## **Mini-workshop: Finding solutions to performing, perfecting and pleasing others: Female psychologists as leaders in the 21st century**

*Dr Kirsty Agar-Jacomb Principal Psychologist, Adult Mental Health Services, Waitemata DHB*

*Megan Anderson Principal Psychologist, Child and Youth Mental Health Services, Waitemata DHB*

*Dr Helen Buckland-Wright Consultant Clinical Neuropsychologist, Neurology Department, Auckland City Hospital*

Senior leaders in clinical psychology have identified leadership by psychologists as an area for action. The American Psychological Association (2017) has identified that female psychologists do not obtain the same level of influence and recognition as their male counterparts. This is a similar finding across most professions throughout the world. Psychology is a female-dominated profession and if the field is to advance the systemic, gender-based barriers concerning leadership must be tackled. We need to mitigate the unspoken impact of gender on women psychologists at all stages of their career. There has been a significant movement in the corporate environment to address these inequalities, encouraging women to develop practical strategies in managing these dynamics in order to move toward a system where they are more likely to achieve.

Aim: To assist women psychologists in developing a practical skill set for managing the impact of systemic gender-based barriers and changing behaviors that stop them from reaching their potential.

Methods: We will apply practical, evidence-based strategies developed in a corporate environment by authors such as Sandberg (2014), Babcock (2009), Williams (2014), Mears (2013), Tannen (2001) and Bennett (2016) to the field of clinical psychology through reflection on participants personal experiences; role play; group discussion; using stories from female psychology leaders.

Learning Outcomes: What you will take from this workshop:

An understanding of how gender-based, systemic barriers to leadership manifest at a personal level. An examination of how we 'show up': gender differences in verbal and non-verbal communication. Strategies for overcoming self-defeating behaviours. Strategies for tackling the competing demands of home/family life and work. Getting your gang together: A plan for how to develop a support system. Direction to other helpful resources for continuing your professional development.

kirstyagarjacomb@gmail.com

megan.anderson@waitemataadhb.govt.nz

4.40pm

## **Leadership research in the 21st century: Contributions to practice**

*Joana R. C. Kuntz PhD, Industrial and Organisational Psychology, Department of Psychology, University of Canterbury*

This presentation outlines new and emerging trends in contemporary leadership literature, and provides a critical discussion of their utility and contributions to leadership and organisational development. This discussion covers ways in which conventional meanings and expectations of leadership shape emotions, attitudes, motivational states, and behaviours at work, and influence practitioners' views on leader and leadership development.

joana.kuntz@canterbury.ac.nz

5.00pm

## **Mini workshop- Positive psychology in**

# Programme & Abstracts, Thursday 31st

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## Leadership

*John Eatwell, Chartered Organisational Psychologist*

This presentation will provide an overview of an application of positive psychology to leadership. It will examine leadership as a relationship or connection with people, that has direction. Engagement - or how people flourish at work - is used as a measure of that connectedness. It will look at the key drivers of engagement - and what positive psychology practices leaders can adopt to connect and engage with their people. The drivers of engagement include growing and stretching people, building strong communities, creating a performance culture, and helping people stay connected to the meaning of their work and the vision for the organisation. It will also look at how the leaders own positivity impacts on the team, and what people can do to increase that.

john.eatwell@strategichr.co.nz

## Counselling Psychology continued

3.10pm

### Mini-workshop: Developing relational practice in applied psychology

*Dr Bill Farrell, Private Practice and AUT University*

The clear evidence of the crucial importance of the relationship between psychologist and client is relevant to many areas of applied psychology. This workshop is intended for psychologists from the field of psychological therapy as well as those from analogous fields. The aim is to offer the opportunity to experience facilitated relationship in a group, and to reflect on that experience with other members of the group and of the workshop. Following an introduction from the presenter, participants will be invited to be part of an experiential small group, or part of an observing group. After the experiential group the presenter will facilitate discussion on the experiences of participation and observation, and focus this discussion on the application of what has been learned in the professional practice of participants. This workshop is an opportunity to consider the development of a form of participant-observation, which is highly relevant to the relational practice of applied psychology. The theory underpinning the workshop is largely drawn from the practice tradition of Group Analysis (Behr & Hearst, 2005; Farrell, 2011). The facilitator is an experienced psychologist, psychotherapist, supervisor and consultant.

wfarrell@ihug.co.nz

## Clinical Psychology

4.40pm - 5.40pm

### Mini-workshop: Fear and empathy: Use of motivational interviewing skills to bring us closer

*Gen Numaguchi, Ph.D., Senior Clinical Psychologist*

## Southern DHB

In today's unsettling world of terrorism, political unrests, civil wars, and immigration issues, how do we make sure that we keep our perspectives in order and be able to work effectively with those in need? Where there is fear of others, we must have empathy. Making use of some Motivational Interviewing techniques, more specifically reflective listening and active listening skills, this workshop will demonstrate how to increase empathy and in turn, develop skills that would make all of us better clinicians. This mini-workshop will consist of mandatory participation by all who attends the session including role plays and discussions. Brief overview of MI as well as explanation of effective listening skills and meaning of empathy will be given. Session appropriate for all clinicians, especially for those who work with different cultural population to their own.

gen.numaguchi@southernhdb.govt.nz

## Psychology Snippets

3.10pm - 5.40pm, Windsor

*Chair: Julie Wharewera-Mika*

*Panel: Rosanne Black and Michele Blick*

*Psychology Snippets* is a new presentation style, especially for students. Only students presenting here are eligible for the NZPsS best student paper prize. A panel of experts will judge the presentations.

*Psychology Snippets* are based on the pecha kucha style presentations – presenters have 10 minutes: 7 minutes for the presentation and 3 minutes for questions. *Psychology Snippets* focus on telling a coherent story that engages the audience by communicating effectively about the student's research project, findings and key psychological concepts.

1.

### The theory of planned behaviour and healthy eating: A dyadic Analysis

*Jessica Gunby, University of Canterbury*

*Roeline Kuijer, University of Canterbury*

*Julia Bergman, University of Canterbury*

Background/Aim: Healthy eating is important in order to prevent a range of negative health outcomes. The theory of planned behaviour is able to predict healthy eating behaviours, but this has only been studied in individuals; there is evidence to suggest that eating behaviour is also influenced by significant others, such as romantic partners. Consequently, this study examined eating behaviours from a dyadic perspective.

Method: Fifty-four couples completed an online survey on their attitudes, subjective norms, perceived behavioural control, intentions, and eating behaviour. Analyses were performed using the actor-partner interdependence model. Results: Attitudes were a significant predictor of intentions and perceived behavioural control was a significant predictor of healthy eating. In addition, male perceived behavioural control and intentions predicted female healthy eating. Conclusion: These results suggest a need to extend the



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theory of planned behaviour to include partner effects, to consider eating behaviours from a dyadic perspective, and to include partners in healthy eating interventions.

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2.

## **The only thing to fear? Fear of Missing Out (FoMO) and event-specific alcohol use**

*Louise Cody, University of Otago*  
*Benjamin C. Riordan, University of Otago*  
*Jayde AM Flett, University of Otago*  
*Damian Scarf, University of Otago*

This research paper focused on alcohol use in university students and will appeal to students, social psychologists, and researchers investigating alcohol use and harms.

Introduction: Fear of Missing Out (FoMO) is the feeling others are having rewarding experiences you are absent from. FoMO has been linked to university student alcohol-related harms but not general alcohol use. The aims of the current study were 1) to validate a short-form measure of FoMO (FoMOsf) and, 2) to test whether there is link between FoMO and alcohol use during large social events. Method: The FoMOsf was validated against a previously validated 10-item FoMO scale and its relationship to social media use. Using the FoMOsf, the relationship between FoMO and alcohol use was tested by interviewing 699 students attending Orientation Week events. Participants completed the FoMOsf and subjective (self-rated intoxication) and objective (Blood Alcohol Content) alcohol use measures. Results: The FoMOsf was successfully validated. Further, the FoMOsf correlated with both subjective and objective measures of alcohol consumption. Conclusion: FoMO can be assessed accurately using the FoMOsf and allows a measure of FoMO to be conducted in the wild. The relationship between FoMO and alcohol use suggests that FoMO may contribute to event-specific alcohol use and may be a target for social media delivered intervention.

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3.

## **Addressing the cause: A quantitative evaluation of ward and siegerts pathways model of sexual offending against children**

*Jacinta Cording, University of Canterbury*  
*Professor Randolph Grace, University of Canterbury*  
*Dr Sarah Christofferson, University of Canterbury*

A thorough understanding of the etiology of harmful sexual behaviour against children is necessary in order to develop effective interventions aimed at reducing or managing this behaviour. Although a number of causal theories with differing levels of explanatory depth have been developed, relatively few empirical tests of these theories have been conducted, thus making it difficult to ascertain their validity and robustness. The current study addressed this gap in the literature by quantitatively evaluating one of these theories; the Pathways Model (Ward & Seigert, 2002), which posits that there are five distinct pathways into

sexual offending against children, each with a main cluster of criminogenic needs driving the behaviour. In order to test this, pre-treatment scores were obtained for a number of psychometrics completed by 1,193 men incarcerated for child sexual offenses in New Zealand. This data was then analysed using Latent Class Analysis to determine whether distinct classes of offenders displaying similar groupings of criminogenic needs could be identified. Results suggested that offenders were best classified into five subgroups based on their need profiles, with these classes being largely consistent with those hypothesised by the Pathways Model. Implications for treatment formulation and etiological theories of child sexual offending are discussed.

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4.

## **Bullying, suicide and issues of identity disclosure within the Furry community**

*Moses Simpson, The University of Waikato*

The online community 'Furries' are people who have a shared and self-proclaimed interest in anthropomorphism (the ascription of human traits to animals) and/or conversely, zoomorphism (the ascription of animal traits to humans) (Roberts, Plante, Gerbasi, & Reysen, 2015). Furries identify with anthropomorphic animals for a variety of reasons, and claim a variety of benefits by doing so. Furries can be found across the globe, from Israel to Ireland as well as in New Zealand. The present research is investigating the predictive and protective factors of mental health within members of the Furry community. As such, we seek to investigate how members engage with peers within the Furry community, and to identify the (potential) trade-offs in benefits of being a member of such community. This research is being completed through an online survey sent out to a wide range of Furry community pages as well as many significant members of the furry community who have disseminated the survey through the community. This presentation will be based on the findings of the research to date, and how that compares to with the previous research about Furries. This research will present findings on NZ furries, which has never been presented or published before. This presentation will be of interest to psychologists and students who have worked with under researched fringe communities like furries. This research will also be of interest to those that work with groups and communities which have a high rate of LGBT members, as the furry community is a homonormative community with a high transgender rate amongst its members.

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5. (at 4.40pm)

## **Through the looking glass of coaching psychology**

*Bridget Jelley, The Effect*

We know what clinical, organisational, educational and counselling psychologists do. Those who work in these fields are clearly understood. Do we have the same clarity of what coaching psychologists do and from what discipline within



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psychology they are informed by? Coaching psychology is a relatively new field in New Zealand and through undertaking an internship in this field it is apparent that a coaching psychologist is required to be equipped with knowledge and understanding across the different fields that currently exist in psychology to meet clients needs. Coaching psychology provides the opportunity to blend theory and practice from both an organisational and clinical setting to understand both the organisation and the individuals that make up that organisation. Performance of an organisation is linked to performance of the individuals in the organisation and like individuals in other settings they come with a myriad of complexities that can't be managed by just one approach. As well as having a sound understanding of how organisations operate, tools that are conventionally used in clinical settings such as Case Formulation, CBT or ACT are also very relevant to the emerging leader or the burnout employee. Therefore, coaching psychologists are potentially carving out a new way of thinking how we use psychology within the non-conventional contexts expected of a specific scope.

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6.

## **Psychometric evaluation of the VASE-R NZ using training outcome**

*Emma Dear, Massey University  
Eileen Britt, University of Canterbury  
Randolph Grace*

Sufficient training is imperative for practitioners wanting to implement evidence-based counselling interventions such as Motivational Interviewing (MI). In investigating the MI training literature it was noted that less intensive training measures, such as the Video Assessment of Simulated Encounters Revised (VASE-R), were under researched and under utilised. The VASE-R is a test of MI skill attainment that has recently been adapted for use in New Zealand (NZ). The VASE-R NZ has the same format as the original VASE-R however it has been filmed in NZ using NZ actors in a community mental health setting. This makes the video more relatable to an NZ audience, facilitating engagement with the measure. Whilst there is some research on the original VASE-R, the current study is the first research of the VASE-R NZ. The study evaluated the VASE-R NZ using data from an MI training for staff from Child Youth and Family services (CYFs - now known as Oranga Tamariki). The VASE-R NZ was sensitive to the effects of training with a significant increase in scores from pre- to post-training. The VASE-R NZ claims to measure several areas of MI skill however there was much overlap across these areas which impacted the specificity of findings. Recommendations are made that may prompt future local research into the VASE-R NZ, and also the original VASE-R.

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7.

## **A bicultural supervision model**

*Maria Davey, Self Employed Counsellor and*

*Bicultural Supervisor; Student on PGDip Arts at Massey University. Ngati Maniapoto, Ngati Rereahu, Ngati Kahungunu*

Ko au, Ko koe, ko koe, ko au

Māori psychologists and academics have challenged psychology as a construct that has traditionally ignored cultural relevance which has been harmful to indigenous cultures and tangata whenua in Aotearoa. Various Māori scholars have suggested that an integrated or pluralistic approach would be more effective and appropriate for psychology training, assessment, treatment and supervision. The bicultural supervision model, Ko au ko koe, Ko koe ko au (I am you and you are me) integrates Māori values of whakapapa, mana, tika, pono, and wairua are foundational to this decolonising, emancipation project. Western theory, solution focused and strength based, are included in the model as approaches that fit with the writer's own bicultural identity.

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8.

## **Where psychology meets pharmacy care: Asthma education and the Health Action Process Approach (HAPA)**

*Kate Heberton - clinical psychology student, Massey University*

*Dr Kirsty Ross - Massey University*

*Dr Don Baken - Massey University*

Background: Despite the proven efficacy of asthma medications, asthma control remains sub-optimal, with around 40% of patients failing to follow their treatment plans. Community pharmacists are increasingly being recognised as important members of a patient's primary health care team. Research shows that when an intervention is based on theory and evidence, and is tailored to specific psychological constructs, it is more effective and allows for more meaningful interpretations of results.

Aim: To explore whether two rural community pharmacy asthma interventions, contained evidence based elements, by comparing them to the Health Action Process Approach (HAPA).

Methods: Five of the community pharmacies were interviewed, as well as each pharmacy providing a programme outline. A thematic analysis was carried out on the pharmacist interviews. The components identified as active elements of change from both the outlines and interviews were compared to the HAPA model and its constructs.

Results: Three of the seven HAPA model constructs were identified in the programme outlines, while an additional three constructs were identified in the interview themes. Some constructs, such as action planning, were found to be more central to the asthma programmes than others, suggesting areas for future programme development. Conclusions: As community pharmacists continue their work on the front-line of patient healthcare, being aware of psychological models such as the HAPA, and including evidence based elements in their programmes,

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will serve to further strengthen their services. This further strengthens the argument for psychology supporting primary care interventions and assisting health professionals to incorporate psychological constructs to enhance their current practice.

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## Educational Psychology continued

3.10pm-5.40pm Clarendon

### Experiences of preschool children engaged in an intergenerational programme

*Kate Hebenton, Massey University  
Chris Stephens, Massey University  
Kerry Chamberlain, Massey University*

Background: Ageism describes the way older adults in our society are stereotyped and stigmatised based solely on their age. One method for counteracting ageist beliefs in children is through intergenerational (IG) programs, which aim to bring older adults and children together in a mutually beneficial exchange of skills and knowledge.

Aim: The current research project aimed to explore the experiences of preschool aged children engaged in New Zealand's first formalised IG program, and to explore their perceptions of older adults.

Method: Participants were preschool children, aged 3.5 and 4 years old, who had attended at least three of the IG sessions in a retirement village setting. Each child was interviewed individually, and both drawing and photo elicitation were used as tools in the interview. Data were collected and analysed using an ethnographic framework.

Results: Three main themes were identified in the data. 1. The relationships between the children and older adults in the IG programme. 2. The rules children use to identify who is an older adult. 3. The already established frameworks the children used when engaging with the older adults.

Conclusion: It is important to provide young children with programmes which will target any ageist beliefs they hold about older adults, and that these children's experiences are included in the evaluation of these programmes.

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3.30pm

### Collaborative creation of community accessible psychology

*Benita Stiles-Smith, Massey University & Julie Burgess-Manning, Kotuku Creative  
Barbara Kennedy, Massey University*

In a context of continuing pressure on government funding for mental health initiatives, across developed nations psychology is increasingly engaging with the question of how to expand the range of intervention modalities we offer society. Low intensity community intervention is a part of building economically and socially sustainable access to psychology. Although psychology's rich theoretical resources and robust processes for identifying need, framing

intervention and measuring are eminently applicable, there are challenges in applying those in community-level intervention. Just as collaboration with other participants and stakeholders can be important for producing the most useful treatment plan for an individual in clinical work, collaboration with other team members and stakeholders for creation of intervention materials can be critical for producing the most usable resources in the community setting. Drawing on elements of a specific, large project, key challenges and steps in producing and disseminating accessible low intensity materials are outlined.

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3.50pm

### Family socio-economic status, caregiver how psychology shaped the development of a new real-world game: Hungerball

*Sandu Iordache, Massey University*

Excessive and addictive use of digital games may impede children's adaptive development through physical activity and social interactions. Drawing on Kolb's (1984) experiential learning theory and Bandura's (1977) social learning theory, Hungerball was developed with the intention of providing a stimulating real-world alternative to digital games and interactions.

Adaptations were developed through extensive testing to allow for engaging groups of varying sizes and configurations. The game provides a high-intensity experience that involves decision-making, strategizing, risk-taking, field awareness, anticipation, competition and collaboration. Through repeated play, participants learn to overcome setbacks by developing their own unique strategy when playing with and/or against others with various strengths and weaknesses.

Hungerball represents an innovative application of psychology for social good. Specific applications include a more inclusive pathway of introducing young children to soccer; an improvement in coordination skills for children with autism, and an opportunity for social interactions within heterogeneous groups. Opportunities for future systematic research of the skills and strategies being integrated and amplified through experiential and social learning facilitated by playing Hungerball will be discussed, creative feedback being sought from the audience.

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4.40pm

### Increasing the resilience of Māori and New Zealand European adolescents through Adventure Education Programs (AEPs)

*Damian Scarf, Senior Lecturer, University of Otago  
Tia Neha, Victoria University of Wellington  
Mike Boyes, University of Otago  
John A. Hunter, University of Otago*

Overview: Two empirical studies focused on psychological resilience in Māori and New Zealand (NZ) European adolescents. The presentation will appeal to students,

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researchers, and clinicians that work with adolescents. Background: Mental health problems are a leading cause of health-related disability during adolescence. The objective of Study 1 and Study 2 were to investigate whether participating in an adventure education programme (AEP) increased the psychological resilience of adolescents. Psychological resilience can be defined as "...the role of mental processes and behaviour in promoting personal assets and protecting an individual from the potential negative effect of stressors." Methods: In Study 1, adolescents from around New Zealand participated in a 10-day developmental voyage on the Spirit of New Zealand. In Study 2, adolescents drawn exclusively from the Northland Taitokerau region participated in a 7-day developmental voyage on the R. Tucker Thompson. Resilience was assessed on the first and last day of the voyages using a shortened version of Wagnild and Young's (1993) Resilience Scale (e.g., 'When I am in a difficult situation, I can usually find my way out of it'). Results: Adolescents in both Study 1 and Study 2 displayed a marked increasing in resilience following the AEP. Preliminary analysis of Study 2 suggests this held true for both Māori and NZ European adolescents when analysed independently. Discussion: These findings demonstrate the positive impact AEPs have on adolescents' resilience. In addition, using the Social Identity Approach to Health as a theoretical framework, we discuss the social pathways through which AEPs may increase resilience.

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5.00pm

## **Using dynamic assessment in practice in educational and developmental psychology**

*Jeanette Berman, University of New England, Australia*

As a school psychologist I have spent many hours in the privileged position of one-on-one work with young people assessing thinking skills, academic achievement, and social and emotional dimensions of learning. Our job together is to make sense of what is supporting and hindering learning in order to reduce the learning difficulties being experienced. I have expertise in using standardised tests but, early on, found a natural extension into the substantial use of dynamic assessment. Dynamic assessment is based in Vygotskian theories and aims to assess not just the actual achievement of a learner, demonstrated independently, but also assisted achievement, a higher level of performance, that which the learner can demonstrate with the assistance of the assessor. This assisted performance helps define what a learner is ready to learn as well as information about the nature of teaching that might best support that learning in the zone of proximal development (ZPD) that is the space within which new learning can happen for each of us. I will share my experiences, the theoretical bases for dynamic assessment and a range of research. I will also share some insights from other school psychologists for whom I have provided professional development in dynamic assessment. This presentation will provide a reference for psychologists

to reflect on their own assessment practices, and to consider the potential of dynamic assessment when assessing learning and development.

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5.20pm

## **Social and emotional imperatives and Indigenous ideologies: Braiding Western psychology with Indigenous epistemologies**

*Sonja Macfarlane, University of Canterbury  
Angus Macfarlane, University of Canterbury  
Gail Gillon, University of Canterbury  
James Graham, University of Canterbury  
Te Hurinui Clarke, University of Canterbury  
Melissa Derby, University of Canterbury*

This presentation aims to describe the imperatives of social and emotional learning (SEL) and the widespread consensus regarding its psychological (te taha hinengaro) benefits within educational contexts. A range of theories collectively espouse that SEL imperatives are integral and interconnected to the psychological wellbeing of learners. It is argued that greater visibility of these imperatives in education policies, the curricula, and teaching pedagogies is ultimately required in order to foster positive wellbeing outcomes. This presentation explores the notion that there is a complementary dimension of SEL one that sees SEL through an Indigenous lens. It is argued that this lens enables educational professionals to attain a clearer vision of their learners cultural identities. Greater clarity in this regard is oftentimes the catalyst for a significant ontological shift; one that can lead to a change in pedagogical practice wherein cultural interactions are dually salient and natural phenomena. By way of a case study, the foundational Māori worldview concept of manaakitanga is braided with Western psychological theory in order to illustrate the connection between SEL core competencies and Indigenous phenomenology as a means to better support psychological wellbeing.

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# NZPsS Workshops coming up soon

## ***Enhancing competence in supervision: Essential elements of effective practice***

Presenter: **Fiona Howard** (The University of Auckland)

Nelson 11 September; Wellington 26 September

## ***Family Violence and the Family Court: A workshop for psychologists and other mental health workers***

Presenters: **Dr Ruth Gammon** (Massey University) & **Angela Chaney** (Manager Te Whare Rokiroki Māori Women's Refuge)

Wellington 12 October, Auckland 17 October, Christchurch 18 October

## ***Organisation Development and Change***

Presenter: **Dr Maree Roche**

Auckland 9 October, Wellington 16

October, Christchurch 30 October

## ***'Ki te whakaora' Sexual violence trauma towards healing***

Presenters: **Dr Julie Wharewera-Mika** & **Dr Erana Cooper**

Whangarei 31 October, Rotorua 2

November, Nelson 8 November

## ***Working with Autistic Adults***

Presenter: **Tanya Breen**

Nelson 13 November, Dunedin

14 November, Wellington 15

November, Hamilton 16 November

Go to our website for more information and to register:

<http://www.psychology.org.nz/pd-events/nzps-events/#cid=884&wid=301>

## **CONFERENCE DINNER**



*Friday 7.30pm at Casa Publica, Cnr Armagh & New Regent Streets.*

*If you haven't registered and would like to come, please see us at the registration desk.*



# Programme & Abstracts, Friday 1st

From 7.45am	Institutes' AGM
9.30pm	Keynote Speaker
10.30am	Morning Tea
11.00am	Guest address
11.00am - 12.00pm	Symposia
12.00pm	NZPsS Awards
1.00pm	Lunch
2.00pm	Keynote speaker
3.10pm - 4.30pm	Symposia
4.30pm	Afternoon tea
4.50pm	NZPsS AGM
7.30pm	Conference dinner

## Morning 11.00am- 12.00pm

11.00am - 12.00pm Savoy West

Chair:

**Guest address: Martin Dorahy**

**The impact of shame for those exposed to trauma: Dissociation, intimate relationships and implications for treatment**

see abstract on page 13

## Health Psychology

11.00am - 12.00pm Savoy 2

Chair: *Dryden Badenoach*

**Mini-workshop: Not because it's easy: Goal setting, goal pursuit & maintaining motivation in physical rehabilitation**

Most goal planning in physical rehabilitation occurs either in profession-specific environments or in multi-disciplinary meetings which exclude the patient and their whanau. Healthcare staff struggle to implement and to maintain patient-centred goal-planning.

The 2015 Cochrane Review of goal setting in physical rehabilitation suggests that patient-centred goal-setting improves almost every outcome measure, except that by which services and clinicians are judged: physical recovery. To achieve the best outcomes for patients and whanau, we

must address and overcome individual and institutional resistance to patient-centred goal-planning. Having reviewed the current literature on clinical goal-planning, participants will consider how best to revise day-to-day rehabilitation practice. We'll review the best techniques and formats to support patient-centred goal-setting.

Participants will:

1. Understand the barriers to patient-centred goal-setting;
2. know how to amend and up-date current clinical workflows to support and encourage patient-led recovery;
3. be able to address the most common objections to patient-centred practice.

This workshop is suitable for all grades of psychologist with an interest in hospital work, especially physical rehabilitation.

[dryden.badenoch@wdhb.org.nz](mailto:dryden.badenoch@wdhb.org.nz)

## Institute of Criminal Justice and Forensic Psychology (ICJFP) Symposium

11.00am - 12.00pm Savoy 4

Chair: *Sarah Christofferson*

11.00am

**Child sexual abuse pre-rehabilitation: A discussion of the rationale, viability, and challenges in the New Zealand context**

*Sarah Christofferson, University of Canterbury*

Rehabilitative treatment for sexual offenders is one of the vital functions of the criminal justice system. Neglected in this approach, however, is the prevention of first-time sexual offending, which accounts for the large majority (e.g., 86% in 2015) of child sexual abuse convictions. Without parallel efforts in preventative treatment, the illogical situation is that people with pedophilic interests have no outlet to seek help until after they have acted on it by which time great harm has undoubtedly been caused. Providing treatment to those in need outside the justice system, before they offend, would seem a worthwhile endeavour for any jurisdiction wishing to reduce the incidence of child sexual victimisation. This approach could be termed pre-rehabilitation. There is a precedent for this kind of programme. Germany's Project Dunkelfeld offers free and confidential treatment to those who self-identify as sexually attracted to children. German law enables and underpins the confidentiality guarantee, removing a key barrier shown to prevent many from seeking help (i.e., fear of criminalization and related repercussions). This aspect appears crucial to the viability of the service. NZ law is different, and this paper will address the timely question of whether a similar pre-rehabilitation programme could be possible in NZ. Challenges and potential solutions will be discussed with reference to the NZ-specific legal context, professional ethical frameworks, and practice norms.

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# Programme & Abstracts, Friday 1st

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## Children presenting with concerning sexual behaviour

*Shreena Hira, Safe Network, Auckland*

The Early Intervention Service at Safe Network offers specialist clinical assessment and intervention for male and female children aged 5-12 years who present with concerning sexual behaviour. The aim of this presentation is to discuss concerning or harmful sexual behaviour as it presents in children aged 5-12 years. Reference will be made to referral data from Safe Network to review aspects of demographic information relating to this population. Consideration is made to the range of behaviours presenting in children and common challenges in working with this population. There is a growing need for further developing clinical assessment and interventions for children displaying behaviours that are considered problematic, concerning or harmful. These include behaviours that are targeted toward others as well behaviours that are harmful to the individual. Clinicians working with children may benefit from further understanding the range and type of sexual behaviours that commonly occur in children and differentiating between behaviours that are problematic and those that are considered developmentally appropriate. An overview of the range of concerning sexual behaviours will be discussed, based on data obtained from referrals to the Early Intervention Service at Safe Network. Awareness of potential challenges that may present when working with these children is also presented.

shreena.hira@gmail.com

11.40am

## Responding to disclosures of child sexual abuse: Why some mothers fail to protect

*Anna Speet, University of Canterbury*

Research suggests that non-offending mothers are more likely than other family members and non-family members, to receive a disclosure of sexual abuse from a child. Furthermore, the child's short and long term psychological adjustment following abuse, has been found to be mediated by the non-offending mother's response. Those non-offending caregivers who present as inconsistent in their response raise doubts regarding their capacity and ability to protect their children from further harm, with ongoing implications in terms of the child's placement. Through a systematic review of the literature, the author aims to present a number of variables found to be associated with negative maternal response and a lack of adequate protection of children from further harm. Implications for the development of evidence based practice guidelines and therapeutic interventions will be discussed. This presentation will appeal to those with an academic or professional interest in the child protection and sexual offending domains.

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## Kaupapa Māori Psychology

11.00am-12.00pm Savoy 3

Chair: Waikaremoana Waitoki, PhD

### Mini- workshop: He Paiaka Totara, He Paiaka Tipu Māori psychologists practice workshop

*Waikaremoana Waitoki, Senior Research Officer, Māori and Psychology Research Unit, University of Waikato; Hukarere Valentine, Massey University; Luke Rowe, College of Clinical Psychologists; Julie Wharewera-Mika, Flying Doctors*

Over the past 3 years a growing number of Māori psychologists have developed an interconnected system that reflects the centrality of Māori knowledge, tikanga (protocols), kawa (standards) and moemoea (aspirations). He Paiaka Totara and Tipu, refers to whakapapa based growth and flourishing within te ao Māori, and te ao turoa. As Māori psychologists, how we might use the notion of flourishing within our work differs according to our own unique skills and abilities – our pumanawa.

The purpose of this session is to come together and discuss our progress so far, and to explore what is needed in our practice, for today, and for the future. Māori psychologists are invited to bring a case to wananga with each other.

Our goal is to create the space for innovative thinking and an opportunity to take our kaupapa Māori practise both traditional and contemporary to a deeper level. This workshop will run concurrently with the Pakeha/Taiwi Caucus.

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## Psychology, Psychologists and Te Tiriti o Waitangi

11.00am-12.00pm Windsor

Chair: Rose Black, PhD & Raymond Nairn, PhD

### Mini-workshop: Psychology, Psychologists and Te Tiriti o Waitangi

*Rose Black, Policy Analyst, Waikato DHB  
Raymond Nairn, SHORE and Whariki Research Centre*

National Standing Committee on Bicultural Issues and the NZ Psychological Society is seeking to support the kaupapa of bicultural development and cultural humility by offering parallel sessions for the two signatory parties to Te Tiriti o Waitangi. There will be two groups: He Paiaka Totara for the descendants of Ngā Rangatira Māori, and a Pakeha/Taiwi Caucus for those (whenever they arrived) who came under the auspices of the Crown. These parallel groups are being run because we recognise the need for all psychologists to strengthen relationships and their understandings of bicultural practice. The Pakeha/Taiwi Caucus workshop will explore racism and ways to counter racist talk, whether with colleagues, in day to day interactions, with clients, or in our organisations and media. Psychologists practice

# Programme & Abstracts, Friday 1st

within systems and live in a society that was set up to impose a foreign society in this country a task that our media continue to perform. The discussions aim to progress developing a series of webinars and written resources to guide professional development and teaching. Pakeha/ Tauīwi Caucus is a network of psychologists/students who meet 2-3 times a year to improve their cultural competency understanding and practice. They share experiences and observations, particularly related to the systemic injustices experienced by Māori, and critically analyse ways in which issues of culture, race and ethnicity impact on the everyday lives of people.

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## Clinical Psychology

*Chair: Tobias Schulze*

11.00am-12.00pm Clarendon

11.00am

### **Mini- workshop: Personality functioning: Facilitating the understanding of personality disorders**

*Tobias Schulze, Hawke's Bay DHB*

DSM 5 (section 3, emerging measures) has brought a fundamental change to conceptualizing personality disorders by introducing a dimensional construct of personality functioning as a main criteria for any diagnosis of personality disorder. A similar proposal for ICD 11 (coming 2018) seems very likely to be implemented, thus there is a seismic revision of the concept of personality disorder happening in the field of personality research that this workshop will focus on. We will undertake a closer look at the construct and its wider implications for clinical practice. Outline: Theoretical underpinnings of personality functioning and its relation to Kernbergs concept of personality organization and other theoretical views of personality disorders are discussed. Personality functioning and treatment: aspects for axis one disorders and their therapy as well as implications for treatment of personality disorder will be covered. Diagnostic issues of the new conceptualization of PD: A closer look at DSM 5 and ICD 11 and their abandonment of discreet classes of personality disorder towards trait dimensions. Assessment aspects: a practical perspective at personality functioning in regular clinical work, case vignettes and practical guidelines to implement these theoretical advances in everyday practice are demonstrated. Intention is to familiarize attendees with the changes in personality disorder criteria and help them incorporate this in treatment and assessment.

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## Afternoon 3.10pm - 4.30pm

### Clinical Psychology

*Chair: Fiona Howard*

3.10pm - 4.30pm Savoy West

3.10pm

### **Self love approach - a mindfulness based approach to therapy**

*Bhavna Nagar, Clinical Psychologist in Private Practice*

Therapeutic self love is the opposite of narcissism. Self love is a personal value that clients can place upon themselves as human beings to increase their sense of self worth. Theoretically and historically, Self love has not received much focus as a psychological approach and was perceived as a negative trait. Society, religion and culture have contributed towards making individuals feel that they are inadequate as they are and they need to constantly work on improving themselves. This creates a tension in the individual as they are constantly striving to develop or maintain a sense of worth based on an external condition. Unlike traditional psychological approaches which have a deficit point of origin, this approach has its starting position as wholeness. Popular psychology and alternative treatment, especially Mindfulness has emphasised the importance of self love and ways to foster this. However, none of these has provided a robust way of decreasing self-abusive relationships as presented in this approach. This approach draws on the strengths and established efficacy of mindfulness approaches like ACT, DBT and other mindfulness based approaches, while applying novel solutions to an area that other approaches do not address in the same way. Self Love is about changing your abusive relationships to yourself to a more loving way of being using practical, easily applied techniques.

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3.30pm

### **Working with dreams in CBT: Expanding the art of the behaviorists**

*Tobias Schulze, Hawke's Bay DHB*

Dreams and CBT seem to be mutually exclusive domains, one coming from the art of the psychodynamic tradition, while the other seems solely governed by the science of evidence based practice. This has led to an open neglect of this aspect of human experience in CBT, as there seems to be no model to deal with this part of clients experience. This short presentation is an attempt to lay some theoretical ground work within a modern CBT framework for this emotionally very important aspects of patients experience to attempt to overcome this current impasse. To achieve this we will be looking at models of affective processing and neuropsychological aspects of dreams and combine this with an understanding of psychodynamic models of dreams into a CBT concept. Additionally some case examples of dream work within a CBT perspective are shared.

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3.50pm

## **2 FAST 2 Māori? Impact of the FAST campaign on stroke presentations by Māori**

*Dryden Badenoch, Whanganui District Health Board*

Māori are 25% of the population of Whanganui, but only 13% of stroke presentations. Studies in Auckland (e.g. Feigin et al, 2015) suggest a higher incidence of stroke in Māori than non-Māori. Are Whanganui Māori reluctant to present to hospital stroke services? We reviewed stroke presentations in Whanganui from 2014-2017, stratified by age, and compared these with data from the 2013 National Census. We then compared presentations in June and July 2016, the first two months of the national FAST stroke awareness campaign, with the same period in the other years of our Stroke Register. In each age group, Māori were more likely than non-Māori to present with stroke, relative to their respective numbers in the general population. The FAST campaign doubled stroke presentations relative to previous years but the ratio of non-Māori to Māori was unchanged. The ratio of non-Māori to Māori in hospital presentations with stroke in Whanganui is consistent with the previously reported higher individual risk of stroke in Māori and the small numbers of Whanganui Māori aged over 65. This ratio was maintained during the FAST campaign, suggesting that failure to present to hospital stroke services is equally common in Māori and non-Māori.

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4.10pm

## **GPs get talking: Psychologically informed brief intervention resources for mild mental health difficulties in primary care**

*Malcolm Stewart (Thrive Psychology); Tina Earl (Procare); Jo van Leeuwen (Te Pou o te Whakaaro Nui)*

Background: Addressing mild mental health and addiction (MH&A) problems is critical to improve wellbeing and prevent deterioration. Appropriate use of evidence-based self-help strategies is a useful first step in managing such problems but some follow-up is necessary for effectiveness. Primary care provides 60% of mental health care in NZ, but time pressures and other constraints often impede the primary care response to MH&A problems.

Aims: The Te Pou Brief Intervention Resource (BIR) aims to provide a quick and sustainable method for primary care staff to link adult and older adult clients with psychologically sound self-help resources and to implement a follow-up pathway when mild MH&A problems are identified. This presentation describes the BIR and reports on a formative evaluation of the BIR undertaken at Manaia Health, a Whangarei PHO.

Methods: The BIR consists of "Silver Scripts"—green prescription-like tools that link clients with internet/app-based tools and other resources to assist with MH&A problems, psychosocial stressors, and social determinants.

Written resources to supplement or use instead of the internet/app-based resources were also developed. A process to encourage client engagement and to schedule follow-up by practice staff is integral to the BIR. The evaluation collected qualitative and quantitative data about utilisation, acceptability, and possible improvements from staff and other stakeholders.

Results: The BIR was regarded as acceptable and useful, with staff reporting it improved the quality of MH&A care they delivered and assisted less experienced staff to address MH&A problems with more confidence. It was acceptable to, and valued by, patients also. Suggestions for improvement of the BIR emerged.

Conclusions: The BIR was found to positively change practice in primary MH&A care. Further development and preparation of the BIR for wider distribution is underway. Some results suggest that it may be relevant to other services, such as NGOs. Psychologists could also use the Silver Scripts to link clients to adjunct internet/app-based resources as an adjunct to therapy. Further research is required to fully assess outcomes.

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## **Health Psychology**

3.10pm-4.30pm Savoy 2

*Chair: Damian Scarf*

3.10pm

## **Spouses involvement in patient diabetes management: The role of illness coherence and support**

*Roeline Kuijjer, University of Canterbury  
Louella Orillaza, University of the Philippines*

Background/aims: Management of Type 2 diabetes depends almost entirely on behavioural self-regulation and patients must perform daily self-management tasks to control their illness. Spouses often attempt to change or influence their diabetic partners adherence behaviours, especially when they feel the patient is not adhering well. This is referred to as partner regulation. The current study examines whether and under which conditions (high vs low illness coherence, high vs low support) partner regulation has adaptive or maladaptive effects on patient well-being. Methods: 70 patients with Type 2 diabetes and their partners participated in the study and completed questionnaires twice over a period of 6 months.

Results: Hierarchical multiple regression analyses showed that illness coherence and perceived supportive interactions significantly moderated the relationship between partner regulation and changes in diabetes related distress.

Conclusions: No adaptive effects of partner regulation were found. Patients with low illness coherence showed elevated levels of diabetes related emotional distress when their partners attempted or desired to change their adherence behaviours. Patients with high levels of support were

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protected from the negative effects of partner regulation (i.e., they did not show elevated levels of diabetes related emotional distress).

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3.30pm

## **The cat effect: Investigating the relationship between cat ownership and health**

*Gweneth Taylor*

*Supervisor: Professor Chris Stephens, Auckland*

Companion animals are an important part of the New Zealand psychosocial environment and companion cats are particularly popular. Despite a lack of conclusive evidence people continue to believe that the presence of pets can enhance health and wellbeing. Specifically, there is increasing interest in the benefits to be gained from animal assisted therapies. This qualitative research focuses on the nature of the relationship between an owner and their cat and how it may underpin claims of enhanced health. A sample comprising five males and five females was recruited with the main inclusion criteria being that they each owned a cat. A thematic analysis was applied to identify themes that captured common aspects relative to the person-to-cat relationship. The formation, maintenance and protection of identity of the owner was identified as being pivotal to this relationship. Identity was found to be shaped through communication, companionship, inclusiveness and interdependence all of which were found to be components of the person-to-cat relationship. This affirmation of identity may have the potential to influence health and wellbeing. However, before this effect can be experienced the current research suggests that there may need to be a strong bond between a person and a cat. With this in mind, pet assisted therapies could be called into question when a brief encounter may not be enough to have a positive effect on health.

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3.50pm

## **Myopia and memory: Ecological momentary interventions (emis) aimed at reducing university students alcohol consumption**

*Damian Scarf, University of Otago*

*Benjamin C Riordan, University of Otago*

*Jayde AM Flett, University of Otago*

*Tamlin S Conner, University of Otago*

These empirical studies focused on alcohol use in university students. The presentation will appeal to students and researchers investigating alcohol use and harms. Background: Many are familiar with alcohols myopic effect. When drinking, attention narrows to the most salient cues in the environment and trumps any long-term goals. Text message interventions (AKA Ecological Momentary Interventions; EMIs) allow researchers to take into account alcohols myopic effect by intervening during a drinking session. Also, given standard interventions rely

on participants recalling intervention information, EMIs elegantly resolve the burden on memory. Aim: The aim of the current study was to develop, trial, and contrast three mobile EMIs. Methods: We assigned students to either an Ecological Momentary Assessment (EMA) only condition, where participants simply reported the number of drinks consumed via text message, or an EMA-EMI condition focusing on normative feedback (Study 1), social and health consequences (Study 2), or just social consequences (Study 3). Results: In Study 1, those who received social norm EMIs consumed marginally fewer drinks. In Study 2, women in the EMA-EMI condition consumed significantly fewer drinks during OWeek and the academic year. In Study 3 moderate but not heavy drinkers consumed fewer drinks during OWeek and the academic year. Conclusions: EMIs may be successful under certain circumstances and may provide a simple, cost-effective means of intervening

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4.10pm

## **“Collect 200µg/L before you pass GO”: An intercept study to measure the extent to which university students pre-game before orientation week events.**

*Louise Cody, University of Otago,*

*Benjamin C. Riordan, University of Otago,*

*Tamlin S. Conner, University of Otago,*

*Jayde A. M. Flett, University of Otago,*

*Damian Scarf, University of Otago*

Background: In modern health psychology, there is growing recognition that unhealthy habits such as poor diet, inadequate exercise, and excessive alcohol use are the driving factors behind “lifestyle illnesses” such as cardiovascular disease and cancer. In New Zealand, excessive alcohol use often begins in young adulthood and continues throughout the lifespan. One type of behaviour that that may contribute to excessive alcohol use, and is particularly concerning in young adults, is “pre-gaming”, or consuming a high intake of alcohol prior to attending an event. Aims: To quantify the extent to which young adults pre-gamed in a naturalistic setting. Methods: Interviews were administered outside a concert venue to 575 students (men=45.2%; first year=81.4%) entering three university-run concerts. We asked participants to report how many standard drinks they had consumed, their self-reported intoxication, the duration of their pre-gaming session, and recorded their Breath Alcohol Concentration (BrAC;µg/L) using breathalysers. Results: 506 (88.7%) participants reported consuming alcohol before the event, consuming on average 6.9 drinks. With respect to BrAC, 240 (41.7%) students could not have their BrAC recorded due to having consumed alcohol ≤10 minutes before the interview. The remaining 335 (58.3%) participants recorded a mean BrAC of 288.8µg/L (over the drink-driving limit of 250µg/L). Conclusion: Pre-gaming was the norm for students, and contributed to excessive alcohol use in this population. Universities and health professionals must take pre-gaming into account when addressing young adult alcohol use. Pre-gaming may set up



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young adults for higher alcohol use, which could influence health outcomes later in life.

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applied offender risk assessments.

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3.50pm

## **Bringing balance to reoffending risk assessment: Conceptualising and measuring protective factors.**

*Gwenda Willis, Senior Lecturer in Psychology and Rutherford Discovery Fellow, University of Auckland & Sophie Dickson, University of Auckland*

Recidivism risk assessment tools focus overwhelmingly on risk factors for reoffending such as criminal history variables and individual difficulties and deficits. Yet current tools have high rates of false positives. For example, up to 50% of individuals assessed in the high risk category for sexual reoffending do not go on to reoffend. How might high risk nonrecidivists differ from high risk recidivists? The answer may partially reside in the structured assessment of protective factors, which can be conceptualized as those factors that predict nonrecidivism either on their own or through mitigating the impact of risk factors. In this presentation we will introduce two approaches to the assessment of protective factors: the popular empirically driven bottom-up approach, and a theoretically driven top-down approach. We will describe structured clinician administered tools for both approaches including a recent adaptation of the Structured Assessment of Protective Factors for violence risk (SAPROF; de Vogel, de Ruiter, Bouman, & de Vries Robb, 2012), and a Good Lives Model derived assessment. We will then describe an upcoming research project that will evaluate the efficacy of the tools.

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4.10pm

## **Do conceptually dynamic risk factors change during community reintegration, and does change predict recidivism?**

*Caleb Lloyd, Centre for Forensic Behavioural Science, Swinburne, University of Technology  
Ralph Serin, Carleton University*

Background: Conceptually, dynamic risk factors must (a) predict recidivism and (b) change across time. But, during community reintegration, little research has sought to observe change, and its relationship with recidivism prediction. Specifically, a third core feature is that (c) the most recently assessed score must be the best indicator of recidivism risk at that point in time. In other words, the risk of recidivism must logically change in the same direction as the change in risk factors.

Aims & methods: This paper presents results from repeated risk assessments conducted on a large New Zealand sample (n = 3498 paroled offenders) to test the relationship between dynamic change and recidivism.

Results: Analyses showed that scores on 19 stable, acute, and protective dynamic factors changed during reintegration. Importantly, including more proximal assessments improved prediction models, such that for each dynamic factor, updated scores showed incremental prediction after accounting for baseline scores. The relationship between

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## **Institute of Criminal Justice and Forensic Psychology (ICJFP) Symposium continued**

3.10-4.30pm Savoy 4

*Chair: Sarah Christofferson*

3.10pm

### **Sex offender risk assessment with STABLE-2007: Overview of new norms and new combination rules**

*L. Maaïke Helmus, Victoria University of Wellington*

STABLE-2007 is a commonly used dynamic actuarial risk assessment scale for sexual offenders. In 2017, the development team released a new Evaluator Workbook for the scale to assist evaluators in interpreting and reporting the results of a STABLE-2007 assessment. This presentation will review the new Evaluator Workbook, which includes new normative data (percentiles, risk ratios, and absolute recidivism rates). Importantly, the new workbook contains revised empirically defensible rules for how to combine STABLE-2007 with a static risk scale to produce standardized risk levels. New reporting templates for STABLE-2007 will also be discussed. This presentation is intended for anyone who uses STABLE-2007 in risk assessments.

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3.30pm

### **Prospective field study comparing predictive validity of Static-99R and STABLE-2007 with Canadian Indigenous and non-Indigenous sex offenders**

*L. Maaïke Helmus, Victoria University of Wellington*

Compared to the non-Indigenous population, Indigenous people are considerably over-represented in correctional systems across many countries worldwide. There has been debate over whether it is appropriate to use actuarial risk scales when assessing and managing the risk of Indigenous offenders. These concerns have mobilized greater interest in research on the use of these scales with this population. The current study examined Static-99R and STABLE-2007 scores among Indigenous (n = 964) and Caucasian (n = 2,836) sex offenders supervised in the community in British Columbia between 2005 and 2012, with an average follow-up of approximately 5 years. This study found that Indigenous offenders were significantly higher risk than Caucasian offenders on general criminality risk factors, but lower risk on sex-crime specific risk factors. There were a small number of group differences in the predictive accuracy of the items for sexual recidivism. Implications for applied risk assessment with Indigenous offenders will be discussed. This presentation is intended for anyone who conducts



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change scores and recidivism was less straightforward, however. Scores generally declined across time for both recidivists and non-recidivists, meaning there was a general trend for decreases in risk prior to recidivism. As such, imminent increases in dynamic risk were not immediately followed by recidivism.

Conclusion: Updated dynamic risk scores improve prediction, but more research is required to construct “flags” for imminent recidivism.

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## Educational Psychology

*Chair: Alex Gosteva*

3.10pm-4.30pm Savoy 3

3.10pm

### **Beginner teacher preparedness for the inclusion of students with disabilities**

*Sophia Attwood, Massey University*

The exclusion of students with disabilities is a social justice issue that persists in NZ despite efforts to establish a fully inclusive education system. Although there has been some research into the teaching of inclusive practice in initial teacher education (ITE) in NZ, little research examining beginner teachers' feelings of preparedness for including students with disabilities has been undertaken. This study captured beginner, secondary-school teachers' experiences of their ITE and its role in preparing them for inclusive practice. It identified what they feel they know and where the gaps in their knowledge and experience are. Personal factors that contribute to beginner teachers' capability and confidence to work inclusively with diverse learners were also examined. Phase one involved delivering an online questionnaire assessing beginner teachers' knowledge, attitudes, skills, and preparedness to be inclusive practitioners. Phase two involved 4 follow-up interviews exploring personal factors and concerns that contribute to teacher preparedness for inclusion. 40 beginner, secondary-school teachers from across NZ responded. 84% of teachers felt their ITE did little or nothing to help develop knowledge of inclusive legislation or policy. 73% of participants had little to no experience teaching students with disabilities while on practicum. 65% of teachers felt their ITE did little or nothing to help develop knowledge of supports available for students with disabilities. Teachers' feelings of preparedness for inclusion were found to vary significantly according to the nature of their personal relationships with a person with a disability. Referral processes, and the roles and responsibilities of specialist and support staff were identified as distinct gaps in beginner teacher knowledge. Implications for specialists working with beginner teachers are discussed, along with suggestions for enhancing ITE curriculum and practicum experiences.

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3.30pm - 4.30pm

### **Mini- workshop: Therapeutic dimensions of Play Therapy for young children with developmental disabilities**

*Aleksandra Gosteva, : Senior Tutor, College of Education, Health and Human Development, University of Canterbury; Cognitive Developmental Therapist, The Champion Centre*

Past research has shown that child centred play therapy (Axline, 1947; Landreth, 2002) can be effective for addressing self-regulation problems in young children (Helker & Ray, 2009). However, little is known about the effects of such therapy on self-regulation in children with complex disabilities. This presentation will describe practice using child-centred play therapy strategies in the context of a multi-disciplinary early intervention programme. Three strategies will be focussed on in this presentation: “following the child’s lead”, “describing the child’s actions”, and “facilitating decision-making and returning responsibility”. It will be argued that used in the context of dynamic assessment and programme delivery, these strategies help children with disabilities stay calm, regulated and ready to engage in learning experiences. This work suggests that strategies such as these can be a valuable part of family-centred clinical practice. The workshop will include video vignettes designed by the author, readings, group discussions, as well as practical role plays.

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### **Symposium: Broad Spectrum micronutrient treatment of health problems. Evidence from 4 clinical trials across addiction, ADHD, PMS and insomnia.**

3.10-4.30pm Windsor

*Chair: Julia Rucklidge*

Background: Minerals and vitamins (micronutrients) have a long history of use for the treatment of psychological symptoms but only in the last decade has there been any substantial evidence. A strong theoretical basis exists for supplementing people with broad spectrum micronutrients ranging from correcting inborn errors of metabolism, improving the microbiome and correcting deficiencies present in western diets. This symposium will present 4 recently completed clinical trials covering a broad range of potential applications of this approach. All four trials show the broad reaching impact that nutrients can have on recovery from a range of health problems. Given the efficacy data, replication across different trial designs and different conditions as well as the desirable safety profile, micronutrients should be considered a central intervention that could be easily implemented within psychological practice.

#### **1. Mineral-vitamin treatment for assisting with smoking cessation**

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*Phillipa Reihana, PhD student, University of Canterbury*

**Aims:** The aim of this study was to assess the efficacy and safety of micronutrients combined with a free phone and on-line counselling/support service (Quitline NZ) on quit rates, withdrawal symptoms, number of cigarettes/day, and associated psychological measures during a smoking cessation attempt. An RCT was used to compare micronutrient treatment against placebo with both groups receiving Quitline NZ program for 12 weeks.

**Methods:** Following a baseline phase when daily consumption of cigarettes, withdrawal, nicotine dependence and mood symptoms were measured, 107 participants were randomised to placebo or micronutrient capsules. A four-week pre-quit phase permitted titration up to 12 capsules/day. Seventy-seven participants began the full intervention and attempted to quit smoking. The primary outcome was 12 week continuous quit rate for the intent to treat sample (n=107). Secondary outcomes included quit attempts, quit success, quit rates at weeks 4 and 8, and daily consumption of cigarettes.

**Results:** The 12-week quit rate was 28% for the micronutrient group and 18% for the placebo group (p=0.22). The micronutrient group made more quit attempts and was more successful at these attempts. The micronutrient group also had significantly larger decreases in cigarettes per day compared to the placebo group for the first six weeks of taking the micronutrient intervention. No adverse events emerged.

**Conclusion:** Micronutrients may be a readily available safe and efficacious way to assist with smoking cessation.

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## **2. Vitamin-mineral treatment of ADHD in children: A double-blind, randomized, placebo-controlled trial**

*Kathryn Darling, PhD student, University of Canterbury*

**Background:** There is growing interest from the general public, health professionals, and the scientific community about the role played by nutrition and nutrients in mental health. Studies have demonstrated beneficial effects of vitamin-mineral supplementation across a number of psychological symptoms, including mood, aggression, and ADHD symptoms.

**Aims:** To investigate the impact of a broad-spectrum micronutrient formula (vitamins and minerals) on children's ADHD symptoms, mood and behaviour. Because of the significance for long-term functional outcomes of executive function and social skill impairment that often co-occurs with ADHD, we also investigated whether nutrient treatment impacted these areas.

**Method:** This double-blind randomised controlled trial assigned 93 children with ADHD in a 1:1 ratio to take either micronutrients or placebo for 10 weeks.

**Results:** This study found significant group differences

favouring micronutrients in some, but not all, areas of mental health symptoms. The areas that improved included mood, aggression, inattention, and general day-to-day function as rated by clinicians. Importantly, there were no group differences in adverse events. Analysis of the executive function and social skills data is underway and will be completed by August.

**Conclusions:** Micronutrients showed benefit for general functioning, emotional regulation, aggression, as well as inattentive symptoms of ADHD. Although the effect on ADHD symptoms was more modest than that observed with stimulant medication, some families may find this option favourable due to the lower rates of adverse effects and the benefits across multiple areas of function. The relationships between micronutrient treatment, ADHD symptoms, executive function, and social skills are still being analysed.

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## **3. Natural mood boosters: Treating premenstrual syndrome with vitamins and minerals, a randomized control trial**

*Hannah Retallick-Brown, PhD student, University of Canterbury*

**Background:** During their reproductive years females affected by premenstrual syndrome (PMS) can spend the equivalent of 3000 days in a symptomatic phase. The first line treatment for moderate to severe PMS is medication. However, many women prefer to take a more natural approach to alleviating their symptoms, no treatments have thus far examined combining minerals and vitamins as a treatment.

**Aims:** This study explored whether a well validated micronutrient formula, EMPower Plus Advanced, could outperform a recognised single nutrient treatment, vitamin B6, for the treatment of PMS.

**Methods:** 78 women were recruited and assigned (1:1) to one of two treatment groups with baseline daily data collected for an initial two cycles, followed by three months of active treatment. A natural follow up took place three cycles post treatment.

**Results:** The primary outcome measure was PMS change scores as based on results from the Daily Record of Severity of Problems (DRSP). The number of treatment responders for each of the two groups yielded a comparison score between the two treatments, with participants deemed as a responder based on improvement scores from baseline. Results are expected by July 2017.

**Conclusion:** If a micronutrient formula proves more effective for treating PMS not only does it give women suffering from the condition a viable treatment option but it may also help to illuminate the aetiology of PMS, which is, at present, in its infancy.

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## **4. Investigating the effect of micronutrients on insomnia in teachers:**

# Programme & Abstracts, Friday 1st

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## A multiple-baseline design

*Alison Carley, Master's student, University of Canterbury*

**Background:** In recent years, Canterbury residents have experienced two major earthquakes that have negatively impacted psychological health. PTSD symptoms in children have doubled post-quake, and classrooms containing children experiencing high physiological arousal has proven to be a stressful teaching environment. Stress negatively impacts teachers' sleep, meaning many Christchurch teachers may experience insomnia, a debilitating condition leading to psychological distress and often comorbid with other mental health conditions.

**Objective:** Nutrients are increasingly being studied for the treatment of a variety of psychological symptoms, including insomnia. This study investigated the use of a broad-spectrum micronutrient formula for insomnia in teachers. It was hypothesised that the micronutrient formula would be associated with improvements in insomnia symptoms.

**Method:** This study examined the effect of a broad-spectrum micronutrient formula using a multiple-baseline design with placebo. Seventeen teachers were randomized to 1 of 3 baselines where they received 5, 9, or 14 days of placebo and 8-10 weeks of the micronutrient formula.

**Outcomes:** Self-report measures included the Pittsburgh Insomnia Rating Scale-20 to assess severity of insomnia; the Consensus Sleep Diary-Morning which collects data about sleep each morning for the previous night; the Depression Anxiety and Stress Scale-21 and Maslach Burnout-Inventory Scale. The results will be analyzed by the time of the conference.

**Conclusion:** Potential results may give individuals experiencing insomnia an alternative approach to dealing with its negative impact, and may provide opportunity for future research to conduct a gold-standard randomized controlled trial to further establish the effect of micronutrients on insomnia.

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## Clinical Psychology

*Chair: Arianne Struik*

3.10pm - 4.10pm Clarendon

### Mini-workshop: Treating Chronically Traumatized Children with the Sleeping Dogs method and EMDR

*Struik, Arianne Director of the Institute for Chronically Traumatized Children (ICTC), Perth, Australia*

All traumatized children deserve a chance to heal and recover from their trauma. But how can that be done, when they are violent, not going to school, using alcohol and drugs and not motivated for trauma treatment. Within their families they often have witnessed violence, have been abused and neglected. Some haven been placed in foster

families or residential facilities by Child Youth and Family. Trauma treatment seems impossible and for these children the temptation to 'let sleeping dogs lie' and not focus on processing the traumatic memories but behaviour can be strong. The Sleeping Dogs method is a family oriented brief, intensive method, developed to motivate these children and their families and prepare them for process traumatic memories with EMDR.

In this workshop the Sleeping Dogs method will be explained briefly and illustrated with case examples from Australia and New Zealand. A Six Test Form, which addresses six items (safety, daily life, attachment, emotion regulation, cognitive shift and nutshell) is used to analyse cases and find out why the child might be resistant to talk about his memories. Interventions are planned to overcome these issues and prepare the child for trauma processing with for example EMDR. If practitioners struggle with 'how to help these children', this workshop provides you with an overview and clear structure of how to intervene and in which order.

Participants will receive the Six Test Form and practice the use of these tests to analyze cases. The Sleeping Dogs method is described in: Struik, A. (2014) Treating Chronically Traumatized Children: Don't let sleeping dogs lie! London: Routledge.

ariannestruik@hotmail.com

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# Programme & Abstracts, Saturday 2nd

from 8.30am	Institute AGMs
9.30am	Keynote Speaker
10.30am	Morning Tea
11.00am- 12.00pm	Symposia
12.00pm	Keynote Speaker
1.00pm	Lunch
2.00pm - 3.00pm	Symposia
2.00pm - 3.40pm	IOP symposia
3.00- 4.00pm	The Psychologists Board
3.40pm	Afternoon tea for IOP only
4.00pm - 5.40pm	IOP symposia

## Morning 11.00am - 12.00pm

### Clinical Psychology

Chair: *Ryan San Diego*  
11.00am - 12.00pm, Savoy West

11.00am

#### **A longitudinal investigation of cumulative risk in chylid (children with neonatal hypoglycaemia and their later development) cohort**

*Ryan San Diego, PhD student, The University of Auckland and Wellington Institute of Technology*  
*Judith Ansell, Massey University*  
*Trecia Wouldes, The University of Auckland*  
*Jane Harding, The University of Auckland*  
*The CHYLD study team, The University of Auckland*

Introduction: The cumulative effect of biological and environmental risk factors on early neurodevelopment was investigated in a cohort of young children (N=355) at risk of neonatal hypoglycaemia born at Waikato Hospital. Method: Socioeconomic status, parent education, parent substance use, and child health histories were obtained from parents at age 2 and 4.5. Neurodevelopmental outcomes included measures of cognition, motor skills and social and emotional outcomes. Results: Cluster analysis on these neurodevelopmental outcomes at age 2 and 4.5 divided the cohort into two groups (high risk and low risk). Associated risk factors were analysed through a series of chi-square tests. Being born small for gestation, maternal education, social deprivation, ethnicity (Non-European), marijuana use during pregnancy, maternal alcohol use at 2-years, and maternal smoking at 4.5-years were significantly associated with the high risk group of children (N = 161). These risk

factors were then subjected to a further factor analysis to identify components of cumulative risk and its explained variance (most likely associated to neurodevelopment). Four components were identified (cumulative variance = 67.1%): Factor 1 (prenatal exposures), Factor 2 (long term substance use), Factor 3 (birth risk and ethnicity) and Factor 4 (inequalities). Discussion: These results supported a cumulative risk model and its relation to poorer neurodevelopmental outcomes in a cohort of young children born at risk.

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11.20am

#### **A Sisyphean task: In the endless challenges of working with high-risk families, what works?**

*Sarah Whitcombe-Dobbs, University of Canterbury*  
Interventions specifically designed for parents who maltreat their children are hard to come by, despite the widely acknowledged need for effective treatments. Many government-funded parenting programmes used for this population have originated as skills-based interventions targeting behaviour management rather than relationally-based factors. For those that are designed for maltreating parents, the research supporting their effectiveness is limited. Many field practitioners working one-to-one with parents provide an individualised treatment based on best practice principles, but these treatments vary widely and can be idiosyncratic. This presentation will provide an overview of the evidence for interventions that can be considered well-established, probably efficacious and promising for maltreating parents. It will also discuss the relevance of programmes rooted in social learning theory versus attachment theory, and whether the tension between these is necessary. This presentation will be particularly relevant for those practitioners working with complex, multi-risk families.

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11.40am

#### **Seeing beyond their actions - the work of the Regional Youth Forensic Service (RYFS)**

*Dr Clare Calvert, Regional Youth Forensic Service (RYFS & Dr Hermione Roy, Regional Youth Forensic Service (RYFS)*

Background: This presentation will provide an insight into the work of the Regional Youth Forensic Service (RYFS) based in Auckland. The presenters will outline the nature of the work in terms of Court-ordered assessments, and treatment which is provided within secure Youth Justice residences. Audit data will be summarized to illustrate the characteristics of the client group (age, gender, charges, culture etc.), presenting problems (mental health, physical health, substance-use, behavioural challenges) and the outcomes recommended by report writers. A typical case will also be presented highlighting the challenges and positive outcomes associated with working with youth



# Programme & Abstracts, Saturday 2nd

involved in the criminal justice system.

Aims: To inform delegates about the work of the Regional Youth Forensic Service (RYFS) and to highlight the salient issues facing youth involved in the criminal justice system.

Data Type: Audit data and clinical case presentation.

Population: Young Offenders (with mental health issues).

Appeal: This presentation would appeal to any clinicians and students interested in what Youth Forensic services do and those working with youth who are experiencing mental health problems.

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## Religion and Psychology

*Chair: Myron Friesen*

11.00am - 12.00pm, Savoy 2

11.00am

### Assessing religious and spiritual psychological salience among Christian young people in New Zealand

*Myron Friesen, University of Canterbury  
Keren Donaldson, University of Canterbury  
Jeffrey Gage, California Baptist University*

This mixed-methods exploratory study examined the psychological salience of religiosity and spirituality in a sample of young people (ages 16-21, M age = 18.9 years; SD = 1.36) from across New Zealand. Participants completed a cross-sectional online questionnaire with both qualitative and quantitative questions that assessed subjective perceptions of religion and spirituality and the psychological and social factors associated with religious/spiritual psychological salience. The results discussed in this presentation focus on the quantitative analyses examining the assessment of religious/spiritual psychological salience and the individual psychological and social predictors. The findings showed considerable overlap in participants conceptualization of religiosity and spirituality. Structural equation modeling showed that relationship quality and religious/spiritual support from family and friends was associated with a stronger connection to a community of faith. This strengthened participants spiritual identity and extrinsic motivation to be involved in religious activities, which in turn led to greater intrinsic motivation and stronger religious/spiritual psychological salience. The findings replicate previous research in the relationship between religiosity and spirituality in Christian samples, and also breaks new ground in identifying a central role of community connection as a link to greater religious/spiritual identity and motivation.

[myron.friesen@canterbury.ac.nz](mailto:myron.friesen@canterbury.ac.nz)

11.20am

### Why psychology and religion are fundamentally incompatible

*Anthony P. Winning, PhD student in Psychology, Macquarie University*

Religion and psychology have both sought to offer an

account for the human condition, including the origin of human suffering and ways for remediation. This presentation will argue that at their core, that these two systems are based on different premises about being human, and how we can come to understand the world. Furthermore, fundamental beliefs such as the existence of the human soul, or if faith or empiricism should be the primary source for deriving knowledge, have far reaching implications for how to process and act in life. As such, it is impossible to follow both religion and psychology at the same time, and at best psychology or religion can be seen as being in alignment with the goals of the other, that is religion as a form of therapy, or psychology as being part of the will of God. Therefore, whether a person chooses to follow religion or psychology, they are making implicit assumptions about the nature of being human and how to deal with human suffering. Therefore, the aim of this presentation is to help people to develop awareness about the often implicit assumptions they may be following in either psychology or religion, as well as what are the consequences for the assumptions that they hold. The basis for the thesis is the author's conceptual and theoretical analysis of the fundamental assumptions of religion and psychology.

[anthony.winning@gmail.com](mailto:anthony.winning@gmail.com)

11.40am

### Spirituality and religion in clinical practice: The experiences of psychologists in the integration of spirituality and religion in therapy in Aotearoa New Zealand

*Dana Lee - Intern Counselling Psychologist, Family Action*

While spiritual and religious beliefs and practices have been found to have positive impacts on wellbeing, many clinicians do not address spiritual and religious issues in therapy, and there is some ambiguity around the practicalities of integrating spirituality and religion in psychological practice. The present study aimed to gain a better understanding of this existing concern and explored the experiences of clinical psychologists in integrating the client's spirituality and religion into their practice. A thematic analysis of six interviews with clinical psychologists in Aotearoa New Zealand identified themes around techniques, meanings, barriers and the importance of the integration of spirituality and religion in clinical practice. It is hoped that the findings will raise awareness and facilitate changes to training and attitude regarding spirituality and religion in clinical practice.

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### Understanding youth suicide from the perspective of young people

*Chair: Kerry Gibson*

11.00am - 12.00pm Savoy 4

Much of the research literature on youth suicide is based

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# Programme & Abstracts, Saturday 2nd

on the perspective of adult researchers and clinicians. This symposium is an attempt to capture the voices of young people, their experiences of, and views about youth suicide.

1.

## **Reasons young people feel suicidal: A thematic analysis of posts to an internet suicide helpline**

*Aamina Ali, University of Auckland*

Background: Historically research on adolescent suicidality has focused on exploring risk factors identified by professionals. Consequently there is limited research that explores the motives young people provide for wanting to commit suicide.

Aims: This research aimed to explore the reasons young people provided for feeling suicidal on an internet suicide helpline; on the popular social media website Tumblr.

Methods: A thematic analysis was conducted on posts to a Tumblr suicide help website over a period of two months.

Findings: Analysis generated ten themes. Five themes identified intrapersonal motives for suicidality: 'I feel nothing can change', 'I see no worth in myself', 'I can't deal with my feelings, I have a mental health problem', and 'I can't control my suicidal feelings'. The five remaining themes identified interpersonal motives: 'I am all alone', 'I have family and relationship problems', 'I have been abused', 'I want to escape from my situation', and 'There is no one who can help me'.

Conclusion: This presentation will be of interest to those who work with young people, specifically those who are looking at gaining a greater understanding of adolescents' motives for suicidality. It also highlights the role of the internet as a medium for help-seeking in relation to suicide.

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2.

## **An analysis of young people's suicide conversations on a text counselling service**

*Jeanne Van Wyk, University of Auckland*

Background: Research on youth suicide from the perspective of young people is limited. There is thus a dearth of understanding of how young people communicate their experience of suicide. A number of studies have highlighted that young people have specific needs and preferences for support when seeking and engaging with psychological support services. Mobile phone text-message counselling has been identified as being particularly beneficial in meeting some of these needs.

Aims: This research aimed to explore how young people communicate their experience of suicidality on a text counselling service.

Method: The paper will draw on a thematic analysis of text-message transcripts of interactions between young people and their text counsellor.

Findings: The analysis sheds light on how young people talk about suicide, the reasons they give for wanting to end their lives, what they say about the kind of help they need and

how they respond to different interventions from their text counsellors.

Conclusions: This talk will be of interest to those who work with youth, to gain an understanding of how young people in crisis communicate their experience of suicidality over a text counselling medium. Moreover, it will also highlight how advances in technology are revolutionising how to effectively engage with a population whose help-seeking and engagement with psychological support services has been historically challenging.

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3.

## **Resisting the silence on suicide: An analysis of young people's talk about youth suicide**

*Kerry Gibson, University of Auckland*

Background: Suicide prevention strategies in New Zealand include attempts to control information young people receive about suicide, but little is known about how young people talk about suicide in their own social networks.

Aims: This research aimed to explore how young people talk about suicide and in what forums they communicate.

Methods: A thematic analysis was conducted on 9 focus groups with 38 young people in which they discussed the various forums in which young people spoke about suicide and how this was spoken about.

Findings: The findings suggest that participants resisted what they see as a taboo on talking about suicide; saw adults as unwilling to engage in conversations with them about suicide and, were reluctant to seek help for suicide from mental health professionals. They preferred to talk about suicide with peers, although there were challenges with doing this in person. Access to digital communication provided young people with alternative forums to communicate about suicide which further undermined their willingness to engage with adults on the subject.

Conclusion: There is a gap in communication between youth and adults on suicide. Young people discuss suicide in their own social networks but less likely to talk about suicide with adults including professionals. It is important to open communication channels between young people and supportive adults and to engage youth as active participants in suicide prevention.

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## **Clinical Psychology**

*Chair: Ruth Gammon*

11.00am - 12.00pm Savoy 3

### **Mini-workshop: How do you know if it is really Wraparound?**

*Ruth A Gammon, Sr Lecturer/ Clinic Director  
School of Psychology Massey University*

The term wraparound has been widely used in New Zealand to describe a process of wrapping services around a client or family. However, such services have not shown

# Programme & Abstracts, Saturday 2nd

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to be effective or any more beneficial to clients than intensive case management or services as usual. A research-informed Wraparound model was developed in the USA and is gaining utilisation in New Zealand. This model of Wraparound, which was developed through the National Wraparound Initiative, targets client engagement, long term sustainable change and individual empowerment and self-efficacy. The model has been shown to be more effective than wraparound which does not adhere to the fidelity; studies repeated show increased fidelity of the model leads to better outcomes. This mini-workshop will provide participants with an overview of the model of research-informed Wraparound; review the guiding principles and stages of the model and explain the Wraparound theory of change - how and why it works. The workshop will also review implementation and effective training strategies used both in New Zealand and the USA.

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11.00am - 12.00pm Windsor

## Coaching and learning

Chair: Jonathan Black

### Guest speaker: Gordon Spence

**Exploring different outcomes from coaching: Key findings from two studies examining goal ownership and "sleeper effects".**

see abstract on page 13

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11.00am - 12.00pm Clarendon

## Health, safety & wellbeing

Chair: Katharina Naswall

### Guest speaker: Michael Leiter

**Improving Workplace Culture for Reducing Job Burnout**

see abstract on page 13

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## Afternoon 2.00pm - 5.40pm

### Clinical Psychology

Chair: Ryan San Diego

2.20pm - 3.00pm Savoy West

2.20pm

**The psychology of risk communication: The importance of how we deliver critical messages.**

*Ian de Terte, Senior Lecturer in Clinical Psychology, Massey University*  
*Elspeth Tilley, Massey University*

In this day and age there are various mediums in which messages are delivered to audiences. These mediums include,

but are not limited to, social media outlets, Ted talks, online newspaper articles, and electronic recordings. The essence is that the message is relayed to their respective audiences quickly. The actual message that is delivered is relatively unimportant. However, the method in which the message is relayed to the audience is important. This presentation is based on theory and is important for any scientists or psychologists that are involved in delivering scientific messages to the general public. This presentation will outline a model referred to as the elaboration likelihood model. The elaboration likelihood model will outline how people process the message and how to communicate effectively. Other models that will be referred during this presentation include social judgement theory, narrative transportation theory, and inoculation theory. However, this presentation will focus on the elaboration likelihood model and how it relates to the communication of risk. This presentation will appeal to psychologists who are involved in delivering critical messages to the general public.

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2.40pm

## ACC presentation

### Recent developments and initiatives within ACC

*Selena Dominguez – Sensitive Claims Portfolio Manager*

*Kris Fernando – Manager Psychology and Mental Health*

The aim of this session is to present some recent developments and initiatives within ACC. It is intended that this will be an interactive session. The topics which will be covered in this ACC update include

- ACC's transformation programme with a focus on suppliers/providers
- Modifications to Pain Services – feedback from delegates
- Integrated Services for Sensitive Claims contract – statistics and outcomes
- Mental Injury Assessments – important considerations
- Traumatic Brain Injury – ACC Strategy, Action Plan and recent developments
- Workforce development – interns and new graduates

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## Ethical Issues

Chair: Michele Blick

2.00pm - 3.00pm Savoy 2

2.00pm

**Slippery slopes and greasy poles: Challenges to quality professional practice**

*Raymond Nairn, Whariki Research Group, Massey University*

Background: Albert Bandura has identified processes that people employ so they can sleep easy despite acting

# Programme & Abstracts, Saturday 2nd

in ways that violate their moral standards or their self-understanding. Central to his account is the acting individual and he has organised these processes of moral disengagement into a model that is supported by a substantial body of evidence. In this presentation I will be showing how Banduras model dovetails with work we have done on the anti-Māori discourses that sustain and naturalise hegemonic common sense about Māori people and Māori-Pakeha relations in Aotearoa New Zealand. Combining the two bodies of work in this way effectively recalibrates Banduras model to acknowledge that all individuals act within a social milieu and, in that milieu, they may be confronted with assumptions, values, and beliefs inconsistent with their personal standards. Aims: To enable practitioners to recognise that everyday assumptions and priorities embedded in the dominant common sense may encourage, facilitate, and normalise departures from the ethical practice to which we aspire. Main Contribution: Combining local and international research to create an accessible account of how anti-Māori discourses can impinge on practice in negative ways. Conclusions: Ethical practice requires psychologists, individually and collectively, to be aware of the corrosive potential of anti-Māori and similar common sense and to work together to recognise and avoid the slippery slopes.

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2.20pm

## **Our hands are tied: the complaints process for psychologists under the Health Practitioners Competence Assurance Act (HPCAA)**

*Debra Ridgway, Victoria University of Wellington*

The interpretation of legislation has a strong effect on how the Complaints process operates for psychologists. The purpose of this study is to determine whether the complaints process or the legislation requires change in order to facilitate the resolution of complaints for psychologists. The study compares the processes used by the Psychologists Board with those of the Dental and Medical Councils who all operate under the same legislation, and in contrast with the Law Society which operates under different legislation. There are also comparisons of international legislation in similar jurisdictions with the HPCA Act. This study found that a number of issues raised previously remain current, although some have been addressed. There is also a strong argument for lobbying towards an amendment of the legislation to include a formal early resolution process. Along the way a number of tips for navigating the complaints process were discovered and will be discussed.

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2.40pm

## **Celebrating 150 years of discovery**

*Emeritus Professor Kenneth Strongman, the Royal Society's Branch representative on Council*

Royal Society Te Apārangi, previously known as the Royal Society of New Zealand Te Apārangi, is celebrating its

150th anniversary this year. This significant occasion celebrating 150 years of Discovery is a time for reflection and rejuvenation for the Society. Professor Strongman will discuss some of their past achievements and highlight the work done on promoting and fostering science, technology and the humanities, right from the Tarawera eruption, to the Hawkes Bay earthquake, nuclear testing and more recently, climate change. This year, the Society will be providing a wider variety of public activities, and will have a new website which will be an engaging hub for public, education and research communities. You will note that the Society's Māori name is given prominence and the logo has transformed from a square to a koru, while the new motto aptly describes the Society's purpose: Explore, discover, share.

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## **Institute of Criminal Justice and Forensic Psychology (ICJFP) Symposium**

*Chair: Lesley Ayland*

2.00pm - 3.00pm Savoy 4

### **Mini-workshop: The Good Way mode: An approach to treatment with children, youth and adults with an intellectual disability who have engaged in harmful behaviours**

*Lesley Ayland, WellStop*

The Good Way model was originally developed in New Zealand for young people with an intellectual disability who presented with harmful sexual behaviour, but can be used with clients presenting with any serious behavioural issue. It is an integrative model that draws on cognitive behavioural therapy, narrative therapy and drama therapy. It encompasses both Risk, Needs, Responsivity and Good Lives/strengths based approaches. It also provides a way to address client's own trauma, grief and attachment issues. The Good Way model has been modified for adults with a mild-moderate intellectual disability, including forensic clients, and is used with children and adolescents both with and without an intellectual disability. It can be used in individual, group and family sessions. It is widely used in Australia and the UK. The workshop will provide an introduction to the model, through case material and provide an opportunity to practice some basic skills. The findings of recent research into the effectiveness of the model with adolescents will also be presented.

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## **Clinical Psychology**

*Chair: Wendy Kelly*

2.00pm - 3.00pm Savoy 3

### **Mini-workshop: Understanding children in foster care using the Relational**

# Programme & Abstracts, Saturday 2nd

## Learning Framework

Wendy Kelly, Victoria University and private practice

When children have been maltreated and placed in foster care, it can be very difficult for foster parents to accurately interpret the child's behavioural cues, which may be related to developmental problems, past maltreatment, attachment disruptions and so on. The workshop presents a method of understanding the child's perspective. The purpose of the framework is to integrate knowledge about the child in order to make connections between the child's past history and current experiences, to consider the meaning the child may have made of their experiences and to examine what the child's experiences and behaviour can tell us about their beliefs and mental representations. The model allows the foster parents and foster care team to access features of the child's mental representations, or internal working model, which may be pivotal in understanding the child's behaviour and therefore successfully managing it. The ultimate aim is to form a treatment plan to gradually change the child's mental representations over time, emphasising what the child needs to learn through relationships, what the child needs to learn about emotions and how to talk to the child to verbalise both old and new representations. The presentation will outline the theory on which the Relational Learning Framework is based and the audience will work through a framework together.

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3.00pm

## New Zealand Psychologists Board annual information and consultation forum

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

An interactive forum covering topics such as:

Governance matters: Board membership changes, working with stakeholders, review of the Board's Standards and Procedures for Registration, and the Psychology Workforce Task Force.

Operational matters: Updates on registration growth, new staff, and challenges faced over the past year.

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

Other matters of interest: Updates on the (safe) development of the profession in the Asia-Pacific and recent developments on the reviews of the HPCA Act.

We will welcome questions throughout the forum, and time will also be provided at the end for a general "Q&A" session.

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## Coaching and Learning

Chair: Jonathan Black

2.00pm - 4.40pm, Windsor

2.00pm

## Mini-workshop: How do we leverage

## culture to enhance giving and receiving of feedback?

Lisa Stewart, Massey University & Vino Ramkissoon, OPRA Psychology Group, Auckland

Research articles and practitioner anecdotes indicate that feedback is a hot topic area for I/O psychologists and HR practitioners. Increasingly, organisations are placing more emphasis on real-time developmental feedback mechanisms, rather than traditional performance management rating practices. In particular, we know there are cross-cultural challenges when it comes to giving and receiving feedback whether that culture is ethnic, gendered, organisational or professional (Mayo, 2016; Molinsky, 2013; Schinkel, Dierendonck, van Vianen & Ryan, 2011; Stone-Romero & Stone, 2002). The aim of this mini-workshop is to explore ways in which we can leverage an understanding of culture and feedback, to create opportunities for insight, and to promote growth and development. As co-facilitators, we know from our own experience with culturally diverse or culturally unique organisations, that feedback underpins the professional service we provide to clients. *Naku te rourou, nou te rourou, ka ora ai te iwi-* With your basket, and our basket, the people will be fed. This workshop will appeal to a range of practitioners who want to enhance their provision of feedback to clients and/or who want to capitalise on the value of feedback they receive as part of their ongoing professional development.

m.stewart@massey.ac.nz & Vino.Ramkissoon@oprargroup.com

2.40pm

## A preliminary examination of occupations and interests in the Australian and New Zealand standard classification of occupations

James Athanassou, University of Sydney

Background: This paper analyses the interest content of 1016 occupations from the Australian and New Zealand Standard Classification of Occupations.

Aim: The focus of this paper is to provide a description of occupations using vocational interests as a focus.

Method: Occupations were classified according to vocational interests (outdoor, practical, scientific, creative, business, office, people contact, health, community, and computing), educational qualifications, and skill level, as well as in terms of the six Holland (RIASEC) types.

Results: Just over half of all occupations involved a practical interest. Creative interest was the least common occupational interest (9.2% of occupations). Some 80% of occupations covered more than one interest content, and in four instances, as many as six interests. Practical and people contact interests were negatively correlated ( $r = -.50$ ).

Conclusions: Occupational interest categories were consistent with the Holland types except that outdoor and practical interests did not correlate meaningfully with the Holland realistic category. Occupational interests were related to educational requirements and skill levels. Outdoor and practical occupations were focused at the lower skill



# Programme & Abstracts, Saturday 2nd

levels. Scientific and computing included the highest skill levels. It is argued that vocational psychology requires a valid description of occupations.

athanasou@gmail.com

3.00pm

## **Mini-workshop: Thorny coaching challenges**

*Dr Barbara Kennedy, School of Psychology, Massey University & Jonathan Black, Farsight Limited*

Coaching psychology is a field distinct from organisational, educational, health and clinical fields, and yet the practitioner may usefully draw from these disparate areas of practice and their underlying theoretical and research knowledge-bases. In this mini-workshop, participants will be offered thorny coaching cases and issues along with some resources for small-group discussion. Each group will have the opportunity to explore the challenges from different perspectives. The facilitators will then seek to draw together the ideas that emerge from the various perspectives, with reference to ethical, theoretical and practical principles. This mini-workshop is aimed primarily at coaching psychologists working in organisational contexts but it will also be relevant for coaching psychologists with particular interests in health coaching or performance coaching; others interested in coaching are welcome to attend.

B.J.Kennedy@massey.ac.nz & jonathan@farsightglobal.co.nz

4.00pm

## **Application of coaching psychology in elite sport**

*Jason Yuill-Proctor*

Coaching and Sport Psychologists face similar challenges in differentiating themselves from non-psychologists such as coaches or mental skills coaches. In addition, practitioners move into both fields of psychology from clinical, organisational, or directly through coaching psychology or sport psychology training; each of which has a distinct theoretical orientation. This can create confusion in how we define our practice and communicate what we do to our clients. Within Rowing NZ we have three psychologists, each from a different psychological training background; clinical, counselling, and sport psychology/coaching. This presentation will present a wellbeing and performance coaching framework developed through our work with elite rowers and which may potentially be applicable in organisational settings. This framework not only provides a contextually grounded structure for addressing the diversity of client needs but also gives us a tool to explain what we do, and what impact we may have. However the framework is not what we do; what distinguishes us as psychologists in coaching athletes or employees is how we apply the framework using our theoretically grounded, evidence-based knowledge.

Jason.Yuill-Proctor@hpsnz.org.nz

4.20pm

## **Stress and recovery in sport coaches: The role of mindfulness authors and affiliations**

*Fleur Pawsey, University of Canterbury*

Sport coaching is considered a stressful profession. There is an existing body of literature on sources of coach stress, and the prevalence and impact of coach burnout. Little attention has been given to factors which may promote recovery from day to day stress, potentially reducing the likelihood of burnout. Recovery may be challenging, as coaches typically work irregular hours and have blurred boundaries between work and non-work life. The aim of the present research was to explore the relationship between dispositional mindfulness and recovery from work stress among coaches. An online survey was distributed to a number of sporting organisations and was completed by 152 coaches from a range of different sports. Survey measures included dispositional mindfulness, perceived stress, psychological detachment, and affective rumination, as well as indicators of recovery from work stress. Analysis tested for moderated mediation, using a conditional process model. Results showed a significant indirect relationship between mindfulness and recovery, through affective rumination. Specifically, higher mindfulness levels were related to lower levels of work related rumination, and in turn to lower emotional exhaustion and lower need for recovery. As mindfulness can be enhanced through training, results suggests the potential value of mindfulness training interventions for sport coaches as well as for other professionals experiencing high stress and indistinct work/non work boundaries.

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## **Health, Safety and Wellbeing**

*Chair: Katharina Naswall*

2.00pm - 4.40pm, Clarendon

2.00pm

## **Play to your strengths: Exploring profiles of character strengths and their association with work performance and wellbeing**

*Jennifer H.K. Wong, University of Canterbury  
Katharina Naswall, University of Canterbury*

Mental health now falls under the definition of occupational health in New Zealand (Health and Safety Act, 2016), calling for employers to prioritize their employees wellbeing. Our research project explores the utility of character strength at work as a potential workplace health initiative. Character strengths are positive human qualities, and using one's best character strengths contributes to better job performance and more positive experiences at work (Littman-Ovadia, Lavy, & Boiman-Meshita, 2016; Meyers & van Woerkom, 2016). Yet, Allan (2015) have

# Programme & Abstracts, Saturday 2nd

shown that certain pairs of character strengths are linked to a sense of meaning in life. This implies that character strengths are interdependent and the balance of strengths may be a better predictor than a singular strength. In the current research project, we explore if profiles of character strengths, rather than pairs of or singular strengths, are associated with desirable organizational outcomes. We will be surveying employed adults on their 24 character strengths and conducting latent profile analyses to determine if the combinations of character strengths can explain variance in work performance (task, citizenship, and counterproductive) and wellbeing (general and work-related subjective and psychological wellbeing). Our findings will inform organizational policy makers in designing workplace health initiatives by determining which profiles of character strengths are related to better work performance and wellbeing.

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2.20pm

## **The pressures and challenges of being a successful young professional woman in NZ: Implications for wellbeing in organisations**

*Nilima Chowdhury, University of Auckland*

Young women in New Zealand have increasingly been given opportunities to succeed and within public discourse they are often hailed as the most likely winners in an increasingly competitive marketplace. Yet, women remain twice as likely to experience depression and other mental health problems as men. This presentation describes an in-depth qualitative study with young high performing women who predominantly work in professional services (e.g. corporate law, accounting). The principal aim was to explore distressing work conditions and to contribute to our understanding of the stresses faced by high achieving young women in New Zealand. Analysis of the focus group discussions led to the emergence of several key themes such as women bring women down, its all about who you know, double standards for women/men, lack of (female) role models, trying to do everything, the pressure of being the immigrant daughter, and experiences of unconscious sexism. Implications and possible strategies for enhancing the organisational wellbeing of women employees are discussed.

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2.40pm

## **The dark triad in personnel selection**

*Geoff Sutton, University of Canterbury*

*Dr Joana Kuntz, University of Canterbury*

*Dr Katharina Näswall, University of Canterbury*

The Dark Triad (DT) of personality (Machiavellianism, narcissism, and psychopathy) has a selfish and callous core that affects organisations, its leaders, and team members alike. Given the generally undesirable nature of the DT, it becomes important for organisations to identify and either select out or develop individuals exhibiting these behaviours, given their potential to cause harm. For this

study, 158 candidates taking part an intensive Assessment Centre (AC) were rated on performance by experts and peers, and completed a series of self-report measures of the DT over three time points. Both self-reported and peer-reported measures of DT traits were not found to be related to performance or success on the AC. However, the relationship between peer ratings of leadership competencies and self-report DT did appear to change over time, with an increase in relationships the longer peers observed each other. Overall, the data from this study suggests that while scores on measures of the DT may not be related to AC outcomes directly, peer ratings of leadership competencies may well be useful in identifying those with high levels of DT traits. Additionally, the length of ACs may be important factor to consider when effectively developing personnel selection systems designed to identify problematic incumbent characteristics.

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3.00pm

## **Mini-workshop: How to improve mental safety and fitness for work in high-risk workplaces - An interactive learning workshop**

*Frank O'Connor, Moa Resources / BSSNZ;*

*Bridgitte Baker, Work Health and Wellbeing, &*

*Andrea Gardner, Strategic HR*

Background: Organisations want their people to be okay to be mentally safe, to be fit for work. But life intervenes, directly and less so, through choices and fortune, in short and long term. Few organisations use the risk-managing approach to human capacity for work that they use for physical or financial assets. We don't assume knowledge of safety law or practices, and the approaches we look at are effective in most workplaces.

Objectives: Using approaches that build on what people at work already know and do in other contexts, we look at the common kinds of loss in functional terms. Employers want to know what keeps people safe from significant mental harm (however caused) and returns people to work after losses.

Approach: Getting accurate return to work projections is a challenge we address the certainty and sense of control is important to all parties. Well share what we've found to be the most effective forms of using what people already know to notice someone's loss of mental capacity, quickly assess seriousness and then respond safely. In small groups, we use a similar process that covers care of self, a work mate, staff or family members. While diagnosis is important for effective treatment, few employers understand clinical terms. We are more useful to them if we can describe the expected duration of the disruption. We do not cover detailed differences among illnesses, addictions, forms of distress, or types of interpersonal conflict.

Usage: We cover impacts of sources of impairment, ways people typically respond and where they look first for help. We look at the difference in responsibility of peers and managers, and aspects of the particular expectations of high-

# Programme & Abstracts, Saturday 2nd

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risk workplaces. Most importantly, we'll workshop what works, when, for whom.

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4.00pm

## **Incivility breeds incivility**

*Prof. Jarrod Haar, Dept. of Management, AUT, Auckland & Prof. Michael Leiter, School of Psychology, Deakin University, Melbourne*

Background: incivility is defined as low-intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect. Aims: building on the work of Leiter and colleagues around the three forms of incivility (supervisors, peers and personal/instigated) we aim to explore whether supervisor and peer incivility reflect a climate of incivility that will predict instigated incivility. In this regard employees experiencing incivility from their supervisor and peers might view instigating incivility as a right, the only way to survive, or give as good as one gets. In this regard, we hypothesize both supervisor and peer incivility will predict instigated incivility and interact together to exert a stronger pressure on employees to instigate incivility. Methods: two samples: (1) 1750 Canadian hospital workers and (2) 506 Australian employees across a broad range of professions and industries, completed a survey with valid constructs ( $\alpha > .80$ ). Results: Overall, supervisor and peer incivility predict instigated incivility and both interact to lead to the highest levels of instigated incivility when both supervisor and peer engage in high levels of incivility. These effects are similar in both samples. Conclusions: highlights the importance that supervisors and peers play in creating a climate of incivility and how this can influence instigated incivility. The implications for organizations and research are discussed.

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4.20pm

## **Mana and leadership: A Māori case study**

*Api Taiapa, Massey University*

Within the field of I/O psychology, the topic of leadership has captured the interest of researchers and practitioners for many years (Koppes, 2007). However, cultural perspectives of leadership within I/O psychology remain limited, and even more so when it comes to Māori leadership. Although research related to Māori leadership within the context of business and management has enjoyed a growing interest in recent years. None has yet explored the relationship between leadership and mana. An initial review of the literature (Bowden, 1979; Diamond, 2003; Katene, 2013) indicates mana is linked to many different themes which then influence leadership. Therefore, the aim of this research is to explore the role of mana in relation to leadership within a kaupapa Māori organisational context. This research will use a case study of a recently formed hapu organisation, based on the East Coast of Aotearoa New Zealand and involved in the primary industries sector. Twelve participants from all levels of the organisation will be interviewed, and their

responses will be thematically analysed to identify key themes about the role of mana in leadership. Initial results will be available to present at the September Conference. This presentation will interest practitioners who work with leaders in kaupapa Māori organisations, to better understand the dimensions of effective Māori leadership and therefore organisational performance.

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4.40pm- 5.40pm Clarendon

## **Guest speaker: Stuart Carr**

**Is Working Poverty any of our Business?**  
*see abstract on page 14*

# Programme & Abstracts, Posters

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## Poster Board 1

### **The relationship between dual self-construals and mental health in New Zealand adolescents**

*Andrea Chin, University of Otago*

*Dr Richard Linscott, University of Otago*

*Dr Mele Taumoepeau, University of Otago*

During adolescence, individuals develop self-construals, overarching schemas that represent individuals' sociocultural identity. Self-construals are influenced by culture and affect mental health. Although independent and interdependent self-construals (IndSC and InterSC, respectively) were conceived as orthogonal, they are often studied as opposing ends on a spectrum. With globalisation and the cultural exposure that brings, adolescents may develop dual self-construals (DualSC). Our aim was to investigate the relationships that single and dual self-construals have with mental health in adolescents. Drawing from biculturalism and acculturation models, it was hypothesised that DualSC will predict better mental health. High school students (n = 161, aged 16-18 years) completed questionnaires on mental health and self-construals. Hypotheses were tested using linear regression. Greater IndSC was related to lower self-reported depression, anxiety, and stress symptoms. However, InterSC and DualSC were not associated with mental health symptoms. In New Zealand's individualistic context, independence is associated with greater mental health for adolescents while there is no discernible effect of interdependence. No beneficial effect of DualSC might mean DualSC only promotes mental health when adolescents are straddling two cultural groups. Future research should consider different types of InterSC and mechanisms through which self-construals can affect mental health.

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## Poster Board 2

### **What assistance is needed? Assessment for literacy learning difficulties in Aotearoa/New Zealand Schools**

*Angela Neville, Massey University*

This MEdPsych thesis identifies classroom-tested strategies that can be used by teachers and other educators to identify any underlying difficulties that students may be experiencing in literacy learning, in order to provide these students with appropriate remedial interventions. A survey was completed by teachers, SENCos and RTLB from primary, intermediate and secondary schools around Aotearoa/New Zealand to identify what tools or methods they were using to identify literacy learning difficulties, and what interventions they were using. This survey was followed by several interviews with educators to gather more in-depth information about what tools or methods they have used successfully.

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## Poster Board 3

### **Vicarious Futurity: Identifying strengths in adolescent with Autism, a parents perspective.**

*Jan Hastie, Toi-ohomai Institute of Technology*

The title above is linked to my Masters in Science, in health psychology that is being conducted during March May 2017. My research interest is aimed at identifying the strengths of adolescents aged 13-19 years with Autism. Autism is generally presented in research in negative ways, particularly in terms of the parenting experience. My research is associated with parents and primary caregivers identifying the strengths of adolescents as a way for parents to have hope for the future. With an understanding of adolescent strengths, parents and primary caregivers can plan for a more positive future that is strongly linked to the things that will be supportive and restorative to the adolescent over their lifetime. This connects to the work of Nunn, (1996) who theorizes that vicarious futurity correlates with a parents belief that their adolescent will have a valued and productive life that includes the ability to adapt to changes over the lifespan. Some of the criteria for government funding in disability has been made easier to access in terms of fitting personal goals that are linked to individual needs and desires. A less criteria driven system may support an increasingly individualized approach that will support positive outcomes in the future for this cohort that has been historically marginalized.

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## Poster Board 4

### **Health behaviour and weight gain in first-year university students: The role of stress, appraisal and self-compassion**

*Katie Sullivan, University of Canterbury*

*Roeline Kuijer, University of Canterbury*

*Jessica Kerr, Murdoch Childrens Research Institute, Melbourne*

Background/Aim: The transition from high-school to university is a critical period of weight change. Although the popular claim that students gain 15lbs (6.80kgs) during their first year at university (the freshman 15) seems to be an exaggeration, students do on average gain weight during their first year (1.75kgs according to a recent meta-analysis) and more so than their non-university peers. Not every student is prone to weight gain though and researchers have begun to investigate predictors and moderators of weight gain in students. The current study focused on the relation between stress, weight gain and health behaviours associated with weight gain (eating behaviour and exercise), and examined the role of stress, stress appraisal and trait self-compassion. We hypothesized that higher levels of stress during the year would be related to a decrease in healthy eating and exercise and an increase in weight, but only for students who appraise stress as being harmful and threatening (vs challenging) and



# Workshop Abstracts

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students low on self-compassion. Methods: 150 students completed questionnaires at the beginning of their first year at university and again at the end of the year. At both time points students reported their weight and height, and completed measures on eating behaviour, exercise and levels of stress. Stress appraisal and self-compassion were measures at Time 1 only. Results and Conclusions: Data are currently being analysed.

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## Poster Board 5

### How complex is negative priming?

*Lin Li, PhD, Sichuan Normal University*

Over years the dominant view on negative priming has assumed that an interplay between selective attention and episodic memory retrieval occurs in the same perceptual dimension. It is in such a mental representational space that the forward and backward acting processes are to be integrated as a goal oriented executive control. However, current research has challenged the view by emphasizing that higher dimensional, neuronal computing structures might be involved in selective attention tasks. In a cross-language negative priming study, letters, digits, English number words, and logographic Chinese number words were presented in two rapid serial visual presentation (RSVP) streams in a temporally separated manner instead of concurrently presented. The findings suggest that active suppression of irrelevant distracting information is a more ubiquitous form of cognitive control than previously thought about for bilinguals, leading to a (hyper)complex-number based interpretation.

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and cultures, and thus the provision of “disaster mental health” services are often unwelcome and avoided. This workshop addresses a model of providing culturally sensitive adaptations of PFA’s core elements within a framework (CCF) that emphasizes the collective community response to support its members’ active and collaborative adaptation to adversity. This scalable and sustainable model has been practiced and adapted across a variety of communities and event types, ranging from the accidental death of one child to the killing of an entire household and a murder spree across an entire community. Participants will engage in practicing and critiquing the core elements and evaluating how this model can be adapted in their home communities and in organizations within which they serve or are employed.

### Reducing bias in pursuit of more objective and accurate forensic evaluations

**Presenter: Daniel Murrie**

*Please see page 11 for Daniel’s bio.*

The justice system tends to assume that evaluators are interchangeable, and different evaluators would reach the same conclusions about an offender’s competence, sanity, or violence risk. Furthermore, ethical guidelines direct forensic psychologists to strive for neutrality and minimize bias, regardless of who hired them. But increasing research reveals that evaluators differ in important ways, and biases are deeply ingrained in ways that influence expert conclusions – even on ostensibly objective forensic tasks.

This workshop will review what we know about reliability and accuracy among forensic experts. We will explore common biases and ways they may compromise accuracy and objectivity. We will present empirical data and practical examples of adversarial allegiance and will suggest strategies for minimizing bias at several levels: individual opinion formation, case management and practice procedures, and system-wide interventions.

### A framework for practising coaching psychology

**Presenter: Sam Farmer**

Key learning objectives for this workshop are: Within David Lane and Sarah Corrie’s “Purpose, Process, Perspective” framework - as well as being consistent with their CCP objectives – this workshop will engage participants to develop their own framework for practising coaching psychology by clarifying their:

1. Purpose
  - a. Commit to particular professional development goals to enhance their practice
  - b. Commit to their next specific business development step
2. Perspective  
Reflect upon the professional perspective that they bring to their coaching psychology practice

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## Wednesday 30th August workshops

### Practical Applications of Psychological First Aid (PFA) within a Compassionate Community Framework (CCF)

**Presenter: Gil Reyes**

*Please see page 8 for Gil’s bio.*

Disasters of all types are clearly disturbing events with the potential to create situations that are so profoundly distressing that they may cause more than merely short-term distress and anxiety. Emergency mental health responses to such events are predicated on the premise that early intervention is more likely to prove beneficial than harmful to how people will experience and respond to the emotional and psychological effects of loss and trauma. Empirical support for early interventions is sparse and inconclusive. Nevertheless, it is common practice across most if not all societies and cultures to provide compassionate social support to those toward who we feel empathy and affiliation. Unfortunately, mental health disturbances are pervasively stigmatized across these same societies

# Workshop Abstracts

## 3. Process

- a. Review what coaching psychology is
- b. Identify networking opportunities to enhance their coaching psychology practice
- c. Identify their particular approach
- d. Identify the core elements of a Coaching Contract, with reference to NZPsB guidelines
- e. Consider a Framework for Coaching, and start to develop their own

## 4. Practice

Observe and practise structured coaching conversations, incorporating the above.

This workshop would be most suitable for: psychologists entering coaching psychology from another scope, as well as for psychologists interested in coaching psychology who are looking to develop a framework for practising coaching psychology. Participants need to have at least a foundation experience of coaching psychology and, ideally, current clients.

### **Sam Farmer, Director, Enhance Facilitation Limited. Coaching Psychologist**

Originally qualified as a Forensic Psychologist, Sam is a registered Psychologist specialising in Coaching Psychology. In 2009, he co-founded the New Zealand Coaching Psychology Special Interest Group (CPSIG) and was its Chair until 2012. He was also an Honorary Vice President of the International Society for Coaching Psychology (2010-2016).

Sam believes that leadership is a team responsibility, where high performance is gained from developing quality relationships leading to productive and meaningful work. Drawing upon their own strengths, Sam is known for his non-judgemental approach and good-humoured ability to challenge clients to engage confidently with the demands of their work context. He has extensive experience in coaching individuals and teams working within, high emotional impact, complex and diverse environments. Sam provides: coaching to professionals and leaders in the state, not-for-profit, and corporate sectors; in-field psychosocial support to humanitarian staff worldwide; supervision to psychologists and coaches. He also facilitates Action Learning Groups for senior leaders across the not-for-profit and for-profit sectors. Integrating Acceptance and Commitment Training and other strength-based approaches, Sam sustains a systematic approach to all of his coaching engagements. Recognising the significant and ethical responsibilities of a psychologist, his coaching model is kept transparent, collaborative, confidential and clear to his clients from beginning to end.

### **“Mahia te mahi” – A guide to establishing and developing collaborative relationships with Māori**

#### **Presenter: Aroha Waipara-Panapa**

Drawing on examples from case work, social media and cultural references (Māori and non-Māori) this workshop

considers key concepts and skills which can enhance psychological practice and collaborative relationships with Māori – individuals, whanau and organisations. Examples from a range of areas (including but not limited to clinical practice, management, competency standards) . Throughout the workshop participants will have the opportunity to apply concepts discussed to ‘real world’ examples and situations. Participants are also invited to submit queries/ examples for discussion and analysis.

### **Aroha Waipara-Panapa (Rongowhakaata, Ngati Ruapani and Waikato/Maniapoto)**

has a background in child and adolescent mental health, Aroha has developed a specialist interest in youth forensic. Over the last few years, Aroha has worked on a range of projects, as well as in management and leadership roles. Throughout her career, Aroha has maintained an enduring interest in improving services for Māori/Māori communities. Paired with a desire to support psychologists improve and strengthen their practice, Aroha has subsequently focussed on developing practical skills and strategies which assist in meeting both those interests.

### **Introduction to working with survivors of childhood sexual abuse**

#### **Presenter: Kim McGregor**

Due to the interpersonal betrayal and complex effects associated with child sexual abuse (CSA), working with survivors can be challenging. Making things more difficult, many counselling and other courses do not provide specific training for this issue. These factors often leave psychologists and other professionals lacking confidence when working with survivors of child sexual abuse.

This one day workshop will outline the prevalence, dynamics and effects of CSA, useful therapeutic approaches and messages from almost 200 Aotearoa/New Zealand survivors of CSA about what they found helpful and unhelpful in therapy.

Most frequent comments from participants of this workshop are about psychologists and other professionals feeling “more confident” in their work and “validated” in their approaches.

#### **Dr Kim McGregor, QSO,**

has worked as a therapist with survivors of sexual abuse for 30 years. She is the author of: *Warriors of Truth* a self-help book for adult survivors of child sexual abuse (1994); the up-dated version *Surviving and Moving On* (2008); the first set of ACC national therapy guidelines *Therapy Guidelines: Adult Survivors of Child Sexual Abuse* (2001). She has published several papers including in the *Journal of Child Sexual Abuse*, and *Journal of Trauma and Dissociation*. She is the co-author of the book *Powergames* (published in NZ & UK 2001). Her doctoral thesis *Therapy It's a Two-Way Thing* (2003) explored what a sample of women survivors of child sexual abuse found helpful and unhelpful in therapy. Her post-doctoral thesis explored the health impacts of child sexual abuse and the types of responses survivors

# Conference Notes

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wanted from health care professionals. Kim currently runs her own research and therapy company Tiaki Consultants alongside her partner Russell Smith. She also has a part time role as the Chief Victims Advisor to Government. From 2005-2015 Kim was the Executive Director of Rape Prevention Education Whakatu Mauri, 2005-2013 was a founding and executive member of the Te Ohaakii a Hine - National Network Ending Sexual Violence Together, and the Tauiwi Caucus Chair, 2007-2009 was a member of the New Zealand government's Taskforce for Action on Sexual Violence and was a founding and executive member of Project Restore 2004-2013. Kim has worked alongside Louise Nicholas since 2006 and wrote the foreword for her book Louise Nicholas My Story.





# Conference Notes

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